

**M** | HUB FOR TEACHING & LEARNING RESOURCES  
DEARBORN

# ANNUAL REPORT 2023 - 2024



<https://umdearborn.edu/hub-teaching-learning-resources>

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# INTRODUCTION

The complaint about university culture is that it changes slowly and is hesitant to adapt. This year I am feeling nostalgic for adapting slowly as we all have had to adjust quickly to the rapid pace of technology changes.

The easy access of GenAI writing tools has changed how we think about teaching, primarily the relationship of trust between students and faculty. The good news is that all that we know about the best ways to engage students hasn't changed; what has changed is how that knowledge is applied, factoring in a new goal to avoid student reliance on GenAI in cases that would rob them of actual learning experiences.

Our year was spent working on what was worrisome to faculty and that was GenAI. We hosted workshops and created resources to support faculty. Our faculty learning community and Scholar in Residence program focused on GenAI. The theme that ran throughout was Conversation; we knew we could not provide one simple or even several simple solutions because the technology was continuously evolving and GenAI detectors, for those who wanted to ban its use, are inaccurate. Adjusting to teaching in the era of GenAI required conversations: between faculty and instructional designers, between faculty colleagues, and between faculty and their students.

Conversation is good for human connection which is good for teaching but that extra work for faculty also included additional emotional labor - worrying about the loss of trust. The rapid changes in technology only exacerbated the faculty burnout we've seen. We continued to offer asynchronous resources - the Hub Blog, the Hub Cap newsletter, and guides on our website - in order to meet faculty where they are and when they have time.

One of the Hub's strengths is that we have built trust with faculty. That trust was critical to face, together, the challenges posed by the rapid shift in technology. We will continue to build trust with faculty and to encourage them to build trust with their students

## 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

# Staff Scholarly Contributions

Belen Garcia, and her co-authors, won the 2023 "Outstanding Publication Award: Book Chapter" by the Association for Educational Communications & Technology (AECT) Culture, Learning, and Technology Division for their chapter entitled "Mobile Learning for Emergency Situations: Four Design Cases from Latin America" published in the book "Global Perspectives on Educational Innovations for Emergency Situations."



Jessica Riviere, Belen Garcia, and Autumm Caines prepared and presented "This class could have been an email" for the ISSOTL conference in November of 2023. This presentation highlighted the research of the team conducting student focus groups on the topic of student experience. The presentation was also reworked and presented virtually by the whole team at University of Michigan - Ann Arbor's Enriching Scholarship Conference in May of 2024.



Autumm Caines has a forthcoming peer-reviewed book chapter set to be published in June of 2024 entitled "Bazaar university: an examination of procurement processes and sales tactics". This chapter is set to be published in "How to Use Digital Learning with Confidence and Creativity: A Practical Introduction" by Edward and Elgar Publishing.

Autumm Caines presented "Navigating Trust in the Age of GenAI Chatbots: Dynamics in Higher Education" at the "Critical Issues in Education Conference: Generative AI in Education" at University of Michigan - Flint. She also co-presented "Commitment to Conversation: State of GenAI at University of Michigan-Dearborn" at the same conference with Chris Casey, Stein Brunvand, and Pamela Todoroff.

# FACULTY DEVELOPMENT Consultations



From July 2023 - June 2024  
Hub Instructional Designers held

**114 meetings**



From July 2023 - June 2024  
Hub Instructional Designers met with

**87 faculty members**

## 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 group consensus. Feedback in asynchronous courses is collected via student survey in consultation with the instructor. We also offer a [feedback survey in google forms](#) that faculty may 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.

**187**

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

## **AY 23-24 Workshops included**

What to do about ChatGPT

Bonni Stachowiak: ChatGPT and GenAI

Getting Started with AI Literacy

Bonni Stachowiak: ChatGPT and GenAI - Student Focused Panel

Re-imagining Access as a Relational Process

Bonni Stachowiak: Teaching in Higher Ed Podcast and DigPed at Dearborn Cultivating Communities of Access in Teaching Spaces

A Conversation Around GenAI: The Opportunity to Grow

CASL Faculty Pop Up

CEHHS Faculty Pop Up

COB Faculty Pop Up

CECS Faculty Pop Up

Beyond the Buzz: A Collaborative Inquiry into AI's Impacts on Teaching

Avenues for Publishing Research on Teaching

Info Session about NCFDD Resources

# Scholar in Residency 2024: Focus on Generative AI

The fast moving nature of generative artificial intelligence and the various versions of hype and sales rhetoric around it have made it difficult for the Hub to provide faculty with quick and easy answers around the impacts of this technology. We decided to continue our Scholar in Residence program this year by inviting Dr. Bonni Stachowiak to lead several virtual campus conversations around the impact of ChatGPT and generative AI in higher education.

Dr. Stachowiak, the Dean of Teaching and Learning at Vanguard University and a Professor of Business and Management, is known for her dedication to teaching and learning. She is also the creator and host of the Teaching in Higher Ed podcast, a platform that has explored teaching and learning in higher education since 2014. While Dr. Stachowiak is not a GenAI expert she is an expert on facilitating conversations and interviews. She had recently dedicated several episodes of her podcast to GenAI and we thought she would be a perfect fit to help us hold informed conversations on this topic.

Dr. Stachowiak's residency focused on engaging our Dearborn campus community in discussions about the implications of generative AI in education. This year we partnered the Residency program with the DigPed at Dearborn learning community, a digital teaching community at the Dearborn campus that emphasizes critical perspectives, teaching with digital tools, and empowering student voices.

The program featured several DigPed learning community events, each providing a platform for faculty, staff, and students to explore and discuss the complex topic of generative AI, guided by Dr. Stachowiak's expertise in conversation facilitation. The meetings also benefited from the coordination and facilitation of Dr. Maya Barak and the Hub's Instructional Designer Autumm Caines. A special feature of this year's residency was a curated page created by Dr. Stachowiak that brings together all her podcast episodes related to generative AI in one place. [This resource is available on the Teaching in Higher Ed Podcast website.](#)

As part of the residency, we also planned a reflection episode on the Teaching in Higher Ed Podcast and two episodes were inspired by the residency. Dr. Stachowiak provided download numbers for these episodes.

The reflection episode, titled "Expanding Our Collective Understanding of Generative AI," featured Autumm Caines and Dr. Maya Barak can be found at [Teaching in Higher Ed Podcast](#) and had 6,604 downloads

The residency also facilitated connections leading to two of our faculty members being featured on Dr. Stachowiak's podcast. Jennifer Coon was a guest on the episode "[How to Know Our Audience in an AI World](#)," with 6,097 downloads and Stein Brunvand was a guest on the episode "[Equipping Educators to Navigate AI](#)" with 6,507 downloads

**The Hub is thrilled to have hosted Dr. Bonni Stachowiak and looks forward to the continued impact of her residency on our campus community.**



A COURSE IMPROVEMENT STUDIO

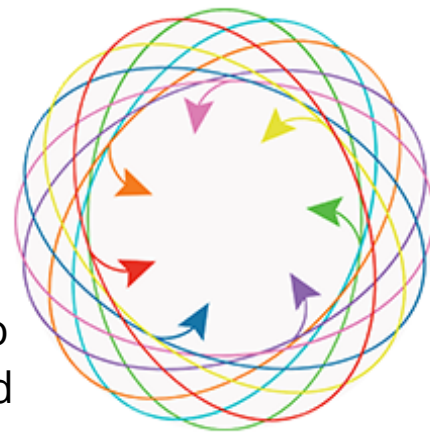
### **HUB FOR TEACHING AND LEARNING RESOURCES**

For the third 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. Each year we choose a theme to weave throughout the three cohorts and this year it was GenAI.

Faculty have check-ins and check-outs on Tuesdays, Wednesday, and Thursdays to create a sense of community and accountability, and they work on their own Mondays and Fridays. Over these two weeks, the 27 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.

Reaching its third year has given us a chance to consider what's working in the program and why it has an impact on faculty. Though we prioritize new applicants, we have been able to accommodate returning faculty. It is a successful program in that it fills to capacity each year and all participants finish the program. There are a couple reasons why it is working so well: a sense of community with other faculty members, from other colleges and disciplines that they might not have met; the support of instructional designers who offer resources, guidance, deliverable options, consultations, and more but are never prescriptive about what changes faculty should make; the dedicated time to pay attention to courses in May when teaching has finished but is still fresh in mind; the accountability of required deliverables (and of course the stipend for completing them!).

# The Hub Blog



In 2023, the Hub Blog published 33 posts, addressing a wide range of topics relevant to teaching and learning. So far in 2024, we have published 9 posts. The blog attracted 2,762 visitors in 2023, and as of May 2024, we have had 1,414 visitors.

The consistent publication of posts and the steady number of visitors demonstrate the Hub Blog's continued relevance and impact. 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 was the second year of The Hub Cap newsletter. We use it to communicate weekly with faculty during the academic year. We heard in our annual evaluations from faculty that even when they didn't have time to read it, they appreciated knowing that we were there for them and providing resources that they might need. It serves as part of our suite of resources, including the Blog and guides on the website, to connect with faculty asynchronously so that they can fit thinking about teaching into their busy schedules when it is convenient for them.

# 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 2024 - December 2024

#### Affiliates

(projects ongoing)

**Helet Botha**  
**Wessam Elmeligi**  
**Shelly Jarenski**

### January 2023-December 2023

#### Affiliates:

**Amy Brainer**  
**Bruce Maxim**  
**Judy Nesmith**

## 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 2023-2024 by Maya Barak

## Committees

Members of the Hub 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
- CASL Generative AI Taskforce

# 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 2023-2024**  
**8 requests were funded totaling \$4,820.00**  
**Distributed among CASL, CECS & CEHS faculty**

Example of Funded CTF Requests:

- to purchase Raspberry Pis for student use
- to purchase a Nvidia Jetson Orin Nano Development Kit
- for guest speaker Jadzia Bskupska to speak to class
- for guest speaker Josh Larsen to speak to class
- to support the Spanish discipline and Applied Art collaboration in a poster competition
- attendance to the SoTL Conference
- Kimmi Kraus to present on deaf culture and education

## 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 2023-2024**  
**4 requests were funded totaling \$1,560.00**  
**Distributed among CASL faculty**

Example of Funded LOEB Requests:

- for tickets to take students on the Eastern Market tour
- for tickets to take students to the Motown Museum
- tickets for 10 students to attend a concert at Hill Auditorium on Dec 2 (Händel's Messiah)
- \$50 per student, for up to 12 students, for entrance into a variety of museums and castles during the Study Abroad trip to France

# 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 the academic year 2023-2024**  
**3 requests were funded totaling \$3,600.00**  
**Distributed among CASL & COB faculty**

Examples of Funded Leo Inclusive Requests:

- to attend the 77th CEA International Conference & Training Event of the Correctional Education Association (CEA)
- to attend the 2024 USASBE, United States Association for Small Business and Entrepreneurship
- to attend the The Innocence Network Conference

## 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 the academic year 2023-2024**  
**17 requests were funded totaling \$24,208.00**  
**Distributed among CASL , CEHHS & COB faculty**

Examples of Funded Lecturer Professional Development Requests:

- funds to attend the 2023 FMA (Financial Management Association) Annual Meeting
- to attend the Michigan Community College Biologists Conference
- to attend the National Communication Association (NCA) annual conference and annual International Leadership Association conference (online).
- to attend the Higher Education Learning and Teaching Association of Southern Africa (HELTASA)
- to attend the 2023 Annual American Studies (ASA) Meeting and the Middle East Studies Association (MESA)'s meeting.
- to attend the Magnetism and Magnetic Materials Conference

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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 2023. 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](#).