



# **2022-2023** **ANNUAL** **REPORT**

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

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# INTRODUCTION

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Each May we ask faculty what impact the Hub has had on their teaching and on their students; we also ask them about their needs for upcoming programming. Last May, the survey confirmed what we already knew anecdotally from conversations with faculty: they were overwhelmed and overextended. When we looked ahead to the upcoming academic year, we decided to minimize our “asks” of faculty: fewer workshops, fewer whole course redesigns, fewer expectations all around. We tried to meet faculty where they were, providing anytime resources that would help them make small changes.

Previously, we had provided asynchronous faculty development through our Hub Blog. However, what we needed was a system to deliver the resources to faculty when they needed them most. Therefore we started an end-of-week email to all teaching faculty called “The Hub Cap” in which we share teaching tips, recent pedagogical scholarship, teaching events on and off campus, and Hub blog posts. While our attention was primarily focused on “The Hub Cap,” especially during the Fall semester, we wrote less frequently on the Hub Blog. Surprisingly, a wonderful thing happened: our faculty authors grew, and posts from faculty began to outnumber our staff posts. Although we intend to ensure that the Hub Blog includes posts authored by Hub staff, we were delighted to see our faculty engaging so effectively with the Blog.

Another program that met the moment of faculty burnout was May’s Small Changes: A Course Improvement Studio. This was the second year that we ran the two week program which brings faculty together into small cohorts, led by an Instructional Designer. Faculty received feedback, and shared accountability, to improve their courses for student engagement and motivation by completing four deliverables of their choice.

Overall we both expanded the breadth of our reach with the Hub Cap and also strengthened the close ties that we have with faculty via Hub Blog-authorship, the Course Improvement Studio, Hub Affiliates (see page? ), and Hub Department Liaisons (see page ?). Faculty noted that even when they didn’t have time to read the Hub Cap they appreciated knowing that it (and we) were there. We will continue our focus on providing asynchronous, anytime resources and also on deepening faculty connections to the Hub and to each other.

## 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

Carla Vecchiola, Director

# FACULTY DEVELOPMENT

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## Consultations

From July 2022 - June 2023, Hub Instructional Designers held 65 meetings with 80 total individual faculty members. 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.

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## 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.

\*148 UM-Dearborn Faculty Members attended various workshops listed below

## **Workshops included:**

- 5/2/23 Bryan Dewsbury
- Digital Education Day 2023 - Design Your Courses for Accessibility
- Digital Education Day 2023 - Book Presentation: Learning Technologies
- Digital Education Day 2023 - A New Baseline: COVID 19's Lasting Impact on Enrollment and Student Success Trends
- Digital Education Day 2023 - Our Thoughts, Our Voices"
- Digital Education Day 2023 - Creating Inclusive Digital Classrooms
- Digital Education Day 2023 - Interprofessional Community Based Approach
- Digital Education Day 2023 - The Workplace of the Future: A Pedagogy for Digital Group Projects
- Digital Education Day 2023 - Don't Fall Into the "Inclusive Access" Trap
- Digital Education Day 2023 - Keynote and Workshop - Amy Collier "We cannot "Return to Normal"
- 1/20/23 DigPed at Dearborn conversation on ChatGPT

# Scholar in Residency: Bryan Dewsbury

The Hub continued our Scholar in Residency program this year by merging one of our Affiliate's projects with a celebrated scholar in teaching and learning. Grace Helm Kotre affiliateship around teaching for equity was a perfect fit with Bryan Dewsbury's residency around inclusive teaching. Grace was partnered with Bryan and acted as main contact and program facilitator for the residency with Hub instructional designer Autumm Caines guiding her. This unique approach added a level of faculty development that the residency had not provided in the past, putting a faculty member directly in the role of faculty developer for a sustained program with support and guidance from Hub staff. Of the program Grace said: *"Working with the Hub, and being partnered with Bryan through their Scholar in Residence program, empowered me to facilitate this program with meaningful impact to faculty in a way that I couldn't have alone."*

Grace led 11 faculty members through an interactive and project based program interweaving 5 online faculty learning communities, four online meetings with Bryan, and two in person events with Bryan.

The program started and concluded with an in-person visit from Bryan on the Dearborn campus.

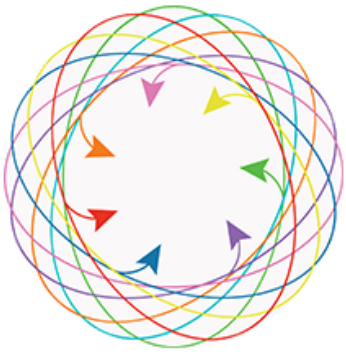


# Small Changes: A Course Improvement Studio



For the second year in May we ran 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. The different "presence" materials were open to all three cohorts should faculty choose to work on teaching strategies with overlapping approaches; all cohorts also had access to materials and support for "Learning by Doing," with additional focus on hands-on activities and authentic assessments. 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 the 20 faculty participants 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. New this year, some faculty participants chose to share their lessons learned on the Hub Blog:

- Wessam Elmeligi: [Be Well, Be Passionate, and Students Will Get it.](#)
- Shalini Jayaprakash: [Recentering rest and joy in the teaching journey.](#)
- Ben Wielechowski: [Bearing Witness: A Reflection on Mays Imad's Approach to Trauma-Informed Pedagogy.](#)



# The Hub Blog

In 2022, the Hub Blog published 20 posts, more than half by faculty authors, on diverse topics including course modality, privacy, and Open Educational Resources. While the total number of posts and unique visitors (3,107) decreased from the previous year, an analysis reveals that the number of visitors per post significantly increased, indicating a strong engagement with our content. If equally distributed, each post in 2022 would have received approximately 155 visitors, compared to around 62 visitors per post in 2021, suggesting an enhanced impact.

This trend has persisted into 2023, with the first half already seeing 19 posts, 12 of which were penned by faculty authors. These posts have addressed pressing issues such as self-care, LGBTQ and curricula, mental health, and course modality. In the first seven months, our blog attracted 1,430 unique visitors, and our subscriber base has grown to 78, further testifying to the Hub Blog's reach beyond our campus.

As we progress, we remain committed to developing the Hub Blog as a platform for sharing ideas, resources, and insights about teaching and learning. Our ongoing goal is to continue engaging our faculty, contributing to the wider conversation about higher education, and showcasing UM-D's work.



# The Hub Cap

This year we started an end-of-week email to all teaching faculty called The Hub Cap in which we share teaching tips, recent pedagogical scholarship, teaching events on and off campus, and Hub Blog posts. The Hub Cap has several sections that may or may not appear each week such as Events, Hub Blog, What We Are Reading, Call for Applications, etc. The one section that does appear in every Hub Cap is Teaching Tips. We tailor the teaching tips to address the particular part of the semester such as “Establishing a classroom climate” or “Grades, Grades, Grades.”

# FACULTY AS PARTNERS



The Hub recognizes the vital role that faculty play as partners in providing outreach to their colleagues.

## 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 2023-December 2023 Affiliates (projects ongoing):**

Amy Brainer, Bruce Maxim, Judy Nesmith

The 2022 Affiliates have had an impact in connecting their faculty colleagues to important campus initiatives. The above section on the Scholar-in-Residency details the partnership between our Hub Affiliate Grace Helms Kotre and Instructional Designer Autumn Caines with our Scholar-in-Residence, Bryan Dewsbury. Grace's local work and expertise in teaching for equity created the depth of sustained teaching changes that emerged from the program. Affiliates Emily Luxon and Patrick Beauchesne supported faculty voice in PBL initiatives which surfaced important concerns faculty had, including how the work that faculty are already doing fits within the campus PBL initiative.

### **January 2022-December 2022 Affiliates:**

Patrick Beauchesne - PBL, Emily Luxon - PBL, Grace Helms Kotre - Inclusive Teaching, Jill Darling - Open Education

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## Department Liaisons

The [2023 Department Liaisons Program](#) was a bit of a departure from previous year's programs. In the past, the program introduced a teaching technique to campus: Department Liaisons attended a Hub workshop for a particular teaching technique and then consulted with at least five faculty colleagues in their departments to introduce the technique. This year's program, focused on Offline/Online Teaching Strategies, maintained the core component of faculty-to-faculty outreach but instead asked Liaisons to listen to their colleagues. The goal of the program was to start a conversation about what teaching strategies work best with UM-D students in-person and what teaching strategies work best with them online. The Fall 2022 Student Experience and Student Needs Survey [quantitative](#) and [qualitative reports](#) surfaced two important student concerns: 1) students would like in-person class time to be used more effectively 2) students would like more opportunities for instructor-student and student-student interactions in the online asynchronous modality. What we wanted from the program was to find out what in-person and online teaching strategies work best with UM-Dearborn students. As of the drafting of this annual report, these are the resulting Hub Blog posts from the Liaison program:

- Susan Theresa Gavell: [Ways to Engage, Offline and Online](#)
- Vadym Pyrozhenko: [Teaching mixed graduate/undergraduate classes: contexts, tools, and strategies](#)
- Jennifer Proctor: [Teaching at a Crossroads: Meeting students where they are in a post-pandemic environment](#)
- David Susko: [Embracing the Challenges and Opportunities of Offline/Online Teaching Strategies in Biology](#)

# 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.

Current faculty learning communities include:

## **DigPed at Dearborn**

Increase your digital dexterity

Facilitated in 2022-2023 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
- Faculty Excellence Committee
- Generative AI Committee

# 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 2022-2023, 13 requests were funded totaling \$5,939. and distributed among [all four units.]

*Example of Funded CTF Requests:*

- For 10 guest speakers in the Inside-Out course
- to purchase a set of "optical toys," such as zoetropes, praxinoscopes, and other pre-cinema devices, to assist in teaching students early film history in a practice-based format..
- to purchase copper hydrodistillation units for Biochem 413 Medicinal and Aromatic Plants class

## 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 2022-2023, 8 requests were funded totaling \$5,906.

*Example of Funded LOEB Requests:*

- to take the FNDS students to the DIA exhibit: "Van Gogh in America."
- tickets for students to Candlelight Flamenco: A Journey Through Spain at the Redford Theater in Detroit.
- for bus transportation to take students to the Stratford Shakespeare Festival
- to take students to the Michigan Student Voter Summit at MSU on Sept. 30, 2022.

# 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 2022-2023 9 requests were funded totaling \$7,228.

*Example of Funded Leo Inclusive Requests:*

- to support participation at the United States Association for Small Business and Entrepreneurship (USASBE) conference.
- to attend the NOLA Poetry Festival
- to attend the Summer Institute on Education, Equity, and Justice: "Eradicating the Stigma: Prioritizing Mental Health in PreK-16 Education."

## 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 2022-2023 12 requests were funded totaling \$13,093.

*Examples of Funded Lecturer Professional Development Requests:*

- to attend the Global Conference on Sustainability in Higher Education (virtual).
- for leading a workshop at The Symposium on Transforming the Foundational College Experience.
- for presenting at the Management & Organizational Behavior Teaching Society (MOBTS)
- for attending the Attending Artificial Intelligence conference

Due to an excess of funds, in part because of the pandemic, the Hub worked with LEO to provide more funded professional development opportunities for lecturers, from this and from the LEO Inclusive Teaching Fund. Funds supported the Inclusive Teaching Program and some LEO participants in the Course Improvement Studio. The success of the Inclusive Teaching Program led us to develop an open call for proposals from lecturers to lead their own funded learning communities. [LEO Lecturer-Led Learning Communities.](#)