2012 – 2013
Annual Report
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This report was compiled by Ryan Hudson, Matt Kaplan, Meg Bakewell, Amy Hamermesh, Jeri Hollister, and Laura González-García.
Executive Summary

Overview

• All told, CRLT staff members provided 16,916 services to U-M and external clients (pp. 4-5).
• Services ranged from course planning consultations and midterm student feedback (MSF) sessions for individual instructors, to campus-wide orientations, seminars, and conferences, to customized programming for departments, schools, and colleges.
• Although CRLT collaborates with all of U-M’s 19 schools and colleges, the center worked especially closely with the two colleges responsible for the bulk of U-M’s undergraduate teaching: the College of Literature, Science, and the Arts (LSA), and the College of Engineering (CoE). CRLT also works closely with Rackham Graduate School.
• CRLT distributed almost $390,000 to 117 U-M faculty through eight competitions (pp. 51-58).
• CRLT provided advice to 24 U-M offices and 28 teaching-related committees (p. 22).
• As a prominent university teaching center, CRLT also received visitors or requests for information from more than 155 colleges, universities, and organizations (pp. 7-9).
• CRLT’s continuing support for President Coleman’s China initiative took the form of a three-week program in Ann Arbor for representatives from newly established teaching centers at Chinese universities (p. 27).

Assessment and Research

• CRLT consulted on assessment of student learning with 12 U-M schools and colleges (pp. 32-39). From survey design to large-scale projects involving data collection, analysis, and facilitation of faculty conversations, CRLT focuses on ways to use results of assessment projects for curriculum revision.
• CRLT studied the impact of the LSA Teaching Academy and found that it benefitted both faculty and students (p. 40).
• CRLT provided MSF sessions to 387 U-M faculty and graduate student instructors (GSIs), enabling more than 16,000 U-M students to offer constructive feedback to their instructors (p. 50).
• CRLT ran the sixth Investigating Student Learning grants competition for faculty interested in assessing student learning in their courses and departments (p. 55).
• CRLT staff led 9 major research projects, gave multiple conference presentations, did review and editorial work, and published numerous journal articles (pp. 40-41, 59-61).

Instructional Technology (IT)

• In 2012-2013, CRLT increased efforts to help more instructors (and not just early adopters) integrate the most promising technologies into their teaching. (See first three entries in New Initiatives, pp. 24-25).
• Partnering with the office of Instructional Technology Services (ITS), the Library, and the IT Council, CRLT helped develop and piloted a conceptual framework for determining the priority, scope, design, and workflow for evaluating IT tools for possible adoption by U-M (pp. 25, 33-34).
IT (cont.)

- Building on years of collaboration with innovative faculty and units across the university, CRLT recruited faculty to try out new tools and make recommendations to the technical staff and administrators charged with rationalizing U-M’s IT infrastructure (pp. 33-34).
- CRLT coordinated a seminar series and fellows program as part of the Provost’s Task Force on Student Learning Analytics at Michigan (SLAM) (pp. 24, 33).
- The CRLT website was heavily utilized by local, national, and international users, receiving almost 550,000 visits from 218 countries (p. 28).
- CRLT has almost 900 Twitter followers, and more than 70 subscribers to its blog.

Multicultural Teaching

- CRLT administered a new grants competition “Internationalizing the Curriculum” for faculty introducing significant international components to recurring courses (pp. 26, 57).
- Multiculturalism is an integral element of CRLT’s core programming, such as orientations for academic administrators and instructors, as well as retreats and workshops for academic units (pp. 30-31).
- In collaboration with The Program on Intergroup Relations (IGR), CRLT facilitated a faculty learning community focused on building dialogue skills for faculty teaching multicultural content (p. 25). CRLT, IGR, and Rackham collaborated on a similar program for graduate students.
- CRLT participated on five university-wide multicultural committees.
- CRLT supported multiple faculty members and departments focusing on community-engaged teaching in their course design, pedagogical strategies, and evaluation.
- The CRLT Players presented 46 performances of sketches on diversity and inclusion in teaching and faculty worklife for audiences of approximately 2,700 people (pp. 31-32).

Initiatives for Faculty

- CRLT organized two teaching academies, one for new assistant professors in LSA, and the other for new assistant and clinical assistant professors in the health science schools and colleges (p. 44).
- In collaboration with the Provost’s Office and the University Library, CRLT ran the fifth annual competition for the Provost’s Teaching Innovation Prize (pp. 51-52).
- For the sixth year, CRLT coordinated the Provost’s Campus Leadership Program, providing professional development for new and continuing department chairs and associate deans (p. 44).

GSI Training and Preparing Future Faculty (PFF)

- CRLT provided orientations for new GSIs and Instructional Aides (engineering undergraduates) (p. 42).
- CRLT trained 29 graduate teaching consultants who conducted MSF sessions for GSIs (pp. 48-49).
- Enrollment in the certificate program increased to 730, and 48 certificates were awarded (p. 46).
- CRLT and Rackham provided U-M graduate students and postdocs with four PFF programs: a short-course for postdoctoral scholars, mentoring experiences on other campuses, a 10-session seminar, and a one-day conference (pp. 46-47).
# Summary of CRLT Services

## Total Number of Services Provided

(Some individuals receive multiple services)

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Services Provided</td>
<td>16,916</td>
</tr>
<tr>
<td>Total # of Services for U-M Clients</td>
<td>15,865</td>
</tr>
<tr>
<td>* Participants in Campus-Wide Programs</td>
<td>7,929</td>
</tr>
<tr>
<td>* Participants in Discipline-Specific Programs for Departments, Schools, &amp; Colleges</td>
<td>4,759</td>
</tr>
<tr>
<td>* Consultations</td>
<td>2,790</td>
</tr>
<tr>
<td>* Instructors Receiving Midterm Student Feedback (MSF) Sessions</td>
<td>387</td>
</tr>
<tr>
<td>Total # of Services for External Clients</td>
<td>1,051</td>
</tr>
<tr>
<td>* Participants in External Presentations and Workshops</td>
<td>393</td>
</tr>
<tr>
<td>* Audience Members at External Theatre Performances</td>
<td>532</td>
</tr>
<tr>
<td>* Consultations and Other Services</td>
<td>126</td>
</tr>
</tbody>
</table>

## Total Number of U-M Unique Individuals Served

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>1,536</td>
</tr>
<tr>
<td>Postdoctoral Scholars</td>
<td>70</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>2,080</td>
</tr>
<tr>
<td>Staff</td>
<td>408</td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>158</td>
</tr>
<tr>
<td>Unknown Rank</td>
<td>19</td>
</tr>
<tr>
<td>Alumni</td>
<td>13</td>
</tr>
</tbody>
</table>

## Additional Information

- Grant and Award Money Distributed: $387,579
- Visits to the CRLT Website: 548,500
- U-M Students Served by Midterm Student Feedback (MSF) Sessions: 16,266
### Distribution of CRLT Services to U-M Clients (by School and College Affiliation)

<table>
<thead>
<tr>
<th>U-M Clients</th>
<th>Total # of Individuals</th>
<th>Total # of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture &amp; Urban Planning</td>
<td>79</td>
<td>132</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>42</td>
<td>80</td>
</tr>
<tr>
<td>Business</td>
<td>53</td>
<td>136</td>
</tr>
<tr>
<td>Dentistry</td>
<td>122</td>
<td>349</td>
</tr>
<tr>
<td>Education</td>
<td>107</td>
<td>507</td>
</tr>
<tr>
<td>Engineering</td>
<td>948</td>
<td>2,909</td>
</tr>
<tr>
<td>Information</td>
<td>62</td>
<td>291</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>34</td>
<td>103</td>
</tr>
<tr>
<td>Law</td>
<td>16</td>
<td>49</td>
</tr>
<tr>
<td>Libraries (UM)</td>
<td>45</td>
<td>240</td>
</tr>
<tr>
<td>LSA</td>
<td>1,358</td>
<td>4,604</td>
</tr>
<tr>
<td>Medical School</td>
<td>457</td>
<td>1,020</td>
</tr>
<tr>
<td>Music, Theatre &amp; Dance</td>
<td>77</td>
<td>157</td>
</tr>
<tr>
<td>Natural Resources &amp; Environment</td>
<td>83</td>
<td>284</td>
</tr>
<tr>
<td>Nursing</td>
<td>110</td>
<td>451</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>72</td>
<td>156</td>
</tr>
<tr>
<td>Public Health</td>
<td>197</td>
<td>520</td>
</tr>
<tr>
<td>Public Policy</td>
<td>62</td>
<td>154</td>
</tr>
<tr>
<td>Rackham</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>Social Work</td>
<td>82</td>
<td>273</td>
</tr>
<tr>
<td>Administration</td>
<td>96</td>
<td>576</td>
</tr>
<tr>
<td>Other</td>
<td>110</td>
<td>424</td>
</tr>
<tr>
<td>U-M Dearborn</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>U-M Flint</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Individuals, Unit Unknown</td>
<td>61</td>
<td>-</td>
</tr>
<tr>
<td>Services, Unit Unknown</td>
<td>-</td>
<td>2,399</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4,284</strong></td>
<td><strong>15,865</strong></td>
</tr>
</tbody>
</table>

### Distribution of CRLT Services to U-M Clients (by Rank or University Affiliation)

<table>
<thead>
<tr>
<th>Rank/Affiliation</th>
<th>Total # of Individuals</th>
<th>Total # of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>1,536</td>
<td>5,908</td>
</tr>
<tr>
<td>• Deans, Directors, Chairs</td>
<td>178</td>
<td>1,169</td>
</tr>
<tr>
<td>• Full Professor</td>
<td>271</td>
<td>920</td>
</tr>
<tr>
<td>• Associate Professor</td>
<td>249</td>
<td>1,118</td>
</tr>
<tr>
<td>• Assistant Professor</td>
<td>408</td>
<td>1,352</td>
</tr>
<tr>
<td>• Lecturer</td>
<td>259</td>
<td>799</td>
</tr>
<tr>
<td>• Research Scientist</td>
<td>79</td>
<td>330</td>
</tr>
<tr>
<td>• Instructor/Adjunct/Visiting Faculty</td>
<td>85</td>
<td>204</td>
</tr>
<tr>
<td>• Faculty, Rank Unknown</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Staff</td>
<td>408</td>
<td>1,592</td>
</tr>
<tr>
<td>Postdoctoral Scholars</td>
<td>70</td>
<td>176</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>2,080</td>
<td>5,491</td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>158</td>
<td>352</td>
</tr>
<tr>
<td>Alumni</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Individuals, Rank Unknown</td>
<td>19</td>
<td>-</td>
</tr>
<tr>
<td>Services, Rank Unknown</td>
<td>-</td>
<td>2,329</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>4,284</strong></td>
<td><strong>15,865</strong></td>
</tr>
</tbody>
</table>
CRLT History

Founded in 1962 at the University of Michigan, the Center for Research on Learning and Teaching (CRLT) was the first teaching center in the country. CRLT is part of the Office of the Provost and works with faculty, graduate student instructors (GSIs), and academic administrators in all nineteen schools and colleges to support and enhance learning and teaching at U-M. CRLT offers a comprehensive array of curricular and instructional development activities. CRLT’s professional staff, with Ph.D.s in a variety of academic disciplines, provide both cross-disciplinary campus-wide programs and discipline-specific programs customized to the individual needs of departments, schools, and colleges. CRLT strives to promote a university culture that values and rewards teaching, respects and supports individual differences among learners, and encourages the creation of learning environments in which diverse students can learn and excel.

CRLT Faculty Advisory Board

The Faculty Advisory Board is responsible for advising 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 once a month during the academic year.

<table>
<thead>
<tr>
<th>Michael Bastedo</th>
<th>Associate Professor of Higher and Postsecondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Blazek</td>
<td>Instructor in Psychiatry</td>
</tr>
<tr>
<td>Peter M. Chen</td>
<td>Professor of Electrical Engineering and Computer Science; Arthur F. Thurnau Professor</td>
</tr>
<tr>
<td>Paul Conway</td>
<td>Associate Professor of Information</td>
</tr>
<tr>
<td>Maria de Lourdes Dorantes</td>
<td>Lecturer IV of Spanish</td>
</tr>
<tr>
<td>Carlos González-Cabezas</td>
<td>Associate Professor of Dentistry</td>
</tr>
<tr>
<td>Andrew Kirshner</td>
<td>Associate Professor of Performing Arts Technology; Associate Professor of Art &amp; Design</td>
</tr>
<tr>
<td>Mario Mateo</td>
<td>Professor of Astronomy</td>
</tr>
<tr>
<td>Mark Moldwin</td>
<td>Professor of Atmospheric, Oceanic and Space Sciences</td>
</tr>
<tr>
<td>Dana Muir</td>
<td>Professor of Business Law; Arthur F. Thurnau Professor</td>
</tr>
<tr>
<td>Priti Shah</td>
<td>Associate Professor of Psychology</td>
</tr>
<tr>
<td>Nicholas A. Valentino</td>
<td>Professor of Political Science; Professor of Communication Studies</td>
</tr>
<tr>
<td>Michaela Zint</td>
<td>Associate Professor of Natural Resources and Environment; Associate Professor of Education</td>
</tr>
</tbody>
</table>
External Colleges, Universities, and Organizations Served

Because of its national reputation, representatives of many other institutions contact CRLT for advice and information. In 2012-2013, CRLT provided 1,051 services to external clients who represent 130 colleges and universities, 25 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 multicultural teaching and learning into the work of a teaching center, and requests to use CRLT publications and Web resources. Additionally, 532 individuals from outside U-M attended performances of the CRLT Theatre Program. Following are lists of the institutions and organizations that received services from CRLT.

An asterisk (*) indicates that individuals from that institution or organization visited CRLT in Ann Arbor.

Colleges and Universities within the U.S.

Albion College*
Arizona State University
Austin Peay State University
Bates College
Brandeis University
Brevard Community College
Brooklyn College
Brown University*
Carnegie Mellon University*
Cerritos College
Chamberlain College of Nursing
College of William and Mary
Columbia University*
Cornell University
Dartmouth University
Duke University
Eastern Michigan University*
Emory University
Ferris State University
Florida International University*
Florida State University
George Mason University
George Washington University*
Georgia Institute of Technology
Greenfield Community College*
Harvard University*
Indiana University
Indiana University - Purdue University Indianapolis
Kalamazoo College
Kettering University
Loyola University Maryland
Macomb Community College*
Marquette University
Massachusetts Institute of Technology
Miami University of Ohio
Michigan State University*
Montana State University
Murray State University*
Northeastern University*
Northwestern University
Oakland University
Oberlin College*
The Ohio State University

[Continued on next page]
Colleges and Universities within the U.S. (cont.)

Otterbein University
Pennsylvania State University
Princeton University
Purdue University
Rensselaer Polytechnic Institute
Rutgers University*
Scripps Research Institute
Stanford University
Syracuse University
Texas Tech University
University of Alabama
University of Alaska
University of California, Berkeley
University of California, Irvine
University of California, Santa Barbara
University of Chicago*
University of Colorado
University of Florida
University of Houston
University of Illinois, Chicago
University of Kansas
University of Louisville
University of Maryland
University of Maryland, Baltimore County
University of Massachusetts Amherst
University of Minnesota
University of North Dakota
University of North Texas
University of Oklahoma
University of Pennsylvania
University of Pittsburgh
University of Portland
University of South Dakota
University of Tennessee Knoxville
University of Texas at Austin
University of Washington
University of Western Kentucky
University of Wisconsin Madison
University of Wisconsin Stout*
Vanderbilt University
Virginia Institute of Technology
Washington University in St. Louis
Washtenaw Community College
Wayne State University*

Colleges and Universities outside the U.S.

Alexandria University, Egypt
Ashoka University, India*
Athabasca University, Canada*
Beijing JiaoTong University, China*
Beijing University of Posts and Telecommunications, China*
Bilkent University, Turkey
Central China Normal University*
Central University of Finance and Economics, China*
China University of Geosciences*
Chinese Culture University, Taiwan
Chongqing University, China
Fudan University, China
Liaoning Guidaojiaotong Polytechnic Institute, China*
Henan Agricultural University, China*
Henan University of Technology, China*
Henan University, China*
Jazan University, Saudi Arabia*
King Faisal University, Saudi Arabia
King Saud University, Saudi Arabia*
Lancaster University, UK*
McGill University, Canada
Middle East Technical University, Turkey*
Nanjing University, China*
North China University
Pontificia Universidad Católica de Chile
Prince Sultan University, Saudi Arabia
Princess Noura bint Abdulrahman University, Saudi Arabia
Queen’s University, Ontario, Canada*
Ritsumeikan Asia Pacific University, Japan
Shanghai Jiaotong University, China
Shenyang Aerospace University, China*
South University of Science and Technology of China
Tsinghua University, China
University of British Columbia
University of Cape Town, South Africa
University of Cocody, Abidjan, Ivory Coast*
University of Copenhagen
University of East Anglia, UK*

Other Organizations and Associations

American Society for Engineering Education
Association of American Medical Colleges
Association of Governing Boards
Bridgespan Group
Campus Technology Magazine
Cisco Webex
Council for International Exchange of Scholars
General Office of the People’s Government of Henan Province
Huron Consulting*
Independent Colleges Office
Mathworks
Ministry of Education, China

Mohr Partners, Farmington Hills, Michigan
National Endowment for the Arts
National Institute of Standards and Technology
National Science Foundation
Performance Network Theatre
Sage Search Partners
SRI International
The Prose and The Cons LLC
Theater Delta
Trinity Health
U.S. Department of Veterans Affairs
University World News
Witt/Kieffer Search Firm
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, consultations offered to individual faculty at the request of a specific unit, and consultations with deans and chairs focusing on unit-wide activities. CRLT provided close to 5,000 services for 18 of U-M’s schools and colleges, as well as 17 other units, including the president’s and provost’s offices.

**Discipline-Specific Services for U-M Schools, Colleges, and Departments**

**Architecture and Urban Planning**

- Grants for professional development received by Macgillivray, Perdu, Schulte, Stayner, Turpin, and Wilkins
- Grants for teaching innovation received by Holder and Ray

**Art and Design**

- Assessment of and reporting on new international experience requirement for undergraduates, involving student surveys, focus groups, and analysis of artist statements
- Assessment of undergraduate curriculum, involving multiple student focus groups, use of registrar’s data, and student and alumni survey data
- Grant for professional development received by Manos
- Grant for teaching innovation received by Greene
- Presentation to faculty on using online collaboration tools
- Workshop on instructional technologies for group projects and critiques

**Business**

- Consultation on design of a senior survey for BBA students
- Consultation on student survey for Entrepreneurship Taskforce
- Consultations and resources for new junior faculty
- Consultations with the associate dean on the creation of a teaching academy for newly hired faculty
- Evaluation of impact of online learning in BIT 330 using student surveys and focus groups
- Grant for teaching innovation received by Moore
- Planning for collaboration on faculty development for faculty
- Workshop on student motivation
- Workshop on teaching resources for new junior faculty
**Dentistry**
* Assessment of undergraduate curriculum and presentation to Assessment and Curriculum Committees
* Assistance with the Education Innovation Grant (orthodontics) and designing an active learning training session after receiving the grant
* Assistance with research design for Roy H. Roberts Award for Excellence and Innovation in Teaching Grant (awarded)
* Consultation on assessment of web cases in diagnostic sciences sequence, including survey development
* Consultation on evaluation for Community Dental Center
* Consultation with two masters students about thesis projects
* Consultations on evaluation of D1 cariology sequence and assistance with data collection and analysis
* Evaluation of online learning modules on diabetes and oral health
* Grants for teaching innovation received by Danciu, Fontana, and Gonzalez
* Interactive theatre vignette creation and presentation on student/faculty relations
* Multiple consultations and development of surveys to assess alignment between pre-clinical and clinical teaching in the prosthodontics curriculum
* Multiple consultations and review of surveys to assess motivational interviewing curriculum in dental hygiene
* Presentation of a workshop on facilitating discussions and small group teaching
* Teaching academy for newly hired faculty in health science disciplines

**Education**
* Consultation on diversity initiatives
* Grant for professional development received by Holmstrom
* Grants for teaching innovation received by Cervetti and Robertson
* Hiring and mentoring of graduate student interns from the Center for the Study of Higher and Postsecondary Education (CSHPE)
* Meetings with prospective and current graduate students
* Participation in CSHPE faculty meetings
* Participation in CSHPE orientation for new students

**Engineering**
* Collaboration on workshop design for teaching across cultures
* Consultations on NSF proposal preparation, including the NSF CAREER award
* Development and facilitation of one-and-a-half day teaching orientation program for new engineering faculty
* Engineering education research reading group for faculty to discuss and refine their projects in this area
* Facilitation of faculty retreat to review the core curriculum
* Grants for professional development received by Brelob and Fowler
* Grants for teaching innovation received by Esl, Ganago, Gillespie, Jeffers, Kieffer, Marsik, Moldwin, Northrop, Phillips, Shi, Shikanov, Sienko, Winsor, and Wisniewski
* Hiring, training, and supervision of engineering teaching consultants (ETCs)
* Interactive theatre performance for faculty on navigating departmental politics
* Interactive theatre performance for fall and winter GSI orientations on how gender influences teaching and learning in an introductory science course
* Interactive theatre performances for faculty and graduate students on graduate student climate
* Mentor to visiting scholar in Visiting Partners Program, Center for Occupational Safety and Health Engineering
* Midterm student feedback and individual consultations for faculty
* Ongoing consultation with the associate deans about CRLT-Engin initiatives for faculty and GSIs
* Organization and facilitation of a customized GSI training program prior to the start of classes for the fall 2012 and winter 2013 terms, including theatre performance, and advanced practice teaching sessions
* Organization and facilitation of a customized training program for instructional aides (IAs) in the fall 2012 and winter 2013 terms
* Organization of an annual poster fair for faculty and GSIs showcasing scholarship and research in engineering education
* Organization of the college’s Richard and Eleanor Towner Prize for Outstanding Graduate Student Instructors, including the nomination, selection, and publicity processes
* Organization of the Curriculum and Pedagogy Innovation Grants for ADUE
* Organization of two iterations of a teaching circle on teaching large courses
* Oversight of the Rackham Certificate Program in Engineering Education Research
* Presentation on the ETC Program to GSIs in chemical engineering and EECS
* Presentations on CRLT in Engineering and its impact at separate meetings of the executive committee, department chairs, program directors, the undergraduate education team
* Presentations on ethics and student teams for ENG 580, “Teaching Engineering”
* Review of survey for EECS 314
* Workshops for ETCs on observing classes, midterm student feedback, practice teaching, strategies for working with GSIs, consulting with GSIs, and research in engineering education
* Workshops for faculty: teaching engineering teamwork across cultures, creativity in the engineering curriculum, “flipping” the engineering classroom
* Workshops for graduate students and postdoctoral scholars: faculty panel on teaching, low-stakes ways to assess student learning, time management for busy people, spicing up teaching to improve student learning, improving communication and handling sticky situations with students
* Workshops open to graduate students, postdoctoral scholars, and faculty: engineering education research, pedagogy for the engineering classroom, CRLT Players performances of 7 into 15

**Kinesiology**

* Consultation about survey and focus groups of alumni and current students in sport management
* Consultation on distance learning
* Consultations with movement science to plan curriculum revisions, retreats and program objectives.
* Grant for teaching innovation received by Seidler
* Teaching academy for newly hired faculty in health science disciplines

**Law**

* Consultation about “flipping” workshops on international legal issues
* Consultation about IRB approaches for SoTL project (and TTI grant)
* Design and analysis of surveys to evaluate the impact of the Michigan Access Program and assistance with submission of manuscript to disseminate key findings
* Grants for teaching innovation received by Pinto and Sankaran
Literature, Science, and the Arts

- **Multiple LSA units**
  * Consultation on assessment for MELO project

- **Afroamerican and African Studies**
  * Consultation, planning, and facilitation of faculty meeting on pedagogies of community engagement
  * Faculty workshop on teaching community engagement
  * Grant for teaching innovation received by Jones
  * Workshop on identity in the classroom for faculty

- **American Culture**
  * Conducted focus group with graduate students on climate
  * Discussion of CRLT support for teaching and learning in South Asian studies
  * Facilitated Faculty Graduate Committee discussion of program and climate

- **Anthropology**
  * Grant for teaching innovation received by Strassmann

- **Asian Languages and Cultures**
  * Development of evaluation plan in support of Japan Foundation Institutional Project Support Grant
  * Grants for professional development received by Mochizuki and Yasuda
  * Grant for teaching innovation received by Park
  * GSI workshop on course design

- **Biology**
  * Grant for teaching innovation received by Carpenter

- **Classical Studies**
  * Grant for professional development received by Berlin

- **Communication**
  * Coordination of early feedback for all new GSIs
  * Grant for teaching innovation received by Lotz

- **Comparative Literature**
  * Consultation, planning, workshops and co-facilitation of Faculty Institute on Pedagogies of Translation
  * Planning and implementation of workshop for GSIs on preparing to teach

- **Dean’s Office**
  * Assistance with research design and data analysis for assessment of Michigan Learning Communities
  * Attendance at the CIC Assessment/Undergraduate Education meeting in Lincoln, Nebraska
  * Collaboration with English Language Institute to develop and facilitate a three-week intensive course in August 2012 and a winter 2013 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA, including interactive theatre performances for GSIs about gender climate issues in the classroom
  * Consultation on evaluation of the Understanding Race Project, in support of the winter 2013 LSA theme semester
  * Consultations about assessment
  * Coordination of early feedback for GSIs who are instructors of record for upper-level courses
  * Creation and presentation for faculty of theatre performance on navigating departmental politics
Creation and presentations of theatre performance on climate issues as they emerge between graduate students and faculty advisors in a lab setting
* Design and implementation of a research study to determine the impact of the LSA Teaching Academy
* Development and facilitation of a teaching academy for all new assistant professors in the college, including a two-day orientation, facilitation of midterm student feedback sessions, facilitation of workshops and disciplinary meetings during the academic year, and a final program on the place of teaching in promotion and tenure
* Interactive theatre presentations on how gender and faculty rank influence dynamics and the decision-making process of tenure committees
* Organization and facilitation of GSI orientation training programs prior to fall 2012 and winter 2013 terms, including theatre performances
* Planning and implementation of a faculty learning community for engaging students in large courses
* Revision and preview of theatre sketch on sexual harassment to gauge effectiveness for a faculty audience
* Session for faculty GSI coordinators and GSMS to share strategies on GSI training
* Submission and execution of Exploring Learning Analytics Grant, to validate and develop U-M assessment tools
* Training for all incoming GSIs about sexual harassment, using interactive theatre performances
* Understanding Race Theme Semester steering committee member
* Workshops for GSMS and GSI coordinators about observing classes, midterm student feedback, practice teaching, strategies for working with GSIs, and consulting with GSIs

**Earth and Environmental Sciences**
- Consultation and development of evaluation plan for global change course

**English Language and Literature**
- Grant for professional development received by Walker
- Grants for teaching innovation received by Kuppers and Sweeney
- Participant in discussions of disability theory and practice on campus with departmental area of study, disability and trauma studies

**English Language Institute**
- Collaboration on two intensive courses for graduate students whose undergraduate education was in a language other than English and who plan to have GSI appointments in LSA
- Interactive theatre performance on climate in the classroom

**German Languages and Literatures**
- Grant for professional development received by Wunderwald-Jensen

**History**
- Consultation on pedagogical training and support for instructors of History 195
- Grants for teaching innovation received by Blouin and Marwil
- Workshop for History 195 GSIs on teaching introductory courses

**Institute for the Humanities**
- Collaboration on development of a certificate for graduate student instructors on the use of digital media, including focus groups with humanities graduate students
• **Mathematics**
  * Creation and presentation of interactive theatre performance on departmental climate issues for graduate students
  * Grant for teaching innovation received by Megginson
  * Interactive theatre performance about gender in the classroom as part of the orientation program for instructors teaching introductory calculus

• **Michigan Community Scholars Program**
  * Co-ordination to form planning and advisory committees to create a three-university Community Engagement Corridor and consultation on design of an event to launch such a corridor

• **Near Eastern Studies**
  * Assistance with focus groups for curricular assessment of undergraduate program
  * Assistance with IRB and development of assessment plan for Arabic studies
  * Assistance with survey for evaluation of Arabic language flagship program
  * Design, distribution, and analysis of survey about website and slide database tool for ACABS 277
  * Grants for teaching innovation received by Bardenstein, Rammuny, and Schulte-Nafeh

• **Philosophy**
  * Analysis of students’ course-taking patterns in support of curricular review
  * Grant for teaching innovation received by LaVaque-Manty
  * Panel discussion on visual learning

• **Physics**
  * Drafting of manuscript to disseminate Next Generation Learning Grant findings
  * Grant for teaching innovation received by Foley

• **Political Science**
  * Grants for teaching innovation received by Disch and LaVaque-Manty
  * Workshop for GSIs on teaching with everyday technologies
  * Workshop on conflict and facilitation in the classroom

• **Program in the Environment**
  * Coordination of midterm student feedback for new GSIs

• **Psychology**
  * Workshop for GSIs on effective college teaching principles and practices
  * Workshop for Psychology 270 GSIs, “Teaching Large Courses”

• **Residential College**
  * Consultations on forming planning and advisory committees to create a three-university Community Engagement Corridor and consultation on design of an event to launch such a corridor
  * Grant for professional development received by Hill

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"Thanks again for a very creative and stimulating retreat last week. We generated a number of exciting actionable ideas that I intend to follow up on over the coming months. I’d like to thank CRLT again for their great facilitation of the day!"

*U-M Department Chair*
• **Romance Languages and Literatures**
  * Grant for professional development received by Garcia-Amaya
  * Grant for teaching innovation received by Lourdes Dorantes

• **Screen Arts and Cultures**
  * Grant for professional development received by Kybartas

• **Sociology**
  * Analysis and report on students’ course-taking patterns for undergraduate chair, in support of curricular review
  * Consultation and focus groups on graduate student success and climate
  * Consultations on implementation of team-based learning approach
  * Consultations with chair, executive committee, and faculty regarding graduate student feedback on program elements, intellectual development, mentoring, and climate
  * Interactive workshop on conflict in the classroom for first-year graduate students

• **Sweetland Center for Writing**
  * Analysis of registrar’s data and facilitation of four focus groups to gather data about international students’ experiences in writing courses and needs for writing resources

• **Women’s Studies**
  * Data analysis for ISL project on service learning outcomes, to evaluate new undergraduate course
  * Grant for teaching innovation received by Naber

**Medicine**

* Consultation on assessment tools for NSF Grant
* Consultation on design of assessment of email intervention in psychiatry, for enhancement of resident training
* Design and facilitation of training for session on policies and issues in clinical interactions
* Grant for professional development received by Ferrari
* Grants for teaching innovation received by DiPonio, Englesbe, Hortsch, Kumagai, Lypson, Manu, Monrad, Reames, Stojan, Sun, Waits, and Williams
* Interactive theatre performances about faculty advising faculty
* Interactive theatre performances on breaking bad news
* Multiple consultations on survey development for Investigating Student Learning grant to evaluate a “flipped” classroom
* Participation in program review for Department of Medical Education
* Presentation of interactive theatre vignettes addressing student mistreatment in medical school
* Provision of resources on CRLT programs and services at faculty orientation
* Teaching academy for newly hired faculty in health science disciplines

**Music, Theatre and Dance**

* Interactive presentations to MUSED 595 and MUSED 810 on teaching with technology
* Grants for teaching innovation received by Chambers, Clague, Croft, Gould, Schachter, Walker Adams, and Wilson
* Presentation for DMA students on developing their teaching philosophies

“Thank you so much for Friday’s seminar—it was terrific! It really helped to move our planning forward, and it also changed how I think about my own teaching.”

_U-M Department Chair_
**Natural Resources and Environment**

* Facilitation of student focus groups and participation on a steering committee to support design of student website funded by a Quick Wins grant
* Coordination of feedback for all new GSIs

**Nursing**

* Consultations on distance and online learning teaching strategies and technologies
* Consultations with the dean and a faculty committee on school-wide faculty development for incorporating active learning into courses
* Development of assessment plan for Clinical Learning Center
* Evaluation of the second career nursing program, involving a student survey and a focus group
* Facilitation of a Nursing Digital Teaching Institute (NDTI) to support faculty transitioning to teaching courses in a blended delivery format
* Facilitation of faculty focus groups to evaluate instructional technology practices and policies in blended learning courses
* Faculty learning community on active learning techniques, including simple classroom interventions, online tools for active learning, flipping the classroom, consultations on getting started with implementation, and faculty panel to share successful practices
* Grant for professional development received by Fenske
* Grants for teaching innovation received by Aebersold, Bay, Bigelow, Boucher, Davis, Fenske, Freeland, Parde, Price, Sarkar, Tschannen, and Ziemba
* Meetings with faculty and architects about classroom design and active learning in new building
* Teaching academy for newly hired faculty in health science disciplines

**Pharmacy**

* Facilitation of workshops on using backward design principles in team-based learning modules
* Presentation on team-based learning and adult learners
* Teaching academy for newly hired faculty in health science disciplines
* Workshop for faculty on effective multiple choice questions

**Public Health**

* Collaboration to design a year-end faculty retreat, facilitation of the retreat, and compilation of findings for environmental health sciences
* Collection and analysis of student feedback for health behavior and health education capstone course
* Consultation on design and implementation of HBHE capstone course
* Design and facilitation of an orientation activity for environmental health sciences faculty retreat to promote community building and positive communication
* Environmental scan and student focus groups to evaluate two course requirements in the epidemiology curriculum, including meeting with curriculum committee representatives, course instructors and student government representatives to plan and disseminate findings
* Formative evaluation of second-year health management and policy student experience
* Grants for teaching innovation received by Berrocal, Bowman, Dvonch, Jarman, Kidwell, Mendes de Leon, Mukherjee, Park, and Xi
* Teaching academy for newly hired faculty in health science disciplines
Public Policy

- Consultation on MPP academic advising and student engagement
- Coordination of midterm student feedback for new faculty and faculty teaching in the core curriculum
- Grants for professional development and teaching innovation received by Tompkins-Stange

Rackham Graduate School

- Collaboration on development of a certificate for graduate student instructors on the use of digital media
- Consultations about revision of GSI award process and metrics
- Coordination and evaluation of the U-M Graduate Teacher Certificate Program, including reviewing portfolios and awarding certificates; leadership of advisory committee
- Facilitation of “What’s It Like?” a four-session series and website highlighting faculty worklife in different institutional contexts
- Organization, implementation, and evaluation of one-day Preparing Future Faculty conference
- Organization, implementation, and evaluation of the 6-session program on Multicultural Facilitation for the Classroom for GSIs, with The Program on Intergroup Relations
- Organization, implementation, and evaluation of the month-long Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty for advanced doctoral students, including interactive theatre
- Organization, implementation, and evaluation of the Postdoctoral Short-Course on College Teaching in Science and Engineering
- Participation in Outstanding GSI Awards selection process and presentation of awards at ceremony
- Participation in program on alternative careers for graduate students
- Participation in Rackham New Graduate Student Orientation Resource Fair, fall and winter terms
- Participation in selection of U-M postdoctoral fellows at Oberlin and Kalamazoo Colleges, and evaluation of the program

Social Work

- Consultation on graduate student feedback on program innovations
- Consultations on evaluation of teaching and curriculum development
- Development and facilitation of four-part seminar series on teaching with technology
- Focus groups with graduate students on effectiveness of innovations supporting underrepresented students
- Grant for teaching innovation received by Alvarez, Gutierrez, Ingersoll-Dayton, Richards-Schuster, and Ruffolo
- Teaching academy for newly hired faculty in health science disciplines

Customized Services for Other Units at U-M

Arts at Michigan

- Consultation and review of faculty grant program applications

Arts of Citizenship

- Core committee member and speaker for workshop, “Building the Architecture for Full Participation: Linking Community Engagement and Diversity”
- Participation on executive committee
ArtsEngine
* Consultation on development and evaluation of UArts courses
* Participation in national task force shaping research on the value of arts at research universities

Career Center
* Collaboration to plan, implement, and evaluate a one-day conference on preparing future faculty

Center for the Education of Women
* Feedback on report about use of modified duties and tenure clock stop policies

Human Resources
* Adaptation and presentation of interactive trigger vignettes on staff-supervisor relations

Information Technology Services
* Evaluation of IT tools: Piazza and Lesson Builder

Institute for Research on Women and Gender
* Collaboration on planning for the Strategies Toward Excellent Practices in Departments program (STEP)
* Creation and presentation for faculty of theatre performance on navigating departmental politics
* Creation and presentations of theatre performance on climate issues as they emerge between graduate students and faculty advisors in a lab setting
* Multiple interactive theatre performances and presentations on departmental change (STEP workshop)
* Multiple interactive theatre presentations on how gender and faculty rank influence dynamics and the decision-making process of tenure committees
* Presentation at a faculty workshop, “Evaluating and Revising Challenging Courses”

Institute for Social Research
* Creation and presentation of theatrical trigger vignettes on climate issues

Libraries
* Collaboration on promoting wikipedia editing as course assignment
* Collaboration on Provost’s Teaching Innovation Prize (TIP) competition
* Consultation with library team on research and library resource seminar for GSIs
* Evaluation of IT tools: Piazza and Lesson Builder

Office of the Budget and Planning
* Feedback on instructional technology module for UMAY survey

Office of the President
* Conference presentation and publication as part of ongoing mentorship of visiting scholar from Makerere University, Uganda, through U-M African Presidential Scholars Program (UMAPS)
* Hosting of visiting scholars from four Chinese universities: Beijing Jiao Tong University, Central University of Finance and Economics, Central China Normal University, and Beijing University of Posts and Telecommunications, for a three-week faculty development fellowship (part of the China initiative)
Office of the Provost and Executive Vice President for Academic Affairs

* Assistance with completion of AAU survey on assessment
* Collection of student feedback across multiple Michigan International Seminars for Undergraduates (MISU); reporting results to faculty and MISU coordinators for future initiative planning
* Consultation and facilitation for discussions at faculty dinner following Nancy Cantor Lectureship on Intellectual Diversity
* Consultation and planning for Nancy Cantor Lectureship on Intellectual Diversity
* Consultation on creating evaluation surveys for MOOC courses
* Consultations with the student learning advisory committee (Provost’s Third-Century Initiative)
* Coordination of fifth campus-wide Provost’s Teaching Innovation Prize in collaboration with the senior vice provost and the dean of libraries
* Coordination of LPDF grants programs for LEO lecturers
* Facilitation of roundtable discussions for students visiting from underrepresented high schools, for the Center for Educational Outreach (CEO)
* Facilitation and participation in discussions of strategies for recruiting and retaining a diverse student body in meetings of university leaders from AAU institutions limited by state constitutional amendments or regulatory dictate
* Interactive theatre performance for the U-M community and the public about students with disabilities
* Interviews and focus groups with with faculty and administrators about use of student ratings at U-M (data-gathering for the Provost’s Learning Analytics Task Force Subcommittee on Student Ratings)
* Leadership of and participation in Vice Provost and Associate Dean Group
* Meetings for Diversity Council chairs
* Member, Diversity Council subgroup on climate issues raised at student town hall meetings
* Organization and facilitation of New Faculty Orientation, including interactive theatre performance
* Organization of competition to select Thurnau Professorships
* Organization of competition to select U-M faculty for Michigan Distinguished Professor of the Year Award
* Organization of competition to select U-M faculty for U.S. Professors of the Year Award
* Organization of dinner honoring new Thurnau Professors
* Organization of Student Learning and Analytics at Michigan (SLAM) Seminar Series and Learning Analytics Fellows Program for Provost’s Learning Analytics Task Force, including event design, program evaluation, development of online resources, and writing of University Record article about SLAM series to publicize the initiative
* Organization, facilitation, and evaluation of Provost’s Campus Leadership Program (both an orientation and monthly roundtables) for chairs and associate deans, including theatre performances on working successfully with staff
* Participation and debriefing of town hall meetings organized by students to identify, discuss, and address climate issues
* Participation in discussions with a leadership group from UK institutions of higher education concerning innovations in teaching and learning
* Participation on Diversity Council
* Participation in the discussion of creating and evaluating MOOCs
* Participation on the Collaborative Domain Group (CDoG) for the use of instructional technology to
inform the Knowledge and Teaching and Learning Domain Stewards
* Participation on the Domain Mapping Subcommittee of the Collaborative Domain Group (CDoG)
* Participation on the Teaching Evaluation Subcommittee of the Learning Analytics Task Force
* Planning and implementation of two Provost’s Seminars, “Teaching in the Cloud: Using Google Apps and Other Online Collaboration Tools for Student Engagement” (fall 2012) and “Flipping the Classroom” (winter 2013)
* Planning for a three-university Provost’s Seminar on community engagement
* Presentation to Vice Provost and Associate Dean Group on using online collaboration tools for teaching

Office of the Vice President for Research
* Coordination of meetings with a delegation from the Chinese Ministry of Education

Postdoctoral Association
* Workshop on writing a statement of teaching philosophy

The Program on Intergroup Relations
* Collaboration on implementation of a faculty institute on dialogue and dialogue skills for faculty in Afroamerican and African studies, American culture, art, disability studies, English, history, near eastern studies, psychology, public policy, Residential College, romance languages and literatures, sociology, theatre, and women’s studies

Teaching and Technology Collaborative
* Collaboration with other instructional technology units to organize and facilitate the Enriching Scholarship Conference, a university-wide, one-week program of workshops, demonstrations, and presentations
* Organization of Provost’s Teaching Innovation Prize and Investigating Student Learning poster session (for Enriching Scholarship)
* Seminars and workshops on technology and teaching
Collaborations and Committee Work

Collaboration with Other Units

Collaboration with other U-M offices is a key component of CRLT services. During 2012-2013, CRLT worked with all schools and colleges on teaching improvement projects. Additionally, CRLT collaborated with:

* Arts at Michigan
* ArtsEngine
* The Career Center
* Center for Educational Outreach
* Digital Media Commons
* Division of Student Affairs
* Dual Career Services (Office of the Provost)
* English Language Institute
* Ginsberg Center for Community Service and Learning
* Human Resource Records and Information Services
* Information Technology Services
* Instructional Design Group
* Language Resource Center
* LSA Student Academic Affairs
* LSA Instructional Support Services (ISS)
* Michigan Education Through Learning Objects (MELO) Community
* Multi-Ethnic Student Affairs (MESA)
* Native Scholars Interdisciplinary Group
* News Service
* Office of Academic Multicultural Initiatives (OAMI)
* Office of Institutional Equity
* Sweetland Center for Writing
* Teaching and Technology Collaborative
* University Library

Committee Work

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

* Academic Services Board (ASB)
* Arts at Michigan Course Connection Grant Review Committee
* ArtsEngine National Task Force on Research
* Arts of Citizenship Executive Committee
* China Strategy Group
* Collaborative Domain Group
* College of Engineering NextProf: Diversifying Academia Full Committee Meeting
* College of Engineering Towner Prize for Outstanding GSls
* College of Engineering Undergraduate Education Team
* Department of Medical Education Review Committee
* Diversity Council
* Diversity Council Chairs Group
* Diversity Council Executive Committee
* E-Portfolio Special Interest Group
* LSA Theme Semester on Race
* LSA Theme Semester on Translation
* Provost’s Teaching Innovation Prize Selection Advisory Committee
* Rackham Outstanding Graduate Student Instructor Awards Committee
* STEP Planning Committee
* Teaching and Technology Collaborative Committee
* Enriching Scholarship Keynote Committee
* Enriching Scholarship Publicity Committee
* Teaching Evaluation Subcommittee of the Learning Analytics Task Force
* Thurnau Selection Advisory Committee
* U-M Graduate Teacher Certificate Advisory Committee
* U-M IT Alliance
* U.S. Professor of the Year Selection Committee
* Vice Provost and Associate Dean Group

External Committee Participation

* CIRTL Network: Curriculum Committee (R. Niemer)
* CIRTL Network: Network Development Group (R. Niemer)
* Committee on Institutional Cooperation (CIC) Assessment Group (M. Wright)
* Committee on Institutional Cooperation (CIC) Teaching Center Directors Group (C. Cook, M. Kaplan)
* External evaluation visits for NSF ADVANCE Institutional Transformation Grant to The Ohio State University (M. Wright)
* Ivy Plus Consortium on Teaching (C. Cook)
* Kettering University Advisory Board - Center for Excellence in Teaching and Learning
  * (C. Finelli)
* POD Graduate and Professional Student Development (GPSD) Committee Chair, 2009-12 (M. Wright)
* POD Core Committee (M. Wright)
* POD Ad hoc Committee on Publications (M. Wright)
* POD Finance Committee Chair (M. Wright)
* POD Electronic Communications and Resource Committee (R. Niemer)
New Initiatives in 2012-2013

Student Learning Analytics at Michigan (SLAM)

As part of its role in supporting major, U-M initiatives, CRLT collaborated with Learning Analytics Task Force (LATF) chair, Tim McKay on the committee’s efforts to engage the campus community with this emerging field of inquiry. Learning analytics refers to the use of data to examine and improve learning, and the LATF is one component of the Provost’s Third Century Initiative. Drawing on its expertise in IT and assessment, as well as its long history of convening effective faculty learning communities and campuswide seminars, CRLT worked with the LATF on two initiatives in the 2012-2013 academic year. First, CRLT organized the Student Learning Analytics (SLAM) Speaker Series at which local and international experts discussed their analytics projects. The series drew a combined audience of 600 U-M participants over 12 seminars. Second, CRLT facilitated a Learning Analytics Fellows Program, which brought together 31 U-M faculty, graduate students, and staff interested in developing their own projects to experiment with this approach. For more details about these programs, see p. 33.

Provost’s Seminars on New Technologies for Student Engagement

Emerging strategies for promoting student engagement with course material were spotlighted at the biannual provost’s seminars organized by CRLT. Building on expertise generated in a 2011-2012 Google Faculty Learning Community, the fall 2012 seminar brought “Teaching in the Cloud: Using Google Apps and Other Online Collaboration Tools for Student Engagement” to an audience of over 140 faculty, who also received newly published CRLT Occasional Paper No. 31 on this topic. (See p. 59.) In the opening plenary session, Mika LaVaque-Manty, Arthur F. Thurnau Professor of Political Science and CRLT Faculty Associate, demonstrated his use of Google Docs for teaching a large, introductory political theory course. Concurrent sessions featured faculty panelists who used these tools to facilitate collaborative authorship or crowdsource learning activities. (Edited videos of these faculty presentations are available on the CRLT website at http://www.crlt.umich.edu/oct).

“Flipping the Classroom” creates time for active learning in class by shifting students’ first exposure to
course material from lecture to outside of class. At the winter 2013 seminar, 200 attendees heard from plenary panelists who have already “flipped” their U-M classrooms, requiring students to work with course content through readings, videos, and/or quizzes before coming to class. In subsequent break-out sessions, faculty in related disciplines discussed ways to adapt this approach to their own teaching contexts. At follow-up events, interested faculty continued working with each other and CRLT staff on plans for implementing what they learned in the provost’s seminars.

U-M Instructional Technology (IT) Alliance

In 2012, U-M joined with Indiana University, University of Wisconsin, and Northwestern University to form an Intercampus IT Alliance to develop and share protocols for (and results from) evaluating new tools and devices. The intercampus initiative sparked the creation of the U-M IT Alliance, an on-campus collaborative that brings together representatives from CRLT, ITS, the Library, and the IT Council. This internal group met regularly during 2012-2013 to help U-M make evidence-based decisions about the adoption of new technologies. To guide its work, the IT Alliance developed a conceptual framework for determining the priority, scope, design, and workflow for IT evaluation projects. CRLT piloted the framework by conducting evaluations of two new tools: Piazza, a cloud-based application for crowdsourcing student questions (deployed campus-wide in 2012-2013); and Lesson Builder, a tool for creating online learning modules that is currently under development in CTools. (For more information about these evaluations, see pp. 33-34.)

Dialogues Institute

CRLT, in collaboration with The Program on Intergroup Relations (IGR), planned and presented a two-day institute for 16 faculty who teach multicultural content in Afroamerican and African studies, American culture, English, history, near eastern studies, psychology, residential college, romance languages, sociology and women's studies. Sponsored by the senior vice provost for academic affairs, the institute's goals included developing dialogue strategies and skills that faculty can use in class, especially in discussions of power and equity; encouraging movement from the analytical to the personal; and fostering inquiry and exchange among faculty participants on issues of pedagogy. Participants facilitated a 30-minute dialogue of their own design and role played handling difficult situations, such as student resistance and challenges to authority. In the 2013-2014 academic year, participants will reconvene to discuss what they have tried in their teaching. The institute was very highly rated, receiving a 4.91 average evaluation (on a 5-point scale) for the overall value of the program.

“Congratulations on a very successful Provost’s Seminar yesterday; I enjoyed the sessions I attended. I was especially glad to see faculty who might be less comfortable with technology eager to learn about and utilize some of the cloud tools!”

Faculty Participant

“This was an amazingly crafted workshop and a wonderful group of facilitators and faculty.”

Faculty Participant

“Thank you so much for inviting me and for the opportunity to be a part of this amazing group. It was the most helpful teaching training I have experienced.”

Faculty Participant

Building this community on campus is essential.

Faculty Participant
Large Course Initiative

CRLT significantly revised its two Large Course Initiatives (LCI), one in LSA and the second in the College of Engineering. Participants rated the overall value of both programs very highly. In LSA, the LCI brought together 18 tenured faculty who met monthly during the winter 2013 term. Participants read and discussed research on student learning—including motivation, memory, and mastery—as well as course management. In addition, they visited the classrooms of colleagues who use innovative approaches to engage students in their large courses. To support implementation of the lessons learned, 14 of the faculty received small grants to revise their courses.

In engineering, a “Teaching Circle for Large Engineering Classes” was offered in both fall and winter. In fall, seven faculty participated, and sessions were co-facilitated by CRLT-Engin and senior faculty who teach large courses. Topics included rapport-building, active learning, student motivation, and instructional technology. Research articles were integrated with local data to help participants identify useful strategies for their own classes. The winter iteration included six faculty participants who, in addition to meeting regularly, observed colleagues’ classes and got hands on experience with technologies particularly useful for large classes. The program was co-facilitated by CRLT in Engineering Faculty Associate Mark Moldwin.

“...This is the first time in my career that I have been systematically exposed to what is known about learning and how we might use those results in the classroom."

Faculty Participant

CRLT Research: The Impact of the LSA Teaching Academy

After four iterations of an annual teaching academy for new assistant professors, the LSA dean requested an assessment of the program’s impact on both faculty and students. Using data from a variety of sources, CRLT staff conducted research in 2012-2013 that compared the first three cohorts of academy participants with cohorts hired before the program’s introduction. Benefits for newer faculty included more frequent use of opportunities to improve teaching skills and increased confidence in their teaching. Furthermore, students were more likely to agree that they “learned a great deal” in courses taught by academy participants. For more information about the study, see p. 40. For a description of teaching academy content, see p. 44.

Internationalizing the Curriculum (ITC) Grants Competition

As part of U-M’s ongoing commitment to internationalization, CRLT collaborated with both the vice provost for international affairs and the senior vice provost for academic affairs to create this new grant. Faculty applied for up to $7,500 to introduce significant international components into courses to be taught in both of the two subsequent academic years (2013-2015). The ITC funded eight courses on topics ranging from...
“Women and the Arab Revolutions” to “Preparing Medical Students for International Experiences.” (See p. 57 for a full list of winners.) Grant recipients will consult with CRLT staff while developing their courses and will share results of their efforts with colleagues across campus.

CRLT China Fellows
Supporting President Coleman’s China initiative, CRLT hosted four visiting scholars who will be running teaching centers on their own campuses: Lin Guanbin, Central University of Finance and Economics; Junqi Wu, Central China Normal University; Yi Zhang, Beijing Jiao Tong University; and Lin Zhang, Beijing University of Posts and Telecommunications. (Leaders from these universities took part in CRLT’s Michigan-China University Leadership Forum in May 2012.) The fellows three-week program started in late August 2012 with a backbone of 14 seminars designed by CRLT staff on topics such as establishing a teaching center, fundamental principles of course design and active learning, the dynamics of institutional change, creating a culture of teaching excellence on a campus, and carrying out core teaching center activities (e.g., orientations, seminars, consultations, and assessment of student learning). 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.

New Website
Already a well-used resource for educators throughout the U.S. and around the world, CRLT’s website underwent a complete restructuring in August 2012. Courtesy of an open-source content management system (Drupal), the resources curated by CRLT are both more accessible to digital visitors and easier to keep current. The new homepage blog highlights topics relevant to particular times of the term (e.g., activities for the first day, tips for grading midterm exams), as well as innovative teaching by U-M faculty. Self-service features include online requests for consultations or midterm student feedback (MSF) sessions, along with registration for (and ultimately, documentation of participation in) CRLT events. Throughout, CRLT is striving to offer timely and relevant information that instructors can put to immediate use.
Program Areas

CRLT Website

Faculty, instructional consultants, and administrators at U-M and in higher education institutions throughout the U.S. and around the world visit the CRLT website to obtain resources on teaching and learning. Between June 1, 2012, and May 31, 2013, the website received over 548,500 visits, representing 440,400 unique visitors from 218 countries. Approximately 4.3% of visitors were from U-M, and 55% were from the United States.

In August 2012, CRLT launched an updated website to offer visitors improved access to CRLT resources. The site features more dynamic content, greater searchability, easier access to related content (through tagging and other navigation aids), and more visual materials, including video and multimedia resources. Compared with the prior year, since the launch of the new website, time per visit increased by 116%, and the number of pages per visit increased by 9.2%, and the bounce rate, or the number of visitors who leave the site without clicking to additional pages, decreased by 14.6%. Much of the increased time on the site results from visitors clicking through to related content via the new system of tagging and sidebar menus.

The new website features a dynamic homepage, including a regularly-updated blog. To date we have published more than 75 separate posts, authored by CRLT staff as well as faculty, administrators, and graduate students as guest bloggers. Aiming primarily to provide timely support to University of Michigan teachers, the blog highlights CRLT resources (including online materials, in-person seminars and workshops, consultations, and grants), as well as faculty accomplishments. Each new blog post generates a tweet to CRLT’s 894 Twitter followers.

Many of CRLT’s pages are highly ranked by search engines such as Google, and about 75% of all visits to CRLT’s website come from such search engines. Top search terms include “teaching strategies,” “teaching philosophy,” “lesson plan,” “teaching styles,” and “active learning.” Overall, the “Strategies for Effective Lesson Planning” page received the most visits, over 94,000 visits, or about 9.65% of the total. Other popular pages include the CRLT home page, “The Teaching Philosophy/Teaching Statement,” “Teaching Strategies,” and “Active Learning,” each with over 25,000 visits.

Instructional Technology

Through consultation services, faculty development programs, and service on university- and unit-level committees (see Committee Work, p. 22), CRLT staff help individuals and academic units explore, integrate, and evaluate the use of instructional technology. Several programs from the 2012-2013 academic year are highlighted below.

Campus-Wide Committees and Initiatives

With their focus on best practices and experience with program evaluation, CRLT staff play a key role in university-wide initiatives around IT, including the following:

Several CRLT staff were part of the Collaborative Domain Group (CDoG), which provides guidance and leadership for the campus-wide use of information technology to support the mission of the university in teaching and learning, as well as the curation, preservation, and generation of knowledge. The group is advisory to the Teaching & Learning and the Knowledge Domain Stewards. In addition, CRLT staff joined CDoG subcommittees, including those mapping the current IT landscape and creating a vision for the future of IT.

To help U-M make data-driven decisions about which applications to support centrally, CRLT joined with the University Library, Information Technology
Services (ITS), and the IT Council to create the **U-M IT Alliance**. The group met regularly over the course of the academic year to develop and pilot a framework for guiding evaluation of new tools for campus-wide use. For more information about the Alliance, see New Initiatives (p. 25). To learn more about the specific evaluations CRLT carried out in collaboration with the Alliance, see Assessment Services (p. 33).

As a charter member of the Teaching and Technology Collaborative (TTC), CRLT co-sponsored the **16th Annual Enriching Scholarship Conference**, along with ITS, the LSA Language Resource Center and Instructional Support Services, and the Medical School Instructional Services-Instructional and Multimedia Development. This weeklong event features seminars, open houses, and demonstrations on the use of technology in teaching and learning. CRLT staff co-organized the opening event, which included a poster fair that highlighted the work of the recipients of both the annual U-M Provost’s Teaching Innovation Prize and CRLT’s Investigating Student Learning Grant. The keynote session featured a faculty panel addressing the question, “What Have We Learned About MOOCs?” CRLT also sponsored six seminars on teaching with technology as part of the conference.

To bring an IT focus to U-M’s Graduate Teacher Certificate program, CRLT collaborated with the Institute for the Humanities and Rackham on plans for a **Graduate Teacher Certificate + Digital Media Program (GTC+)**. This expanded certificate will provide participants with structured opportunities to engage with current scholarly conversations about the ways digital environments shape our thinking and practice as teachers and learners. Like the standard Graduate Teacher Certificate, this program is designed in part to help prepare students for a competitive academic job market. Students who complete the GTC+ will be well equipped to enter and lead conversations not only about effective teaching practices, but also about the complex interactions between those practices and new media.

### Discipline-Specific Services for IT

CRLT responds to the specific needs of individual departments, schools, and colleges by creating customized programs on instructional technology. Designed with input from faculty steering committees, these programs are particularly effective in helping faculty think carefully about the pedagogical variables affecting the success of incorporating new IT into their courses and curricula. For example, CRLT worked with the dean and a faculty steering committee to create and deliver a Nursing Digital Teaching Institute (NDTI) to support faculty who were transitioning their courses to a blended delivery format (i.e., a combination of face-to-face and online learning). Over the course of three, half-day sessions, 11 faculty assumed the roles of students and experienced a variety of instructional technologies and pedagogies and then reflected on ways to apply those technologies in their own courses. To follow up, CRLT consultants met with individual faculty during the summer and conducted MSFs in the fall. Faculty also used an informal teaching circle to share their experiences of working in the blended environment. A December 2012 focus group led by CRLT gathered data from NDTI faculty to inform next steps in the school’s transition to digital learning.

In addition, CRLT staff consult with faculty academic administrators on ways to incorporate and evaluate IT innovations. For example, CRLT staff consulted with faculty in the School of Dentistry on assessment of web cases in diagnostic sciences and evaluation of online learning modules focused on diabetes and oral health. (For a full list of discipline-specific services, see pp. 10-21.)

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**Thank you so much for inviting me. It was inspiring to see how faculty in many disciplines are using technology to support learning. The unique opportunity to interact with those in attendance is very much appreciated.**

*Faculty Participant*
CRLT Programs and Resources for IT

CRLT offers programs for instructors at all stages of their careers. For new faculty and GSIs, CRLT organizes *orientation programs and teaching academies* that feature sessions on getting started with IT at U-M. Co-facilitated by experienced instructors, these mini-workshops allow participants to choose the specific technologies (e.g., CTools, clickers, screen-casting) they wish to explore in more depth. Each fall and winter term, *CRLT’s Seminar Series* features several programs on IT topics. This year, for example, the series included “Powerpoint Supported by the Science of Learning,” a faculty learning community on flipping the classroom, teaching with Google apps, getting started with online collaboration tools, and flipping the engineering classroom. (See p. 43 for a full list of seminars.)

To bring together faculty from across campus to share ideas and teaching strategies, CRLT organizes semi-annual *Provost’s Seminars on Teaching*. Due to the rapidly evolving nature of technology for teaching, IT innovations were the focus of both seminars in the 2012-2013 academic year. To highlight the pedagogical uses of the new Google infrastructure at U-M, the fall seminar featured online collaboration tools, while the winter seminar offered participants a chance to learn more about the flipped classroom. (See New Initiatives, p. 24 for more information.)

IT plays a key role in CRLT’s *Preparing Future Faculty (PFF) programs*, which are open to graduate students and postdocs. The May PFF Seminar includes presentations by faculty using innovative pedagogies that incorporate technology, and the Postdoc Short Course is run in a “flipped” environment, with participants watching screencasts beforehand and then spending meeting time actively engaged in applying what they learned. (For more information, see pp. 46-47.)

CRLT revised and updated the IT section of its new website. Resources include advice for getting started with technology, information about IT support available at U-M, and examples of innovative uses of IT by U-M faculty. This last section features a searchable database of faculty teaching practices highlighted at the October Provost’s Seminar, “Teaching in the Cloud,” with video clips of their presentations. The Google Apps EDU Team shared this page as an exemplary resource for campuses adopting their collaboration tools.

The Center for Research on Learning and Teaching at University of Michigan created a great professional development resource for educators using Google Apps and other cloud technologies on the following site: http://www.crlt.umich.edu/oct. The site includes searching by product, academic area, or discipline and contains examples and short videos. Thanks University of Michigan for creating this great resource!

### Multicultural Programming

CRLT staff develop and facilitate programs and services to help individual instructors, departments, and schools and colleges to address multicultural issues.

The social diversity of students CRLT attends to includes race, gender, sexual orientation, socio-economic status, disability, class, veteran status, first-generation experience, community college transfer status, non-native speakers of English, those previously educated abroad, and those whose pathways to college are non-traditional. CRLT also recognizes the social diversity of faculty members across these dimensions, along with the pressures that having a marginalized experience may put on faculty members to support students with similar backgrounds. In addition, CRLT participates with faculty in teaching and learning that further community engagement and social justice.

Following are some specific ways in which CRLT staff promoted multicultural teaching and learning at U-M during the 2012-2013 academic year:

- Directing a learning community for faculty teaching multicultural content, in collaboration with
The Program on Intergroup Relations (IGR), to develop their skills in facilitating student dialogue, and to include deeper student engagement in class discussion

- Sharing information and resources about multiculturalism and diversity during the New Faculty Orientation and GSI Teaching Orientations, meetings in specific departments, and other campus-wide events

- Leading workshops for graduate students and for postdoctoral students on strategies for teaching and assessing multicultural material, leading discussions about diversity, handling issues of identity and authority, and multicultural facilitation

- Leading workshops for faculty to help students engage more deeply in issues of diversity and social justice, and to help students better navigate social differences

- Providing support for individual instructors, and for departments and units on campus, to address diversity issues arising in instructional contexts

- Developing workshops on teaching in multinational contexts

- Creating online resources for instructors to better support students with disabilities

- Offering support for departments and units on campus interested in developing outreach programs to recruit and retain underrepresented students

- Assisting with multicultural aspects of curricular reform and academic program development across the university

- Assisting faculty analysis of how teaching innovations contribute to improved student performance across differences in the academic and social backgrounds of the students

- Serving on university-wide or college committees that address issues of diversity, including the President’s Diversity Council, the Academic Services Board, the Race Theme Semester planning committees, and the Executive Committee for the Arts of Citizenship Program

CRLT Theatre Program

The CRLT Theatre Program explores ways that the performance arts can offer insights into pedagogical practices, enhance teaching and learning, support diversity, and improve institutional climate at U-M. The program is funded primarily by the Office of the Provost, the College of Engineering, the College of LSA, and the U-M ADVANCE program.

Using local professionals and student actors, the CRLT Players present provocative and interactive sketches, vignettes, and traditional theatre productions that fall under two main headings: teaching and faculty worklife. The teaching sketches address issues of pedagogy, diversity, and inclusion in university settings, ranging from classrooms to labs and clinics. Sketches about faculty worklife are developed in collaboration with the U-M ADVANCE program and cover topics such as faculty hiring, career advising, and the tenure decision-making process. All CRLT Players scripts are based on a solid foundation of research on the experiences of students, faculty, and administrators at U-M and nationally. The Players perform at large, campus-wide events (such as New Faculty Orientation); at workshops and retreats for academic departments, schools, and colleges; and at special events, such as a dinner organized by the dean of LSA for faculty serving on executive committees in the college. In addition, the Players are in demand nationally, performing for campuses and conferences around the country.

In 2012-2013, the Theatre Program developed a number of new sketches. In partnership with LSA and ADVANCE, the Players premiered Navigating Department Politics and No Offense. The first uses the context of a faculty search to explore the ways that preferred interaction style, rank, and identity affect one’s ability to meaningfully participate in departmental discus-
What people are saying about the CRLT Players

"Thanks so much for the wonderful presentation of The First Class last week. The sketch was thought provoking and very much appreciated by the audience. People were also appreciative of the professionalism of the actors, musicians, and the facilitator. The session went extremely well on all counts and left our guests wishing they had a resource like the Players on their own campuses."

"The CRLT Players were so good—observing the scenario from an emotional distance helped me get some good perspective."

"I loved the sketches—entertaining and to the point, and they really effectively addressed issues among grad students I had observed or experienced. I also liked the opportunity to talk to other students—I guess it’s not just me!"

The Theatre Program also expanded its vignette offerings, creating one series of vignettes that examines the roles that department chairs might play in the career development of their faculty colleagues and another series that focuses on a range of possible sources of tension in working relationships within the university (e.g., differences in facility with/adoptions of technology, the use of non-English languages in shared workspaces). In addition, the Players deepened their involvement in the Strategies Toward Excellent Practice (STEP) Workshop offered by the UM-ADVANCE program in May, designing a targeted role-play experience that allowed participants to practice advocating for their envisioned institutional change projects.

In the 2012-2013 academic year, the CRLT Players performed 46 times on campus for approximately 2,700 audience members. The Players also performed at the following campuses and conferences:

- AAU Future of Diversity Colloquium
- Association of American Medical Colleges
- Arizona State University
- Council on Independent Colleges/Academic Leadership Program Seminar
- Florida International University
- Indiana University – Purdue University Indianapolis School of Medicine
- Northeastern University
- University of North Dakota
- University of South Dakota

Services for Assessment of Student Learning

During the 2012-2013 academic year, CRLT staff worked with individual 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 using data for improvement, facilitation of faculty discussions, and provision of funds through CRLT’s various grants programs. All of CRLT’s assessment projects have two defining characteristics: 1) they are led by faculty responsible for the curriculum or the courses being assessed, with CRLT providing support and expertise as necessary; 2) they are action oriented, generating data that can be used by faculty
and faculty committees to improve their courses or curricula. CRLT’s assessment work included the following projects.

**Campus-Wide and Multiple Unit Assessment Initiatives and Services**

1. **Student Learning and Analytics at Michigan (SLAM)**
   
   Learning Analytics is an emerging approach to assessment that aims to improve student learning through the analysis of “big data” collected from a variety of sources (e.g., registrar’s data on student backgrounds, or data from a course management system like CTools that digitally tracks student behaviors in a given course). As part of U-M’s Third Century Initiative, the provost charged a Learning Analytics Task Force with “designing a program of activities to draw out, support, and execute the best ideas in learning analytics at Michigan.” To promote this approach to the assessment of student learning, CRLT collaborated with task force chair Professor Tim McKay on two programs during the 2012-2013 academic year.

   The first was a **SLAM Speaker Series** designed to provide examples of ongoing analytics work being pursued by practitioners at U-M and at other institutions. For example, U-M Professor Bill Gehring described his use of student questionnaires in several large-enrollment classes to identify effective study habits and give feedback to students to help them improve their exam performance. (See p. 43 for a full list of topics.) Approximately 600 faculty, staff, and graduate students from 14 U-M school and colleges and 16 LSA departments attended SLAM talks, and a SLAM webpage with recordings of the presentations received over 7,000 hits.

   The second initiative was a winter 2013 **Learning Analytics Fellows Program** for a select group of U-M faculty, graduate students, and staff who wished to explore ways of pursuing assessment using learning analytics approaches. In addition to meeting weekly to discuss readings about current themes in learning analytics, the 31 participants engaged in hands-on analysis of existing data, and they developed analytics projects of their own with the support of small grants.

2. **Assessment of U-M Sponsored Technology Tools**
   
   In order to help U-M make evidence-based decisions about the adoption of new technologies, CRLT partnered with ITS, the Library, and the IT Council to create the U-M IT Alliance. As part of its work with the Alliance, CRLT conducted evaluations of two new tools, Piazza and Lesson Builder.

   **Piazza** is a cloud-based application for crowdsourcing student questions. During winter term 2013, CRLT studied the implementation of Piazza in ten U-M courses varying in discipline and size. Data collection included a survey of the students as well as faculty interviews to assess usage patterns, ease of use, and value for teaching and learning. Interviews also documented how faculty used Piazza. Results indicated that both faculty and students found Piazza both easy to use and useful, and a large majority of both groups would recommend that instructors in other courses use Piazza.

   **Lesson Builder** is an online application for creating learning modules in CTools. These modules allow instructors to bring together a variety of CTools functions in one screen so that students can complete tasks for a given class or assignment without having to visit multiple tabs in CTools.

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I am better off for having been a part of the program. It got me thinking about and aware of new things, and it was the push that I needed to get going on a project that has been on my back burner for years. I loved meeting the other fellows and interacting with CRLT.

*Learning Analytics Fellow*
At the time of the evaluation, Lesson Builder had not been deployed and supported campus-wide. The evaluation piloted the Alliance’s Rapid IT Evaluation protocol, which is designed to collect data on an instructional technology’s usability in a brief, 90-minute session. CRLT recruited 19 faculty from a diverse range of disciplines and teaching contexts who possessed varying levels of IT experience. The session included a demonstration of Lesson Builder, hands-on activities to help faculty explore the program, and a brainstorming session to generate potential uses of Lesson Builder. Overwhelmingly, faculty reported that Lesson Builder was easy to use and would be a valuable addition to their teaching toolkit. They also identified numerous potential applications of Lesson Builder and offered suggestions for improving the instructor interface.

3. Investigating Student Learning (ISL)
CRLT coordinates this annual grant competition, consults at least twice with project teams, and works even more intensively with many. About 10 projects each year are led by teams of faculty and graduate students or postdocs who are participating in the body of research known as the scholarship of teaching and learning (SOTL). Projects adhere to the following three criteria: 1) they are inquiry based, posing questions about problems or issues in teaching and learning and exploring practices that promote, deepen, or otherwise improve learning; 2) they use methods appropriate to the discipline in order to find answers to the questions posed; and 3) they are designed to be made public so that results can inform the work of colleagues and the discipline more broadly. Among other avenues, grantees share their results at a poster fair held in conjunction with the keynote address for Enriching Scholarship each May. CRLT provides significant assistance in the presentation of findings and the design of posters. For titles of 2013 grant recipients’ projects, please see p. 55. Descriptions of how CRLT worked with ISL grant winners can be found below.

4. MOOCs (Massive, Open, Online Courses)
CRLT staff analyzed data from an end-of-term survey distributed in five MOOC courses and shared the results with the MOOC working group. Results provided information about which students take MOOCs and why (e.g., for credentialing, professional development, or general interest), as well as their attitudes toward taking future MOOC courses.

5. Arts Engin
CRLT staff consulted with the director and staff on assessment strategies for UARTS 250: Creative Process, and UARTS 150: Introduction to Creative Process, a new course that is part of the Living Arts living-learning community for undergraduates.

6. Midterm Student Feedback and Course-Level Assessment
CRLT provides confidential, course-level assessment through its midterm student feedback (MSF) service, which allows faculty and GSIs to gather 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 2012-2013, CRLT conducted MSFs
for 387 instructors, allowing more than 16,000 students to provide feedback on the effectiveness of their courses. For more details, see p. 50.

7. Assessment Website
CRLT significantly increased online assessment resources available at http://www.crlt.umich.edu/assessment. In addition to a list of CRLT services to support assessment projects, the site offers guidelines and resources for planning curricular assessment and collecting assessment data, as well as a summary of research (U-M and national) on the impact of action-based, immersive learning.

8. Evaluation Research for Education Grants
CRLT staff consulted with faculty applying for internal and external grants in areas related to curricular and pedagogical innovation. Faculty sought external grants from agencies such as the National Science Foundation, the National Institute of Health, and the American Association of Orthodontists Foundation.

CRLT’s director of assessment and other CRLT consultants worked on grant design, implementation, and evaluation issues with a variety of departments, administrators, faculty members, and staff in ArtsEngin, biomedical engineering, chemical engineering, civil and environmental engineering, computer science and engineering, dentistry, earth and environmental sciences, electrical and computer engineering, industrial and operations engineering, the International Institute, materials science and engineering, mechanical engineering, physics, psychology, Rackham, and the School of Natural Resources & Environment.

9. Exploring Learning Analytics Grant
In collaboration with LSA, CRLT received an Exploring Learning Analytics Grant from the Provost’s Learning Analytics Task Force. The grant is designed to improve the data available to departments concerning student learning and course selection. The project will support the validation of the University of Michigan Asks You (UMAY) survey, which is distributed to all U-M students who have declared a concentration. The survey was developed by the Student Experience in the Research University, an AAU Consortium, and it is utilized by 17 other leading research universities in the U.S., Brazil, China, and South Africa. The survey has been validated for the University of California system, and this project would apply similar methodology to U-M’s data.

The power of the UMAY is its breadth and questions that focus specifically on students’ reported learning gains while at U-M, in areas ranging from analytical and critical thinking to quantitative reasoning and appreciation of cultural and global diversity. This project will enable faculty to better use UMAY data and understand its strengths and limitations. In addition, the grant will fund the development of a new, online assessment toolkit for LSA administrators and faculty. This tool will allow for dissemination of student assessment survey data more broadly and give departments more information about their students’ course-taking patterns based on registrar’s data.

10. Understanding Race Project
CRLT staff consulted with staff and faculty from The Program in Intergroup Relations and the Natural History Museum on the evaluation of the Understanding Race Project, in support of the winter 2013 LSA theme semester and campus-wide programming.
Department, School, and College Assessment Projects

11. Art & Design
CRLT worked with the dean and the curriculum committee to complete a baseline needs assessment of the undergraduate curriculum. Data came from six focus groups that spanned three undergraduate programs, as well as from surveys of current students and alumni. This evaluation will be used to plan new curriculum revisions over the summer and fall of 2013.

Additionally, in support of a multi-year evaluation of the school’s new international experience requirement, CRLT surveyed seniors about intercultural competence and compared findings with peer institutions. CRLT consultants also analyzed student work and conducted focus groups with students. Results were presented to faculty and staff who coordinate the requirement. Art & Design staff shared results at the 2013 Forum on Education Abroad Conference in Chicago.

12. Business
As part of an evaluation of BIT 330, CRLT staff developed and conducted a student survey and two focus groups with students to evaluate the impact of the course’s online learning environment.

13. Dentistry
For this multi-year evaluation of an undergraduate curriculum introduced three years ago, CRLT staff facilitated four focus groups and analyzed curriculum surveys of current dental students. Dissemination included multiple meetings with the associate dean’s office and presentations to the Assessment and Curriculum Committees. CRLT staff also consulted with faculty in the Dental Hygiene Program about assessment of a new curriculum unit on motivational interviewing.

Margherita Fontana and Carlos Gonzalez-Cabezas received an Investigating Student Learning Grant to examine the impact of two new, first-year courses on students’ ability to think critically and solve problems in the the clinic. They participated in the 2013 ISL Symposium and had individual consultations with CRLT staff about their project.

14. Engineering
CRLT staff facilitated a three-session workshop series on conducting engineering education research. The program included an overview of the field and introductions to both qualitative and quantitative methods. Fifteen faculty attended.

CRLT staff consulted with two recipients of 2012-2013 Investigating Student Learning Grants and highlighted their projects at the poster fair opening U-M’s 2013 Enriching Scholarship conference. Robin Fowler’s project examined the effect of an electronic platform on the success of design team decision making. Steve Yalison’s project examined the impact of a flipped classroom model on student learning.

Seven recipients of 2013-2014 Investigating Student Learning Grants participated in the May 2013 ISL Symposium and had individual consultations with CRLT staff about their projects. Alexander Ganago is investigating how specific teaching strategies affect student motivation in a large, introductory engineering course. Brent Gillespie is examining the impact of haptic activities in system dynamics and controls engineering education. Ann Jeffers and Beverly Strassman are assessing how participation in engineering service learning courses in developing countries affected U-M’s students’ critical thinking and leadership skills and their ability to interact in a complex social and global environment. Jamie Phillips and Justin Foley are evaluating the influence of pre- and post-test online modules on learning and retention in “Introduction to Semiconductor Devices.” Kathleen Sienko is exploring how student design teams collect, synthesize and use stakeholder data during an international immersion experience.
15. **Kinesiology**
CRLT staff engaged in multiple consultations with the chair of the movement science program to plan curriculum revisions, retreats, and program objectives.

16. **Law**
CRLT continued its evaluation of the Michigan Access Program, which is designed to promote multicultural leadership skills among first-year law students. Activities included a survey about the impact of the four-day orientation program, as well as an end-of-year survey about programming throughout the academic year. This work will be published by Christine Gregory in the *Journal of Legal Education*.

17. **LSA: Asian Language & Cultures**
   - **Kyongmi Park** received a 2013-2014 Investigating Student Learning Grant to determine how effective a two-step, self-evaluation process is for learners of Korean. She participated in the 2013 ISL Symposium and had individual consultations with CRLT staff about her project.

18. **LSA: Classics and Comparative Literature**
   - CRLT staff consulted with **Mira Seo** and Joseph Graves, recipients of a 2012-2013 Investigating Student Learning Grant, on their project assessing student attitudes toward the humanities before, during, and after Great Books 191. CRLT also highlighted this project at the poster fair opening U-M’s 2013 Enriching Scholarship conference.

19. **LSA: Dean’s Office**
   - CRLT staff attended the CIC Assessment/Undergraduate Education meeting in Lincoln, Nebraska, and consulted with the associate dean about assessment.
   - CRLT staff attended several planning meetings and assisted with data analysis for a study about the impact of five Michigan Living-Learning Communities.

20. **LSA: English Language and Literature**
   - CRLT staff consulted with Jeremiah Chamberlain and Aaron McCollough, recipients of a 2012-2013 Investigating Student Learning Grant, on their project examining how students experience disciplinary expectations for research and knowledge construction and how instructors can cultivate those habits of thought. CRLT also highlighted this project at the poster fair opening U-M’s 2013 Enriching Scholarship conference.

21. **LSA: Near Eastern Studies**
   - To investigate students’ use of online learning resources in ACABS 277, CRLT assisted with the design and analysis of a student survey. CRLT also assisted with IRB approval and the development of an assessment plan for Arabic studies. Finally, staff consulted with faculty about student focus groups for curricular assessment of the NES undergraduate program.

22. **LSA: Philosophy**
   - In support of course and curriculum review, CRLT staff procured and analyzed registrar’s data to assist the department in understanding undergraduate students’ course-taking patterns.

23. **LSA: Physics**
   - CRLT staff assisted in drafting a manuscript about the eCoach system to disseminate findings. This learning analytics tool supports student success in gateway science courses.

24. **LSA: Political Science**
   - **Mika LaVaque-Manty** received a 2013-2014 Investigating Student Learning Grant to examine what effects significantly increased student autonomy in a large introductory course has for student learning, learning styles, and future success, as well as how this autonomy shapes students’ course and academic career choices. He participated in the 2013 ISL Symposium and had individual consultations with CRLT staff about his project.

25. **LSA: Program in the Environment**
   - CRLT staff consulted with Rolf Bouma and Melody Pugh, recipients of a 2012-2013 Investigating...
tigating Student Learning Grant, on their project to examine the impact of a redesigned course on students’ ethical learning. CRLT also highlighted this project at the poster fair opening U-M’s 2013 Enriching Scholarship conference.

26. LSA: Psychology
To support the evaluation of educational activities in an NSF CAREER Grant, CRLT staff conducted a pre- and post-survey study in a new course to understand how the class influenced students’ interest in lab careers and experiences.

27. LSA: Sociology
In support of course and curriculum review, CRLT staff procured and analyzed registrar’s data to assist the department in understanding students’ course-taking patterns. In addition, CRLT staff consulted with the chair, graduate chair, and executive committee on the assessment of climate issues in the department, including facilitation of three focus groups with students, discussions with faculty, preparation of a report summarizing findings, and meetings with the full faculty to discuss results and implications of the findings.

28. LSA: Sweetland Center for Writing
CRLT staff worked with Sweetland to better understand international students’ experiences in writing courses and to make recommendations for new curricular offerings. In support of this project, CRLT staff analyzed registrar’s data and facilitated four focus groups with international undergraduate students. Data informed Sweetland’s expansion of responsibilities for international student writing instruction.

29. LSA: Women’s Studies
CRLT staff consulted with Leslie Welch, recipient of a 2012-2013 Investigating Student Learning Grant, on her project examining how students integrate and apply feminist theory in action-learning placements. CRLT also highlighted this project at the poster fair opening U-M’s 2013 Enriching Scholarship conference.

30. Medicine
Two faculty teams received 2013-2014 Investigating Student Learning Grants: Michael Engelsbe, Seth Waits, and Bradley Reames are evaluating the use of social media to enhance the student experience in surgery clerkships; and Arno Kumagai, Jennifer Stojan, and Eleanor Englesbe Sun are investigating the long-term impact of patient narrative-based learning on physician attitudes regarding patient care. All of these faculty participated in the 2013 ISL Symposium and had individual consultations with CRLT staff about their projects.

In addition, CRLT staff consulted with recipients of a 2012-2013 ISL Grant, Helen Morgan, Karen McLean, and Maya Hammond, on their project examining the impact of a flipped classroom on third-year medical students in obstetrics and gynecology. CRLT also highlighted this project at the poster fair opening U-M’s 2013 Enriching Scholarship conference.

CRLT staff also consulted about a separate project to assess a new pedagogical intervention using spaced emails in the Department of Psychiatry.

31. Music
Mark Clague received a 2013-2014 Investigating Student Learning Grant to examine the design and efficacy of dynamic, multi-media learning texts with interactive study and assessment tools. He participated in the 2013 ISL Symposium and had individual consultations with CRLT staff about his project.

32. Nursing
CRLT staff consulted with Laurie Hartman and Cynthia Fenske, recipients of a 2012-2013 Investigating Student Learning Grant, on their project examining the effectiveness of video simulation as a tool to enhance nursing students’ clinical judgment. CRLT also highlighted this project at the poster fair opening U-M’s 2013 Enriching Scholarship conference.
Michelle Aebersold and Dana Tschannen received a 2013-2014 Investigating Student Learning Grant to investigate the use of blogs in nursing education. They participated in the 2013 ISL Symposium and had individual consultations with CRLT staff about their project.

CRLT staff conducted an evaluation of the Second Career Nursing Program through a student survey and a focus group. Additionally, assistance was provided for the development of an assessment plan for the Clinical Learning Center. The center is a key component of the undergraduate curriculum where students gain hands-on practice through online and in-person simulations.

CRLT staff conducted a faculty focus group to evaluate instructional technologies, practices, and policies in blended learning courses.

33. Provost’s Office
In support of an evaluation of the Michigan International Seminars for Undergraduates (MISU) program (8 bundled courses), CRLT staff conducted midterm student feedback sessions, as well as designing and implementing a cross-section student survey. Results will be used to enhance faculty professional development for teaching in MISU and course design. Additionally, CRLT staff gave feedback to the Office of Budget and Planning about an assessment survey.

34. Public Health
CRLT staff conducted two large focus groups with graduate students to gather data about key courses in the epidemiology curriculum (writing and pathophysiology). Meetings were held with curriculum committee members, instructors and student government representatives to plan the focus groups and share findings. Additionally, CRLT assisted with an environmental scan of peer programs’ offerings in these course areas.

Kelley Kidwell received a 2013-2014 Investigating Student Learning Grant to validate a survey that measures student learning of statistics concepts. Results will provide information about how well prepared public health students are to carry out statistical work as they begin their careers. She participated in the 2013 ISL Symposium and had individual consultations with CRLT staff about her project.

35. Social Work
CRLT staff consulted with Leslie Hollingsworth, recipient of a 2012-2013 Investigating Student Learning Grant, on her project examining the learning outcomes from a course designed to prepare students to work effectively with African-American families. CRLT also highlighted this project at the poster fair opening U-M’s 2013 Enriching Scholarship conference.

Three recipients of the 2013-2014 Investigating Student Learning Grant participated in the May 2013 ISL Symposium and had individual consultations with CRLT staff about their projects. Berit Ingersoll-Dayton is evaluating the experiential learning of social work students as they engage in an aging-related research intervention as part of the Couples Life Story Project. Katherine Richards-Schuster and Mary Ruffolo are examining how the school’s minor in Community Action Social Change affects student learning and their ability to translate their learning into postgraduate social engagement.

CRLT staff consulted with faculty members working to improve the climate for graduate students of color in the school. This included running focus groups with students, preparing a report and discussing results and possible next steps with the school’s diversity team.
**CRLT Research**

Over the past several years, CRLT has expanded its research efforts, and CRLT staff members (including associate and assistant research scientists and a research associate professor) are pursuing several projects on teaching and learning topics of particular relevance to faculty and graduate students at U-M.

1. **LSA Teaching Academy**

   Developed in 2009 by CRLT in collaboration with the LSA Dean’s Office, the LSA Teaching Academy helps new faculty thrive by giving them the tools they need to hit the ground running and succeed in the classroom. (See p. 44 for program details.) To gauge the impact and effectiveness of the academy, in the fall of 2012 CRLT compared junior faculty from the academy’s first three cohorts with faculty who joined LSA in the three years before the academy began. The research included diverse sources of data. First, CRLT compiled the results of surveys of participants in the teaching academy. Second, comparisons were made between participants in the academy and earlier cohorts of faculty based on two sources of data: student ratings of courses and participation in CRLT-sponsored professional development activities. The study found that the academy is making a difference in several ways. First, members of the teaching academy express greater confidence in their readiness for a variety of teaching tasks after the intensive August session than before. Second, members of the academy are more likely to participate in professional development activities focused on teaching, such as attending teaching seminars and requesting midterm student feedback (MSFs), compared to earlier cohorts of faculty. Finally, students of professors who participated in the teaching academy were more likely to agree that they “learned a great deal from this course.” The results indicate that the academy is helping faculty make a successful transition to teaching at U-M.

2. **Sexual Harassment in Lab Settings**

   CRLT staff conducted research on sexual harassment of graduate students in lab settings as part of the development of a new CRLT Players sketch commissioned by LSA and ADVANCE. Research included interviews with representatives of various groups at U-M: department chairs and other faculty, current and recent graduate students, and staff who work closely with graduate students. The results led to the creation of the sketch No Problem, which depicts the subtle dynamics of unwanted attention from supervisors that female graduate students and postdocs often experience in the lab. The sketch was previewed for two different audiences in the spring of 2013 and is scheduled to be performed twice in the coming fall.

3. **Clinical Teaching Research**

   CRLT has undertaken research to investigate best practices for clinical teaching in the health sciences at U-M. The unique and complex environment of “bedside” teaching, which often includes patients and/or other practitioners, requires a different skill set than classroom teaching. Data collection has included in-depth interviews with faculty in nursing, pharmacy, medicine and dentistry who have all been recognized for their teaching excellence. Results from this study will be disseminated via an occasional paper.

4. **Faculty Teaching Practices That Support Student Success**

   In its third year, this NSF-funded project is designed to promote substantive and sustained changes in teaching practices in order to improve student success and support a diverse student body in engineering. Work on the project in 2012-2013 consisted of data analysis and dissemination. Based on an analysis of student surveys, a paper was presented at the 2012 ASEE conference on teaching practices of faculty who had a positive impact or who inhibited student success. The results of faculty focus groups will form the basis for a poster presentation at the 2013 NSF CCLI/TUES Awardees Conference on factors that influence faculty motivation to adopt research-based practices. Finally, a manuscript is in preparation for submission to the...
Journal of Engineering Education based on the analysis of student demographic and academic data.

5. Engineering Education Research Taxonomy

Funded by NSF, this project aims to bring together members of the engineering education research community to develop and refine a taxonomy (i.e., a keyword outline) for engineering education research. The final taxonomy is designed for use by researchers (as they identify their areas of research and plan future work), by funding agencies like NSF (as they consider their portfolio and identify priority areas), and by journal editors (as they decide how submitted articles align with their journal’s interests). Work on the grant in 2012-2013 included creation of a project website, development of a draft taxonomy, and presentations of the taxonomy to audiences at a special conference held at U-M and at the 2013 Research in Engineering Education Symposium in Malaysia.

6. Wireless, Hands-On Technology for the Dynamics Laboratory

Funded by a U-M Transforming Learning for a Third Century Award, CRLT staff collaborated with faculty in mechanical engineering and physics to develop wireless, handheld technology and to create a series of laboratory projects for using the devices in Mechanical Engineering 240 and Physics 140 labs. In addition, the project team is designing an assessment to determine the impact of using the technology on students’ learning, critical thinking, and self efficacy.

7. Active Learning in Engineering: Perspectives of Engineering GSIs

This continuing study examined the effect of face-to-face consultations on engineering GSIs’ adoption of active learning teaching methods. Prompted by a list of about 30 teaching methods, GSIs reported which methods they had used in their teaching. GSIs similarly reported the ways in which they had interacted with their engineering teaching consultants (ETCs). GSIs who interacted more intensively with ETCs, receiving a consultation or MSF, were more likely to use active learning teaching methods than their peers who only received informational emails from their ETCs. This finding highlights the utility of training experienced GSIs as consultants who can help their newest colleagues incorporate recommended teaching methods into their classrooms. Results of the study were presented locally to U-M engineering education researchers, as well as nationally at the American Society of Engineering Education Annual Conference and Exposition.

8. Studying the Impact of M-Cubed

In collaboration with faculty from the School of Education, CRLT staff received a grant from the M-Cubed competition to study how this initiative affects the interactions of faculty members from different disciplines and their scholarly activities over time. Using a multi-method approach, the team will explore what motivated faculty to apply for the M-Cubed funding, how collaborations were formed, and what tangible and intangible outcomes result from the initiative. Initial activities included interviews with the three founders of M-Cubed and discussions of next steps for data collection.

9. Using Screencasts Strategically to Help Student Learning

Results of a recent CRLT research project received national attention this year when they were highlighted in The Chronicle of Higher Education. The 2009-2011 collaboration between CRLT staff and U-M faculty member Joanna Mirecki-Milunchick focused on the investigation of the efficacy of screencasts in a variety of engineering classroom contexts, with a particular emphasis on which groups of students used the screencasts and how they affected student learning. Referring to an October 2012 article published in the Journal of Engineering Education, the author of the Chronicle piece wrote, “This paper is full of interesting data and findings, so many that I originally sat down to write one blog post on what I got out of the paper, but quickly realized that such a post would be thousands of words long. So I’m going to visit this article in several installments.”
New Faculty Orientation

In conjunction with the provost and executive vice president for academic affairs, CRLT organized and facilitated the campus-wide New Faculty Orientation. In August 2012, 187 faculty members registered for this event. During the program, the provost, the senior vice provost, the associate vice provost, and the vice president for research welcomed the new faculty and described various services. Participants attended sessions that focused on teaching, including the following topics:

- Facilitating Discussion by Leveraging Student Diversity
- Interactive Theatre: The First Class
- Research on Best Practices in College Teaching
- Student Teams in the STEM Classroom
- Using Instructional Technology to Enhance Teaching

The New Faculty Orientation concluded with an information fair that featured exhibits and representatives from 48 U-M offices and programs.

GSI Teaching Orientations

CRLT organized and facilitated a university-wide Graduate Student Instructor Teaching Orientation at the beginning of the fall 2012 and winter 2013 terms. This past year, 413 GSIs attended the fall program and 150 GSIs attended the winter program. During these orientations, each GSI was given the opportunity to practice a 5-minute lesson and receive feedback from peers and an experienced instructor or CRLT staff member. New GSIs also engaged in discussions about the role of GSIs at the University of Michigan, collected resources related to this role, consulted experienced GSIs, and participated in workshops designed to address key issues. The orientation included the following workshops:

- Classroom Communication at U-M
- Dealing with Controversy During Classroom Discussion
- Evaluating Student Writing
- Facilitating Discussions in the Social Sciences
- Facilitating Discussions in the Humanities
- Facilitating Group Work and Grading to Maximize Learning in Labs
- Getting Started: GSIs Teaching Graduate Students
- Getting Started: GSIs Teaching Undergraduates
- Grading in Quantitative Courses and the Sciences
- How Can Technology Help Me Teach Effectively as a GSI?
- Identity and Authority in the Classroom
- Interactive Theatre: First Class
- Leading Problem-Solving Sessions
- One-to-One Teaching in Music, Art, Dance, and Architecture

CRLT also organized a customized teaching orientation program for new GSIs in the college of engineering in fall 2012 and winter 2013. After an initial day of training, the GSIs returned for an advanced session during which they practiced using active learning techniques in their teaching. In addition, CRLT offered a separate orientation for undergraduate instructional aides (IAs) each semester. The GSI orientations in engineering served 223 attendees and the IA orientations, 154.

ELI-CRLT Courses

In collaboration with the English Language Institute (ELI), CRLT co-sponsors two intensive courses for graduate students whose undergraduate education was in a language other than English and who plan to have GSI appointments in LSA. One course is offered in August to incoming U-M 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 language proficiency, pedagogical strategies, and cultural awareness. In August 2012, 30 international graduate students participated in the course, and during winter 2013, 21 more students participated.
Campus-Wide Seminar Series

During the fall 2012 and winter 2013 terms, CRLT offered seminars and programs for faculty, graduate students, and postdocs. These campus-wide programs brought instructors together to share ideas across disciplines. They also helped instructors develop and improve their teaching skills, expand their repertoire of teaching methods, and gain new perspectives on teaching at U-M. CRLT professional staff, faculty members from other units of the University, and guest presenters from other universities conducted CRLT seminars. In 2012-2013, 1,257 faculty, graduate students, and postdocs registered for all seminars, including the following programs:

(* faculty only, ** graduate students and postdocs only)

- CRTL Players: (dis)Ability in the Classroom
- Instructional Technology Lunch: Getting Started with Online Collaboration Tools* (two sessions)
- Leading Classroom Discussions in the Social Sciences and Humanities**
- LSA Theme Semester—CRTL Players: Negotiating Race in Humanities Classrooms**
- LSA Theme Semester—New Ways to Engage Students in Interdisciplinary Learning: Pedagogies of Translation
- LSA Theme Semester—Pedagogies for Understanding Race
- PowerPoint Supported by Science of Learning
- Revising Your Teaching Philosophy Statement***
- Six-Session Training for Multicultural Classroom Facilitation**
- Student Learning and Analytics at Michigan (SLAM) (12):
  - An Introduction to SLAM at U-M
  - Degree Compass: A Course Recommendation System
  - GradeCraft: Exploring Online Use Data to Uncover Student Engagement
  - High Return on Faculty Investment: Addressing Diverse Student Needs in Large Lectures Through Screencasting
  - Interactive Large-Scale Data Analyses and Visualization for Learning
  - Learning Analytics, Learning Metrics, and Learning Science
  - Lessons Learned from Course-Level Analytics in Psychology and the Bridge Program
- Multi-Dimensional Learning Analytics
- Next-Generation Analytics with the Learning Dashboard
- OMG! The Future of Teaching
- Online Learning Resources in Chemistry and Statistics
- U-M Resources for Learning Analytics Projects: Grants and Fellows Program
- Teaching Collaborative Writing
- Teaching with Google Apps**
- The “Flipped” Classroom—A Four-Part Series*
- What’s It Like to Be a Postdoctoral Scholar?**
- What’s It Like to Pursue an Alternative Academic Career?** [STEM and non-STEM sessions]
- What’s It Like to Work at a Community College?**
- What’s It Like to Work at a Liberal Arts College?**

CRTL in Engineering Seminar Series

During the fall 2012 and winter 2013 terms 360 engineering faculty, graduate students, and postdocs registered for the following programs and seminars offered by CRTL in Engineering:

(* faculty only, ** graduate students and postdocs only)

- Creativity in the Engineering Curriculum*
- CRTL Players: 7 into 15 (separate sessions for faculty and graduate students)
- Did You Really Mean That? Improving Communication With Your Students**
- Engineering Education Research (EER) Day
- Engineering Education Research Reading Group (three sessions)
- Faculty Panel on Teaching**
- “Flipping” the Engineering Classroom: Opportunities and Challenges*
- Low-Stakes Ways to Assess Student Learning**
- Spicing Up Teaching to Improve Student Learning**
- Teaching Engineering Teamwork Across Cultures*
- Time Management for Busy People**
- Pedagogy for the Engineering Classroom With Michael Prince, Bucknell University
- What Do I Do Now? Strategies for Handling Sticky Situations With Students**
Programs for Faculty

**Provost’s Campus Leadership Program (PCLP)**

On behalf of the provost, CRLT coordinates an academic leadership program with two parts: first, PCLP orients new department chairs and associate deans with a day-long program, and second, PCLP provides ongoing professional development for all chairs and associate deans with periodic roundtable sessions. Roundtable topics in 2012-2013 included leadership styles, visioning and planning, managing up, and managing difficult situations and people. Additionally, Provost Hanlon shared his priorities and his perspective on U-M’s strengths amid the challenges facing higher education.

The programs were well attended, with 92% of new department chairs and 100% of new associate deans, directors, and associate university librarians participating in at least one of the leadership events.

**Provost’s Seminars on Teaching**

Since 1996, CRLT has worked with the Office of the Provost to organize semi-annual Provost’s Seminars on Teaching. The seminars promote lively and substantive dialogues about a wide range of teaching and learning issues relevant to the entire campus. In October 2012, 145 faculty attended “Teaching in the Cloud: Using Google Apps and Other Online Collaboration Tools for Student Engagement.” In May 2013, 200 faculty attended “Flipping the Classroom.” For more information about both seminars, see New Initiatives, p. 24.

**International Faculty Dinner**

With support from the office of the senior vice provost for academic affairs, CRLT hosted the twelfth annual International Faculty Dinner in February 2013. This event provided an opportunity for 136 faculty with international backgrounds to socialize and exchange perspectives on teaching at U-M. For the first time, CRLT hosted a follow-up lunch discussion where international faculty shared their experiences in working and teaching across cultural differences.

**Programs for New Faculty**

**LSA and Health Sciences Teaching Academies:** New faculty in LSA and the health sciences schools and colleges (dentistry, kinesiology, medicine, nursing, pharmacy, public health, and social work) are introduced to teaching at U-M through intensive, two-day orientations at the end of August. Designed by CRLT in consultation with deans, the teaching academies include opportunities for participants to discuss course planning with senior faculty in related disciplines, to familiarize themselves with course management and other instructional technologies, and to deliver a practice lesson and receive feedback on their teaching from colleagues. Additional topics at the LSA Teaching Academy address pedagogies for teaching undergraduate students and strategies for teaching and mentoring graduate students. The Health Sciences Teaching Academy focuses on teaching small groups and fostering critical thinking in clinics, as well as in traditional classrooms. In their first term of teaching, members of both academies work individually with a CRLT consultant who observes their teaching or conducts a midterm student feedback session. (See p. 50 for more information about MSFs.) Follow-up gatherings
throughout the academic year further develop networks of support within each academy’s new cohort of faculty. In 2012-2013, 28 assistant professors took part in the LSA Teaching Academy, and the Health Sciences Teaching Academy served 28 faculty on the tenure and clinical tracks. For information about research conducted by CRLT on the impact of the LSA Teaching Academy, see p. 40.

**College of Engineering Programs:** Immediately following the campus-wide new faculty orientation (p. 42), CRLT in Engineering provided additional programming for faculty new to the college. A panel of experienced faculty discussed teaching in the college, and new faculty had the opportunity to deliver a practice lesson and receive feedback on their teaching. The program also featured a faculty panel on starting a research group, a discussion on mentoring graduate students, a panel of U-M students in engineering, and an overview of both instructional technology and research computing and software. Subsequent programs covered strategies for new faculty success.

**Faculty Learning Communities (FLCs)**

**Flipped Classroom:** “Flipping the Classroom” creates time for active learning in class by shifting students’ first exposure to course material from the lecture, for example, by requiring students to work with course content through readings, videos, and/or quizzes before coming to class. In the fall term, CRLT offered a four-session learning community for faculty that was run as a “flipped” workshop: the 28 participants watched screencasts and read brief articles in advance, and sessions were devoted to activities focused on course design, lesson planning, and technologies that can be used to flip a classroom. In the final session, CRLT consultants worked with small groups of faculty to finalize plans for implementing a flipped experience for their students.

**Large Course Initiatives:** CRLT sponsored two learning communities for faculty who teach large enrollment courses, one for the College of Engineering, and the second for LSA. (For more information see New Initiatives, p. 26.)

**Nursing:** CRLT consulted with the dean about strategies to prepare faculty to transition to a new building that will have classrooms designed to support active learning. At a faculty retreat in May 2012, CRLT staff introduced the concept of active learning and gathered data from faculty about topics they would be most interested in learning more about and the format that would best fit their schedules. Based on that input, CRLT staff designed an FLC that met monthly in the fall term. Sessions included simple interventions in the classroom, online tools for use outside the classroom, and flipping the classroom. In the final session, faculty met in small groups with CRLT consultants to create plans for implementing active learning in their courses. A total of 52 faculty participated over the course of the term. Finally, at the May 2013 retreat, a panel of faculty who took part in the FLC shared with their colleagues success stories and suggestions for implementing active learning.

**Engineering Education Research Mini-Course:** CRLT in Engineering developed this mini-course as part of its ongoing efforts to create opportunities for faculty to network, share data, and refine research ideas. Ten faculty participated, and course sessions featured reviews of articles on relevant research methodologies, as well as discussion of recent articles in the field highlighting effective use of these methods.
Programs for Graduate Students and Postdoctoral Scholars

▶ U-M Graduate Teacher Certificate Program

In collaboration with the Rackham Graduate School, CRLT runs a U-M Graduate Teacher Certificate Program designed to assist GSIs with marketing their professional development as college-level instructors. Since October 2007, this program has offered graduate students an advantage in the academic job market by helping them document their preparation for their junior faculty teaching roles. The program also emphasizes the importance of teacher preparation in helping graduates gain faculty positions. 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 2012-2013 academic year. Specifically, 137 more graduate students enrolled, bringing the total number of participants to 730. This year 48 students completed the certificate requirements. Since the program’s inception, CRLT has awarded a total of 247 certificates.

▶ Preparing Future Faculty Programs

In 2012-2013, CRLT offered four Preparing Future Faculty (PFF) programs, all in collaboration with the Rackham School of Graduate Studies.

The fifth iteration of the seven-session Postdoctoral Short-Course on College Teaching in Science and Engineering was conducted in winter 2013 for 33 postdoctoral scholars. The course modeled “blended learning” (the flipped classroom) and emphasized advance preparation using video podcasts and readings so that time during sessions is devoted to active learning and reflection. Each participant had multiple opportunities to present a lesson to colleagues, develop a lesson plan for an inquiry-based lab exercise, and design a syllabus for a course to be taught in the future.

The Intercampus Mentorship Program connects faculty at nearby colleges with U-M graduate students and postdoctoral scholars. Fifteen students and postdocs were funded to take part in a mentorship, which involved activities such as campus visits, discussions of the academic job search, and guest teaching. The participants were from two schools and colleges (LSA and music, theatre and dance) and represented nine LSA departments. In an associated initiative, CRLT also worked with Rackham to coordinate five Mellon Foundation-funded postdoctoral teaching appointments at Kalamazoo and Oberlin Colleges.

“I am actually very excited about teaching, something that I was scared of before this course. So in terms of jobs, the course has made me confident + excited, which I am sure will be conveyed at interviews.”

Postdoc Short-Course Participant
The fourteenth annual Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty took place in May 2013, with funding provided by the provost’s office and Rackham. CRLT’s assistant directors taught the seminar and invited faculty from across the campus to speak. Seventy-six advanced graduate students applied, and CRLT accepted 60 as participants. The applicants represented 14 schools and colleges (architecture and urban planning; art and design; business; education; engineering; law; LSA; medicine; music, theatre, and dance; natural resources and environment; nursing; pharmacy; public health; and social work) and included 18 LSA departments and programs.

The seminar covered three major areas:

- Preparation for the academic job search, including assistance with the creation of a statement of teaching philosophy and a syllabus
- Information about higher education (e.g., institutional types, the nature of today’s students, tenure, and faculty worklife)
- Discussion of effective and reflective teaching, including meetings with University of Michigan junior faculty, conversations about multicultural teaching and learning, and demonstration of and reflection on the use of instructional technology

The seminar also included an introduction to different types of institutions through a trip to one of four local campuses: Albion College, Eastern Michigan University, Kalamazoo College, or the University of Toledo. Those who successfully completed all requirements of the seminar received a certificate.

The ninth annual Preparing Future Faculty Conference co-sponsored by Rackham and the Career Center, took place in October 2012. More than 500 graduate students registered for this one-day conference, which included the following break-out sessions:

- Academic Job Search Strategies for International Students
- Designing an Effective Teaching Demonstration (new)
- Developing Your Teaching Philosophy
- Dual Career Issues and Faculty Worklife Balance
- Interviewing for the Academy
- Navigating a Challenging Academic Job Market
- Negotiating an Academic Job Offer in the Humanities and Social Sciences
- Negotiating an Academic Job Offer in Science, Technology, Engineering and Math Fields
- Practice Interviews (new)
- Starting and Running Your Research Agenda — Humanities and Social Sciences (new)
- Starting and Running Your Research Laboratory — Science, Technology, Engineering and Math Fields
- Strategies, Tools and Resources for Productivity (new)
- The Tenure-Track Process and Faculty Worklife
- What’s It Like To Be a Postdoctoral Scholar?
- What’s It Like To Work at a Community College?

The seminar was great! One thing that I really appreciated was how you incorporated the different instructional techniques into the seminar itself - the closeness of our group of participants showed me small group exercises can indeed be effective! I honestly don’t think I can verbalize all of the valuable things that I have gotten from participating in this seminar.

PFF Seminar Participant
Graduate Teaching Consultants Program

CRLT’s graduate teaching consultants (GT Cs) are selected in a campus-wide competition. CRLT prepares the GT Cs to consult with GSIs about their teaching during the upcoming academic year. GT Cs draw on their knowledge and experience to help support GSIs, while learning more themselves about teaching and learning. All GT Cs receive training in observing and videotaping classes, giving constructive feedback on teaching, collecting student feedback about teaching, and evaluating statements of teaching philosophy. GT Cs collaborate with CRLT instructional consultants on activities designed to promote excellence in graduate student teaching across the university. For instance, GT Cs plan and conduct sessions at the fall and winter teaching orientations for new GSIs.

In May 2009, additional GTC positions were created to focus on instructional technology. The instructional technology graduate teaching consultants (IT-GTCs) demonstrate effective uses of technology at fall GSI orientations and throughout the semester.

Graduate teaching consultants, 2012-2013

* Yanina Arnold, Slavic Languages and Literatures
* Daphna Atias, English Language and Literature
* Emily Bonem, Psychology
* Aleah Burson, Psychology
* Andre Cavalcante, Communication Studies
* Sara Crider, Social Work and Sociology
* Steven Engel, English Language and Literature
* Chris Gerben, Joint Program in English and Education
* Dana Jackman, Natural Resources and Environment and Economics
* Alex Jakle, Political Science
* Minal Patel, Public Health
* Melody Pugh, Joint Program in English and Education
* Kristine Schutz, Education
* Natalie Sampson, Public Health
* George Smith, Psychology
* Kathryn Will, English Language and Literature

Instructional technology graduate teaching consultants, 2012-2013

* Emily Bonem, Psychology
* Andre Cavalcante, Communication Studies
* Steve Engel, Joint Program in English and Education
* Chris Gerben, Joint Program in English and Education
* Dana Jackman, Natural Resources and Environment and Economics
Engineering Teaching Consultants Program

Engineering teaching consultants (ETCs) are selected in a college-wide competition each semester, and CRLT prepares them to consult with engineering GSIs. They conduct midterm feedback sessions for several hundred undergraduate engineering students. They also plan and conduct sessions at the fall and winter engineering GSI teacher trainings, as well as workshops in the CRLT in Engineering Seminar Series.

Engineering graduate student mentors, 2012-2013

* Christine Andres, Chemical Engineering
* Alexander Bryan, Atmospheric, Oceanic, and Space Sciences
* Eric Bumbalough, Mechanical Engineering
* Fikadu Dagefu, Electrical Engineering and Computer Science
* Kevin Dahlberg, Chemical Engineering
* Kevin Kuo, Atmospheric, Oceanic, and Space Sciences
* Justin Li, Electrical Engineering and Computer Science
* William Lloyd, Biomedical Engineering
* Jenahvive Morgan, Civil and Environmental Engineering
* Courtney Peckens, Civil and Environmental Engineering
* Elizabeth Stewart, Chemical Engineering
* Marie Ternes, Civil and Environmental Engineering
* Bryce Wiedenbeck, Electrical Engineering and Computer Science

Departmental GSI Training and Development

Individual departments are responsible for training their new GSIs, and CRLT staff members help departments across the university to develop, improve, and evaluate their programs. Within departments, both faculty GSI coordinators and graduate student mentors (experienced GSIs) develop, facilitate, and assess departmental training programs for new GSIs and also consult with individual GSIs on a one-to-one basis. During summer 2012, fall 2012, and winter 2013, CRLT developed and conducted several sessions to help faculty coordinators and GSMS prepare for their roles and exchange resources. Workshop topics included running practice teaching sessions, observing classes and offering feedback, strategies for working with GSIs, issues in consulting, and conducting midterm student feedback sessions. CRLT also organized gatherings for GSI trainers and graduate student mentors.
Consultation Services for Individual Instructors

Consultations

CRLT professional staff and GTCs provide consultation services to faculty, graduate students, and administrators. Short consultations often involve requests for materials, information, and advice about campus resources for teaching and learning. Topics for more intensive consultations include curricular and instructional matters such as course design, integrating innovative approaches to teaching and learning, interpretation of student ratings, and improvement of teaching and learning in a class or discipline. CRLT staff conducted almost 2,800 individual consultations, some brief and some extensive, with U-M clients during the 2012-2013 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 2012-2013 academic year, CRLT staff conducted midterm student feedback sessions for 387 faculty and GSIs across campus. These sessions provided an opportunity for 16,266 undergraduate and graduate students to share feedback in the middle of the term, when classroom changes could directly benefit their learning experience.

What people are saying about Consultations and Midterm Student Feedback

“I’ve had a chance to start reading over some of the resources you passed on to me, and WOW, are they helpful! Thank you so much for passing along those excellent tips for starting discussion. I’m eager to try them out in our class tomorrow.”

“It was really helpful to be able to talk with you and get your reactions on the course structure and expectations. I feel more confident with the syllabus already.”

“The MSF offers a respectful, balanced view of your class, and offers great ideas for improvement even if the class overall is going well.”

“Thank you VERY much for the time and care you invested in this MSF. I greatly appreciate your collegial approach, and was MOST pleased with your accurate and insightful suggestions. It was a very professional and helpful experience for me.”
Grants and Awards Competitions

In 2012-2013, CRLT administered seven grants competitions for faculty to improve teaching and learning at the University of Michigan. The Office of the Provost and Executive Vice President for Academic Affairs funded four competitions: Internationalizing the Curriculum (ITC), a new two-year grant; Stages I and II of the Gilbert Whitaker Fund for the Improvement of Teaching; and the Lecturers’ Professional Development Fund. CRLT directly funded three competitions: the Faculty Development Fund (FDF), the Investigating Student Learning (ISL) Grant, and the Instructional Development Fund (IDF). CRLT administered the Provost’s Teaching Innovation Prize (TIP), designed to recognize outstanding pedagogical practices. A total of 117 faculty received grants or awards totaling almost $390,000.

For these competitions, CRLT staff prepared and sent guidelines, consulted with grant applicants, prepared applications for internal and external review, reviewed and rated applications, facilitated faculty review panel meetings, sent letters to applicants, created accounts for grant recipients, guided grant recipients on their projects when requested, consulted with applicants who did not receive awards, and collected project reports.

After reviewing CRLT staff comments, CRLT’s faculty advisory board members selected grantees for the Faculty Development Fund. The Advisory Board recommended awardees to the provost for Internationalizing the Curriculum and the Gilbert Whitaker Fund for the Improvement of Teaching. A panel of experienced lecturers made recommendations to the provost on proposals for the Lecturers’ Professional Development Fund. CRLT staff selected grant recipients for the Instructional Development Fund. For the Provost’s Teaching Innovation Prize, a panel of award-winning faculty selected recipients. A panel of previous grantees selected grant recipients for the Investigating Student Learning Grant.

► 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 2013, five teaching innovations were chosen from among 79 faculty nominees. 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 2013**

1. **Antonio (Tony) Alvarez, Social Work**  
   The Stick Project: To Transform and To Be Transformed

2. **Brent Gillespie, Mechanical Engineering**  
   Feeling Is Believing: Haptic Feedback Links Math and Intuition
3. Michael Gould, *Jazz and Contemporary Improvisation*
   The Drum Diaries: Inspiring and Integrating Exploration and Practice
4. Michael Hortsch, *Cell and Developmental Biology*
   SecondLook (or if Socrates taught with an iPad): Helping Students Evaluate Their Learning
5. Mika LaVaque-Manty, *Political Science and Philosophy*
   Gamifying a Large, Introductory Course and Fostering Student Autonomy

▶ Lecturers’ Professional 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.

Lecturers’ Professional Development Fund Recipients, Fall 2012

1. Netta Berlin, *Classical Studies*
   “I Am America: The Bardic Voice of Allen Ginsberg”
2. Mark Brehob, *Electrical Engineering and Computer Science*
   Gaining a Hands-On “Maker” Experience and Transferring That Experience to the Classroom
3. Cynthia Fenske, *Nursing*
   A Comparison of Student Nurses’ Self-assessed Clinical Judgment Skills Compared to Observed Clinical Judgment Abilities During a Simulated Activity
4. Michael Ferrari, *Molecular and Integrative Physiology*
   Teaching Presentation and Ongoing Scholarship at Two Scientific Meetings
5. Robin Fowler, *Engineering Undergraduate Education*
   Application for Professional Development Funding to Attend ASEE 2013
6. Lorenzo Garcia-Amaya, *Romance Languages and Literatures*
   Research, Teaching, and Advising in Spanish as a Second Language: Promoting Professional Excellence Through Conference Attendance
7. Alvin Hill, *Residential College*
   Stars on Thars: A Solo Performance in Cross-Media
8. Kristi Holmstrom, *Educational Studies*
9. Stashu Kybartas, *Screen Arts and Cultures*
   Media Arts Self-Directed Creative Residency at the Banff Center for the Arts to do Editing Work on an Experimental Documentary Video Entitled *Uncle Jesse White: A Detroit Blues Legend*
    Workflow
11. Melanie Manos, *Art and Design*  
Mobile Green Screen Studio for Classroom and Community Projects

12. Yoshihiro Mochizuki, *Asian Languages and Cultures*  
Enhancing the Practicum in Japanese Translation

13. Erin Perdu, *Urban and Regional Planning*  
ArcGIS Desktop Professional Training Course and Certification Exam

14. Matthew Schulte, *Architecture*  
Morphfaux: Recovering Architectural Plaster Through Custom Robotic Tools

15. Christian Stayner, *Architecture*  
LANDFORMS: Gob Piles and Culm Dumps

16. Megan Tompkins-Stange, *Public Policy*  

17. Etienne Turpin, *Architecture*  
“Stainliness”

18. Cody Walker, *English Language and Literature*  
2013 AWP Conference & Book Fair

19. Craig Wilkins, *Urban Planning*  
Searchable History of African American Architecture Website

20. Peggy Wunderwald-Jensen, *Germanic Languages and Literatures*  
Visiting Host Companies and Students Who Participate in Summer Internship Program in Germany 2013

21. Masae Yasuda, *Asian Languages and Cultures*  
Developing Reading and Writing Assignments Packets for Beginning Level Learners

*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. The provost awards funds in two stages to departments, programs, and groups of faculty. Stage I provides up to eight initial grants of up to $10,000 for project development and preliminary implementation. A year later, Stage I-funded recipients report on their achievements and submit proposals for a Stage II project. On the basis of these reports and proposals, the provost awards Stage II grants of $15,000 for applicants to continue their project development and implementation.

*Gilbert Whitaker Fund Recipients* (Stage II, Fall 2012)

Longitudinal Musculoskeletal Education for Medical Students

2. Mary Ruffolo, *Social Work*  
Leveraging Technology to Enhance Student-Centered, Outcome-Based Program Assessment

3. Megan Sweeney, *English Language and Literature*  
Fostering Students’ Self-Assessment in First-Year Writing Requirement Courses
Gilbert Whitaker Fund Recipients (Stage I, Winter 2013)

1. Nicole Boucher, April Bigelow, and Michelle Parde, Nursing
   Incorporating Technology Into Advanced Health Assessment Through the Use of a Digital Standardized Patient

2. Amanda Lorz, Communication Studies
   Rethinking Media and Communication Research Methods

3. Bhramar Mukherjee and Veronica Berrocal, Biostatistics; Carlos Mendes de Leon and Sung Kyun Park, Epidemiology
   Bridging the Gap Between Biostatistical Methods and Epidemiologic Investigation: A Proposal for the Development of a New Course Providing an Interdisciplinary Educational Experience for the Modern Quantitative Epidemiologist

4. Mary Northrop, Technical Communication and Elaine Wisniewski, Engineering Undergraduate Education
   Transforming Technical Communication in Large Laboratory Courses: Creating a More Engaging Learning Environment

5. Vivek Sankaran and Timothy Pinto, Law
   Developing an Integrated Approach to Teaching Legal Writing to Upper-Level Law Students

6. Rachael Seidler, Kinesiology
   Neuroscience Graduate Program Curriculum: From Fundamental Knowledge and Skills to Integrative, Critical Thinking

7. Yaoyun Shi, Georg Essl, and Donald Winsor, Electrical Engineering and Computer Science
   Course Portals and Automated Problem System

8. Catherine Walker Adams, Musical Theatre

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 revisions to courses or innovative course development (e.g., interdisciplinary courses), or who initiate other projects that improve the learning of a relatively small number 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, non-traditional approaches to teaching, and GSI mentorship and training programs.

Faculty Development Fund Recipients, Fall 2012

1. Esther Bay, Nursing
   Concept of Technology-based Learning in Applied Pharmacology: Best Practices in Clinical Nursing Education

2. Diana Bowman and Holly Jarman, Health Management and Policy
   Connecting the World: Making Global Health Classes Truly Global
3. **Theodora Danciu**, *Periodontics and Oral Medicine*, and **Peter Polverini**, *Oral and Maxillofacial Pathology*
   Clinical Oral Pathology: Teaching Decision-Making During Dental School and Beyond

4. **Lorraine Gutierrez**, *Social Work*
   Evaluation for Arts and Community Change

5. **Andrew Holder**, *Architecture*
   Soft Bricks: Experiential Design of Structural Systems for Introductory Architectural Studios

6. **John Kieffer**, *Materials Science and Engineering*
   High-Quality Video Modules for Materials Science Instruction

7. **Arno Kumagai**, *Internal Medicine*
   From Impairment to Empowerment: A Longitudinal Medical School Curriculum on Disabilities

8. **Monica Lypson**, *Medical Student Education*
   Faculty Development in Interprofessional Education in Health Science Communication Skills

9. **Erika Manu**, *Internal Medicine*
   Communicating with Families of Patients with Dementia: Enhancing Learners’ Skills through an Interdisciplinary Approach

10. **Frank Marsik**, *Atmospheric, Oceanic and Space Sciences*
    Utilization of Touchscreen Technologies Within a Weather Laboratory Classroom

11. **Robert Megginson**, *Mathematics*
    A Flipped Course in Partial Differential Equations and Boundary Value Problems

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**Investigating Student Learning Grant**

Now in its sixth year, this program provides grants to faculty who wish to investigate aspects of student learning in their courses, curricula, or educational programs. ISL participants attend a one-day spring symposium at U-M on research about teaching and learning, conduct educational research on student learning, and share their insights with colleagues at a CRLT-sponsored forum. Grant awards of $3,000 are available to individual faculty members, and awards of $4,000 are available to faculty member-graduate student/postdoc teams. This year, funding was doubled for successful proposals that focused on learning experiences suggested by President Mary Sue Coleman’s Third Century Initiative: (1) action-based immersive learning experiences or (2) student development of creative approaches to the world’s greatest challenges.

**Investigating Student Learning Grant Recipients, Winter 2013**

1. **Michelle Aebersold** and **Dana Tschanen**, *Nursing*
   Using Blogger to Improve Student Engagement and Learning

2. **Mark Clague**, *Musicology*
   Interactive Multi-Media ‘Textbooks’: An Approach to Large Core Courses for an eReader Generation

3. **Michael Englesbe**, **Seth Waits**, and **Bradley Reames**, *General Surgery*
   Evaluating the Use of Social Media to Enhance the Educational Experience of a Medical School Surgery Clerkship
4. Margherita Fontana and Carlos Gonzalez, *Cariology, Restorative Sciences and Endodontics*
   Learning Cariology in a New Dental Curriculum: Long Lasting Student Learning of Critical Thinking and Problem Solving Skills in the Context of Patient Care

5. Alexander Ganago, *Electrical Engineering and Computer Science*
   Development of the Student Motivation, Interest, and Comprehension of the New Material Outside of their Major Field of Studies

6. Brent Gillespie, *Mechanical Engineering*
   Impact of Hands-On Activity in System Dynamics and Control Engineering Education

7. Berit Ingersoll-Dayton, *Social Work*
   Experiential Learning in Dementia Care for Social Workers

8. Ann Jeffers, *Civil and Environmental Engineering* and Beverly Strassmann, *Anthropology*
   Assessing the Impact of Engineering Service-Learning Projects in Developing Countries

   Validating the REGRESS (REsearch on Global Regression Expectations in Statistics) Quiz Among UMich Public Health Graduate Students

10. Arno Kumagai, Jennifer Stojan, and Eleanor Sun, *Internal Medicine*
    Long-Term Impact of Patient Narrative-Based Learning on Physician Attitudes Regarding Patient-Centered Care

11. Mika LaVaque-Manty, *Political Science*
    The Effects of Promoting Student Autonomy in a Gateway Course

12. Kyongmi Park, *Asian Languages and Cultures*
    Improving Student Pronunciation: A Two-Step Self Evaluation for a Non-Heritage Learners of Korean

    Evaluating the Influence of Pre- and Post-Class Online Modules on Learning and Retention

14. Katherine Richards-Schuster and Mary Ruffolo, *Social Work*

15. Kathleen Sienko, *Mechanical Engineering*
    Characterizations of How Students Collect, Synthesize, and Utilize Stakeholder Information During the Design Process
Internationalizing the Curriculum Grant

The University of Michigan prepares its students for lives of significant international engagement. In line with this mission, and with support from the offices of the vice provost for international affairs and the senior vice provost for academic affairs, CRLT awards two-year grants for courses and curricular initiatives that expand and enrich international themes. Grant awards up to $7,500 are made to individuals or groups of faculty for course or curricular development. Funded courses must be taught in two sequential academic years. Grantees collaborate with a CRLT consultant to gather feedback and assess the course.

Internationalizing the Curriculum Grant Recipients, Winter 2013

1. María de Lourdes Dorantes, Romance Languages and Literatures and Leslie Davis, Nursing
   Romance Languages and Literatures and School of Nursing Promoting Oral Proficiency

2. Petra Kuppers, English Language and Literature
   International Disability Arts: Archival and Hands-on Research Skills in the Contemporary World

3. Nadine Naber, Women's Studies
   Women and the Arab Revolutions

4. Raji Rammuny, Near Eastern Studies
   Updating and expanding Business Arabic textbook and existing Business Arabic courses in a web-based environment

5. Mary Ann Ray, Architecture
   CHINA STUDIO: Designing New and Alternative Urban/Rural Environments

6. Brent Williams, Internal Medicine
   Beyond M-Compass: Preparing Medical Students for International Experiences

7. Chuanwu Xi and Tim Dvonch, Public Health
   Develop a new course EHS690 “Practice in Global Environmental Health”

8. Rosemary Ziemb, Norma Sarkar, and Leslie Davis, Nursing
   Thinking Globally and Acting Locally in Community Health Nursing

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, 2012-2013

1. Carol Bardenstein, Near Eastern Studies
   Student Focus Groups In Conjunction with Revamping Near Eastern Studies Curriculum

2. Francis Blouin, History
   Course Enhancement for History Gateway Course on the History of Michigan

3. Lynn Carpenter, Biology
   Scientific Writing in the Classroom
4. Gina Cervetti and Katrin Robertson, *Education*
   Teaching with Curriculum Materials Library Development

5. Evan Chambers, *Composition*, and Michael Schachter, *Composition and Music Theory*
   Karaikudi S. Subramanian: Veena Performer, Scholar, and Educator

6. Mark Clague, *Musicology*
   Breaking Down the Academy Walls

7. Clare Croft, *Dance*
   Performance Criticism Workshop Research and Development

8. Lisa Disch, *Political Science*
   Promoting Collaborative and Active Learning in GSI Instruction

9. Barbara Freeland, Cynthia Fenske, and Deborah Price, *Nursing*
   Living with Diabetes: a Student Experience to Enhance Knowledge and Assess Attitudes

10. Jill Greene, *Art and Design*
    Design for Social Impact Conference

11. Martha Jones, *Afroamerican and African Studies* and *History*
    Free Women of Color in Africa and Its Diaspora. A Roundtable in Conjunction with DAAS/History/ Women’s Studies 336 (African American Women’s History, Part I)

12. Jonathan Marwil, *History*
    Lecture to Class

13. Mark Moldwin, *Atmospheric, Oceanic and Space Sciences*
    Rocket Science 101 Dorm Room Lab

14. Scott Moore, *Business*
    Evaluating Teaching Strategies in an Online Course, BIT 330

15. Deborah Price, *Nursing*
    Promoting Transition to Professional Practice of Senior Nursing Students Through the Use of Pagers in the Clinical Setting

    Investigating Student Learning Outcomes in the Arabic Program at the University of Michigan

17. Ariella Shikanov, *Biomedical Engineering*
    Using a Tablet Computer to Teach BME 418

18. Megan Tompkins-Stange, *Public Policy*
    Applying Clinical Medical Education Principles to Qualitative Methods in Public Policy: Using Actors to Portray Informants in Interview Simulations

19. Robin Wilson, *Dance*
    Africanist Dance Traditions
Publications and Presentations

In the 2012-2013 academic year, CRLT published Occasional Paper No. 31, *Teaching in the Cloud: Leveraging Online Collaboration Tools to Enhance Student Learning*, by Chad Hershock and Mika LaVaque-Manty. Aware of how hard it is for faculty to “keep up” with rapidly proliferating technologies, let alone to integrate them productively into their teaching, the authors describe how U-M instructors make effective and efficient use of use online collaboration tools (OCTs). The 12-page guide distills more than a year’s worth of exploring and testing OCTs that took place in a faculty learning community (co-sponsored by CRLT and ITS) immediately prior to the university's adoption of Google Apps in 2012.

CRLT again distributed two publications for GSI development: *A Guidebook for University of Michigan Graduate Student Instructors: Strategies and Resources for New and Experienced GSIs* and *Departmental GSI Development: A Handbook for Faculty and GS Ms Who Work with GSIs*. The guidebook, handbook, and a series of Occasional Papers are available on CRLT’s website. [http://crlt.umich.edu/resources/publications](http://crlt.umich.edu/resources/publications)

Publications by CRLT Staff


Presentations


• Bierwert, C. (2012, October). Developing faculty dialogue skills: applying theory to practice. Workshop at the annual meeting of the Organization of Professional Organizers and Developers, Seattle, WA.

• Bruff, D., Brophy, J., Collier, A., Connelly, M., Julius, J., Niemer, R.,… Vazquez Cognet, J. (2012, October). From the conference to the campus: Educational development through the lens of crowdsourcing. Presentation at the annual meeting of the Organization of Professional Organizers and Developers, Seattle, WA.


• Cook, C. E., Langley, D., Marincovich, M., & Takayama, K. (2012, October). *Faculty development in a world of constant change*. Annual meeting of the Organization of Professional Organizers and Developers, Seattle, WA.


• Pinder-Grover, T. (March, 2013). *Active learning in engineering: Perspectives from graduate student instructors*, Poster presented at the CRLT in Engineering Seventh Annual Research and Scholarship in Engineering Poster Session, Ann Arbor, MI.


• Zhu, E., Bakewell, M., & Herschock C. (2012, October). *Flipping the seminar: Blended faculty development*. Workshop for the annual meeting of the Organization of Professional Organizers and Developers, Seattle, WA.

**Review and Editorial Work**

• ASEE 2013 Conference, ERM Division (C. Finelli, T. Pinder-Grover)

• *Higher Education* (M. Wright)

• *International Journal of Academic Development (IJAD)* (M. Wright)

• *International Journal for the Scholarship of Teaching and Learning* (M. Kaplan)

• *The Journal of Faculty Development* (M. Kaplan, D. Meizlish)

• *Learning, Media, and Technology* (E. Zhu)

• Professional and Organizational Development (POD) Network in Higher Education Conference (M. Wright, R. Niemer, M. Bakewell)

• *Studies in Graduate and Professional Student Development* (M. Wright)

• *To Improve the Academy* (M. Wright)
# CRLT Regular Staff in 2012-2013

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td><strong>Executive Director</strong></td>
<td>Constance E. Cook (also Associate Vice Provost)</td>
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<tr>
<td><strong>Managing Director</strong></td>
<td>Matthew Kaplan</td>
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<tr>
<td><strong>Associate Director</strong></td>
<td>Crisca Bierwert (also Coordinator of Multicultural Teaching and Learning)</td>
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<tr>
<td><strong>Director of CRLT in Engineering</strong></td>
<td>Cynthia Finelli (also Research Associate Professor)</td>
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<tr>
<td><strong>Director of Assessment</strong></td>
<td>Mary Wright (also Associate Research Scientist)</td>
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<tr>
<td><strong>Assistant Directors and Instructional Consultants</strong></td>
<td>Meg Bakewell, Assistant Director</td>
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<td>Theresa Braunschneider, Instructional Consultant</td>
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<td>Chad Hershock, Assistant Director</td>
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<td>Deborah Meizlish, Assistant Director</td>
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<td>Rachel Niemer, Assistant Director</td>
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<td>Tershia Pinder-Grover, Assistant Director</td>
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<td>Laura Schram, Assistant Director</td>
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<td>Erping Zhu, Assistant Director</td>
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<td><strong>CRLT Faculty Associates</strong></td>
<td>Mika LaVaque-Manty</td>
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<td>Arthur F. Thurnau Professor of Political Science and Philosophy</td>
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<td>Mark Moldwin</td>
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<td>Professor of Atmospheric, Oceanic and Space Sciences</td>
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<td><strong>CRLT Theatre Program</strong></td>
<td>Sara Armstrong, Artistic Director</td>
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<td>Courtney Riddle, Managing Director</td>
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<td>Jessica Von Hertsenberg, Administrative Coordinator</td>
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<td><strong>Administrative Staff</strong></td>
<td>Lori Dickie, Budget Administrator</td>
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<td>Ryan Hudson, Administrative and Publications Specialist</td>
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<td>Carolyn Parker, Assistant to the Executive Director</td>
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<td><strong>Project Staff</strong></td>
<td>Pam Fisher, Program Assistant</td>
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<td>Amy Hamermesh, Computer Systems Specialist</td>
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<td>Jeri Hollister, Program Assistant</td>
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<td>Ben Matheny, Program Assistant</td>
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<td>Jessica Rapai, Program Assistant</td>
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<td>Melinda Thompson, Administrative Assistant</td>
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<tr>
<td><strong>Staff in CRLT in Engineering</strong></td>
<td>Shanna Daly, Instructional Consultant and Assistant Research Scientist</td>
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<tr>
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<td>Kenyon Richardson, Research Assistant and Program Assistant</td>
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<tr>
<td></td>
<td>Laurie Stojanowski, Program Assistant</td>
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List does not include postdoctoral research associates, graduate teaching consultants, graduate research assistants, actors, or work-study students.
CRLT Staff Biosketches

Administrative Team

Constance E. Cook, Associate Vice Provost and Executive Director, Ph.D. (Political Science): Constance Cook has served as executive director of CRLT since 1993. She was named associate vice provost for academic affairs in 2006 and also serves as clinical professor of higher education in the Center for the Study of Higher and Postsecondary Education, as well as adjunct associate professor of political science. Connie leads new initiatives on teaching and learning and represents both CRLT and the broader University community on those topics. She also runs professional development programs for international higher education leaders. With Managing Director Matt Kaplan, Connie edited Advancing a Culture of Teaching on Campus: How a Teaching Center Can Make a Difference (Stylus Publishing, 2011), a book describing CRLT programs and strategies authored by them and their CRLT colleagues. Prior to becoming the director of CRLT, Connie was the executive assistant to the president of the University of Michigan and, from 1987-1990, she was coordinator of the FIPSE (Fund for the Improvement of Postsecondary Education) Comprehensive Program at the U.S. Department of Education. Before going to Washington, D.C., Connie was an associate professor at Albion College, where she chaired the political science department. She received her B.A. from Barnard College, her M.A. from The Pennsylvania State University, and her Ph.D. from Boston University, all in political science. Her two political science books concern American political interest groups: Lobbying for Higher Education: How Colleges and Universities Influence Federal Policy (Vanderbilt University Press, 1998) and Nuclear Power and Legal Advocacy: The Environmentalists and the Courts (D.C. Heath/Lexington Books, 1980).

Matthew Kaplan, Managing Director, Ph.D. (Comparative Literature): Matt runs the day-to-day operations of the center, including oversight of budget, publications and publicity, and CRLT’s seminar series. He collaborates with the artistic director of the CRLT Players on theatre projects and with CRLT’s professional staff on meeting the needs of the university’s instructional community. He also co-directs the LSA Teaching Academy and oversees the Thurnau competition, the university’s highest undergraduate teaching award. Matt received his Ph.D. in comparative literature from the University of North Carolina at Chapel Hill, where he worked at UNC’s Center for Teaching and Learning for three years before joining CRLT in 1994. He has published articles on the academic hiring process, the use of interactive theatre as a faculty development tool, and the evaluation of teaching, and he co-authored a chapter of McKeachie’s Teaching Tips on technology and teaching. He has co-edited Using Reflection and Metacognition to Improve Student Learning (Stylus, 2013) as well as The Scholarship of Multicultural Teaching and Learning (Jossey-Bass, 2007), a volume of New Directions for Teaching and Learning. With Executive Director Connie Cook, Matt edited Advancing a Culture of Teaching on Campus: How a Teaching Center Can Make a Difference (Stylus Publishing, 2011), a book describing CRLT programs and strategies authored by them and their CRLT colleagues. He was a member of the Professional and Organizational Development (POD) Network in Higher Education’s Core Committee from 1998 to 2001.

Crisca Bierwert, Associate Director and Coordinator of Multicultural Teaching and Learning, Ph.D. (Anthropology): Crisca provides workshops and consultations for departments and programs, consults with individual faculty members and GSIs, and leads programs to promote diversity and social justice efforts at the university. She also does research on student learning outcomes, supports teaching that increases student success, and provides in-depth consultations and programs for faculty teaching multicultural content. She participates in university-wide diversity initiatives and com-
mittees including the University Diversity Council, Arts of Citizenship, and ArtsEngine. Before coming to CRLT, she obtained her Ph.D. degree in cultural anthropology from the University of Washington (Seattle), worked in the Native educational programs of the Coqualeetza Centre (Sardis, B.C.), and taught at the University of Michigan. Her major publications in anthropology and Native American studies focus on text analysis, cultural politics, and environmental issues. They include *Lushootseed Texts: An Introduction to Puget Salish Narrative Aesthetics* and *Brushed by Cedar, Living by the River: Coast Salish Figures of Power*.

**Program Managers**

**Sara Armstrong**, Artistic Director of the CRLT Theatre Program, *Ph.D. (Theatre and Drama)*: Sara has over twenty years of experience as an actor, director, dramaturg, arts administrator, and educator across professional, university, and community contexts. Artistically, she is committed to creating work that encourages dialogue and critical reflection. As artistic director of the CRLT Theatre Program, she maintains the company’s repertoire of existing productions, develops original scripts, and works with academic units to incorporate theatre into their professional development programming. She also consults with faculty and graduate student instructors (GSIs) on communication issues and on incorporating performance into their instructional practices. Sara is a performance scholar. Her research focuses on the impact performers’ physical histories have on their conceptual and somatic experiences of performance training.

**Meg Bakewell**, Assistant Director, *Ph.D. (Biology)*: Meg earned a B.S. in biological sciences from Wayne State University and went on to earn her M.S in molecular, cellular, and developmental biology and her Ph.D. in ecology and evolutionary biology, both at the University of Michigan. Meg joined CRLT as a graduate teaching consultant while completing her Ph.D. and became a full-time member of the staff in 2011. She coordinates the Graduate Teacher Certificate and the Rackham-CRLT Intercampus Mentorship Program. She coordinates CRLT’s instructional technology initiatives and collaborates with partners in technology units across campus to share best practices for teaching with technology through the Enriching Scholarship conference. She consults with faculty and GSIs and presents customized workshops on a variety of teaching topics, including flipped and blended classrooms, the integration of instructional technology, and the development of teaching philosophy statements. Meg is also engaged with developing CRLT’s website as a resource for instructors and as a tool to facilitate CRLT’s work.

**Theresa Braunschneider**, Instructional Consultant, *Ph.D. (English and Women’s Studies)*: Theresa came to CRLT in 2012 from her position as a tenured associate professor of English at Washington & Lee University. She earned her Ph.D. in English and women’s studies from U-M, where she received both the Outstanding GSI Award and the David and Linda Moscow Prize for Excellence in Teaching English Composition. She has held fellowships at the National Humanities Center and the Huntington Library, and in 2009 she was awarded an ACLS Fellowship by the American Council of Learned Societies. Her scholarly publications include the monograph *Our Coquettes: Capacious Desire in the Eighteenth Century* (University of Virginia Press, 2009), winner of the Walker Cowen Prize for an outstanding work of scholarship in eighteenth-century studies. At CRLT, her range of work includes consulting with faculty and GSIs about their teaching, managing the CRLT blog, and advising the CRLT Players as dramaturg.

**Shanna Daly**, Assistant Research Scientist, Adjunct Assistant Professor, and Program Manager, *Ph.D. (Engineering Education)*: Shanna earned a B.E. in chemical engineering from the University of Dayton in 2003 and an M.S. in chemistry and a Ph.D. in engineering education from Purdue University, in 2006 and 2008, respectively. She received the Apprentice Faculty Grant Award from the Educational Research Methods Division of ASEE.
research focuses on the investigation of design ideation, innovation practices, and creative processes as well as the translation of research to practice in the form of pedagogy, curriculum development, and faculty support.

**Cynthia Finelli, Director of CRLT in Engineering and Research Associate Professor, Ph.D. (Electrical Engineering Systems):** Cindy earned B.S.E.E., M.S.E.E., and Ph.D. degrees from the U-M in 1988, 1989, and 1993, respectively. She holds a joint appointment in the College of Engineering and CRLT. Prior to joining CRLT in April 2003, Cindy was the Richard L. Terrell Professor of Excellence in Teaching, founding director of the Center for Excellence in Teaching and Learning, and associate professor of electrical engineering at Kettering University. Her current research interests include evaluating methods to improve teaching, studying faculty motivation to change classroom practices, and exploring ethical decision-making in engineering students. Dr. Finelli is a Fellow of the American Society of Engineering Education.

**Chad Hershock, Assistant Director and Coordinator of Science Initiatives, Ph.D. (Biology):** Chad coordinated CRLT’s initiatives regarding the sciences, health sciences, and instructional technology, consults with units, faculty and GSIs on teaching and course design, participates in research and evaluation projects, and facilitates customized workshops on teaching methods. He created the U-M Graduate Teacher Certificate Program and U-M Postdoctoral Short-Course on College Teaching in Science and Engineering. Chad’s training includes a B.S. in biology from the University Scholars Program at the Pennsylvania State University and a Ph.D. in biology from the University of Michigan, where he also completed a postdoctoral fellowship in ecology and evolutionary biology. Prior to joining CRLT in 2005, he worked as a research scientist and project manager at BioMedware, Inc., and as a lecturer at the University of Michigan’s Ann Arbor, Dearborn, and Biological Station campuses. He has been teaching at U-M since 1994. In June 2013, Chad became associate director and coordinator of faculty programs at the Eberly Center for Teaching Excellence, Carnegie Mellon University.

**Deborah Meizlish, Assistant Director, Ph.D. (Political Science):** Deborah joined CRLT in 2001. At CRLT, Deborah consults with administrators, faculty, and GSIs on course and curricular issues, including assessment; plans university-wide programs on teaching, learning, and academic leadership; and conducts seminars on a wide variety of pedagogical topics. Among other activities, Deborah coordinates CRLT’s grants programs, co-directs the LSA Teaching Academy and the LSA Large Course Initiative. She was co-principal investigator of “The Impact of Mega-Cognitive Strategies within Writing in the Disciplines: Experiments to Improve Writing and Critical Thinking,” funded by the Teagle and Spencer Foundations and co-authored two chapters based on that work. Deborah’s research and writing focus on the scholarship of teaching and learning, academic hiring, preparing future faculty developers, and academic integrity. She has a Ph.D. in political science from the University of Michigan.

**Rachel Niemer, Assistant Director, Ph.D. (Chemistry and Women’s Studies):** Rachel earned a B.A. in chemistry and women’s studies at Bowdoin College and her Ph.D. in chemistry from Caltech. Prior to coming to CRLT, Rachel taught chemistry at Gustavus Adolphus College and courses on pedagogy to undergraduate peer leaders as part of the Workshop program at the University of Rochester. At CRLT, Rachel consults with faculty, directs the Rackham-CRLT Postdoctoral Short Course on College Teaching in Science and Engineering, and co-directs the Health Sciences Teaching Academy. Her most recent research efforts focus on social media use as a backchannel, best practices for “flipping” one’s class, and best practices for clinical teaching.

**Tershia Pinder-Grover, Assistant Director and Coordinator of GSI Initiatives, Ph.D. (Mechanical Engineering):** After receiving a B.S. in fire protection engineering from the University of Maryland, Tershia went on to earn her M.S. and Ph.D. in mechanical engineering from the University of Michigan. In August 2005, she joined CRLT, where she is responsible for planning teacher training for new engineering GSIs, co-directing the Rackham-CRLT
Preparing Future Faculty Seminar, and developing pedagogical workshops. Tershia also consults with faculty and GSIs on a variety of teaching and learning issues and participates in engineering education research initiatives.

Laura Schram, Assistant Director, Ph.D. (Political Science): Laura earned a B.A. in international politics and economics from Middlebury College and Ph.D. in political science from the University of Michigan. Laura coordinates several graduate student development programs, including the Graduate Teaching Consultant (GTC) group, the PFF Seminar, and the “What’s It Like” panel series. She also coordinates the Internationalizing the Curriculum grant. She consults with faculty and GSIs on their teaching and supports them in achieving their student learning goals. Her research interests include the scholarship of teaching and learning, graduate student professional development, and mentorship.

Mary Wright, Director of Assessment and Associate Research Scientist, Ph.D. (Sociology): Mary works with U-M’s faculty and academic units on assessment of student learning, evaluation of educational initiatives, and the scholarship of teaching and learning (SoTL). She also is involved with CRLT’s PFF initiatives. Her research and teaching interests include teaching cultures, graduate student professional development, undergraduate retention in the sciences, and qualitative research and evaluation methods. Her book, Always at Odds?: Creating Alignment Between Faculty and Administrative Values, was published in 2008 by SUNY Press. Outside CRLT, Mary has served as an external evaluator for several NSF grants, most frequently ADVANCE grants. She is also a member of the Professional and Organizational Development (POD) Network in Higher Education’s Board of Directors (Core Committee), and she chairs the Finance Committee. Mary earned an A.B. in sociology from Princeton University, an M.A. and Ph.D. in sociology from the University of Michigan, and an M.A. in higher education administration from the Center for the Study of Higher and Postsecondary Education at U-M.

Erping Zhu, Assistant Director and Coordinator of Instructional Technology, Ph.D. (Instructional Systems Technology): Erping earned a Ph.D. in instructional systems technology from Indiana University. Erping consults with faculty about integrating technology into their teaching and developing courses that incorporate instructional technology. She collaborates with colleagues from U-M units to provide IT services and programs to faculty. She coordinates the Provost’s Teaching Innovation Prize (TIP) and the TIP poster fair. Erping also coordinates CRLT’s China initiatives such as the Michigan-China University Leadership Forum, the Michigan Faculty Development Seminar, and the CRLT Fellows Program for teaching center directors from elite Chinese universities. She has authored and co-authored chapters in books, encyclopedias, and academic journals. Her research focuses on the impact of general technology tools on teaching and learning, the scholarship of teaching and learning in specific disciplinary areas, and best practices and models for college-level online learning and instruction.

Administrative Staff

Karishma Collette, Postdoctoral Research Associate: Karishma earned a B.Sc. in life science from the University of Mumbai, India, an M.Sc. in industrial biotechnology from the University of Newcastle upon Tyne, U.K., and a Ph.D. in molecular, cellular, and developmental biology from the University of Michigan. At U-M, she was a graduate student instructor (GSI) for genetics and introductory biology, and a graduate student mentor in the Department of Molecular, Cellular, and Developmental Biology. She has also taught genetics as an adjunct lecturer at Eastern Michigan University. At CRLT, she does teaching consultations with GSIs and faculty, and contributes to graduate student development programs and assessment and evaluation projects.
Lori Dickie, Budget Administrator: Lori earned a B.B.A. in accounting from Eastern Michigan University. She has 35 years of experience in finance and administration at U-M, first at the U-M Development Office and then at CRLT. With CRLT since 2000, she is responsible for budget management and implementation of HR processes.

Kris Gorman, Postdoctoral Research Associate: Kris earned a B.A. in linguistics and cognitive science from Pomona College and a M.A. and Ph.D. in cognitive science from the University of Rochester. While a graduate student, she taught courses in cognitive psychology and cognitive neuroscience and served as president of the Graduate Organizing Group, which represents and advocates for graduate students at the University of Rochester. At CRLT, she primarily consulted with faculty and GSIs about their teaching, worked on assessment and evaluation projects across campus and helped coordinate the Learning Analytics Fellows program. Kris also played a pivotal role in updating content on the CRLT website. In May 2013, Kris became an instructional consultant at the Center for Teaching and Learning at the University of Minnesota, where she consults with faculty on their teaching and is developing an investigation into best practices for using SCALE-UP (active learning) classrooms.

Ryan Hudson, Administrative and Publications Specialist: Ryan earned bachelor’s and master’s degrees in political science from Carleton College and the University of Michigan, respectively. Since 2006, Ryan has managed CRLT’s event planning team, overseeing program logistics. She is also part of the CRLT publications team, helping research, edit, and produce CRLT’s occasional papers, annual report, and other materials.

Becky Matz, Postdoctoral Research Associate: Becky earned a B.S. in chemistry from University of Illinois, and a Ph.D. in chemistry and an M.S. in educational studies from the University of Michigan. Becky’s work as a graduate student was multidisciplinary, combining chemistry, science education, cellular biology, and nanotechnology. As a graduate student, she also interacted in many capacities with CRLT through the Investigating Student Learning Grant Program, the Graduate Teacher Certificate Program, and the Colloquium on the Science of Learning. While a postdoc at CRLT, Becky co-coordinated the GSI Teaching Orientation, consulted with faculty and GSIs about their teaching, and helped develop the curriculum for the Learning Analytics Fellows program. In February 2013, Becky became an assistant professor at Michigan State University, creating and investigating curricular developments in postsecondary biology education.

Courtney Riddle, Managing Director, CRLT Theatre Program: Courtney studied communications and theater arts at Eastern Michigan University. As managing director of the CRLT Players she supervises and coordinates the work of actors and support staff, coordinates rehearsal and performance schedules, manages logistics of travel with the Players, and collaborates with the artistic director on program development. Courtney has been a resident of Ann Arbor since 1998 and has performed with many professional theaters across southeastern Michigan, as well as with the local swing band, Accidentally Hip.

Carolyn Parker, Assistant to the Executive Director: Carolyn earned a B.S. in kinesiology/education from the University of Michigan. She provides administrative and secretarial support to the executive director and to the managing director. She also plans and coordinates several campus-wide events including New Faculty Orientation and the Provost’s Seminars on Teaching. She also provides support for the Michigan-China University Leadership Forum.
Project Staff

**Pam Fisher, Program Assistant:** At CRLT, Pam provides photography, videography and graphic design services as well as support for the CRLT website and campus-wide events, including the CRLT Seminar Series and the one-day Preparing Future Faculty Conference.

**Laura González-García, Program Assistant:** Laura earned her B.A. in political science and international studies from the University of Michigan. In January 2013, she joined CRLT, where she provides support for focus groups, workshops for Graduate Student Mentors, and other CRLT events.

**Amy Hamermesh, Computer Systems Specialist:** Amy is primarily responsible for technology support at CRLT. Before joining CRLT, Amy received her M.A. in linguistics from the University of Michigan and worked as the departmental administrator at the University of Michigan’s Frankel Center for Judaic Studies. Amy provides support for all of CRLT’s computer-related technology, including research and training for CRLT staff.

**Jeri Hollister, Program Assistant:** Jeri earned her B.A. in history of art and her M.F.A. from the School of Art and Design at the University of Michigan. Jeri provides support for various CRLT programs, including the five-week Rackham-CRLT Preparing Future Faculty Seminar, the seven-week Postdoctoral Short-Course on College Teaching in Science and Engineering, the Graduate Teacher Certificate Program, and a number of CRLT grants. She also assists with website maintenance, desktop publishing, and graphic design projects.

**Ben Matheny, Program Assistant:** Ben earned his B.A. in art from Lyon College. Prior to joining CRLT in 2012, Ben worked in educational, non-profit, and design consultation settings. He brings broad experience in project management, grants administration, and communications. Ben supports the Student Learning and Analytics at Michigan (SLAM) series and CRLT grant programs. He also assists with CRLT website maintenance, desktop publishing, and graphic art.

**Jessica Rapai, Program Assistant:** Jessica earned a B.A. in international relations from the University of Michigan. Before joining CRLT in 2011, Jessica worked for a private technology company in Ann Arbor. She brings extensive experience in planning and managing events to her support of a range of CRLT programs, including GSI teaching orientations, the Provost’s Campus Leadership Program, the annual International Faculty Dinner, Enriching Scholarship programming, LSA Large Course Initiative dinners, and staff retreats. Jessica also oversees travel arrangements for CRLT.

**Kenyon Richardson, Program and Research Assistant:** Kenyon earned her B.A. in anthropology from U-M, and she previously worked for U-M’s Undergraduate Research Opportunity Program (UROP) and the Program in the Environment. Kenyon provides research support for the CRLT-Engin’s National Science Foundation project on motivating change in faculty teaching practice. She also supports the engineering teaching consultants and other CRLT in Engineering programs, and she maintains the CRLT in Engineering website.

**Laurie Stoianowski, Program Assistant:** Laurie studied business at Washtenaw Community College and has been at U-M since 1988. Prior to joining CRLT in Engineering, she was assistant to the director of the Automotive Research Center in mechanical engineering. She also has worked at the School of Education and the Residential College at U-M. In her current role, Laurie supports CRLT in Engineering programs, including the seminar series and teaching orientations for new engineering GSIs and undergraduate instructional aides, and she supports the director.
Melinda Thompson, Administrative Assistant: Melinda earned her associate’s degree in administrative assistant technology from Washtenaw Community College. She has over 10 years of combined clerical and customer service experience and has worked in several different departments at the University of Michigan, including the Housing Information Office and the Facilities Information Center. Since January 2004, Melinda has been with CRLT, where she oversees the undergraduate student assistants and keeps the office well supplied and running smoothly.

Jessica Von Hertsenberg, Administrative Coordinator, CRLT Theatre Program and Program Assistant: Jessica earned her B.A. in German and linguistics from New York University in 2009. After moving to Ann Arbor, she joined CRLT in 2010. Jessica oversees performance and trip logistics for the CRLT Players and works with the managing director on scheduling and communication with theatre program contacts. She also provides support for other CRLT events.