COVID-19 Pandemic Response

Diversity, Equity, & Inclusion

Participants Increased Their Confidence in Their Ability to Use Inclusive Teaching Methods

<table>
<thead>
<tr>
<th>Number of Faculty</th>
<th>Not at all confident</th>
<th>Somewhat confident</th>
<th>Moderately confident</th>
<th>Very confident</th>
<th>Extremely confident</th>
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<tbody>
<tr>
<td>Before Teaching Circle</td>
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<tr>
<td>After Teaching Circle</td>
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Inclusive Teaching in Remote Settings Teaching Circle

In Winter 2021, CRLT-Engin launched an inclusive teaching learning community for 27 faculty. This teaching circle focused on evidenced-based practices for building rapport, creating transparent assignments, and designing inclusive assessments in remote contexts. It also allowed faculty to reflect on their social identities and their students.

Participants:
- Received a CRLT-Engin consultation
- Revised a course syllabus for inclusivity
- Created an in-class activity or assignment

[The CoP] helped me deal with the stress of teaching under COVID as I now have a community of people I can ask for advice, rely on for help, and share successes and failures.

Lab CoP Participant

Communities of Practice (CoP) and Teaching & Learning Symposium

During Summer 2020, CRLT-Engin collaborated with CoE faculty to lead 4 CoPs designed to address the remote-teaching needs of faculty teaching in labs, design courses, lecture-based courses, and ENGR 100. Nearly 40 faculty participated across these CoPs. The ENGR 100 CoP continued working throughout the academic year to create the new version of the ENGR 100 Course Guide for Instructional Teams.

100% of CoP respondents indicated that the experience was valuable to them.

Co-facilitators:
- Gren Agresar
- Tim Chambers
- Cindy Finelli
- Gail Hohner
- Tershia Pinder-Grover

CRLT-Engin, CAEN, and Nexus collaborated for a January 2021 Symposium on Engineering Teaching and Learning focusing on remote teaching lessons learned and best practices.
New Instructor Orientations

CRLT-Engin consultants meet with faculty, graduate student instructors (GSIs), and undergraduate instructional aides (IAs) to discuss a variety of teaching topics and gather midterm student feedback (MSF).

One-on-One Services

1,645 engineering students offered feedback this academic year.

CRLT-Engin piloted an online orientation Canvas site with resources for new faculty. Highlights include an inclusive teaching module, a panel discussion with U-M engineering undergraduate students about their experience, and a panel discussion with experienced faculty about starting a research group and various approaches to effective teaching.

Teaching & Learning Programs

Over 30 faculty engaged in this new teaching circle, facilitated by CRLT-Engin and ADUE. This teaching circle led participants through 12 experiential learning competencies, ways to provide and assess experiences in and outside the classroom, and strategies to foster environments where students could engage in authentic practice and effectively reflect on and communicate those experiences.

Experiential Learning Teaching Circle

New this year, CRLT-Engin converted our GSI and IA teaching orientations into an online Canvas course. Also, all new GSIs/IAs participated in small Learning Cohort communities that covered topics such as inclusive teaching, building rapport, and active learning. In addition, CRLT-Engin also provided (for the first time) supplementary training in remote teaching for returning GSIs/IAs.

CRLT Players - Making Groupwork Work in STEM

This new synchronous seminar incorporated materials and videos (featuring the CRLT-Players theater troupe) to help participants design successful group activities. It also included ways to use student feedback to optimize classroom design.

I have more ideas about how to successfully implement group work in STEM and also how to facilitate positive group dynamics for everyone.

Workshop Participant

Image from the edX MOOC Inclusive STEM Teaching Project shot in 2019.