

# ANNUAL REPORT 2019-2021



**M** DEARBORN | HUB FOR TEACHING & LEARNING RESOURCES  
UNIVERSITY OF MICHIGAN-DEARBORN

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# INTRODUCTION

This Annual Report comes when we are slowly shifting out of the COVID-19 pandemic. The Hub for Teaching Resources did not produce an annual report last summer, as we were in the midst of preparing for a predominantly online fall semester. Therefore, the reflections and overviews in this report emerge out of the last two years of work. The facts and figures from AY 2019-2020 are provided in Appendix 1.

One thing that the rapid shift to online teaching in March and April 2020 made clear is that the Hub provides the functions of what are often two units on other campuses: the center for teaching and learning as well as the instructional design component that is often housed in an e-Learning center. The Hub is happy to function as the place for pedagogy but the confluence of responsibilities meant that we were incredibly busy during the pandemic.

The pandemic was a push factor that connected more faculty than ever to the Hub. While we at times felt overwhelmed with work, we were thrilled to experience first hand the strength of UM-Dearborn's teaching culture. We saw that many of the faculty that we work with responded to students with care and compassion. They worked incredibly hard to provide organization and flexibility to students because they wanted their students to succeed and to experience less harm.

# MISSION

This Mission guided our work during this period:

The Hub for Teaching & Learning Resources assists faculty, staff and students achieve their teaching and learning goals by providing pedagogical, technological and assessment support. The specific services and initiatives, some co-created with faculty, the Hub provides:

- Coordinate faculty professional development across campus
- Facilitate custom trainings and programs for departments and units
- Consult one-on-one with faculty regarding pedagogy, technology and assessment
- Provide grants to support teaching and learning
- Oversee orientation and ongoing support for new faculty

**Autumm Caines, Instructional Designer**

**Belen Garcia, Instructional Designer**

**Beth Medere, Administrative Support**

**Jessica Riviere, Instructional Designer**

**(joined August 2020)**

**Sarah Silverman, Instructional Designer**

**(joined September 2020)**

**Alfonso Sintjago, Instructional Designer**

**(left May 2021)**

**Carla Vecchiola, Director**

## **SPOTLIGHT ON OUR NEW STAFF MEMBERS**

Jessica Riviere earned a Ph.D. in German Literature from Vanderbilt University, where she taught the first four semesters of German language courses as well as classes in European Studies. She was a faculty adviser for the College of Arts and Sciences at Vanderbilt before moving to Columbus, OH to work in the teaching center at Ohio State University. She started at the Hub in August of 2020. Jessica's dissertation work focused on women's essayistic writing in German at the time of the French revolution. As an educational developer, Jessica's research centers on best practices in graduate education, including supporting graduate student instructors.

Sarah Silverman joined the Hub in September 2020 as an Instructional Designer. Her areas of interest in instructional design include STEM teaching and learning, Universal Design for Learning and accessibility, and Culturally Responsive Pedagogy. Sarah earned her PhD in Entomology at UC Davis, where she taught online and hybrid courses in Entomology, Human Development, and Science and Society. Her research focused on the biodemography of wild insect populations. While at UC Davis, she worked in the Center for Educational Effectiveness as a coordinator of the Teaching Assistant Consultant program. Most recently, Sarah was an instructional consultant at UW Madison supporting STEM instructors through learning communities, courses, and workshops.

**STAFF**

# FACULTY DEVELOPMENT

The Hub's work with faculty in this time was guided by these Faculty Learning Outcomes:

Faculty will:

- Reflect on their own teaching to identify and choose pedagogical strategies.
- Know how to find resources and appropriate research in order to take a scholarly approach to teaching.
- Develop appropriate content, delivery modes, and assessments to meet course objectives.
- Feel a part of a community and expand their relationships with other faculty members across campus.

# CONSULTATIONS

Consultations are at the core of our work. The Hub's Instructional Designers meet with faculty one-on-one to work on a variety of course redesign projects. Before the pandemic, Hub Instructional Designers held about 348 meetings per year with 111 total individual faculty members. From March 2020 - June 2021, Hub Instructional Designers held 817 meetings with 187 total individual faculty members. All of our consultations shifted to virtual meetings and we moved to an online scheduling tool to simplify faculty requests.

Hub Instructional Designers have always approached their work with compassion and an ethos of care. Course redesign can sometimes be fraught for faculty, tempered by expectations from colleagues, chairs, students, or themselves. The pandemic's shift to remote teaching brought with it both collective and individual grief at shifting rapidly to a new modality and a sense of loss for the ways that faculty engage students. The Hub's care work increased exponentially. Consultations included care work and the Hub played an important role in supporting faculty not just in the teaching modality transition but through the shock of the transition.

# MID COURSE STUDENT FEEDBACK SESSIONS

In-person student feedback sessions combine a consultation with an Instructional Designer with feedback gathered from students via individual, small group and large consensus. We developed protocols to conduct feedback sessions in remote synchronous as well as fully asynchronous courses. We also developed a feedback survey in the Canvas Commons that faculty could utilize themselves in their own courses to collect anonymous feedback.

# PANDEMIC TRANSITION WORKSHOPS

When we left campus in March of 2020, we immediately started connecting with faculty via videoconferencing facilitated by calendar scheduling links. In March 2020 we already happened to be running a program called **Digital Teaching for Instructional Continuity**, which allowed faculty to sign up for 30 or 60 minute consultations to help them make alternative digital teaching plans. We had run this program for several years, advertising it as a way to deal with conference travel or inclement weather. The program immediately evolved into full time availability to meet with faculty to manage the rapid transition. While previous consultations had been in person, all shifted to virtual.

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While keeping pace with our heavy consultation schedule, we developed workshops for faculty that we offered in late April 2020: “Organizing Your Online Course” and “Interactivity and Assessments.” We scheduled our offerings to complement the Digital Education Office’s Canvas workshops.

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With the understanding that fall courses would shift towards online teaching, while still retaining some of the features of remote emergency continuity, we developed the **Online Course Design Weekly Challenges**. The Challenges ran four weeks from mid June to mid July and again for a second offering in the month of August. Each Weekly Challenge kicked off with a recorded synchronous Monday meeting, encouraged faculty interaction in Discussion Forums, and concluded with a Deliverable that allowed faculty to build a component of their course. The four weeks covered: Course Design and Instructor Presence, Student Interaction, Access and Equity, and Authentic Assessments. Faculty evaluations of the Challenges noted the hybrid modality, interaction with their colleagues, and informative content as useful. We modeled best practices in online teaching and we heard from faculty that they used similar forms to organize their courses, such as giving students a suggested weekly workflow and using modules and calendar/announcements to stay organized.

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The Hub also offered #DigPINS in June of 2020. #DigPINS is a multi-institutional online teaching and learning community centered on exploring Digital, Pedagogy, Identity, Networks, and Scholarship. Out of #DigPINS 2020 emerged the DigPed at Dearborn faculty learning community which has become an important space for faculty to share digital teaching ideas.

The logo for #DigPINS features the text "#DigPINS" in a bold, light green, sans-serif font with a thick black outline. The text is set against a background of several overlapping, soft-edged pink circles of varying sizes, creating a cloud-like or bubbly effect.

# WORKSHOPS

Changing workplace norms, such as broad comfort with virtual meeting technology, meant that we could host speakers virtually. This, plus the need for more support of digital teaching strategies, resulted in these guest speakers:

Maria Andersen, **Online Assessment Strategies for STEM**, June 4th, 2020

Robin DeRosa, **Synchronicity: Care, COVID, and Connected Learning**, October 2, 2020

- as part of a postponed Digital Education Day

Bryan Dewsbury, **Inclusive Teaching Workshop**, January 27, 2021

Michelle Pacansky-Brock, **Humanizing Online Learning: Leveraging Relationships to Fuel Engagement and Rigor**, February 9th, 2021

Nancy Chick, 2021 **Reflection: Can we learn from imperfect teaching?**, May 19th, 2021

- As an anchor for a [reflective writing program](#)



There were a total of 34 virtual workshops AY 2020-2021, in which 131 faculty members participated.

Workshops included:

- Course Design and Instructor Presence Week 1 Challenge
- Student Interaction Week 2 Challenge
- Access and Equity Week 3 Challenge
- Authentic Assessments Week 4 Challenge
- Course Design and Instructor Presence Week 1 Challenge
- Student Interaction Week 2 Challenge
- Access and Equity Week 3 Challenge
- Equity for Students with Disabilities in Online Courses
- Authentic Assessments Week 4 Challenge
- Online Community Building Techniques
- Checking in: Strategies to collect and respond to student feedback
- Troubleshooting Common Challenges in Online Courses
- How to hold office hours so that students actually come
- DED: Designing Online Instruction that Engages Students in Authentic Problem-Solving
  - DED: Questioning the myth of the digital native
  - DED: How We Teach Online: A Faculty Panel
  - Virtual Village Connecting Minds: Communication Tools and Techniques for the Online Classroom
- Hub Coffee Hour - Avoiding Incompletes: Strategies to Help Underperforming Students
- Faculty Conversation: Anti-racist teaching strategies in 2020
- Hub Coffee Hour: Zoom in, Don't Zone Out
- Course Prep Together day
- Course Prep Together Teaching after the Capitol Violence
- Hub Coffee Hour - Increase Student Engagement with Social Annotation
- Avoid the Gloom and Doom of Zoom
- Tired of "post once, respond twice?"
- Rethinking discussion board activities
- Hub Coffee Break: Follow up for Bryan Dewsbury's Inclusive Teaching Workshop

# SUMMER 2021 PROGRAMS

We recognized that faculty would need support making the transition out of the remote year and into a new normal teaching environment. We offered these programs:

**Course Design Institute:** The Hub for Teaching and Learning Resources offered the Course Design Institute during Summer 2021 for faculty, lecturers and tenured/tenure stream, to design a new online or hybrid course or to improve an existing course to support student learning and academic success. This is an opportunity for faculty to rethink their teaching philosophy and explore instructional methods, strategies and best practices that allow students to become self-directed learners and keep them engaged in learning the course content, but at the same time maintaining high standards according to the discipline or program of study.

**Reflection 2021:** The Hub is encouraging faculty to reflect on their experiences teaching from March 2020 to May 2021. We know that written reflection is a powerful tool in teacher development [Schön, 1983; Brookfield, 1995; Peters & Weisberg, 2011], so this program is an opportunity to grow from this challenging year. The specific prompts will guide faculty in revisiting and reframing their experiences, and in looking ahead to the next year. The Hub has invited Nancy Chick to support these reflections and explore the potential of turning them into scholarly investigations arising from the unusual circumstances of the past year.

**Humanizing Online Learning:** It is difficult to overstate the importance of human connection (both instructor-student and student-student connection) for learning and student success. In this collaborative skill-building course, participants will develop a toolkit of teaching techniques that create these connections in an online learning environment. Participants will experience these strategies from the student side, and design their own versions to implement in their own courses. These include warm and welcoming video messages, a student focused syllabus website called a **liquid syllabus**, email check-in templates, and digital storytelling activities.

## HUB BLOG

In September 2020, we launched the **Hub Blog**. The **first post**, and many others, provide a summary and a recording of a synchronous session. The Blog represents our realization that faculty were busy and could not attend all of our events but still needed access to teaching strategies, asynchronously. Our campus goal was to have many of our online courses taught asynchronously to maximize student flexibility. Asynchronous faculty development goes hand in hand with that sense of flexibility. The Blog has grown in not just posts but also in relationship and connection with faculty, including guest posts from Hub faculty partners. Asynchronous faculty development was not just important during the worst of the pandemic but will also remain a factor for connecting with faculty in the future.

# NEW FACULTY ORIENTATION

The Hub welcomed 11 new faculty members to campus virtually for short sessions on three Fridays in August 2020. There were sessions on promotion and tenure, library resources, and research support. New faculty were invited to join the Weekly Challenges for online teaching strategies.

# FACULTY AS PARTNERS

The Hub recognizes the vital role that faculty play as partners in providing outreach to their colleagues. The Hub's goal of strengthening campus teaching culture is fostered when colleagues share teaching strategies, recommend Hub services such as consultations, and recommend workshops or blog posts to each other. We love our faculty partners. We have formalized faculty partnerships through some of our programs such as Hub Affiliates, Hub Department Liaisons, and Learning Communities.

# HUB AFFILIATES

The Hub Affiliates Program works with faculty who have expertise in and want to grow their expertise in a topic of teaching and learning for the benefit of the larger UM-D teaching community. The program provides Affiliates with a \$3000 stipend, distributed over the course of the calendar year. Instructional Designers meet regularly with Affiliates to build common vocabulary around topics, to consider broader research and thinking from the topic area, and to build campus conversation around their topic area over the course of a calendar year. The program is an extension of the Hub Course Redesign Faculty Fellows.

## January 2021-December 2021 Affiliates:

- Maya Barak - Students as Partners
- Yi-Su Chen - Authentic Assessment
- Katherine LaCommare - Case Based Learning
- Michael MacDonald - Labor Based Grading
- Troy Murphy - Developing Students' Oral Presentation Skills
- Carmel Price - Supporting Working-Class Students
- Samir Rawashdeh - Interdisciplinary Project Based Learning
- Alan Wiggins - Open Educational Resources
- Tian An Wong - Teaching Social Justice in Math

# DEPARTMENT LIAISONS

The Hub Department Liaisons Program introduces a teaching technique to campus through faculty-to-faculty outreach. The Hub facilitates training for Department Liaisons, either through one-on-one consultations or a workshop, for a particular teaching technique. Instructional Designers support the work of Liaisons who consult with at least five faculty colleagues in their department to introduce the technique.

## Department Liaisons for 2020-2021

- Bruce Maxim - CIS
- Shelly Jarenski - LPA
- Pamela Todoroff - LCC
- Fred Feng - IMSE

# FACULTY LEARNING COMMUNITIES

Faculty learning communities are organized by faculty partners and supported by the Hub; they allow faculty to share teaching strategies and ideas with one another directly and provide The Hub with a way to hear from faculty about specific experiences. The Hub supports these communities in various ways and works with faculty facilitators at their inception to develop a focus and ideas for planned events. One major way we support these communities is through advocacy and communication: connecting interested faculty with the faculty facilitators as well as including community events in our outreach communications. We also almost always attend community gatherings which serve as a great way for us to hear from faculty about these topics and for faculty to hear from us about what other support we may have for them. Additionally, we sometimes provide financial support, for instance, perhaps purchasing books for a book group that a community may want to explore together. Current and upcoming faculty learning communities include:

- **DigPed at Dearborn**
  - Increase your digital dexterity
    - *Facilitated by Maya Barak and Jen Proctor*
- **Teaching with Tablets**
  - For those using tablet computers in their teaching practice
    - *Facilitated by Alan Wiggins*
- **OER Socials**
  - For those interested in Open Educational Resources and Open Pedagogy
    - *Developed by Alan Wiggins as part of his affiliateship*
- **Ungrading**
  - New community starting in Fall of 2021
    - *Facilitated by Emily Luxon*

# COMMITTEES

Members of staff served on various committees including faculty committees and administrative task forces and workgroups:

- Academic Misconduct (ex officio)
- OER Taskforce
- UCDC Digital Education Subcommittee
- Canvas Administrators Working Group
- Data Privacy/Tech Community of Care

# GRANTS

## Creative Teaching Fund

The Creative Teaching Fund (CTF) was developed as a resource to support innovative teaching with a focus on making learning more engaging, challenging, fulfilling and effective for students. The fund is meant to support small-scale teaching needs that come up in the course of a semester. Funded activities must meet at least one of the following criteria:

- Demonstrate innovation in teaching
- Connect to course learning goals or advance program learning goals
- Engage a diverse population of faculty, staff, community members or students
- Have a meaningful impact on a number of students
- Have a meaningful impact on a number of community members

For the academic year 2020-2021 15 requests were funded totaling \$10,663.13 and distributed among [all four units.]

*Example of Funded CTF Requests:*

- Honorarium for Natalia Aleksion
- To pay a community-based Guest Professor to assist with the Restorative Justice class

## LEO Inclusive Teaching Fund

The Inclusive Teaching Professional Development Fund for LEO Lecturers is a pilot program effective September 1, 2018 through August 31, 2021. The purpose of the Fund is to provide professional development funds for Lecturers seeking to develop and enhance skills to better engage in inclusive teaching practices at the University of Michigan-Dearborn.

For academic year 2020-2021 2 requests were funded totaling \$1,226.80

*Example of LEO Inclusive Teaching Fund*

- To support an Intercultural Teaching Study Group
- Registration to attend the Annual National #AntiracistBookfest

# GRANTS CONTINUED

## James and May Bell Loeb Creative Teaching Endowment

The James and May Bell Loeb Creative Teaching Endowment is distributed through the Hub.

The Loeb fund shares the same criteria as the CTF with the additional stipulation that the projects funded must extend the educational process beyond the classroom.

Because we had a predominantly virtual academic year, no requests were made for Fall 2020 and Winter 2021.

## Assessment Grant Program

The Hub and UCDC Assessment Subcommittee continued the Assessment Grant Program in order to support innovation in program assessment strategies, and awarded 1 program grant, totaling \$2,880.00.

# DIGITAL EDUCATION LEADERSHIP

The Hub plays a role in providing information and supporting decision-making regarding the campus approach to digital education. During the pandemic, this leadership role became crucial to campus operations in a new and prominent way. We enjoyed being part of a Provost office that foregrounded care and compassion for faculty and students. One decision that we supported, first with information and then via focused faculty development, was to forego remote proctoring because of its harm to students. The Provost's Office decision put students first. It also required faculty to provide the work and the ethic of care to reach their students remotely. The Provost's Office recognized the need to support faculty in that work and increased the staffing of the Hub to provide a people-centered, rather than tools-focused, approach which we described in the below article:

Sarah Silverman et al. "[What Happens When You Close the Door on Remote Proctoring? Moving Toward Authentic Assessments with a People-Centered Approach.](#)" Educational Development in the Time of Crises, Volume 39, Issue 3: Spring 2021.

# GRADERS

Recognizing that the move away from remote proctoring, and towards authentic assessments, was most challenging for faculty teaching high-enrolled courses, the Provost Office offered those faculty the opportunity to hire faculty Graders to support their workload. A Grader could help provide feedback on assignments and assessments, or assist with general course administration like sending announcements or moderating discussion boards. The Hub administered the Graders program, reviewing applications from faculty members teaching high-enrolled courses and awarding grader funds.

# NEW MISSION AND LEARNING OUTCOMES

*Our work will now be guided by:*

## Mission

The Hub for Teaching and Learning Resources collaborates with faculty to strengthen a campus teaching culture rooted in scholarship that supports student learning, encourages measured pedagogical risk-taking, fosters teaching for equity, and builds community among faculty and students. Initiatives of the Hub are co-created with faculty to ensure that what we do is aligned with faculty needs and goals.

## HUB FACULTY LEARNING OUTCOMES

Faculty will:

- Reflect on their own teaching to identify and choose pedagogical strategies
- Examine scholarly resources and research to improve teaching
- Develop quality content, delivery modes, and assessments to meet course objectives
- Appreciate the campus teaching community and expand their relationships with other faculty members across campus
- Acknowledge the risks inherent in teaching and learning and maximize the amount of potential learning over the anticipated risks
- Discuss equitable instructional strategies and culturally responsive practices

## SERVICES AND INITIATIVES

- One-on-one consultations with faculty
- Faculty workshops
- Custom programs for departments and units
- Grants to support teaching and learning
- New faculty orientation

# APPENDIX I

## 2019-2020 Facts and Figures

Before the pandemic, Hub Instructional Designers held about 348 meetings per year with 111 total individual faculty members.

The Hub welcomed 11 new faculty members to campus virtually for short sessions on three Fridays in August 2020.

### 2019-2020 WORKSHOPS

(30 total) 151 faculty members participated in the workshops listed below

- Write on Site x 10
- Course Design Spa Day
- Canvas Day
- TNT Getting Students to do the Reading
- See Me Teach x 5
- Redesigning the Assignment
- Introduction to ORSP
- Assessment Day
- Paul Hernandez KEYNOTE, WORKSHOP 1, WORKSHOP 2
- Students' Worldview, Technology & Empathy
- Course Design Spa Day
- TNT Teaching in a Time of Uncertainty
- TNT Metacognition Workshop
- 2 day - Project Based Learning Workshop

### AY 2019-2020 Course Blueprint Department Liaisons

- Jen Proctor
- Katherine LaCommare
- Kyongson Park
- Natalie Sampson
- Yi-Su Chen
- Alireza Mohammadi

### GRANTS: For academic year 2019-2020

CTF: 30 requests were funded totaling \$22,230.62 and distributed among [all four units.]

LOEB: 2 requests were funded for Fall 2019 and Winter 2020 totalling \$450.00.

LEO: For the academic year 2019-2020 4 requests were funded totaling \$4,000.

ASSESSMENT: Awarded 4 program grants totaling \$8,815.00.