



2022 - 2023

ANNUAL REPORT



CRLT

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

TABLE OF CONTENTS

- Executive Summary 2**
 - Executive Director’s Letter2
 - Core Services.....3
 - 2022-2023 Year at a Glance4
 - CRLT Community6
 - CRLT Faculty Advisory Board.....6
 - New & Noteworthy8
- Support for Teaching 12**
 - Consultations12
 - Orientations12
 - Seminars14
 - Programs for Academic Leaders15
 - Programs for Faculty.....15
 - Programs for Graduate Students and Postdoctoral Scholars.....17
 - Social Media & Outreach.....20
 - External Initiatives21
- Foundational Course Initiative..... 22**
- Diversity, Equity & Inclusion 24**
- Players Theatre Program 26**
- Digital Education 28**
- Assessment and Research..... 30**
- Appendices**
 - Appendix A: Grants and Awards.....38
 - Appendix B: Disciplinary-Based, Customized Services.....43
 - Appendix C: Collaborations and Committee Work.....68
 - Appendix D: External Colleges, Universities, and Organizations Served71
 - Appendix E: Publications and Presentations.....74
 - Appendix F: Regular Staff Organizational Chart, 2022-2023.....78

This report was compiled by CRLT staff. Some images curtesy of Pixabay.com.

EXECUTIVE SUMMARY

EXECUTIVE DIRECTOR'S LETTER

In the 2022-2023 academic year, CRLT played a key role in responding to emergent issues affecting higher education, supporting and advancing university initiatives, and exploring new approaches to our core programs. We were pleased and grateful to be able to resume large-scale, in-person programming. Our fall 2023 Provost's Seminar on Teaching allowed us to mark CRLT's 60th anniversary and bring together 150 faculty to begin collectively figuring out *What's Next?* The seminar focused on using what we learned in the wake of the pandemic to inform teaching and learning moving forward, a topic that is under discussion across the higher ed landscape. In an opening panel, the deans of education, engineering, LSA, and the graduate school shared their reflections on the strengths and challenges that emerged for their units during the pandemic, as well as the implications of educating for the future of a diverse and equitable society. Lively conversations continued through two concurrent sessions as participants discussed topics of mutual interest and then re-convened within disciplinary divisions.



CRLT and U-M were delighted to welcome a new president with a strong commitment to the mental health and well-being of both students and the university community at large. As you will see described at greater length in the New & Noteworthy section, CRLT continued to be active in this arena, both as part of the Well-Being Collective's Steering Committee, and also by means of a special collaboration between the CRLT Players and the Center for Academic Innovation. Together, our units are creating an online course for instructors that encourages them to learn about specific strategies they can adopt to support students' mental health and well-being.

Our New & Noteworthy section also describes the progress made with respect to expanding the Foundational Course Initiative and to building institutional support for grading practices and policies to carry forward post pandemic. In addition, CRLT furthered campus sustainability goals by hosting a Provost's Seminar on *Advancing Climate Education* and planning a follow-up retreat for faculty ready to begin incorporating the topic into their courses. CRLT's ongoing focus on inclusive and equitable teaching proceeded along multiple avenues ranging from professional video production to several initiatives in engineering.

Turning to the very newest aspects of our work, CRLT began helping faculty navigate the promises and pitfalls posed by the release of ChatGPT and the ability of artificial intelligence programs to generate coherent text in response to essay and exam prompts. Over the course of the winter 2023 semester, I met with each of the four deans whose appointments began in 2022, in order to learn about their goals and to discuss ways that CRLT services might support their initiatives.

Internally, we hired a number of new staff across CRLT's areas, piloted funding projects proposed by consultants, and launched a major strategic planning process to articulate core values, a vision, and goals for the coming year. I want to end by thanking all of my colleagues for their commitment to creating equitable teaching spaces across U-M, as well as an equitable work environment for all of us at CRLT. The accomplishments documented in this annual report are the result of their hard work and dedication.

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

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 grants programs to fund instructional innovation. CRLT also presents orientations and seminars for campuswide audiences, as well as workshops and retreats tailored to the needs of academic units.

Foundational Course Initiative

FCI 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.

Players Theatre Program

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

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.



2022-2023* YEAR AT A GLANCE

SUMMARY of CRLT SERVICES

Total Services Provided **24,461**

(Some individuals receive multiple services)

Total Services for U-M Clients **20,104**

Campuswide programs 1,258

Customized programs for departments, schools, & colleges 9,785

Consultations 8,859

Instructors receiving midterm student feedback (MSF) sessions 202

Total Services for External Clients **4,357**

Presentation and workshop participants 2,797

Audience members at external theatre performances 526

Consultations and other services 1,034

EXTERNAL REACH BEYOND U-M

U.S. Educational Institutions 83

Other U.S. Organizations 22

International Institutions 16

U-M CLIENT PROFILES

11,308 Unique Individuals

Faculty	3,556
Graduate Students & Postdoctoral Scholars	3,177
Unknown	2,914
Admin/Staff	878
Undergraduate Students	562
Other	221

Faculty by Rank

Lecturer	1,079
Assistant Professor	909
DDC (Deans, Directors, Department Chairs)	622
Professor	604
Associate Professor	342

SERVICES by SCHOOL/COLLEGE

School or College **Individuals** **Services**

Architecture & Urban Planning 140 163

Art & Design 65 88

Business 128 210

Dentistry 83 111

Education 162 305

Engineering 3,030 5,937

Environment and Sustainability 224 31

Information 221 337

Kinesiology 107 164

Law 70 102

LSA 3,114 5,593

Medicine 479 848

Music, Theatre & Dance 145 158

Nursing 158 357

Pharmacy 61 122

Public Health 237 351

Public Policy 72 113

Social Work 98 108

Administration 612 1297

U-M Libraries 49 140

Other 138 367

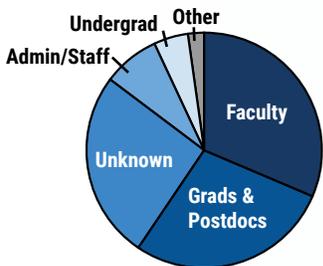
U-M Dearborn 6 26

UM-Flint 9 41

Individuals, Unit Unknown 20 25

Services, Unit Unknown 1,880 2,828

TOTALS: **11,308** **20,104**



CONSULTATION SERVICES

Consultations	8,859
Midterm student feedback sessions (MSFs) conducted*	202
Students served by MSFs	8,073
U-M offices advised	18
Committees with CRLT representatives	49

**Some courses have multiple instructors*

PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

Preparing Future Faculty (PFF) programs	3
Participants in PFF programs	91
Graduate Student Instructional Consultants	32

ONLINE

Unique website visitors	494,474
Countries	231
Blog posts	5
Twitter followers	3,331

RESEARCH & PUBLICATIONS

- 25 Assessment projects across 8 U-M schools and colleges
- 5 CRLT action research projects
- 46 Publications and presentations

FACULTY AWARDS

Award competitions	2
Grant competitions	4
Distributed by CRLT	\$225,946

CRLT PLAYERS

Performances at U-M	49
U-M workshops	2
External performances	7
Different sketches performed	14
Total audience members	2,469

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

CRLT-Engin

Grenmarie Agresar
Audra Baleisis
Kellie Grasman
Patricia Jaimes
Carol Lagemann
Linda LaNoue
Gina Michael
Linjue (Jade) Wang

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

Associate Professor of Information, SI
Electrical Engineering & Computer
Science, COE



Mustapha Beleh

Lecturer in Medicinal
Chemistry, Pharmacy



Richard (Dick) Norton

Professor of Urban and Regional
Planning, Taubman
Program in the Environment, SEAS



Carlos Rodriguez

Associate Professor of Music
Education, SMTD



Theatre Program

Jacqui Blue
 Kathryn Pamula
 Christine Simonian Bean
 Jonathan West

Foundational Course Initiative

Blair Beuche
 Andy Burkhardt
 Mishelle Dimitrova
 Anthony King
 Muneer Khalid
 Kathryn Hendrickson

Operations & Events

Amanda Carmichael Hudeck
 Liz Caverly
 Malini Dasgupta
 Laura Gonzalez-Garcia
 Ryan Hudson
 Kayla Lang
 Kristin McSweeney
 Liesl Topy



Elizabeth (Liz) Buvinger
 LEO Lecturer II in Psychology, LSA



Kevin Carr
 Associate Professor of
 History of Art, LSA



Theodora Danciu
 Clinical Professor of Dentistry



Rebecca Hasson
 Associate Professor of Kinesiology



Becky Lange
 Professor of Earth and
 Environmental Sciences, LSA



Kazuhiro (Kazu) Saitou
 Professor of Mechanical
 Engineering, COE



Anita Shelgikar
 Professor of Neurology,
 Medical School



Sara Soderstrom
 Associate Professor of
 Organizational Studies, LSA
 Management and Organization, Ross
 Environment and Sustainability, SEAS



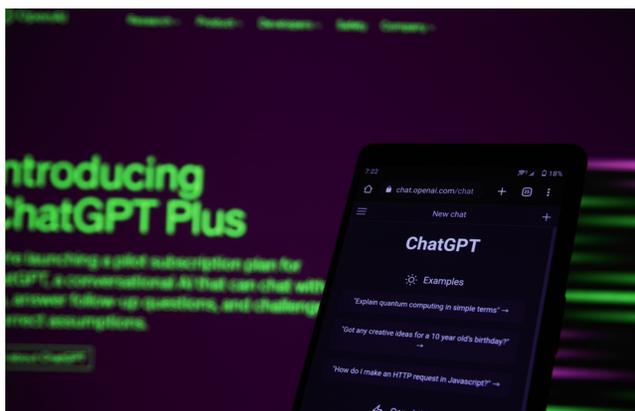
Fei (Faye) Wen
 Associate Professor of Chemical
 Engineering, COE

NEW & NOTEWORTHY

Navigating the Potential and the Challenges of Generative AI

In late 2022, ChatGPT burst onto the scene in higher education and beyond. Using generative artificial intelligence, these apps can respond to user queries across a range of topics with prose that sounds remarkably human. In response to the flood of stories in the media about the dangers, promises, implications, and concerns around this new technology, CRLT published a blog post in early January on *ChatGPT: Implications for Teaching and Learning*, which was viewed by close to 700 individuals.

A synchronous, online faculty workshop offered in collaboration with the Sweetland Center for Writing on ChatGPT and writing assignments drew over 50 participants and included breakout sessions on exploring the app, leveraging it to promote learning, and rethinking writing assignments in light of it. A university-wide committee on Generative AI established by the provost included a CRLT staff member who heads our Instructional Technology and Education in Digital Spaces (ITEDS) team. They will be issuing their report to the campus in advance of the fall term, and CRLT will be offering two sets of additional workshops in summer 2023 to help faculty prepare for fall courses with Generative AI in mind: an introduction and an advanced, course redesign session.



Deepening Institutional Support for the Well-Being of the U-M Community

CRLT played a key role once again in campus efforts to promote student mental health and well-being. In

What people are saying about "ChatGPT and Writing Assignments"

"I will use the ideas from the workshop to revisit my assignments, be more explicit and purposeful on learning goals and expectations, and also work on prompts and focus on processes."

"I plan to integrate AI at each stage of writing, brainstorming, outlining, first draft, and final revisions in the hope that it allows students spend more time in the latter stages of that list."

"I'm excited to have an honest conversation with my students about how they are using and would like to use AI for our class."

2021-2022, CRLT staff took part in two of the provost's working groups on this topic: building faculty capacity and revising academic policies. This year, those groups made formal recommendations that grew out of their discussions. The faculty capacity group recommended creation of a Canvas course for instructors to support student well-being, and the CRLT Players are now developing one in collaboration with the Center for Academic Innovation. The academic policies group made several recommendations, including changes to the academic calendar to extend winter break, which was adopted by the university for the 2023-2024 academic year.

Additionally, CRLT's Executive Director is serving on the new Well-Being Collective Steering Committee that President Ono charged with implementing the Okanagan Charter, the goal of which is to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally. Using a collective action approach, the Well-Being Collective is engaging with all campus constituents to examine changes to university structures and policies that can better promote well-being across students, faculty, and staff.

Enacting Post-Pandemic Grading Recommendations

An ongoing question that has resonated across higher education over the past three years concerns the lessons learned about approaches to grading over the past several years. For example, during the height of the pandemic, individual instructors and institutions more broadly revised policies and practices to prioritize flexibility and decrease the role of high stakes assessments as ways to help students cope with the fallout of the pandemic.

To investigate and consolidate the lessons learned from these approaches, the provost commissioned a Post-Covid Grading Committee to make recommendations about the best path forward. CRLT's executive director and a CRLT assessment specialist served on that committee along with associate deans and staff who work with university data connected to grades. The committee's report was issued in July 2022, and included 4 recommendations: eliminating or modifying competitive grading, encouraging use of authentic assessment, making policies around course withdrawal and P/F consistent across the university, and establishing differentiated transcripts for internal vs external use.

CRLT co-led discussions of the report at the Associate Deans Group in fall 2022 and prepared a report to the provost about suggestions for implementing the recommendations in spring 2023, including development of an extensive set of resources on grading housed on the CRLT website.

Embedding Climate Education in Courses

In support of the university's commitment to sustainability, CRLT organized a March Provost's Seminar on Teaching on *Advancing Climate Education*. The result of a cross-campus, interdisciplinary

collaboration between a dozen associate deans, the seminar was designed to foster discussions on what the university has learned from previous reports on climate and sustainability education; explore connections across these reports that demonstrate common themes; and propose ways to leverage climate education as part of the broader university effort to bolster student success. The seminar agenda included an evening gathering focused on students, with hands-on learning about the work that is happening in centers, classes, and student organizations related to this topic. The following morning was focused on helping faculty from across campus envision how they could integrate climate education into their teaching. 130 people attended the seminar.

Given the rich set of discussions and the desire for more time for hands-on course planning, CRLT and the Program in the Environment will co-sponsor a two-day faculty retreat entitled "Embed Climate Change in Courses" (EC3) in July 2023. The retreat is designed to provide resources and collaborative space for faculty to develop specific approaches to embedding climate education into upcoming courses they will offer.

FCI Expands Its Reach

The Foundational Course Initiative (FCI) expanded its reach in 2022-2023 by undertaking two new types of collaborations. For the past 5 years, the initiative has focused on the redesign of individual, already existing courses. Starting in spring 2023, FCI created partnerships with the Department of Economics and the College of Engineering (CoE) to apply its equity-focused approach to the design of two new courses from the ground up: **Math for Economics** and a **Diversity Equity Inclusion and Justice in Engineering**, respectively.



Embed Climate Change in Courses (EC3) Retreat

July 11 & 12, 2023

The economics course will address a pressing need to better prepare students for upper-level courses and will likely become a prerequisite for the major. The CoE course, the first graduate course to join FCI, aims to provide an important foundational experience open to all first-year engineering graduate students, exposing them to principles of equity-centered engineering and preparing them to apply that knowledge to their teaching, research, coursework, and future careers. In May, departmental teams from these units participated in a customized Course Design Institute created with the specific needs of new courses in mind.



In a second area of expansion, FCI established two partnerships focused on designing cross-course curricular alignment. One will center on the Math Department’s introductory calculus sequence and the other on the School of Nursing’s 4-year social determinants of health sequence. Both partnerships will be two years long and will help create unit-level change by providing students with equity-focused, scaffolded, and increasingly complex learning experiences from one course to the next.

Equitable Teaching Resources Grow at Individual, School, and National Levels

A key organizational priority for CRLT, support for equity-focused teaching, was once again manifested across the center at the **individual instructor, academic unit, and cross-institutional level. For individuals new to teaching at U-M**, the CRLT Players worked with a professional film crew to record an updated version of their sketch “Act for Equity.”

What people are saying about “Act for Equity”

“The theatrical performances and video were amazing.”

“Such a great way to disseminate information that can otherwise feel very heavy.”

“Amazing, I loved it. The performance was great, and it brought out situations in the classroom that sometimes end up discouraging/demotivating our students.”

This series of short plays reveals the interpersonal and systemic barriers encountered by people with different social identities in higher education. “Act for Equity” is the basis of a module on equity-focused teaching in CRLT’s asynchronous GSI Teaching Orientations taken by 1,051 new GSIs. In addition, two of the plays were performed live and one shown on video to over 200 participants at the fall New Faculty Orientation. Reducing the number of sketches from 7 to 3 enabled participants to engage in more extensive post-performance conversations about strategies for making change to support equity in their disciplinary teaching contexts. Evaluations indicated that this approach was highly successful.



At the academic unit level, CRLT in Engineering offered a set of teaching circles in support of the college’s new Teaching Engineering Equity (TEE) Center.



This \$1.2 million NSF-funded initiative is designed to highlight the social considerations that influence engineering outcomes, develop a framework for teaching the social aspects of engineering, and train cohorts of professors, lecturers, and GSIs to incorporate these topics into their courses. CRLT-Engin staff developed and facilitated 3 teaching circles, all of which focused on supporting efforts by faculty to adopt, iterate, and assess DEI content in their courses. Over 30 faculty participated in these programs, including a 10-session pilot in fall and early winter and two circles in May that continued to invite faculty into the conversation by offering an introduction to equity-centered engineering for those new to this work and a deeper dive for faculty who have experience with principles of equity.



In May, staff from CRLT-Engin and the Foundational Course Initiative (FCI) participated in a **multi-institution launch of STEM Education Learning Communities (SELC)** organized by the SEISMIC initiative (Sloan Equity and Inclusion in STEM Introductory Courses). The communities are designed to engage faculty, department leaders, and undergraduate students in thoughtful, equity-minded discussions of their STEM courses. CRLT staff roles will be to facilitate U-M's SELC, and to contribute to overall planning and the preparation of facilitators from across the 10 SEISMIC campuses (Arizona State, Indiana, Michigan State and Purdue University; UC Davis, Irvine, and Santa Barbara; Universities of Michigan, Minnesota, and Pittsburgh).

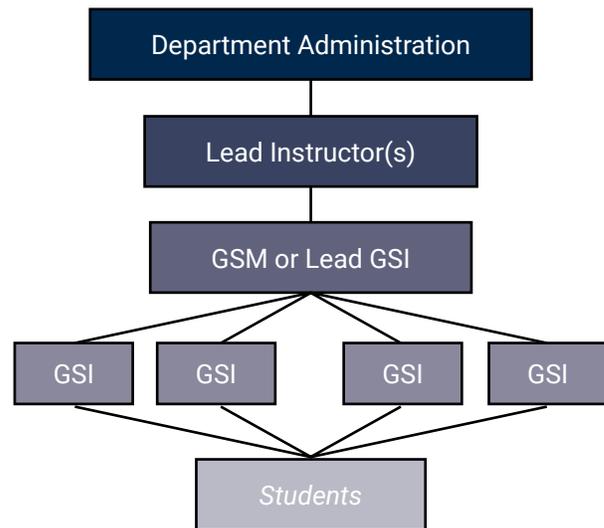
CRLT Staff Create New Opportunities for Faculty to Learn in Community

CRLT has witnessed the power of bringing faculty together for extended contact in programs that allow participants to delve deeply into a topic in conversation with colleagues and CRLT staff. In 2022-2023, more opportunities for this kind of substantive exchange among mid-career faculty were created when CRLT staff were invited to propose new pilot programs that included small stipends for participating faculty or funding for outside speakers.

The first such internally funded program, Working with GSIs, convened a group of 11 faculty in fall 2022. The participants, who came from 3 different colleges and ranged from lecturers through associate professors, found the sequence of 5 meeting topics so useful that Rackham Graduate School committed to funding future iterations of the program.

Additional CRLT funding was provided for the development of a community of practice among faculty focused on Equitable Assessment in Engineering, a teaching circle for Equity-Center Engineering Education, and the Embedding Climate Change in Courses (EC3) retreat described above.

The Instructional Team Context





What people are saying about Consultations and Midterm Student Feedback

"I thought the service was fantastic! The CRLT consultant was wonderful and very communicative."

"I would highly recommend this to any instructor at the U! Even as a very seasoned veteran, it was a really great process."

"It is an invaluable service to improve my teaching and the course."

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, employing equity-focused teaching strategies, 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 8,859 individual consultations, some brief and some extensive, with U-M clients during the 2022-2023 academic year.

Midterm Student Feedback

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

findings and discuss strategies for change. Faculty in charge of large, multi-section courses also use this service to gain an overview of the course. Section leaders receive confidential individual feedback, and the supervising faculty member receives a report of overall trends in the course that can be used to facilitate and inform curricular improvement. During the 2022-2023 academic year, CRLT staff and graduate student consultants conducted 202 midterm student feedback sessions for faculty and GSIs across campus. These sessions provided an opportunity for 8,073 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 2022, 209 faculty members attended this event. The interim president and interim vice president for research welcomed the new faculty. The CRLT Players presented a 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; along with strategies for increasing equity and inclusion in specific teaching contexts. In addition, new faculty attended one of five concurrent sessions focused on teaching:

- Research-Based Practices for College Teaching
- Using Digital Tools to Engage Students and Enhance Teaching
- Introduction to Equity-Focused Teaching
- Leveraging Group Work and Teams to Enhance Student Learning
- Strategies for Clinical Teaching in the Health Sciences

The New Faculty Orientation also included an information fair that featured exhibits and representatives from 41 U-M offices and programs.

New Lecturer Orientation

In conjunction with the dean's office, CRLT organized and facilitated a virtual LSA New Lecturers' Orientation in August 2022, helping lecturers navigate their new workplace by identifying resources and places to go for teaching support. Dean Anne Curzan welcomed 37 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 1,816 graduate student instructors (GSIs) and undergraduate instructional aides (IAs) at the beginning of fall 2022 and winter 2023 terms. These numbers include both campus-wide orientations and customized orientations for the College of Engineering (CoE). All orientations were offered remotely, with an option for an in-person practice teaching session available for College of Engineering participants.

Participation in the campus-wide programs included 827 GSIs in fall 2022 and 224 GSIs in winter 2023, totaling 1,051 GSIs. During these virtual orientations, GSIs completed a range of asynchronous Canvas course

modules including four required modules: an introductory module that included important policy information, Act for Equity: A Presentation by the CRLT Players, Equity-Focused Teaching During the First Week and Beyond, and Mental Health and Well-Being for GSIs and Students. GSIs who chose to participate in an online synchronous practice teaching session also completed a preparation module as a prerequisite. GSIs then had the option to complete at least 2 of the following workshop modules:

GSITO Modules

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

CRLT-Engin organized customized, virtual teaching orientations each term for new engineering GSIs and IAs. In fall 2022, 206 GSIs and 261 IAs participated, while 143 GSIs and 155 IAs completed the winter program. After the initial asynchronous Canvas course training, all participants attended practice teaching sessions in either in-person or Zoom-meeting format.

ELI-CRLT Courses

In collaboration with the English Language Institute (ELI), CRLT co-sponsors two intensive, in-person 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 for three weeks each summer (mid-July to early 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. Both address classroom communication and pedagogical strategies, with a focus on applying these strategies during a set of 4-5 intensive practice teaching sessions. In summer 2022, 16 international graduate students participated in the course, and CRLT facilitated practice teaching for another 3 students who were unable to arrive in time for the summer offering. During winter 2023, 16 more students participated.

SEMINARS

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. Seminars were offered in a variety of modalities including in-person, online synchronous, online asynchronous, blended and hyflex formats. During 2022-2023, a total of 1,038 faculty, staff, graduate students, and postdocs registered for the following seminars:

* faculty only, ** graduate students and postdocs only

CRLT Central

Spring/Summer 2022

- **Backward Course Design: Planning Your Course with the End in Mind**
- **Exploring Alternative Grading Strategies****
- **Finding the Right Balance: Integrating Pre-Class and In-Class Learning in your Flipped Classroom**
- **Let's Make a Screencast**

Fall 2022

- **An Introduction to Equity-Focused Assessment**
- **Centering Instructor Identity in the STEM Classroom***
- **Effective Group Work***
- **Effective Group Work****
- **Facilitating Discussions of Research Literature in STEM**
- **Getting Started on Your Teaching Philosophy****
- **Introduction to Equity-Focused Teaching**
- **Rubrics: Transparent, Consistent, and Efficient Assessment in Support of Students' Learning**
- **Using the Power of Teams to Drive Learning**
- **Writing and Grading Multiple Choice Exams**

Winter 2023

- **Active Learning in Large Courses**
- **An Introduction to Equity-Focused Assessment**
- **Assessing Participation: What? How? and Why?**
- **Data-Informed Teaching: an Introduction to (Practical) Learning Analytics**
- **Equity-Focused Facilitation Strategies**
- **Exploring Alternative Grading Strategies**
- **Getting Started with Your Teaching Statement****
- **Introduction to Equity-Focused Teaching (EfT) (2X)**
- **Peer Review in Online Spaces**
- **Teaching for Accessibility**

CRLT in Engineering

During the fall 2022 and winter 2023 terms, 148 faculty, graduate students, and postdocs participated in the following programs and seminars offered by CRLT in Engineering.

Fall 2022

- **Begin with a Problem: Using Inductive Learning to Engage STEM Students**
- **How Do We Begin? A Historical Reckoning with Anti-Black Racism at U-M**
- **It's Time for Action: Incorporating Active Learning Techniques in Your STEM Class****
- **Promoting Successful Teamwork in STEM Classes****
- **Understanding How Stereotype Threat, Impostor Syndrome, and Growth Mindset Affect Student Learning**

Winter 2023

- **"Are They Getting It?": Low-Stakes Ways to Gauge Student Learning****
- **Fostering Empathy in Engineering Students and Classrooms**
- **It's Time for Action: Incorporating Active Learning Techniques in Your STEM Class****
- **Making Groupwork Work****
- **Teaching All Students: Strength-Based Instruction Inclusive of Diverse Learners**

CRLT CENTRAL SEMINAR SERIES AT A GLANCE



PARTICIPANT FEEDBACK



NOTABLE QUALITATIVE COMMENTS

- *It was really nice to think about these concepts from an objective standpoint and discuss how to change things in class and make them better.*
- *Having the chance to talk to people from different disciplines and hear how they were facing similar/different problems as in my field was very helpful, both for finding strategies and for understanding the broader picture of equity-focused teaching on this campus.*
- *I'll have a set of fundamental principles and tools to refer back to when evaluating my choices, as well as practicing active critical reflection itself.*

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. Fall 2022 roundtable topics included navigating free speech and academic freedom in a leadership role and a conversation with Provost Laurie McCauley. In winter 2023, leaders shared issues they were confronting, examined the U-M budget, and discussed strategies for handling difficult conversations. In each case, panelists shared information and resources, answered questions, and offered an opportunity for participants to discuss the implications of the session for their own practice. In total, there were 192 attendees at PCLP programs in 2022-2023.

“

It was nice to meet new people and to hear that the issues facing my department are not unique.

”

PROGRAMS FOR FACULTY

New Faculty

LSA and Health Sciences Teaching Academies: For LSA, CRLT worked closely with the dean's office on a set of sessions to prepare 31 new assistant professors and postdoctoral scholars for teaching at U-M. In August 2022, 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. Each participant also selected a book to read on teaching and learning. At a fall gathering, participants engaged with a CRLT Players performance of “Conflict in the Classroom.” At a winter gathering, participants gathered to discuss the teaching and learning books that they had selected. In May 2023, participants met with the dean and associate dean for undergraduate education to reflect on and debrief their first year of teaching at Michigan. Finally, members of the academy worked with a CRLT consultant on a midterm student feedback process appropriate for their course.

The Health Sciences Teaching Academy (HSTA) is a program designed in collaboration with the Health Sciences Deans Council to support faculty who are

new to teaching at U-M. The academy is held each year from January-June as a synchronous online monthly learning community plus personalized coaching from CRLT consultants to develop individual teaching skills and practices. The academy aims to:

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

The program has been offered annually since 2011 and consistently receives high ratings from participants. Faculty report that the academy provides them with practical strategies and support for a broad range of relevant teaching contexts and offers them an opportunity to connect with new and experienced colleagues from across U-M's health science schools and colleges. In 2023, twenty-four faculty from dentistry, kinesiology, medicine, nursing, pharmacy, public health, social work participated in the academy.

“

The Academy really drove home for us newcomers the great extent to which we will be supported here as educators.

”

College of Engineering Programs: In tandem with the campus-wide new faculty orientation (p.12), CRLT

NEW FACULTY FOUNDATIONS



in Engineering provided additional programming for 45 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. 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, recruiting and mentoring graduate students, building effective instructional teams, teaching with technology, supporting students in distress, anti-Black racism bystander intervention, and preparing for tenure and promotion.

Faculty Grants and Awards

In 2022-2023, a total of 82 faculty received grants or awards of over \$225,946 (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 of previous LPDF recipients makes recommendations to the provost on proposals for LPDF. CRLT staff select grant recipients for IDF. For the Provost's Teaching Innovation Prize, a panel of award-winning faculty selects the recipients.

2023 Arthur F. Thurnau Professorships



Stephen A. Berrey



Gregory J. Dick



Gary W. Harper



Lisa H. Harris



Sally Oey

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. In March 2020, the latter award was received by U-M's nominee, Arthur F. Thurnau Professor Amy Cohn (College of Engineering and School of Public Health).

Faculty Learning Communities (FLCs)

Large Course Initiative (LCI): On behalf of LSA, CRLT sponsored a learning community for faculty who teach large enrollment courses in LSA. 9 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 workshoping session to refine their ideas, and all were later awarded LCI grants.

PROGRAMS FOR GRADUATE STUDENTS AND POSTDOCTORAL SCHOLARS

Diversity and Inclusive Teaching (DIT) Seminar

Co-sponsored by Rackham and The Program on Intergroup Relations (IGR), the Diversity and Inclusive Teaching (DIT) seminar exposes GSIs to a range of evidence-based inclusive teaching practices and IGR frameworks that productively acknowledge and engage instructor/student identities and experiences in the learning process. It also covers best practices for inclusive course design and explores techniques for managing student resistance and conflict. This seminar is designed to: (1) build relationships between GSIs and the facilitators and among the participants; (2) develop awareness and knowledge around social identities and power structures; and (3) increase skills and confidence in applying this knowledge in the classroom setting. There were 11 graduate students who participated in the Fall 2022 seminar. They came from a range of schools and colleges including engineering, SEAS, SMTD, social work and LSA.

“

The seminar has been really helpful for identifying some of the current best practices in pedagogy, especially equity-focused teaching.

”

Preparing Future Faculty (PFF) Programs

In 2022-2023, 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 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 2022-2023 academic year. This year 65 students completed the certificate requirements. Since the program's inception, CRLT and Rackham have awarded a total of 857 certificates.



Preparing Future Faculty Seminar

"I feel more confident that I can deliver an engaging and equitable course experience."

"Excellent facilitation by the course director, who kept sessions interactive and engaging."



The Postdoctoral Short Course (PSC) on College Teaching in STEM was held in winter 2023. The PSC was offered in a blended format combining in-person and online synchronous and asynchronous interactions. A total of 33 postdoctoral scholars completed the course. Participants in the PSC learn a research-based framework that addresses three major questions:

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

Participants apply their learning in three capstone experiences: 1) designing a learner-centered syllabus; 2) writing a statement of teaching philosophy; and 3) conducting a 15-minute practice teaching lesson.

The twenty-fourth annual Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty took place May-June 2023. Overall, 58 doctoral candidates earned a certificate of completion. Participants came from STEM

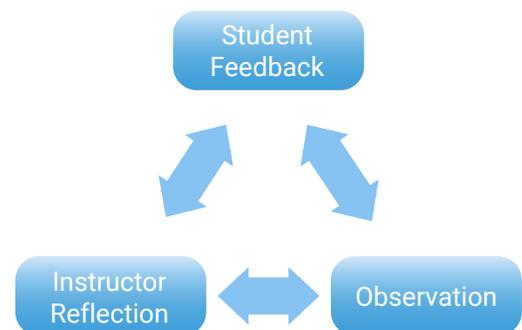
disciplines (66%), health sciences (12%), humanities (14%), and social sciences (8%). This year, the seminar was delivered in a mixed modality, with half in-person and half virtual sessions. The program features invited faculty panelists, peer discussion and feedback groups, and virtual campus visits. Seminar content covered three major areas:

- Preparation for the academic job search, including completion of a statement of teaching philosophy and a syllabus;
- Information about higher education (e.g., the academic landscape of higher education, institutional types, types of faculty positions, and faculty work life), including panel discussions with U-M faculty, as well as faculty from local colleges and universities; and
- Discussions of effective and reflective teaching, including conversations about equity-focused teaching and course design.

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, 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., as part of the CRLT seminar series, during annual workshop events including Enriching Scholarship and the Equity-Focused Teaching at Michigan (ET@M) series).

MSF Data Triangulation



Graduate Student Instructional Consultants

Justin Barney	Daisy Haas	Malia Piper	Ina Zaimi
Catherine Barnier	Rebecca Hixon	Rachel Smith	Hilary Zedlitz
Kathryn Berringer	Keanu Heydari	Pinar Ustel	
Danielle Burgess	Michael Martin	Moniek van Rheenen	
Matt DeMaio	Phil Mendez	Zoe Waldman	
Amanda Gibson	Wilson Merrell	Field Watts	
Gillian Gray	Sumeet Patwardhan	Rachel Wilson	

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, and consult one-on-one with GSIs and IAs regarding teaching. ETCs also facilitate practice teaching sessions for new GSIs and IAs and workshops in the CRLT-Engin Seminar Series, and they review teaching philosophy statements for engineering graduate students.

Engineering Teaching Consultants

Lauren Biernacki	Nick Diskerud	Emily Sheetz
Laura Biester	Margaret Eva Mungai	Hafiz Sheriff
Saaj Chattopadhyay	Pedro Puente	Ellen Thompson

Helpful Assumptions for Consulting

Collaborative

GSI clients want to do a good job and can be partners in the consultation.

Diverse Approaches

There is no one right way to consult.

Data-Driven

Effective consultations often utilize observable data.

Client-Centered

Consulting should be tailored to the GSI and their teaching context.

Departmental GSI Training and Development

Individual academic units at U-M are responsible for preparing new GSIs for their first teaching experiences and for their ongoing professional development as instructors. In addition to providing centralized GSI teaching orientations and seminars that units can take advantage of, CRLT staff offer customized sessions within unit GSI development programs, and they consult with units to help them develop, improve, and evaluate their programs. During the 2022-2023 academic year, CRLT also offered workshops, online drop-in consultations, and networking lunches 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. CRLT also provided multiple discipline-specific workshops as part of departmental GSI training programs. (See Customized Services, pp. 43-67.)

SOCIAL MEDIA & 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) contains timely discussions of teaching strategies for U-M instructors. Visitors can join our 1,137 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 3,331 Twitter followers. In the 2022-2023 year, CRLT produced 5 blog posts addressing the topics listed below.

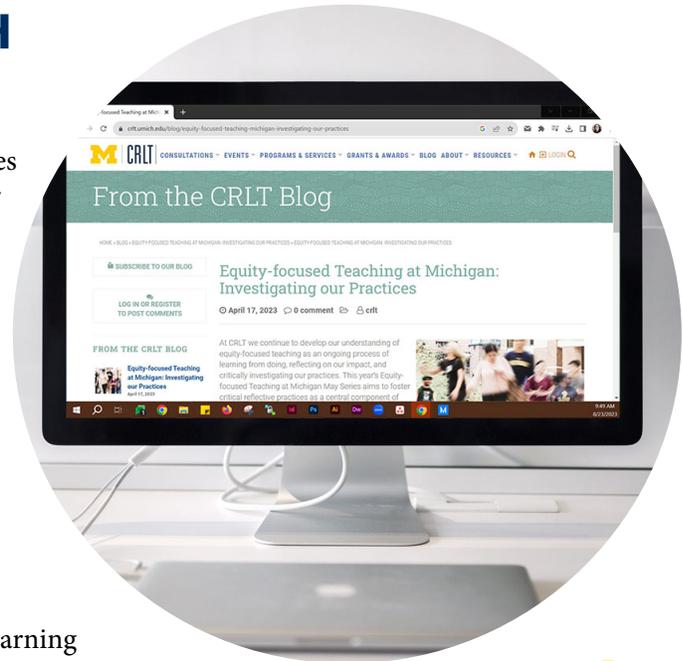
- Teaching in Fall 2022: Balancing Flexibility and Accountability
- Structuring Classroom Discussions About Elections
- ChatGPT: Implications for Teaching and Student Learning
- Reframing Rigor to Promote Equity in Teaching and Learning
- Equity-Focused Teaching at Michigan: Investigating our Practices

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, 2022, and May 31, 2023, the CRLT website received over 494,474 unique visitors from 231 countries.

According to Google Analytics, 73.5% of CRLT visitors accessed the website using search engines such as Google. The following were the top 5 keyword searches in 2022-2023:

1. Lesson Plan
2. Principles of teaching and learning
3. Rhetorical Analysis Essay Example
4. Formative and Summative Evaluation
5. Lesson Planning



EXTERNAL INITIATIVES

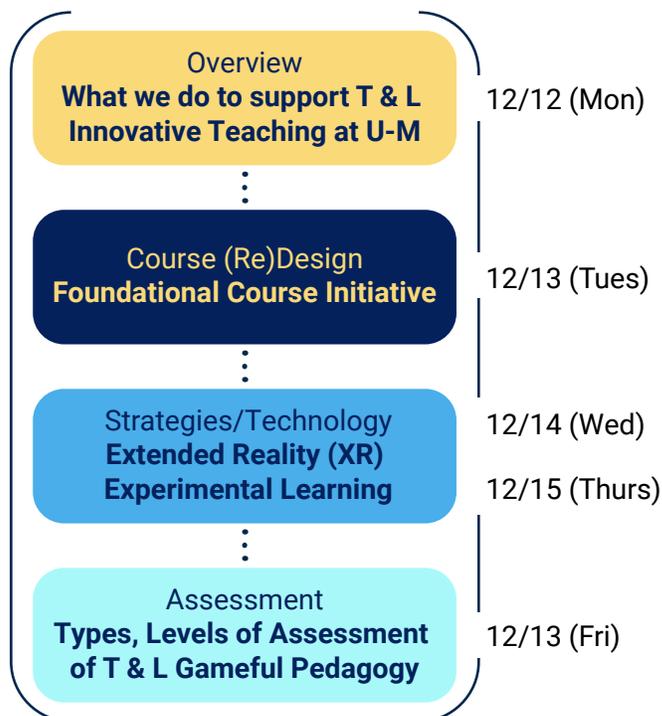
International Faculty Development

U-M and PKU Institute for Innovative Teaching

CRLT, in collaboration with CETL (The Center for Excellent Teaching and Learning) at Peking University, developed and delivered the 2022 U-M and PKU Institute for Innovative and Excellent Teaching. This week-long remote program focused on discussing innovative and excellent teaching at U-M, raising Chinese faculty's confidence, and broadening their knowledge in adopting different techniques and methods to engage students and improve learning. Almost 124 faculty members and teaching center staff from 12 different universities participated in the online training program. Participants who successfully met the requirements were awarded certificates. The training is focused on innovative teaching at U-M, FCI course design/redesign model, and XR technology applications in teaching and learning. It also includes an assessment of teaching and student learning and experiential learning at the College of Engineering. In final evaluations of the program, participants indicated that the remote training was successful in stimulating their thinking and leading them to incorporate changes in their teaching. As a result, CRLT plans to collaborate with CETL on future iterations of the program.



2022 U-M and PKU Institute for Innovative and Excellent Teaching



FCI COURSES

Cohort 3 (continuing work and offboarding)

- 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 (continuing work)

- 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

Cohort 6 (new partnerships: five focused on course (re)design and two on cross-course curricular alignment)

- Standard courses:
 - ANTHRO 101: Introduction to Anthropology
 - ENGL 125: College Writing
 - MechE 240: Introduction to Dynamics and Vibrations
- Development of new courses:
 - ECON 210: Math for Economics
 - CoE Diversity, Equity, Inclusion and Justice Graduate Course
- Curriculum alignment projects
 - Math 116: Mathematics Introductory Curriculum Alignment
 - Nursing Social Determinants of Health Curriculum Alignment

FOUNDATIONAL COURSE INITIATIVE

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 consultants help lead 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.

2022-2023 Accomplishments

In 2022-2023, CRLT consultants worked closely with 15 courses across a wide range of disciplines. To date,

FCI has partnered with courses in 7 schools and colleges: business, engineering, kinesiology, LSA, nursing, public health, and SEAS. More than half of the students who graduated in 2023 have taken FCI-designed classes.

FCI's focus again this year has been on expanding our reach and impact. This year, FCI increased the incoming cohort to seven partnerships and added three significant elements to its existing redesign portfolio. It 1) established an FCI Community of

**More than half
of the students
who graduated
in 2023
have taken
FCI-designed
classes.**

Practice, 2) partnered with departments and colleges to develop new foundational courses that will help meet each unit's larger curricular goals, and 3) leveraged previous FCI redesign work to initiate partnerships focused on aligning multiple courses, in one case across the entire introductory sequence in mathematics, and in the other case across the 4-year social determinants of health sequence in the School of Nursing.

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, and this strategic sharing of equity reports with key foundational courses continued this year. Beyond our re-design partnerships, FCI also provided large data support for units across the Ann Arbor campus, with the largest client being the College of Engineering. Services include customized analytics consultation and curricular analytics. In its first year, the CRLT Learning Analytics team worked toward developing analytics services that were both responsive to campus needs and sustainable, given current CRLT portfolios. The team focused on laying the groundwork to make curricular analytics within majors and course sequences more transferable across departments. The Learning Analytics team also developed methods for a broader dissemination of course equity reports.

The FCI Community of Practice, which began with a virtual pilot session in October, continued to grow in February and March. It totaled 63 participants, with representation from every one of FCI's five cohorts. Faculty expressed deep appreciation for the opportunity to talk with others teaching and redesigning large foundational courses. Each session focused on challenges that faculty previously identified, and via post-session surveys, faculty indicated that they benefited greatly and would like to participate in future sessions.

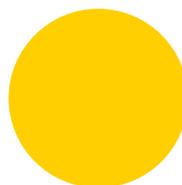
The initiative continues to draw on the advice and expertise of the faculty advisory board (FAB), which offers input on standards, policies, strategic direction, research, and evaluation. FAB members serve as ambassadors for FCI in the broader campus community, and the following have renewed their two-year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

(For a list of FCI activities and projects in 2022-2023, 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.)



FCI Proposals

Instructors and departments interested in proposing courses for inclusion in the next cohort of FCI courses can find more information on the CRLT website
crlt.umich.edu/fci



Equity-Focused Teaching



Transparency



Academic belonging



Structured interactions



Critical engagement of difference



Flexibility



DIVERSITY, EQUITY & 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, transphobia, 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, class facilitation, and assessment 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,

“

The moderated discussion you planned and led yesterday was excellent. It created a space for important reflections and conversation among faculty members. It was essential, I think, to the success of the retreat.

”

clearly communicating norms and expectations, and employing equitable assessment practices.

During the 2022- 2023 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.
- Developed an Equity-Focused Teaching research basis with a Rackham Doctoral Fellow in fall 2022. The research basis will be shared and distributed



DIVERSITY, EQUITY & INCLUSION @ CRLT

on the CRLT website, in workshops and orientations, in consultations, and among others.

- Developed and piloted an Equity-Focused Teaching Canvas Mini-course in winter 2023.
- Offered 84 workshops and retreats for instructors across the university. Campus wide, CRLT presented 7 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 77 customized programs for departments, schools, and colleges.
- Integrated DEI resources throughout CRLT's teaching academy programs, which served new faculty in 8 schools and colleges.
- Hosted 253 attendees at the 7th annual Equity-Focused Teaching at Michigan May Series. This year's program offered a series of in-person and virtual, interactive workshops for instructors across the university, aimed at fostering critical reflective practices as a core component of equity-focused teaching.
- 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.
- Onboarded 5 new courses into CRLT's Foundational Course Initiative (FCI). These courses represent an array of disciplines and schools. The redesign of those courses was led by a Collaborative Course Design team comprised of FCI consultants, faculty, graduate students, and undergraduates, 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 DEI into their

2022-2023 Equity-Focused Teaching @ Michigan Series

- Introduction to Equity-Focused Teaching
- Faculty Panel: Teaching Equity & Inclusion
- Shoulda Woulda Coulda: Moving Beyond Failure and Actively Cultivating a More Equitable Academy
- Access-Questioning: A Critical Reflective Practice for Equity-Focused Teaching
- Exploring Alternative Grading Strategies
- Questioning Classroom Routines to Develop Equity-Minded Practice: Using Student Data and Feedback for Equitable Course Design
- From Course Design to Assessment: Bridging Theory and Practice
- You Don't Belong Here: The Stories Our Systems Tell (And Why We Have to Disrupt Them)
- An Introduction to Equity-Focused Assessment

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.

“

The information was presented in an incredibly clear, accessible way. I took notes not only on the content of the workshop but also the pedagogy/structure/facilitation - so many useful strategies!

”

- 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, 1,816 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.



“

I have never considered the extent to which we can integrate equity in teaching and learning until I attended this course.

”



PLAYERS THEATRE PROGRAM

2022-2023 SEASON

2,469 total audience members

56 total performances

2 U-M workshops

7 External performances:

- Big Ten Academic Alliance
- Columbia University
- Georgia Institute of Technology (2X)
- SPLICE, Dartmouth College
- University of Iowa
- University of Minnesota

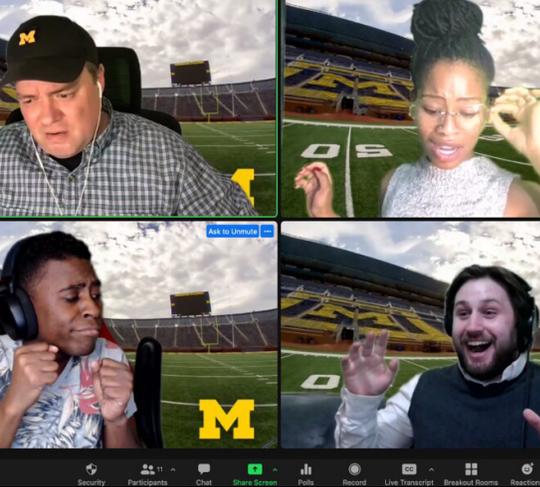
Funded primarily by the Office of the Provost, the College of Engineering, the College of LSA, and the U-M ADVANCE Program, the CRLT Theatre Program uses a combination of performance and facilitated conversation to advance U-M’s institutional climate for equity and inclusion. Their offerings fall into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

The 2022-2023 season marked the Players return to in-person sessions and external travel performances, kickstarted a campus collaboration, and introduced new core staff members. Throughout, the Players worked to better define and live out their values, and speak to persistent and emerging challenges within the higher education community in a variety of ways.

In the fall semester, the Players returned to performing in-person work on campus for the first time since the advent of the COVID-19 pandemic, while also maintaining a suite of online sessions to provide flexibility to clients and participants. Across the year, the Players performed significant in-person runs of [*Tenure Decisions: Equity in Faculty Promotion Processes*](#), [*Conflict in the Classroom: Reflections on Practice*](#), and [*Everything*](#)



“
I found the videos very entertaining, which made the content stick in my brain. They were also specific to classroom examples, which helped me understand how the concepts apply in real life.
”



Is Fine! Mentoring to Support Graduate Student Mental Health for schools and departments across U-M. In winter the Players returned to in-person travel performances with sessions at the University of Iowa and the Georgia Institute of Technology. The Players also presented five sessions of *How Do We Begin? A Historical Reckoning with Anti-Black Racism* as a live, online play facilitated through Zoom. They are currently exploring different ways to scale that work for larger campus engagement.

The Players completely revamped *Conflict in the Classroom* this year to meet the current moment. Designed to be resonant in a highly-charged midterm election season, the session invited instructors to seriously consider their roles as facilitators of challenging content in the classroom. Participants watched a theatrical case study depicting many options for ways an instructor might set up teaching challenging material, meet conflict when it arises, and follow up with students after conflicts occur. Throughout, participants considered how an instructor’s personal commitments and decision-making differently affects the classroom climate. At the session’s close, participants reflected on their own commitments and goals for engaging with conflict in the classroom.

Expanding on work the Players have done on the topic of mental health in higher ed since 2013, the Theatre Program took on an ambitious new project. In summer 2022, the Players began a research project with various campus stakeholders to provide the basis for an online course aimed at helping instructors better support student mental health—an ask that came out of the Building Faculty Capacity Working Group. Across the fall semester, core staff met with members of the Center for Academic Innovation (CAI) to discuss the possibility of collaborating on the design, devel-

opment, and implementation of such a course. In the winter, the Players were awarded the U-M Academic Innovation Fund (AIF) Award and began working with a core team from CAI to develop the course. It will be a highly-reflective, self-paced, asynchronous Canvas course with 6 distinct learning modules containing CRLT Players performances that illustrate or extend key concepts. The Players will continue to develop this course with campus partners throughout 2023-2024, aiming for a launch in fall 2024.

“
This was a very informative session that will help me to think differently about my approach to mental health in mentoring.
”

This season marked important changes within the Players structure. The Players welcomed two staff members into open positions: Jacqui Blue as the Player’s Casting and Directing Practitioner in July and Jonathan West as the Player’s Company Manager in November. Together, staff have defined their core values, and worked to revise the Players’ company handbook and onboarding processes to provide maximum support to their performers and ensure their actions are equitable and inclusive. The Players also formed an inaugural External Advisory Board with 8 members from the wider U-M and arts community to diversify the voices contributing to the Players direction and receive a wider range of feedback on initiatives and sessions. More information about new staff and the Players advisory board can be found on the [CRLT Theatre Program Staff webpage](#).



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 2022-2023 academic year are highlighted below.

Campus-Wide Work

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 is a major campus thought partner and contributor in the ongoing efforts to provide instructors with the support and resources needed to implement digital accessibility best practices in response to new university policies supporting equitable access for all.

As a charter member of U-M's Teaching and Technology Collaborative (TTC), CRLT co-sponsored the 25th 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. This year's ES conference focused on "Disruption in Higher Education" by highlighting topics such as Artificial Intelligence (including ChatGPT in higher education); building resilience through good pedagogy; future-thinking; data privacy; technology

tools; and leveraging technology to meet the needs of our diverse student community. Each day of the conference included presentations, demonstrations, and panel discussions led by U-M faculty, staff, and students. Day 1 featured keynote speaker Dr. Cynthia Alby on the topic of leveraging AI to shape the future of higher education, while Day 2 featured an afternoon faculty panel anchor session comprised of U-M administrators and faculty from the Ann Arbor, Dearborn, and Flint campuses (Beth Kubitskey, Dean of the School of Education and Human Services and Professor of Education at UM-Flint; Tim McKay, LSA Associate Dean for Undergraduate Education and Arthur F. Thurnau Professor of Physics, Astronomy, and Education at U-M Ann Arbor; and Marie Waung, Associate Dean of College of Arts, Sciences, and Letters and Professor of Industrial/Organizational Psychology at UM-Dearborn) to discuss how we might begin to re-envision and implement new ways of teaching more broadly at U-M as we enter a new age of higher education. CRLT hosted the following sessions:

- Lessons Learned from Winners of the 2023 Provost's Teaching Innovation Prize
- "It's so easy to find what I need!": Fostering Transparency with Visual Design
- Social Justice in Foundational Courses for Non-Majors

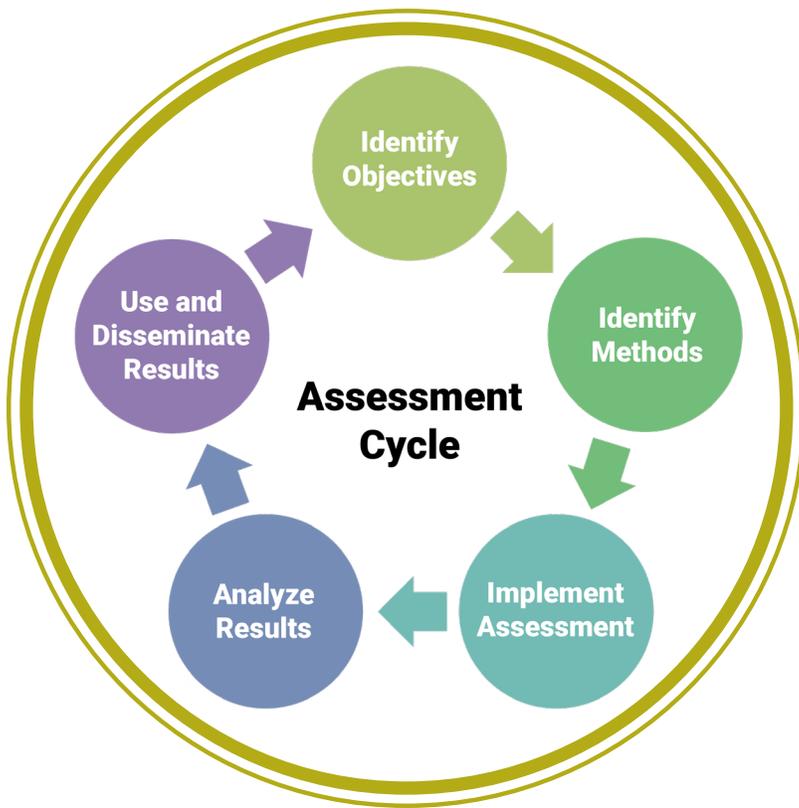
CRLT Programs and Resources Incorporating IT

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:

- Let's Make a Screencast
- Peer Review in Online Spaces
- Data-Informed Teaching: An Introduction to (Practical) Learning Analytics

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 incorporating principles of digital accessibility titled "Teaching All Students: Strength-Based Instruction Inclusive of Diverse Learners."





ASSESSMENT AND RESEARCH

During the 2022-2023 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 6 schools and colleges, as well as the ITS Teaching & Learning and Wolverine Wellness.

CAMPUSWIDE OR MULTI-UNIT SERVICES



FCI Cohort 3

Engineering 101

FCI staff designed, implemented, and analyzed multiple assessment projects to evaluate the ongoing shifts made as well as to its support structure and future iterations. FCI analyzed various data sources to gather information about the implementation of a flexible deadline policy for all assessments in fall 2022, and a late submission policy in winter 2023. These data included surveys for staff and students (fall 2022 and winter 2023) to learn about their experiences with the flexible deadline policy. Submission data for the four projects were analyzed to determine the number of students who submitted the project on or past the due date. These findings resulted in the course making a number

of data-informed changes to its deadline/submission policy, which were described in a conference paper at ASEE (American Society for Engineering Education). Data from PrairieLearn were analyzed to determine the time students were taking to complete homework assignments. Additionally, FCI staff analyzed student evaluations in fall 2022 to provide additional insights about the course structure, specifically the deadline policies, to help inform course design for winter 2023 and the 2023-2024 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 three surveys of the staff. These data informed iterations to the staff development curriculum for the 2022-2023 academic year. In May 2023, FCI staff synthesized all data collected and analyzed in 2022-23 to create a comprehensive set of data about the team's progress at our culminating retreat and inform future work for the course after FCI.

LSA, Biology 173

Assessment services for Biology 173 included the design, implementation, and analysis of student feedback surveys for the fall 2022 and winter 2023 terms. These survey data informed ongoing course design discussions and decisions. FCI also designed, facilitated, and analyzed a fall 2022 feedback session for GSIs 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 implement a wellness check-in survey in both fall 2022 and winter 2023. Additionally, FCI designed, implemented, and supported the Scientist Spotlight Series in fall 2022 in response to student comments regarding diversity in biology. The project was a collaboration with undergraduate team members and the graduate student mentor. This activity included interviews with U-M scientists from a variety of backgrounds, allowed students to “see themselves” in biology, and created opportunities for undergraduate research partnerships with faculty. Finally, FCI supported the revision and refinement of course materials and components, including course slides, assignments, and on-campus museum partnerships.

LSA, Environment 201

Assessment services included end-of-term surveys for both fall 2022 and winter 2023. These surveys were designed to collect data about students' 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 two exam analyses on midterm and final exam questions using Canvas Quiz Analytics and scantron data in order to assess and improve the effectiveness of individual exam questions.

LSA, Linguistics 111

Assessment services included the design, implementation, and analysis of student feedback via pre-post surveys during the fall and winter terms. Pre-surveys featured baseline questions around learning objectives and collected data to leverage information about student language backgrounds. Post-surveys focused on course climate, real-world relevance, and course content/components. Members of the course team drew on this data to present on the LING 111 course transformation at the 2023

U-M Enriching Scholarship conference and to present at the 2023 Conference on Scholarly Teaching and SoTL in Linguistics. In addition, members of the course team (including three FCI consultants) are currently writing a paper using this data to share key insights from the LING 111 redesign with a wide audience.

LSA, Mathematics 115

FCI staff designed, conducted, and analyzed feedback on the Instructor Pairs Pilot Program, including instructor interviews, student surveys, and classroom observations. These feedback opportunities were intended to help create transparency around the experiences that the stakeholders had with the project, and the impact that it had on the growth of the instructors and student learning. The analysis includes both qualitative and quantitative aspects, and the results of the feedback will help inform future work on the program (including training, messaging, instructor selection, support, room choices, and scheduling), as well as thinking about support and resources for new instructors in general, and the results were useful for the Math Intro Program spring 2023 planning retreat.

“

I am proud of the partnerships and collaborations this effort has created across multiple disciplines including with graduate students, lab staff, the UM museums, the EEB collections, and the medical school.
-Primary Instructor

”

FCI Cohort 4

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. FCI conducted pre-post surveys in both fall and winter terms, focused on student expectations of the course, workload, and course components/community. An additional section of the survey provided assessment data around the continued development of the Focus on Fundamentals and the creation of the Comprehensive Studies Program discussion section designed to promote a sense of community through teaching students collaborative skills and highlighting course and department resources. FCI supplemented that feedback with discussion section observations and lecture 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.

LSA, Philosophy 183

FCI staff worked with the course instructor to design and conduct a fall 2022 and winter 2023 end-of-term student survey about their experiences in PHIL183. The results from the survey were to inform the instructor on sticking points in content, areas in the course students felt included and excluded, and their sense of belonging in the course. FCI staff used Canvas statistics to complete an exam item analysis (fall 2022 and winter 2023) to identify questions that might need to be reviewed and updated. FCI staff conducted a GSI feedback session (fall 2022) to gather information on their experiences with the content and overall course. The feedback was used to improve GSI materials and experiences in the course. The feedback on content allowed the instructor to work with a GSI on the material needed to teach the course.

LSA, Political Science 140

FCI staff designed, conducted and analyzed student surveys in fall 2022 and winter 2023 to provide instructors with insights into student experiences in the course, particularly related to gameful learning pedagogies, course technologies, and course climate. This has led to the continual development of course pathways enabling students to have greater choices in their assignments. These course pathways have also helped students understand complex, real-world political events. Guided experiences of the research process in political science have sharpened their skills and comfort at analyzing and manipulating the types of datasets integral to comparative politics research. They engaged on a basic level by identifying the hypothesis, gathering evidence, and assessing the hypothesis. 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.

“

THANK YOU for all of the thought, effort, care, and preparation you put into the department retreat. Several people remarked to me afterward that they felt it was highly beneficial to have you all conduct the survey, prepare the report, and lead the retreat sessions.

”

LSA, Statistics 250

FCI staff designed, implemented, and analyzed multiple assessment projects to evaluate the ongoing shifts made this year as well as to support ongoing course redesign planning. FCI staff designed, conducted, and analyzed end-of-term student surveys in fall 2022 and winter 2023 to provide instructors with insights into student experiences in the course, particularly related to course climate, course elements, attendance practices, MWrite, and, in winter 2022, the structural changes that were introduced, including in-class group work, instructional assistant, and grading pathway choices. FCI also helped develop a sustainable process for GSMs to work collaboratively with GSIs to do instructional observations of labs including goal setting and reflections. Additionally, FCI gathered and analyzed data about the new in-class active learning structure to inform ongoing iterations and other course redesign decisions. This included FCI performing multiple observations of instructional assistants during active learning portions of the lecture sessions, as well as designing, fielding, and analyzing both a student survey

and instructional assistant (IA) survey. FCI generated a report that synthesized findings about student and IA experiences in the new class structure to help inform future iterations of the course.

Nursing 240

Assessment services included design, implementation, and analysis of pre-post surveys during the winter 2023 term. These pre-post surveys helped develop an understanding of student experiences in the course, including students' feedback on specific course components, questions related to students' experiences of community in the course, and students' understanding of core concepts covered in the course. FCI consultants also conducted focus groups in August 2022 to learn about student experiences in the course and to inform ongoing course design decisions. In addition, FCI supported the development and analysis of pre-post surveys designed to measure the impact of two new, simulation-based teaching methods in winter 2023. Finally, FCI supported a partnership between Wolverine Wellness and NURS 240 to implement a student wellness check-in survey in winter 2023.

FCI Cohort 5

EECS 280

Assessment services included the design, implementation, and analysis of student feedback via pre-post surveys in the fall and winter terms. These pre-post surveys helped develop an understanding of student experiences in the course and provided a baseline to help assess the impact of changes made throughout the redesign process. Assessment services also included a staff feedback session and staff survey, which provided insight into staff experiences and helped to inform potential changes to support staff in the course. In addition, FCI consultants conducted focus groups with students who repeated the course in order to better understand student experiences and to help identify areas where the course could make revisions to support student success. In addition, the course team partnered with the Comprehensive Studies Program (CSP) to offer two new CSP lab sections. The course team also developed an EECS 280 Speaker Panel. Collaborating with past students and faculty, we designed an event that provided current students with the opportunity to hear from a diverse range of U-M faculty, students, and alumni in the workforce. It showcased their unique paths and shed light on both the challenges and triumphs they encountered along the way. The post sur-

veys in the fall and winter terms included items to help understand student experiences in the CSP lab sections and with the Speaker Panels. These data will help inform and guide ongoing course design decisions.

COMM 102

FCI staff and the course team developed a pre- and post-semester student survey to investigate students' experience with the course and its community. In both semesters, FCI consultants carried out MSFs to better understand students' perceptions of the overall course structure and their experiences within the active learning lecture sessions. FCI used gradebook data from the previous academic year to conduct analytics to better understand the grade equity landscape of the current course. To inform curricular development, FCI designed and conducted a feedback session with faculty from across the department to learn about downstream expectations for the course as well as desired competencies for students in the major. This information has been used to begin generating course learning outcomes as well as informing the approach to revising discussion sections and major course projects. In addition, FCI staff conducted a GSI-feedback session in winter 2022 to better understand their experience on the instructional team and in the classroom. In order to evaluate the impact of recent course design changes, FCI conducted an extensive analytic analysis of gradebook data with a focus on the equitability of outcomes.

EARTH 222

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. These included pre-post surveys during the fall 2022 and winter 2023 terms. These surveys helped develop an understanding of student experiences in the course, including students' feedback on specific course components (i.e., GradeCraft, in-class active learning activities) and students' understanding of core concepts covered in the course. FCI also designed, fielded, and analyzed midterm student surveys in fall 2022 and winter 2023. These surveys provided more in-depth feedback on the students' experience in the course to inform immediate course iterations and provide guidance for longer-term change efforts. Additionally, FCI staff analyzed student evaluations from fall 2022 and winter 2023 to provide additional insights about the course structure to inform course design iterations for the 2023-2024 academic year. Assessment services also included a focus group in winter 2023 to gain more in-

depth insight into the student experience in fall 2023 to inform iterations for the 2023-24 academic year. Using institutional, survey, and student coursework data, FCI conducted analytics to better understand student preparation, performance, and confidence in the mathematical components of the course

NURS 238

FCI staff, in collaboration with the course instructors, developed a pre- and post-semester student survey during the winter 2023 semester. The results from the pre-semester survey were used to determine the students' knowledge of health disparities and inequities to help guide the course material. The results from the post-semester survey will inform changes to the course moving forward and help to continue to build a sense of community among nursing students. Responses will also help guide course changes to assignments and assessments, rubrics, and research papers to benefit a flipped classroom model where students can demonstrate active learning. FCI consultants also designed peer review assessment activities, assessed GSI learning and performance through GSI focus groups and workshops, and reviewed student assignments to norm class grades. Additionally, FCI consultants visited the class for observations and feedback. They met with outside partners from NurseThink to strategize ongoing assessment measures related to the NCLEX and ways to implement exam preparation in the flipped classroom model. This work led to the further development of FCI's partnership with the School of Nursing, namely, aid in curriculum revision for core courses in the major, which includes course assessment for three additional courses.

WGS 240

FCI staff led a working group on instructional support to design a GSI survey focused on their role as discussion section leads, including better understanding their demographics, prior work in education, preparation activities such as lesson planning, experiences working with students in and out of the classroom, their experiences with disruptions and difficult situations in the classroom, and their support needs around their role. FCI consultants helped the instructional team identify and begin to assess classroom activities. FCI staff also created a Student Wellness Survey based in research on Critical Wellness Pedagogies, in concert with faculty and undergraduate IAs and GSI/GSMs. Student responses led to the creation of a wellness resource guide and an option to meet with part-



ners at Wolverine Wellness for consultation and other mental health services. A working group researched alternative assessments for the course, including holistic strategies that support student wellness: individual and group conferences, validation statements, reflection essays, and reading guides. FCI consultants performed observations during a lecture, during which a disruption occurred, which was used to inform FCI advice for instructors on managing disruptions and preventing them in the future.

FCI Cohort 6 - Initiation of 3-Year Partnership

FCI's sixth cohort includes three courses engaging in the course redesign process: ANTHRO 101, ENGL 125, and MechE 240. Additionally, FCI is expanding its portfolio and its cohort size in two significant ways: 1) Helping departments and colleges develop new foundational courses and 2) redesigning courses and focusing on curricular alignment across courses. The two new courses being developed this year are ENGR 590, a graduate course focused on equity and inclusion in the engineering discipline, and ECON 210, Math for Economics. Each FCI cohort is typically composed of five courses. However, this year we are taking on a total of seven. The sixth and seventh partnerships build on FCI's work with the School of Nursing and the Department of Mathematics. The former will enhance the social determinants of health courses and ensure effective cross-course sequencing, and the latter will focus on aligning the entire introductory math sequence.

As part of the cohort 6 onboarding process that began in January 2023, the FCI director met regularly with department and college leadership, faculty, and relevant staff. She held several intake conversations to develop each partnership's memorandum of understanding, to help lead instructors develop their cross-role course design teams, and to ensure clarity about the FCI process. 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 team. Meetings for courses being created and for curricular alignment partnerships focused on department-level goals and the development of an early vision for the courses.

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 2022-2023, CRLT conducted MSFs for 98 instructors, allowing over 8,073 students to provide feedback on the effectiveness of their courses. For more details, see p. 12.

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.

Assessment Toolkit Initiative

Over the past three years representatives from the Center for Academic Innovation; the Center for Research on Learning and Teaching; the College of Literature, Science & the Arts; the Marsal Family School of Education; and Michigan Engineering formed the Assessment Toolkit Initiative. The purpose of the initiative is to leverage campus data in order to critically evaluate outcome disparities across student identity groups in both course and major contexts and to easily share those data with relevant campus leaders. The Assessment Toolkit Initiative has created two customizable data-rich reports that leverage five years of enrollment and outcomes data to reveal patterns in student per-

formance. Originally developed by the Foundational Course Initiative at CRLT, the Course Equity Report shows these data at the level of a single course, while the Major/Department Equity Report reveals outcomes and patterns across a collection of courses. Explorable through a series of rich visualizations, these data support the identification of potential course or curricular changes that might address observed inequities. As part of the DEI 2.0 Strategic Plan, the Assessment Toolkit Initiative will share this work more broadly with the U-M community, highlight opportunities for stakeholders to explore curricular experiences through an equity lens, and continue iterating the reports to be more effective tools that can help foster a more equitable campus.

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.

Engineering

Dean's Office

CRLT-Engin staff reviewed all College of Engineering ABET program self-study reports in preparation for Fall 2023 ABET accreditation visit, including individualized feedback for each program and overall evaluation of assessment processes across the college.

ECE 200/300

The Electrical Engineering (EE) undergraduate program added EECS 200 and EECS 300 to an initiative to incorporate experiential learning and open-ended design throughout the curriculum. Professor Pei-Cheng Ku, on behalf of ECE, asked CRLT-Engin to gather student feedback about the two courses to assess students' perceptions of how well EECS 200 and 300 have achieved their intended goals. A total of 161 students were surveyed. The results were analyzed, presented at an EE faculty meeting, and debriefed at an EE undergraduate curriculum meeting.

EECS Quantum Technologies Courses

CRLT-Engin designed a survey for use in EECS 298, 398, 428 and 498. Data will be gathered and analyzed in the coming academic year.

ENGR 110

CRLT-Engin conducted, analyzed and debriefed feedback from the departmental ambassadors (DAs) for ENGR 110. DAs are upper-level undergraduate students who lead discussions for the course using lesson materials provided by the course directors. The protocol was designed last year and simplified for 2023. Suggestions for improving the course were discussed, and some are in the process of being implemented.

IT-BME: CRLT-Engin supported the Biomedical Engineering (BME) department in a year-long, multi-phased effort to implement inclusive teaching strategies in 7 BME courses (IT-BME) taught by instructors who participated in a spring 2022 inclusive teaching learning community. In fall 2022, a department-wide climate survey assessed student sense of belonging and compared student perceptions of inclusive teaching in IT-BME and non-IT-BME courses. Findings from 163 responses revealed that going through the IT-BME learning community and incorporating inclusive teaching practices enhanced the student learning experience. CRLT-Engin presented findings to BME faculty in March 2023. A manuscript to be published in the *Journal of Biomedical Engineering Education* is in progress.

LSA Dean's Office

CRLT is collaborating with the LSA Dean's office to assess the needs of lecturers who hold supervisory positions in the college. The goal of the project is to determine the professional development opportunities in the 2023-2024 academic year that would best support the important and complex work of these lecturers.

Pharmacy

CRLT staff collaborated with instructors to develop a mixed methods assessment of course learning outcomes in Pharmacy 517, Health and Disabilities, an interprofessional education elective for health professional students from the Ann Arbor and Flint campuses. This included survey design and data analysis, as well as qualitative analysis of student reflections. Results will inform future iterations of the course. The results were presented at Health Professions Education Day in May 2023, and an article on the study co-authored by CRLT staff along with faculty from Pharmacy and UM-Flint's physical therapy and occupational therapy departments has been submitted to *Currents in Pharmacy Teaching and Learning*.

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.

ITS Teaching & Learning

NameCoach is a web-based tool that allows users to record, listen to, and learn names. ITS Teaching & Learning has recently launched the use of NameCoach in Canvas. In 2022-2023, CRLT worked with ITS on a plan for evaluating its impact on campus with regard to DEI-related issues. The two main goals for this assessment are: (1) to understand adoption of the NameCoach tool and (2) to identify whether the use of NameCoach is associated with increased inclusive or equitable classroom practices (i.e., whether the use of NameCoach is having a positive impact on promotion of DEI). An initial analysis will focus on identifying instructors who are regular users of Name Coach. Based on those data, a second stage will involve surveys and focus groups with those instructors to learn about the impact the app has had on their teaching and their classroom climate.

Wolverine Wellness

CRLT staff gathered the data from all U-M courses that

offered the Wolverine Wellness survey to students. The data were analyzed by gender, ethnicity/race, first generation status, and international status, enabling the staff in Wolverine Wellness to better understand how students feel about the survey and the resources available to them.

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. 74.

Cross-Campus Research on the Impact of the Pandemic

CRLT Staff developed a proposal for a research project with ITS Teaching & Learning to use the Unizin data platform to better understand student drop and withdrawal rates pre-, during, and post-pandemic and whether there were differential impacts for students from different social identity backgrounds.

Cross-Campus Research on the Impact of Enrollment Momentum

This project with LSA, Student Life, Office of Budget and Planning, ODEI, Enrollment Management, and the School of Education, is examining student success to determine any ways that early momentum in student enrollment (i.e., taking a minimum number of credits in their first year) affects eventual graduation rates. The research is also developing profiles of individual student enrollment patterns to help advisors understand common trajectories.

Impact of Diversity on Student Outcomes

This ongoing, multi-institution research (Indiana, UC Davis, UC Irvine, Michigan, Minnesota) uses hierarchical models to understand how higher percentages of students from URM, low SES, first generation, and female students impact the grade outcomes of those students.

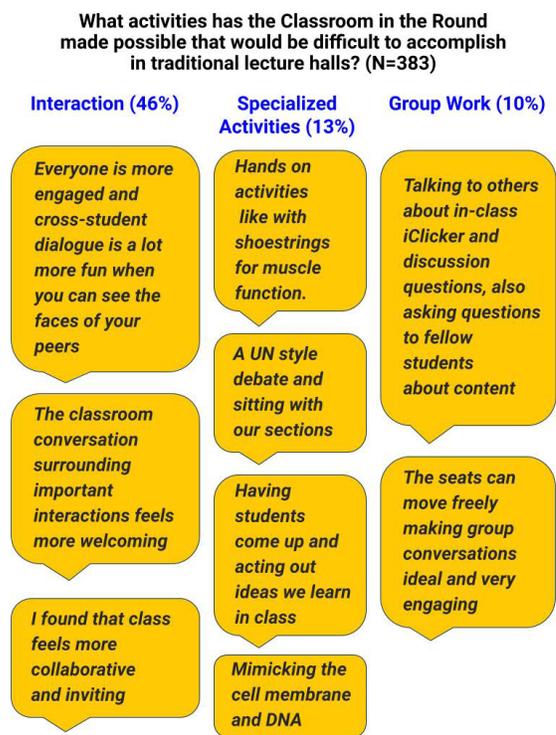
Inclusive Teaching in STEM Project Research and Evaluation

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, whose 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 the University of Michigan's role in the project, we have contributed to the research and evaluation efforts to understand the impact of this project.

Research on the Inaugural Use of the New Classroom in the Round

As part of an ongoing collaboration with the provost's office, LSA Technology Services, and the registrar in support of the new Central Campus Classroom Building (CCCB), CRLT staff surveyed more than 600 students in fall 2022 regarding their experiences with the inaugural cohort of courses being taught in the Classroom in the Round. Survey questions took into consideration the instruments and findings that peer institutions have generated with respect to active learning. U-M students reported that interaction and specialized activities were easier in the round than in traditional lecture spaces. Almost 70% of students reported having more opportunities to participate, and 74% said more students participated overall. Despite fears to the contrary, relatively few students (25%) found distraction a problem. Finally, 79% of students found it easier to interact with their instructors.



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 2023, prominent themes among the winning innovations were how to reinvigorate student engagement and how to prioritize equity-focused teaching. This year a total of 36 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 2023

- » Matias del Campo, Architecture and Urban Planning
Architecture and Artificial Intelligence
- » James Holly, Jr., Mechanical Engineering
(Re)Politicizing Engineering Knowledge Through Racism-Conscious Engineering Instruction
- » Julie Hui, School of Information
Lettersmith: A Writing Support Tool That Provides Structured Guidance and Encourages Metacognition
- » Rebecca Scharbach Wollenberg, Judaic Studies, LSA and Yasmin Moll, Anthropology, LSA
The Abrahamic Sensorium
- » Isaac Wingfield, Residential College, LSA
Humanize the Numbers: Using Photographic Collaborations to Expose the Humanity of Incarcerated Individuals

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 2022

- » Melissa Bathish, Jessica Marsack, and Susan Wintermeyer-Pingel, Nursing
Inclusive Simulation for Weight Bias Reduction to Prepare Students for Equity-Driven Nursing Practice
- » Jonathan Brennan and Natasha Abner, Linguistics, LSA
Curriculum Development for Language, Disability, and Neurodiversity
- » Antonio Cuyler, Music, Theatre & Dance
Activating Service Learning in Entrepreneurship & Leadership

- » Paul Fleming and Melissa Creary, Public Health
Evaluating and Refining the Health Equity via Anti-Racist Teaching (HEART) Training
- » Ellen Muehlberger, History, Middle East Studies, Classical Studies, LSA
Format, Sources, Framework: A Three-Fold Redesign of a Survey of Early Christianity
- » Alina Nazmeeva, Architecture, Architecture and Urban Planning
Worldbuilding Game
- » Vitaliy Popov, Medical School; Theodora Danciu, Vidya Ramaswamy, Brandon Veremis, and Margarita Katser, Dentistry
Are We All on the Same Page? Capturing and Visualizing Real-time Multi-Source Evaluations Using MIRROR in Team-Based Simulations
- » Nicole Tuttle, Chemistry, Comprehensive Studies, LSA
Developing and Evaluating a Large Team-Based Learning Organic Chemistry Course
- » Catherine A. Walker, Music, Theatre & Dance
Musical Theatre Wellness Initiative
- » Nina White, Mathematics, LSA; Greg Botwin, Electrical Engineering and Computer Science; Kolby Gadd, Education
Supported Study Groups in Key Second-Year STEM Courses

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 2023

- » Susan Aaronson, Sarah Ball, and Liv Anderson, Public Health
Scaffolded Experiential Learning: An Equitable Approach to Dietetics Training
- » Michela Arnaboldi, Earth and Environmental Sciences, LSA; Program in the Environment, SEAS
Student-centered re-design of Earth 223, Introductory Oceanography Laboratory
- » Sarah Burcon, Technical Communications, Engineering and Katie Snyder, Technical Communications, Engineering; Comprehensive Studies, LSA
Summer Writing Workshops for Engineering Graduate Students
- » Heather Jones, Elizabeth Kuzma, and Beth Ammerman, Nursing
Advancing Health Equity by Assessing Social Determinants of Health in Advanced Health Assessment
- » David Jurgens, Information; Electrical Engineering and Computer Science
Addressing Technical and Ethical Issues in Information Retrieval

- » Victoria Langland, History, Latin American and Caribbean Studies, Romance Languages and Literatures, LSA and Farina Mir, History, LSA
Equitable Teaching and Learning in a Large-Lecture R&E Course
- » Heidi Mason, April Bigelow, Karen Harden, and Deborah Price, Nursing; and Jude Divers, Medical School
Communication education: Using evidence based training
- » Daicia Price, Social Work
I Belong
- » Yopie Prins, Comparative Literature, English Language and Literature; Maya Barzilai, Judaic Studies, Middle East Studies; Kristin Dickinson, Germanic Languages and Literatures; Nicholas Henriksen, Romance Languages and Literatures; Julie Evershed, Language Resource Center; and Benjamin Paloff, Slavic Languages and Literatures, Comparative Literature, LSA
Development of a Translation Major
- » Katherine Skinner, Peter Gaskell, and Abhishek Narula, Robotics, Engineering
MBot-ROS: Flexible and scalable mobile robot platform to support robotics coursework at Michigan and beyond
- » Kendrin Sonnevill, Public Health
Equity-Focused Nutrition Counseling Curriculum for Dietetics Training

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 2022

- » Angele Anderfuren, English Language and Literature, LSA
Anderfuren LPDF Grant
- » Molly Beer, English Language and Literature, LSA
Archival Research for Nonfiction Book
- » Jeremy Epp, Music, Theatre and Dance
Study with Leaders in Timpani Education
- » Kathleen Forrester, Romance Languages and Literatures, LSA
AATSP Conference 2023 (American Association of Teachers of Spanish and Portuguese) in Salamanca, Spain
- » Lauren Gwin, English Language and Literature, LSA
Participation in Association for Literature and the Environment Conference
- » Cooper Holoweski, Art & Design
The Esoteric Fine Art of Risography
- » Ali Hussain, Middle Eastern Studies, LSA
Exploring the Malay Archipelago's Manuscripts on Qur'anic and Classical Arabic

- » Irene Hwang, Architecture and Urban Planning
Architecture and Society
- » Emilio Rodriguez, Music, Theatre & Dance
Everyone Can Write a Play
- » Jennifer Steinorth, English Language and Literature, LSA
Relative Poetics: CD Wright and the Decentering of Self, Whiteness, Hegemony and Homo Sapiens
- » Shannon Stewart, Music, Theatre & Dance
River, river, river – a solo dance text
- » Leigh Stuckey, Anthropology, LSA
Updating Ethnographic Fieldwork: the 100th Anniversary of the Greek-Turkish Population Exchange
- » Emilia White, Art & Design
Sewing workshops to expand and strengthen my creative and teaching practice
- » Isaac Wingfield, Residential College, LSA
Humanize the Numbers at the Detroit Historical Museum

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, 2022-2023

- » Susanna Coll Ramirez, Romance Languages and Literatures, LSA
Learning outcomes data analysis for RLL Assessment Committee
- » Maria Coronel, Biomedical Engineering, Engineering
Web-based tool for Formative Assessment tracking in Large Classrooms
- » Jess Fialko, Music, Theatre & Dance
Lighting Design: Techniques for Live Events and the Camera
- » Kathleen Forrester, Romance Languages and Literatures, LSA
Guest speaker Zoom event with Fernando Abruña (Sustainable architect from Puerto Rico)
- » Amy Harris, Public Policy
Field Trip to the National Forest Corporation of Chile in the Andes Mountains
- » Raevin Jimenez, History, LSA
The Zulu Kingdom: History and Representations from Shaka to T'Chaka
- » Nancy Khalil, American Culture, LSA
Engaging Scholar-Practitioners to Inspire Preservation of MultiMedia Course Assignments
- » Jiyoung Kim, Asian Languages and Cultures, LSA
Summer Online Korean Conversation Club
- » Larissa Larsen, Architecture and Urban Planning
Radical Planning

- » Gergely Lautner, Pharmacy
 - Sensors in Pharmacy and Medicine – demonstration tools
- » Julia McMorrough, Architecture and Urban Planning
 - Approachable (vol. 1): The Magazine for a Barrier-Free Architectural Pedagogy
- » Diane Oliva, Music, Theatre & Dance
 - Soundwalk of the University of Michigan’s Central Campus
- » Tifani Sadek, Law
 - Problem Solving Initiative: Addressing the Child Care Crisis
- » Melissa Stull, Kathleen Fortini, and Jill Coultas, Education
 - Guided tour of Ypsilanti

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 2022-2023, CRLT served 19 U-M schools and colleges, 35 departments and programs in LSA, as well as 18 other units, including the Office of the Provost.

Disciplinary-Based Services for U-M Schools, Colleges, and Departments

Architecture & Urban Planning

- » Grants received by Matias del Campo, Irene Hwang, Larissa Larsen, Julia McMorrough, and Alina Nazmeeva

Art & Design

- » Check-in by CRLT's executive director with dean and associate dean about school's priorities and CRLT's services
- » Consultation about mini retreat for campus faculty involved in voter engagement
- » Grants received by Cooper Holoweski and Emilia White

Business

- » Check-in by CRLT's executive director with dean and associate dean about school's priorities and CRLT's services
- » Consultations with associate deans regarding
 - › Cheating/Technology/Academic Integrity issues
 - › Planning process for BA 400
- » Follow-up with BA 100 after final year of 3-year partnership with the Foundational Course Initiative (former FCI cohort 2 course)
- » Overview of Provost's Campus Leadership Program for Ross dean's chief of staff
- » Players interactive theatre performance for faculty on teaching challenging content and meeting conflict in the classroom
- » Presentation about mental health and engagement challenges for undergraduates at the 2023 Career Undergraduate Business Symposium

Dentistry

- » Customized workshop for graduate students, Introduction to Equity-Focused Teaching
- » Grants received by Theodora Danciu, Margarita Katser, Vidya Ramaswamy, and Brandon Veremis
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2023 as a series of monthly virtual workshops, paired with individual coaching sessions
- » Players interactive theatre performance for faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees

Education

- » Discussion with CSHPE director about Teaching Engineering Equity (TEE) scholars
- » Facilitation of a workshop for faculty, Access-Questioning: A Critical Reflective Practice for Equity-Focused Teaching
- » Grants received by Jill Coultas, Kathleen Fortini, Kolby Gadd, and Melissa Stull

Engineering

- » Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
- » Assessment of ENGR 110 course and experiences of departmental ambassadors
- » C-SED (Center for Socially Engaged Design)
 - › Coordinating meetings every month between CRLT-Engin and C-SED leadership
 - › Integration of socially engaged design process in the description of the CoE's faculty community team's cultural change initiative presented at the June 2022 ASEE meeting
 - › Planning, execution, and debrief of the C-SED integration into the pilot Teaching Circle
- » CAEN/NEXUS
 - › Collaboration of Mosaic, CAEN, and CRLT-Engin regarding the Enhancing Engineering Education Grants program (E3)
 - › Collaboration on online/hybrid strategy
 - › Collaboration regarding a community of practice around artificial intelligence
 - › Development of Engineering Education Innovation Days, including a 10-week challenge for improving the accessibility of digital materials
 - › Workshop on Teaching with Technology
- » COE Dean's Office
 - › Biweekly consultation between ADUE and CRLT-Engin director, including CRLT's executive director each month
 - › Collaboration on ABET (accreditation), including introduction to ABET data and preparation for site visit
 - › Conversation about the structure for the liaisons for inclusive teaching
 - › Conversations about a new equity-centered engineering course for graduate students (DEIJ course)
 - › Discussion about ADGPE goals and connections with CRLT-Engin
 - › Discussion about FERPA and Instructional Aide training
 - › Discussion about GEO needs at engineering GSI Teaching Orientation
 - › Discussion of possible approaches to curricular development and assessment for undergraduate programs, including conversations at a department chairs meeting and with the dean's group
 - › Discussion with ADUE about online instructional technologies
 - › Discussion with the Leadership Advisory Board (LAB) Strategic Initiatives Subgroup about expanding access to online/hybrid/hi-flex programs for CoE students
 - › Information session for undergraduate chairs about CRLT-Engin services
 - › Participation in Generative AI Advisory (GAIA) Committee
 - › Players interactive theatre performance for faculty on how identity and faculty rank influence dynamics

- and the decision-making process of tenure committees
- › Session on conceptual framework for the TEE Center
- » College-wide customized workshops
 - › Building Better Quizzes with MiQuizMaker
 - › Building Effective Instructional Team Collaborations
 - › Building Effective Teams in the Classroom with Tandem
 - › Flexible Classroom Faculty Exchange
 - › Information session for unit IT representatives about how best to refer faculty to CRLT-Engin for pedagogy questions
 - › Players interactive theatre performance on mentoring to support graduate student mental health
 - › Research Computing
- » Coordination of fall and winter seminar series on teaching topics for faculty, EGSI, and Instructional aides (see p. 14)
- » DEIJ
 - › Collaboration around accessibility, including 10-week challenge
 - › Coordination with C-SED regarding DEI Case Study initiative and TEE Center
 - › Coordination and facilitation of
 - Developing Learning Objectives for “Equity-Centered” Undergraduate Engineering (2x)
 - Equitable Assessment in Engineering Community of Practice
 - Faculty Panel: Teaching Engineering Equity & Inclusion
 - Lunch with Topical Conversations around Generative AI, Equitable Assessments, & DEI Case Studies
 - › Discussion about DEI initiatives related to the Liaisons for Inclusive Teaching & CoE faculty DEI leads
 - › Discussion about inclusive teaching activities
 - › Discussion about integrating Responsible Conduct for Research and Scholarship Training into DEIJ Grad course, as part of the Foundational Course Initiative (FCI)
 - › Discussion to refine the DEIJ faculty activities report (FAR) questions with relevant examples
 - › Ongoing conversations and consultations with Office of Culture Community & Equity (OCCE)
 - › Participation at the Big TEN ++ DEI Summit at Penn State (10/16/22-10/18/22) and debrief for the associate dean for undergraduate education
 - › Participation in the CoE DEI 2.0 Faculty Constituency Working Group weekly meeting
 - › Players interactive theatre performance for faculty, graduate students, and postdocs on historical reckoning with anti-Black racism at U-M
 - › Teaching Engineering Equity (TEE) Center
 - Discussion about C-SED presentation at the pilot teaching circle
 - Discussion about TEE center support with the integration of more DEI into Responsible Conduct for Research and Scholarship (RCRS) training
 - Discussion about evaluating the teaching circles
 - Facilitation of the Teaching Equity-Centered Engineering Teaching Circle sessions, including an introductory and an advanced track in May
 - Participation in postdoc search committee

- Participation in TEE Center Team meetings
 - Presentation to the center's steering committee about the status of the CRLT-Engin teaching circles
 - Working session to draft responses to NSF's questions on the BPE proposal
- » Departments and Programs
- › Biomechanical Engineering
 - Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
 - Collaboration with ABET coordinators in biomedical engineering
 - Collaboration on the Inclusive Teaching in Biomedical Engineering (IT-BME) initiative, including an overview, planning sessions, discussions of UMay data, and opportunities for partnership with BME Pathways for Innovation
 - Consultation about CRLT-Engin support
 - Conversations about curricular enhancements
 - Discussion about ways that the TEE Center could partner with BME Pathways for Innovation
 - Discussion of CRLT-Engin services with the BME Executive Committee
 - › Civil and Environmental Engineering
 - Consultations about CEE 402 design course
 - › Center for Entrepreneurship
 - Customized virtual workshop, Understanding by Design
 - › Climate and Space Sciences & Engineering
 - Conversations about curricular enhancements
 - Discussion about a pilot study of curricular innovations
 - Facilitation of a faculty retreat, Learning Re-Imagined: Building a More Sustainable Academy from Lessons Learned During the Pandemic
 - › Computer Science & Engineering
 - Conversations about curricular enhancements
 - Planning and facilitation of customized workshops
 - Begin With a Problem
 - Facilitating Difficult Discussions
 - Players interactive theatre performance on mentoring to support graduate student mental health
 - › Electrical & Computer Engineering
 - Participation in an undergraduate committee meeting
 - Preparation of a report on student feedback regarding ECE 200/300
 - Workshop, Reimagining Engineering Teaching for Engagement
 - › Engineering Education Research
 - Immersive learning collaboration, including discussion about faculty development focused on neurodiversity
 - › Industrial & Operations Engineering
 - Information session about CRLT-Engin services

- › Mechanical Engineering
 - Discussions of curricular efforts, including curriculum mapping
 - Players interactive theatre performance on historical reckoning with anti-Black racism at U-M, and a follow-up session
- › Naval Architecture & Marine Engineering
 - Optimization of staff office hours assignments
- › Nuclear Engineering & Radiological Sciences
 - Customized workshop, Reimagining Engineering Teaching for Engagement
 - Players interactive theatre performance for faculty on mentoring to support graduate student mental health
- › Robotics
 - Conversation about developing learning objectives to support the department's curricular needs
- › Technical Communications
 - Development and facilitation of workshops on transparency and equity for faculty
- » Follow-up with EECS 183 after final year of 3-year partnership with the Foundational Course Initiative (former FCI cohort 2 course)
- » Grants received by Greg Bodwin, Sarah Burcon, Maria Coronel, Peter Gaskell, James Holly, Jr., Abhishek Narula, Katherine Skinner, and Katie Snyder
- » Initiation of three-year Foundational Course Initiative partnership with CoE for a Graduate Course in Diversity, Equity, Inclusion and Justice (cohort 6)
 - › 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 May 2023 to engage Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - › FCI and the CoE instructional team are building a new graduate course that takes a multi-tier approach to examining equity and inclusion in the engineering discipline. The goal is for this course to be offered to all engineering graduate students.
- » Initiation of three-year Foundational Course Initiative partnership with Mechanical Engineering 240 (cohort 6)
 - › 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 2023 to engage ME 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
- » Orientations
 - › Design and facilitation of a full-day teaching orientation program for new faculty, as well as a gathering for lecturers
 - Facilitation of New Faculty Foundation monthly lunches; topics included Undergraduate Research Opportunity Program (UROP), recruiting grad students, supporting students in distress, Engineering Career Resource Center (ECRC) and Engineering Advising Center (EAC), lecturer community, writing annual reports and grant proposals, and preparing for third year review
 - › 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) orientations, fall and winter
- » Participation of EECS 203 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 4)
 - › 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
 - Support for 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
- » Participation of EECS 280 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 5)
 - › 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
- Support for 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
- » Participation of ENGR 101 instructional course team in final 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 and analysis of a survey of undergraduate student instructional staff
 - › Design, creation, and consultation for course curriculum and materials
 - Consultations on structural changes
 - 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
 - › 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 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 ENGR 101 faculty
 - › Professional development training
 - An optional synchronous training for undergraduate student instructional staff

Environment and Sustainability (SEAS)

- » Collaboration with associate dean on design and presentation of a 2-day Provost's Seminar on Teaching, Advancing Climate Education
- » Consultations with associate dean on policies and practices related to teaching with generative AI

Information

- » Grants received by Julie Hui and David Jurgens
- » Planning with assistant dean for diversity for GSI professional development

Kinesiology

- » Customized workshops for faculty
 - › Deterring Plagiarism in the Age of ChatGPT: What's the Same? What's Different?
 - › Making Active Learning Work
- » Discussion with associate dean for undergraduate education about highlighting student-centered instruction at the school's orientation
- » Follow-up with MOVESCI 110 after final year of 3-year partnership with the Foundational Course Initiative (former FCI cohort 2 course)
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2023 as a series of monthly virtual workshops, paired with individual coaching sessions

Law

- » Consultations with associate deans on
 - › Feedback on a student-facing cover sheet about student evaluations of teaching
 - › Resources on ChatGPT and exams
 - › Resources on grading participation and scoping of possible workshop on grading participation in classes
 - › Teaching evaluation practices and question wording
- » Grant received by Tifani Sadek

LSA

- » **American Culture**
 - › Grant received by Nancy Khalil
- » **Anthropology**
 - › Grants received by Yasmin Moll and Leigh Stuckey
 - › Initiation of three-year Foundational Course Initiative partnership with ANTHRO 101 (cohort 6)
 - 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 2023 to engage ANTHRO 101 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
 - › Scoping meeting with GEO representative about conflict management resources
- » **Astronomy**
 - › Players interactive theatre performance for faculty on mentoring to support graduate student mental health

» **Asian Languages and Cultures**

- › Consultation about DEI focused workshop
- › Grant received by Jiyoung Kim

» **Biology**

- › Follow-up with BIO 172 after final year of 3-year partnership with the Foundational Course Initiative (former FCI cohort 2 course)
- › Participation of BIO 173 instructional course team in final 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 and analysis of a survey of undergraduate student instructional staff
 - Design, creation, and consultation for course curriculum and materials
 - Consultations on structural changes
 - 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 BIO 173 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

» **Biophysics**

- › Players interactive, virtual theatre performance on cultivating a more equitable academy

» **Chemistry**

- › Meetings between FCI director, the department chair, and the executive committee to explore the idea of an FCI partnership
- › Grant received by Nicole Tuttle

» **Communication and Media**

- › Participation of COMM 102 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 5)
 - 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
 - Support for 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

» **Comparative Literature**

- › Grant received by Yopie Prins

» **Comprehensive Studies Program**

- › Coordination by FCI of collaborative development and maintenance of CSP lab and discussion sections in EECS 183, 280, and 203, with particular attention to creating a classroom environment where all students feel comfortable asking questions
- › Customized workshop for CSP advisors

» **Dean’s Office**

- › Consultations on launch of the Program in Computing in the Arts and Sciences
- › Collaboration with assistant dean for undergraduate education to plan CRLT support for LSA’s R&E requirement
- › Conducted 3 faculty focus groups about adapting the LSA Teaching Academy to serve the needs of senior faculty
- › Consultations with associate dean for the humanities about programming for supporting lecturers with supervisory responsibility, including a focus group for needs assessment
- › Design and facilitation of a customized workshop, ChatGPT and Writing Assignments: Implications for Teaching and Student Learning
- › Facilitation of a discussion, Anti-Racism and LSA’s R&E Requirement
- › Facilitation of an Inclusive Leadership Roundtable, June 2022
- › Faculty Learning Communities
 - Design and facilitation of the 10th anniversary iteration of the LSA Large Course Initiative in winter 2023, focused on equity-focused teaching and equitable practices for assessing student learning, including a 4-session faculty learning community and coordination of follow-up grants
 - Design and facilitation of a new Teaching With GSIs FLC
 - Design and facilitation of an FLC for faculty teaching in the CCCB’s new Classroom in the Round
- › For the Associate Dean for Undergraduate Education
 - Consultation about messaging to faculty regarding fall 2022 teaching

- Meetings to discuss specifics of CRLT’s role in NSF-funded project to establish STEM Equity Learning Communities (SELCs) in universities across the U.S.
- Meetings to select and finalize Large Course Initiative grant recipients
- Monthly coordinating meetings with CRLT’s Executive Director and the Managing Director for Educational Development and Assessment Services
- Monthly touch base between CRLT staff and the Manager of Learning and Teaching Technology Consultation Services
- Organized and participated in small group conversations about the use of evening exams in LSA
- › GSI-related services
 - Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2022 and a winter 2023 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA
 - Design and facilitation of a virtual training for undergraduate assistants and peer facilitators that served students in FCI and Science Learning Center instructional support roles
 - Design and facilitation of a workshop series for graduate student mentors and GSI Coordinators, including running online practice teaching sessions, observing classes and conducting MSFs, consulting with GSIs, consulting on teaching philosophies, an in-person lunch for networking and sharing strategies, and on-line, drop-in consultations
 - Meetings with IGR's Associate Director for Strategic Partnership and Dissemination to plan CRLT’s Diversity and Inclusive Teaching Seminar
 - Planning meeting for GSITO module on mental health support for GSIs and students
 - Organization and facilitation of GSI orientation training programs prior to fall 2022 and winter 2023 terms, including theatre performances
- › Orientations
 - Planning and facilitation of a teaching academy for all new assistant professors in the college: an initial two-day meeting, facilitation of midterm student feedback sessions, and three follow-up sessions, including a Players interactive theatre performance on teaching challenging content and meeting conflict in the classroom (see p. 15 for details)
 - Planning and facilitation of a virtual New Lecturer Orientation, including interactive sessions addressing the needs of LSA lecturers
- › Participation in biweekly Analytics for Student Success and Equity Transformation (ASSET) meetings
- › Participation in interview panel for LSA Undergraduate Education Executive Director Search
- › Participation on search committee for LSA Student Success, Analytics, and Assessment Specialist
- › Players interactive theatre performances for faculty in LSA Seminar Series on
 - Historical reckoning with anti-Black racism at U-M
 - Mentoring to support graduate student mental health
 - Teaching challenging content and meeting conflict in the classroom
- » **Earth and Environmental Sciences**
 - › Grant received by Michela Arnaboldi
 - › Participation of EARTH 222 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 5)
 - 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
 - Support for 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

» **Economics**

- › Initiation of three-year Foundational Course Initiative partnership on a new Math for Economics foundational course (ECON 210) that attends to departmental curricular goals, offers relevant content, provides opportunities for active and applied learning (cohort 6)
 - 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 May 2023 to engage ECON 210 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation

» **English Language and Literature**

- › Grants received by Angele Anderfuren, Molly Beer, Lauren Gwin, and Jennifer Steinorth
- › Initiation of three-year Foundational Course Initiative partnership with English 125 (cohort 6)
 - 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 2023 to engage ENGL 125 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
- » **English Language Institute**
 - › Collaboration to develop and facilitate a three-week intensive course in August 2022 and a winter 2023 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA
 - › Planning for ELI 994 staff transitions
- » **Germanic Languages and Literature**
 - › Grant received by Kristin Dickinson
- » **History**
 - › Grants received by Raevin Jimenez, Victoria Langland, Farina Mir, and Ellen Muehlberger
 - › Support for History 195 GSIs, including facilitation of a meeting to discuss midterm student feedback
- » **Judaic Studies**
 - › Consultations about customized workshop on DEI/Climate/Hot Moments
 - › Customized faculty workshop, Exploring Teaching Challenges in the Judaic Studies Classroom
 - › Grants received by Maya Barzilai and Rebecca Scharbach Wollenberg
- » **Language Resource Center**
 - › Grant received by Julie Evershed
- » **Linguistics**
 - › Grants received by Natasha Abner and Jonathan Brennan
 - › Participation of LING 111 instructional course team in final 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 and analysis of a survey of undergraduate student instructional staff
 - Design, creation, and consultation for course curriculum and materials
 - Consultations on structural changes
 - 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 LING 111 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

» Mathematics

- › Follow-up with MATH 105 after final year of 3-year partnership with the Foundational Course Initiative (former FCI cohort 2 course)
- › Grant received by Nina White
- › Ongoing consultations with the introductory math program coordinators and LSA Dean's Office on sustainable approaches to course staffing
- › Participation of MATH 115 instructional course team in final 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 and analysis of a survey of undergraduate student instructional staff
 - Design, creation, and consultation for course curriculum and materials
 - Consultations on structural changes
 - 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 MATH 115 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
- › Participation of MATH 116 as a cohort 6 course in FCI, representing a new type of FCI partnership that focuses on aligning the entire introductory Math sequence
 - 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
 - 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
 - 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 MATH 116 faculty

» Middle Eastern Studies

- › Customized lesson planning workshop for Hebrew language program instructors
- › Grant received by Ali Hussain
- › Planning for offering course consultations to departmental faculty

» Philosophy

- › Participation of PHIL 183 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 4)
 - 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
 - Support for 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
- › Presentation for graduate students on CRLT’s services

» Physics

- › Players interactive theatre performance for faculty on mentoring to support graduate student mental health

» Political Science

- › Consultations with the director of graduate studies and the graduate student mentor about 993 course feedback and revision
- › Facilitation of a workshop for graduate students on writing teaching statements
- › Participation of POLSCI 140 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 4)
 - 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
- Support for 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

» **Program in the Environment**

- › Collaboration on planning and facilitating a two-day, campus-wide faculty retreat entitled “Embed Climate Change in Courses” (EC3) to take place in July 2023
- › Participation of ENVIRON 201 instructional course team in final 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 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 ENVIRON 201 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

» **Psychology**

- › Presentation on CRLT services to grad students in the Psychology Teaching Academy

» **Quantitative Methods in the Social Sciences**

- › Consultation with faculty and staff about preparing for growth in the program

» **Residential College**

- › Grant received by Isaac Wingfield
- › Meeting regarding the Inclusive History Project

» **Romance Languages and Literatures**

- › Facilitation of 2 workshops on Disrespect and Disruption in the RLL Classroom
- › Grants received by Susanna Coll Ramirez, Kathleen Forrester, and Nicholas Henriksen
- › Introduction to CRLT services for the Introduction to Graduate Studies course

» **Science Learning Center**

- › Design and facilitation of a virtual training for undergraduate assistants and peer facilitators

» **Slavic Languages and Literature**

- › Grant received by Benjamin Paloff

» **Statistics**

- › Participation of STATS 250 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 4)
 - 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
 - Support for 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

» **Sweetland Center for Writing (SCW)**

- › Collaboration on a campus-wide workshop on ChatGPT and Writing Assignments: Implications for Teaching and Student Learning
- › Discussion with director about SCW and CRLT capacity for collaborative workshops addressing fluid generative AI developments
- › Preparation of IRB documentation for next phase of writing placement research

» **Undergraduate Research Opportunity Program**

- › Design and facilitation of a training workshop of undergraduate instructional aides

› Design and facilitation of a workshop on equity-focused teaching for instructional aides

» **Women's and Gender Studies**

› Participation of WGS 240 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 5)

- 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
 - Support for 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

Medicine

- » Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
- » Collaboration on NIH U-M Kidney, Urology, Hematology Research Training
- » Consultation on professional development around microaggressions particular to the healthcare system
- » Consultation regarding scope of workshop for Dermatology
- » Discussion with Michigan Medicine Development about recognizing a donor who has funded CRLT Players work
- » Facilitation of 2 workshops on Equity-Focused Teaching Strategies, including one for Dermatology
- » Grants received by Jude Divers and Vitaliy Popov
- » Participation on RISE Advisory Council and feedback on the RISE Innovation Task Force
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2023 as a series of monthly virtual workshops, paired with individual coaching sessions
- » Players interactive theatre performances on
 - › Delivering serious news
 - › Historical reckoning with anti-Black racism at U-M, and a follow-up session for Human Genetics graduate students

Music, Theatre & Dance

- » Grants received by Antonio Cuyler, Jeremy Epp, Jess Fialko, Diane Oliva, Emilio Rodriguez, Shannon Stewart, Catherine A. Walker

Nursing

- › Facilitation of a workshop for faculty, Increasing Student Engagement in Nursing Education: The Flipped Classroom Approach
- › Grants received by Beth Ammerman, Melissa Bathish, April Bigelow, Karen Harden, Heather Jones, Elizabeth Kuzma, Jessica Marsack, Heidi Mason, Deborah Price, and Susan Wintermeyer-Pingel
- › Nursing participation as a cohort 6 course in FCI, representing a new type of FCI partnership that focuses on aligning the curriculum across the 4-year social determinants of health sequence in the School of Nursing
 - 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
 - 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
 - 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 nursing faculty
- › Participation of NURS 238 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 5)
 - 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
 - Support for 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
- › Participation of NURS 240 instructional course team in third year of 3-year partnership with the Foundational Course Initiative (cohort 4)
 - 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
 - Support for 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
 - Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2023 as a series of monthly virtual workshops, paired with individual coaching sessions
 - Players interactive theatre performances for faculty on
 - Mentoring to support graduate student mental health
 - Teaching challenging content and meeting conflict in the classroom

Pharmacy

- » Check-in between dean and CRLT’s executive director about college’s priorities and CRLT’s services
- » Grant received by Gergely Lautner
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2023 as a series of monthly virtual workshops, paired with individual coaching sessions

Public Health

- » Discussion about program recruitment focus groups
- » Facilitation of a workshop for faculty, Developing an Equity-Focused Mindset in Your Work With Students
- » Grants received by Susan Aaronson, Liv Anderson, Sarah Ball, Melissa Creary, Paul Fleming, and Kendrin Sonnevile
- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2023 as a series of monthly virtual workshops, paired with individual coaching sessions

- » Players interactive theatre performances on
 - › Historical reckoning with anti-Black racism at U-M, and a follow-up session
 - › Recognizing and disrupting inequitable institutional systems
 - › Teaching challenging content and meeting conflict in the classroom

Public Policy

- » Grant received by Amy Harris
- » Meeting to scope EHS workshop
- » Players interactive theatre performance for faculty on shifting the conversation around sexual harassment

Rackham Graduate School

- » Consultation with director of professional development and engagement about CRLT offerings that count toward Rackham's DEI certificate
- » Design, implementation, and evaluation of a 5-session program on diversity and inclusive teaching for GSIs, with The Program on InterGroup Relations
- » Discussion of future collaboration on Teaching with GSIs Faculty Learning Community, piloted fall 2022
- » Discussion of graduate student teaching demos and broader grad student professional development resources
- » Discussion of potential GSI resource mapping project
- » Participation in selection and presentation of Rackham Outstanding GSI Awards
- » Players interactive, virtual theatre performance for graduate students and postdocs on
 - › Cultivating a more equitable academy
 - › Historical reckoning with anti-Black racism at U-M
 - › Recognizing and disrupting inequitable institutional systems
 - › Teaching challenging content and meeting conflict in the classroom
- » Preparing Future Faculty Programs
 - › Management of the Rackham-CRLT Graduate Teacher Certificate program
 - › Organization and implementation of a 10-week Postdoctoral Short-Course on College Teaching in Science and Engineering, Winter 2023
 - › Organization and implementation of the month-long, 10-session Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty for advanced doctoral students, with Zoom-based sessions on Tuesdays and in-person group work on Thursdays
- » Presentation for Rackham Mental Health and Well-Being Committee meeting regarding content and status of the CRLT Players in-development course "Mental Health Matters: An Instructor's Guide to Supporting Student Mental Health and Well-Being"

Social Work

- » Check-in between dean and CRLT's executive director regarding the school's upcoming priorities and CRLT services
- » Consultation with associate dean about documenting faculty advising
- » Discussion with Environmental Justice Curriculum Development Group about reforming graduate-level admissions' administrative and tuition systems to facilitate cross-school student enrollment in climate change and environmental justice courses
- » Grant received by Daicia Price

- » Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2023 as a series of monthly virtual workshops, paired with individual coaching sessions
- » Players interactive theatre performance for faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees

Customized Services for Other Units at U-M

ADVANCE

- » Discussion with director on creating a program for rising leaders called Leading for Equity
- » Facilitation for the RISE and STRIDE committees of 2 sessions on effective facilitation techniques and their application in challenging moments
- » Participation in RISE Committee meetings
- » Players interactive theatre performances for faculty
 - › Historical reckoning with anti-Black racism at U-M
 - › How identity and faculty rank influence dynamics and the decision-making process of tenure committees
 - › Invisible service (2x)
 - › Mentoring to support graduate student mental health
 - › Teaching challenging content and meeting conflict in the classroom

Center for Academic Innovation

- » Biweekly meetings about Assessment Toolkit between director of research and analytics and CRLT's head of learning analytics
- » Collaboration on development of a Canvas course for instructors in support of student mental health
- » Consultation with senior director of online learning regarding quality rubrics for online learning/online course design
- » Facilitation across 2 sessions for the leadership team of the course Creating Climates Resistant to Sexual Harassment
- » Monthly meetings of senior director of education technology and FCI director

Equity, Civil Rights and Title IX Office (ECRT)

- » Discussion about services offered by PEAR and CRLT in Engineering
- » Ongoing consultation support for the director and staff of ECRT's new Prevention, Education, Assistance, and Resources department, including collaboration and hosting of the CRLT Players' "Creating Climates Resistant to Sexual Harassment" course for academic leaders (3 sessions)
- » Presentation focused on lessons learned from leadership training programs across in-person and online modalities at the Conference on Ending Sexual Harassment and Gender Based Violence organized by PEAR

Ginsberg Center for Community Service and Learning

- » Standing meetings of CRLT & Ginsberg directors to assess campus needs

Information and Technology Services, Teaching and Learning Team

- » Consultation about evaluation of NameCoach implementation in Canvas
- » Discussion of ways to leverage learning analytics across campus
- » Planning for ITS-T&L Internship

Information and Technology Services, UM-Flint

- » Collaboration regarding ChatGPT Reflection Group

Institute for Social Research

- » Discussion of GSI training resources for ICPSR summer program

Libraries

- » Consultation with team working on hybrid classrooms and meeting spaces
- » Discussion about antiracist pedagogy workshop
- » Planning meeting for inclusion of library resources in GSITO and other CRLT orientation programs

Matthaei Botanical Gardens and Nichols Arboretum

- » Players interactive, virtual theatre performance on cultivating a more equitable academy

Michigan Center for Interprofessional Education (IPE Center)

- » Collaboration with IPE Measurement and Research Workgroup
- » Consultation and collaboration on course design, assessment, and instructional strategies for a new IPE course
- » Coordination meetings between CRLT staff and administrative director
- » Discussion of assessment measures for IPE
- » Facilitation of a virtual work group for 10 faculty on Intentional Measurement & Research
- » Participation in BOOST Planning, Core Curriculum, and Executive Committees
- » Participation in Educator Development workgroup
- » Planning for new 5-year MOU to support IPE

Office of Diversity, Equity and Inclusion

- » Conversation with chief diversity officer about DEI goals and interests of the Center for Academic Innovation, Duderstadt Center, and CRLT
- » Presentation from the Mental Health Implementation Work Team

Office of the President

- » Conversation with co-chair of new Coordinated Community Response Team about CRLT and opportunities for synthesis
- » Discussion of considerations when leading equity efforts
- » Participation in Coordinated Community Response Team Prevention and Education Work Group

Office of the Provost and Executive Vice President for Academic Affairs

- » Consultations with provost's office on implementation of the Post-Covid Grading Committee's recommendations, including feedback, and proposed next steps for programming for faculty and a presentation to the Associate Deans Group (ADG)
- » Design and facilitation of a faculty learning community about teaching in the CCCB's new Classroom in the Round
- » Discussion of a Canvas course for instructors in support of student mental health to be created by CRLT Players and CAI

- » Discussion with Rackham Dean on U-M accreditation tasks and assignments
- » Monthly coordination meetings with
 - › Associate Vice Provost for Academic Innovation and Founding Executive Director of the Center for Academic Innovation
 - › Vice Provost for Academic Innovation
 - › Vice Provost for Engaged Learning
- » Orientations
 - › Organization and facilitation of New Faculty Orientation, including an interactive theatre performance
 - › Organization, facilitation, and evaluation of the Provost's Campus Leadership Program for chairs and associate deans, including an orientation and roundtable sessions on Navigating Free Speech and Academic Freedom in a Leadership Role; A Conversation with the Provost; Bring What's on Your Plate; Understanding the U-M Budget; and Strategies for Handling Difficult Conversations
- » Participation in Data Steward Community of Practice, including discussion of learning Clues and data governance issues related to tool for searching video content
- » Participation in the Well-Being Collective, including the steering committee and guiding principles subcommittee, following earlier participation in and delivery of reports from 2 work teams under the Student Mental Health Initiative (Faculty Capacity Building; Academic Policies Impacting Well-Being)
- » Participation in summer 2022 planning meetings regarding the Central Campus Classroom Building, including a meeting with Oregon State University staff about the Classroom in the Round Virtual Faculty Panel
- » Participation in VPAI Response and Recovery Team meetings, summer 2022
- » Players interactive theatre presentation for all chairs meeting on invisible service
- » Presentation for Unizin representatives about course equity reports tool
- » Representation of U-M at Big Ten Academic Alliance meeting of teaching center directors
- » Resumption of regular coordinating meetings with associate university librarian for learning and teaching and academic technologies services director
- » Support for Provost's Seminar on Teaching (PSOT) events
 - › Coordination of a faculty advisory committee regarding post-pandemic resumption of the seminars
 - › Discussion with Rackham dean about future topics in graduate education for a PSOT
 - › Organization and facilitation of fall 2022 PSOT, What's Next?
 - › Organization and facilitation of winter 2023 PSOT, Advancing Climate Education
 - › Participation in presentation to the Associate Dean's Group about the winter 2023 PSOT on climate education
- » Support for teaching award and grant competitions
 - › Coordination of campus-wide Provost's Teaching Innovation Prize, including organization of a virtual Enriching Scholarship Conference session where winners briefly described their projects and answered questions
 - › Coordination of nomination process for U-M's candidate for the Michigan Distinguished Professor of the Year, including review for new vice provost for academic and budgetary affairs of guidelines and process for selecting U-M's nominee - Amy Cohn, who was selected as a winner
 - › Organization of the competition to select Thurnau Professors and a 35th anniversary dinner to celebrate new awardees, along with all prior awardees

Office of Student Life

- » Discussion of wellness survey with Associate Dean of Students and Director of Fraternity & Sorority Life

SEISMIC

- » Contribution to STEM Equity Learning Communities (SELC) Program by FCI consultants
 - › Assistance provided to project manager in creation and review of materials and workshop design for the annual May SELC meeting at UC Davis
 - › Review and feedback on SELC-wide course equity reporting code and analysis design
 - › Attendance and help with coordinating week-long conference
 - › Delivery of a 2-hour workshop on equity in data
 - › Participation in small learning communities with students, consultants, and faculty over the course of one year
 - › Collaboration with project manager and other SELC consultants monthly for goal planning and project implementation
 - › Participation in and facilitate sessions for SEISMIC book club on *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*
- » Coordination and/or participation of FCI consultants in SEISMIC research projects

Teaching Technology Collaborative

- » Moderation of 2023 Enriching Scholarship opening keynote and closing anchor session faculty panel
- » Participation in accessibility subcommittee
- » Participation in Enriching Scholarship Keynote and Planning Committees
- » Participation in TTC meetings

WISE

- » Discussion about working with faculty advisory boards

Wolverine Wellness

- » Participation of executive director on the Well-Being Steering Committee
- » Participation of an FCI team member in the Well-Being Network 2.0, one of the branches of the Well-Being Collective at U-M
- » Partnership with Wolverine Wellness to offer a Wellness Check-In to students in select FCI courses, allowing student to request Wellness Coaching appointment and outreach from their instructor, in addition to wellness resources
- » Session for strategic planning

Appendix C: Collaborations and Committee Work

Collaboration with Other Units

Collaboration with other U-M offices is a key component of CRLT services. During 2022-2023, CRLT worked with all schools and colleges on teaching improvement projects. Additionally, CRLT collaborated with

- » ADVANCE Program
- » CAEN
- » Center for Academic Innovation (CAI)
- » Center for Occupational Health and Safety Engineering (COSHE)
- » Center for Socially Engaged Design (C-SED)
- » College of Engineering, Office of the Associate Dean for Undergraduate Education
- » Comprehensive Studies Program
- » English Language Institute
- » Equity, Civil Rights, & Title IX Office (ECRT)
- » Ginsberg Center for Community Service and Learning
- » ITS Teaching and Learning
- » Information and Technology Services
- » Institute for Research on Women and Gender (IRWG)
- » LSA Dean's Office
- » LSA Technology Services Learning and Teaching Consultants Group
- » National Center for Institutional Diversity
- » Office of the Provost
- » Organizational Learning
- » Prevention Education, Assistance & Resources (PEAR)
- » SEISMIC
- » Sweetland Center for Writing
- » Teaching and Technology Collaborative (TTC)
- » Undergraduate Research Opportunity Program
- » University Library
- » Wolverine Wellness
- » Women in Science and Engineering (WISE)

Committee Work

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

- » Asian Pacific Islander Desi/American (APID/A) Staff Committee
- » Analytics for Student Success and Equity Transformation (ASSET) Research Group
- » Assessment Toolkit Core Team
- » College of Engineering
 - › AI Community of Practice (AI-CoP)
 - IT Focus
 - Instruction Focus
 - › DEI Department Leads
 - › DEI 2.0 Faculty Constituency Working Group
- › E3 Grants Review Team (Enhancing Engineering Education)
- › Engineering Education Innovation (EEI) Days Planning
- › Generative Artificial Intelligence Advisory Committee (GAIA)
- › Michigan Engineering Accessibility Team
- › Office of Community Culture and Equity DEI Networks
- › Responsible Conduct of Research and Scholarship (RCRS) DEI subcommittee
- › Teaching Engineering Equity (TEE) Center Team Meetings

- › TEE Center Postdoc Search Committee
- › Understanding Equity-Centered Engineering for Graduate Students Committee
- » Coordinated Community Response Team Prevention and Education Work Group
- » Data Steward Community of Practice
- » Generative AI Advisory (GAIA) university-wide Committee
- » Grading Culture Change Subgroup
- » Initiative Planning Group for Student Academic Success
- » Interview Panel for LSA Undergraduate Education Executive Director Search
- » Martin Luther King Symposium Committee
- » Michigan Center for Interprofessional Education (IPE Center)
 - › BOOST Planning
 - › Core Curriculum Committee
 - › Educator Development Work Group
 - › Executive Committee
 - › Faculty Development Committee
- » Office of the Provost
 - › Big Ten Academic Alliance Meeting of Teaching Center Directors
 - › Central Campus Classroom Building Planning and Implementation Committee
 - › Data Steward Community of Practice
 - › Faculty Capacity Work Team to Advance Mental Health
 - › Guiding Principles Subcommittee of the Well-Being Collective
- › Steering Committee of the Well-Being Collective Impact
- › Student Mental Health Work Team Chairs
- › Outstanding GSI Awards Committee
- » Open Educational Resources (OER) campus-wide task force
- » Professional Latinos at the University of Michigan Alliance (PLUMA)
- » RISE Advisory Council (Medical School)
- » RISE Committee (ADVANCE)
 - › School of Nursing T-32 doctoral program Advisory Committee
- » Spectrum Center
 - › Advisory Board
 - › Director Search Committee
- » Teaching and Technology Collaborative
 - › Accessibility Subcommittee
 - › Enriching Scholarship Keynote and Planning Committees
 - › Generative AI Working Group
- » U-M Accessibility Services Committee
- » U-M Language Matters Steering Committee
- » Women of Color Taskforce

External Committee Participation

- » American Society for Engineering Education (ASEE)
 - › Commission on Diversity Equity and Inclusion
 - Executive Committee
 - Communications subcommittee
 - › Faculty Development Division
 - › Inequities Working Group
- » Association for Theatre in Higher Education (ATHE) Electronic Technology Committee
- » Equity-Based Teaching Collective (EBTC) Advisory Board
- » External Advisory Committee for Carnegie Mellon University's Innovative Models for Undergraduate Research (IMUR) Faculty Fellows Program
- » Factors affecting Learning, Attitudes, and Mindsets in Education Network (FLAMENet)
- » Inclusive STEM Teaching Project

- » Institute of Industrial & Systems Engineers
 - › Engineering Economy Division Board
- » Ivy+
 - › Assessment Coordinators Group
 - › Grad Student Development Group
 - › Teaching Center Director's Group
- » POD Committees
 - › Affinity Group
 - › Diversity Committee
 - › Executive Director Search Committee
 - › Graduate Student, Professional Student, and Postdoctoral Scholar Development special interest group (SIG) Co-Chair
 - Collaboration with Graduate Career Consortium
 - Equity & Outreach Working Group
 - › Learning Analytics SIG Steering Committee
 - › POD Speaks Editorial Board
 - › Professional Development Committee
 - › Reducing Financial Barriers Ad Hoc Committee
 - › Scholarship Committee
 - Dissemination subcommittee co-chair
 - Leadership Group
 - Scholarship Application subcommittee
- » SEISMIC SELC

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 2022-2023, CRLT provided 4,832 services to external clients who represent 99 colleges and universities and 22 associations, foundations, and other organizations in the United States and abroad (see below). Most frequently, CRLT staff provided information on topics such as how to develop a new teaching center and evaluate its programs, how to work with faculty at a research university, how to embed equitable and inclusive teaching into the work of a teaching center, and requests to use CRLT publications and web resources. Additionally, 526 people from external institutions attended virtual and in-person 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.

*indicates that individuals from that institution or organization visited CRLT in Ann Arbor

Colleges and Universities within the U.S.

- » Alma College
- » Augustana University
- » Boise State University
- » Boston College
- » Boston University
- » Broward College
- » Brown University
- » California Institute of Technology
- » California Polytechnic State University
- » Carnegie Mellon University
- » Claremont McKenna College
- » Cleveland State University
- » Colorado School of Mines
- » Columbia University
- » Cornell University
- » Dartmouth College
- » Des Moines Area Community College
- » Duke University
- » Embry-Riddle Aeronautical University
- » Gannon University
- » Georgia Institute of Technology
- » Harvard University
- » Harvard Kennedy School
- » Indiana University, Bloomington
- » Indiana University, Purdue University Indianapolis
- » Johns Hopkins University
- » Lafayette College
- » Maricopa Community Colleges
- » Massachusetts Institute of Technology
- » McGill University
- » Michigan State University
- » New York Institute of Technology
- » New York University
- » Northeastern University
- » Northwestern University
- » Oregon State University
- » Princeton University
- » Purdue University
- » Purdue University, Northwest
- » Rice University
- » Rosalind Franklin University of Medicine and Science
- » Rutgers, The State University of New Jersey, New Brunswick
- » Springfield College
- » St. Ursula Academy
- » Stanford University
- » Syracuse University
- » Temple University
- » Texas A&M University

- » Texas Christian University
- » The American University*
- » The Ohio State University
- » The Pennsylvania State University
- » Tufts University
- » University of Arkansas
- » University of California, Davis
- » University of California, Irvine
- » University of California, Santa Barbara
- » University of Colorado, Anschutz Medical Campus
- » University of Colorado, Boulder
- » University of Dayton
- » University of Georgia
- » University of Hawaii at Manoa
- » University of Illinois, Urbana-Champaign
- » University of Massachusetts, Amherst
- » University of Miami*
- » University of Minnesota, Twin Cities
- » University of Nebraska-Lincoln
- » University of North Carolina, Greensboro
- » University of Notre Dame
- » University of Pennsylvania
- » University of South Carolina
- » University of Southern California
- » University of Southern Indiana
- » University of Utah
- » University of Virginia
- » University of Washington
- » University of Wisconsin-Madison
- » Vanderbilt University
- » Virginia Tech
- » Warren Wilson College
- » Washington University in St. Louis
- » West Virginia University
- » Yale University

Colleges and Universities outside the U.S.

- » Chongqing University, China
- » Complutense University of Madrid, Spain
- » Düzce University, Düzce, Turkey*
- » East China Normal University, China
- » Fudan University, China
- » Gazi University, Ankara, Turkey*
- » Jilin University, China
- » Lanzhou Institute of Technology, China
- » Ocean University, China
- » Okinawa Institute of Science and Technology Graduate University, Japan
- » Peking University, China
- » Shandong University, China
- » University College Cork, Ireland
- » University of Uyo, Nigeria
- » Xi'an Jiaotong University, China
- » Zhejiang University, China

Other Organizations and Associations

- » AECOM
- » American Society for Engineering Education
- » Aurora Flight Sciences Aeroelastician
- » Berkeley Lab
- » Big Ten Academic Alliance
- » Eberg Capital
- » eduKatey
- » Engineer Inclusion
- » Equity-League Benefits Funds
- » Get Bridge LLC
- » Gomo Learning
- » Greater Than Tech
- » Ithaka S+R
- » Ivy Plus Consortium
- » Pathbird
- » Runkle Enterprises LLC
- » SPLICE
- » Steremberg Consulting
- » Truck and Engine Manufacturers Association
- » United States Marine Corps
- » Unizin
- » Venture Investors

Appendix E: Publications and Presentations

Occasional Papers are available on CRLT's website: crlt.umich.edu/resources/publications.

Publications by CRLT Staff

- » Bean, C. S., & Shahid, K. (forthcoming). Beginning again: A theatrical reckoning with anti-Black racism at the University of Michigan. In G. Reavis, K. Manturuk, & C. Hayward (Eds.), *Creating More Inclusive and Equitable Teaching and Learning: How Crises Can Transform the Higher Education Landscape*. Charlotte, NC: Information Age Publishing.
- » Bean, C. S. (2023). Book Review: Tracie Marcella Addy, Derek Dube, Khadijah A. Mitchell, and Mallory E. SoRelle's *What inclusive instructors do: Principles and practices for excellence in college teaching*. *The Journal of Faculty Development*, 37(1), 81-82.
- » Burns, M. A., Johnson, V. N., & Grasman, K. (forthcoming). A modernized student- and equity-centered teaching strategy." *Advances in Engineering Education*.
- » Center for Research on Learning and Teaching. (2022, August 23). Teaching in fall 2022: Balancing flexibility and accountability. Blog post.
- » Center for Research on Learning and Teaching. (2022, October 12). Structuring classroom discussions about elections. Blog post.
- » Center for Research on Learning and Teaching. (2023, January 9). ChatGPT: Implications for teaching and student learning. Blog post.
- » Center for Research on Learning and Teaching. (2023, February 24). Reframing rigor to promote equity in teaching and learning. Blog post.
- » Gross, M. M., Marquardt, K., Hasson, R. E., Vesia, M., King, A. R., & Bodary, P. F. (2022). Designing for cross-cutting skill development and diversity, equity, and inclusion in a foundational kinesiology course. *Kinesiology Review*, 11(4), 343-352.
- » Kaplan, M., Wright, M. C., & Bruff, D. (forthcoming). Centering resiliency: Principles for academic leaders and teaching center directors. In J. Kim, M. Debelius, & E Maloney (Eds.), *Recentering Learning*. Baltimore, MD: Johns Hopkins University Press.
- » Walsh, K. P., Pottmeyer, L. O., Meizlish, D., & Hershock, C. (2022). How search committees assess teaching: Lessons for CTLs. *To Improve the Academy: A Journal of Educational Development*, 41(2): 3. doi: <https://doi.org/10.3998/tia.583>
- » Yeaman, A., & Wang, L. (2022, September 26). Addressing tensions between student learning and community benefits in service learning in engineering education. Blog post. SEFI (European Society for Engineering Education).
- » Young, N., Rypkema, H., & Bell, E. (2022, November 2). Leveraging institutional data to advance equity in STEM courses. Blog post. AAAS-IUSE.

Presentations

- » Agresar, G., & Callewaert, J. (2022, Dec). *Engaged and experiential learning*. Presentation at the virtual U-M-PKU Institute for Innovative and Excellent Teaching.

- » Agresar, G., Callewaert, J., Skerlos, S., & Millunchick, J. (2022). *WIP Developing learning objectives for an “equity-centered” undergraduate engineering program*. Paper presented at the American Society for Engineering Education (ASEE) Annual Conference & Exposition, Minneapolis, MN. <https://sftp.asee.org/41777>
- » Ajlen, R., Minonne, F., & Collette, K. (2022, November). *Employing graduate students at centers for teaching and learning (CTLs)*. Birds of a Feather Session at the virtual 47th Annual POD Network Conference.
- » Ajlen, R., Kubitskey, B., McKay, T., & Waung, M. (2023, May). *Busting a move—empowering instructors to re-imagine teaching and learning*. Presentation at virtual University of Michigan Enriching Scholarship Conference
- » Alford, L., Rypkema, H., Hosseini, R., Beemer, M., & Jhaveri, H. (2022, August), *Turns out our exams were pointless, so we changed our assessment strategy*. Paper presented at the American Society for Engineering Education (ASEE) Annual Conference & Exposition, Minneapolis, MN.
- » Armstrong, S., Heaton, H., & Bean, C. S. (2023, May). *Lessons learned from three years of academic leadership training on sexual harassment*. Presentation at the 2023 Biennial Conference on Ending Sexual Harassment and Gender-Based Violence: Healing, Change, and Transformation, Ann Arbor, MI.
- » Bean, C. S., & Harris, J. (2022, July). “*Lying about history might be the most American tradition we have*”: *An applied theatre intervention on anti-Black racism in the academy*. Paper presented at the Association for Theatre in Higher Education (ATHE) conference Rehearsing the Possible: Practicing Reparative Creativity, Detroit, MI.
- » Bean, C. S. (2022, July). *The optics of learning: Leveraging privacy/exposure in digital theatre for social change*. Paper presented at the Association for Theatre in Higher Education (ATHE) conference Rehearsing the Possible: Practicing Reparative Creativity, Detroit, MI.
- » Burkhardt, A., Gable, S., & Bhat, Y. (2023, May). “*It’s so easy to find what I need!*”: *Fostering transparency with visual design*. Presentation at virtual University of Michigan Enriching Scholarship Conference.
- » Chan-Hilton, A., Simeon, K., Brunow, B., Morrison, B., & Lovett, M. (2022, November). *An introduction to interpreting quantitative visualizations in educational developer contexts*. Presentation at the virtual 47th Annual POD Network Conference.
- » Co, C., Falcone, T., Matney, M., & Webb, L. (2022, June 2). *Putting the pieces back together: Coming out from behind the screen and resuming operations for our chapters*. Presentation at College Band Directors National Association (CBDNA) Athletic Bands Symposium, University of Central Florida.
- » Daniels, T. (2022, November). *Pedagogies of care: Transforming relationships in physical and digital spaces*. Keynote presentation at the virtual Michigan IT Symposium.
- » Flaming, A., Taggart, J., Hakala, C., Andreoli, J., Wheeler, L., Fournier, E., Smith, A., Hawkins, G., & Wright, M. (2022, December). *Re-connecting through the Scholarship of Educational Development.* Virtual interactive session POD Writes: Collaborative Scholarship of Educational Development (SoED).
- » Galarza-Sepúlveda, D., & Levesque, E. M. (2022, Dec). *Course (re)design*. Presentation at the virtual U-M–PKU Institute for Innovative and Excellent Teaching.
- » Grasman, K. (2022, November 11). *Restructuring engineering teaching - Reaching the students we have*. Invited Distinguished Speaker, Oakland University, Rochester, MI.
- » Grasman, K. (2023, January 3). *Connecting the dots in DEI: From systemic inequities to changing mindsets to actionable classroom practices*. United States Coast Guard Academy, New London, CT.
- » Grasman, K. (2023, March 3). *Catalytic conversations: Increasing dialogue between high school science teachers and higher ed science faculty*. A panel discussion at the Michigan Science Teachers Association Conference, Lansing, MI.
- » Grasman, K. (2023, May). *Engineering economics in education and industry*. Invited Special Session organized by the Engineering Economy Division during the IISE (Institute of Industrial and Operations Engineering) Annual Conference, New Orleans, LA.
- » Heaton, H., & Kusano, S. (2022, November). *Supporting faculty to practice equity in assessments of student learning*. Presentation at the virtual 47th Annual POD Network Conference.

- » Jong, L., Giovagnoli, D., Thomas, U., Marcelle, P., Piper, M., Kim, H. J., Regula, L. K., & McDuell, A. (2022, November). Building our capacity for shared transformative change. Wulf Fellows Roundtable at the virtual 47th Annual POD Network Conference.
- » Levesque, E. M., Keshet, E., Barnes, W., Hendrickson, K., Levinson, L., Brown, G., Krasowska, A., Bouavichith, D., & Rypkema, H. (2023, May). *An introductory linguistics course for non-majors, centering social justice*. Presentation at virtual University of Michigan Enriching Scholarship Conference.
- » Long, S., Grasman, K., & Spurlock, D. (2022, August). *Comparing course outcomes of hybrid delivery with classroom-based instruction in an introductory engineering management course*. Paper presented at the American Society for Engineering Education (ASEE) Annual Conference & Exposition, Minneapolis, MN.
- » Luzzini, J., Felten, P., Daniels, T., & Johnson, A. (2022, November). *Humility in educational development: Re-imagining more equitable professional learning*. Presentation at the virtual 47th Annual POD Network Conference.
- » Matney, M. (2022, Dec). *Assessment*. Presentation at the virtual U-M-PKU Institute for Innovative and Excellent Teaching.
- » Meizlish, D., Kusano, S., & Matney, M. (2022, November). *Institutionalizing learning assessment: Challenges and opportunities*. Poster presented the 47th Annual POD Network Conference, Seattle, WA.
- » Morrison, B., del Campo, M., Holly, J., Jr., Hui, J., Moll, Y., Wingfield, I., & Wollenberg, R. (2023, May). *Lessons learned from the 2023 Teaching Innovation Prize (TIP) winners*. Presentation at virtual University of Michigan Enriching Scholarship Conference.
- » Rypkema, H. (February, 2023). *Course equity reports: Using institutional data to inform course design and promote awareness of outcome disparities*. Presentation for UC Davis Week of SEISMIC.
- » Rypkema, H. (November, 2022). *Curricular analysis and patterns of instructional technology use: Two applications of business process analytics*. Virtual Presentation for Unizin Learning Analytics Community of Practice.
- » Schatz, J., Makki, Z., Kloosterman, J., Levesque, E., & Rypkema, H. (2022, August). *Creating a community-focused lab section in a large computer science course*. (Experience) Paper presented at the American Society for Engineering Education (ASEE) Annual Conference & Exposition, Minneapolis, MN.
- » Sherick, H., Khan, P., Pinder-Grover, T., & Covington, D. (2022, August). *People-first engineering: A college-wide effort to shift the culture by using the socially engaged design process*. Paper presented at the American Society for Engineering Education (ASEE) Annual Conference & Exposition, Minneapolis, MN.
- » Winer, L., Chan-Hilton, A., Simeon, K., Brunow, B., Morrison, B., & Lovett, M. (2022, November). *Exploring and advancing POD members' activities in learning analytics*. Presentation at the virtual 47th Annual POD Network Conference.
- » Woodworth, J., Smith, L., Andreoli, J., & Erickson, S. (2023, April). *Health and disabilities interprofessional education course*. Poster presentation and lightning talk at the University of Michigan Health Professions Education Day, Ann Arbor, MI.
- » Wright, M., Galarza-Sepúlveda, D., & Church, S. (2023, May). *Multi-institutional perspectives on IDEAL engagement, well-being, and belonging*. Plenary panel at the TEACH Conference, Stanford University, Stanford, CA.
- » Zhu, E. (2022, Dec). *Innovative teaching at the University of Michigan*. Presentation at the virtual U-M-PKU Institute for Innovative and Excellent Teaching.

Review and Editorial Work

- » ABET Program Evaluator, K. Grasman
- » American Society for Engineering Education Conference reviews, K. Grasman, J. Wang
- » *European Journal of Engineering Education*, J. Wang
- » *International Journal for the Scholarship of Teaching and Learning (IJSOTL)*, M. Kaplan
- » *The Journal of Diversity in Higher Education*, C. S. Bean
- » *Journal of Engineering Education*, G. Agresar, P. Jaimes, J. Wang
- » *Journal of Faculty Development*, M. Kaplan, D. Meizlish
- » *Journal of Applied Research in Higher Education*, M. Kaplan
- » *Journal for Studies in Graduate and Postdoctoral Education*, P. Jaimes
- » Harvard Education Press, M. Kaplan
- » Higher Learning Commission peer review, M. Matney
- » NASA Space Grant for K-12 Inclusiveness and Diversity in STEM proposals, P. Jaimes
- » POD research grants and conference proposals, J. Andreoli, B. Morrison
- » SABER (Society for the Advancement of Biology Education Research) Annual Conference Abstract Reviews, D. Lichti
- » *Sustainability*, D. Meizlish

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