

M | HUB FOR TEACHING & LEARNING RESOURCES
DEARBORN

ANNUAL REPORT

2025– 2026



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

INDEX

• INTRODUCTION	PAGE 3
◦ MISSION	PAGE 4
◦ FACULTY LEARNING OUTCOMES	PAGE 4
◦ SERVICES AND INITIATIVES	PAGE 4
• STAFF	PAGE 4
◦ STAFF SCHOLARLY CONTRIBUTIONS	PAGE 5
• FACULTY DEVELOPMENT	PAGE 6
◦ CONSULTATIONS	PAGE 6
▪ MID COURSE STUDENT FEEDBACK SESSIONS	PAGE 6
◦ WORKSHOPS	PAGE 7
◦ 7 WEEK GENAI FACULTY DEVELOPMENT PROGRAM	PAGE 8
◦ DIGITAL ACCESSIBILITY	PAGE 9
◦ DEPARTMENT LIAISONS	PAGE 10
◦ SMALL CHANGES COURSE IMPROVEMENT STUDIO	PAGE 11
◦ FACULTY LEARNING COMMUNITIES	PAGE 12
◦ THE HUB BLOG	PAGE 13
◦ THE HUB CAP	PAGE 13
◦ SERVICE TO CAMPUS	PAGE 14
• GRANTS	PAGE 15
◦ CTF	PAGE 15
◦ LOEB	PAGE 15
◦ LEO INCLUSIVE TEACHING FUND	PAGE 16
◦ LECTURER PROFESSIONAL DEVELOPMENT GRANT	PAGE 16

INTRODUCTION

From its earliest days, the Hub's work has been guided by faculty needs and how those needs change over time. While Generative AI continues to evolve quickly, one thing has become increasingly clear: faculty are looking for ways to talk with one another about what this means for teaching.

This year many of our initiatives built on faculty partnerships by creating more opportunities for faculty to share what they were learning with one another. Our GenAI programming continued to be a central focus of this work. We ran our established seven-week program again, but this time we were more explicit about something that had already been happening. Faculty were not only thinking about how GenAI was affecting their own courses, they were also developing insights that would be useful to their colleagues. Recognizing that more openly helped us think more clearly about the leadership role embedded in the program.

We then built on this through the What's Next for GenAI program, which was targeted to faculty who were knowledgeable about GenAI, whether this was from a critical lens or from frequent application. Rather than returning to introductory questions, this group focused on where things were heading and what was emerging in the classroom. As with the rest of our GenAI work, the emphasis stayed on conversation rather than resolution. We knew there was no single approach that would work across contexts, particularly as the technology continues to change. What mattered instead was creating space for faculty to talk with one another about what they were trying and what they were still unsure about.

We saw a similar pattern in other areas of our work. Faculty Liaisons worked with us to revise the Rubric Worksheet for Online Instruction, and their feedback grounded it more in faculty experience. They then shared the rubric with their colleagues. Our work in Digital Accessibility also centered faculty conversation. The Hub partnered with the Office of Digital Education to support faculty-led learning communities because we heard that faculty wanted time to talk to each other to share strategies that work in their discipline.

At a moment when teaching is being reshaped by rapid technological change, human connection and conversation remain central to how faculty make sense of what is happening in their classrooms.

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.

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

Chen Wang, Instructional Technologist

Carla Vecchiola, Director

STAFF SCHOLARLY CONTRIBUTIONS

Autumm Caines co-authored a paper with Grace Helms-Kotre (LEO Faculty) and Bryan Dewsbury that is currently under final review with To Improve the Academy.

Jessica Riviere and **Autumm Caines** collaborated with faculty authors Patrick Buchesene, Kristin Poling, and Annie Dempsey on a poster presentation at SoTL Commons. Jessica Riviere also is revising the article draft with co-authors Patrick Beauchesne, Shelly Jarenski, Nadja Rottner, Annie Dempsey, and Autumm Caines that was submitted to the *International Journal of Scholarship of Teaching and Learning*.

Belen Garcia de Hurtado co-authored two journal articles with former classmates from Purdue University. The first article is about decision-making processes relevant to instructional design professionals and she is the first author. This article was published open access in TechTrends, a leading peer-reviewed journal in educational technology and instructional design, which has an impact factor of 5.2:

- Garcia de Hurtado, B., Olesova, L., & Harris, C. (2025). Dynamic instructional design decision-making: Three-level approach. TechTrends, 69(4), 771-782.

Her second article was published in the Journal for Applied Instructional Design, which is an open access, peer-reviewed journal aimed at instructional design researchers and practitioners. This is a conceptual paper attempting to provide a response to concerns about GenAI decreasing equitable and accessible learning by incorporating Tronto's ethics of care framework to guide instructional designers when working with GenAI:

- Olesova, L., Yu, J.H., and Garcia de Hurtado, B. (2025). Integrating care ethics in GenAI-enhanced instructional design: A framework for inclusive and equitable higher education practices. Journal for Applied Instructional Design, 14(3). <https://doi.org/10.59668/2223.22576>

FACULTY DEVELOPMENT

Consultations

From July 2025 - June 2026, Hub Instructional Designers held meetings with a total of **212** faculty members and several groups.

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.



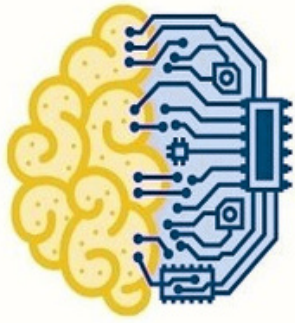
WORKSHOPS

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. This year faculty were concerned about the rapid changes in GenAI technology and the impact on teaching therefore that became our major focus.



WORKSHOPS INCLUDED

- No Prep: Talking to Your Students about GenAI
 - No-Prep Gen AI Book Club
 - Moving Students Beyond Simple Information Retrieval
 - Learning to communicate with GenAI
 - Writing Process Steps and Gen AI
 - No Prep Teaching Resources
 - No Prep Digital Education Day
 - No Prep Session: Assignments Against AI
 - What's Next Public Square Share Out
 - Small Changes: A Course Improvement Studio
- 



7 WEEK GenAI FACULTY DEVELOPMENT PROGRAM

Building on the momentum of the previous year, we intentionally shifted the focus of our Generative AI programming from foundational exploration to active institutional leadership. In the fall, we launched the seven week Faculty Leadership Program on GenAI, delivering on our plans from last year to explicitly prepare participants to serve as peer leaders in their departments. This cohort welcomed a spectrum of faculty from cautious novices to early adopters, creating a collaborative space where everyone's unique insights and questions were valued.

The overarching question remained centered on what GenAI means for teaching and learning at UM-Dearborn, but the conversations evolved to address the maturing needs of our campus. Through weekly asynchronous practice with university GPT tools and synchronous discussions, participants examined complex pedagogical challenges. Topics included teaching preparation, transparent course design, academic integrity, and applications for accessible and inclusive design.

By the winter term, the rapid advancement of the technology required a parallel evolution in our programming, prompting us to launch the Phase II Leadership Seminar focused on what is next for GenAI. This condensed four session colloquium shifted away from novice users to target advanced explorers, previous cohort alumni, and tech critical skeptics. This allowed the Hub to meet the changing needs of faculty who were already actively researching or experimenting with AI in their fields.

Rather than revisiting basic prompt engineering, this winter cohort grappled with the bleeding edge of technology and its deeper cultural implications. Seminar sessions focused on complex concepts like agentic AI, retrieval augmented generation, and the impact of artificial intelligence on human connection and relational learning. A defining feature of Phase II was a public facing focus where the program culminated in a well attended live campus-wide virtual panel where the faculty participants served as the featured experts leading the university conversation.

DIGITAL ACCESSIBILITY

In response to the [U.S. Department of Justice's updated Title II regulations](#) under the Americans with Disabilities Act (ADA), which require digital content and services to meet accessibility standards by April 2026 (the deadline now has been extended to April 2027), the Hub has collaborated closely with the Office of Digital Education since 2024 to support institutional compliance efforts, increase faculty awareness around digital accessibility, and improve their knowledge and practical skills for creating accessible course materials and learning experiences for students.

This partnership has included, but is not limited to, the development and delivery of a self-paced Digital Accessibility Course for faculty, led by the Office of Digital Education with support from the Hub for Teaching and Learning Resources. The course provides guidance on essential accessibility topics such as color contrast, heading structure, alternative text, descriptive links, accessible documents, tables, and multimedia accessibility. The Office of Digital Education and the Hub for Teaching and Learning Resources also partnered to provide individual and department-based faculty consultations that help instructors improve the accessibility of course materials and Canvas content. In addition, the Hub contributed accessibility resources, guidance documents, and support materials through the Small Changes Improvement Studio, New Faculty Orientation, GenAI 7-Week programming, Hub Cap, and Hub Blog, enabling faculty to make incremental yet meaningful improvements to the accessibility of their instructional materials.

Through these collaborative initiatives, faculty have been provided with multiple pathways to build accessibility knowledge and incorporate inclusive practices into their teaching. Looking ahead, the Hub will continue collaborating with the Office of Digital Education to expand accessibility initiatives, enhance support resources, and assist faculty in preparing for the implementation of the revised ADA Title II compliance requirements.

DEPARTMENT LIAISONS

While previous Department Liaisons worked with us over the course of a semester, this past year's Faculty Liaisons Program expanded to span the entire academic year. The program unfolded in two parts. In the fall semester, liaisons collaborated with us to meaningfully revise the Rubric Worksheet for Online Instruction, giving us feedback that directly shaped a stronger, more faculty-centered tool. The second part of the program reflected our tried and true model: faculty liaisons reached out to their colleagues to share the revised rubric and discuss how it might apply to their own online courses. This is the heart of the Liaisons Program, faculty-to-faculty outreach. It is a powerful and intentional way to extend Hub resources to faculty members who have not yet connected with us directly. The program carried two goals: to strengthen the rubric through genuine faculty buy-in and to introduce it to a wider faculty audience. Both goals were met.

2025-2026 LIAISONS

Yi Maggie Guo
Michael Molesky
Rodina Bizri-Baryak
Sofia Calzada-Orihuela
Shelly Jarenski





This is the fifth consecutive year we have run this 2-week program in May. At the end of the winter semester, faculty are more willing to participate in a program that requires working several hours each day on the courses they recently taught either during Fall or Winter. The program has been designed to provide a hybrid space for faculty to improve concrete issues that are straightforward to implement, but will have a substantial impact on a class. Mondays and Fridays, faculty are engaged in individual work, while Tuesdays, Wednesdays, and Thursdays are dedicated to community check-ins and check-outs.

Every year, this program has three different faculty cohorts based on the presences of the Community of Inquiry framework: Cognitive, Social and Teaching. Each cohort is led by an instructional designer and it has deliverables relevant to each presence. In addition, the themes of GenAI and Digital Accessibility were incorporated into each cohort with deliverables that apply to each presence.

This year, there were 23 faculty participating in this program, with 7-8 faculty in each cohort and all the participants successfully completed the program. Our participants shared how helpful it is to have a supportive faculty community to share with them the work they are planning to do, especially because they are from different disciplines and can share tips that are helpful across disciplines. The instructional designers provide insightful, non-prescriptive guidance for faculty to improve their courses and keep faculty focused on the deliverables.

This combination of community, personalized guidance, protected time, and accountability through deliverables consistently drives positive outcomes, making "Small Changes" a highly valued resource for faculty development.

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 2025-2026 by Maya Barak
- **Faculty-led Learning Communities on Digital Accessibility**
 - Facilitated by various faculty, see detailed description

Faculty-led Learning Communities on Digital Accessibility

The Faculty-Led Learning Communities on Digital Accessibility is a new faculty development initiative launched during the 2025-2026 academic year. Supported by one-time institutional funding for digital accessibility in teaching, the program was designed to bring faculty together in small, collaborative groups to explore how accessibility can be incorporated into course design, teaching materials, and learning experiences.

As digital accessibility continues to gain attention across higher education, we recognized that faculty needed opportunities not only to learn about accessibility requirements, but also to engage in discussions about what accessible teaching looks like and how digital accessibility principles should be applied within the context of their own disciplines/departments and courses. This program provided a supportive space for faculty to learn from one another, share challenges, exchange practical strategies, and reflect on their teaching practices in a psychologically safe environment. Faculty conveners served as meeting organizers and facilitators for their cohorts, while participants contributed their experiences, raised questions, and shared ideas to enrich the learning.

The inaugural year of the program included 10 faculty conveners from CASL, CEHHS, and COB, each leading a cohort of colleagues through a series of four meetings during the academic year. To support the learning communities, the Instructional Technologist Chen Wang joined at least one meeting for each cohort to provide resources, answer questions, and contribute to discussions on digital accessibility. Across the cohorts, discussions explored a variety of topics, including accessible documents, course materials, STEM accessibility, multimedia accessibility, inclusive course design, and the evolving relationship between digital accessibility and generative AI.

Because the program was intentionally faculty-led, each cohort developed its own areas of focus based on the interests and needs of its members. Participants reflected on accessibility challenges within their disciplines, shared examples from their own courses, and discussed approaches for creating more inclusive learning environments. Many cohorts completed all four meetings and submitted reflections documenting their conversations and key takeaways, while several groups continue to meet as of this writing.

In total, 64 faculty members, including both conveners and participants, took part in the initiative. Their feedback highlighted the value of faculty-driven space for collaborative learning. As we look ahead, we plan to continue the learning communities during the next academic year.

THE HUB BLOG

Since our last report the Hub Blog published 14 posts, addressing a wide range of topics including digital accessibility, generative AI and teaching/learning, OER reviews, teaching reflections and more. Authors include members of the Hub, Digital Education, and of course our faculty members. We continue to serve a dedicated community of around 100 subscribers and we often share the posts in our weekly Hub Cap newsletter. Additionally, instructional designers regularly report sharing blog posts during individual consultations with faculty.

This year also brought significant work to bring the Hub Blog into compliance for digital accessibility standards. This was a whole team effort with each team member of the Hub taking on sets of dozens of pages each and checking each one for accessibility compliance. The team was assisted by the Editora11y plugin to help find accessibility issues. Many of the issues were easily resolved but some required contacting the original authors of the blog posts to discuss content changes. The team also met several times throughout the year to discuss the project and collaborate on accessibility fixes.

THE HUB CAP

The Hub Cap newsletter is our weekly communication with faculty during the academic year. It is meticulously curated to provide timely and relevant updates, covering a wide range of resources vital to pedagogical excellence and student success. This academic year, we released 19 Hub Caps, covering a wide range of topics, including but not limited to pedagogical approaches, effective teaching strategies, navigating rapidly evolving technologies like generative AI, and meeting new responsibilities such as federal digital accessibility guidelines.

The Hub Cap serves as a vital part of our asynchronous resources, allowing faculty to engage with teaching ideas when it's convenient.

SERVICE TO CAMPUS

- Members of staff serve campus in various capacities, including faculty committees and administrative task forces, workgroups, and presentations to campus.
 - OE Committee
 - UCDC Digital Education Subcommittee
 - Canvas Administrators Working Group
 - Campus Generative AI Taskforce
 - Zine for Students as Partners Editorial Board
 - Faculty Senate First Year Experience: Community Read
 - Gen AI: Why and Why Not for Research presentation for the SURE program

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 2025-26, 16 requests were funded, totaling \$7,249.00 and distributed among all four units.

Examples of Funded CTF Requests:

- to purchase a game that highlights perception and bias in Decision-Making as well as the dynamics of teamwork
- for ink, paper, and frame for a poster competition with the ELC
- for a guest speaker on WWI and the Russian Empire

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 2025-2026
3 requests were funded, totaling \$2479.00**

Example of Funded LOEB Requests:

- to be used for hosting supplies and transportation
 - Tickets for The Detroit Gospel Legends at the Fox Theater
 - for students and instructors to attend The Jury Experience (Detroit)
-

GRANTS Continued

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 2025-2026
3 requests were funded totaling, \$4,325.00

Examples of Funded Leo Inclusive Requests:

- to attend the Conference on Community Writing
- to attend the CAA 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 academic year 2025-2026
13 requests were funded, totaling \$22,878.00

Examples of Funded Lecturer Professional Development Requests:

- to attend the MLA 2026 Convention
- to attend the 2025 CUMU Annual Conference: The Power of Place.
- to attend the Management & Organizational Behavior Teaching Society (MOBTS)

