Letter From Interim Director Matthew Kaplan

The 2013-2014 academic year was one of significant transitions at CRLT, with the retirement of Connie Cook, CRLT’s Executive Director since 1993, and the return of Senior Vice Provost Lester Monts to the faculty. During her 21-year tenure, Connie helped establish CRLT’s reputation as one of the finest teaching centers in the country and a model for centers around the world. CRLT reported to Senior Vice Provost Lester Monts for the past two decades. He was an enthusiastic supporter of CRLT’s work and an important proponent of teaching excellence, undergraduate education, diversity efforts, and the arts on campus. I feel very fortunate to have had the opportunity to work with both Connie and Lester and to serve as Interim Director for an organization that is so well respected on campus and nationally, thanks in large part to their efforts.

I am also pleased that CRLT is now reporting to James Hilton, Vice Provost for Digital Education and Innovation, who has been an excellent partner in helping us manage these transitions. Under his leadership, CRLT underwent an external and an internal review, and we look forward to collaborating with him to implement the strategic advice we will receive from our colleagues at U-M and nationally.

Remaining constant in the face of these and numerous other changes on campus is CRLT’s commitment to our core mission: using an evidence-based approach to create a culture of teaching on campus in which students and instructors from all backgrounds can succeed. CRLT enacted that mission by providing the range and quality of services the campus has come to expect and depend on, which are detailed in the following pages.

Our work in three areas was particularly noteworthy. First, CRLT saw an increase in demand for resources and expertise on creating inclusive classrooms (p. 9), a response to the renewed focus on diversity sparked by the Being Black at U-M Twitter campaign (#BBUM), a student initiative focused on the chilly climate for students of color in classrooms and beyond. Second, CRLT was engaged in ongoing discussions among the administration, faculty, and staff about the role of digital and engaged learning in the future of the university. Finally, CRLT’s expertise in assessment and evaluation has led to a larger role in helping evaluate the $25 million Transforming Learning for a Third Century Initiative.

We at CRLT are excited about the potential for these and other, related initiatives to create a model for 21st-century education at a research university. We look forward to collaborating with the administration, faculty, and other units at U-M in the coming year to help more fully develop and implement that vision, while continuing to provide the core services that support teaching excellence on campus.

Matthew Kaplan, Interim Director
Center for Research on Learning and Teaching
CRLT’s 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.

Professional Development
CRLT promotes the professional development of all members of the teaching community. CRLT’s services include individual consultations on teaching, midterm student feedback (MSF) sessions, and orientations for new faculty, graduate student instructors (GSIs), and undergraduate instructional aides. CRLT presents seminars and conferences for campus-wide audiences and customized programming for departments, schools, and colleges. CRLT also provides services tailored to various stages of an academic career, including teaching academies for new, tenure-track faculty, Provost’s Campus Leadership Program for department chairs and associate deans, and Preparing Future Faculty programs for graduate students and post-doctoral scholars. 2013-2014 highlights: new Ross Teaching Academy, GTC+ certificate for teaching with digital media, events with peer instruction innovator Eric Mazur

Assessment and Research
CRLT advances evidence-based learning and teaching practices. From survey design to large-scale projects involving data collection, analysis, and facilitation of faculty conversations, CRLT focuses on projects that can inform course and curricular improvement. 2013-2014 highlights: Exploring Learning Analytics Grant, completion of four-year evaluation of Art & Design international experience, Investigating Student Learning grants, work with 12 schools and college on assessment projects, 10 CRLT research Projects

Diversity and Inclusion
CRLT advances a University culture that respects and supports individual differences and creates learning environments in which diverse students and instructors can excel. Diversity and inclusion are integral elements of CRLT’s core programming, such as orientations for academic administrators and instructors, as well as retreats and workshops for academic units. CRLT participates on university-wide multicultural committees and foregrounds inclusive teaching strategies for faculty members and departments. 2013-2014 highlights: learning communities on dialogue skills (for faculty) and facilitation skills (for grad students), resources for responding to #BBUM, provost’s seminars on community engagement and on engaging difference

Digital Education
CRLT promotes excellence and innovation in teaching. Starting with faculty goals for student learning, we help instructors integrate promising technologies into their teaching through consultations, workshops, and web resources. We collaborate with other units to evaluate the pedagogical utility of emerging technologies and to disseminate effective teaching practices that leverage technology. 2013-2014 highlights: Flipped Classroom web resources, evaluations of Media Gallery and global videoconferencing tools, participation on Digital Innovation Advisory Group (DIAG) committee

Theatre
The CRLT Players Theatre Program further promotes an inclusive university culture and the success of diverse learners and instructors. Performances and sketches are designed to promote dialogue around difficult issues, including sketches on experiences of underrepresented students and instructors, institutional climate, and faculty worklife. 2013-2014 highlights: new sketch Critical Differences, revised sketch Great Expectations, research for College of Engineering mental health vignettes
**SUMMARY of CRLT SERVICES**

**Total Services Provided** 16,986
(Some individuals receive multiple services)

**Total Services for U-M Clients** 15,049
- Campus-wide programs 8,148
- Customized programs for departments, schools, & colleges 4,196
- Consultations 2,254
- Instructors receiving midterm student feedback (MSF) sessions 451

**Total Services for External Clients** 1,937
- Presentation and workshop participants 646
- Audience members at external theatre performances 732
- Consultations and other services 559

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**SERVICES BY SCHOOL/COLLEGE**

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<th>School or College</th>
<th>Individuals</th>
<th>Services</th>
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<td>Architecture &amp; Urban Planning</td>
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<td>200</td>
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<tr>
<td>Art &amp; Design</td>
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<td>74</td>
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<td>Natural Resources &amp; Environment</td>
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**TOTAL:** 4,695 15,049
**Executive Summary**

**Faculty Grants & Awards**
- 4 Award competitions
- 7 Grants competitions
- 117 Faculty recipients
- $390,000 Distributed by CRLT

**Research & Publications**
- 12 Schools and colleges using CRLT assessment services
- 22 Investigating Student Learning grantees
- 10 CRLT action research projects
- 40 Publications and presentations

**Consultation Services**
- 2,254 Consultations
- 451 Midterm student feedback sessions (MSFs)
- 15,195 Students served by MSFs
- 24 U-M offices advised
- 28 Committees with CRLT representatives

**CRLT Players**
- 47 Performances at U-M
- 5 External performances
- 20 Different sketches performed
- 2,700 Audience members

**Programs for Graduate Students/Postdocs**
- 4 Preparing Future Faculty (PFF) programs
- 330 Participants in PFF programs
- 2 Teaching certificate programs
- 730 Enrollees in certificate programs
- 29 Graduate teaching consultants

**Consultation Services**
- 2,254 Consultations
- 451 Midterm student feedback sessions (MSFs)
- 15,195 Students served by MSFs
- 24 U-M offices advised
- 28 Committees with CRLT representatives

**Global Reach**
- 84 U.S. educational institutions
- 30 other U.S. organizations
- 138 foreign institutions
- CRLT presented a 4-day program in Beijing for 77 Chinese universities

**Online**
- 550,000 Visits to CRLT website from 218 Countries
- 36 Blog posts
- 1,337 Twitter followers
CRLT Staff For biosketches of CRLT Regular Staff, visit www.crlt.umich.edu/about-crlt/staff-directory.

Management Team
Constance Cook
Matthew Kaplan
Crisca Bierwert
Deborah Meizlish
Mary Wright
CRLT-Engin
Cynthia Finelli
Carol Lagemann
Steve McKenzie
Tersia Pinder-Grover

CRLT Consultants
Meg Bakewell
Theresa Braunschneider
Rachel Niemer
Laura Schram
Amber Smith
Erping Zhu

Theatre Program
Sara Armstrong
Courtney Riddle
Jessica Von Hertsenberg

Administrative Staff
Lori Dickie
Ryan Hudson
Carolyn Parker

Project Staff
Gina Aylward
Pam Fisher
Laura Gonzalez-Garcia
Amy Hamermesh
Jeri Hollister
Kathryn Pamula
Melinda Thompson

Postdoctoral Research Associates
Liv Anderson
Karishma Collette
Anne Greenberg

Graduate Teaching Consultants
Chloe Armstrong
Yanina Arnold
Daphna Atlas
Erica Boldenow
Emily Bonem
Sara Crider
Steve Engel
Tim Green
Ronit Greenberg
Annie Harmon

Warren Herold
Dana Jackman
Trevor Kilgore
Danielle Lilge
Chris Meade
Karen Nielsen
Melody Pugh
George Smith
Claire Whitlinger
Timeka Williams

Engineering Teaching Consultants
Fall 2013
Samuel Beck
Eric Bumbalough
Kevin Dahlberg
Davoud Jamshidi
Stacey Kawecki
Abhishek Kumar
Justin Li
Bill Lloyd
Sara Lu
Elizabeth Stewart
Bryce Wiedenbeck

Winter 2014
Eric Bumbalough
Laura Chang
Kevin Dahlberg
Sakib Elahi
Davoud Jamshidi
Abhishek Kumar
Sahar Rahmani
Elizabeth Stewart
Bryce Wiedenbeck
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.
Transitions in Leadership

After two decades of exceptional service, two leaders associated with CRLT stepped down in 2014. CRLT’s executive director, Connie Cook retired at the end of January, and Lester Monts, the person to whom she reported in the provost’s office, returned to a faculty position. Under their leadership, CRLT assumed a central role in faculty development, both within the university and nationally, as described in the aptly named 2011 book, *Advancing the Culture of Teaching on Campus: How a Teaching Center Can Make a Difference*.

In February 2014, CRLT’s managing director Matt Kaplan took over as interim director, and CRLT now reports to James Hilton, vice provost for digital education and innovation.

National Recognition and Awards

In November 2013, CRLT staff enjoyed three-fold recognition at the annual meeting of the Professional and Organizational Development Network (POD). First, the CRLT Players captivated an audience of more than 500 with a performance of *7 into 15* at the conference’s opening plenary session.

Next, a CRLT project was selected as the winner of the POD Innovation Award. “Any Content, Any Time: A Flexible Template for Online Professional Development” was successfully piloted at U-M in 2013, as a way to recreate key benefits of face-to-face workshops in an online environment.

Finally, the Spirit of POD award was presented to Connie Cook, in recognition of her many contributions and long-time professional service to the field of faculty development.

In addition, at its June conference, the American Society for Engineering Education (ASEE) conferred the Grade of Fellow on Cindy Finelli for her outstanding contributions to ASEE.

Transforming Learning for a Third Century (TLTC) Grants and CRLT

As faculty and units prepared applications for TLTC grants, many turned to CRLT for input on their plans at an early stage and/or for collaboration in carrying out their projects. First, as the university community responded to multiple calls in 2013-2014 for proposals to “enhance engaged, action-based learning for U-M students” through Quick Wins and Discovery grants, CRLT found itself mentioned in 28 projects that received up to $50,000 in funding. CRLT staff played a range of roles in these projects, from service on project planning committees to provision of workshops or collection of data as part of the grant. Second, CRLT has been asked by the provost’s office
to lead the overall evaluation of the TLTC grants program, and applicants for the Transformation grants ($100,000 to $3 million) were encouraged to consult CRLT staff regarding assessment plans for their proposed projects. Third, CRLT was invited to plan a November 2014 event that will bring together all TLTC grantees for cross-fertilizing discussions and the identification of key markers of success five years down the road.

Concerns About Campus Climate Increase Demand for Services

In 2013-2014, CRLT’s expertise on inclusive teaching, engaging diversity effectively, and teaching multicultural courses was drawn on extensively. The U-M campus gave heightened attention to issues of climate, including classroom climate, in light of very prominent statements of concern made by U-M student leaders. The students’ Twitter campaign (#BBUM, Being Black at UM) reached a national audience, naming issues that had been articulated at smaller forums earlier in the year and in recent years. U-M administrative leaders urged all members of the campus community to learn more and do more to improve climate.

CRLT blog posts responded with strategies that instructors can use to improve inclusion and climate. We also added seminars and workshops to our existing campus-wide schedule (including the rollout of a new CRLT Players sketch), and we responded to requests by 11 department chairs for workshops or presentations at faculty meetings. Finally, the winter provost’s seminar on teaching focused on engaging difference and reimagining learning. It began with a keynote address by Carol Schneider, president of the Association of American Colleges and Universities (AAC&U).

The 144 participants then chose breakout sessions to hear panels and discuss various approaches to leveraging student diversity to amplify opportunities for engaging productively across difference.

Expanding Audiences With Video

CRLT completed over 50 video productions of various lengths in 2013-2014 with the help of one-time funding from the senior vice provost’s office. Funds for equipment and a part-time videographer allowed CRLT to undertake the extensive planning and collaboration needed to capture great teaching on video. As a result we accomplished several goals: increasing the reach of CRLT programs through the creation of more effective and accessible recordings of CRLT events, providing local examples of engaged pedagogies (e.g., peer learning and flipped classrooms), and showcasing U-M faculty at a four-day faculty development program in Beijing (p. 11).

Expert on Engaged Classroom Learning Visits U-M

In collaboration with a broad coalition of science and engineering units, CRLT coordinated a visit by Eric Mazur, a Harvard physicist and internationally recognized founder of peer instruction. Professor Mazur presented three programs: an introduction to peer instruction, a demonstration of Learning Catalytics software, and a

Thanks for leading the multicultural teaching workshop yesterday. I found your presentation very instructive and the discussion was lively and useful. You have helped us build a foundation for talking with each other about diversity, particularly in the context of classroom instruction—and that is a significant accomplishment.

Department Chair
workshop on incorporating active learning into engineering courses. Three hundred forty-six faculty and GSIs attended these sessions.

In addition CRLT recorded the first two presentations—each of which attracted more than 500 online viewers. A coordinated CRLT blog post identified strategies used by Mazur and pointed to research explaining the power of his approach to engaging students. A CRLT follow-up workshop kept the conversation going among U-M instructors wishing to implement Mazur’s ideas in their own courses.

Flipped Classroom Resources

In 2012-2013 CRLT began working with U-M faculty interested in flipping their classrooms, sponsoring a faculty learning community and later a campus-wide provost’s seminar on the topic. Aiming to more widely distribute locally generated knowledge and best practices, CRLT staff experimented with creating an array of web resources in lieu of a printed occasional paper. In February 2014, in conjunction with the Eric Mazur event, a set of online multimedia resources for creating a flipped classroom (http://www.crlt.umich.edu/node/58368) was launched. These resources include an introduction to what the flipped classroom can be, videos of U-M faculty describing their flipped classrooms, and research-based suggestions for how to effectively flip a class. In addition, a Frequently Asked Questions section guides U-M faculty to additional resources around campus and explores how different disciplines conceptualize flipped classrooms. The availability of these resources has sparked consultations with faculty seeking to apply flipped classroom techniques to their own courses.

Teaching Academy for the Ross School of Business

CRLT collaborated with the dean’s office to create a teaching academy for new faculty in the Ross School of Business. The August program focused on preparation for teaching, while two later meetings allowed faculty to discuss common pedagogies, such as case-based teaching and effective use of PowerPoint in the classroom. Each participant also received a classroom observation during their first term of teaching. The program was highly rated and will be repeated on an annual basis.

CRLT now offers teaching academies for new faculty in 10 of U-M’s schools and colleges.

GTC+ Digital Media Certificate Program

In collaboration with the Institute for the Humanities and Rackham Graduate School, CRLT was pleased to officially launch the Graduate Teacher Certificate Plus (GTC+) program in May 2014. An augmentation to the current GTC program, the GTC+ allows graduate students to document additional professional development experiences around the integration of digital media into college instruction.

“...I just wanted to let you know how appreciative I am for the training CRLT provided (Provost’s Seminar) at the end of last term on using the ‘flipped classroom.’ Even though we’ve only had three classes so far, the classes are active, students are engaged and alert, they come prepared with having done the out-of-class assignments, and I feel more confident, at ease, and excited. So again - thank you all!”

Faculty Member
The Report of the MLA Task Force on Doctoral Study in Modern Language and Literature cites the GTC+ among thirteen programs that exemplify the ongoing transformation in doctoral education in the humanities. In the report, MLA recommends that doctoral students engage more deeply with technology, strengthen teaching preparation, and expand professionalization opportunities. The GTC+ program is well aligned with all of these recommendations.

**Strengthening U-M’s Engineering Education Research (EER) Community**

In 2013-2014, CRLT-Engin offered 23 separate sessions related to engineering education research with a total of 363 participants (representing 163 individuals). Highlights included presentations by external speakers from Purdue and Virginia Tech, seven sessions of a new seminar series inviting U-M presenters to share works in progress, five networking sessions for CoE recipients of Investigating Student Learning grants, and a reading group to explore engineering education research. Another milestone moment was the graduation of the first recipient of a Rackham Certificate in Engineering Education Research, who noted that the certificate set her apart from other applicants and landed her a tenure-track job.

**CRLT Faculty Development Programs for China**

Since 2006, CRLT has supported President Coleman’s China initiative with programming for academic administrators from top Chinese research universities. In late August 2013, CRLT hosted a three-week China Fellows Program for three visiting scholars who are running teaching centers on their own campuses. The backbone of the program consisted of 17 seminars offered by CRLT staff. In addition, fellows attended CRLT faculty and GSI orientations, observed classes taught by outstanding U-M faculty, and made presentations about their plans for implementing what they learned at their own teaching centers.

In December 2013, CRLT developed and offered, in collaboration with China’s Ministry of Education (MoE) and National Academy of Education Administration (NAEA), a program to train directors and staff of Chinese teaching centers. The four-day seminar was held at the NAEA campus in Beijing and brought together 150 directors and staff members from recently established teaching centers at nearly 80 universities from across China. Topics covered core teaching center services and offered participants multiple opportunities to gain hands-on practice. Attendees’ ratings of the overall program and of individual sessions were uniformly outstanding.