2016–2017 Annual Report

CRLT CENTER FOR RESEARCH ON LEARNING & TEACHING UNIVERSITY OF MICHIGAN
# Table of Contents

## Executive Summary 2

- Letter from Executive Director Matt Kaplan 2

## CRLT’s Core Services 3

## CRLT Year at a Glance 4

## CRLT Community 6

### New and Noteworthy 8

- Innovations in Teaching at Scale: U-M Funds the Foundational Course Initiative (FCI) 8
- Gearing Up for Re-Accreditation 8
- Expanding CRLT’s DEI Work 8
- Learning and Teaching in a Tense Election Season 8
- Student Climate Sketch Rolls Out 9
- Inclusive Teaching @ Michigan Series 9
- Collaborating with Faculty Liaisons for Inclusive Teaching 10
- Supporting the Michigan Center for Interprofessional Education (IPE) 10
- Supporting the New SEAS Curriculum 11
- Preparing U-M Postdocs to Teach in Detroit Community Colleges 11
- International Faculty Development 11

## Support for Teaching 12

- Consultations 12
- Orientations 13
- Seminars 14
- Programs for Faculty 15
- Programs for Graduate Students and Postdoctoral Scholars 18
- Web Resources 20

## Digital Education 22

## Diversity and Inclusion 24

## CRLT Players Theatre Program 26

## Assessment and Research 28

## Appendices 38

- Appendix A: Grants and Awards 38
- Appendix B: Disciplinary-Based, Customized Services for Schools, Colleges, and Other Units 46
- Appendix C: Collaborations and Committee Work 62
- Appendix D: External Colleges, Universities, and Organizations Served 64
- Appendix E: Publications and Presentations 66
- Appendix F: CRLT Regular Staff, 2016-2017 69

This report was compiled by Ryan Hudson, Matt Kaplan, Meg Bakewell, Amy Hamermesh, and Jeri Hollister.
Letter From Executive Director Matthew Kaplan

In last year’s letter, I wrote that expanding the Diversity, Equity, and Inclusion (DE&I) aspect of CRLT’s portfolio was central to my vision for the center moving forward. Unforeseen at that time was the sharp increase in bias incidents at U-M and at campuses across the nation that would accompany a very divisive U.S. presidential campaign and its aftermath. Disappointing as it was to see the negative impact on our community of these incidents, our staff nonetheless felt very fortunate to have already invested years developing and refining resources that enable instructors to create positive learning environments for all students, especially in such turbulent times.

Toward that end, CRLT worked closely with the central administration and leaders of schools and colleges to support faculty, GSIs, and administrators in continuing to expand the reach of inclusive teaching throughout 2016-2017. Our main phone number was rebranded as an inclusive teaching “hotline,” or starting point for individual consultations. Our blog posts on “Responding to Incidents of Hate Speech” and “Returning to the Classroom After the Election” laid out timely and actionable suggestions. We met increased demand for our new theatre sketch, Cuts, which helped groups throughout the institution to grasp, in some cases for the first time, the cumulative impact of microaggressions. We offered Inclusive Teaching at Michigan, a series of inclusive teaching workshops that drew over 370 instructors at the start of May. And our consultants worked overtime with units to craft workshops and retreats that responded to specific climate concerns.

At the same time, CRLT continued to provide the full range of services that instructors have come to rely on. For example, our grants and awards programs allocated almost $280,000 to 138 faculty for teaching innovation and professional development. We gathered midterm student feedback from nearly 13,000 students to inform the teaching practice of more than 300 instructors. We organized teaching academies for new faculty in 10 schools and colleges and provided teaching orientations for over 780 new GSIs.

Finally, over the course of the 2016-2017 academic year, CRLT worked collaboratively to build support for a major new initiative that will impact the learning experience of thousands of students across campus. The Foundational Course Initiative (FCI) seeks to enable re-design of 30 of the largest undergraduate courses across the university, and the proposal to create this extraordinary new endeavor secured widespread support from academic leaders across campus. We are very excited to report that the university has committed $5 million to this initiative over the next five years, in part to fund a team of consultants at CRLT who will partner with departmental faculty on a process of collaborative course design. The initiative will create the infrastructure that allows faculty not only to dream big but also to make their visions a reality. CRLT looks forward to collaborating with and learning from faculty as they transform large introductory courses at Michigan over the next five years and beyond.

Matthew Kaplan, Executive 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.

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. 2016-2017 highlights: Collaboratively developing Foundational Course Initiative proposal and building a coalition of deans and chairs to request funding.

Diversity and Inclusion

CRLT advances a teaching culture that attends to diversity and fosters positive learning climates for students and instructors of all backgrounds and social identities. CRLT highlights inclusive teaching in our programs and consultations, and we offer customized workshops and resources on diversity-related topics for faculty, graduate students, and departments. 2016-2017 highlights: Hiring 3 new CRLT staff dedicated to DEI work, supporting units as they implement their DEI plans.

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. 2016-2017 highlights: Convening faculty communities around gameful pedagogy, rapid evaluation of Snapshot.

Theatre

CRLT Players sessions use theatre to seed reflection about issues that negatively impact inclusive climate and to spark dialogue about strategies for addressing them. The Players perform for faculty, graduate students, and administrators. Their repertoire focuses on both classroom and institutional climate. 2016-2017 highlights: Campuswide roll out of Cuts sketch about climate; debut of Tenure Decisions vignettes.

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. 2016-2017 highlights: Disseminating tools for assessing engaged learning beyond TLTC projects; planning for 2020 HLC re-accreditation.
**Executive Summary**

**CRLT Year at a Glance**

**SUMMARY of CRLT SERVICES**

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Services Provided</strong></td>
<td>14,341</td>
</tr>
<tr>
<td>(Some individuals receive multiple services)</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Total Services for U-M Clients</strong></td>
<td>12,931</td>
</tr>
<tr>
<td>Campuswide programs</td>
<td>6,317</td>
</tr>
<tr>
<td>Customized programs for departments, schools, &amp; colleges</td>
<td>4,461</td>
</tr>
<tr>
<td>Consultations</td>
<td>1,847</td>
</tr>
<tr>
<td>Instructors receiving midterm student feedback (MSF) sessions</td>
<td>306</td>
</tr>
<tr>
<td><strong>Total Services for External Clients</strong></td>
<td>1,410</td>
</tr>
<tr>
<td>Presentation and workshop participants</td>
<td>299</td>
</tr>
<tr>
<td>Audience members at external theatre performances</td>
<td>502</td>
</tr>
<tr>
<td>Consultations and other services</td>
<td>609</td>
</tr>
</tbody>
</table>

**SERVICES by SCHOOL/COLLEGE**

<table>
<thead>
<tr>
<th>School or College</th>
<th>Individuals</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Urban Planning</td>
<td>63</td>
<td>116</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>44</td>
<td>163</td>
</tr>
<tr>
<td>Business</td>
<td>70</td>
<td>134</td>
</tr>
<tr>
<td>Dentistry</td>
<td>72</td>
<td>222</td>
</tr>
<tr>
<td>Education</td>
<td>119</td>
<td>261</td>
</tr>
<tr>
<td>Engineering</td>
<td>1,031</td>
<td>2,670</td>
</tr>
<tr>
<td>Information</td>
<td>89</td>
<td>263</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>27</td>
<td>180</td>
</tr>
<tr>
<td>Law</td>
<td>28</td>
<td>75</td>
</tr>
<tr>
<td>LSA</td>
<td>1,219</td>
<td>4,147</td>
</tr>
<tr>
<td>Medicine</td>
<td>407</td>
<td>842</td>
</tr>
<tr>
<td>Music, Theatre &amp; Dance</td>
<td>97</td>
<td>200</td>
</tr>
<tr>
<td>Natural Resources and Environment</td>
<td>85</td>
<td>304</td>
</tr>
<tr>
<td>Nursing</td>
<td>66</td>
<td>242</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>67</td>
<td>286</td>
</tr>
<tr>
<td>Public Health</td>
<td>138</td>
<td>458</td>
</tr>
<tr>
<td>Public Policy</td>
<td>56</td>
<td>108</td>
</tr>
<tr>
<td>Rackham</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Social Work</td>
<td>114</td>
<td>300</td>
</tr>
<tr>
<td>Administration</td>
<td>222</td>
<td>886</td>
</tr>
<tr>
<td>Libraries (U-M)</td>
<td>58</td>
<td>290</td>
</tr>
<tr>
<td>Other</td>
<td>52</td>
<td>113</td>
</tr>
<tr>
<td>U-M Dearborn</td>
<td>23</td>
<td>47</td>
</tr>
<tr>
<td>U-M Flint</td>
<td>7</td>
<td>62</td>
</tr>
<tr>
<td>Individuals, Unit Unknown</td>
<td>24</td>
<td>-</td>
</tr>
<tr>
<td>Services, Unit Unknown</td>
<td>-</td>
<td>681</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td>4,179</td>
<td>13,082</td>
</tr>
</tbody>
</table>
## Executive Summary

### Faculty Grants & Awards
- **Award competitions**: 3
- **Grants competitions**: 6
- **Faculty recipients**: 138
- **Distributed by CRLT**: $280,000

### Research & Publications
- **Schools and colleges using CRLT assessment services**: 17
- **Investigating Student Learning grantees**: 7
- **CRLT action research projects**: 29

### Consultation Services
- **Consultations**: 2,035
- **Midterm student feedback sessions (MSFs) conducted**: 281
- **Students served by MSFs**: 12,887
- **U-M offices advised**: 14
- **Committees with CRLT representatives**: 30

*Some courses have multiple instructors.

### CRLT Players
- **Performances at U-M**: 43
- **External performances**: 13
- **Different sketches performed**: 12
- **Audience members**: 3,248

### Programs for Graduate Students/Postdocs
- **Preparing Future Faculty (PFF) programs**: 2
- **Participants in PFF programs**: 149
- **Teaching certificate programs**: 2
- **New enrollees in certificate programs**: 175
- **Graduate teaching consultants**: 34

### Consultation Services
- **Consultations**: 2,035
- **Midterm student feedback sessions (MSFs) conducted**: 281
- **Students served by MSFs**: 12,887
- **U-M offices advised**: 14
- **Committees with CRLT representatives**: 30

*Some courses have multiple instructors.

### Online
- **Visits to CRLT website from**: 917,459
- **Countries**: 224
- **Blog posts**: 15
- **Twitter followers**: 2,239

### Global Reach
- **72 U.S. educational institutions**
- **8 other U.S. organizations**
- **16 foreign institutions**

---

**University of Michigan | CRLT annual report 2016-2017 | 5**
CRLT Community

CRLT Staff  For biosketches of CRLT Regular Staff, visit www.crlt.umich.edu/about-crlt/staff-directory.

Leadership Team
Matthew Kaplan
Sara Armstrong
Deborah Meizlish

CRLT-Engin
Tershia Pinder-Grover
Audra Beales
Carol Lagemann
Steve McKenzie

CRLT Consultants
Ronit Ajlen
Meg Bakewell
Theresa Braunschneider
Tazin Daniels
Victoria Genefin
Malinda Matney
Gina Shereda
Nicole Tuttle
Erping Zhu

Theatre Program
Sara Armstrong
Courtney Riddle
Kathryn Pama

Postdoctoral & Other Research Associates
Tracy Bartholomew
Sam Hallman
Stephanie Kusano

Administrative Staff
Lori Dickie
Michelle Getchell
Ryan Hudson

Project Staff
Laura Gonzalez-Garcia
Jeri Hollister
Hitomi Katsumi
Katie Neu
Melinda Thompson
Matthew Yettaw

Graduate Teaching Consultants  See p. 19 for a description of the GTC program.

Mara Bollard
Thomas Bridges
Katherine Crocker
Anna Edmonds
Niloufar Emami
Merideth Garcia

Julie Ghekas
Kathryn Holland
Sophie Hunt
Grant Jackson
Lisa Jong

Jessica Joslin
Caitlin Lawson
Hannah McMurray
Karen Nielsen
Kelsey Pakkala

Rebecca Pickus
Mary Renda
Marian Schmidt
Jeff Shi
Lisa Walsh

Engineering Teaching Consultants  See p. 20 for a description of the ETC program.

Neha Agarwal
Jonathan Beaumont
Lauren Bilbo
Liam Casey

Emily Deschenes
Mark Dong
Molly Kozinsky

Ramya Kumar
Jeff Lowe
Margaret Reuter

Kathleen Ropella
Tianlin Wang
Steve Wilson
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.
Innovations in Teaching at Scale: U-M Funds the Foundational Course Initiative (FCI)

The university has committed $5 million over 5 years to support creation of a collaborative course design process that will offer unprecedented and comprehensive support to selected departments that commit to revising a foundational course over three years. FCI is a collaboration between Arthur F. Thurnau Professor Tim McKay and CRLT. Teams of faculty who teach the courses (and who therefore know the material, the students, and the context best) will receive hands-on, step-by-step support for instructional design, technology, analytics and assessment, and classroom climate. CRLT expects to hire four staff in 2017-2018 and convene an initial cohort of teams at a May 2018 course design institute. Instructors and departments interested in proposing foundational courses for inclusion in the program can find more information at the CRLT website http://crlt.umich.edu/fci and are encouraged to talk to CRLT’s Meg Bakewell, who will be directing the project.

Gearing Up for Re-Accreditation

CRLT staff have joined the Vice Provost’s central coordination team that is laying the groundwork for U-M’s reaccreditation by U-M’s by the Higher Learning Commission (HLC) in 2020. As part of a coordinated university-wide effort, CRLT is co-leading faculty and staff teams in addressing criteria that speak to teaching and learning activities across the entire university, while also working with a number of associate deans to address school-specific issues. CRLT is also coordinating faculty learning communities to create new ways to document how departments, particularly within LSA, can articulate learning and create templates for each other to do so more easily in a large research university context. (See also p. 28.)

Expanding CRLT’s DEI Work

Implementation of strategic plans for diversity, equity, and inclusion got underway throughout the University of Michigan in 2016-2017. Demand for our services in this area continued trending upward with 12 schools and colleges explicitly stating their intent to make use of CRLT resources in their three-year strategic plans. Stepping up to the challenge, we provided more DEI-related consultations and tailored workshops, retreats, and other programs than ever before. For example, the CRLT Players season tallied 20 performances for 653 attendees of sketches about mental health or microaggressions, and CRLT consultants offered workshops and retreats customized for faculty at 7 schools and colleges as well as 15 individual departments and programs.

In addition, we added three new staff to increase our capacity to deliver services around inclusive teaching in 2017-2018: Dr. Whitney Peoples works primarily with the LSA faculty and GSIs whose courses fulfill the race and ethnicity (R&E) requirement; Dr. Grant Jackson serves as an Inclusive Teaching Postdoc to support inclusive teaching across disciplines; and Motoko Maegawa joins the CRLT Theatre Program as a performance facilitator. Moving forward, CRLT has a total of six staff members fully dedicated to this work.

Learning and Teaching in a Tense Election Season

CRLT published a blog post with this title at the end of August 2016, offering strategies to instructors who wished to address the impact of this
The divisive political climate leading up to and in the wake of the 2016 presidential election, as well as a number of incidents of hate speech at both U-M and campuses nationwide, have brought into stark relief the gap between many students’ lived experiences and U-M’s aspirations for an inclusive campus climate. CRLT Players’ new sketch, Cuts, portrays the impact of these incidents, as well as everyday ways that students from underrepresented backgrounds are marginalized (often referred to as microaggressions).

Approximately 500 faculty, graduate students, and academic leaders attended 14 performances of Cuts, including special previews for President Schlissel, and for the chairs of LSA departments. In post-performance evaluations, 96% of respondents agreed or strongly agreed that Cuts “enhanced or altered their understanding of the issues/topics discussed,” and a striking 92% anticipated changing their current practices as a result of their participation.

What faculty are saying about Cuts: Responding to Student Climate Concerns

“I got a fresh glimpse of all the things an under-represented student could face and the extraordinary responsibility we all have for acknowledging, guiding, speaking up, providing support and resources.”

“Thank you for the performance/workshop. It was desperately needed, exactly on target, and easily one of the most useful things I’ve attended in a long time.”

“The workshop was well-received and effective in achieving our desired goals - raising awareness and arming our faculty with tools to be more sensitive and inclusive. I really appreciate the adjustments that Sara put into place for our group.”

Inclusive Teaching @ Michigan Series

Building on the success of the inaugural 2016 series, CRLT and six co-sponsors hosted another series of 17 workshops for building skills in inclusive teaching in May 2017. Eleven of the workshops were new or significantly modified, providing advanced opportunities for returning participants. The series drew high ratings and served over 370 participants from 16 U-M Ann Arbor schools and colleges and many campus units, as well as from the Dearborn and Flint campuses. Sessions highlighted concrete pedagogical practices that instructors can adopt to deliberately cultivate a
teaching-learning environment where all students are treated fairly, have equal access to learning, and feel welcome, valued, challenged, and supported in succeeding in their field of study. The series opened with a CRLT Players performance of *It Was Just a Moment: Building Resiliently Inclusive Learning Environments*. Subsequent workshops addressed topics such as designing community-based learning courses with diverse learners in mind, understanding how stereotype threat and growth mindset affect student learning, and responding to challenges in the classroom (see p. 25).

**Collaborating with Faculty Liaisons for Inclusive Teaching**

Appointed in 2015, these representatives from each school and college work with their own unit’s leadership and faculty allies to foster local development of inclusive teaching practices. The timeline summarizes topics addressed by CRLT facilitators as the liaisons developed plans for building capacity and learned from each other’s efforts. Participants highly appreciated the dual structure of sessions that modeled skill-building activities and provided time to think strategically with colleagues from other units about the broader challenges and opportunities for professional development around inclusive teaching in their own spaces.

**Engaged Learning Beyond TLTC**

In collaboration with the office of the Vice Provost for Global Engagement and Interdisciplinary Academic Affairs, CRLT provided substantial infrastructure for work being carried out under the aegis of the Transforming Learning for a Third Century (TLTC) Initiative. First, the Engaged Learning at Michigan website that launched in May 2016 has become the institutional source for assessment instruments and pedagogical models developed as part of TLTC. Second, to continue creating communities of practice across the disciplines, CRLT hosted three lunch gatherings on topics related to engaged learning: entrepreneurship, critical reflection, and global learning. CRLT also organized a March 2017 Provost’s Seminar on Teaching—Teaching at the Bicentennial: Building the Evidence Base for Engaged Learning—to shift the focus from the specifics of Third Century Initiative projects to a university-wide examination of assessment of engaged learning. Finally, CRLT compiled a report documenting the scope and reach of the TLTC initiative.

**Supporting the Michigan Center for Interprofessional Education (IPE)**

CRLT continued collaborations with the Center for IPE in their second year of a five-year initiative that is transforming learning for more than 4,000 students from nine schools and colleges across all three U-M campuses. CRLT consulted on a number of efforts across three key areas: (1) faculty development, (2) curriculum development, and (3) assessment (see p. 29). For example, CRLT developed and administered a seed funding process for projects initiated by the inaugural cohort of Interprofessional Leadership (IPL) Fellows, helped recruit a second cohort of fellows (see p. 17), supported curriculum mapping and the development of a process for eliciting and endorsing new IPE course offerings, and shared reflections on the first year of the IPL program at the 2017 Health Professions’ Education (HPE) day. Finally, CRLT was proud to see a team project from the first IPL cohort win a Demonstration Model Award at a 2017 regional IPE conference for an IPE Course Adapter Toolkit that guides instructors through the process of converting currently siloed health science courses into interprofessional offerings. (See p. 59 for full list of services for IPE.)
Supporting the New SEAS Curriculum

The founding of the new School for Environment and Sustainability (SEAS) has presented faculty an exciting opportunity to re-imagine interdisciplinary education for global sustainability. After consulting with CRLT, the school’s Faculty Transition Team Curriculum Innovation working group applied for and secured a $10,000 grant from the Gilbert Whitaker Fund for the Improvement of Teaching. The grant will allow the Working Group to investigate environmental sustainability career trends, the competencies required for success in these careers, and pedagogical strategies for developing these competencies. To support those investigations, CRLT staff will design, administer, and analyze surveys of students, alumni, and faculty. Data will be used to inform design of the various curricular offerings in the new school.

Preparing U-M Postdocs to Teach in Detroit Community Colleges

Faculty in medicine and engineering received a National Institute of Health (NIH) grant to pair faculty mentors at Henry Ford College and Wayne County Community College District with U-M postdoc recipients of the Institutional Research and Academic Career Development Award (IRACDA) over the next five years. The relationships yield multiple benefits in southeast Michigan: U-M’s IRACDA Fellows gain classroom team-teaching experience, community college students interact with inspiring scholars who spend 75% of their time conducting cutting-edge science research, and U-M stands to attract outstanding transfer students from institutions that serve significant minority populations. CRLT will offer professional development for fellows that includes existing programs, as well as new, customized services.

International Faculty Development

In October 2016, CRLT’s Executive Director, Director of Assessment, and Associate Director presented keynote remarks and concurrent sessions at the 3rd Annual Chinese Higher Education Developers Conference in Heifei, China, which brought together over 700 faculty and staff members from newly created teaching centers across China (see p.xx Presentations). CRLT’s participation builds on long-standing collaborations with these newly developing centers that began in 2006 as part of U-M’s China initiative. Those efforts include a China Fellows Program, an intensive, three-week internship for 6-10 key staff from Chinese university teaching centers to learn about strategies for effectively running their centers and improving the quality of teaching and student learning on their campuses. August 2016 marked the fifth offering of the Fellows program, with six participants from Chongqing University, Harbin Institute of Technology, Huazhong University of Science & Technology, Renmin University of China, and Shanghai Jiao Tong University.