



## Chapter 8 Teaching & Learning

### Goals

The University of Michigan provides rich academic and social settings to help students find the right combination of courses and extra-curricular activities to meet their individual needs. Michigan offers an array of opportunities to explore new intellectual territory, understand our global community, and learn through hands-on research and service projects. Faculty members bring tremendous depth to the classroom as they share the latest in research and scholarship.

### Overview

Instruction of students is a shared activity involving tenured and tenure-track faculty (3,172), lecturers (945), clinical-track faculty (1,925), and other instructional staff (270), and graduate student instructors (1,971).

The learning and teaching environment at the University has been developed – and is regularly modified – to provide students with the knowledge and skills necessary to succeed in the 21<sup>st</sup> century.

The institution must certainly support the development of all of the traditional capabilities – the ability to speak and write clearly, reason critically and quantitatively, gain competence in a student’s discipline of choice, and engage with the arts and humanities. Students must also have the confidence to

innovate and take risks, develop leadership skills for group work, work effectively with individuals from diverse backgrounds and cultures, and have command of new information technologies.

The University offers undergraduate students the opportunity to participate in focused “learning communities,” each organized around an intellectual interest. These give students the opportunity to live, interact and learn with a close-knit group that includes faculty and staff.

Global engagement is an area of special emphasis as a focus of unique learning opportunities. The Global Michigan web portal helps students find and pursue the kind of deep, cultural understanding that comes through shared experiences among students and faculty from different countries and cultures.

### For More Information

Michigan Learning Communities ([lsa.umich.edu/mlc](http://lsa.umich.edu/mlc))

Global Michigan ([global.umich.edu/](http://global.umich.edu/))

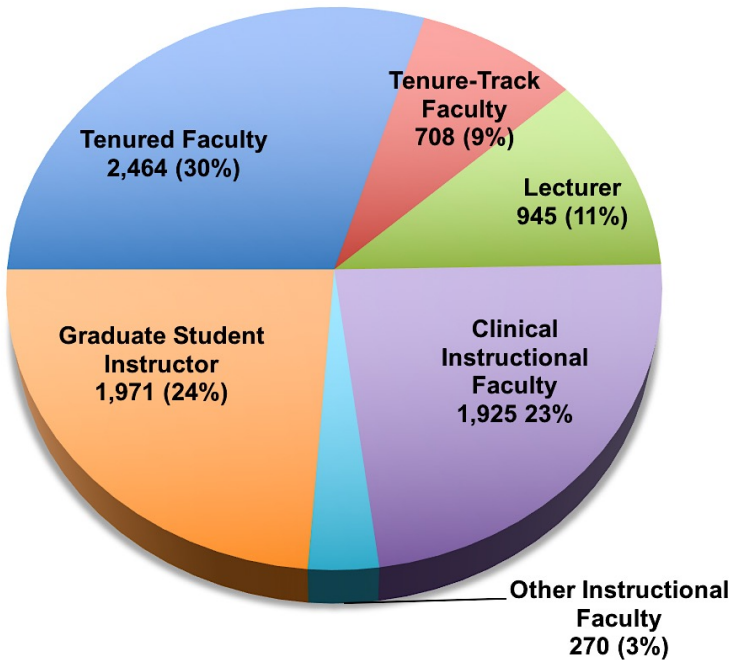
 *Chart updated since the September 2017 edition.*

### Charts in Chapter 8

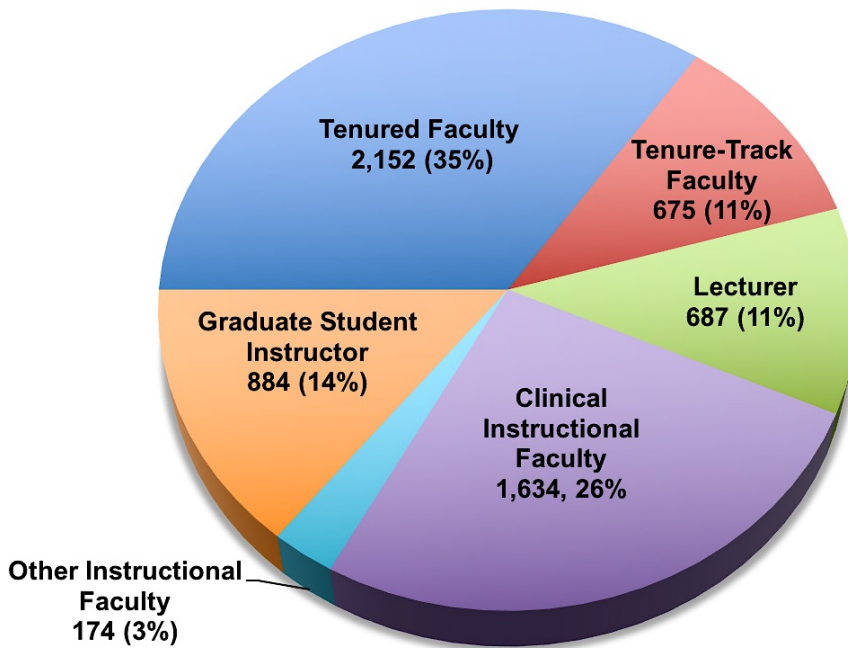
-  **8.1.1 Instructional Workforce by Job Group and Headcount, Fall 2017.**
-  **8.1.2 Instructional Workforce by Job Group and Full-Time Equivalents (FTEs), Fall 2017.**
-  **8.2 Undergraduate Student-Faculty Ratios for U-M, Peers, and Averages for AAU Public, Private and Big Ten Institutions, Fall 2016.**
- 8.3 Student Participation in Michigan Learning Communities, 2016-17.**
-  **8.4.1 Student Participation in Study Abroad, FY2006-16.**
- 8.4.2 Student Participation in International Learning Experiences, by Level, 2013-14.**
- 8.4.3 Student Participation in International Learning Experiences at Big Ten Public Universities, 2013-14.**
-  **8.4.4 Top Ten Education Abroad Destinations, by Country and Student Count, 2016-17.**
- 8.4.5 Self-Reported Participation of Seniors in Global Education Experiences, 2010-11, 2013.**
- 8.4.6 Self-Reported Learning Gains of Seniors in Understanding Global Issues from Time of U-M Enrollment to Senior Year, 2009-11, 2013.**
- 8.5 Self-Reported Satisfaction of Seniors with Instructional Quality and Access to the Faculty, 2009-11, 2013.**
- 8.6.1 Self-Reported Participation of Seniors with Faculty in Research or a Creative Project in the Current Academic Year, 2009-11, 2013.**
- 8.6.2 Self-Reported Participation of Seniors in a Small Research-Oriented Seminar in the Current Academic Year, 2009-11, 2013.**
- 8.6.3 Self-Reported Satisfaction of Seniors with the Opportunities for Research Experience or to Produce Creative Products, 2009-11, 2013.**
- 8.7 Self-Reported Learning Gains of Seniors from Time of U-M Enrollment through Senior Year, 2013.**

Tenured and tenure-track faculty members have the primary responsibility for instruction, while often working closely with lecturers, graduate student instructors and other instructional faculty.

8.1.1 Instructional Workforce by Job Group and Headcount, Fall 2017.



8.1.2 Instructional Workforce by Job Group and Full-Time Equivalents (FTEs), Fall 2017.

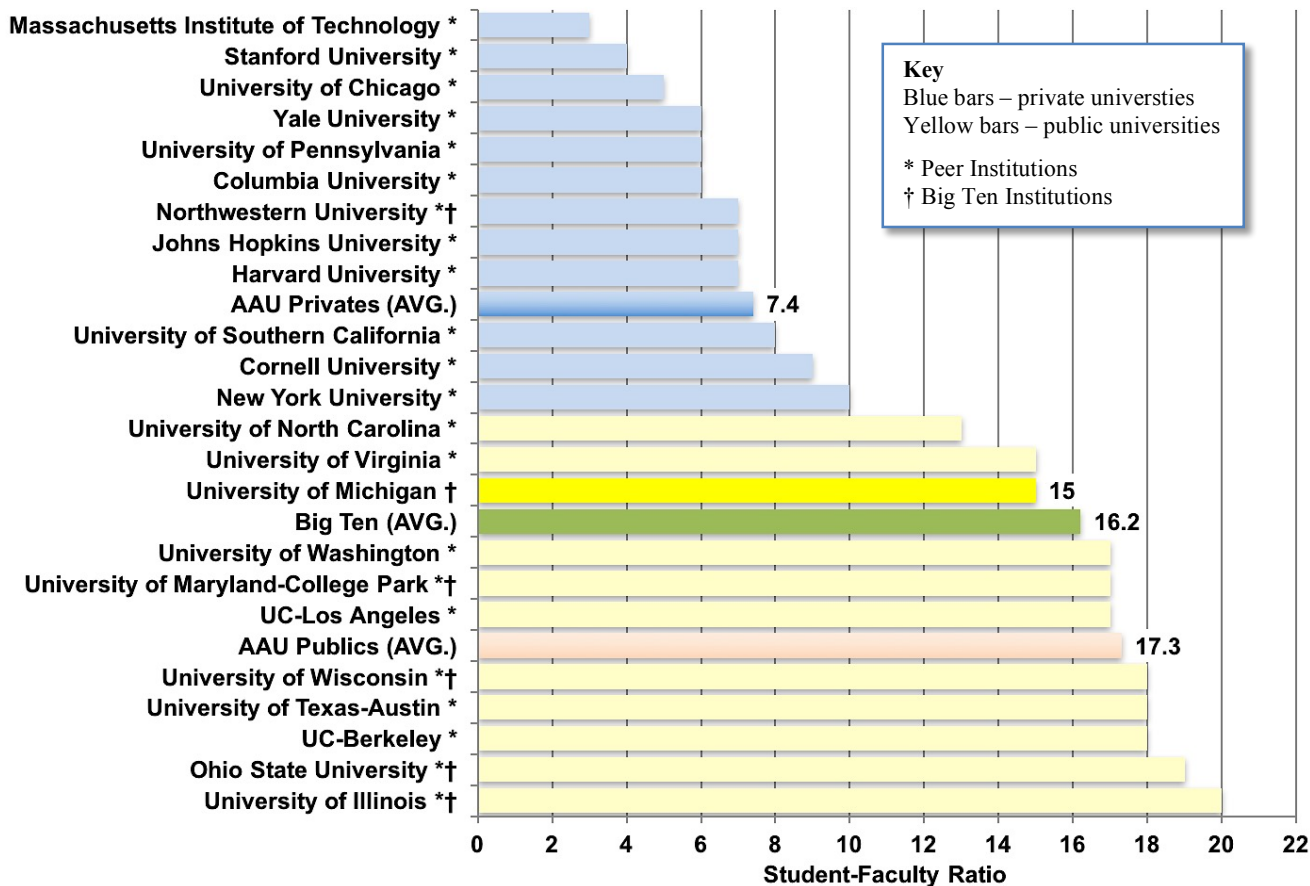


SOURCE: U-M Human Resources Data.

"Other Instructional Faculty" includes non-on-track regular faculty, supplemental instructional faculty, and adjunct lecturers. This chart does not include research and emeritus faculty.

**U-M's ratio of undergraduate students-to-faculty is better the averages of AAU public and Big Ten institutions.**

**8.2 Undergraduate Student-Faculty Ratios for U-M and Peers<sup>1</sup>, plus Averages for AAU Public, Private and Big Ten Institutions, Fall 2016.**



SOURCE: U.S. News & World Report Best Colleges, 2017 Edition.

All of the universities in the chart are AAU member institutions. (See Appendix A for complete member list.) The AAU public and private institution averages and the Big Ten institution averages are based on all respective member institutions, not just those in the chart.

<sup>1</sup> A list of the peers used for comparison on this page is published in Appendix A.

Michigan students take advantage of many opportunities to join communities of common intellectual interest to enhance their educational experiences.

8.3 Student Participation in Michigan Learning Communities, 2016-17.

Program	Freshmen	Sophomores	Juniors	Seniors	TOTAL
<b>HEALTH SCIENCES SCHOLARS PROGRAM:</b> For students seeking to explore the health sciences.	116	25	3	3	147
<b>LIVING ARTS:</b> Brings together students in engineering, the arts, and other fields to explore creativity and innovation.	88	19	2	1	110
<b>LLOYD HALL SCHOLARS PROGRAM:</b> For students to pursue creative expression through writing, the visual arts, and cultural and social involvement.	117	21	5	2	145
<b>MICHIGAN COMMUNITY SCHOLARS PROGRAM:</b> For students interested in community service, civic engagement, and social justice.	112	45	3	4	164
<b>MICHIGAN RESEARCH COMMUNITY:</b> For students interested in a research partnership with a faculty member and a small, diverse, and supportive residential community.	114	36	4	1	155
<b>WOMEN IN SCIENCE AND ENGINEERING RESIDENCE PROGRAM:</b> For students with interests in the sciences, technology, engineering, mathematics, and health fields.	116	26	4	1	147
<b>GLOBAL SCHOLARS PROGRAM:</b> Prepares students to be interculturally competent global citizens, champions for meaningful change, and innovative leaders of tomorrow.		54	59	42	155
<b>MAX KADE GERMAN RESIDENCE:</b> Students practice German every day while living in a dedicated house that offers unique cultural events and travel to a German-speaking country.		7	10	10	27
<b>HONORS PROGRAM:</b> Offers special academic challenge to highly motivated students, personalized advising, research opportunities, close faculty contact and optional housing.	518	547	414	385	1,864
<b>RESIDENTIAL COLLEGE:</b> A small four-year program with an emphasis on languages, writing, and the arts. Students live together in the RC residence hall their first two years.	233	176	198	214	821
<b>COMPREHENSIVE STUDIES PROGRAM:</b> This program provides small enriched courses, academic advising and academic support and tutoring.	520	626	577	1,008	2,731
<b>UNDERGRADUATE RESEARCH OPPORTUNITY PROGRAM:</b> Students participate in research, working with faculty from all academic fields.					~1,300
<b>UNIVERSITY MENTORSHIP PROGRAM:</b> For first-year students interested in being in a small peer group connected with both student and faculty/staff mentors during their first semester.	203	12	9	4	228
<b>TRANSFER CONNECTIONS:</b> for transfer students interested in being in a small peer group connected with current U-M students who were also transfer students.		42	89	5	136

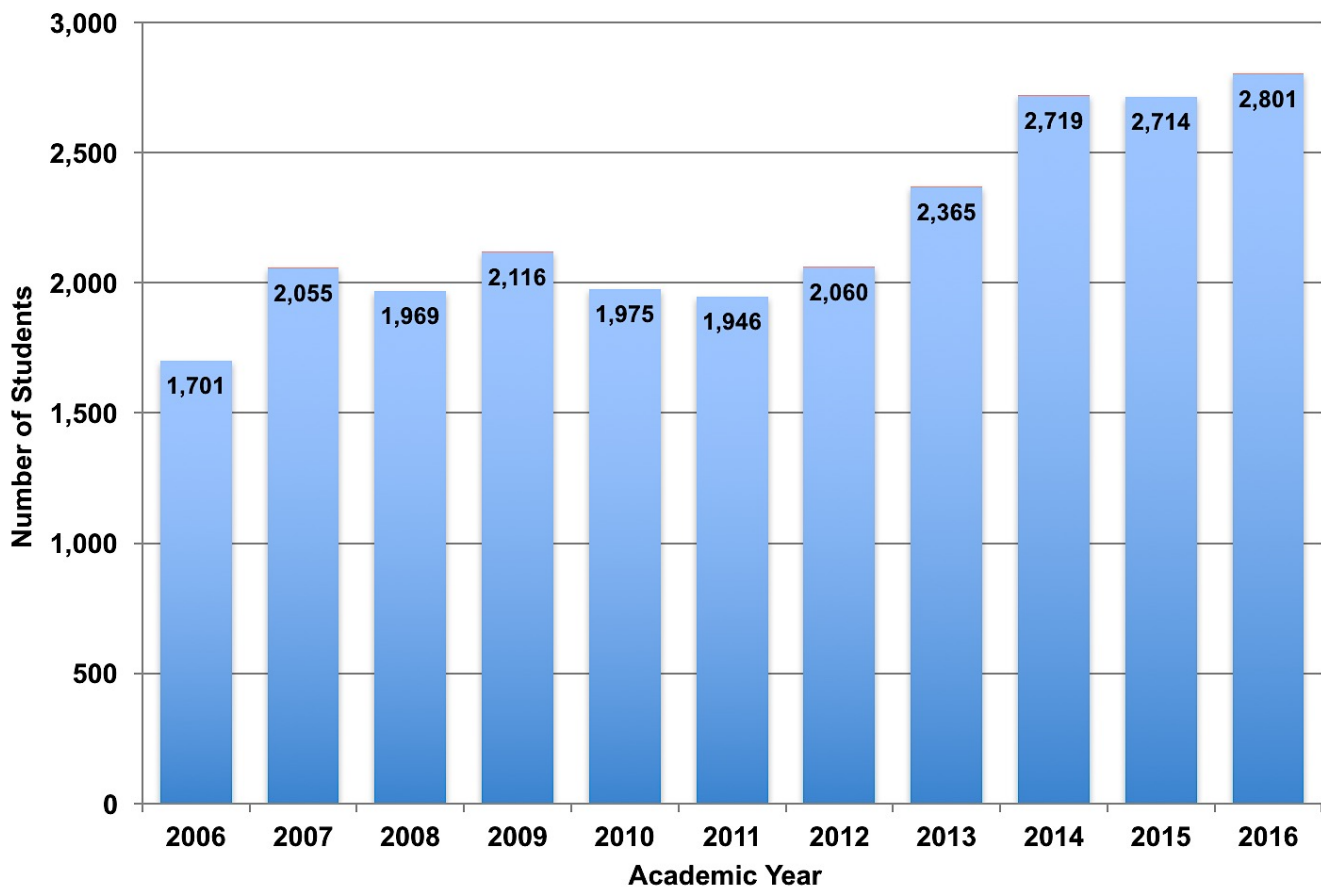
SOURCE: Program Offices.

Michigan Learning Communities are generally self-selected groups of students and faculty, often from diverse backgrounds, drawn together by shared goals and common intellectual interests. These program combine the personal

attention of a small college environment with the resources of a large research university. In some communities, the members live in the same residence hall during the academic year.

## The number of Michigan students involved in study abroad for academic credit continues to grow.

### 8.4.1 Student Participation in Study Abroad for Credit, AY2006-16.



SOURCE: "Open Doors," Institute for International Education

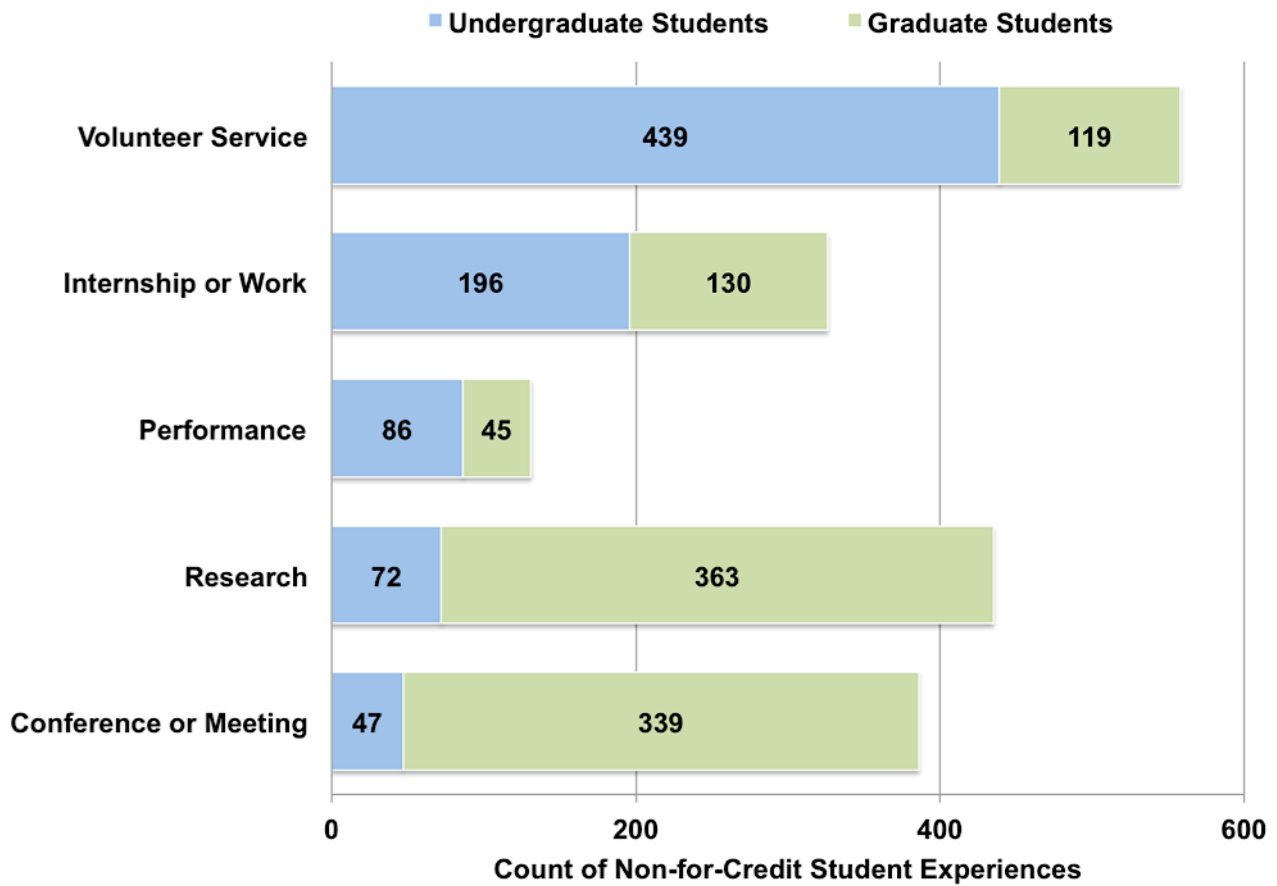
For academic year 2016, the U-M ranked sixth nationally among universities in the number of students involved in study abroad, according to the 2017 Open Doors Report published by the Institute for International Education ([iie.org/Research-and-Insights/Open-Doors](http://iie.org/Research-and-Insights/Open-Doors)). The 2016 total of 2,801 undergraduate and graduate students earning academic credit in programs outside the United States is a 3.2-percent increase over the 2015 total of 2,714 students.

The phrase "study abroad" refers to students who received academic credit for educational programs they attended abroad, and encompasses both undergraduate- and graduate-level programs. The recent growth in the number of student participating in study abroad may be due in part to a new method for recording student participation that was instituted in 2014.

A significant number of U-M students also participate in non-credit programs outside the U.S. These programs, usually referred to as "Co-curricular education," include participation in research, internship, volunteer service, work opportunities, and conferences and professional meetings.

**U-M students engaged in several types of international, non-credit learning experiences.**

**8.4.2 Student Participation in Not-for-Credit International Experiences, by Level, 2013-14.**

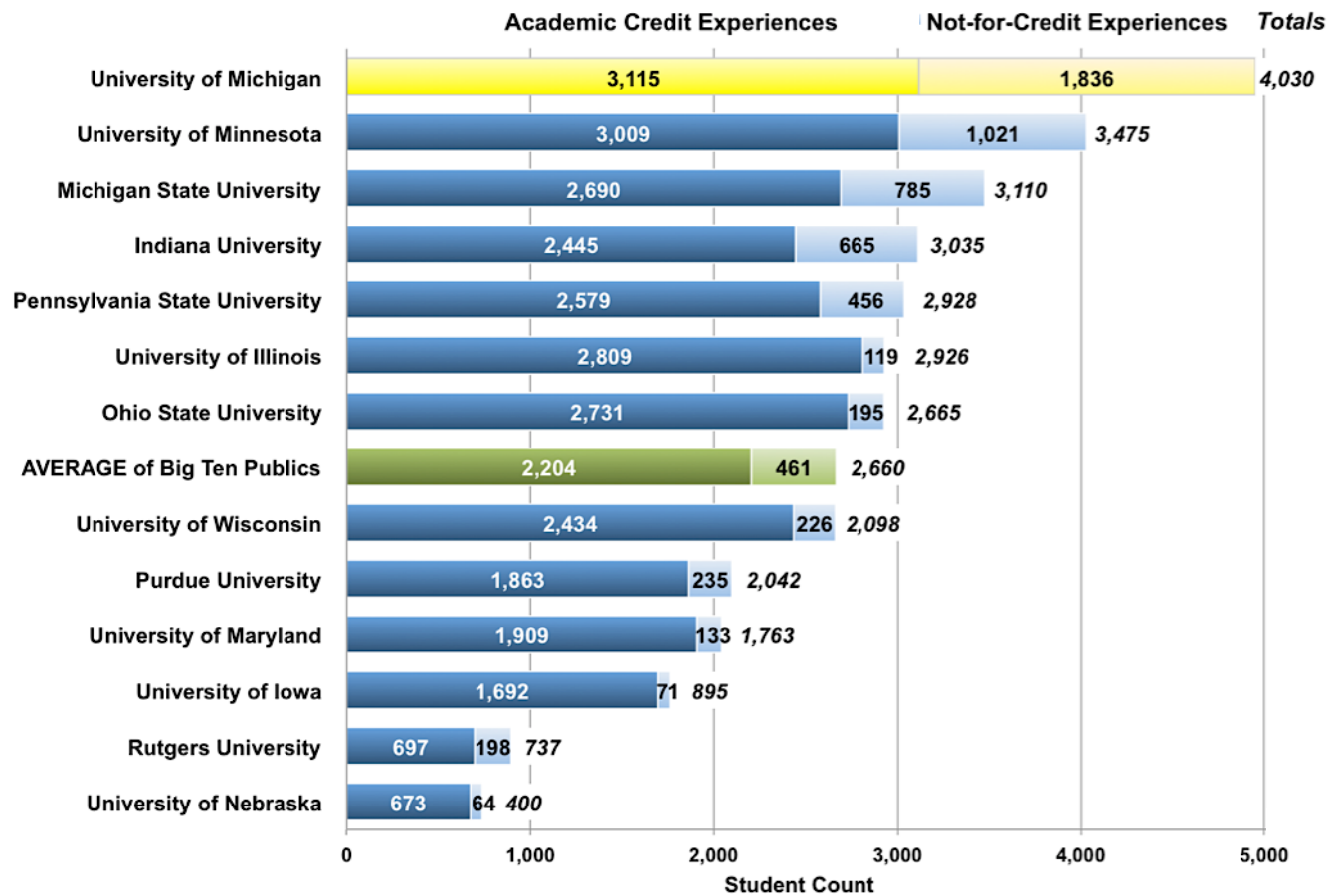


SOURCE: U-M Student Records

U-M students engaged in 1,836 co-curricular (not-for credit) experiences during the 2013-14 during academic year (840 by undergraduate students and 996 by graduate students).

## U-M leads the Big Ten in number of international student experiences.

### 8.4.3 Student Participation in International Learning Experiences at Big Ten Public Universities, 2013-14.



SOURCE: CIC International Learning Mobility Benchmark, November 2015.

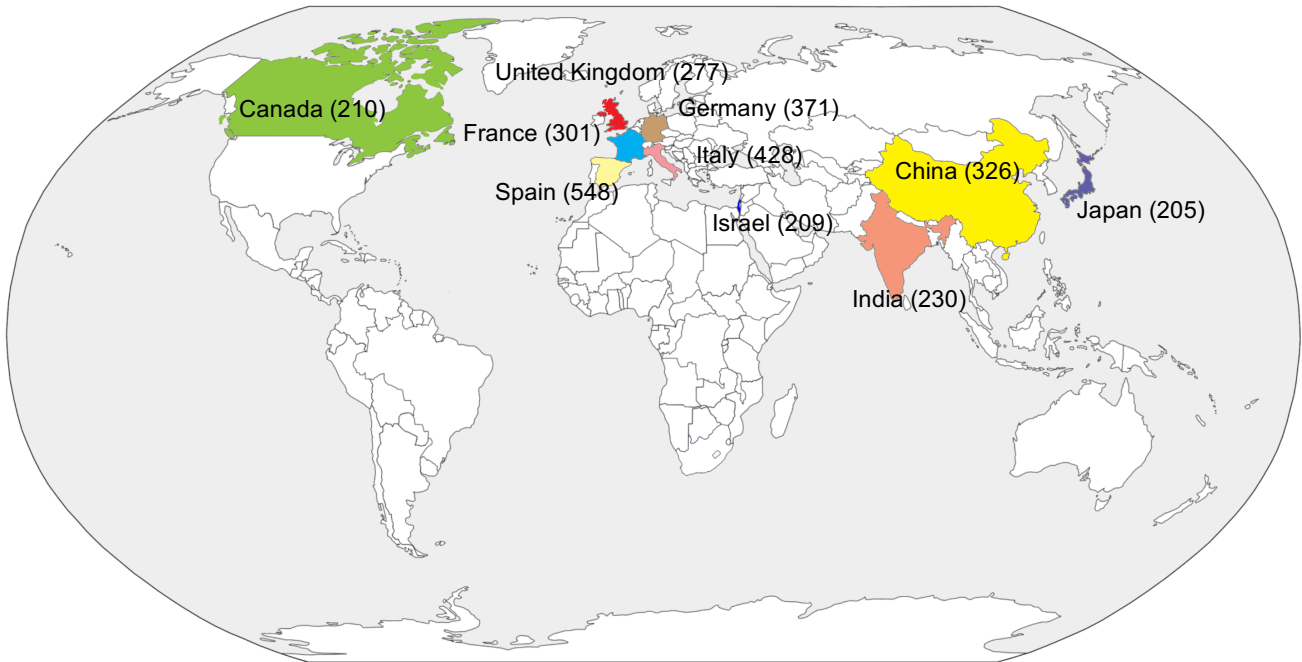
U-M students engage in more learning experiences outside the United States than their counterparts at other Big Ten public universities, according to the findings of a report assembled by Committee on Institutional Cooperation (CIC) members.

The bar chart shows the count of credit-bearing study abroad experiences (U-M in yellow, other Big Ten publics in dark blue, average of Big Ten publics in dark green), not-for-credit experiences (U-M in light yellow, other Big Ten publics in light blue, average of Big Ten publics in light green) and the sum of credit/non-credit experiences in italics to right of each bar.



**U-M students travel to more than 100 countries for international experiences.**

**✦ 8.4.4 Top Ten Education Abroad Destinations, by Country and Student Count, 2016-17.**



SOURCE: Education Abroad at the University of Michigan, Academic Year 2016-2017 Report.

During academic year 2015-16, U-M students spent time in 139 countries for educational and co-curricular experiences.

By the time they reach their senior year, many undergraduates report involvement in and a greater understanding of global or international topics.

**8.4.5 Self-Reported Participation of Seniors in Global Education Experiences, 2010-11, 2013.**

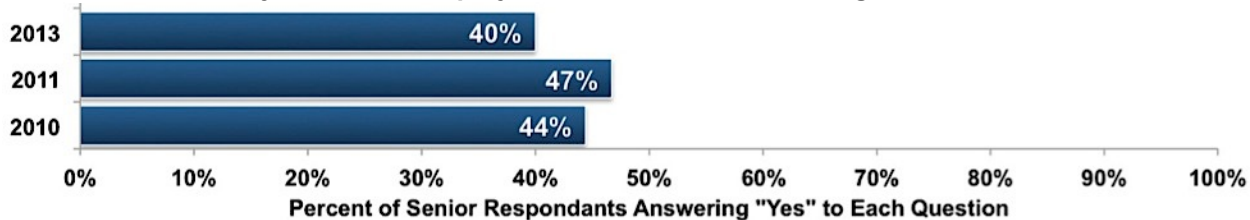
**Enrolled in a course with an international or global focus**



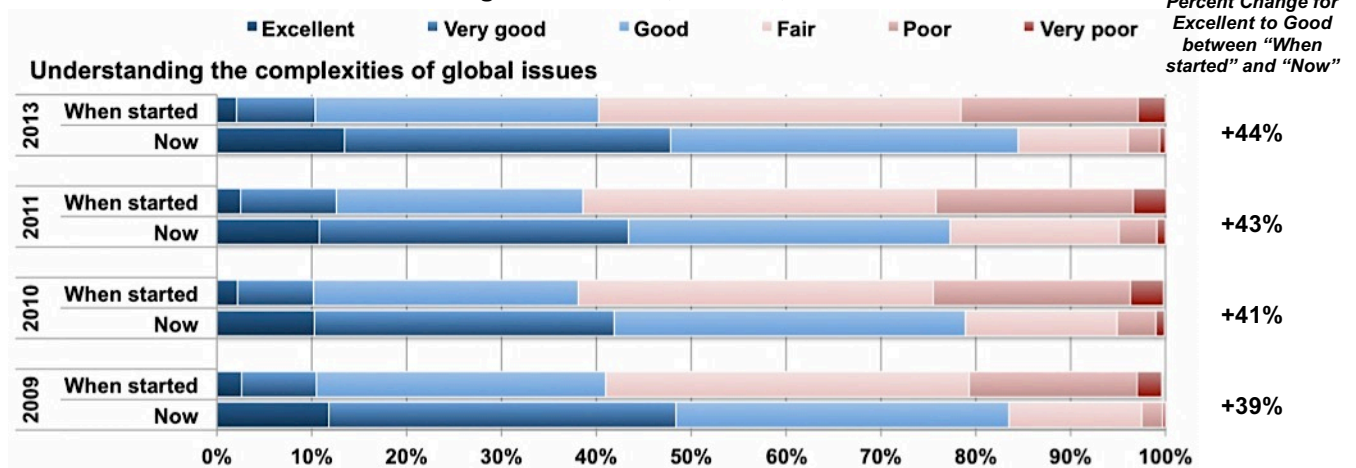
**Attended lectures, symposia, workshops or conferences on international or global topics**



**Worked with a faculty member on a project with an international or global focus**



**8.4.6 Self-Reported Learning Gains of Seniors in Understanding Global Issues from Time of U-M Enrollment through Senior Year, 2009-11, 2013.**

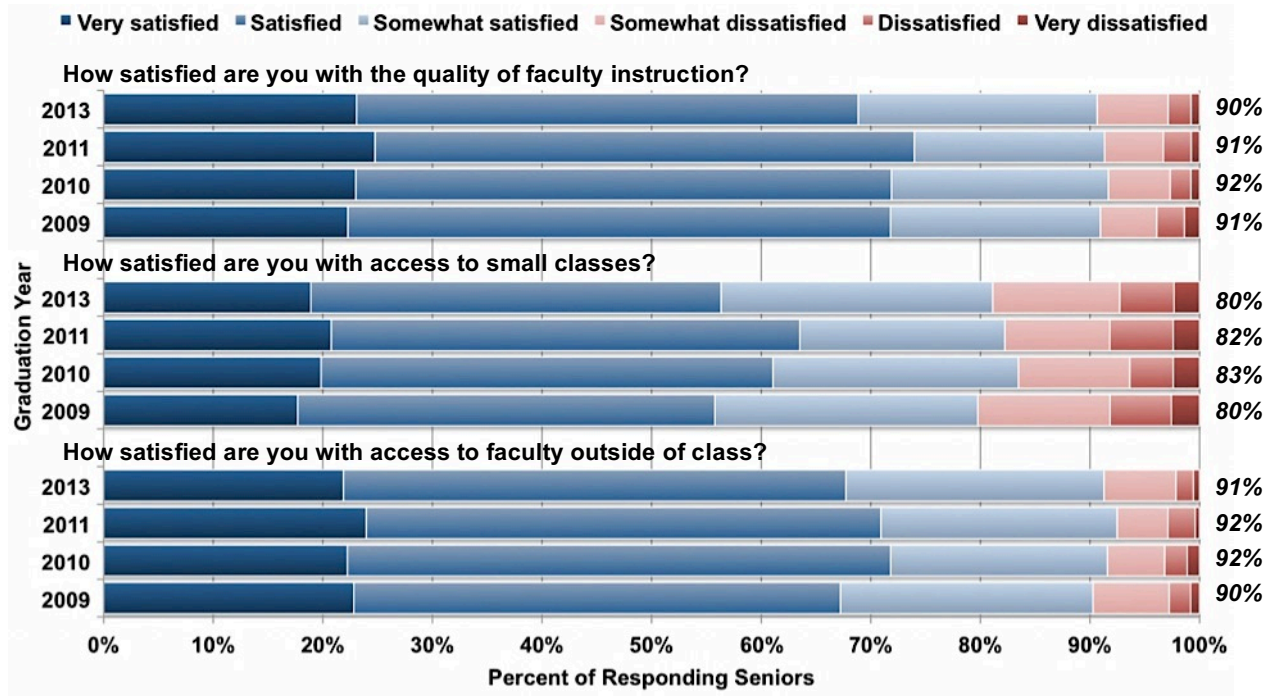


SOURCE: University of Michigan Asks You (UMAY) undergraduate survey.

In 8.4.2, data for 2009 was collected, but it is not comparable because the question responses offered to students changed in 2010.

Seniors express high levels of satisfaction with the quality of instruction they have received, the availability of small classes and with their contact with faculty members beyond the classroom and laboratory.

**8.5 Self-Reported Satisfaction of Seniors with Instructional Quality and Access to the Faculty, 2009-11, 2013.**

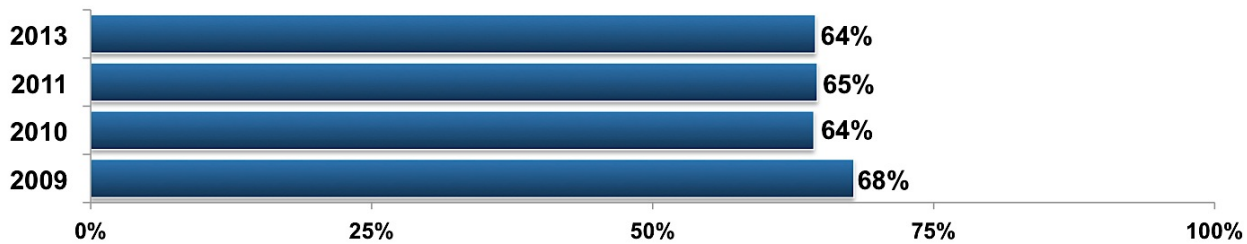


SOURCE: University of Michigan Asks You (UMAY) undergraduate survey.

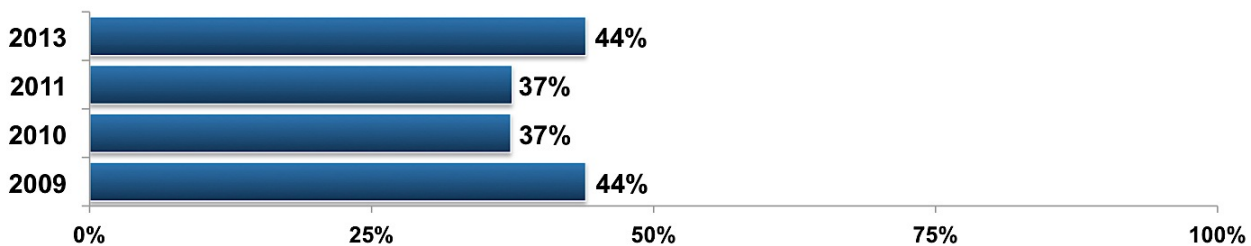
The percentage to the right of each bar is the sum of the fractions who replied “Very satisfied,” “Satisfied,” and “Somewhat satisfied” (the segments in shades of blue).

**More than three-fifths of undergraduate seniors participate in research or a creative endeavor with a faculty member while at Michigan.**

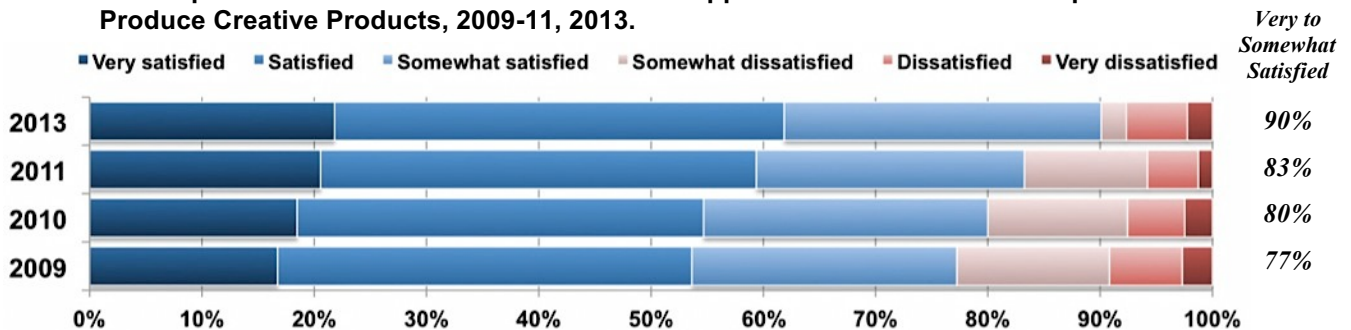
**8.6.1 Self-Reported Participation of Seniors with Faculty in Research or a Creative Project in the Current Academic Year, 2009-11, 2013.**



**8.6.2 Self-Reported Participation of Seniors in a Small Research-Oriented Seminar in the Current Academic Year, 2009-11, 2013.**



**8.6.3 Self-Reported Satisfaction of Seniors with the Opportunities for Research Experience or to Produce Creative Products, 2009-11, 2013.**



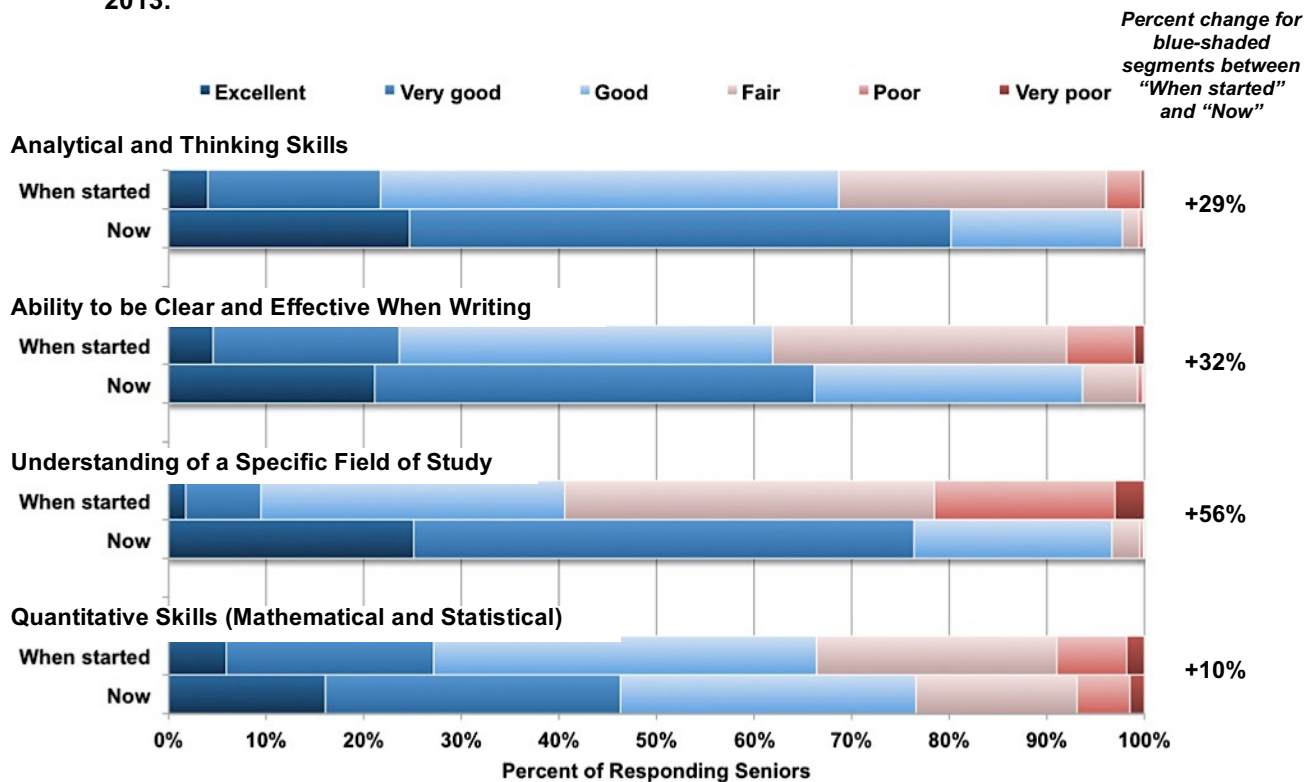
SOURCE: University of Michigan Asks You (UMAY) undergraduate survey.

In 8.6.1, the total includes all students who answered yes to any of the following statements: “Assist faculty in research with course credit”, “Assist faculty in research for pay without course credit”, “Assist faculty in research as a volunteer without course credit”, “Work on creative projects under the direction of faculty with course credit”, “Work on creative projects under the direction of faculty for pay without course credit”, “Work on creative projects under the direction of faculty as a volunteer without course credit”.

In 8.6.2, the total includes all students who selected gave any response other than “Never” to the question: During this academic year, how frequently have you participated in a research-oriented seminar with faculty?”

Students report gains in their academic skills and knowledge between the time they started at Michigan and their senior year.

8.7 Self-Reported Learning Gains of Seniors from Time of U-M Enrollment through Senior Year, 2013.



SOURCE: University of Michigan Asks You (UMAY) undergraduate survey.

The percentage to the right of each bar is the difference between "When started" and "Now" for the sum of the fractions who replied "Excellent," "Very good," and "Good" (the segments in shades of blue).

