



**CENTER FOR RESEARCH
ON LEARNING AND
TEACHING**

**ANNUAL REPORT
2021-2022**

TABLE OF CONTENTS

- Executive Summary2**
 - Executive Director’s Letter..... 2
 - Core Services 3
 - 2021-2022 Year at a Glance 4
 - CRLT Community..... 6
 - CRLT Faculty Advisory Board 6
 - New & Noteworthy 8
- Support for Teaching14**
 - Consultations.....14
 - Orientations 15
 - Seminars 16
 - Programs for Academic Leaders 18
 - Programs for Faculty 18
 - Programs for Graduate Students and Postdoctoral Scholars20
 - International Faculty Development 23
- Foundational Course Initiative 24**
- Diversity, Equity & Inclusion 26**
- Players Theatre Program..... 28**
- Digital Education..... 30**
- Assessment and Research 32**
- Appendices**
 - Appendix A: Awards.....38
 - Appendix B: Disciplinary-Based, Customized Services 41
 - Appendix C: Collaborations and Committee Work 59
 - Appendix D: External Colleges, Universities, and Organizations Served 61
 - Appendix E: Publications and Presentations 63
 - Appendix F: Regular Staff Organizational Chart 65

This report was compiled by CRLT staff.

EXECUTIVE SUMMARY

EXECUTIVE DIRECTOR'S LETTER

The 2021-2022 academic year once again presented significant challenges for the U-M campus, as it did for the higher education world more broadly. While mandatory vaccination and masking facilitated a safe return to in-person teaching, concerns about the impact of Covid variants led to ongoing uncertainty for much of the year and exacerbated the crisis of students experiencing mental health challenges. Beyond Covid concerns, the campus continued to engage with the pressing question of how to make U-M a more equitable space for learning by closing out and assessing its first DEI strategic plan and looking forward to DEI 2.0. Despite the personal and professional impact of these challenges, U-M instructors adapted and innovated, working to deliver the high-quality educational experience that is a hallmark of this university.

The continued high demand for CRLT services this past year reflected the crucial role our staff played in helping the instructional community navigate this shifting landscape. As the campus returned to an in-person modality, CRLT partnered with instructors to help them reflect on and implement lessons they'd learned since March 2020. And, as has been true since the start of the DEI strategic planning process, CRLT was the key campus resource advancing inclusive and equity-focused teaching. The scope and depth of our work in these areas are reflected in both new and ongoing services described in this report – ranging from individual consultations, seminars, and customized programs for academic units, to support for equity-focused teaching, intensive course redesign, and the restarting of grants and awards competitions frozen by U-M's budget restrictions.



Internally, the loosening of budget restrictions also meant the return of position openings at U-M and nationally. Several of our valued colleagues took on new responsibilities and leadership roles at sites as varied as the Trotter Multicultural Center, the School of Public Health, the College of Engineering, the Ginsberg Center, and U-M's ADVANCE program. The searches that resulted from these departures benefited tremendously from recommendations generated by two cross-center working groups focused on racial equity in hiring. Job candidates have consistently told us that the CRLT search process was one of the most transparent they had ever encountered, and they felt well positioned to demonstrate what they could contribute. While we were sad to lose outstanding colleagues who have all contributed in significant ways to CRLT's success, we were excited to see them take the next steps in their careers and to welcome talented new hires from a wide array of backgrounds as they joined us in our work.

CRLT's staff is recognized across campus for its commitment to the mission of advancing equity, excellence, and innovation in teaching and learning. Their dedication to fulfilling that mission and supporting one another in the face of the multiple challenges outlined above is truly inspiring to me. I feel grateful to work with them and look forward to the coming year, as we welcome new leadership, including U-M's 15th president, Dr. Santa Ono, Provost Laurie McCauley, and several new deans. Plans are also underway to celebrate CRLT's 60th anniversary at our first Provost's Seminar on Teaching since 2019. The event will address a key question at U-M and at colleges and universities across the country: What's Next?

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

CORE SERVICES

Mission Statement

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

Support for Teaching

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

Foundational Course Initiative

FCI aims to create an equitable, engaging, and rigorous 21st-century model of teaching at scale. The initiative brings an equity and justice focus to 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.

Diversity, Equity, and Inclusion

CRLT is committed to advancing a teaching culture in which students and instructors of all backgrounds and social identities can succeed. To accomplish this goal, CRLT's programs and resources highlight equity-focused teaching as a corrective tool to disrupt historical and contemporary patterns of educational disenfranchisement that often negatively impact marginalized and minoritized students.

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.

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.

2021-2022* YEAR AT A GLANCE

SUMMARY OF CRLT SERVICES

Total Services Provided.....**18,195**
(Some individuals receive multiple services)

Total Services for U-M Clients..... **15,734**

Campuswide programs1,070
 Customized programs for departments, schools, & colleges 8,097
 Consultations..... 6,364
 Instructors receiving midterm student feedback (MSF) sessions 203

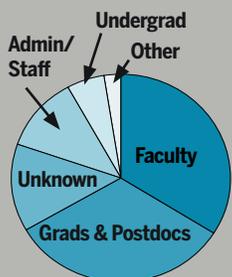
Total Services for External Clients..... **2,461**

Presentation and workshop participants.....1,597
 Audience members at external theatre performances.....288
 Consultations and other services 576

SERVICES BY SCHOOL/COLLEGE

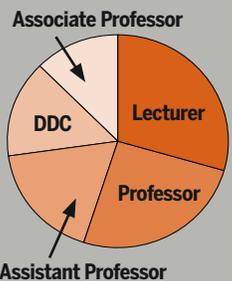
School or College	Individuals	Services
Architecture & Urban Planning	94	128
Art & Design	57	124
Business	171	328
Dentistry	124	154
Education	150	310
Engineering	2,362	3,482
Environment and Sustainability	172	226
Information	221	264
Kinesiology	88	224
Law	47	64
LSA	3,493	5,391
Medicine	625	1,001
Music, Theatre & Dance	273	297
Nursing	114	222
Pharmacy	67	101
Public Health	261	331
Public Policy	62	79
Social Work	114	134
Administration	362	1,069
U-M Libraries	71	125
Other	172	405
U-M Dearborn	47	77
U-M Flint	25	44
Individuals, Unit Unknown	77	92
Services, Unit Unknown	654	1,062
TOTALS	9,903	15,734

U-M CLIENT PROFILES



9,903 Unique Individuals

Faculty	3,361
Graduate Students & Postdoctoral Scholars	3,264
Unknown	1,341
Admin/Staff	1,166
Undergraduate Students	549
Other	222



Faculty by Rank

Lecturer	994
Professor	858
Assistant Professor	596
DDC (Deans, Directors, Department Chairs)	493
Associate Professor	420

EXTERNAL REACH BEYOND U-M

U.S. Educational Institutions 65
 Other U.S. Organizations..... 9
 International Institutions19

CONSULTATION SERVICES

Consultations.....	6,364
Midterm student feedback (MSF) sessions conducted*.....	199
Students served by MSFs	8,243
U-M offices advised	17
Committees with CRLT representatives	66

**Some courses have multiple instructors*

FACULTY AWARDS

Award Competitions.....	2
Grant Competitions.....	4

Distributed by CRLT
\$140,888.38

ONLINE WEB RESOURCES

Unique website visitors	515,034
Countries.....	223
Blog posts	8
Twitter followers	3,191

PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

Preparing Future Faculty (PFF) programs	2
Participants in PFF programs	99
Graduate Student Instructional Consultants.....	36

RESEARCH & PUBLICATIONS

Assessment projects across 8 U-M schools and colleges	23
CRLT action research project	1
Publications and presentations.....	22

CRLT PLAYERS

Performances at U-M	54
U-M workshops.....	2
External performances.....	6
Different sketches performed	11
Total audience members.....	4,160

CRLT COMMUNITY



SENIOR LEADERSHIP TEAM

- » Matthew Kaplan
- » Sara Armstrong
- » Denise Galarza Sepúlveda
- » Michelle Getchell
- » Brian Konz
- » Malinda Matney
- » Tershia Pinder-Grover

EDUCATIONAL DEVELOPMENT & ASSESSMENT SERVICES

- » Ronit Ajlen
- » Jeanne Andreoli
- » Karishma Collette
- » Tazin Daniels
- » Victoria Genetin
- » Hayley Heaton
- » Stephanie Kusano
- » Kate Livingston
- » Deborah Meizlish
- » Bethany Morrison
- » Kyra Shahid
- » Erping Zhu

CRLT-ENGIN

- » Grenmarie Agresar
- » Elizabeth Bailey
- » Audra Baleisis
- » Kelly Grasman
- » Patricia Jaimes
- » Carol Lagemann
- » Gina Michael

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.



Eytan Adar
*Electrical Engineering &
Computer Science
College of Engineering*



Edward Cho
*Economics
College of Literature, Science,
and the Arts*



Carlos Rodriguez
School of Music, Theatre & Dance



Anita Shelgikar
Medical School



THEATRE PROGRAM

- » Christine Simonian Bean
- » Kathryn Pamula
- » Courtney Riddle

FOUNDATIONAL COURSE INITIATIVE

- » Blair Beuche
- » Andy Burkhardt
- » Claudia Cameratti-Baeza
- » Susan J. Cheng
- » Mishelle Dimitrova
- » Anthony King
- » Elizabeth Mann Levesque
- » Kairos Marquardt
- » Heather Rypkema

PROJECTS & EVENTS

- » Kelsey Arras
- » Hannah Burke
- » Amanda Carmichael Hudeck
- » Liz Caverly
- » Malini Dasgupta
- » Ryan Hudson
- » Kayla Lang
- » Kristin McSweeney
- » Liesl Topy



Jeff Fessler

*Electrical Engineering & Computer Science
Biomedical Engineering
Medical School*



Rebecca Hasson

School of Kinesiology



Becky Lange

*Earth and Environmental Sciences
College of Literature, Science,
and the Arts*



Ishani Maitra

*Philosophy
College of Literature, Science,
and the Arts*



Sara Soderstrom

*Ross School of Business
School of Environment and
Sustainability*



David Thacher

*School of Public Policy
College of Architecture and
Urban Planning*



Fei (Faye) Wen

*Chemical Engineering
College of Engineering*



Nina White

*Mathematics
College of Literature, Science,
and the Arts*



NEW & NOTEWORTHY

Professional Development for State-of-the-Art Classrooms



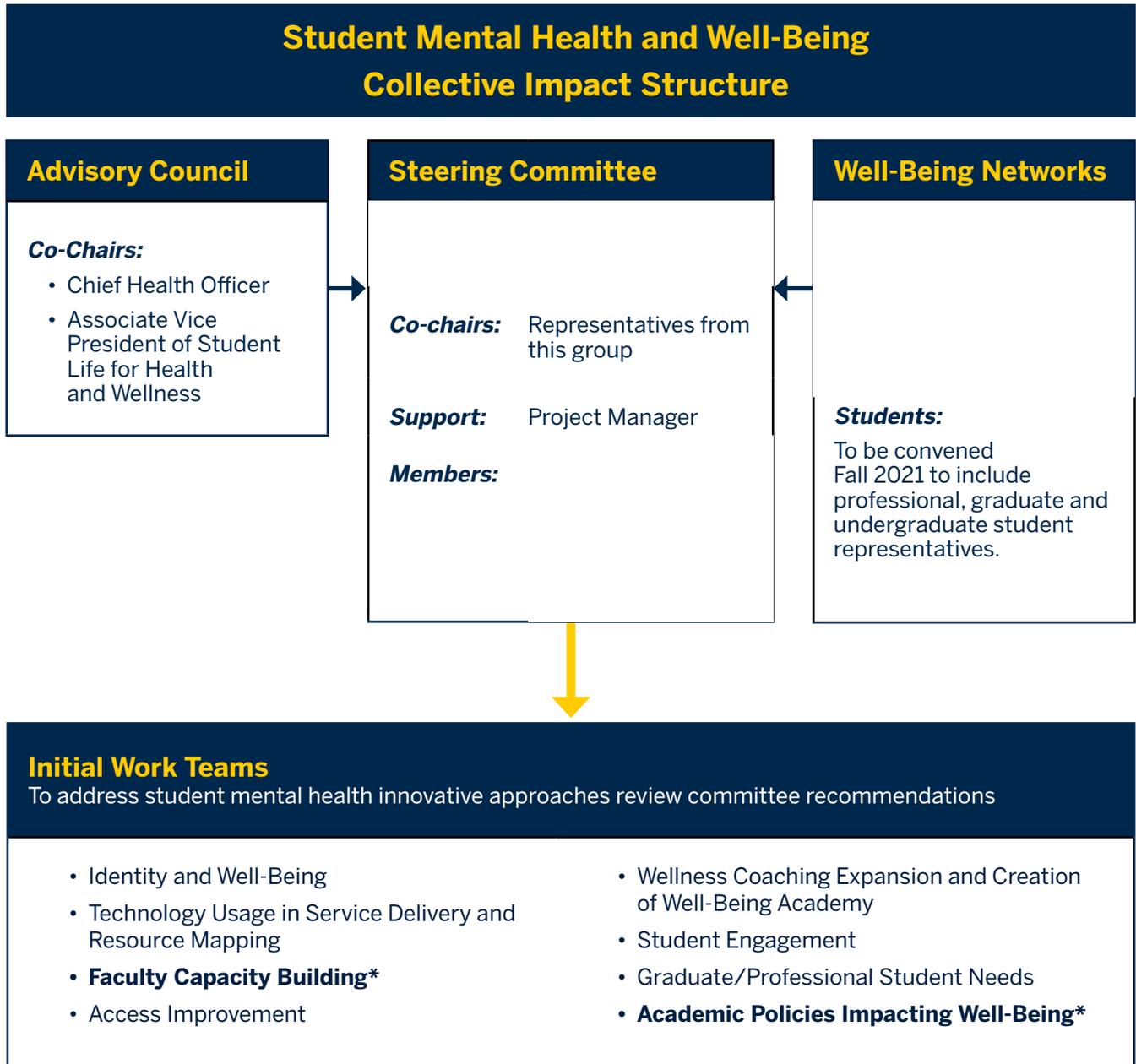
Over the past several years, a committee composed of staff from CRLT, the Provost's Office, LSA Academic Technology, and the Registrar has been preparing for a major new addition to U-M's teaching and learning infrastructure, the Central Campus Classroom Building (CCCB). Designed specifically to support large, interactive courses, the 100,000 square foot facil-

ity houses the largest auditorium on the Ann Arbor campus (572 seats); three team-based classrooms of 132, 150, and 162 seats with technology at each group table; a 115-seat, tiered case-study room; and a unique, 190-seat "classroom in the round." To ensure that first priority went to Winter 2022 courses with substantial active learning components, the committee crafted an application process for faculty who wished to teach in the building. In May 2022, the committee organized a one-day open-house to showcase the CCCB spaces, featuring tours and presentations by inaugural faculty who could discuss and demonstrate its affordances. Although pandemic supply chain issues postponed the debut of the classroom-in-the-round until fall 2022, the committee has launched a Faculty Learning Community to support teaching in this unique space. Programming will include a summer 2022 presentation by Oregon State University faculty who have experience in similar rooms, and a series of fall meetings for U-M faculty to share strategies, successes, and challenges.

Supporting Student Mental Health and Well-Being

In fall 2021, staff from CRLT joined two initial work teams within a Student Mental Health and Well-Being Collective Impact Structure. The collective impact framework describes an intentional way stakeholders can work together and share information to solve a complex problem. Specifically, CRLT's Executive Director co-chaired a work team on Faculty Capacity

Building, and the Managing Director was a member of a team examining Academic Policies Impacting Well-Being. The former team generated 3 subgroups, each of which explored a specific strategy for building faculty capacity: compiling an easy-to-use reference tool for faculty; collaborating with Wolverine Wellness to investigate ways of institutionalizing and broadening a student wellness survey developed by the Foundational Course Initiative (FCI) and piloted in FCI courses and the honors program; and develop-



* Includes CRLT staff

ing an asynchronous, online course analogous to one constructed by the CRLT Players on the topic of sexual misconduct. The second team generated 3 subgroups exploring policies and their impact on students: institution-wide policies (such as the academic calendar and drop/add policies), department and school/college policies (such as consistency in definitions and terms for incompletes), and individual class policies (such as grading, late-work, consistency of syllabi and Canvas sites, and understanding of student academic load). CRLT's contributions to these work teams build on earlier efforts, such as creation of a workshop on providing support to students in challenging moments, Occasional Paper No. 38 (2018), *Supporting Students Facing Mental Health Challenges*, and the new CRLT Players session *Everything Is Fine! Mentoring to Support Graduate Mental Health* and an earlier sketch, *Distress Signals*.

Inclusive STEM Teaching Project Goes National

A collaboration among seven institutions, the NSF-funded [Inclusive STEM Teaching Project](#) advances the ability of STEM instructors to develop as reflective practitioners who can cultivate learning environments that support all of their students. In its inaugural year, the course ran 3 times and enrolled more than 5,700 learners who included STEM faculty, postdocs, graduate students, and staff. The grant team prepared facilitators at 44 colleges and universities across the country to lead local learning

communities for instructors on their campuses who had enrolled in the course. Remarkably, close to 60% of learners completed the course, well above the typical range of 10-20% for MOOC completion. CRLT staff are involved as co-PIs, overseeing the project's overall direction, as well as facilitators and presenters (see p. 37 for details). Video vignettes and case studies created by the CRLT Players form a core part of the course's 6 modules, and two of those videos now serve as the backbone of 2 very successful, stand-alone sessions on creating equitable learning climates, which were the basis of 18 performances in the 2021-2022 academic year.

“

The inclusive STEM teaching course is just tremendous, and I have learned so much. The videos are such a wonderful way to connect.

”

Promoting Equity-Focused Teaching

CRLT has long emphasized the importance of inclusive teaching, embedding it in all programming. In 2021-2022, in order to be more responsive to the impact of systemic inequities on teaching and learning in the academy, CRLT adopted an equity-focused teaching framework. [Equity-focused teaching](#) is defined as a corrective tool that allows instructors to acknowledge and disrupt historical and contemporary patterns of educational disenfranchisement that often negatively impact marginalized and minoritized students. To support this shift, CRLT undertook internal professional development to familiarize consultants with the new definition and developed resources to support

INCLUSIVE STEM TEACHING COURSE MODULES

- » Module 1: Diversity, Equity, and Inclusion in Learning and Teaching in Higher Education
- » Module 2: Instructor Identity and Authority in Stem Classrooms
- » Module 3: Student Identities and Experiences in the STEM Classroom
- » Module 4: Creating an Inclusive STEM Course
- » Module 5: Fostering an Inclusive Climate in the STEM Course

instructors undertaking the work of creating equitable teaching contexts. These included multiple blog posts and a video in which 8 faculty members from across the university shared their own insights about how and why they teach for equity. The annual May workshop series on inclusive teaching was re-named the [Equity-Focused Teaching @ Michigan series](#) (ET@M, see p. 26), and the CRLT Theatre Program worked with professional videographers to produce video modules introducing each principle of equity-focused teaching in its *Act for Equity* video that formed a core component of orientations for faculty and GSIs (see p. 15).

Advancing Equity-Centered Engineering

CRLT-Engin has been central to the College of Engineering's strategic effort to implement equity-centered engineering, described by the dean as an imperative for the future of the discipline. CRLT-Engin staff were part of the team that applied for and received a \$1.2 million NSF grant to create a Teaching Engineering Equity (TEE) Center, and were named as a key resource for achieving one of that center's goals: creating a robust infrastructure that enables instructors to effectively adapt DEI learning activities into their

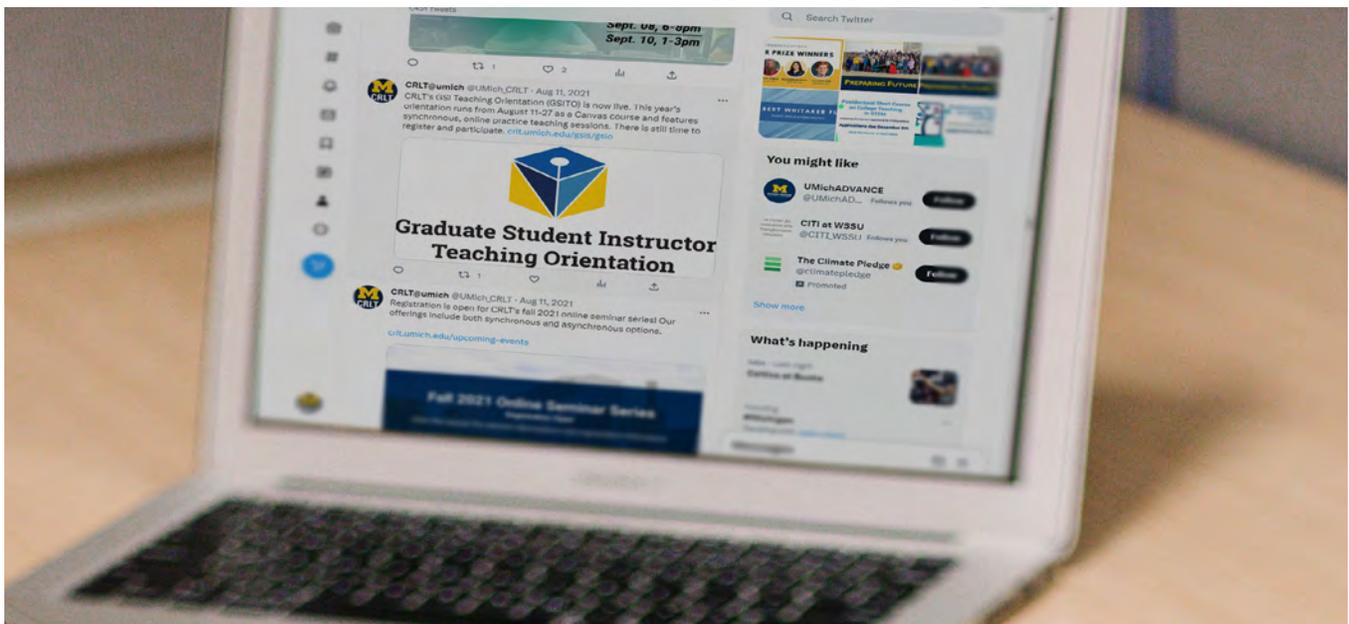
courses. This work will build on the highly successful Teaching Circles facilitated by CRLT-Engin staff, where instructors meet over the course of semester to engage in meaningful conversations and deep reflection about DEI pedagogical frameworks, underlying theories, activities, and intended outcomes. The Teaching Circles provide instructors with the opportunity to review their course syllabi, assignments, and/or assessments and work with consultants to implement changes to their courses that will increase equity.

CRLT Players Premiere New Equity-Focused Work

The CRLT Theatre Program introduced significant new work in 2021-2022 on the timely topics of invisible service, graduate student mental health, and institutional racism (see p. 28 for details). For the last topic, the program drew for the first time on the talents of an external playwright and director in order to develop and deliver [How Do We Begin? A Reckoning with Anti-Black Racism at U-M](#), a work that centers Black experiences. The sketch grows out of a Players reading group focused on Matthew Johnson's 2020 book about our university's history, *Undermining Racial Justice*.

“ I thought this play was very impactful, a beautifully conveyed message about the anti-Blackness that has and continues to be perpetuated on campus. ”





New Resources for GSI Training

CRLT created new resources for preparing first-time GSIs and for departments who organize their own training programs. In fall 2020 in response to the pandemic, the semi-annual GSI Teaching Orientation (GSITO) and the separate Engineering GSITO moved from in-person events to an asynchronous Canvas course. The new modality has been very well received, allowing a longer time frame for new GSIs to complete their introductory training, and enabling them to explore a greater number of topics than would be possible in a conference format using concurrent sessions. One of the highest rated components of the face-to-face orientation that was absent from the Canvas course was “practice teaching,” during which GSIs present a brief lesson and receive feedback from colleagues and CRLT staff. This year, CRLT launched its first-ever virtual, synchronous practice teaching sessions, conducted over Zoom and facilitated by CRLT staff and experienced GSIs. All facilitators took part in an online training session to prepare them for this new modality. Overall, 900 GSIs participated, and they once again gave it very high marks for preparing them to teach.

“

I found the structure of this course equity report really interesting. It was a useful distillation of data that I could look at really quickly and digest.

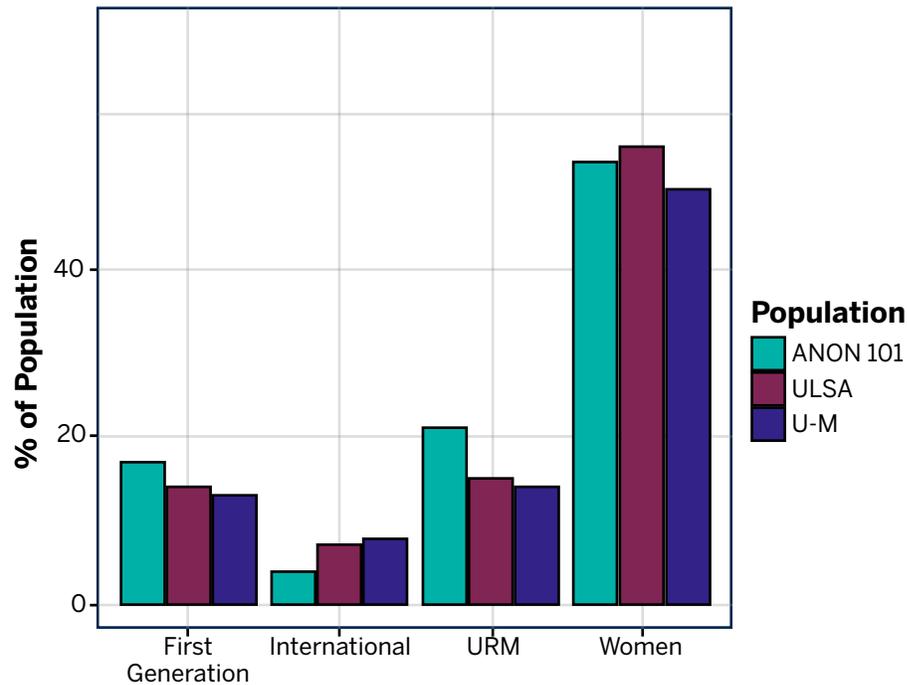
”

CRLT also created a new web resource for GSI training conducted within academic units. Replacing the 2007 *Handbook on Departmental GSI Training*, a new, comprehensive [E-Guide for GSI Training and Development at the University of Michigan - Ann Arbor](#) is available to the U-M community on CRLT’s website. It includes sections on planning training programs, as well as resources for developing effective instructional teams and providing feedback to GSIs. CRLT shared this new guide at the annual meeting of faculty and staff coordinators of GSI training and development in April 2021.

FCI Broadens Its Reach

Over 40% of all U-M undergraduates now enroll in courses that have participated in the Foundational Course Initiative. Including 5 new courses that were added this year, a total of 20 courses span 6 schools and colleges and 10 departments representing all divisions in LSA. In 2021-2022, FCI’s impact on campus began to extend beyond courses within the initiative itself. Course equity reports, a key tool developed within FCI, have gained traction across U-M. These reports leverage university data to help

Course Demographics Relative to ULSA and U-M Undergrads



faculty understand the backgrounds and educational trajectories of the students in their large foundational courses, and they offer an overview of outcome disparities across identity groups. Within FCI, collaborative course design teams initially used the reports to guide their goals and strategies during a 3-year redesign process. Now, the reports are available to courses and departments beyond FCI through the work of a campus-wide [Assessment Toolkit Initiative](#) that includes representatives from CRLT along with CAI, CEW+, Enrollment Management, NCID, and faculty in LSA.

To leverage FCI staff expertise in the use of big data, CRLT has created a Learning Analytics Team. Led by the staff member who developed the course equity reports, the team is designed to expand the capacity of CRLT staff to deploy learning analytics data in strategic ways across the university.

Virtual Institute for Chinese University Faculty

CRLT continued its 15-year relationship with Chinese higher education, building on 2020's successful collaboration with Peking University. The week-long *Institute on Innovative and Excellent Teaching* was presented synchronously over Zoom and brought together more than 100 faculty members and teaching center staff from 10 universities in China. The November 2021 iteration of the program focused on STEM education. Presenters included CRLT staff, U-M faculty, and staff representing engineering support units. The program was very highly rated, and participants

indicated that they planned to make changes to their teaching practice as a result of what they learned (see p. 23 for more details). A third institute is planned for fall 2022.

“ I hope that this training institute can be held on a regular basis, and I believe that every time I participate, I will have a different harvest. ”



SUPPORT FOR TEACHING

CONSULTATIONS

CRLT professional staff and graduate student instructional consultants (GSICs) provide consultation services to faculty, graduate students, and administrators. Short consultations often involve requests for materials, information, and advice about campus resources for teaching and learning. Topics for more intensive consultations include curricular and instructional matters such as course design, integrating innovative approaches to teaching and learning, interpretation of student ratings, and improvement of teaching and learning in a class or discipline. Consultations took place in both virtual and in-person

modalities. CRLT staff conducted over 6,364 individual consultations, some brief and some extensive, with U-M clients during the 2021-2022 academic year.

Midterm Student Feedback

CRLT collects student feedback for faculty and GSIs who wish to assess and improve their teaching during the term. A CRLT consultant observes the class and then confers with the students about what is going well and what changes would improve their learning. The consultant later meets with the instructor to report findings and discuss strategies for change. Faculty in

WHAT PEOPLE ARE SAYING

“The mid-semester feedback was incredibly valuable. It had a significant impact on my teaching strategy and is reflected in better teaching evaluations this semester.”

“Helpful to work with the consultant to identify ways to integrate feedback and identify new or alternative teaching strategies to try.”

charge of large, multi-section courses also use this service to gain an overview of the course. Section leaders receive confidential individual feedback, and the supervising faculty member receives a report of overall trends in the course that can be used to facilitate and inform curricular improvement. During the 2021-2022 academic year, CRLT staff conducted 199 midterm student feedback sessions for faculty and GSIs across campus. These sessions provided an opportunity for 8,243 undergraduate and graduate students to share feedback in the middle of the term, a time when adjustments to teaching practices can directly benefit their learning experience.

ORIENTATIONS

New Faculty Orientation

In conjunction with the Provost's Office, CRLT organizes and facilitates U-M's campus-wide NFO. In August 2021, 166 faculty members attended this event virtually. The president, provost, and vice president for research welcomed the new faculty via a Zoom webinar. The CRLT Players presented a video performance of *Act for Equity* followed by small-group discussions during which new faculty could consider 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; the impact of the ongoing COVID-19 pandemic on instructional contexts and instructor/student experiences; and strategies for increasing equity and inclusion in their specific teaching contexts. In lieu of an in-person resource fair, this year's virtual NFO offered faculty access to a Canvas site housing information from more than 40 U-M offices and programs.

LSA New Lecturer Orientation

In conjunction with the dean's office, CRLT organized and facilitated a virtual LSA New Lecturers' Orientation in August 2021, helping lecturers navigate their new workplace by identifying resources and places to go for teaching support. Dean Anne Curzan welcomed 27 lecturers, who then heard from the associate and assistant deans and discussed how to handle common scenarios that arise with students. A second session covered Canvas and other technology tools for their courses. The last session of the day focused on small group conversations where participants had the opportunity to ask questions of experienced lecturers from a range of units.

GSI & IA Teaching Orientations

CRLT organized and facilitated teaching orientations for over 1,750 graduate student instructors (GSIs) and undergraduate instructional aides (IAs) at the beginning of fall 2021 and winter 2022 terms. These numbers include both campus-wide orientations and customized orientations for the College of Engineering (CoE). All orientations were offered remotely.

The campus-wide programs were attended by 811 GSIs in fall 2021 and 245 GSIs in winter 2022. During these virtual orientations, GSIs completed a range of asynchronous Canvas course modules including three required modules: an introductory module that included important policy information, *Act for Equity: A Presentation by the CRLT Players*, and *Equity-Focused Teaching During the First Week and Beyond*. GSIs who chose to participate in an online synchronous practice teaching session also completed the *Preparing for Your Practice Teaching Session* module as a prerequisite. GSIs then had the option to complete at least 2 of the following workshop modules:

- Backward Design: Lesson Planning with the End in Mind
- Engaging Students in Face-to-Face and Online Classes
- Facilitating Group Work to Maximize Learning
- Grading Assignments and Exams
- Teaching for Accessibility
- Technology for the First Days of Teaching

ELI-CRLT Courses

In collaboration with the English Language Institute (ELI), CRLT co-sponsors two intensive courses for graduate students whose undergraduate education was in a language other than English and who plan to have GSI appointments in LSA. One course is offered in August to incoming U-M graduate students who have recently arrived in the country; the other is a ten-week, winter-term course for those who are already graduate students, typically during their first year at U-M. Both address classroom communication and pedagogical strategies, with a focus on applying these strategies during a set of 5 intensive practice teaching sessions. From March 2020 - August 2021, ELI 994 was offered entirely remotely, with synchronous sessions on Zoom and asynchronous elements on Canvas. In August 2021, 38 international graduate students participated in the course. During winter 2022, 16 more students participated, and the event returned to an in-person format.

SEMINAR SERIES



CRLT CENTRAL

Each semester, CRLT offers a series of seminars and programs for faculty, staff, graduate students, and postdocs. These programs bring instructors together to share ideas across disciplines, expand their repertoire of teaching methods, and gain new perspectives on teaching and learning at U-M. CRLT professional staff, U-M instructors and staff from other units, and guest presenters from other universities conduct these seminars. In 2021-2022, all programs were offered remotely in synchronous or asynchronous modalities. A total of 1,181 faculty, staff, graduate students, and postdocs registered for the following seminars:

Spring/Summer 2021

- » Designing and Facilitating Group Work Across Teaching Contexts
- » Have Your Cake and Eat It Too! Assessment Approaches for Simultaneously Promoting and Measuring Student Learning in Your Course
- » Interactive Lecturing: Combining Lectures with Active Learning Techniques
- » Reflecting on and Transferring Lessons Learned from Remote Teaching to the Post-Covid Classroom
- » Rubrics: Transparent, Consistent, and Efficient Assessment in Support of Students' Learning
- » Teaching for Accessibility

Fall 2021

- » An Introduction to Equitable Assessment Practices
- » Deeper Reflections on Equity-focused Teaching (A GSITO Follow-up)**
- » Frameworks for Developing a Learner-Centered and Equity-Focused Syllabus
- » Getting Started on Your Teaching Philosophy**
- » Interactive Lecturing: Combining Lectures with Active Learning Techniques
- » Introduction to Equity-Focused Teaching
- » Peer Review in Online Spaces

- » Returning to In-Person Teaching and Learning During the COVID Pandemic
- » Teaching for Accessibility
- » Trauma-Informed Pedagogy and Healing-Centered Engagement

Winter 2022

- » Applying Equitable Assessment Practices in Your Instructional Context
- » Deeper Dive into Trauma-Informed Pedagogy and Healing-Centered Engagement
- » Engaging Students in the Hyflex Classroom
- » Exploring Alternative Grading Strategies**
- » Equity-Focused Strategies for Graduate Students Leading a GSI Team**
- » Finding the Right Balance: Integrating Pre-Class and In-Class Learning in your Flipped Classroom
- » Getting Started on Your Teaching Philosophy**
- » Introduction to Equity-Focused Teaching
- » Providing Support to Students in Challenging Moments
- » Teaching for Accessibility
- » The Promises and Pitfalls of Student Presentations
- » Trauma-Informed Pedagogy and Healing-Centered Engagement
- » Writing and Grading Multiple Choice Exams

CRLT IN ENGINEERING

During the fall 2021 and winter 2022 terms, 176 faculty, graduate students, and postdocs participated in the following programs and seminars offered by CRLT in Engineering.

Fall 2021

- » Back to Class: Enduring Lessons from Remote Teaching*
- » It's Time for Action: Incorporating Active Learning Techniques in Your STEM Class**
- » Making Groupwork Work in STEM**
- » Understanding How Stereotype Threat, Impostor Syndrome, and Growth Mindset Affect Student Learning

Winter 2022

- » Suicide Prevention in College Students
- » "Are They Getting It?" Low-Stakes Ways to Gauge Student Learning**
- » Teaching with Technology: MiQuizMaker
- » Designing for Digital Assessment in Your Engineering Course
- » Teaching with Technology: Interactive Displays
- » Reimagining STEM Education: Shifting Towards Asset-Based Teaching and Learning
- » What's Culture Got To Do With It? The Role of Faculty in Engineering Equity
- » How Do We Begin? A Historical Reckoning with Anti-Black Racism at U-M

* Faculty only

** Graduate students and postdocs only

PROGRAMS FOR ACADEMIC LEADERS

Provost's Campus Leadership Program (PCLP)

On behalf of the provost, CRLT coordinates an academic leadership program with two parts: a day-long orientation for new department chairs and associate deans and an ongoing series of professional development roundtables open to all chairs and associate deans. The orientation and roundtables were all conducted synchronously via Zoom. In the fall, the roundtables focused on understanding the U-M budget, a conversation with Provost Susan Collins, and an opportunity for leaders to share issues they were currently confronting. In winter 2022, leaders heard from U-M expert panelists on the topics of kickstarting culture change and anti-racist leadership. In each case, panelists shared information and resources, answered participant questions, and offered an opportunity for participants to discuss the implications of the session for their own practice. In total, there were 152 attendees at PCLP programs in 2021-2022.

PROGRAMS FOR FACULTY

LSA and Health Sciences Teaching Academies

In a typical year, new faculty in LSA and the health sciences schools and colleges (dentistry, kinesiology, medicine, nursing, pharmacy, public health, and social work) are introduced to teaching at U-M through intensive, two-day orientations at the end of August and follow-up programs over the course of the academic year. The constraints of the COVID-19 pandemic led to significant changes to both programs in 2021-2022. The Health Sciences Teaching Academy was held January-June as a series of monthly

virtual workshops, paired with individual coaching sessions with CRLT to focus on developing teaching goals. Topics ranged from curriculum development to equity-focused facilitation skills in both clinical and didactic settings.

“

As a chair, knowing the biggest of pictures is helpful to know my place, understand how complicated this institution is and, frankly, to stay humble.

”

winter term gathering, participants explored a set of concurrent roundtable topics (e.g., planning for and facilitating high-stakes discussions, using interactive lectures to engage students and promote learning, and incorporating student presentations into your course.) A final session in May 2022 with the dean and associate dean for undergraduate education provided space for new faculty to reflect on what they learned from their first year of teaching at U-M. In addition, members of the academy worked with a CRLT consultant on a midterm student feedback process appropriate for their course. (See p. 14 for more information about MSFs.)

“

This was a great opportunity to learn new techniques and skills to increase confidence and impact in teaching.

”

For LSA, CRLT worked closely with the dean's office on a set of sessions to prepare 15 new assistant professors and postdoctoral scholars for teaching at U-M. In August 2021, they participated in a 2-day in-person orientation that included opportunities to talk with current students and faculty, to learn about and reflect on inclusive and equitable teaching, and to 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, and the Ginsberg Center. At a remote

Ross Teaching Academy

Since 2013, CRLT has collaborated with the dean's office on a teaching academy focused on the specific needs of new faculty in the Ross School of Business. In 2021-2022, sixteen faculty participated in the program. The academy included a student panel with BBA and MBA students, conversations with administrators on common challenges and key school policies, and a pedagogy session on inclusive teaching.

College of Engineering Programs

In tandem with the campus-wide new faculty orientation (p. 13), CRLT in Engineering provided additional programming for 14 faculty new to the college at the CoE New Faculty Orientation. Through a Canvas site, participants engaged asynchronously with modules on college policies, practices for teaching equitably and inclusively, and strategies and resources for new faculty success. Panels featured U-M engineering undergraduate students discussing learning at the college, and experienced faculty discussing starting a research group and effective teaching approaches. An in-person gathering, which included remarks from the dean, also gave new faculty an opportunity to refine and discuss an action plan for their first year. Subsequent programs covered applying for the first grant, preparing for the third-year review, mentoring graduate students, teaching with technology, supporting students in distress, anti-black racism bystander intervention, using active learning techniques, and preparing for tenure and promotion.

Faculty Grants and Awards

In 2021-2022, a total of 65 faculty received grants or awards of over \$165,000. (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)

CRLT directly funded two competitions:

- 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 Gilbert Whitaker Fund for the Improvement of Teaching. An experienced lecturers panel 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, the university's highest award for contributions to undergraduate education, as well as one external award, the Michigan Distinguished Professor of the Year, for which U-M runs an internal competition to select its nominee.

2022 ARTHUR F. THURNAU PROFESSORSHIPS



Bart M. Bartlett
Chemistry



Amy G. Chavasse
Dance



Shanna Daly
Mechanical Engineering



Priti R. Shah
Psychology
Information
Educational
Psychology



Amy K. Stillman
American
Culture
Musicology

Faculty Learning Communities (FLCs)

Interprofessional Leadership Fellows (IPL):

Launched in January 2016, IPL brings together health science faculty with a strong interest in becoming change agents for interprofessional education (IPE) and practice efforts on campus and beyond. It is funded by the Michigan Center for Interprofessional Education with support from the deans of the health science schools. The sixth cohort included nine faculty from dentistry, medicine, nursing, pharmacy, and social work across the Ann Arbor and Flint campuses. During the 18-month program, Fellows attend “VITAL,” a virtual leadership training program, that is organized and facilitated by the Center for Interprofessional Education at the University of Toronto. They also took part in monthly gatherings organized by CRLT, during which they developed projects, learned about frameworks for change, discussed literature related to nationwide IPE efforts, and prepared to become mentors for future cohorts. Projects being developed by this cohort address the following topics: shared decision making for interprofessional experiential education; communication and collaboration for comprehensive care of cerebral palsy patients; and the social, medical, and dental components of integrated pediatric dental care.

Large Course Initiative (LCI): On behalf of LSA, CRLT sponsored a learning community for faculty who teach large enrollment courses in LSA. Thirteen faculty participated during the winter term. Over the course of four meetings, faculty read and discussed research on student learning and explored a range of instructional approaches useful in large courses, 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. Five

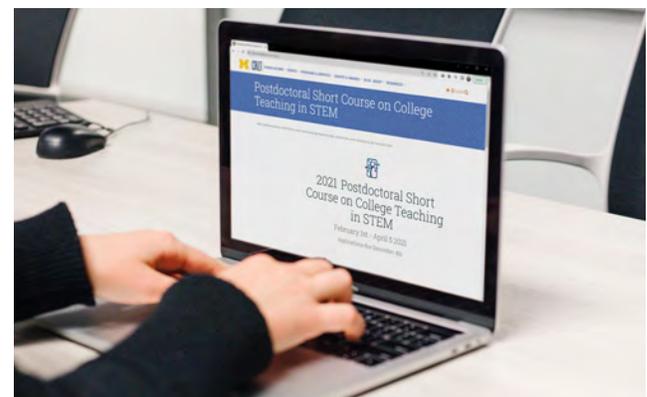
of the faculty participated in a grant workshopping session to refine their ideas and all were later awarded LCI grants.

PROGRAMS FOR GRADUATE STUDENTS AND POSTDOCTORAL SCHOLARS

Preparing Future Faculty (PFF)

In 2021-2022, CRLT offered three PFF programs in collaboration with Rackham. **The U-M Graduate Teacher Certificate Program** is designed to promote the professional development of graduate students as college-level instructors. This program also offers graduate students an advantage in the academic job market by helping them document and reflect on their preparation for their junior faculty teaching roles. Graduate students who wish to participate submit required documents and track their

“
I’ve been to many, many workshops and always leave feeling like I learned something, but what sets PFF apart is that you also leave with a tangible output.”



“
Tons and tons of useful ideas. Helped give me a starting point for both my faculty applications and how I approach my role as a teacher.”

progress toward completion of the program on a web-based interface designed by CRLT. Program requirements include participation in a teaching orientation and ongoing seminars on teaching, classroom teaching experience, a teaching mentorship, and the submission of a statement of teaching philosophy. Participation continued to increase during the 2021-2022 academic year. This year 55 students completed the certificate requirements. Since

the program's inception, CRLT and Rackham have awarded a total of 794 certificates.

The Postdoctoral Short-Course (PSC) on College Teaching in Science and Engineering was held in winter 2022. The PSC was offered completely online using a combination of synchronous and asynchronous components. A total of 40 postdoctoral scholars completed the course. Participants in the PSC learn a research-based framework that describes how students learn best in STEM. The framework addresses three major questions:

1. What do cognitive science and neurobiology tell us about how students learn best?
2. 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?
3. 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 syllabus; 2) writing a statement of teaching philosophy; and 3) conducting a 15-minute practice teaching lesson.

The twenty-third annual Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty took place May-June 2022. Overall, 59 doctoral candidates

earned a certificate of completion. Participants came from STEM disciplines (49%), health sciences (12%), humanities (12%), and social sciences (26%). This year, the seminar was held remotely, with synchronous sessions featuring invited faculty panelists, peer teams, and remote campus visits. Seminar content covered three major areas:

1. Preparation for the academic job search, including completion of a statement of teaching philosophy and a syllabus;
2. Information about higher education (e.g., the modern landscape of higher education, institutional types of faculty positions, and faculty worklife), including panel discussions with U-M faculty, as well as faculty from local colleges and universities; and
3. Discussions of effective and reflective teaching, including conversations about equitable and inclusive teaching.

Graduate Student Peer Consulting Programs

CRLT's graduate student instructional consultants (GSICs) are selected via a competitive application process. CRLT prepares the GSICs to consult with GSIs across campus about their teaching during the academic year. GSICs draw on their knowledge and experience to help support GSIs,

GRADUATE STUDENT INSTRUCTIONAL CONSULTANTS

- » Matthew Alemu
- » Justin Barney
- » Catherine Barnier
- » Dominique Bouavichith
- » Christina Costa
- » Jathan Day
- » Harley Dutcher
- » Emily Gauld
- » Amanda Gibson
- » Wendy Rundi Guo
- » Rebecca Hixon
- » Benjamin Hollenbach
- » Aleks Marciniak
- » Michael Martin
- » Wilson Merrell
- » Tamara Milton
- » Malia Piper
- » Pinar Ustel
- » Nadia Vossoughi
- » Field Watts
- » Esther Witte
- » Ina Zaimi
- » Hilary Zedlitz

ENGINEERING TEACHING CONSULTANTS

- » Laura Biester
- » Sarah Bork
- » Nick Diskerud
- » Stefany Escobedo
- » Alex Hill
- » Ashley Jian
- » Keerthana Kolisetty
- » Robert Loweth
- » Pedro Puente
- » Emily Sheetz
- » Hafiz Sheriff
- » Ellen Thompson
- » Andrea Ventola



while learning more about teaching and learning. All GSICs receive ongoing training in observing classes, giving constructive feedback on teaching, collecting student feedback about teaching, and evaluating statements of teaching philosophy. GSICs collaborate with CRLT instructional consultants on activities designed to promote excellence in graduate student teaching across the university. For instance, some GSICs are intensively trained in workshop development and facilitation and assist CRLT staff in offering workshops that meet the needs of the campus community (e.g., at the fall and winter teaching orientations for new GSIs, during annual workshop events including Enriching Scholarship and the Equity-Focused Teaching at Michigan (ET@M) series).

Recruited and trained by CRLT-Engin, Engineering Teaching Consultants (ETCs) are experienced GSIs who serve as consultants for GSIs and undergraduate instructional aides (IAs). ETCs collect midterm student feedback from many undergraduate engineering students. This year, ETCs also facilitated small learning cohort communities and practice teaching sessions for new GSIs and IAs, as well as workshops in the CRLT-Engin Seminar Series.

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. CRLT staff offer customized sessions as part of unit GSI development programs, and they consult with units to help them develop, improve, and evaluate their programs. During the 2022-2021 academic year, CRLT also offered virtual workshops and a networking lunch for faculty, GSI staff coordinators, and graduate student mentors (experienced GSIs who assist with GSI training and mentoring at the department or individual course level) from across campus to help them prepare for their roles in GSI training. Workshop topics included consulting on teaching philosophies, observing classes and conducting midterm student feedback sessions, and consulting with GSIs. All sessions were held virtually.

This year CRLT formally launched a new resource in support of GSI training and development at U-M, CRLT's *E-Guide for GSI Training and Development at the University of Michigan-Ann Arbor*. In April, CRLT invited faculty and staff who coordinate and directly support GSI training to a virtual meeting to engage in guided exploration of this new resource, consider application of this resource to their own context, and connect with peers to discuss approaches to GSI training and development across campus. CRLT also shared updates about upcoming GSI programming (e.g., CRLT's centrally organized GSI Teaching Orientation). CRLT also provided multiple discipline-specific workshops as part of departmental GSI training programs. (See Customized Services, pp. 41-58).

BLOG POSTS

- » Navigating the Return to In-Person Teaching
- » Using Groups and Teams in Teaching: New CRLT Resources
- » Lecture Capture: A Meaningful Resource for Learning
- » Fall 2021 Course Evaluations: Creating Useful Questions
- » Help: My Students Are Overwhelmed, and So Am I!
- » 2022 Equity-Focused Teaching @ Michigan Series
- » Promoting the Success of Students Who Are Parents
- » CRLT Spring/Summer Services

SOCIAL MEDIA AND OUTREACH

CRLT Social Media

The CRLT website features a blog that is read by audiences around the world. While some posts announce events or news, the majority (following the advice of our faculty advisory board) contain timely discussions of teaching strategies for U-M instructors. Visitors can join our 1,001 blog subscribers by signing up on the CRLT website to receive new blog content as it is released. Blog entries are also tweeted out to our 3,191 Twitter followers.

Website Analytics

CRLT's website is intended primarily for U-M instructors who are searching for timely teaching guidance. Faculty, instructional consultants, and administrators at U-M and in higher education institutions throughout the U.S. and the world visit the CRLT website to obtain resources on teaching and learning. Between June 1, 2021, and May 31, 2022, the CRLT website received over 515,034 unique visitors from 223 countries.

According to Google Analytics, 69% of CRLT visitors accessed the website using search engines such as Google. The following were the top 5 keyword searches in 2021-2022:

1. Lesson Plan
2. Formative and Summative Evaluation
3. Active Learning
4. Guidelines For Classroom Interactions
5. Occasional Papers

INTERNATIONAL FACULTY DEVELOPMENT

U-M and PKU Institute for Innovative Teaching

CRLT, in collaboration with CETL (Center for Excellent Teaching and Learning) at Peking University, developed and delivered the 2021 U-M and PKU Institute for Innovative Teaching. This week-long remote program focused on developing faculty teaching skills and specifically catered to those who teach in the College of Engineering and other STEM schools. Almost 140 faculty members and teaching center staff from 16 different universities participated in the online training program. A large number of them successfully met the requirements and were awarded certificates. The training is focused on innovative teaching at U-M, experiential learning at the College of Engineering, and teaching as research. It also includes an assessment of teaching and student learning; growth mindset in instructors and students; and forming, supporting and assessing student groups and teams. In final evaluations of the program, participants indicated that the remote format was successful and led them to incorporate changes in their teaching based on what they learned. As a result, CRLT plans to collaborate with CETL on future iterations of the program.





FOUNDATIONAL COURSE INITIATIVE

FCI COURSES

Cohort 2 (continuing work and offboarding)

- » BA 100 - Introduction to Ross: Foundations in Learning Business
- » BIO 172 - Introductory Biology: Molecular, Cellular, and Developmental Biology
- » EECS 183 - Elementary Programming Concepts
- » MATH 105 - Data, Functions, and Graphs
- » MOVESCI 110 - Biological and Behavioral Bases of Human Movement

Cohort 3 (continuing work)

- » BIO 173 - Introductory Biology Laboratory
- » ENGR 101 - Introduction to Computers and Programming
- » ENVIRON 201 - Ecological Issues
- » LING 111 - Introduction to Language
- » MATH 115 - Calculus I

Cohort 4 (continuing work)

- » EECS 203 - Discrete Mathematics
- » NURS 240 - Pharmacology Foundations of Nursing Practice
- » PHIL 183 - Critical Reasoning
- » POLSCI 140 - Introduction to Comparative Politics
- » STATS 250 - Introduction to Statistics and Data Analysis

Cohort 5 (new partnerships secured)

- » EARTH 222: Introduction to Oceanography
- » EECS 280: Programming and Intro to Data Structures
- » COMM 102: Media Processes and Effects
- » NURS 238: Culture of Health
- » WGS 240: Intro to Women's and Gender Studies

The Foundational Course Initiative (FCI) continues to redesign 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. Grounded in the principles of diversity, equity, inclusion, and justice, FCI's mission is to work with departmental teams to transform courses into engaging, equitable, and inclusive learning experiences for all students.

FCI's work is highly iterative, goal-driven, and data-informed. Redesign partnerships begin by looking at course-specific data and the latest educational design research. FCI consultants work with departmental collaborative course design (CCD) teams comprised of instructors, staff, and graduate and undergraduate students. CCD teams begin by reviewing an FCI Course Equity Report, which offers an in-depth, multi-year overview of each course, before participating in FCI's 4-day Course Design Institute. During the institute, teams develop a robust vision for their courses, examine issues of systemic inequity, and begin mapping out priorities and approaches. Teams meet regularly, usually weekly or bi-monthly over the course of three years, to engage in experimentation, test out theories and approaches, and develop new tools. In the final term, teams participate in an off-boarding process that includes exit interviews and surveys.

Accomplishments

In 2021-2022, CRLT consultants worked closely with 15 courses and also recruited and began onboarding an additional five courses. FCI is now impacting courses in 6 schools and colleges: engineering, kinesiology, LSA, nursing, business, and SEAS. In the 2021-2022 academic year alone, these courses enroll over 25,000 students, or over 40% of U-M undergraduates.

The theme for FCI this year is one of expansion. The ground-breaking work that FCI has done in the area of equity-focused assessment was recognized last year with the use of FCI's course equity reports in the College of Literature, Science, and the Arts. This year, one of our consultants was chosen to develop and lead a new branch of CRLT assessment services. In her ongoing role as an FCI Assistant Director and her inau-



gural role as Head of CRLT's Learning Analytics, she will draw from her FCI experience to take on an expanded role and provide large data support for units across the Ann Arbor campus. The FCI Director secured partnerships with five new courses, including three new departments. FCI Consultants continued to secure grants, present at national conferences, and publish research with their CCD teams, ensuring that our redesign work has a national impact. Working with larger courses and beginning to develop new ways to support curricular change on campus presented the opportunity to expand our consultant team with the hire of a ninth consultant with pedagogical and curricular development expertise. FCI continues to have broad impact on U-M's teaching culture and on student learning thanks to renewed funding from the provost's office, representing an investment of \$7.5 million.

These courses
enroll over 25,000
students, or over
40% of U-M
undergraduates.

The initiative continues to draw from the advice and expertise of the faculty advisory board (FAB), which offers input on standards, policies, strategic direction, research, and evaluation. FAB members serve as ambassadors for FCI in the broader campus community and the following have renewed their two-year terms: **Eric Bell**, mechanical engineering; **Gavin LaRose**, mathematics; and **Vilma Mesa**, education.

For a list of FCI activities and projects in 2021-2022, please see the FCI services listed in Appendix B and the formative and summative assessment work listed by unit in the Assessment portion of this report.



DIVERSITY, EQUITY, AND INCLUSION

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. Systemic inequities (such as racism, sexism, ableism, wealth inequality, homophobia, xenophobia, etc.) have been shown to affect teaching and learning spaces to the benefit of some students and the detriment of others. Making deliberate choices in areas such as course design and class facilitation can work to disrupt the impact of systemic inequities in the classroom. By sharing evidence-based practices, CRLT supports instructors in the creation of equitable and inclusive cultures and climates in their classrooms, studios, and labs. This includes fostering a sense of academic belonging among all students, clearly communicating norms and expectations, and employing equitable assessment practices.

“
This EfT workshop increased my awareness of teaching inequity and provided tools to improve teaching equity.
”

During the 2021-2022 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.
- Published blog posts on topics related to equity-focused teaching.
- Offered 63 workshops and retreats for instructors across the university. Campus wide, CRLT presented 30 DEI-focused pedagogy workshops through its fall, winter, and spring/summer seminar series, the May Equity-Focused Teaching @ Michigan (ET@M) series, and Enriching Scholarship, along with 33 customized programs for departments, schools, and colleges.
- Integrated DEI resources throughout CRLT's teaching academy programs, which served new



DIVERSITY, EQUITY & INCLUSION @ CRLT

faculty in 10 schools and colleges.

- Hosted 164 attendees at the 6th annual Equity-Focused Teaching at Michigan May Series (previously named Inclusive Teaching at Michigan). This year's program offered a series of virtual, interactive workshops for instructors from across the university to think through a range of equity-focused teaching questions, challenges, and strategies.
- Developed and facilitated programs and workshops on inclusive and equity-focused teaching offered specifically for lecturers, including a year-long professional development program funded by LSA and the Lecturer's Professional Development Fund, and a half-day (virtual) orientation program for new LSA lecturers created in partnership with LSA.
- Created a short video illustrating CRLT's framework for equity-focused teaching. This new video brings together graphic recording, illustration, and research to provide instructors with a captivating and insightful visual guide for exploring equity-focused teaching at Michigan.
- Onboarded five new large courses across an array of disciplines and schools through CRLT's Foundational Course Initiative (FCI). The design of those courses was led by a Collaborative Course Design team comprised of faculty, graduate students, and

undergrads, all of whom explored diversity, equity, inclusion, and justice principles during a 4-day Course Design Institute. FCI continued providing consultations to help department teams integrate DEIJ into their curricular design efforts. FCI concluded its 3-year partnerships with five courses, ensuring each course had a DEI-focused sustainability plan, and it continued its equity-focused work with fifteen other courses.

- Conferred with unit leaders in multiple schools and colleges on professional development programs for faculty and assessment strategies for inclusive teaching as part of annual review and promotion processes.
- During fall and winter terms, 1,765 GSIs and undergraduate instructional aides (IAs) completed modules on equity-focused teaching and watched the *Act for Equity* video as part of our campus-wide and engineering-specific GSI/IA teaching orientations. All of the module material was newly updated this year to support instructors teaching in face-to-face, virtual, and hybrid learning environments.





PLAYERS THEATRE PROGRAM

2021-2022 SEASON

- » 4,160 total audience members
- » 54 U-M performances

6 virtual performances for 4 external clients:

- » Big Ten Academic Alliance
- » Indiana University
- » University of Minnesota
- » Virginia Tech

Funded primarily by the Office of the Provost, the College of Engineering, the College of LSA, and the U-M ADVANCE Program, the CRLT Theatre Program uses a combination of performance and facilitated conversation to advance U-M's institutional climate for equity and inclusion. Their offerings fall into two main categories. **Teaching/learning sketches** illuminate concepts such as creating more equitable learning environments and cultivating productive mentoring relationships. **Faculty work-life sketches** are developed in collaboration with the

U-M ADVANCE Program 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 reveal systemic inequities and highlight experiences of individuals who are often marginalized in the academy. 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 to equity and to consider specific actions they can take to create more equitable spaces.

At U-M, the Players perform at large, campus-wide events such as New Faculty Orientation, workshops and retreats for academic units, special functions, and meetings for high level administrators. The Players also perform for other university campuses and academic conferences around the country. To maximize the impact on an academic unit, the Players provide preliminary client consultations and post-event debriefs.

Throughout the last two years, the Players worked hard to help U-M respond to the challenges of the global and national moment. This labor involved pivoting to fully online work at the advent of the COVID-19 pandemic — to ensure both performers and participants were kept safe while still delivering important work on equity in higher education — and in fall of 2022, returning to some in-person sessions while maintaining virtual offerings. That labor also meant that the Players developed and revamped sessions to be responsive to ongoing crises.

In 2020-2022, the Players worked with a number of key collaborators to develop a session called [*How Do We Begin? A Reckoning with Anti-Black Racism at U-M*](#), a session that centered Black experience in its development and performance. Inspired by the Movement for Black Lives and wanting to counter the extreme examples of structural racism occurring in the United States, the Players core staff, Players company members, staff at CRLT, and long-time Players company member-turned-playwright Jordan Harris worked to develop a piece on U-M's institutional history with anti-Blackness. This was the first time the Players worked with a playwright outside the core staff. With input from the larger team, Harris drew on research, including Matthew Johnson's book *Undermining Racial Justice*, to develop a series of illuminating plays that the Players previewed in fall 2021. They piloted the full session for 3 U-M audiences in April 2022, directed by Lynch Travis (the first time

the Players hired an external director). Through the plays and shared dialogue, the session uncovers U-M's complicated relationship to elitism and racial inequity and asks participants the central question: with an understanding of our inequitable past and present, how will we imagine and pursue a racially just future? The pilot was so well received that the Players developed a follow-up session for audiences interested in doing more targeted brainstorming about what they can do to enact change. *How Do We Begin* is a popular offering for fall 2022 with 6 sessions scheduled.

To better meet the ongoing mental health challenges exacerbated by the COVID-19 pandemic, the Players debuted a new session in December 2021 called [*Everything Is Fine! Mentoring to Support Graduate Mental Health*](#). Designed specifically for faculty mentors, this session asks participants to wrestle with structural and

interpersonal challenges occurring within mentoring relationships, and to consider strategies to promote their graduate student mentees' mental health. Although focused on mental health, the range of concerns discussed spans immigration status, racism, political unrest, and the ongoing COVID-19 pandemic. Throughout, faculty are encouraged to attend to their own well-being while working toward a more nuanced, health-focused understanding of their mentoring roles in academia. The Players have 6 sessions of *Everything is Fine!* planned for fall 2022, with more interest from the community for offerings in winter 2023.

The Players are also developing topical work for AY 2022-2023. Updating an older Players' session with new content to increase its relevance, they will host a revamped session of [*Conflict in the Classroom*](#) in fall 2022 that is meant to help instructors think through how they can plan for and teach about difficult topics in a time of increasing political polarization in the United States. The Players will also be engaged with campus partners in building an online course designed to help faculty support undergraduate student mental health. In these ways, the Players will continue to deliver relevant content that helps improve equity in U-M's campus community.

“

I have new language/lexicon to name the things in the past I have witnessed that have felt wrong, but were shrouded in racial innocence. I am more empowered to use that knowledge to push against the system.

”



DIGITAL EDUCATION

Through consultation services, faculty development programs, and service on university and unit-level committees, CRLT staff help individuals and academic units explore, integrate, and evaluate the use of instructional technology (IT). Several programs from the 2021-2022 academic year are highlighted below.

Campus-Wide Committees and Initiatives

With their focus on best teaching practices and their experience with program evaluation, CRLT staff play a key role in university-wide initiatives around IT and remote/online teaching. For example, CRLT was a major campus thought partner and contributor in the efforts to provide instructors with the support and resources needed as they focused on the resumption of in-person teaching.

CRLT continued to provide just-in-time support for instructors through its virtual office hours.

CRLT continued to provide just-in-time support for instructors through its virtual office hours from 9-11 a.m., Monday through Friday in the fall 2021 term. CRLT consulted with instructors on a wide range of instructional best practices and tools for flexible and resilient teaching and learning in face-to-face, online, and hybrid teaching contexts.

As a charter member of U-M's Teaching and Technology Collaborative (TTC), CRLT co-sponsored the 24th Annual Enriching Scholarship (ES) Conference for the U-M community. The 2-day online event focuses on improving teaching and learning through the effective integration of technology and pedagogy.

CRLT PROGRAMS INCORPORATING IT

- » Preparing Future Faculty
- » Seminar Series workshops:
 - › Engaging Students in the Hyflex Classroom
 - › Designing for Digital Assessment in your Engineering Course
 - › Peer Review in Online Spaces
- » Post Doctoral Short Course
- » CRLT-Engin
 - › Teaching With Technology Workshops
 - › Designing for Digital Assessment in Your Engineering Course

ENRICHING SCHOLARSHIP

This year's ES conference focused on "Transparency in Teaching and Learning" by highlighting the range of instructional tools and approaches that reveal the implicit or unspoken assumptions and expectations in the curriculum. Sessions focused on increasing transparency and accessibility, creating diverse perspectives, developing 21st century skills, and addressing inequities in technology access. May 4th focused on theory and pedagogy, while May 5th focused on application and practice. Both days featured an afternoon talk by a keynote speaker (Dr. Tara Yosso and Dr. Mary-Ann Winkelmes), as well as sessions led by U-M faculty, staff, and students. CRLT hosted the session, TIP AWARDS: Lessons Learned from Winners of the 2022 Provost's Teaching Innovation Prize.

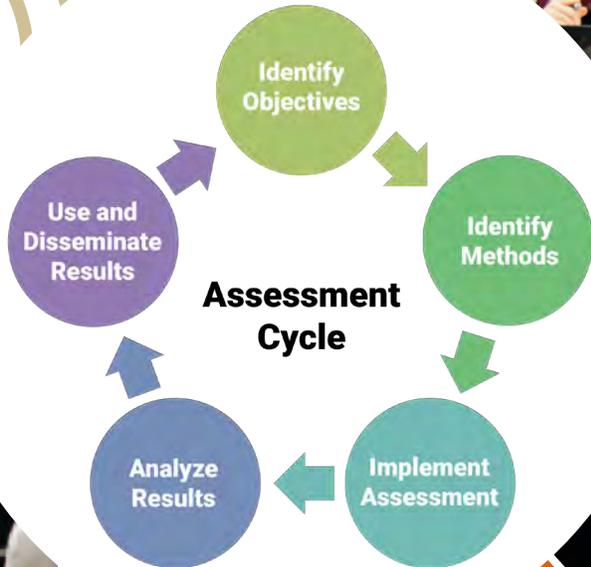


CRLT Programs and Resources Incorporating IT

CRLT incorporates within its programs opportunities for instructors to explore and learn about instructional technologies at all stages of their careers. CRLT's Preparing Future Faculty programs (e.g., May Preparing Future Faculty Seminar, Postdoctoral Short Course) for graduate students and postdocs model effective use of instructional technology in ways that participants may use in their own future teaching. CRLT's Seminar Series featured several programs on IT topics, including:

- Engaging Students in the Hyflex Classroom
- Designing for Digital Assessment in your Engineering Course
- Peer Review in Online Spaces

CRLT-Engin offered six Teaching with Technology workshops in collaboration with the College of Engineering's CAEN and Mosaic. In Winter, they delivered a new workshop focused on Designing for Digital Assessment in your Engineering Course.



ASSESSMENT AND RESEARCH

During the 2021-2022 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 8 schools and colleges, as well as the Equity, Civil Rights, & Title IX Office.

CAMPUS-WIDE OR MULTI-UNIT SERVICES

Foundational Course Initiative (FCI)

Business Administration 100

FCI led data collection processes, including surveys, to better understand the experience of student staff supporting the course. These data supported course-design decisions for the winter 2022 offering of the course.

Electrical Engineering and Computer Science 183

FCI staff designed, fielded, and analyzed four student surveys and two staff surveys during the 2021-2022 academic year. Student surveys focused on preparation, interest, and sense of belonging in the field of computer science, as well as specific course



experiences. Staff surveys focused on instructional team experience and professional development. Additional assessment projects included demographic and regional opportunity analysis by CSP (Comprehensive Studies Program) affiliation and lab enrollment, and a comprehensive study around autograder data, project submission time, and project grade outcomes. Assessment data from the 2020-2021 academic year resulted in a paper presented at the 129th Annual ASEE (American Society for Engineering Education) Conference in the Minorities in Engineering division in Summer 2022, as well as a presentation that won first place at the University of Michigan Spring 2022 DEI Mini Conference.

Electrical Engineering and Computer Science 203

FCI staff designed, implemented, and analyzed multiple assessment projects to evaluate the ongoing shifts made to the course itself as well as to its support structure. To inform curricular development, FCI carried out a curriculum survey for faculty in downstream courses (EECS 281, 370, and 377) as well as analyzing overlapping enrollment and curricular coverage data with STATS 250. FCI conducted pre-post surveys in both fall and winter terms, focused on student expectations of the course, workload, and course components/community. Additional data on the post survey in winter were collected from students who were repeating the course, with an opportunity to opt in to a one-on-one interview with FCI personnel or course instructors. Based on student responses and availability, one interview was conducted by FCI. An additional post-survey provided assessment data for the piloted discussion section, Focus on Fundamentals. FCI supplemented that feedback with discussion section observations. Additionally, FCI administered surveys to the student instructional team (IAs

and GSIs) and, in both fall and winter semesters, conducted an instructional team feedback session to gather input on staff workloads, support needs, and general course feedback.

Engineering 101

FCI analyzed various data sources to gather information about the design and implementation of a redesigned assessment system, including equity outcomes and hypothetical outcomes around changing the grade percentage allocation for a variety of assessments. This resulted in the course making a number of data-informed changes to its assessment system, which led to a conference paper at ASEE (American Society for Engineering Education). In order to better understand the pathways to student success in the course, FCI analyzed event log data from the Runestone and PrairieLearn platform to better understand student interactions with instructional technology, and how these behaviors correlated with workload and assessment scores. Additionally, FCI staff analyzed student evaluations in fall 2021 and winter 2022 to provide additional insights about the redesigned assessment system for the class, as well as additional iterations to help inform course design for winter 2022 and the 2022-2023 academic year. FCI staff also designed, fielded, and analyzed a series of instruments to gather information about the instructional staff experience, workload and professional development interests and needs. This included two surveys of the staff (fall 2021 and 2022), as well as a feedback session (winter 2022). These data informed iterations to the staff development curriculum for the 2022-2023 academic year. In May 2022, FCI staff synthesized all data collected and analyzed in 2021-2022 to create a comprehensive set of data to inform iterations for course design for the 2022-2023 academic year.



Kinesiology, Movement Science 110

FCI's assessment efforts continued the ongoing evaluation of the recently implemented curriculum and course structure, with a focus on sustainability and the undergraduate learning assistants, as well as the new learning space (the Central Campus Classroom Building active learning classroom) that the course operates in. FCI conducted classroom and instructional team meeting observations and consulted with faculty on the support of the learning assistants. To gather input on the student experience and perception of learning, FCI conducted pre-post surveys in both fall and winter terms focused on student perceptions of the interest and value of the material, progress towards specified learning outcomes, evaluation of course characteristics and classroom climate, and challenges faced.

LSA, Biology 172

FCI staff designed, conducted, and analyzed student surveys in fall 2021 and winter 2022 to provide instructors with insights into student experiences in the course, particularly around engagement with and learning of course content. Survey data were used for two main purposes: 1) to help support instructor decisions about the design of the active learning portions of lecture, and 2) to improve the structure and messaging around discussion sections, active learning sessions, course resources, video interviews with biologists, and review sessions.

LSA, Biology 173

Assessment services for Biology 173 included the design, implementation, and analysis of student feedback surveys for the fall 2021 and winter 2022 terms. These survey data informed ongoing course design discussions and decisions. FCI also designed, facilitated, and analyzed feedback sessions for GSIs and an interview with the graduate student mentor to provide insight into the instructional staff experiences and to help improve those experiences in the long-term. FCI also supported the ongoing partnership between Wolverine Wellness and Bio 173 to revise and implement a wellness check-in survey sent to students in fall 2021 and winter 2022. Analysis of the wellness check-in data and a description of this innovative partnership were shared through a presentation at the 2022 University of Michigan Enriching Scholarship conference that included two FCI consultants co-presenters.

LSA, Environment 201

Assessment services included end-of term surveys for both fall 2021 and winter 2022. These surveys were designed to collect data about student motivations for taking the course, their responses to key course components (e.g., case studies, and "Meet the Experts" videos), and anticipated and experienced challenges. Additionally, FCI conducted class observations (lecture and discussion section), as well as a focus group with GSIs to learn more about case study implementation, GSIs' preparation and support, and their perspectives on course learning goals.

LSA, Linguistics 111

Assessment services included pre-post surveys during the fall and winter terms, with pre-surveys featuring baseline questions around learning objectives, and collecting data to leverage information about student language backgrounds. Post-surveys focused on course climate, real-world relevance, and course content/components. Additional analysis of survey data for 2021-2022 included the impact of section modality (in-person or remote) on student learning and experience in the course. Assessment services also included a 1:1 interview with a former GSI to help understand GSI experiences teaching the course.

LSA, Mathematics 105

FCI assessment of the course included design, implementation, and analysis of instructor interviews to capture instructor experiences with, and perspectives and impacts of mastery assessment in Math 105 on students and their performance. This evidence was used to define projects to create more resources for instructors, and guide coordinators' support efforts for instructors. Data from FCI efforts to better understand instructor workloads was successfully used to inform applications for increased staffing. FCI also worked in conjunction with math coordinators, CAI, and others across campus to find ways to consolidate course grade data for future analysis. FCI also conducted a joint analysis between Math 105 and Math 115 to analyze downstream major and course enrollment trajectories for their students.

LSA, Mathematics 115

FCI worked with course instructors on designing and conducting a winter 2021 end-of-term student survey about student experiences in Math 115. Results were used to inform CCD team projects around classroom climate and community, mastery assessment, and



instruction. FCI also designed and conducted a winter 2021 instructor survey to gather data on instructor practices, assumptions about students and teaching, interests in training, and observations about the impact of mastery assessment on student learning. Survey results are intended to inform the continued implementation of mastery assessment in the course. This includes refinement of mastery assessment structure, support for instructors, and development of student-facing materials about mastery learning.

LSA, Philosophy 183

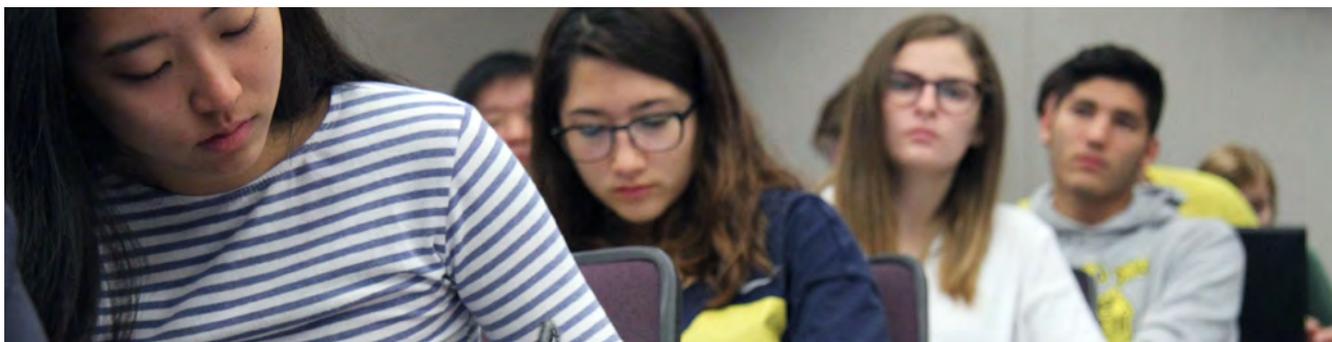
FCI staff designed a review of materials including readings and assessments to determine alignment with emerging learning and design goals, as well as to improve explanations and content delivery. The review was initially conducted by undergraduate members of the team and FCI staff facilitated the process and subsequent conversations related to course changes based on the review. In addition, FCI conducted an interview with an outgoing instructor to better understand their experience in the course, areas for improvement, and progress towards design goals.

LSA, Political Science 140

FCI staff designed, conducted, and analyzed student surveys in fall 2021 and winter 2022 to provide instructors with insights into student experiences in the course, particularly related to gameful learning pedagogies, course technologies, and course climate. In addition, FCI staff conducted interviews with course GSIs to better understand their experience on the instructional team and in the classroom, as well as their workload and use of educational technologies.

LSA, Statistics 250

FCI staff designed, conducted, and analyzed student post-term surveys in winter 2022 to provide instructors with insights into student experiences in the course, particularly related to assessment, content, student engagement and supplemental resources and support for students, as well as gather any other baseline data. In addition, FCI staff designed, fielded, and analyzed course GSI surveys, as well as conducted interviews with GSIs, to better understand their experience on the instructional team and in the classroom, as well as their workload and use of educational technologies.



Nursing 240

Assessment services included pre-post surveys during the winter 2022 term. These pre-post surveys helped develop an understanding of student experiences in the course, including students' feedback on specific course components (i.e. homework worksheets, study sessions), questions related to students' experiences of community in the course, and students' understanding of core concepts covered in the course. FCI also supported the development and analysis of pre-post surveys designed to measure the impact of a new, simulation-based teaching method in winter 2022. In addition, FCI supported a partnership between Wolverine Wellness and NURS 240 to implement a student wellness check-in survey in winter 2022.

FCI Cohort 5 - Initiation of 3-Year Partnership

FCI's fifth cohort includes five courses: EECS 280, COMM 102, EARTH 222, NURS 238, and WGS 240. As part of the onboarding process that began in February 2021, FCI staff prepared course equity reports including analysis of institutional data related to student enrollment, demographics, course context, outcomes, and equity-related outcomes in each course. These reports were distributed and discussed with each course as part of the onboarding process.

MSF Assessment Service

CRLT provides confidential, course-level assessment through its midterm student feedback (MSF) service, which allows faculty and GSIs to receive data from students on the effectiveness of their teaching during the term while they still have time to implement changes to improve their courses. In 2021-2022, CRLT conducted MSFs for 169 instructors, allowing over 8,000 students to provide feedback on the effectiveness of their courses. For more details, see p. 14.

IRACDA Program

The Michigan Institutional Research and Academic Career Development Awards (IRACDA) is one of several NIH-supported programs that train post-doctoral fellows for research and teaching careers in academia. CRLT facilitates pedagogy workshops for fellows and mentors and conducts annual consultations with the fellows about their teaching pedagogy. CRLT also conducts an assessment of the teaching components of the IRACDA program. This assessment is designed to collect formative feedback on key questions regarding the teaching development aspect of the program, including what fellows and mentors find most valuable, their experiences with teaching and mentorship, and their insights and suggestions to enhance the professional development of the fellows.

Grading Committee

CRLT contributed to a campus-wide committee tasked with providing recommendations regarding grading practices at U-M. The committee reviewed past and current grading practices employed by U-M instructors from a range of disciplines, with a particular focus on lessons learned from the ways grading practices were approached in 2020-2021 when most courses were fully remote or hybrid in response to the pandemic. As a part of this work, CRLT facilitated focus groups and other conversations with students, faculty, and staff representing a range of disciplines and units across campus and contributed to writing the final report to be submitted to the provost.

DEPARTMENT, SCHOOL, AND COLLEGE ASSESSMENT PROJECTS

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

Art & Design

CRLT conducted surveys of students, alumni, and faculty in the MDES Program in Stamps. The goal of this program assessment was to better understand the experiences of students and faculty within the program, and to identify areas for improvement within the MDES curriculum. Using the findings of the surveys, CRLT also facilitated a two-day faculty retreat, providing models and structures for how the faculty could approach a curriculum review in preparation for a program re-launch scheduled for Fall 2024.

LSA

In November 2021, a survey about the role of online education in LSA was distributed to LSA faculty and staff. CRLT analyzed the results and created a full report of the aggregated results for LSA as well as a series of departmental reports to be distributed to chairs.

Public Health

CRLT conducted several surveys and focus groups of students and alumni from SPH programs, including doctoral- and masters-level epidemiology programs. These assessments were used to inform CEPH accreditation efforts and requirements. Findings from these assessments were also used to facilitate conversations with faculty to help identify areas for curricular improvements.

OTHER UNITS

Center for Occupational Health and Safety Engineering (COHSE)

CRLT worked with COHSE to bolster the center's evaluation capacity and to capture quality, impact, effectiveness, and need for their activities and programs. To that end, CRLT conducted focus groups with stakeholders, analyzed surveys distributed by COHSE, and reviewed key documents produced by COHSE. As part of the larger COHSE evaluation, CRLT assessed

progress on the Michigan-Ohio Occupational Research Education (MOORE) program. CRLT ran a focus group with faculty and staff associated with the program to evaluate the current status of the program's development, including goals, modality and content, outcomes, and strategies for student engagement.

Organizational Learning

CRLT developed an assessment for the winter 2021 online "Creating a Climate Resistant to Sexual Harassment" course. The assessment evaluated knowledge and perceptions of sexual harassment and reactions to the workshop. In fall 2021, assessment data was analyzed and synthesized in a comprehensive report along with data gathered separately about participants' needs for future resources and tools.



The Inclusive STEM Teaching Project has been a phenomenal learning experience and I highly recommend it for anyone interested in making their classroom (or lab) a more inclusive and welcoming environment.



CRLT RESEARCH

CRLT staff members are pursuing several research projects on teaching and learning topics of particular relevance to faculty and graduate students at U-M. For a full list of authors and publications, see Appendix E on p. 63.

Inclusive Teaching in STEM Project Research and Evaluation

CRLT and CRLT-Engin have been foundational collaborators with colleagues at Northwestern, Boston University, University of Wisconsin-Madison, University of Utah, University of Georgia, and Des Moines Area Community College on the Inclusive Teaching in STEM Project. Its mission is to advance the awareness, self-efficacy, and ability of STEM faculty, post-docs, graduate students, and staff to cultivate inclusive learning environments for all their students and to develop themselves as reflective, inclusive practitioners. As a part of University of Michigan's role on the project, we have contributed to the research and evaluation efforts to understand the impact of this project (see findings on p. 10).

APPENDIX A: GRANTS AND AWARDS

PROVOST'S TEACHING INNOVATION PRIZE (TIP)

The Provost's Teaching Innovation Prize was created and funded jointly by the provost's office, the university library, and CRLT. TIP recognizes faculty who have developed innovative approaches to teaching that incorporate creative pedagogies, and it encourages the dissemination of best practices by sharing promising innovations with faculty more broadly. In 2022, the award focused on two key institutional priorities: remote and hybrid teaching developed in response to the pandemic, and anti-racist and inclusive teaching. This year a total of 57 nominations were received, and 5 teaching innovations were selected as winners. Winning faculty received a \$5,000 award for their original approaches to teaching and creativity in the classroom.

Provost's Teaching Innovation Prize Recipients, Winter 2022

- » **Olivia Anderson**, Public Health; **Thomas Bishop**, Medical School; **Karen Farris**, Pharmacy; **Mark Fitzgerald**, Dentistry; **Debra Mattison**, Social Work; **Danielle Rulli**, Dentistry; **Laura Smith**, College of Health Sciences-Flint; and **Peggy Ursuy**, Nursing
LIFE: Longitudinal Interprofessional Family-Based Experience
- » **Michelle Bellino**, Education
From Welcoming to Belonging: Community-Engaged Research with Schools in Support of Newcomer Migrant Students
- » **Timothy Cheek**, Music, Theatre, & Dance
Shifting Eurocentrism, and Enhancing Diversity, Equity, and Inclusion in Specialized Lyric Diction and Vocal Literature Classes
- » **Elle O'Brien**, Information
Slack Bots for Remote Asynchronous Education
- » **Josh Pasek**, Communication and Media and Political Science, LSA
Simulating Interactions Between Science and Policymaking

FACULTY DEVELOPMENT FUND

This fund provides grants for innovative projects that enhance teaching and learning. CRLT awards up to \$6,000 to individual faculty members or small groups of faculty who propose innovative new courses or revisions to existing courses or who initiate other projects that improve student learning. Grant awards up to \$10,000 are available to departments, programs, and other large faculty groups who want to collaborate on more extensive projects, such as curriculum development and evaluation, inclusive classrooms, novel applications and evaluations of instructional technology, non-traditional approaches to teaching, and GSI mentorship and training programs.

Faculty Development Fund Recipients, Fall 2021

- » **Ivan Co**, **Brendan Munzer**, and **Cindy Hsu**, Medical School
Michigan Difficult IntraVenous Access (Mi-DIVA) Simulation Model
- » **Maria Dorantes**, Romance Languages and Literatures, LSA
Case Studies: Taking Them Outside the Box
- » **Irene Hwang**, Architecture and Urban Planning
Equity in Architectural Education: Stacked Mentorship Program
- » **Elizabeth Keren-Kolb**, Education; **Kristin Fontichiaro**, Information
A U-M Student Facilitated Digital Wellness Conference for K-12 Students and Caregivers
- » **Amanda McCormick**, **Melissa Cousino**, and **Sonal Owens**, Medical School
The M-COPE Curriculum Series for Pediatric Cardiology Fellows - Promoting Mental Health in Both our Patients and Physicians
- » **Michael McElroy**, Music, Theatre & Dance
Faculty Empowerment

- » **Sarah Oliver**, Music, Theatre & Dance
Equitable Stage Makeup and Hair Modules
- » **Katrin Robertson**, Education
Advancing Equity Through Teaching with the Arts
- » **Courtney Snyder**, Music, Theatre & Dance
Utilizing Improvisation in Wind Band Curriculum
- » **Yooni Yi**, Medical School
Urology Surgical Collaborative Resident Education Curriculum (SCoRE Curriculum)

GILBERT WHITAKER FUND FOR THE IMPROVEMENT OF TEACHING

The Office of the Provost finances the improvement of teaching through the Gilbert Whitaker Fund, which is administered by CRLT. This fund provides grants for innovative projects that enhance teaching and learning. CRLT awards up to \$6,000 to individual faculty members or small groups of faculty who propose innovative revisions to courses or innovative course development (e.g., interdisciplinary courses) or who initiate other projects that improve the learning of students. Grant awards up to \$10,000 are available to departments, programs, and other large faculty groups who want to collaborate on more extensive projects, such as curriculum development and evaluation, inclusive classrooms, novel applications and evaluations of instructional technology, nontraditional approaches to teaching, and GSI mentorship and training programs.

Gilbert Whitaker Fund Recipients, Winter 2022

- » **Timothy Chambers**, Materials Science and Engineering
Engaging Undergraduate Engineers in Development of New Laboratory and Simulation Courses
- » **Deborah Forger**, Middle East Studies, LSA
Embodied-Knowledge in the Post-Pandemic Humanities Classroom
- » **Lesli Hoey**, Architecture and Urban Planning; **Ivette Perfecto**, **Jennifer Blesh**, and **Meha Jain**, SEAS; **Andrew Jones** and **Cindy Leung**, Public Health
The Transformative Food Systems Seminar: Building Equity Competency and Strategic Leadership Skills
- » **Erin Kahle** and **Renee Pitter**, Nursing
Developing and Evaluating a Film-Based Pedagogy for Intersectionality and Sexual Health Education
- » **Christi Merrill**, **Syed Ali**, **Pinderjeet Gill**, **Faijul Hoque**, **Arvind-Pal Mandair**, and **Vidya Mohan**, Asian Languages and Cultures, LSA
Developing Innovative Collaborations Across South Asian Language and Culture Courses
- » **Jennifer Metsker**, Art & Design
Improving and Expanding on the Instruction of Writing about Creative Practice at the Stamps School of Art and Design
- » **Katie Snyder**, Technical Communications, Engineering
Developing DEIJ Sample Assignments for ENGR 100

LECTURER'S DEVELOPMENT FUND

Lecturers with continuing teaching appointments on the Ann Arbor campus are eligible for grants of up to \$2,000 to support professional development activities that involve teaching, research, and/or creative endeavors. Examples of grant funding include participation at national or international professional meetings, pedagogical programs and projects, graduate student or work-study student assistance, computer hardware or software, travel required to access resources at other institutions, subscriptions to professional journals, and editorial assistance.

Lecturer's Professional Development Fund Recipients, Fall 2021

- » **Amy I-Lin Cheng**, Music, Theatre & Dance
Landmark works for piano solo and chamber works by Taiwanese Composers - Jiang Wenye to present
- » **Sascha Crasnow**, Residential College, LSA
Attendance at the 2022 College Art Association (CAA) Conference
- » **Shubhangi Dabak**, Germanic Languages and Literatures, LSA
Use of iPad for virtual and in-person language class

- » **Robin Fowler**, Technical Communication, Engineering
Participation in American Society of Engineering Educators Annual Conference
- » **Mark Kirschenmann**, Music, Theatre & Dance
Cybersonic Outreach - audio album release
- » **Shuwen Li**, Sweetland Center for Writing, LSA
Using NVivo in Qualitative Research
- » **Howard Tsai**, International and Comparative Studies, LSA
Attendance at the Society for American Archaeology 2022 Meeting

INSTRUCTIONAL DEVELOPMENT FUND

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

Instructional Development Fund Recipients, 2021-2022

- » **Mara Bollard**, Philosophy, LSA
Illuminating Interdisciplinary Writing & Research in Moral Psychology: A Speaker Series
- » **Catherine Brown**, Romance Languages and Literatures, LSA
Inside/Out Prison Exchange Teacher Training
- » **Nachiket Chanchani**, History of Art, LSA
Reimagining Community, Art, and Social Transformation in Cambodia
- » **Kathleen Forrester**, Romance Languages and Literatures, LSA
Using an iPad and Apple Pencil to offer more personalized, detailed feedback on student journals submitted through Canvas
- » **Karein Goertz**, Residential College, LSA
Enrichment during the RC German Coffee hour
- » **Jonathan Hanson**, Public Policy
IEDP Puerto Rico Cultural Excursion
- » **Caroline Helton**, Music, Theatre & Dance
Recording an outreach concert for the Detroit School of the Arts
- » **Chauncey Monte-Sano**, Education
Orienting U-M Students Toward Ypsilanti's Strengths by Centering Black History
- » **Nina O'Connor**, English Language Institute and Romance Languages and Literatures, LSA
Authentic Material Development for Gender Equality in Latin America
- » **Ittai Orr**, English Language and Literature, LSA
Navigating Disability in 19th-Century America: A Student-Created Online and In-Person Exhibit at the Clements Library
- » **Patricia Poling**, Medical School
Resident Perceptions of Preparation for Outpatient Primary Care
- » **Giulia Ricco**, Romance Languages and Literatures, LSA
A Taste of Italy in Ann Arbor: Speaker Series
- » **Kahli Zietlow**, Medical School
A Novel, Web-based Curriculum on Guardianship

APPENDIX B: DISCIPLINARY-BASED, CUSTOMIZED SERVICES

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 2021-2022, CRLT served 19 U-M schools and colleges, 34 departments and programs in LSA, as well as 17 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 Leslie Hoey and Irene Hwang

Art & Design

- » Consultation with associate dean on teaching evaluation and department dynamics
- » Grant received by Jennifer Metsker
- » Planning for workshop on student evaluation questions
- » Support for Stamps MDes curricular redesign project, including retreat planning and survey dissemination, analysis, and reporting

Business

- » Participation of BA 100 instructional course team in final year of 3-year partnership with the Foundational Course Initiative (cohort 2)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Design and analysis of a survey of undergraduate student instructional staff
 - › Design, creation, and consultation for course curriculum and materials
 - Consultations on structural changes and strategies for return to in-person instruction
 - Consultations on the refinement of student staff roles
 - Design and consultation on the peer mentor role, including designing resources and supports in enacting the role
 - › Professional development training
 - An optional synchronous training for undergraduate student instructional staff
 - › Planning and coordination of long-term change effort
 - Collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Departmental meetings between FCI Director and BA 100 faculty
 - › Offboarding to conclude three-year Foundational Course Initiative partnership
 - FCI Director meeting with CCD Team to plan for final year of partnership
 - In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership
 - Exit interview to gather input from faculty leads
- » Planning, facilitation, and evaluation of an August 2021 teaching academy for newly hired faculty, in consultation with the dean's office
- » Players virtual interactive theatre performances for faculty on tenure decisions, and on recognizing and disrupting inequitable institutional systems

Dentistry

- » Consultation about standardized patient role plays focusing on microaggressions
- » Consultation about tenure practices

- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly virtual meetings of the faculty learning community
- » Grants received by Mark Fitzgerald and Danielle Rulli
- » Players virtual interactive theatre performance for faculty in periodontics and oral medicine on creating a climate resistant to sexual harassment

Education

- » Consultation with faculty about groups that mix in-person and remote students
- » Design and facilitation of workshops on teaching for equity and inclusion for GSIs in the Combined Program in Education and Psychology
- » Grant received by Michelle Bellino, Elizabeth Keren-Kolb, Chauncey Monte-Sano, Katrin Robertson

Engineering

- » Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
 - › Continuation of three-year Foundational Course Initiative partnership with EECS 203 (cohort 4)
 - Confidential Student Feedback Interviews for EECS 203
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Design, implementation, and analysis of pre-post surveys
 - * Learning analytics on student outcomes, with a focus on repeating students
 - * EECS 203 and STATS 250 pre-, post-, and co-enrollment pattern analysis coupled with curricular overlap
 - * Design, implementation, and analysis of staff feedback from IAs, including feedback sessions
 - * Observation and assessment of pilot Focus on Fundamentals discussion section
 - Planning and coordination of long-term change effort
 - * Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - * Design and facilitation of a retreat to coordinate and develop a data-informed strategy for summer design work
 - Design, creation, and consultation for course curriculum and materials
 - * Consultations on course structure and teaching strategies, including revisiting course grading system and collaboration models
 - * Designed and administered faculty curriculum survey
 - * Created lecture-level learning objectives and refined course schedule
 - * Consulted on design and piloting of longer discussion sections (Focus on Fundamentals)
 - Professional development for staff
 - * Refining onboarding materials and established peer mentoring plan as resources for new IAs
- » Customized workshops
 - › Collaboration with Dr. Holly, Jr. on a culturally relevant pedagogy workshop for instructors
 - › Delivery of the session “Understanding how stereotype threat, impostor syndrome and growth mindset affect student learning” at the virtual Michigan Engineering DEI Summit 2021
 - › Facilitation of sessions for NextProf Engineering on “Crafting a Teaching Statement” (3x) and “How to Develop & Teach an Engineering Class”
 - › College-wide faculty learning communities
 - Alternative Grading Community of Practice (2)
 - Experiential Learning Teaching Circle Participant Reconvening Event
 - Faculty Discussions about DEIJ Learning Objectives
 - Monthly ENGR 100 Community of Practice meetings
 - Monthly gatherings for new tenure-track faculty
 - Teaching in the Age of Covid
 - › For departments:
 - Aerospace Engineering: Reimagining Engineering Education Post-Covid: Part 2 Engaging Students

- Biomedical Engineering: Inclusive Teaching learning community
- Civil and Environmental Engineering: Reimagining Engineering Education Post-Covid
- Computer Science and Engineering: low-stakes ways to assess student learning
- Materials Science Engineering: CRLT-Engin info session
- Naval Architecture and Marine Engineering: Teaching Philosophy and Diversity Statements
- » Discussions about CRLT-Engin's support for teaching and learning needs with the chairs of all departments and directors of programs
- » Discussions about how CRLT-Engin can support faculty grant proposals
- » Discussions about the CSED-CRLT-Engin DEI case study project
- » Discussion about DEI Community Team Special Funding
- » Discussion about Immersive Learning Experience for EER
- » Discussion about the FAR Integration Question and CRLT-Engin's submission of programs to college
- » Discussion with Dean's Cabinet about priorities for the CRLT Players future repertoire
- » Facilitation of 3 iterations of the Change It Up! Anti-Black Racism workshop
- » Grants received by Timothy Chambers, Robin Fowler, Katie Snyder
- » Participation of ENGR 101 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 3)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - › Analysis of existing survey/evaluation data (Computing Cares, ECoach, course evaluations)
 - Design, implementation, and analysis of staff feedback (surveys, interviews, focus groups)
 - Learning analytics on student outcomes related to instructional technology use and engagement
 - Evaluation of newly implemented assessment scheme, coupled with hypothetical modeling
 - › Design, creation, and consultation for course curriculum and materials
 - Consultations on course structure and teaching strategies, including assessment system redesign and transitioning back to more in-person instruction
 - Created and refined staff scheduling application to facilitate scheduling lab and office hours for staff members
 - › Professional development for staff
 - Co-designed a staff development curriculum for the course to implement during part of weekly staff meetings to prepare and support GSIs and instructional aides for instructionally related roles and responsibilities on staff
 - › Publications
 - Co-authoring ASEE paper about assessment redesign
 - › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Weekly meetings with subset of course team members to design supports and learning opportunities for the course staff
 - Design and facilitation of a retreat to coordinate and develop a data-informed strategy for summer design work
- » Participation of EECS 183 in final year of 3-year partnership with Foundational Course Initiative (cohort 2)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - › Design, implementation, and analysis of pre-post surveys
 - Analysis of autograder data to assess the relationship between project submission date and outcome in order to inform student communication
 - Investigation into student opportunity and preparation metrics for CSP section
 - › Design, creation, and consultation for course curriculum and materials
 - Consultation on structural changes and strategies in response to the return to in-person learning
 - Refinement of CSP lab section pedagogies and logistics
 - › Staff development
 - Development of practice teaching session as part of staff onboarding

- Creation of internal staff development team to provide ongoing, peer-led training and mentorship for instructional staff
- › Publications
 - Co-authoring ASEE paper about CSP lab section
- › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Weekly meetings with staff development team to design supports and learning opportunities for the course staff
 - Biweekly meetings with CSP instructional team to provide support related to teaching strategies and implementation of CSP lab sections
 - Design and facilitation of a retreat to coordinate and develop a data-informed strategy for long-term sustainability
- › Offboarding to conclude three-year Foundational Course Initiative partnership
 - FCI Director meeting with CCD Team to plan for final year of partnership
 - In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership
 - Exit interview to gather input from the faculty leads
- » Follow-up with ENGR 110 after final year of 3-year partnership with the Foundational Course Initiative (former FCI cohort 1 course)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - › Analysis of CoE student pre/post survey for Fall 2021
 - › Refinement of and training for customized web application to facilitate teaching partnerships and scheduling of Departmental Ambassadors (DAs)
- » Initiation of three-year Foundational Course Initiative Partnership with EECS 280 (cohort 5)
 - › FCI In-take meetings
 - Director-level consultations with dean and faculty to determine course needs and goals and develop parameters for department-level commitment
 - Creation of FCI Memorandum of Understanding for FCI partnership
 - › Planning and coordination of long-term change effort
 - Pre-CDI meeting to begin relationship building and to gain greater understanding of course context and early goals
 - Participation in a 4-day Course Design Institute in June 2022 to engage EECS 280 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Creation of general course report and grade equity report using analysis of institutional data
- » Monthly meeting of CRLT and CRLT-Engin Directors with Associate Dean for Undergraduate Education
- » Orientations
 - › Design and facilitation of a full-day teaching orientation program for new engineering faculty
 - › Design and facilitation of customized GSI orientation programs, including theatre performances and practice teaching, fall and winter
 - › Design and facilitation of customized instructional aide (IA) orientation programs, fall and winter
 - › Facilitation of New Faculty Foundations monthly lunches
- » Players virtual interactive theatre performances for faculty on tenure decisions
- » Participation in DEI Implementation and Culture Shift committees, including regular meetings with DEI lecturer to identify inclusive teaching practices of engineering faculty
- » Participation in monthly meetings of the CoE DEI department leads, providing teaching-related DEI resources and previewing the inclusive mentoring survey
- » Participation in Understanding Equity-Centered Engineering for Graduate Students Committee, working to identify a continuing DEI education program for masters and PhD students
- » Participation in search committee for DEI Program Coordinator, Office of Community, Culture, and Equity

- » Presentation of How To Write a Teaching Statement (2x) for NextProf NEXUS: Faculty Development Workshop

Environment and Sustainability (SEAS)

- » Consultation with associate dean for academic programs on flexible and equitable class participation policies
- » Grant received by Jennifer Blesh, Meha Jain, and Ivette Perfecto

Information

- » Consultations with associate dean for faculty on topic of mentoring
- » Consultation with senior associate dean for academic affairs on supporting instructional development of faculty
- » Grants received by Kristin Fontichiaro and Elle O'Brien
- » Interviews with 2 teams of SI 501 students on file management at CRLT
- » Players virtual interactive theatre performances for faculty on creating a climate resistant to sexual harassment

Kinesiology

- » Consultation with associate dean for academic programs on flexible and equitable class participation policies
- » Design and facilitation of a customized workshop on returning to in-person instruction in a pandemic
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly virtual meetings of the faculty learning community
- » Participation of MOVESCI 110 instructional course team in final year of 3-year partnership with the Foundational Course Initiative (cohort 2)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Consultation and data analysis on MOVESCI 110 students who switched majors (2022)
 - Compilation and textual analysis of non-survey student feedback and reflection on course learning process and curriculum
 - Compilation and textual analysis of student work as a measure of core curricular goals and specified proficiency levels
 - Design and analysis of equity data in final grades and assignment type
 - Design and facilitation of instructional team self-assessment of real-time implementation of new course
 - Design, implementation, and analysis of paired early-term and end-of-term student surveys in both fall and winter terms
 - Heuristic analysis of instructional tools and materials
 - Observation and analysis of classroom instruction
 - › Design, creation, and consultation for course curriculum and materials
 - Definition of interdisciplinary cross-cutting skills, articulated as goals and scaffolded through disciplinary unit material
 - Models for teamwork as the locus of classroom learning and a new course structure (weekly cadence, assignment types, grading scheme)
 - Tools for mapping out interdisciplinary learning that scaffolds and weaves together disciplinary content and cross-cutting skills
 - Complementary opening and closing class sessions, with particular emphasis on metacognition and real-world relevance
 - Transparent assignment prompt templates for multiple assignment types
 - Student-facing visualizations of course structure and weekly cadence
 - Slide templates to promote accessibility
 - Syllabus with alignment between learning goals and learning process

- Design and implementation of Canvas architecture, including “live” student-facing calendar of topics, resources, and assignments
- Set up and support for using the Active Learning Platform and Zoom
- Model for student-facing and instructor-facing rubrics
- Implementation support in weekly instructional team meetings
- › Planning and coordination of long-term change effort
 - Coordination and facilitation of weekly course design team meetings
 - Facilitation and participation in focused working groups
 - Design and facilitation of summer redesign retreat
- › Dissemination and reporting
 - Preparation of material to present to program and school faculty on new course design and initial data, with an emphasis on designing for diversity, equity and inclusion
- › Offboarding to conclude three-year Foundational Course Initiative partnership
 - FCI Director meeting with CCD Team to plan for final year of partnership
 - In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership
 - Exit interview to gather input from the faculty leads

Law

- » Provision of feedback to 4 graduate students participating in the fall 2021 Problem Solving Initiative Course, Designing a Rigorous and Joyful Grad School

LSA

- » Anthropology
 - › Discussion of curriculum planning and revision
 - › Players virtual interactive theatre performances for faculty on
 - Creating a climate resistant to sexual harassment
 - Recognizing and disrupting inequitable institutional systems
- » Asian Languages and Cultures
 - › Grant received by Christi Merrill, Syed Ali, Pinderjeet Gill, Fajjul Hoque, Arvind-Pal Mandair, and Vidya Mohan
- » Biology
 - › Participation of BIO 173 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 3)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Design, implementation, and analysis of student pre-post surveys, GSI feedback, and graduate student mentor feedback
 - * Support revision and implementation of wellness check-in survey in partnership with Wolverine Wellness and BIO 173
 - Design, creation, and consultation for course curriculum and materials
 - * Support development of aligned materials for lecture and lab section
 - * Support development of rubrics for major assignments
 - Instructional team support
 - * Support development of GSI coordination and support mechanisms
 - Planning and coordination of long-term change effort
 - * Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - › Participation of BIO 172 instructional course team in final year of 3-year partnership with the Foundational Course Initiative (cohort 2)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Design, implementation, and analysis of end-of-term surveys in fall and winter

- * Online observation of active learning portions of lecture
- * Grade outcome analysis of CSP-affiliated students
- Design, creation, and consultation for course curriculum and materials
 - * Consultation and design of active learning lecture sessions (ACT sessions)
 - * Creation of MyBioStory page for Canvas
 - * Coordination with CAI about improving the effectiveness of Problem Roulette
- Consultation on organization and design of lesson plans for discussion sections
- Design and creation of “MyBioStory” videos featuring interviews with biologists, along with accompanying course materials and design manual
- › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Facilitation and participation in focused working groups, including support for more active learning in lecture and improving the usage of Problem Roulette
- › Offboarding to conclude three-year Foundational Course Initiative partnership
 - FCI Director meeting with CCD Team to plan for final year of partnership
 - In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership
 - Exit interview to gather input from the faculty leads
- » Classical Studies
 - › Check in to learn about subsequent steps taken by unit after the Lucky 9 Assessment Learning Community concluded
- » Communication and Media
 - › Check in to learn about subsequent steps taken by unit after the Lucky 9 Assessment Learning Community concluded
 - › Grant received by Josh Pasek
 - › Initiation of three-year Foundational Course Initiative Partnership with COMM 102 (cohort 5)
 - FCI In-take meetings
 - * Director-level consultations with dean and faculty to determine course needs and goals and develop parameters for department-level commitment
 - * Creation of FCI Memorandum of Understanding for FCI partnership
 - Planning and coordination of long-term change effort
 - * Pre-CDI meeting to begin relationship building and to gain greater understanding of course context and early goals
 - * Participation in a 4-day Course Design Institute in June 2022 to engage COMM 102 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Creation of general course report and grade equity report using analysis of institutional data
 - * Observation and analysis of classroom instruction
 - › Players virtual interactive theatre performances for faculty on sexual harassment and misconduct
- » Comprehensive Studies Program
 - › Participated in 5 meetings on the design and curriculum of a living learning community to be launched fall 2023
 - › Ongoing conversations about the creation of new sections for Foundational Course Initiative courses
- » Dean’s Office
 - › Consultations on
 - Changes to collegiate professorship processes and implications for nomination and selection processes for Thurnau professorships
 - Priorities for future CRLT Players repertoire, with Divisional Associate Deans
 - Process issues in ELI 994
 - Support for courses and curriculum building for a computational concentration

- Survey and analysis of LSA faculty perspectives on the role of online education in LSA
- Undergraduate education, in monthly meetings with the Associate Dean for Undergraduate Education, as well as an additional extended lunch meeting
- › GSI-related services
 - Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2021 and a winter 2022 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA
 - Discussion of ELI 994/GSITO interactions
 - 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, teaching with GSIs in a remote environment, and virtual lunches for networking and sharing strategies
 - Organization and facilitation of GSI orientation training programs prior to fall 2021 and winter 2022 terms, including theatre performances
 - Presentation on Crafting a Teaching Statement at the virtual May 2022 NextProf Science conference
- › Faculty learning communities
 - Design and facilitation of an expanded winter 2022 LSA Large Course Initiative focused on lessons learned while teaching large courses during the COVID-19 pandemic, including a 4-session faculty learning community and coordination of follow-up grants
 - Design and facilitation of an Inclusive Teaching for Lecturers Program consisting of 3 teaching circles in fall 2021
- › Meeting with new coordinator of the LSA Collegiate Fellows program
- › Monthly touch-base meeting with LSA Technology Services Learning and Teaching Consultants Group
- › Orientation
 - Planning and facilitation of a virtual teaching academy for all new assistant professors in the college, including asynchronous resources and synchronous sessions, facilitation of midterm student feedback sessions, and two follow-up sessions: one on exploring a range of specific pedagogical topics and a second on debriefing the 2021-2022 academic year in conversation with senior colleagues
 - Planning and facilitation of a virtual New Lecturer Orientation, including interactive sessions addressing the needs of LSA lecturers
- › Participation on LSA Reboot and Reimagine Teaching Innovation Committee, plus analysis of the faculty survey and report writing
- › Players virtual interactive theatre performances for faculty on
 - Cultivating a more equitable academy
 - Historical reckoning with anti-black racism at U-M
 - Mentoring to support graduate student mental health
 - Tenure decisions
- » Earth and Environmental Sciences
 - › Players virtual interactive theatre performance on cultivating a more equitable academy
 - › Initiation of three-year Foundational Course Initiative partnership with EARTH 222 (cohort 5)
 - FCI In-take meetings
 - * Director-level consultations with dean and faculty to determine course needs and goals and develop parameters for department-level commitment
 - * Creation of FCI Memorandum of Understanding for FCI partnership
 - Planning and coordination of long-term change effort
 - * Pre-CDI meeting to begin relationship building and to gain greater understanding of course context and early goals
 - * Participation in a 4-day Course Design Institute in June 2022 to engage EARTH 222 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Creation of general course report and grade equity report using analysis of institutional data

- » Economics
 - › Consultations with the Math for Economics Planning Committee
 - › Follow-up with one section of ECON 101 after final year of 3-year partnership with the Foundational Course Initiative (former FCI cohort 1 course)
 - Offboarding data consultation
 - Exit interview to gather input from the faculty leads of ECON 101
- » English Language and Literature
 - › Discussion of the Foundational Course Initiative with the director of academic programs
 - › Grant received by Ittai Orr
 - › Presentation on teaching center careers for graduate students in English 630: Professional Humanities Careers
- » English Language Institute
 - › Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2021 and a winter 2022 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA
 - › Grant received by Nina O'Connor
- » Film, Television and Media
 - › Meeting with chair to discuss reflection on the LSA Tenure performance
- » Germanic Languages and Literatures
 - › Grant received by Shubhangi Dabak
- » History
 - › Design and facilitation of a syllabus workshop for History 195 GSIs in collaboration with the Sweetland Center for Writing
 - › Facilitation of a session to discuss midterm student feedback with History 195 GSIs
 - › Participation in resource panel for prospective GSIs
- » History of Art
 - › Grant received by Nachiket Chanchani
- » Judaic Studies
 - › Players virtual interactive theatre performance for faculty on creating a climate resistant to sexual harassment
- » Linguistics
 - › Consulted with faculty member planning to teach in the new Central Campus Classroom Building
 - › Participation of LING 111 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 3)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Design, implementation, and analysis of student surveys, including paired early-term and end-of-term student surveys in fall and winter
 - * Interview with former GSI to learn about GSI teaching experience
 - Design, creation, and consultation for course curriculum and materials
 - * Canvas homepage, including course structure visualizations and “live” student-facing calendar of topics, resources, and assignments
 - * Development of Course Manual to document goals and processes across faculty turnover
 - * Supported revision of course materials through facilitating summer working group with graduate students
 - Planning and coordination of long-term change effort
 - * Design and implementation of faculty stakeholder workshop to inform design goals and promote departmental buy-in
 - * Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - * Design and facilitation of a retreat workshop to coordinate and develop a data-informed strategy for ongoing course revisions
 - * Support in preparing presentation materials on course revisions for department faculty and administration

» Mathematics

- › Consultation regarding using the Players MOOC video
- › Generated and consulted on a Course Equity Report for MATH 217 summarizing grade outcomes and student identity characteristics over a 5-year aggregate period; this consultation was one of the earliest examples of the newly implemented CRLT Learning Analytics services
- › Participation of MATH 115 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 3)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Design, implementation, and analysis of instructor surveys in winter
 - * Design, implementation, and analysis of student surveys, including end-of-term student surveys, in fall and winter
 - Design, creation, and consultation for course curriculum and materials
 - * Redesign of student guide and learning objectives checklist for students, including creation of visualizations of expectations for student learning and grading scheme
 - * Support for design and implementation of mastery learning structure and grading
 - Planning and coordination of long-term change effort
 - * Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - * Facilitation and participation in focused working groups
 - * Management of project schedules and progress
 - Support for instructor training
 - * Facilitation of meet-ups, including training for instructors
 - * Planning for content of meet-ups
 - * Redesign of instructional team meetings format (meet-ups)
- › Participation of MATH 105 instructional course team in final year of 3-year partnership with the Foundational Course Initiative (cohort 2)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Design, implementation, and analysis of focus groups with fall instructors
 - * Design, implementation, and analysis of focus groups with former students
 - * Design, implementation, and analysis of student surveys, including end-of-term student surveys in fall and winter
 - Design, creation, and consultation for course curriculum and materials
 - * Liaison between course coordinators and eCoach staff at the Center for Academic Innovation
 - * Redesign of student guide and learning objectives checklist for students, including creation of visualizations of expectations for student learning and grading scheme
 - * Planning and coordination of long-term change effort
 - * Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Design and facilitation of a 4-session retreat to coordinate and develop a data-informed strategy for summer design work
 - Facilitation and participation in focused working groups
 - Grant application and publication support
 - * Management of project schedules and progress
 - Offboarding to conclude three-year Foundational Course Initiative partnership
 - * FCI Director meeting with CCD Team to plan for final year of partnership
 - * In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership
 - * Exit interview to gather input from the faculty leads

» Middle East Studies

- › Grant received by Deborah Forger

- » Organizational Studies
 - › Consultation regarding retreat planning
 - › Discussion of evaluation of undergraduate honors theses
- » Philosophy
 - › Delivery of workshop for graduate students on equity-focused teaching
 - › Continuation of three-year Foundational Course Initiative partnership with PHIL 183 (cohort 4)
 - Design, creation, and consultation for course curriculum and materials
 - * Creation of a grading policies and approach document for GSIs to provide clear expectations in grading
 - * Team revised explanations and numerous Canvas and Tophat quiz questions
 - Planning and coordination of long-term change effort
 - * Regular collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - * FCI designed and facilitated materials review process to better align with learning objectives and improve the quality of quizzes, questions, and content
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Conducted review of materials including readings and assessments and to determine alignment with emerging learning and design goals
 - › Grant received by Mara Bollard
- » Physics
 - › Design and facilitation of a workshop for faculty and graduate students about teaching for equity
 - › Follow-up with PHYSICS 140 after final year of 3-year partnership with the Foundational Course Initiative (former FCI cohort 1 course)
 - Worked on Exam Time Paper
 - Joined a staff meeting to provide support and deepen to start the semester and train the new undergraduate instructional aides
 - › Players virtual interactive theatre performance for faculty on recognizing and disrupting inequitable institutional systems
- » Political Science
 - › Continuation of three-year Foundational Course Initiative partnership with POLSCI 140 (cohort 4)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Design, implementation, and analysis of pre and post surveys in fall and end-of-term survey in winter
 - * Observation of lecture and discussion sections
 - * Interview with GSIs to understand their experience with the class and possible areas of improvement
 - Design, creation, and consultation for course curriculum and materials
 - * Supported development and implementation of Gradecraft to support gameful pedagogy
 - * Supported development of course learning goals and curriculum map to help align course materials
 - * Supported revision of course materials in response to student feedback and instructor experiences with gameful design
 - * Creation of guide for onboarding new GSIs
 - Planning and coordination of long-term change effort
 - * Coordination and facilitation of bi-weekly course design team meetings
 - * Facilitation and participation in working groups
 - * Design and facilitation of spring redesign retreat
 - › Grant received by Josh Pasek
- » Program in the Environment
 - › Participation of ENVIRON 201 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 3)
 - Assessment of course structure and components, as well as student outcomes and experiences

- * Design, implementation, and analysis of end-of-term surveys in fall and winter
- * Observation of several discussion sections
- * Interviews with GSIs to determine their experience with the class and possible areas of improvement
- Design, creation, and consultation for course curriculum and materials
 - * Collaborative design of section lesson plans for new activities integrating case study pedagogy
 - * Redesign of “Meet the Experts” assignment to make it more reflective and better align with assignment goals
- Planning and coordination of long-term change effort
 - * Coordination and facilitation of bi-weekly course design team meetings
 - * Facilitation and participation in focused working groups
 - * Design and facilitation of spring redesign retreat
- » Program in International and Comparative Studies
 - › Grant received by Howard Tsai
- » Psychology
 - › Design and facilitation of workshops on teaching for equity and inclusion for GSIs in the Combined Program in Education and Psychology
- » Residential College
 - › Grants received by Sascha Crasnow and Karein Goertz
 - › Players virtual interactive theatre performances on cultivating a more equitable academy
- » Romance Languages and Literatures
 - › Customized workshops:
 - Asynchronous, virtual Canvas workshop on backwards course design for new Spanish 232 instructors
 - Design and delivery of an introductory session for faculty and graduate students on learner-centered course and syllabus design
 - Presentation to graduate students on CRLT services
 - › Grants received by Catherine Brown, Maria Dorantes, Kathleen Forester, Nina O’Connor, and Giulia Ricco
- » Science Learning Center
 - › Design and facilitation of a workshop for peer tutors and facilitators about active learning strategies as part of the Peer Tutor Summit
- » Sociology
 - › Consultation regarding mentoring workshop
- » Statistics
 - › Continuation of three-year Foundational Course Initiative partnership with STATS 250 (cohort 4)
 - Assessment of course structure and components, GSI staff experience, as well as student outcomes and experiences
 - * Design, implementation, and analysis of staff survey (surveys, interviews, observations of staff meeting)
 - * Design, implementation, and analysis of student survey in fall 2021
 - Design, creation, and consultation for course curriculum and materials
 - * Consultations on course structure and teaching strategies
 - * Consultations on curricular design, including the creation of course learning goals and outcomes
 - Professional development for staff
 - * Consultations and support on the development of GSI coordination and support mechanisms
 - Planning and coordination of long-term change effort
 - * Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - * Design and facilitation of a retreat to coordinate and develop a data-informed strategy for summer and 2022-2023 academic year design work

- » Sweetland Center for Writing
 - › Collaboration on design and facilitation of a syllabus workshop for History 195 GSIs
 - › Discussion of revisions to GSITO Grading Module for fall 2022
 - › Grant received by Shuwen Li
- » Undergraduate Research Opportunity Program
 - › Collaboration on peer facilitator training for undergraduate students
- » Women's and Gender Studies
 - › Consultation with faculty member about teaching in new Central Campus Classroom Building
 - › Discussion with GSIs about inclusive grading
 - › Initiation of three-year Foundational Course Initiative Partnership with WGS 240 (cohort 5)
 - FCI In-take meetings
 - * Director-level consultations with dean and faculty to determine course needs and goals and develop parameters for department-level commitment
 - * Creation of FCI Memorandum of Understanding for FCI partnership
 - Planning and coordination of long-term change effort
 - * Pre-CDI meeting to begin relationship building and to gain greater understanding of course context and early goals
 - * Participation in a 4-day Course Design Institute in June 2022 to engage WGS 240 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - Assessment of course structure and components, as well as student outcomes and experiences
 - * Creation of general course report and grade equity report using analysis of institutional data

Medicine

- » IRACDA
 - › Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the program
 - › Consultation on a Scholarship of Teaching and Learning (SoTL) project
 - › Design and facilitation of a workshop on facilitating discussion of research literature in STEM
- » Evaluation of the Health Professional Education (HPE) Day event
- » Grants received by Thomas Bishop, Ivan Co, Melissa Cousino, Cindy Hsu, Amanda McCormick, Brendan Munzer, Sonal Owens, Patricia Poling, Yoon Yi, and Kahli Zietlow
- » Participation in Pharmacology T-32 Internal and External Advisory Board Meeting
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2022 as a series of monthly virtual workshops, paired with individual coaching sessions
- » Players virtual interactive theatre performances on
 - › Creating a climate resistant to sexual harassment for internal medicine and plastic surgery faculty
 - › Cultivating a more equitable academy for the neuroscience institute and graduate program, and for DCMB
 - › Recognizing and disrupting inequitable institutional systems for DCMB
 - › Delivering serious news

Music, Theatre & Dance

- » Consultation with chief officer for DEI to debrief series of CRLT workshops for SMTD and to discuss further programming
- » Discussion with associate dean of goals for teaching development
- » Facilitation of 5 equity in teaching sessions for faculty
- » Grants received by Timothy Cheek, Amy I-Lin Cheng, Caroline Helton, Mark Kirschenmann, Michael McElroy, Sara Oliver, Courtney Snyder,
- » Presentation at New Student Orientation about CRLT Players

Nursing

- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly virtual meetings of the faculty learning community
- » Grants received by Erin Kahle, Renee Pitter, and Peggy Ursuy
- » Initiation of three-year Foundational Course Initiative Partnership with NURS 238 (cohort 5)
 - › FCI In-take meetings
 - Director-level consultations with dean and faculty to determine course needs and goals and develop parameters for department-level commitment
 - Creation of FCI Memorandum of Understanding for FCI partnership
 - › Planning and coordination of long-term change effort
 - Pre-CDI meeting to begin relationship building and to gain greater understanding of course context and early goals
 - Participation in a 4-day Course Design Institute in June 2022 to engage NURS 238 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Creation of general course report and grade equity report using analysis of institutional data
- » Continuation of three-year Foundational Course Initiative partnership with NURS 240 (cohort 4)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Design and analysis of student pre-post survey about student experiences in the course
 - Design and analysis of pre-post survey to measure the impact of a new, simulation-based teaching method in winter 2022
 - Support partnership between Wolverine Wellness and NURS 240 to implement wellness check-in survey
 - › Design, creation, and consultation for course curriculum and materials
 - Development of lecture sessions and in-class activities, including sequencing, structure, and format
 - Development of syllabus and classroom norms
 - › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Design and facilitation of course team spring retreat to review and discuss student feedback and identify next steps to continue pursuing redesign goals
- » Participation in T32 advisory meeting
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2022 as a series of monthly virtual workshops, paired with individual coaching sessions

Pharmacy

- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly virtual meetings of the faculty learning community
- » Grant received by Karen Farriss
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2022 as a series of monthly virtual workshops, paired with individual coaching sessions

Public Health

- » Consultations
 - › Assessment and review of epidemiology curriculum, including survey of alumni and employers
 - › Curriculum planning and revision for MPH
 - › Doctoral exam approaches for equity
- » Design and facilitation of COSHE focus groups
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly virtual meetings of the faculty learning community

- » Grants received by Olivia Anderson, Andrew Jones, and Cindy Leung
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2022 as a series of monthly virtual workshops, paired with individual coaching sessions
- » Players virtual interactive theatre performances on
 - › Creating climates resistant to sexual harassment for the school and for the biostatistics department
 - › Recognizing and disrupting inequitable institutional systems

Public Policy

- » Grant received by Jonathan Hanson

Rackham Graduate School

- » Meeting with associate dean for academic initiatives to review CRLT's services, identify emerging needs, and answer any questions
- » Participation in selection and presentation of Rackham Outstanding GSI Awards
- » Preparing Future Faculty Programs
 - › Organization and implementation of a 10-week, fully on-line Postdoctoral Short-Course on College Teaching in Science and Engineering, winter 2022
 - › Organization, implementation, and evaluation of the month-long, 10 session Rackham-CRLT seminar on College Teaching: Preparing Future Faculty for advanced doctoral students
- » Presentation of CRLT resources at a virtual Rackham Welcome Fair
- » Players virtual interactive theatre performances on
 - › Cultivating a more equitable academy
 - › Creating climates resistant to sexual harassment
 - › Historical reckoning with anti-black racism at U-M
 - › Recognizing and disrupting inequitable institutional systems, and creating climates resistant to sexual harassment

Social Work

- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly virtual meetings of the faculty learning community
- » Grant received by Debra Mattison
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2022 as a series of monthly virtual workshops, paired with individual coaching sessions

CUSTOMIZED SERVICES FOR OTHER UNITS AT U-M

ADVANCE

- » Collaboration with ADVANCE/NCID/CRLT Players to conceptualize a leadership development program: Leading for Equity
- » Collaboration on rewriting the inequity framing of Tenure Decisions to focus on challenges exacerbated since the advent of the pandemic
- » Discussion of bias in student ratings
- » Discussion of faculty search committee resources for DEI
- » Facilitation of RISE workshop, Cultivating a Climate for Faculty Equity
- » Players virtual interactive theatre performances
 - › New work on service equity
 - › Cultivating a more equitable academy
 - › Historical reckoning with anti-black racism at U-M
 - › Recognizing and disrupting inequitable institutional systems
- » Presentation of "Crafting a Teaching Statement" at the virtual May 2022 NextProfScience conference

Center for Academic Innovation

- » Consultation about how to approach sexual harassment education for unit
- » Consultation and review of course equity reports for Assessment Toolkit
- » Coordination between FCI and CAI around course use/needs in CAI portfolio
- » CAI and FCI (director- and consultant-level) monthly collaboration meetings
- » Discussions with vice provost and/or associate vice provost
 - › Online education procedures
 - › Possibilities for CRLT Players work in a future of blended learning
 - › Relationship of new senior director for equity and inclusion and CRLT's DEI portfolio and possible points of collaboration
- » Meetings to flesh out collaboration with CRLT around theatre programming
- » Feedback to inform Magnify's Development Team
- » Participation (as data steward) in conversation about possibilities for using (and safeguarding) student evaluations data with identifiers attached for better understanding course experiences through an equity lens
- » Preparation for joint CAI/CRLT Lightning Talk at the Pandemic Pedagogy Research Symposium

Center for Occupational Health and Safety Engineering (see Assessment, p. 37)

Equity, Civil Rights and Title IX Office (ECRT)

- » Conversation with PEAR specialist about SAPAC and CRLT Players work
- » Discussions of infrastructure to support creation of climates resistant to sexual harassment
- » Participation in search for inaugural PEAR director
- » Planning/transition meeting with incoming PEAR director

Human Resources

- » Assessment and report for the winter 2021 asynchronous and synchronous "Creating a Climate Resistant to Sexual Harassment" course and follow-up synchronous sessions
- » Discussion of the ECRT/PEAR announcement and its relationship to CRLT Players sexual harassment work
- » Discussion of possible Players session on retaliation
- » Discussion of Players and executive officer education
- » Meeting with CEAG and OL regarding collaboration under new structure and transition from Office for Institutional Equity to ECRT

Institute for Research on Women and Gender

- » Participation as interlocutor on panel focused on U-M education efforts on sexual harassment

Michigan Center for Interprofessional Education

- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly virtual meetings of the faculty learning community
- » Discussion with new IPE director about fellows development and opportunities, as well as next steps for IPE and new vision

National Center for Institutional Diversity

- » Collaboration with ADVANCE/NCID/CRLT Players to conceptualize a leadership development program: Leading for Equity-Focused Teaching

Office of Diversity, Equity and Inclusion

- » Participation in DEI 2.0 meeting series for unit directors
- » Support for Diversity, Equity, & Inclusion (DEI) efforts (Please see p. 26 for details about workshops, seminars, collaborations, and resources.)

Office of the President

- » Collaboration with the second, third, and fourth cohorts of collaborative course design teams under the Foundational Course Initiative, and recruitment of a fifth cohort (EARTH 222, EECS 280, COMM 102, NURS 238, and WGS 240)
- » Conversation with public affairs representative about U-M's use of proctoring services
- » Participation in Equity, Civil Rights and Title IX (ECRT) office's search for inaugural Director of Prevention, Education Assistance and Resources (PEAR)
- » Analytics for Student Success and Equity Transformation (ASSET) Working Group

Office of the Provost and Executive Vice President for Academic Affairs

- » Contributions to institutional accreditation
 - › Development of a CRLT proposal for including assessment in the LSA departmental review process
 - › Follow up with LSA Lucky 9 participants to understand where they are now
 - › Presentation of Learning communities as assessment structures: Helping faculty tell their stories at Evolving Together, the 2022 Annual Conference of the Higher Learning Commission
- » Conversation with Academic HR about future direction of CRLT's work with undergraduate instructors and an introduction of a new CRLT team working on this topic
- » Discussions with associate university librarian for learning and teaching and academic technologies service director about fall 2021 programming and winter 2022 staffing
- » Discussions with senior registrar and provost's staff about student evaluations Q1 and Q2
- » Monthly meetings with vice provosts for academic engagement and engaged learning
- » Monthly coordinating meeting between executive directors of CAI and CRLT
- » Orientations
 - › Organization and facilitation of a virtual New Faculty Orientation, including an interactive theatre performance
 - › Organization, facilitation, and evaluation of the virtual Provost's Campus Leadership Program (orientation and round tables) for chairs and associate deans, including A Conversation with the Provost, Kick-Starting Culture Change, Anti-Racist Leadership, Leading in the Age of Social Media, the Impact of the COVID-19 Pandemic on Faculty Careers, and Understanding the U-M Budget
- » Participation on Grading Policy Committee chaired by CoE ADUE, including the following types of support: updates, debriefs, and report writing sessions
- » Participation in the Provost's Planning Committee for the Central Campus Classroom Building, including weekly planning meetings, discussions around communications, tours for faculty teaching in winter 2022, and a May 2022 open house
- » Participation in Student Mental Health initiative, including service on 2 work teams, co-chairing the Building Faculty Capacity work team, monthly meetings of the work team chairs and presentation of an update about the work of the co-chaired team and its subgroups (See p. 9 in New and Noteworthy.)
- » Participation in monthly VPAI Response and Recovery Team meetings
- » Participation in search for WISE managing director
- » Players interactive theatre performance on cultivating a more equitable academy for the Big Ten Academic Alliance
- » Presentation to the Associate Deans' Group, "Strategic Pedagogy in the Age of Zoom"
- » Support for Diversity, Equity, & Inclusion (DEI) efforts (Please see pp. 26-27 for details about workshops, seminars, collaborations, and resources.)
 - › Participation in DEI 2.0 meeting series for unit directors
- » Support for teaching award and grant competitions
 - › Coordination of campus-wide Provost's Teaching Innovation Prize, including organization of virtual Enriching Scholarship Conference session where winners briefly described their projects and answered questions
 - › Organization of the competition to select Thurnau Professors and a dinner to celebrate the new awardees
 - › Coordination of nomination for U-M's candidate for Michigan Distinguished Professor of the Year

Office of Student Life

- » FCI collaboration meeting with Wolverine Wellness around Wellness Survey

Organizational Learning

- » Comprehensive report that included assessment of the impact of the winter 2021 online course “Creating a Climate Resistant to Sexual Harassment” on participants’ knowledge and perceptions of sexual harassment, as well as participants’ needs for future resources and tools

SEISMIC

- » Collaboration meetings of FCI Director with Project Manager

Teaching Technology Collaborative

- » Collaboration with other instructional technology units to organize and facilitate the virtual 2022 Enriching Scholarship Conference, “Transparency in Teaching and Learning,” a university-wide, two-day program with 2 keynotes and more than 30 sessions focused on increasing transparency and accessibility, creating diverse perspectives, developing 21st century skills, and addressing inequities in technology access
- » Organization of virtual project presentations during the Enriching Scholarship Conference featuring winners of the Provost’s Teaching Innovation Prize (TIP)

WISE

- » Participation in search for managing director

Wolverine Wellness

- » Wellness Survey Collaboration with FCI

APPENDIX C: COLLABORATIONS AND COMMITTEE WORK

COLLABORATION WITH OTHER UNITS

Collaboration with other U-M offices is a key component of CRLT services. During 2021-2022, CRLT worked with all schools and colleges on teaching improvement projects. Additionally CRLT collaborated with:

- » ADVANCE Program
- » CAEN
- » Center for Academic Innovation
- » Center for Socially Engaged Design (CSED)
- » Center for Occupational Health and Safety Engineering (COSHE)
- » College of Engineering, Office of the Associate Dean for Undergraduate Education
- » English Language Institute
- » Equity, Civil Rights and Title IX Office (ECRT)
- » Institute for Research on Women and Gender (IRWG)
- » ITS Teaching and Learning
- » LSA Technology Services Learning and Teaching Consultants Group
- » LSA Dean's Office
- » Michigan Center for Interprofessional Education (IPE Center)
- » National Center for Institutional Diversity (NCID)
- » Office of the Provost
- » Organizational Learning
- » SEISMIC
- » Sweetland Center for Writing
- » Teaching and Technology Collaborative (TTC)
- » Undergraduate Research Opportunity Program
- » Women in Science and Engineering (WISE)
- » Wolverine Wellness

Committee Work

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

- » ADVANCE - RISE Committee New Products Subcommittee
- » Assessment Toolkit Core Team
- » ASSET working group
- » ATHE Technology Committee
- » CAEN instructional technology position search
- » CAI - FCI monthly check in
- » CEW+ Council for Nontraditional Students (COUNTS)
- » CoE
 - › DEI Culture Shift Committee
 - › DEI Department Leads
 - › DEI Implementation Committee
 - › Faculty Community Team
 - › Office of Community, Culture, and Equity search committee for DEI Program Coordinator
 - › Understanding Equity-Centered Engineering for Graduate Students Committee
- » Comprehensive Studies Program Collaboration committee for CSP's new Living Learning Program (starting fall 2023)
- » Culture Education Advisory Group on Sexual Harassment
- » ECRT - PEAR Director Search
- » Grading Policy Committee
- » Inclusive STEM Teaching Project learning community facilitator
- » "Keep Teaching" initiative "triage" protocol
- » LSA Reboot and Reimagine Teaching Innovation Committee
- » Michigan Center for Interprofessional Education
 - › Anti-Racism Committee
 - › Executive Committee
 - › Faculty Development Committee
- » Medical School
 - › Pharmacology T-32 Internal and External Advisory Board Meeting
 - › RISE Advisory Council
- » Open Educational Resources (OER) task force
- » Outstanding GSI Awards Selection Committee
- » Provost's Planning Committee for the Central Campus Classroom Building
- » Program on Intergroup Relations Advisory Board
- » Spectrum Center Advisory Board
- » School of Nursing T-32 doctoral program Advisory Committee
- » SEISMIC
- » Teaching and Technology

Collaborative Committee

- › Enriching Scholarship Keynote Committee
- » VPAI Response and Recovery Team
- » Work Teams to Advance Student Mental Health
 - › Academic Policies Impacting Well-Being
 - › Faculty Capacity Building
 - Mental wellbeing course (CRLT Players/CAI Canvas module) subgroup
 - Easy tool subgroup
 - Wolverine Wellness Survey subgroup

External Committee Participation

- » AAC&U Project Kaleidoscope Faculty of the 21st Century
- » American Society of Engineering Education
 - › Commission on DEI Executive committee member
 - › Communications subcommittee lead
- » Faculty Development Division liaison
- » British Association of Applied Linguistics (BAAL)
 - › Sociolinguistics Events Calendar
- » Higher Learning Commission (HLC) peer reviewer
- » Inclusive STEM Teaching Project
 - › Research and evaluation work
 - › Latina/Women-identifying Latine affinity group facilitator
- » Ivy+
 - › Assessment Coordinators Group
 - › Graduate Student Development Group
 - › Teaching Center Directors Group
- » POD
 - › Assessment Team
 - › Graduate Student, Professional Student, and Postdoctoral Scholar Development special interest group (SIG)
 - Career Development Grant
 - Equity and Outreach working group co-chair
 - Leadership meetings
 - › Innovation Award Selection Committee
 - › Learning Analytics SIG Steering Committee
 - Working Group on Needs Survey
 - › Professional Development Committee
 - › 2022 Research Grants reviewer
 - › Scholarship Committee
 - Dissemination Subcommittee co-chair
 - Scholarship Application Subcommittee co-chair
 - › Science of Teaching and Learning SIG
- » SEISMIC Working Group 1 Project 3

APPENDIX D: EXTERNAL COLLEGES, UNIVERSITIES, AND ORGANIZATIONS SERVED

Because of its national reputation, representatives of many other institutions contact CRLT for advice and information. In 2021-2022, CRLT provided 2,261 services to external clients who represent 84 colleges and universities, and 9 associations, foundations, and other organizations in the United States and abroad (see below). Most frequently, CRLT staff provided information on topics such as how to develop a new teaching center and evaluate its programs, how to work with faculty at a research university, how to embed inclusive teaching into the work of a teaching center, discussion of responses to pandemic teaching, and requests to use CRLT publications and web resources. Additionally, 288 people from external institutions attended virtual 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.

*Due to the COVID-19 pandemic, CRLT did not have any visits to the office, but we did conduct virtual interactions with the following colleges, universities, and organizations.

COLLEGES AND UNIVERSITIES WITHIN THE U.S.

- » Berkeley College
- » Boston University
- » Brown University
- » Bryant University
- » Butte College
- » California Institute of Technology
- » California State University
- » Carnegie Mellon University
- » Columbia University
- » Cornell University
- » DePaul University
- » Des Moines Area Community College
- » Eastern Michigan University
- » Georgetown University
- » Georgia Institute of Technology
- » Harvard University
- » Huron University College
- » Indiana University
- » Lorain County Community College
- » Marshalltown Community College
- » Massachusetts Institute of Technology
- » McGill University
- » New Jersey City University
- » Northwestern University
- » Penn State University
- » Princeton University
- » Rice University
- » Roosevelt University
- » St. Catherine University
- » St. John's University
- » Stanford University
- » Syracuse University
- » Temple University
- » The Ohio State University
- » The Pennsylvania State University
- » The University of Chicago
- » The University of Iowa
- » The University of Texas at Austin
- » University of Alaska
- » University of California, Berkeley
- » University of California, Davis
- » University of California, Irvine
- » University of California, Merced
- » University of California, Santa Cruz
- » University of Chicago
- » University of Denver
- » University of Florida
- » University of Georgia
- » University of Iowa
- » University of Memphis
- » University of Minnesota
- » University of North Carolina at Charlotte
- » University of Notre Dame
- » University of Pennsylvania
- » University of Pittsburgh
- » University of Virginia
- » University of Wisconsin - Madison
- » Vanderbilt University
- » Virginia Tech
- » Wake Forest University
- » Washington University in St. Louis
- » Waubesa Community College
- » Wayne State University
- » Weber State University
- » Yale University

COLLEGES AND UNIVERSITIES OUTSIDE THE U.S.

- » Beijing Institute of Petrochemical Technology
- » Beijing Institute of Technology
- » Beijing Sport University
- » China University of Geosciences (Beijing)
- » Duke Kunshan University
- » Guangdong Baiyun University
- » Guangzhou Xinhua University
- » Hainan University
- » Harbin Institute of Technology
- » Jilin University
- » Kirsehir Ahi Evran University, Turkey
- » Ocean University of China
- » Peking University (including affiliates)
- » Qingdao University of Technology
- » Shandong University
- » Shandong Jianzhu University
- » Southern University of Science and Technology
- » University of Zurich
- » Zhejiang Agricultural & Forestry University

OTHER ORGANIZATIONS AND ASSOCIATIONS

- » Association of American Universities (AAU)
- » Association for Theatre in Higher Education (ATHE)
- » Big Ten Academic Alliance
- » *Chronicle of Higher Education*
- » Collective Action Lab
- » Government of the Northwest Territories, Canada
- » Impact Justice
- » NextProf Nexus
- » WittKieffer: Executive Search Firms

APPENDIX E: PUBLICATIONS AND PRESENTATIONS

PUBLICATIONS

- » Armstrong, S. (2021). *Everything is fine! Mentoring to support graduate student health*. [Interactive theatre script.]
- » Armstrong S. (Producer and Director). (2021). *Act for equity*. [Videos.]
- » Bean, C. S., Armstrong, S., Al-Azem, E. (2022, June). Why reporting isn't sufficient: Islamophobia and sexual harassment in higher education. *Spark: Elevating Scholarship on Social Issues*, the Online Magazine of the National Center for Institutional Diversity. <https://medium.com/national-center-for-institutional-diversity/why-reporting-isnt-sufficient-islamophobia-and-sexual-harassment-in-higher-education-24aa3bd0f93>
- » Center for Research on Learning and Teaching. (2022). *E-Guide for GSI Training and Development at the University of Michigan-Ann Arbor*.
- » Center for Research on Learning and Teaching. (2021, November 15). Fall 2021 course evaluations: Creating useful questions. [Blog post.] Retrieved from <https://crlt.umich.edu/blog/fall-2021-course-evaluations-creating-useful-questions>
- » Center for Research on Learning and Teaching. (2021, August 23). Navigating the return to in-person teaching. [Blog post.] Retrieved from <https://crlt.umich.edu/blog/navigating-return-person-teaching>
- » Harris, J. (Playwright). (2021). *How do we begin? A reckoning with anti-black racism at U-M*. [Interactive theatre script.]
- » Pehlke, Joy. (2021, November 16). Help: My students are overwhelmed, and so am I! [Blog post.] Retrieved from <https://crlt.umich.edu/blog/help-my-students-are-overwhelmed-and-so-am-i>
- » Tarchinski, N. A., Rypkema, H., Finzell, T., Popov, Y. O. and McKay, T. A. (2022). Extended exam time has a minimal impact on disparities in student outcomes in introductory physics. *Frontiers in Education*. doi: 10.3389/educ.2022.831801
- » Van den Bogaard, M., & Agresar, G. (2021, October 5). Lecture capture: A meaningful resource for learning. [Blog post.] Retrieved from <https://crlt.umich.edu/blog/lecture-capture-meaningful-resource-learning>

PRESENTATIONS

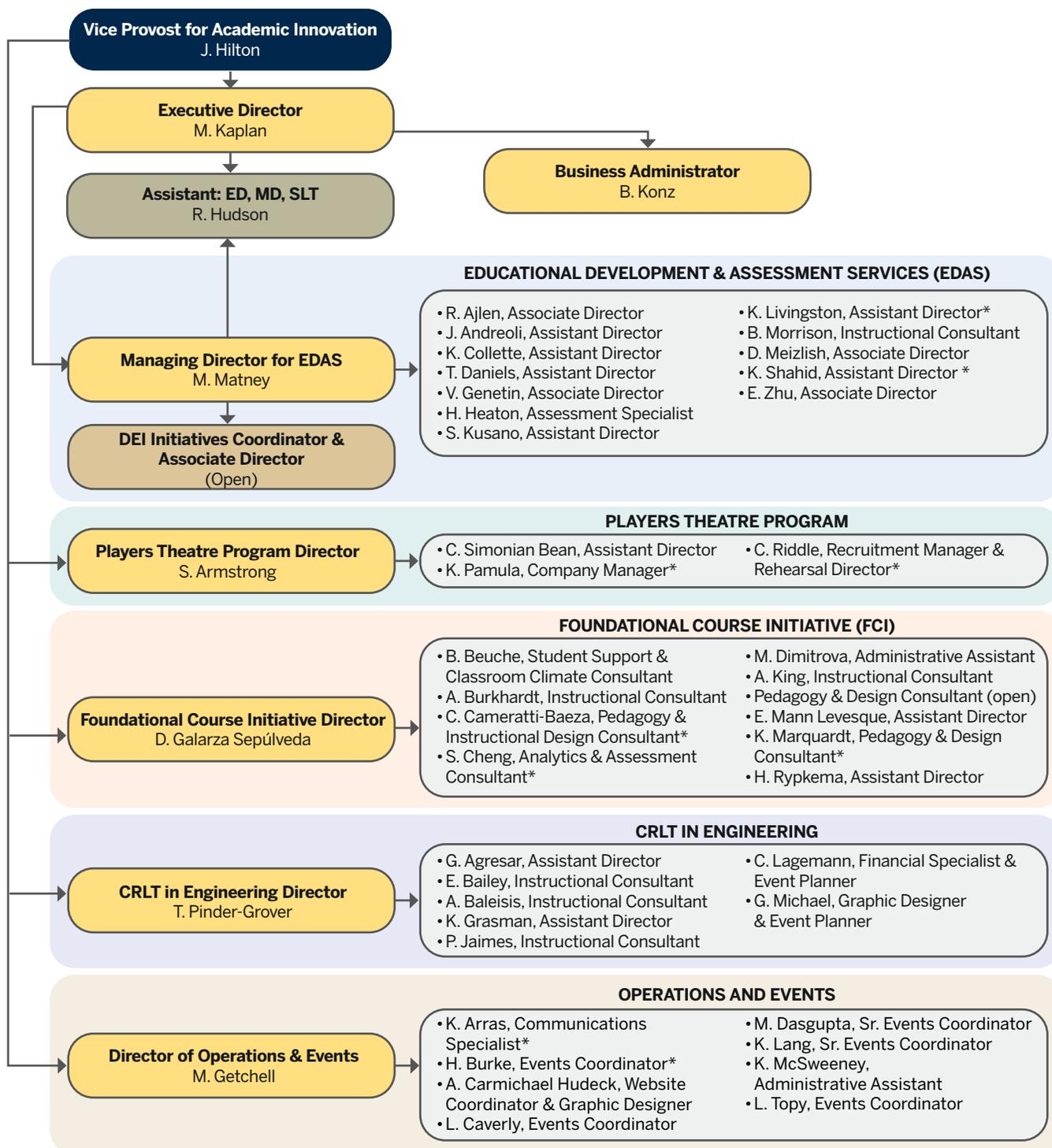
- » Andreoli, J. (2021, November). *Strategies for reviewing scholarly publications as an educational developer*. A POD Sponsored Professional Development Session at the virtual 46th Annual POD Network Conference.
- » Armstrong, S., & Heaton, H. (2021, October). *Translating sexual harassment research into effective training practices for academic leadership*. Presented by C. S. Bean at virtual 2021 Public Summit of the National Academies' Action Collaborative on Preventing Sexual Harassment in Higher Education, as part of the panel, "New Kinds of Prevention Education for Leaders: Toolkits, Train-the-Trainer, and Focusing on Organizational Culture."
- » Bean, C. S. (2021, August). *Balancing feasibility and liveness: Rethinking applied theatre in the global pandemic* presented as part of the panel, "Theatre and Pedagogy" at RE:ATHE, the virtual 2021 annual conference of the Association for Theatre in Higher Education.
- » Falcone, T., Matney, M., & Krcatovich, M. (2021 June). *Lessons learned: Re-imagining our systems in the post crisis world*. Presentation at College Band Directors National Association (CBDNA) Athletic Bands Symposium.
- » Grasman, K., & Burns, M. (2022, May). *Centering the student experience in the redesign of fluid mechanics*. Session at the virtual 2022 Enriching Scholarship Conference, University of Michigan - Ann Arbor.
- » Jaimes, P. (2022, March). *Recognizing assets to increase diversity: A new capital framework model*. Presented in Engineering Education Research Winter 2022 Seminar Series, University of Michigan - Ann Arbor. <https://www.youtube.com/watch?v=JrzUJb9DNt4>

- » Marsik, F. J., Cameratti-Baeza, C. G., Levesque, E. M., & Edington, S. (2021 July). *Acknowledging unique needs: Empowering student choice in the creation of their pathway through a first-year experience course*. Presentation at the American Society for Engineering Education (ASEE) 2021 Virtual Conference. <https://peer.asee.org/36641>
- » Matney, M., Meizlish, D., & Kusano, S. (2022, April). *Learning communities as assessment structures: Helping faculty tell their stories*. Presentation at Evolving Together, the 2022 Annual Conference of the Higher Learning Commission, Chicago, IL.
- » Meizlish, D., & Hayward, C. (2022, May). *What are you holding onto? And what are you letting go of?* Lightning talk for panel, “Deep Dive Session: Moving from Innovation to Meaningful Instructional Transformation,” at the Virtual Pandemic Pedagogy Research Symposium 2022.
- » Morrison, B. (2022, May). *Crafting a teaching statement*. Workshop at the NextProf Science Conference, University of Michigan - Ann Arbor.
- » Nowicki, C., Pehlke, J., Levesque, E., & Cheng, S. J. (2022, May). *Teaching the whole student - How to create a supportive classroom climate for students and instructors using wellness check-ins*. Session at the virtual 2022 Enriching Scholarship Conference, University of Michigan - Ann Arbor.
- » Pinder-Grover, T. (2021, October). *How to write a teaching statement*. Presentation delivered twice for NextProf NEXUS: Faculty Development Workshop, University of Michigan - Ann Arbor.

REVIEW AND EDITORIAL WORK

- » 500 Women Scientists’ Fellowship for the Future (S. Kusano)
- » *Advances in Engineering Education* (T. Pinder-Grover)
- » American Society for Engineering Education (K. Grasman, S. Kusano)
 - › DEI Award (T. Pinder-Grover)
 - › Faculty Development Division paper (T. Pinder-Grover)
- » *Biomedical Engineering Education Journal* (K. Grasman, S. Kusano)
- » *Engineering Education Research Handbook 2022* chapter (A. Baleisis)
- » *European Journal of Engineering Education* (T. Pinder-Grover)
- » *How Learning Works* revision of DEI-focused chapters (V. Genetin)
- » *Journal for Graduate and Postdoctoral Education* (P. Jaimes)
- » *Journal of Language and Discrimination* (H. Heaton)
- » *Journal of Student Affairs Research and Practice* Editorial Board (M. Matney)
- » NASA Space Grant K-12 Inclusiveness and Diversity in STEM proposals (P. Jaimes)
- » National Science Foundation proposal reviewer (J. Andreoli)
- » *Oracle* Editorial Board (M. Matney)
- » POD Speaks Editorial Board (B. Morrison)
- » POD Conference (S. Kusano, B. Morrison)
- » SACNAS 2021 Conference (P. Jaimes)

APPENDIX F: REGULAR STAFF ORGANIZATIONAL CHART



Key:
 Yellow: Senior Leadership Team Members
 * No longer at CRLT as of May 2022
 This list does not include graduate student instructional consultants, graduate research assistants, performers, or student assistants.



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