



2021-2022 **ANNUAL** **REPORT**

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

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INTRODUCTION

As we move out of the last two and a half years of emergency remote work towards a hopefully more stable future, it is clear that the Hub for Teaching and Learning Resources has helped our faculty and ourselves meet this learning outcome:

Appreciate the campus teaching community and expand relationships with other faculty members across campus

Our Hub faculty community is strong. Almost all of our programming serves to deepen faculty ties to each other. The Hub serves to connect a campus teaching community that shares strategies, thinks about student success beyond their own courses, and implements teaching for equity and a pedagogy of care. As part of their retention and graduation task force, the Faculty Senate conducted a February 2022 faculty survey, with 104 respondents, about a quarter of faculty, which demonstrated that a majority of faculty are aware of Hub services and resources. 103 respondents said they were aware of the Hub and 85 of those said they utilized Hub resources with 64 (two thirds of respondents) having had consultations with Hub Instructional Designers. Our own annual survey of faculty who utilized the Hub seeks to find out what impact our work is having on students. Faculty reported that they implemented evidence-based teaching practices as a result of their engagement with the Hub; they also reported that the impacts on students included higher motivation, better engagement, a stronger connection between faculty and instructor, as well as lower stress when faculty implement projects and other authentic assessments. We also heard in our faculty survey that faculty need anytime, asynchronous resources. We will continue to engage faculty where they need us most and also offer a variety of modalities to connect with our services and resources. While the pandemic has been an incredibly tragic disruption, some changes, like broader faculty with connective technologies such as video conferencing, has given the Hub the opportunity to deepen and build connections, such as during our first ever virtual residency (more information on page 7).

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

STAFF

Autumm Caines, Instructional Designer
Belen Garcia, Instructional Designer
Beth Medere, Administrative Support
Jessica Riviere, Instructional Designer
Sarah Silverman, Instructional Designer
Carla Vecchiola, Director

FACULTY DEVELOPMENT

Consultations

From July 2021 - June 2022, Hub Instructional Designers held 399 meetings with 103 total individual faculty members. Consultation work is the main way in which we help faculty achieve the Hub's faculty learning outcomes. Consultations can range from one-off quick chats about a specific teaching tool or assignment to a weekly standing meeting to implement a course redesign, such as incorporating ungrading strategies. Hub Instructional Designers are adept at meeting faculty where they are and working with faculty to adopt anything from small changes to big redesigns.

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 google forms that faculty could adapt and utilize themselves in their own courses to collect anonymous feedback.

Workshops

Workshops include planned keynotes from guest speakers as well as flexible sessions organized to meet a particular emerging campus need. We match our workshop topics to campus initiatives while making sure that we incorporate teaching practices that uphold the Hub's core values, such as teaching for equity.

*160 UM-Dearborn Faculty Members attended various workshops listed below

Workshops included:

- Reflections 2021 program
 - May 6-June 18th
 - 8 faculty members completed
- Hub Course Design Institute
 - May-August 2021
 - 12 faculty members completed
- Faculty Panel: Teaching in Masks
- Humanizing Online Learning Program
 - 8/2-8/27
 - 17 faculty members completed
- Keynote: Start by Trusting Students, Start by Trusting Teachers
- Fireside Chat: Start by Trusting Students, Start by Trusting Teachers
- Panel Discussion, Critical Digital Pedagogy
- Fireside Chat: Critical Digital Pedagogy
- Labor-Based Learning Faculty MiniWorkshop
 - 2/2-2/9
 - 6 faculty members completed
- DE Day Opening Keynote Mays Imad
- DE Day Panel: Academic Integrity in Online Spaces
- DE Day Teaching with Video
- DE Day Adventures in HyFlex
- DE Day Student-Centered Strategies Showcase
- DE Day Closing keynote
- Small Changes: Course Improvement Studio
 - 5/9-5/22
 - 25 faculty members completed

Scholar in Residency: Jesse Stommel

During Fall of 2021, the Hub hosted Jesse Stommel as a virtual resident. The idea behind the program, proposed and organized by the Hub's Autumn Caines, was to go beyond the one-time keynote event and instead to sustain a conversation with an important thinker in higher education and faculty development over an entire term. Through a merger of smaller, more conversational, programming with larger events we aimed to create a sense of Dr. Stommel being present with our campus, though he never physically visited. Smaller events included bookended welcome and sendoff virtual gatherings at the start and conclusion of the residency, and throughout the term Dr. Stommel dropped into established faculty learning communities and meetings as well as Hub staff meetings, making his presence a regular occurrence over the term. In addition, Dr. Stommel co-ordinated and presented two larger events in collaboration with the Hub which included one keynote and a panel conversation with public scholars Ruha Benjamin, Sean Michael Morris, and Martha Burtis. These two big events were hosted publicly which gave UM-Dearborn faculty the opportunity to interact with a large, international audience. Each big event was followed by a small fireside chat for just UM-Dearborn faculty and staff where our community could engage with Dr. Stommel and the other speakers in a more conversational environment. Throughout his residency Dr. Stommel navigated topics such as ungrading, trust in teaching and learning, critical digital pedagogy, and games in learning influencing our local conversations around these topics. In our follow-up evaluation of the entire virtual residency, only given to University of Michigan participants on all three campuses, one respondent summed up the success of the program:

"This was really the first time we've had a longer engagement with a pedagogical thinker, where I could see their unscripted responses and reactions to questions and topics. We often have keynote speakers, but there usually isn't time to really understand how their perspectives are shaped by deeper modes of thinking, even if there is a short workshop. The virtual residency was just a phenomenal way to give a broader and deeper perspective on a pedagogical approach, because we have the opportunity to engage with the approach from multiple perspectives. I love the virtual residency idea, and I would absolutely participate if we do it again. (I also really loved that several of the events were open to a much broader public, while also having multiple events that were just for us. That is a great way to get the full range of benefits from a virtual residency!)."

Though the evaluation was overwhelmingly positive, all programming has its limitations and it is important to note that some responses on the evaluation criticized the programming. Dr. Stommel was specifically chosen for a critical stance on a number of pedagogical approaches and uses of educational technology and he, like any individual scholar, speaks most strongly from his specific disciplinary lens. A small number of participants noted concerns around funding for speakers being concentrated in the Hub and about a single scholar not being able to address their specific disciplinary challenges. Additionally, one participant specifically said that they did not want any public programming and that all programming should only be limited to University of Michigan. In addressing these criticisms the Hub recognizes that broad programming such as the virtual residency should not be positioned to solve all problems and instead should be implemented to ignite and sustain larger thinking around complex topics in teaching and learning. Nearly 60% of the respondents to the survey indicated that their ideas around teaching and learning were challenged by the programming. Additionally, the Hub implemented a speakers fund to help individual departments apply for funding to bring in their own speakers.

Small Changes: A Course Improvement Studio



In the past the Hub has had several programs specifically dedicated to course redesign including the Course Redesign Faculty Fellows and the Course Redesign Institute. When deciding on how to continue this work, we reflected on all that faculty had learned through the major course design changes they had been forced to make during the previous 2.5 years due to the pandemic and a concern that they could be suffering from design fatigue. We decided that perhaps the time was right for a focused opportunity to encourage faculty in making small design changes rather than an entire course overhaul. This was in recognition of all the design and redesign work that so many faculty had already engaged in but also to demonstrate and celebrate that course design is an iterative and continuous process of improvement.

The Hub team developed an intensive two week program, Small Changes: A Course Improvement Studio which consisted of three faculty cohorts focused on the Community of Inquiry Framework's "presences": Instructor Presence, Social Presence, and Cognitive Presence. Each cohort was led by an instructional designer and though each cohort was unique and focused on their particular "presence" all cohort materials were open to all participants and it was pointed out that there was significant overlap between these ideas. For instance, a well thought out, skillfully produced, and accessible welcome video can be a great way to establish all three of these "presences". In addition to readings, videos, podcasts, and other content specific to each of the presences, all of the cohorts had content on accessibility with one instructional designer specifically assigned to address accessibility questions from any cohort member. The program schedule included virtual real-time 5 hour working sessions with bookended check-ins and check-outs on Tuesdays, Wednesday, and Thursdays to give faculty a sense of community and accountability, as well as work-on-your-own time Mondays and Fridays. Over these two weeks faculty were responsible for submitting 4 deliverables toward course improvement. Each cohort was offered a list of potential deliverable ideas to choose from and faculty members could also work with their Instructional Designer to create customized deliverables. Each week, faculty submitted two deliverables and all 26 faculty participants completed the program. Evaluations demonstrated strong satisfaction with the organization and implementation of the program, though a small number of respondents indicated that the intensity and pace of the programming was perhaps too robust.



The Hub Blog

In September 2020, we launched the Hub Blog as a way to communicate our work for faculty who could not attend our synchronous events, reflect on our work for ourselves, and to engage with the larger teaching and learning community in higher education more broadly. Those first four months of the blog between September and December of 2020 our blog analytics indicate that we published 18 posts and recorded 494 unique visitors (unique IP addresses).

In that first year we saw the development of Hub staff as authors. We added blog content creation into our regular workload and managed to distribute the workload and topics among our own team. Often these posts reflect on common questions that we get during one-on-one consultations, summarize workshops, as well as communicate and archive recordings of our virtual events.

Growth in our second year of the Hub Blog included bringing in faculty authors. Hub Affiliates, described below, were encouraged to share their work via the Hub Blog and other faculty, beyond Affiliates, were approached to write on a variety of teaching and learning topics. We are happy to share authorship of the Hub Blog with our faculty friends as the Hub Blog is strengthened by the diversity of voices. In the second year of the blog from January - December of 2021 we published 58 posts with 17 of them being from faculty authors. Our blog analytics indicate that during this time period we had 3,573 unique visitors on the blog as a whole.

Posts published on the blog are communicated to our audience in a variety of ways and can have a life far beyond the initial publication. We include links to previous blog posts in our newsletters and we also have a subscription form so that anyone can choose to get an email each time a new post is published. Posts are frequently referenced and linked to by Instructional Designers in one-on-one consultations as they often contain resources around common concerns and questions or are reflections by faculty authors that other faculty can identify with.

The blog also gives us an opportunity to share the good work of our center and of our UM-D faculty with an audience beyond our campus. While we write primarily for our campus audience, we also have subscribers beyond campus which allows our campus teaching culture to be in conversation with a broader audience. As of this writing, we have 73 subscribers, of which 45 have a umich email. We can get some idea of where our outside subscribers are from by looking at the email address that they subscribed with. Analysis of this shows that they include those in higher education in the US such as George Mason University and University of Pennsylvania; international higher ed including Western Sydney University, Queen's University Belfast, and University of Eastern Finland; those in the local community including Dearborn Public Schools; and those from professional organizations such as EDUCAUSE.

FACULTY AS PARTNERS

The Hub recognizes the vital role that faculty play as partners in providing outreach to their colleagues. While we have always held the goal of strengthening campus teaching culture, this past year was the one in which our bonds with our faculty partners grew most decisively. The bonds were most visible in the Affiliates program, described below, and on the Hub Blog.

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.

January 2022-December 2022 Affiliates (projects ongoing):

- Patrick Beauchesne
- Emily Luxon
- Grace Helms Kotre
- Jill Darling

The 2021 Affiliates work has had an impact on campus and beyond. Some Affiliates held workshops within their departments or for the entire campus community, such as Michael MacDonald's January 2022 Labor Based Learning Faculty Mini-Workshop. Maya Barak's project has resulted in the student, faculty, and staff-authored "A Zine About Students as Partners." Carmel Price, in collaboration with Autumm Caines and Sarah Silverman, launched a pedagogical research project called Working-Class Pedagogy which helps college instructors reflect on their teaching practices using a class-based lens in order to inform pedagogical research on socioeconomic class and teaching practices. Though for the first cohort, the official Affiliate relationship ended in December 2022, we continue to consider Hub Affiliates key partners and we work to support their efforts to spread their practices widely across campus and to their professional networks.

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

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
- Ungrading
- Started Fall of 2021 to explore student-centered assessment strategies
- Facilitated by Emily Luxon

Committees

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

- OER Taskforce
- UCDC Digital Education Subcommittee
- Canvas Administrators Working Group
- Data Privacy/Tech Community of Care
- Faculty Senate Task Force on Improving Retention and Graduation
- Faculty Senate Committee on Course Evaluations

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 2021-2022, 12 requests were funded totaling \$9,379. and distributed among [all four units.]

Example of Funded CTF Requests:

- for 40 students to complete cooking assignment in ANTH 415 Nutrition and Health
- purchase tickets for students for the Detroit Film Theater showing of "Flowers of Shanghai".
- to pay a student assistant to digitize and gamify course materials for OM465

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.

For the academic year 2021-2022, 4 requests were funded totaling \$2,590.

Example of Funded LOEB Requests:

- to take FNDS 1205 students to the Detroit Symphony Orchestra concert , "New Worlds."
- student entrance fees into the Lava Centre during the GEOL377/577 field course
- take students on a tour of the Ohio State Reformatory museum
- to take students to the opera Frida

LEO Inclusive Teaching Fund

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 2021-2022 3 requests were funded totaling \$2,704.00

Example of Funded Leo Inclusive Requests:

- The National Council of Teachers of English (NCTE) will hold its annual convention in a virtual format November 18-21. This year the convention theme is "Equity, Justice, and Anti-racist Teaching."
- to support the speaker Darryl Brown
- compensation to develop an inclusive teaching practice for justice involved people during a week long trip in California by visiting local jails/prisons, community reentry sites, and attending the Correctional Educational Association

Lecturer Professional Development Grant

The purpose of these funds is to enhance professional growth of UM-Dearborn faculty covered by the LEO collective bargaining agreement. Professional development activities include, but are not limited to workshops, seminars, and travel to professional conferences

For academic year 2021-2022 9 requests were funded totaling \$11,019.00

Examples of Funded Lecturer Professional Development Requests:

- to take additional sales training to become sales certified for teaching in the new COB sales certification courses
- registration for the Global Conference on Sustainability in Higher Education conference
- WGST Writing Retreat
- to attend the American Translators Association (ATA) Certification Exam

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 \$500.00