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Executive Summary

The Center for Innovative Teaching and Learning (CITL)—a partnership of the Office of the Vice Provost for Undergraduate Education and University Information Technology Services—has supported and advanced the teaching mission of Indiana University Bloomington through the following actions of its staff during 2014:

• Provided 2,437 individual instructional consultations to 831 unique clients, including 1,573 consultations with faculty members and 367 consultations for Associate Instructors. In addition, UITS-side staff members reported 3,992 meaningful contacts, 55% of which involved Canvas. (p. 6)

• Served the instructional needs of IUB faculty members and AIs by delivering 153 campus-wide workshops to 2,815 participants; Delivered 74 departmental workshops to 1,244 participants. (pp. 7-8)

• Developed a robust workshop curriculum to support the implementation of Canvas, offering 85 workshops to 1,189 participants, focused on this technology and its pedagogical connections. (p. 7)

• Increased and enhanced long-term, transformative programs for IUB instructors, including 25 Faculty Learning Communities, a program review initiative for 44 undergraduate programs in the College, and intensive course design experiences for 48 participants. (pp. 8-12)

• Distributed a total of $114,000 in grants and stipends to instructors from 42 academic departments and programs to support the development of engaging and innovative pedagogies. (p.14)

• Developed partnerships with schools and departments on projects having the potential to change teaching culture in those areas, including an interdepartmental collegium program in the new Media School, information literacy curriculum mapping in Biology, and a peer review pilot in the School of Public and Environmental Affairs. (pp. 14-16)

• Demonstrated the staff’s professional engagement through participation on 21 campus committees, publication of 4 scholarly articles, and presentation of 17 sessions at conferences and 11 invited talks at conferences and other universities. (pp. 20-24)

• Hosted six SOTL events for 277 participants, including external speakers John Bean, Derek Bruff, Nancy Chick, Peter Felten, and Paul Miller; Provided $34,000 in SOTL grants to support six studies and 14 researchers. (pp. 26-28)

• Worked with 96 faculty members to establish new service-learning courses, and established new designation criteria and processes for identifying service-learning courses through the Registrar. (p. 29)

• Served 8,261 students through Writing Tutorial Services, and expanded the outreach programs of the CITL Writing Program by supporting the scholarly writing efforts of two groups: graduate students writing dissertations and female faculty members. (pp. 32-38)
Introduction

The Center for Innovative Teaching and Learning)—a partnership of the Office of the Vice Provost for Undergraduate Education and University Information Technology Services—continues to refine and expand its service to the Indiana University Bloomington community, focusing its efforts on transformative programs that align with strategic priorities of the campus and its schools.

The report below provides an overview of our programs and services (consulting, workshops, learning communities, etc.), as well as detailed descriptions of our efforts that relate to a few key CITL goals, including the increased use of partnerships with academic departments and schools, the use of in-depth transformative approaches, and the promotion of a culture of assessment across the campus.

CITL Overview

Mission: The Center for Innovative Teaching and Learning supports effective teaching in pursuit of transformative learning experiences.

Vision: The Center for Innovative Teaching and Learning will be widely known among IUB instructors and academic units as a welcoming community of leaders, advocates, and partners in effective and innovative teaching and learning.

Goals:

- Community: We build communities of practice among the faculty (with ourselves as members), in order to foster collaboration and a sense of shared goals.
- Leadership: We provide leadership in developing new instructional and curricular approaches, but we also seek to foster such leadership within our faculty colleagues.
- Advocacy: We advocate for the importance of teaching and learning at IUB, encouraging its consideration as a vital task of the university worth the highest levels of attention, recognition, and funding.
- Partnerships: We seek to build partnerships with individuals and academic units so that we can encourage collaboration and better leverage our resources to impact teaching and learning at IUB.
- Innovation: We actively promote innovation as an iterative process of continual exploration, inquiry, and sharing—a process that is vital to instructors of all experience levels.

More Information: Details about current CITL programs and services are available at http://citl.indiana.edu.
CITL Staff for 2014

Greg Siering, Director
Matthew Barton, Instructional Consultant / Media Specialist (joined November 3, 2014)
Tracey Birdwell, Instructional Consultant (joined October 13, 2014)
Kate Ellis, Principal Instructional Technology Consultant
Madeleine Gonin, Instructional Technology Consultant
Leslie Hammersmith, Principle Instructional Technology Consultant (joined March 10, 2014)
Susan Hathaway, Instructional Consultant / Distance Learning Specialist
Katherine Kearns, Senior Instructional Consultant
Anita Shields King, Writing Tutorial Services Site Manager
Lisa Kurz, Principal Instructional Consultant
Kyle Leach, Instructional Technology Consultant
Elisabeth Mason, Instructional Technology Consultant (left November 7, 2014)
Joan Middendorf, Lead Instructional Consultant
Cordah Robinson Pearce, Senior Instructional Technology Consultant
John Peterson, Campus Writing Program Administrative Assistant (left May 30, 2014)
Laura Plummer, Lead Instructional Consultant / Campus Writing Program Director
George Rehrey, Principal Instructional Consultant
Nicole Schonemann, Lead Instructional Consultant / Service Learning Program Director
Sharon Smith, Office Services Assistant
Michael Valliant, Community Engagement Coordinator
Jo Ann Vogt, Instructional Consultant / Writing Tutorial Services Director
Una Winterman, Service Learning ACE Coordinator
2014 Services, Programs, and Initiatives

Individual Consultations

During 2014, CITL consultants provided 2,437 individual instructional consultations to a total of 831 clients, including the following breakdown:

Rank
- Tenure-track faculty: 855 / 35%
- Non-tenure track faculty: 718 / 30%
- Associate Instructors / Graduate students: 367 / 15%

Years at IUB (faculty ranks only)
- 1 year: 80 consultations
- 2 years: 128 consultations
- 3 years: 80 consultations
- 4 years: 113 consultations
- 5 years: 67 consultations
- 6 years: 58 consultations
- 7 years: 132 consultations
- 8+ years: 727 consultations

Years at IUB (tenure-eligible only)
- 1 year: 30 consultations
- 2 years: 27 consultations
- 3 years: 37 consultations
- 4 years: 24 consultations
- 5 years: 27 consultations
- 6 years: 12 consultations
- 7 years: 70 consultations
- 8 years: 12 consultations
- 9+ years: 386 consultations

School
- College of Arts and Sciences: 1414 (58%)
- School of Public Health: 229 (9%)
- School of Informatics and Computing: 187 (8%)
- School of Public and Environmental Affairs: 120 (5%)
- Other: 104 (4%)
- School of Education: 90 (4%)
- Kelley School of Business: 85 (4%)
- Jacobs School of Music: 70 (3%)
- Maurer School of Law: 42 (2%)
- School of Medicine: 35 (1%)
- School of Nursing: 28 (1%)
- School of Social Work: 18 (1%)
- School of Optometry: 11 (< 1%)

In addition to providing 820 of these consultations, UITS-side staff members reported 3,992 meaningful contacts, 2,196 (55%) of which involved Canvas. (Meaningful contacts include shorter consultative work, such as phone calls or email-based assistance, as well as interaction within a workshop setting.)
Workshops

In order to promote more transformative development opportunities for our faculty clients, CITL consultants carefully manage the use of one-time workshops, seeking opportunities to sequence events and/or increase their focus on community building. Such workshops act as important gateway to our services, however, and still are a core part of our work. Within 2014, CITL consultants:

- Delivered 153 campus-wide workshops (2,815 participants) [2013: 88 workshops for 1,765 participants].
- 85 of these workshops focused primarily on Canvas (1,189 participants) [2013: 27 on instructional technology in general, for 462 participants].
- Delivered 74 departmental workshops (1,244 participants), including 23 departmental workshops (348 participants) focused on writing instruction and/or grader norming. [2013: 76 for 1,360 participants].
- Tailored 36 workshops primarily for Associate Instructors (1,251 participants), including Campus Climate events for approximately 300 AIs; these totals increased over 2013’s 25/921 numbers in part because of increased partnership with the School of Informatics and Computer Science regarding their AI development programs.
- Hosted the Teaching Orientation for New Faculty Orientation (approximately 84 participants) [2013: ~ 70 participants 2012: ~75 participants].
- Provided direct support to students through the following:
  - 7 workshops for dissertation writers and graduate student researchers co-facilitated with IU Libraries staff, including "Jump-Start Your Dissertation," that served 49 students
  - 14 hours of classroom instruction on writing topics for undergraduate courses
  - 39 visits to undergraduate classes introducing Writing Tutorial Services [2013: 40]

Transformative Programs

Understanding that instructional innovation often involves significant rethinking of one’s teaching, the CITL continues to increase our focus on longer-term, transformative programs, those that involve faculty cohorts and ongoing guidance throughout extensive pedagogical explorations.

College of Arts and Sciences Program Review Initiative

At the request of, and in collaboration with, the Office of the Dean of the College of Arts and Sciences, the CITL has organized and offered a series of workshops for departments in the College, which initiated the process of assessing student learning outcomes. We offered a series of four workshops (Writing Program Goals, Articulating Student Learning Outcomes, Creating a Program Curriculum Map, and Assessment: The Final Report) to teams of three faculty members from each department or program in the College (44 teams in all). The teams were divided into cohorts; teams in the first two cohorts (representing 23 departments, and consisting of about 65 faculty) participated in Workshops 1 and 2 in fall 2013, and Workshops 3
and 4 in spring 2014. Those departments began to gather data for programmatic assessment of their undergraduate majors in fall 2014, and submitted their first assessment reports to the College in May 2015. Teams in the second two cohorts (representing 21 departments and about 55 faculty) participated in Workshops 1 and 2 in spring 2014, and completed Workshops 3 and 4 in fall 2014. They began to gather programmatic assessment data in spring 2015, and will submit their first assessment reports in January 2016. In addition to providing support for a major College and campus initiative, the CITL has been able to promote a culture of assessment to a significantly expanded audience.

Faculty Learning Communities
The CITL supported 25 Faculty Learning Communities (FLCs) and/or Communities of Practice (COPs) during 2014 (spanning the 2013-14 and 2014-15 academic years), which provided cohorts of faculty participants with long-term, transformative experiences. Of these groups, the CITL provided funding to four FLCs in 2013-14 and four during 2014-15, each marked with an asterisk below.

2014-15 FLCs/COPs

- **Backward Course Design in Action FLC***(2014-2015: 10 participants): This FLC was designed for faculty members who have attended the CITL’s Course Development Institute (CDI), where they designed or redesigned a course with clearly aligned course goals, assessments, and learning outcomes. In the Backward Course Design in Action FLC, CDI alumni designed in-class learning activities that aligned with student learning outcomes in their courses. After practicing the activity with their peers in the FLC and receiving feedback, they implemented the activity in their classes and determined its success. Participants also created a course portfolio that documents their work in the FLC.

- **Active Learning Spaces FLC***(2014-15: 7 participants): Participants in this FLC explored the innovative classrooms and informal learning spaces that already exist at IUB, designed and assessed teaching approaches uniquely suited to those spaces, and identified possible futures for learning spaces on our campus. They sponsored a presentation of their work for 27 faculty/staff colleagues in May 2015 and are currently engaged in various research projects.

- **Envisioning Meaning and Visual Literacy FLC***(2014-15: 9 participants): Participants in this FLC explored the use of visual media in teaching and learning—from fine art to data graphs to digital video—as a critical component of information literacy. During the course of the FLC, participants explored the uses of media and the place of visual literacy within information literacy, and designed student learning activities that add to their students’ abilities to retrieve, analyze, use, create, and successfully communicate complex ideas across disciplines and culturally diverse audiences.

- **Non-Tenure Track Faculty FLC***(Spring 2014: 17 participants; 2014-15: 21 participants): Two FLCs for non-tenure track faculty members met over the course of the spring 2014 semester to discuss a variety of topics related to teaching and learning that are of particular interest to this population, including how to document teaching for annual review or promotion, and how IUB might enhance its support for the non-tenure track faculty. One of these FLCs submitted a successful proposal for FACET’s Adjuncts and Lecturers Conference, in which they discussed the benefits of cross-disciplinary conversations among non-tenure track faculty. The other FLC drafted a proposal for a Non-Tenure Track Advisory Committee answering to the Provost, to provide insight into NTT perspectives and to facilitate the professional development of NTT faculty.
Two additional NTT FLCs met in the 2014-15 academic year, allowing participants to reflect on their strengths and weaknesses as instructors, identify teaching challenges that they wanted to work on, create and implement a plan to address that challenge, and summarize the plan and its outcomes in a course portfolio. These portfolios, and the work that underlies them, may be used as evidence of teaching effectiveness for promotion or annual review.

- **Active Learning Grants COP (2014-15: 4 participants):** Faculty members who were awarded Active Learning Grants met as a community to plan and develop learning outcomes that encourage greater student engagement and offer the opportunity for transformative learning experiences. Participants will present their work at the Fall 2015 Teaching and Learning Celebration poster session.

- **Decoding the Disciplines FLCs (ongoing: 11 participants):** Building on the success of the History Learning Project (HLP), Decoding FLCs are currently underway in Geology and Informatics and Computing, where faculty participants are exploring teaching bottlenecks in their respective disciplines. The CITL’s long-term investment in the History Learning Project has led to that group’s significant leadership in supporting these other Decoding projects, as well as the CITL’s mission. The members of the HLP co-led the Engaging Difference COP and David Pace is helping with the Fostering Inclusion FLC. Decoding Geology FLC participants have presented at the ISSOTL Conference, and an article from Claudia Johnson has been accepted for publication. Decoding Computing FLC participants presented their SOTL research at the national computer science education conference (SIGSCE) and are proposing their work to ISSOTL.

- **Fostering Inclusion FLC (2014: 6 participants):** This FLC participated in a Decoding the Disciplines session to determine exactly what inclusivity means in each of their courses. The range varied from not judging African American Vernacular English, but analyzing it, to learning what it means to study in religious studies.

- **Graduate Student Learning Community (2014-15: 6 participants):** This learning community engaged six advanced graduate students in evidence-based and reflective teaching practice. Participants spent the fall semester in a critical examination of their disciplines’ teaching strategies; they experimented with classroom assessment techniques to address learning challenges in their courses and to provide them with quantitative and qualitative measures of student success. In the 2015 spring semester, the graduate students engaged in significant course-based investigations into the connection between their teaching methods and their students’ learning.

- **Latino Studies FLC (2014-15: 13 participants: 6 faculty members and 7 graduate students):** The Latino Studies FLC started out with an analysis of the curricular goals in the Latina/o Studies Program. The instructors also studied bottlenecks and how to make the tacit knowledge of experts, often referred to as “critical thinking,” available to students. There are many new instructors in this program as well as professors who have not had training in pedagogy, so the community has been a place to explore learning theories for the first time for many of the members.

- **Online Gaming (ongoing: 7 participants):** This FLC examined the design, uses, and effectiveness of games and simulations in online courses. All members were faculty members currently designing courses for IU Online who want to explore the use of online games for their own courses.
• **Preparing Future Professors Faculty Learning Community** (ongoing: 15 participants): This community, begun in 2004, is a forum for sharing and disseminating resources to enhance departmental pedagogy courses and an advocacy group for improving Associate Instructor (AI) preparation across campus. The group meets monthly during the academic year to discuss recent local successes and to brainstorm and enact strategies to enhance AI preparation. Members plan and facilitate the annual AI Supervisors’ Meeting.

• **School of Informatics and Computing Collegium** (ongoing: 17 participants): The CITL continues to offer support to this group as it explores pedagogical and curricular issues within its programs, as well as develop ways to organize their work and establish greater self-leadership for the Collegium. Sub-groups presented about evidence-based learning at the SIGSCE and FALCON conferences in 2014.

• **Service-Learning Faculty Fellows** (2014-15: 3 participants; 2013-14: 6 participants): Faculty Fellows explored issues related to service-learning and community-based research, discussing common readings, local issues, curriculum development, and research design. They also served as a resource for other instructors considering adopting a service-learning pedagogy or developing a community-based research design.

• **Service-Learning Graduate Fellows** (2014-15: 6 participants): Graduate Fellows have the same responsibilities as the Service-Learning Faculty Fellows, with a focus on graduate students who are developing service-learning courses.

• **SPEA FLC** (2014-15: 8 participants): For the third year, a CITL consultant has been working with lead instructors and cohorts of faculty who teach sections of the same courses. Instructors from Law and Public Affairs (V220) and Environment and People (E162) have been meeting on a regular basis to align student learning outcomes with assessments and course material in an effort to provide a more uniform learning experience for students, regardless course section.

2013-14 FLCs/COPs

• **Flip Your Class FLC** (2013-14: 9 participants): This community examined various topics related to “flipped” classes, including general principles of this pedagogical approach, demonstrations of videos that meet their instructional needs, comparing tools for developing and delivering videos on foundational course content, and strategies for engaging students with one another outside of class time.

• **Transforming Undergraduate Education in STEM FLC** (2013-14: 6 participants): This community provided an interdisciplinary space for STEM faculty members to explore current issues and shortcomings of undergraduate science education, and identify and share local best practices. As the culmination of their FLC experience, three of the FLC participants offered an “open class” in which they invited faculty from across the university to observe one of their class sessions. Other FLC participants subsequently facilitated a conversation among the observers and the instructor about the active learning they observed, and how the observers might apply it in their own contexts.

• **Fostering Inclusion FLC** (2013-14: 6 participants): Members of this FLC expanded the notion of diversity to explore the challenges and benefits of inclusive teaching and learning, including racial, cultural, religious, and political inclusion.

• **Active Learning Grants COP** (2013-14: 4 participants): Faculty members who were awarded Active Learning Grants met as a community to plan and develop learning
outcomes that encourage greater student engagement and offer the opportunity for transformative learning experiences. Participants presented their work at the Fall 2014 Teaching and Learning Celebration poster session.

- **Engaging Differences COP** (ongoing: 8 participants): Faculty members in this ongoing community engaged in exploration of issues related to difference in higher education, including but not limited to race and ethnicity. Six participants co-presented a poster at the Fall 2013 Teaching Celebration, two are working on articles, and others are developing proposals for SOTL projects.

- **International Collaborative across Bloomington (ICAB)** (2013-14: 8 participants—4 from IUB and 4 from Ivy Tech): This initiative is a notable collaboration between IUB and Ivy Tech Community College, seeking to increase curricular internationalization on each campus. The CITL continues to partner with the IUB Center for the Study of Global Change on this project.

- **Preparing Future Professors FLC** (ongoing: 15 participants): See above for description.

- **School of Informatics and Computing Collegium** (ongoing): This Collegium is now self-directed and the members are starting to spread the culture of assessment at IUB and beyond. The participants presented a workshop for the CITL on flipped classroom pedagogies, and another Collegium member presented two Master classes on flipped classes for the CITL. When a group presented at the annual FACET conference about team-based learning, they inspired members of the new Media School to propose their own Collegium. Participants have presented at national/international conferences on their use of Classroom Assessment Techniques and the Decoding the Disciplines method, and three individuals have received a SOTL grant to study some of the basic bottlenecks to learning in their field (development of algorithms, proving theorems, and debugging programs).

- **SPEA FLC** (2013-14: 8 participants): A cohort of eight SPEA instructors attended the Course Development Institute, and then met as an FLC to continue the development of the course they had revised in the CDI. Each participant completed a course portfolio, and the group summarized its work with a report to SPEA’s Teaching and Learning Committee.

- **Sustainability COP** (2013-14: 14 participants): The new interdisciplinary B.A. in Sustainability Studies will launch soon, and goal of this community was to foster cohesion and a common set of working assumptions among the faculty members who are primarily responsible for the degree. This community followed up on the three-day workshop in May 2013, at which participants designed lessons and developed an overview of the curriculum; the key challenges remaining are the acceptance and development of learning outcomes, and the use of rubrics to assess learning.

**Course Development Institute:**

42 instructors participated in this four-day program during the summer of 2014, engaging in intensive work to design or redesign courses using Backward Course Design techniques. As we have done in the past, this year we offered participation in the CDI as a base for partnerships with a variety of faculty groups on campus.

**Institute for Campus and Curriculum Internationalization (ICCI):**

At the request of the Center for the Study of Global Change, a CITL consultant served as a co-facilitator of the course track at ICCI. A total of 21 participants from 18 different colleges and universities attended the course track, spending a total of nine hours using a modified version
of IUB’s backward course design model to fully integrate international student learning outcomes into their courses. The CITL consultant co-presented with Caryn McTighe Musil, Senior Fellow and Director of Civic Learning and Democracy for the Association of American Colleges and Universities, and Hilary Kahn, Assistant Dean of the School of Global and International Studies.

**Online Course Basics (OCB):**
This series, launched in September 2014, aims to help instructors apply backward course design and good learning-design principles to online courses. This five workshop series includes:

- Introduction to Online Course Design
- Assessing Learning in Online Courses
- Designing Online Learning Activities
- Designing Online Course Materials
- Teaching an Online Course

Replacing the Institute for the Design of Online Courses (iDOC), the series targets a wider segment of the faculty—ranging from those merely curious about online learning to those already designing and developing online courses. The workshops reached 41 faculty and five AIs during Fall 2014, and it will be repeated each semester in 2015.

**Project Engage:**
Six faculty members participated in this 2014 summer course development program that guides the creation of new high-quality service-learning courses in response to the “Enriching Educational Experiences” Shared Goal of the IUB General Education Requirements. In addition to developing service-learning courses, participants also present information about service-learning and their courses within their respective departments. During the 2014 version of Project Engage, the CITL collaborated with the School of Global and International Studies to provide an added financial incentive for SGIS faculty members to participate; two program participants qualified for this additional SGIS support.

**Science Education Assessment (SEA) Scholars Program in conjunction with Biology Undergraduate Information Literacy Development (BUILD):**
In this project funded by a grant from the Council of Graduate Schools, three graduate student SEA Scholars developed an authentic assessment model to measure STEM learning outcomes at the individual, course, and program levels. Participating graduate students collaborate with biology faculty to integrate information literacy concepts, exercises, and assessments throughout the undergraduate curriculum. The SEA Scholars have shared their work through several departmental and campus workshops throughout 2014. This project was conducted in conjunction with Biology Undergraduate Information Literacy Development (BUILD).

**Reading Groups for SOTL Speakers:**
In order to engage instructors with nationally recognized guest speakers, the CITL organized reading groups to coincide with visits from John Bean (Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom) and Linda Shadiow (What Our Stories Teach Us: A Guide to Critical Reflection for College Faculty). Reading group participants met with the authors to discuss the books and their impact on faculty approaches to teaching and learning.
Community-Building Programs

Responding to the CITL’s stated goal of building community among the faculty as a means of fostering collaboration and a sense of shared goals, we sponsored several community events during the past year.

CITL Thematic Series:
For the second year, the CITL has provided opportunities for faculty to gather and discuss a specific teaching and learning topic through variety of themed workshops, roundtables, learning communities, reading groups, and SOTL presentations. The 2014-2015 theme focused on High-Impact Practices, as mentioned in the campus Strategic Plan. The CITL conducted 14 theme-related events in Fall 2014.

High-Impact Practices Roundtable:
FACET co-sponsored this mid-September event that was intended to highlight connections between IUB instructors currently using High-Impact Practices, practitioners of the Scholarship of Teaching and Learning, and instructors involved in other CITL initiatives. Bob Gonyea (National Survey of Student Engagement, IU Bloomington) made opening remarks and the event featured a lunchtime keynote by Nancy Chick, who spoke about “SOTL Principles and High-Impact Practices: A Partnership that Extends the Conversation.” In lightning-round presentations followed by roundtable discussions, instructors shared why and how they have incorporated diversity, collaborative assignments, service-learning, and intensive writing into their students' learning experiences. Panelists included instructors from Education, International Studies, Human Biology, Biotechnology, Chemistry, and SPEA.

Service-Learning Coffee Hours:
Faculty members and community partners engaged in two discussions each semester to network and explore topics important to service-learning at IUB, including Technology as Pedagogical Support for Service-Learning, Sustainability and Service-Learning, Reflection and Service-Learning, and Building and Maintaining Service-Learning Partnerships. Attendance at 2014 events totaled 96 persons.

Service-Learning Program Showcase:
This event serves as a showcase featuring strong service-learning partnerships, with each poster being designed and presented by a faculty member/community partner team. In 2014, a student section was added, allowing students to present on classes where service-learning was a transformative experience. The Excellence in Service-Learning Student Award, the Service-Learning Partnership Award, and a new ACE Award were presented at this time. Over 100 persons attended, including faculty members, staff members, students, and community partners.

Meet the ACEs:
This new bi-annual event allows faculty members and community partners to meet the service-learning Advocates for Community Engagement (ACEs), students who act as liaisons between IUB and community agencies. This popular networking event allows ACEs to mingle with faculty members and agency professionals to gather new ideas, while it allows faculty members to learn about a variety of service-learning agencies and instructional approaches. 31 faculty members attended the first Meet the ACEs event in the Fall 2014 semester.
Listening to Communities:
This event allowed area non-profit agencies, public sector entities, and small local businesses to help shape IUB service-learning goals and priorities for the coming year(s). The Open Space methodology was used to collectively strategize ways to further develop meaningful service experiences for all partners. 27 community partners and five faculty members attended this program, which was co-sponsored by IVY Tech and supported by a grant from the Indiana Campus Compact.

Grants and Stipends to Support Instructional Innovation

In order to support the development of engaging and innovative pedagogies, the CITL distributed a total of $114,000 in grants and stipends to instructors of all ranks. Recipients represent 42 academic departments or programs across the IUB campus.

| Scholarship of Teaching and Learning Grants (6 studies) | $34,000 |
| Summer Writing-Teaching Grants (4) | $6,000 |
| Active Learning Grants (4) | $6,000 |
| Summer Instructional Development Fellowships (4) | $32,000 |
| Project Engage (3) | $7,500 |
| Service-Learning Faculty Fellows (4) | $4,000 |
| Service-Learning Graduate Fellows (6) | $3,000 |
| FACET Conference Grants for Non-Tenure Track Faculty | $2,000 |
| Faculty Learning Communities (3) | $19,500 |

Specific recipients are listed in the areas of this report from which the grant or award initiated.

Bay View Alliance RAC1 Internal Funding:
As part of IUB’s effort to encourage faculty to use analytical data to improve student success and achievement, Psychology and Brain Sciences (PBS) instructors Benjamin Motz, David Landy, and Thomas Busey were recently awarded competitive funding to investigate student achievement within large Introductory Psychology (P101) classes. Their study, “Enabling Data-Driven Improvement of Introductory Psychology,” will also compare student success in P101 to student success in successive psychology classes, to students’ overall performance within PBS, and to their performance in other coursework at Indiana University.

Department-Level Initiatives

A key goal of the CITL is to increase the amount of support we offer at the departmental or programmatic level. Not only does this programmatic focus allow for a more strategic use of our limited staff resources, but it also has a greater potential to become transformative and self-sustaining within the target units. In addition to the department-level programs listed below, CITL staff participation in departmental committees (see “Committee Work” section below) provided the opportunity for significant impact on teaching culture within a number of academic departments and schools.
Departmental Workshops:
CITL consultants delivered 74 departmental workshops (1,244 participants), including 23 departmental workshops (348 participants) focused on writing instruction and/or grader norming.

Assessment of the Legal Profession Program:
At the request of the Executive Associate Dean for Academic Affairs of the Maurer School of Law, CITL consultants provided advice regarding assessment of an innovative academic course for first-year law students, The Legal Profession. Consultants met with the Dean and the instructors of the course to outline a variety of assessment options; they also conducted extensive focus groups of second- and third-year law students regarding their retrospective evaluation of the course. A report summarizing the focus groups’ comments, which was submitted to the administration and faculty of the Law School, provided several recommendations to enhance students’ learning in the course.

Media School Collegium / Curriculum Development:
The CITL supported the creation of a Collegium to bring together instructors from all departments in the new Media School. Prior to the official launch of the group, participants designed curricula for a Media Certificate. As it continues to develop, the M-Collegium will support faculty members as they experiment with theories and methods of evidence-based teaching and learning, as well as the documentation of their work.

Online Program Development:
The CITL is engaged in a partnership with UITS’ eLearning Design & Services to support the development of online gateway courses and online degree and certificate programs across the IUB campus. In 2014, CITL consultants assisted with curriculum mapping, goals and outcomes clarification, assessment design, activity design, materials design, Canvas training, and project management for over 40 courses identified as IU Online priorities, including:
• Gateway courses in English (W131) and Psychology (P101)
• Courses for certificates and degrees in The Maurer School of Law (Intellectual Property), School of Informatics and Library Science (Data Science), School of Public Health (Public Health, Safety Management, Physical Activity, Recreation), and Jacobs School of Music (Analog Audio Electronics, Musical Literacy, Sacred Music)

Science Education Assessment (SEA) Scholars Program in conjunction with Biology
Undergraduate Information Literacy Development (BUILD):
Described above in the “Transformative Programs” section, this initiative facilitated an exploration of information literacy outcomes in the undergraduate Biology curriculum. By focusing on department-level curricular conversations, this program supported ongoing curricular work within that department and promoted a culture of assessment that is emerging there.

School of Informatics and Computing Collegium
The CITL continues to offer support to this group as it explores pedagogical and curricular issues within its programs, as well as develop ways to organize their work and establish greater self-leadership for the Collegium. Sub-groups presented about evidence-based learning at SIGSCE and FALCON in 2014.
SPEA Peer Review of Teaching:
CITL consultants have helped the School of Public and Environmental Affairs create and pilot-test a program to provide their junior tenure-track faculty members with peer review of their teaching. This project included several workshops that taught senior faculty members how to provide feedback based on both course observation and course documents, as well as. The project also included an orientation session for the junior faculty who volunteered to participate as reviewees. SPEA faculty members have participated in several rounds of pilot testing, which allowed revision and refinement of the training procedures and the process for providing feedback.

Support for Associate Instructors and Other Graduate Students

In addition to supporting faculty members of all ranks, the CITL supports Associate Instructors (AIs) who are actively teaching IUB courses, as well as other graduate students who are preparing to teach either at IUB or in future positions upon graduation. Initiatives include the following:

AI Orientation Lunch:
During the August 2014 orientation, 150 new Associate Instructors engaged in candid dialogue, questions and answers, and community-building in small discussion groups, each facilitated by an experienced associate instructor. This new event was a partnership among the Office of the Vice Provost for Undergraduate Education, the University Graduate School, and the Office of the Vice President for Diversity, Equity, and Multicultural Affairs.

AI Preparation Report:
CITL consultant Katie Kearns continues to take the campus lead on behalf of the OVPUE and OVPFAA to solicit, collect, and summarize annual reports about each academic unit’s AI preparation activities. These reports are required annually per the Bloomington Faculty Council and the summary is reported to the Board of Trustees.

Dissertation Writing Support:
To support the IUB Strategic Plan goal to decrease the time to degree among graduate students, CITL consultants collaborated with IUB Libraries staff to offer several events for dissertation writers and graduate student researchers, including a day-long “Jump-Start Your Dissertation” workshop attended by 53 students, the Scholars’ Commons “Research/Write” series, and weekly “Write Ins” for all graduate students. Writing Tutorial Services also continues to facilitate its Dissertation Writing Groups, which serves approximately 46 writers each semester.

Graduate Teaching Competencies Consortium:
CITL consultant Katie Kearns is working with this multi-institution consortium to develop a statement of “Graduate and Professional Student Teaching Competencies.” This document is intended to guide the design and assessment of programs organized by directors of graduate study, deans, and teaching center staff. This effort should positively inform the IUB Strategic Plan goal to establish certification of teaching competency for graduate instructors. (Consortium members include: Duquesne University, Florida State University, Indiana University Bloomington, Michigan State University, Ohio State University, Suffolk University, University of California Berkeley, University of Central Michigan, University of Chicago, University of Colorado Boulder, University of Michigan, University of Texas at Austin, University
Service-Learning Graduate Fellows:
Six Graduate Fellows explored issues related to service-learning, discussing common readings, local issues, and curriculum development. They also served as resources for other graduate students considering adopting a service-learning pedagogy.

Online Presence

In order to meet the growing need for online information about teaching and learning at IUB, the CITL continues to review and enhance our online services.

CITL Website:
The CITL website continues to grow, primarily in the areas of faculty spotlights and teaching resources. During 2014, the CITL website received over 68,500 page requests from .edu and .net domains (.com was excluded to remove search bot traffic), as well as substantial requests from international visitors from Germany, Australia, Canada, and Austria. The most requested pages include:

1. Staff
2. Teaching Resources
3. Service-Learning
4. Community Partners
5. Director’s Column, Fall 2014
6. Class Recording with iPad/iPhone
7. Classroom Climate
8. Active Learning Classrooms
9. Director’s Column, Spring 2014
10. Events

Usage of the website spikes in September (22.4% of annual traffic), particularly the second week of the fall semester (15.4%). The list of most commonly requested pages during this period closely mirrors the general list above.

The CITL staff will continue to seek out ways to better utilize our website, including driving instructors to more resources, and improved use of faculty spotlights and teaching resources in “flipping” some of our workshops and other events.

CITL Newsletter and Weekly Updates:
The CITL newsletter focuses on stories about significant accomplishments and initiatives, reaching 6,987 individuals for four issues in 2014. In addition, weekly “CITL Friends” email announcements provide more timely information about events and other opportunities, reaching approximately 4,600 individuals each week.

Social Media:
The CITL staff uses social media to push out announcements about upcoming events, as well as highlight interesting resources and stories about teaching and learning. 99 individuals follow the CITL Facebook page (up from 75 in 2013), and 248 subscribe to the Twitter feed (up from 184 in 2013), including several individuals from beyond IUB. As part of our larger communication planning process, we are seeking ways to make these channels more useful for our clients, both for announcements and relevant teaching-related stories.
Additional Initiatives

Much of the work within the CITL does not easily fit into traditional delivery formats like consultations, workshops, Faculty Learning Communities, or other programs. Many of the initiatives listed below involve CITL staff members collaborating with other IUB units to provide information and services that are vital to successful teaching and learning.

Active Learning Spaces:
The CITL provides instructional and scheduling support for three of IUB’s active learning spaces, the Collaborative Learning Studio (SB015) and two rooms in Cedar Hall. Research efforts continue, including a chapter in a 2014 edition of New Directions in Teaching and Learning and a 2014 presentation at the Educause Learning Initiative conference. The CITL director serves on the IUB Teaching and Learning Spaces Committee and Furniture Subcommittee, and CITL consultants have sponsored symposia to explore innovative uses of these spaces.

Advanced College Project
In response to increased amounts of pre-matriculation credit, the CITL and the Indiana University Program for Advanced Studies in High School Pedagogy led high school teachers in examining the critical skills that college professors have indicated are essential to success in the fields of history and political science, and they will work with IUB faculty members and with other high school teachers to devise new ways to most effectively teach these ways of operating to their students. Summer 2014 served as a pilot that will be expanded upon in Summer 2015.

Bay View Alliance:
CITL consultants play supporting and organizational roles in IUB’s work with the Bay View Alliance, a consortium of research universities carrying out applied research on the leadership of cultural change for increasing the adoption of improved teaching methods in STEM disciplines. Contributions in 2014 included participation in a redesign of Research Action Cluster 1 and resubmissions of an NSF IUSE proposal. At the request of OVPUE, CITL consultant George Rehrey currently sits on the Executive Committee of the BVA.

Intersections of Identity and Instruction:
The CITL is currently developing partnerships with the University Graduate School to promote the engagement and professional development of marginalized graduate students as Associate Instructors. Six participants shared and listened to experiences of marginalization as graduate student instructors, contextualized their experiences within discussions of empirical literature about identity and instruction, and advocated for effective mentoring for diverse associate instructors through several public events in the spring 2015 semester.

Online Course Support:
CITL consultants played a primary role in supporting online teaching and the design and development of online courses that are neither gateway courses nor part of an online certificate or degree program. CITL consultants have 1) worked with individual instructors and groups of instructors to help them create and refine online courses; 2) through the Online Course Basics series, helped educate faculty about online course design and teaching; 3) served as IUB’s institutional representative for Quality Matters (QM) and led QM workshops for faculty and staff; 4) served as IUB’s institutional representative for the Online Learning Consortium (formerly Sloan-C); 5) sponsored Lunch-and-Learns for faculty interested in online learning;
and 6) collaborated with eLearning Design & Services to design online course templates for faculty use.

**Supporting Women Faculty Initiative:**
In this ongoing partnership with College of Arts and Sciences Associate Dean Jane McLeod and School of Education Academic Dean Joyce Alexander, the CITL is co-facilitating writing groups that offer 57 female faculty members a supportive community for advancing their academic work. This popular program has doubled since it began in 2013 with 28 participants.

**Teaching with Primary Sources:**
In collaboration with Wiley House and IU Archives, the CITL offered workshops open to the public and at New Faculty Orientation on incorporating primary source activities into classes. These events helped participants envision classroom activities and course designs which help students puzzle about the past and that engage students in the skills to locate and access primary source materials and develop critical research skills.
Committee Work

Some of the CITL's greatest opportunities to have a significant impact on the teaching and learning culture at IUB often occur when consultants serve on committees at the departmental and school levels, as well as on various advisory boards across campus. Such opportunities make our services more visible and allow consultants to attract new clients and establish collegial relationships with administrators, faculty members, and staff members. The list below is representative of CITL staff efforts, not an exhaustive list.

- Academic Initiatives Working Group, IU Office of Sustainability (Middendorf; Schonemann)
- Academic Support Centers Steering Committee (Vogt)
- Biology Department Curriculum Committee (Kearns)
- Collins Living and Learning Center Curriculum Review Committee (Ellis, Kurz)
- Dietetics Advisory Board (Schonemann)
- Edible Campus Steering Committee (Schonemann)
- Information/Learning Commons Operations Committee (Vogt)
- IT Leadership Community Executive Board (Siering)
- IT Training Hiring Committee (Ellis)
- IU Office of Sustainability Education and Research Working Group (Valiant)
- IUPUI School of Nursing Review, External IU Faculty Member (Middendorf)
- Law and Policy Programs Curriculum Committee (Rehrey)
- Office of Online Education Teaching and Learning Advisory Group (Siering)
- Peace Corps Prep Development Committee (Schonemann)
- School of Informatics and Computing Collegium Planning Committee (Middendorf)
- School of Public and Environmental Affairs Teaching and Learning Working Group (Rehrey)
- School of Public Health Teaching, Learning, and Assessment Committee (Kurz)
- ServeIT Advisory Board (Schonemann)
- Teaching and Learning Spaces Committee and Furniture Subcommittee (Siering)
- Thomas Ehrlich Service-Learning Awards Committee (Schonemann)
- Transcending Differences Working Group (Middendorf)
Professional Service and Scholarship

CITL staff members are active professionals who engage in scholarly work and professional service beyond the scope of IU Bloomington. The following items demonstrate that professionalism over the past year.

Service to Professional Organizations

As active professionals, CITL staff members have engaged in service to their professional communities.

- Bay View Alliance Executive Committee (Rehrey)
- Chair of the Assessment and Evidence-Based Practice Subcommittee of the Graduate and Professional Student Development Committee in the Professional and Organizational Development Network in Higher Education (Kearns)
- Committee on Institutional Cooperation peer groups:
  - Learning and Research Analytics (Hammersmith)
  - Learning Technologies (Hammersmith)
  - Teaching Center Directors (Siering)
  - Writing Program and Writing Center Directors (Plummer, chair)
- Grants Committee member in the Professional and Organizational Development Network in Higher Education (Rehrey)
- Interactive session co-chair for the Professional and Organizational Development Network in Higher Education Conference in November 2014 (Kurz)
- International Writing Across the Curriculum Conference (WAC) “Brain Trust” (ad hoc advisory board to WAC host institutions) (Plummer)
- Job Fair Coordinator for the Professional and Organizational Development Network in Higher Education (POD) Conference in November 2014 (Siering)
- Manuscript Reviewer for The International Journal for the Scholarship of Teaching and Learning (Rehrey, Siering)
- Manuscript Reviewer for The Journal for Teaching and Learning with Technology (Rehrey)
- Manuscript reviewer for To Improve the Academy (Middendorf, Siering)
- Membership Committee member in the Professional and Organizational Development Network in Higher Education (Siering)
- Pre-conference session co-chair for the Professional and Organizational Development Network in Higher Education Conference in November 2014 (Kearns)
- Proposal reviewer for the following conferences:
  - 2014 ISSOTL conference (Middendorf)
  - 2014 Professional and Organizational Development Network in Higher Education Conference (Kearns, Rehrey, Siering)
  - 2014 Writing Across the Curriculum Conference (Plummer)
  - 2015 Educause Learning Initiative Conference (Hammersmith)
Publications

Scholarship informs the work of CITL consultants, and they actively engage in research and publications, both individually and with colleagues at IUB and beyond. CITL staff member names are in bold.


Conference Presentations

Presentation at regional, national, and international conferences allows CITL staff members to extend and enhance their work at IUB, as well as disseminate the center’s expertise and successes to a wider audience. CITL staff member names are in bold.


Duncan, J., German, A., & Middendorf, J. (2014, March). Decoding student bottlenecks to learning in computer science. Presentation delivered at the Special Interest Group on Computer Science Education (SIGCSE) Conference, Atlanta, GA.

Kearns, K.D., Kelly, L., McDaniels, M., & Ruggeri, N. (2014, November) Beyond "best practices": Engaging graduate students with research-based literature. Presentation delivered at the Professional and Organizational Development Network in Higher Education Conference. Dallas, TX.


Middendorf, J., Pace, D., & Lahm, S. (2014, October). Six ways to decode a discipline. Presentation delivered at the International Scholarship of Teaching and Learning Conference, Quebec City, Canada.


Middendorf, J., Shopkow, L., & Pace, D., L. (2014, October). An Accountant, a geologist, and a historian walk into a bar...: Decoding disciplinary epistemologies. Presentation delivered at the International Scholarship of Teaching and Learning Conference, Quebec City, Canada.


Plummer, L. (2014, April). Writing groups: In search of sustainable and scalable models. Presentation delivered at the East Central Writing Centers Association Conference, Oxford, OH.

Plummer, L. (2014, June). The confluence of faculty development models and tutoring pedagogy. Presentation delivered at the International Writing across the Curriculum Conference, Minneapolis, MN.


Invited Presentations

The work of the CITL and its staff has been recognized for its value to the field, and that recognition can be seen in the invitations we have received to speak at various conferences, as well as to consult at other institutions on topics related to teaching and faculty development.


Hammersmith, L. (2014, September). Technology resources for faculty at IUB. CeWIT Faculty Alliance Leadership Meeting, Bloomington, IN.


Middendorf, J. (2014, October). How “decoding the disciplines” generates a practice of critical thinking. Invited presentation at University of Hawaii, Manoa, Honolulu, HI.

Middendorf, J. (2014, Jul-Aug). Decoding the health professions. Invited workshops at Western Carolina University, Cullowhee, NC.

Middendorf, J. (2014, May). Decoding the disciplines and assessment. Invited presentation at West Chester University, West Chester, PA.


Middendorf, J. (2014, January). Decoding ethical reasoning: Decoding course design. Invited presentation at University of Wisconsin, Oshkosh, WI.


Outreach/Impact beyond Indiana University

In addition to formal invited presentations, members of the CITL staff have acted as consultants and/or hosts to individuals from other institutions, further demonstrating the reputation of the CITL and our contributions to the profession.

- **Course Development Institute Consortium:** CITL consultants have participated in the CDI Consortium, a collaborative effort of six universities (Indiana University, the University of Virginia, Boise State University, Suffolk University, James Madison University, and Ohio State University) to conduct research on the effectiveness and impact of Course Development Institutes. (Kurz, Rehrey [and Eric Metzler from Kelley School of Business]).

- **Consultations on teaching center organization and practice (Siering):**
  - Bielefeld University, Germany
  - Michigan State University
  - University of California, Merced
  - University of Cape Town, South Africa
  - University of the Free State, South Africa
  - University of Illinois
  - Russian and East European Institute

- **Consultations on active learning classrooms / tours of IUB facilities (Hammersmith, Siering):**
  - CIC Learning Technologies Liaisons
  - Extron Corporation
  - Indiana Commission for Higher Education
  - Paraparaumu College, New Zealand
  - Texas A&M College of Pharmacy
  - University of Wisconsin, Madison
  - Worcester Polytechnic Institute

- **Decoding the Disciplines consultations (Middendorf):**
  - Bielefeld University, Germany
  - Bristol University, UK
  - Columbia Basin College, WA
  - Mercy College, NY
  - Purdue University
  - Stockholm University, Sweeden
  - University of Colorado
  - University of the Free State, South Africa
  - University of Waterloo, Canada
  - Western Carolina University
Scholarship of Teaching and Learning Program

The CITL Scholarship of Teaching and Learning Program is a community of faculty members and professional staff actively participating in local, national, and international efforts to improve post-secondary education. The program encourages the use of intentional, evidence-based research methods to investigate teaching and learning while providing many of the resources scholars need as they go about conducting research within both traditional and virtual classrooms. CITL consultants have made efforts during the past several years to leverage SOTL programing and outcomes to support other important teaching and learning initiatives and to collaborate with other IUB programs.

SOTL Events

Once again this year, the SOTL Program collaborated with FACET to produce an events series that was coordinated with the CITL program theme, focusing on High-Impact Practices in support of the Provost’s Strategic Plan. Six guest scholars presented their work on High-Impact Practices, presenting publicly to the campus while also meeting informally with FLC members, SOTL practitioners, and faculty reading groups.

Approximately 277 faculty and staff members attended six SOTL Events in 2014. The average attendance of 46 participants per event was approximately the same average as 2013.

The following SOTL events supported IUB’s strategic plan in Spring 2014:

- Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom (John Bean)
- Expert Insider Prose: Teaching Disciplinary Arguments and Information Fluency across the Curriculum (John Bean).
- Beyond Surface Learning: Teaching with Clickers to Motivate and Engage Students (Derek Bruff).
- Sketchnotes in the Classroom: A More Visual Approach to Notetaking (Derek Bruff).

In Fall 2014, guest scholars’ presentations were framed to intersect with other workshops and events offered by the CITL in support of our High-Impact Practices theme.

Nancy Chick's (Vanderbilt) presentation, “SoTL Principles and High-Impact Practices: A Partnership that Extends the Conversation,” discussed how the scholarship of teaching and learning can complement and inform both local and national efforts, contributing a classroom-based dialogue of faculty and student voices, grounded in direct, systematic evidence of student learning, and unified by the meta-awareness of HIPs as a collective effort.

Peter Felten and Paul Miller's (Elon) presentation, “Leveraging Undergraduate Research for Scholarship and Teaching,” asked participants to explore ways to incorporate undergraduate research mentoring into their professional lives and encouraged faculty to use the mentoring of undergraduate students to inform how they teach and how they understand student learning. Felten and Miller also met informally with the Director of Engaged Learning and the student staff of The Indiana University Journal of Undergraduate Research (IUJUR).
SOTL Grants

For the second fiscal year, the SOTL Program awarded grants in both the spring and fall semesters. A total of $34,000 was distributed among six studies, representing the work of 14 researchers from seven different programs and schools. The continued increase in the number of submitted grant proposals each year indicates that the phased grant program initiated in 2011 is having a positive impact on scholarly teaching and learning research on the Bloomington campus.

Funded SOTL grants in 2014 include:

- “Determining Effectiveness of Content Based Instruction in an Online Language Learning Environment.” Öner Özçelik, Amber Kent (Central Eurasian Studies), and Rahman Arman (Afghan Languages). $2,000.
- “Exploring Students’ Conceptions of Research and Inquiry.” Barbara Dennis (Education) and Pengfei Zhao (Counseling & Educational Psychology). $5,000.
- “Effects of Computer-Based Interactive Assessment on Students’ Linguistic and Metalinguistic Development in Russian.” Maria Shardakova and Sofiya Asher (Slavic and East European Languages and Cultures). $5,000.
- “Enhancing the Levels of Complex Reasoning Used by Pre-Elementary Education Majors Engaging in Technology-Enhanced Scientific Practices.” Gayle Buck (Education). $2,000.
- “Information Literacy Integration & Assessment in Undergraduate STEM Programs.” Brian Winterman, Nicholas Wyant (Information and Library Science), Rebecca Lave, Cody Kirkpatrick, and James King (Geography). $12,000.

In an effort to make IUB-funded research more visible, SOTL Grant recipients are now required to submit a final report at the close of their funding period, allowing the researchers to share the initial results of their studies. Along with the original proposal and budget, initial results of their studies are published to the CITL website, offering an additional resource for faculty and staff interested in joining IUB’s SOTL community while making the work produced on this campus more readily assessable both locally and nationally. Published reports also provide SOTL practitioners with both the incentive and the opportunity to reflect upon the current state of their work and the future directions it might take.
Evidence of Impact

The IUB SOTL Bibliography:
The IUB SOTL Bibliography cites the contributions Bloomington faculty, staff, and graduate students have made to teaching and learning literature, demonstrating the strength, breadth, and vitality of the research being conducted both locally and in collaboration with instructors at other institutions.

As of Spring 2014, approximately 240 individual faculty members, staff, and graduate students had submitted 790 citations to the IUB SOTL bibliography. The bibliography is referred to as an “incomplete” listing due to the difficulty of assuring that all the contributions IUB faculty members have made to the Scholarship of Teaching and Learning during the past 15 years have been captured.

Noteworthy:
Deanna Reising, associate professor in the School of Nursing, has been named a Macy Faculty Scholar by the Macy Foundation to continue her work on improving health education. Her project was originally funded by the CITL’s SOTL Grant program and supports the Provost’s initiative to improve the opportunities and support for women in STIM disciplines.
Service-Learning Program

The CITL Service-Learning Program promotes service-learning as an integral and enriching aspect of a student’s education and fosters university engagement with the larger community that furthers the academic and public purposes of the university.

Within 2014, CITL Service-Learning Program consultants worked directly with 96 distinct faculty members and associate instructors on the development of service-learning courses, in addition to the 12 individuals involved in its Fellows programs and the six individuals participating in the Project Engage course development initiative. Many of these consultations involved multiple meetings to establish and maintain service-learning partnerships.

In addition, the Service-Learning Program currently maintains active, ongoing relationships with 76 community partner agencies.

Service-Learning Designated Courses

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>85 sections / 42 courses</td>
<td>4 sections / 4 courses</td>
<td>98 sections / 46 courses</td>
</tr>
<tr>
<td></td>
<td>2,206 students</td>
<td>59 students</td>
<td>2,572 students</td>
</tr>
<tr>
<td>2013</td>
<td>95 sections / 46 courses</td>
<td>5 sections / 4 courses</td>
<td>109 sections / 48 courses</td>
</tr>
<tr>
<td></td>
<td>1,793 students</td>
<td>59 students</td>
<td>2,259 students</td>
</tr>
<tr>
<td>2012</td>
<td>82 sections / 43 courses</td>
<td>2 sections / 2 courses</td>
<td>146 sections / 51 courses</td>
</tr>
<tr>
<td>2011</td>
<td>106 sections / 38 courses</td>
<td>none</td>
<td>136 sections / 43 courses</td>
</tr>
<tr>
<td>2010</td>
<td>84 sections / 39 courses</td>
<td>none</td>
<td>106 sections / 49 courses</td>
</tr>
</tbody>
</table>

As in previous years, these numbers are derived from courses carrying a service-learning designation in the Office of the Registrar’s Schedule of Classes. Because of inconsistency in the self-designation process, these numbers are not completely accurate as to the number of service-learning courses being taught at IUB. In the summer of 2014, the Service-Learning Program staff worked with the Office of the Registrar to establish criteria and a process for classes to receive the service-learning designation. This new designation process was put into effect beginning in the spring of 2015. We believe these efforts will greatly improve the accuracy of this designation, establish a high bar of quality for service-learning courses, and provide a better snapshot of who is teaching service-learning courses at IUB.

Advocates for Community Engagement (ACEs)

As student liaisons to community partner agencies, ACEs provide vital connections between those agencies, IUB student volunteers, and IUB faculty members teaching service-learning classes. In fall of 2014, we had 37 ACEs and 28 ACE-affiliated agencies.

2014 was an exciting year for the ACE Program. We brought in another freshman class and were able to pair all but three with seniors acting as mentors in the agencies. This has proven to be an effective model and has greatly smoothed the transition for both incoming ACEs and transitioning agencies.
ACEs are brought together for biweekly training sessions in order to increase their effectiveness in their agencies. For 2014, we separated out the freshmen in order to teach them the basics of service-learning pedagogy and application in their agencies, but brought in experienced ACEs to help lead those sessions. Sophomores met in discussion groups to delve deeply into the social issues addressed by their agencies. Meanwhile, we have used all-ACE events and the remainder of the sessions to continue to enable the students to recognize each other as mentors and to teach and share information to each other that is useful in their agencies.

Key Service-Learning Initiatives

Listening to Communities:
For the second consecutive year, area non-profit agencies, public sector entities, and small local businesses gathered to help shape IUB service-learning goals and priorities for the coming year(s). The Open Space methodology was used to collectively strategize ways to further develop meaningful service experiences for all partners. 27 community partners and five faculty members attended this program, which was co-sponsored by IVY Tech and supported by a grant from the Indiana Campus Compact.

Project Engage:
Six faculty members participated in this summer course development program that guides the creation of new high-quality service-learning courses in response to the “Enriching Educational Experiences” Shared Goal of the IUB General Education Requirements. Participants receive a $2,500 stipend to participate, develop a course, and present to their home departments about service-learning and their new course. In 2014, the School of Global and International Studies provided additional support (a matching $2,500) to Project Engage participants from the SGIS. 2014 Project Engage participants include:

- Jared Allsop (School of Public Health)
- Quetzil Castaneda (Latin American and Caribbean Studies)
- Ashley Hasty (Apparel Merchandising and Design)
- Olga Kalentzidou (International Studies)
- James Lynch (Spanish and Portuguese)
- Linda Hoke-Sinex (Psychological and Brain Sciences)

Service-Learning Coffee Hours:
Faculty and community partners engage in three discussions each semester to network and explore topics important to service learning at IUB, including Technology as Pedagogical Support for Service-Learning, Sustainability and Service-Learning, Reflection and Service-Learning, and Building and Maintaining Service-Learning Partnerships. We altered the format of the Meet the ACEs event to be a meet-and-greet rather than a coffee hour discussion. With this change, we moved from offering three coffee hours per semester to two coffee hours per semester. Attendance at the total of four coffee hours in 2014 events totaled 96 persons.

Service-Learning Faculty Fellows:
Three Faculty Fellows were part of a learning community that explored issues related to service-learning, discussing common readings, local issues, and curriculum development. They will also serve as a resource for other faculty members considering adopting a service-
learning pedagogy. Faculty Fellows receive a $1,000 stipend for their participation in the learning community. While we accepted six Faculty Fellows to participate in the program, two were unable to attend scheduled meetings and one requested delaying participation until the subsequent year due to medical reasons (she will have a reserved spot for the Faculty Fellows cohort of 2015-16). The Service-Learning Fellows for the 2014-15 academic year were:

- Jared Allsop (School of Public Health)
- Jenn Piatt (School of Public Health)
- Monte Simonton (Collins LLC)

**Service-Learning Graduate Fellows:**

Six Graduate Fellows were part of a learning community that explored issues related to service-learning, discussing common readings, local issues, and curriculum development. They will also serve as a resource for other graduate students considering adopting a service-learning pedagogy. This program continues to be highly valued by graduate students, as is evident through the high number of applications and from Graduate Fellows from the previous year who have indicated the importance of this program to their professional preparation and assistance in securing the professional/faculty positions they seek. Graduate Fellows receive a $500 stipend for their participation in the learning community. The Fellows for the 2014-15 academic year were:

- Beth Buchholz (School of Education)
- Valeriya Fritz (Spanish and Portuguese)
- Jeremy Gordon (Communication and Culture)
- Cristopher Koester (English)
- Rachel La Touche (Sociology)
- Olgun Sadik (School of Education)

**Service-Learning Program Showcase:**

This event served as a showcase featuring strong service-learning partnerships, with each poster being designed and presented by a faculty member/community partner team. In 2014, we added a student section to the Showcase; students applied to present on classes where service-learning was a transformative experience. The ACE program had a display as well. The Excellence in Service-Learning Student Award and the Service-Learning Partnership Award, as well as our new ACE Award, were presented at this time. In 2014, we had 94 registrants, including faculty members, staff members, students, and community partners. One faculty member brought his classes to attend, increasing total attendance by more than 20 above the actual number who registered.

**Support for Service-Learners in Alternative Spring Break and Summer Courses**

In recognition of the high cost of many alternative spring break and summer courses that can make participation prohibitive for some IUB students, the CITL’s Service-Learning Program offered competitive grants of $250 to students participating in alternative spring break activities that take them out of Indiana, and $500 to students participating in IUB service-learning courses that take them out of the country. In 2014, all applicants were participating in overseas programs. Students who received the award in 2014 have submitted written reports and photographs that can be used to further the program. We have noticed a significant increase in applicants from our pilot year to 2014.
Writing Program

The primary function of the CITL’s Campus Writing Program (CWP) is to provide consultation to faculty members on the use of writing in classes; it also offers course development grants and conducts research into the efficacy of writing instruction. The CWP administers Writing Tutorial Services (WTS), the writing center on the IUB campus.

In May 2014, the Writing Program underwent an external review by a committee comprised of faculty experts in the fields of composition and rhetoric, writing across the curriculum, and writing center administration: Anne Curzan (University of Michigan), Bradley Hughes (University of Wisconsin-Madison), and Deborah Minter (University of Nebraska). The reviewers praised the Writing Program’s disciplinary approach to teaching one-on-one; its excellent working relationships with faculty and offices throughout campus that “add significant value to the IU academic community”; and its tutor training, citing the Writing Program as a “national leader in designing programs that reflect the latest WID and writing center research.”

The recommendations of the reviewers and of the OVPUE urge that WTS strengthen its online and campus presence, through our website, our online tutoring services, and WAC workshops, as well as push to increase peer tutoring hours and opportunities for undergraduate professional development— all of which are part of our 2015 planning.

Consulting and Related Activities

CITL consultants within the Writing Program planned and facilitated a variety of activities to promote high-quality writing instruction across the IUB curriculum.

• 56 instructor consultations [2013: 48]
• 23 invited (and customized) faculty/AI workshops on writing-related issues, including grader norming [2013: 18]; together, these workshops served 348 participants.
• 15 hours of classroom instruction in graduate pedagogy courses [2013: 15]
• 14 hours of undergraduate classroom instruction [2013: 12]
• 39 classroom visits about Writing Tutorial Services [2013: 40]
• Intensive Writing orientation (required by the College of Arts and Sciences) for 12 new IW instructors via a series of workshops.
• Provided writing pedagogy expertise to 10 campus-wide workshops sponsored by the CITL; topics included: Wikis, New Faculty Orientation, Turnitin.com tools, etc.
• 7 workshops for dissertation writers and graduate student researchers co-facilitated with IU Libraries staff on “Research-Write” strategies.

Writing Program consultants have demonstrated their commitment to the larger CITL mission through their proactive collaboration in workshops and other projects, including the following (new initiatives marked with asterisks):
• John Bean SOTL visit: Facilitated a 2-month reading group of 20 faculty; facilitated meetings with WTS tutors and with reading group participants; secured partnership funding from Department of English via John Schilb, Culbertson Chair of Writing Studies.*

• Graduate student FLC, with Katie Kearns: Members from departments of Communication and Culture, Biology, and Italian investigated interventions in their own classrooms, founded on literature in the field.*

• Flip Your Class faculty learning community Statewide IT panel presentation, where 5 FLC members shared their innovations with an over-filled room of faculty attendees.*

• Completed Public Speaking assessment project in support of the newly required public speaking course (once CMCL C121, now COLL P155) that enrolled over 700 students. The course has two tracks right now: one is face-to-face, with 250 students attending a live lecture and one live "lab" section each week; the other 700+ students view an online recording of the live lecture and have one live lab section each week. The Writing Program trained and normed five raters who scored speeches using measures designed in 2013, and helped collate data.

• Oncourse workshops on “Building Writing Assignments in Oncourse,” “Building Assignments with Blogs, Wikis, and Forums,” and “Using Turnitin to Respond to Student Writing.”

• Cross-training of WTS tutors to work with graduate students on teaching statements, in support of CITL workshops on “Writing Your Teaching Philosophy” and “Teaching Portfolios.”

• “Jump-start your Dissertation” day-long workshop on research and writing strategies, with Celestina Savonius-Wroth, IUB Libraries staff, and IUB Libraries Teaching & Learning faculty. Offering three concurrent sessions with two options each (six total), the mini-conference hosted 53 students.

• Scholars’ Commons “Research/Write” Workshops (three per semester) with IUB Libraries staff for graduate student writers on “Goal Setting,” “Note-Taking Strategies and Tools,” and “Getting Unstuck/Fighting Writer’s Block.”

• Weekly graduate student "Write Ins,” co-sponsored with IU Libraries, for all graduate students doing any kind of writing, not just dissertations.*

• Supporting Women Faculty of Color initiative: Significant faculty retention and development partnership with College Associate Dean Jane McLeod and School of Education Academic Dean Joyce Alexander to form writing groups; groups (now two after a semester’s pilot) are co-facilitated by faculty leaders; 57 faculty members are currently participating.

• Editorial support for the CITL Newsletter and the weekly CITL Friends email updates.
Summer Writing-Teaching Grants

The Writing Program provided $6000 in grant funding to support four faculty-led projects intended to design undergraduate courses that use writing in innovative and fruitful ways. 2014 grant recipients include:

- Elizabeth Ellcessor (Communication and Culture)
- Brad Luen (Statistics)
- Scott Shackelford (Business Law and Ethics)
- Abbey Stemler (Business Law and Ethics)

Reports from previous years’ grant recipients are available at http://citl.indiana.edu/programs/writing/grants/WTGrantRecipients.php

Intensive Writing Support

The CITL’s Writing Program promotes and supports the pedagogically sound use of writing in courses across IUB’s curriculum. Most notably, it offers extensive support for the Intensive Writing program within the College of Arts and Sciences, including these efforts:

Intensive Writing Faculty Online Resources:
The Writing Program worked with College of Arts and Sciences administrators to update and enhance online resources for faculty. The ongoing plan, which will be completed in early 2015, is to provide exemplars of assignments, syllabi, and activities on a password-protected site, as well as stated Learning Outcomes for each of the College’s disciplinary areas: Arts and Humanities, Social Sciences, and Natural and Mathematical Sciences.

Intensive Writing Prizes:
The Writing Program staff facilitates this competition on behalf of the College of Arts and Sciences, which sponsors the award. In 2014, the Writing Program received over 60 submissions and chaired the selection committee that included six faculty and administrators from various College of Arts and Sciences departments. Four students received prizes in three disciplinary categories at the annual College scholarship banquet.
Writing Tutorial Services

As a student-facing component of the CITL administered by Writing Program staff members, Writing Tutorial Services (WTS) offers high-quality, discipline- and course-specific tutorial support for all IUB students.

2014 Tutorials at Writing Tutorial Services

<table>
<thead>
<tr>
<th>Semester</th>
<th>2014</th>
<th>% repeat visitors</th>
<th>2013</th>
<th>% repeat visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>2,984</td>
<td>57%</td>
<td>2,628</td>
<td>59%</td>
</tr>
<tr>
<td>Summer</td>
<td>936</td>
<td>64%</td>
<td>801</td>
<td>63%</td>
</tr>
<tr>
<td>Fall</td>
<td>2,831</td>
<td>53%</td>
<td>3,231</td>
<td>55%</td>
</tr>
<tr>
<td>Fall/Spring ASCs</td>
<td>1,510</td>
<td>n/a</td>
<td>1,409</td>
<td>n/a</td>
</tr>
<tr>
<td>Total</td>
<td>8,261</td>
<td></td>
<td>8,069</td>
<td></td>
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</tbody>
</table>

Our numbers remain very consistent from semester to semester. Typically, fall semesters are busier than spring, but 2014 is a bit of an anomaly because of WTS’s temporary relocation to the east tower of the Wells Library in May-December 2014, where we didn’t have as much walk-in traffic; the inaccessibility of the library building and services—because of the Learning Commons remodeling, the construction of the GSIB, and the closure of the Arboretum June-December 2014—most likely affected both WTS and library traffic overall.

Student Evaluation of WTS

<table>
<thead>
<tr>
<th></th>
<th>Spr 2014</th>
<th>Fall 2013</th>
<th>Spr 2013</th>
<th>Spr 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td># of evaluations returned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of undergraduate respondents</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>% visiting WTS for the first time that semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% that would use WTS again (responded &quot;yes&quot; or &quot;maybe&quot;)</td>
<td></td>
<td></td>
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</tbody>
</table>

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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td># of evaluations returned</td>
<td>895</td>
<td>979</td>
<td>1,001</td>
<td>1,447</td>
</tr>
<tr>
<td>% of undergraduate respondents</td>
<td>81%</td>
<td>78%</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td>% visiting WTS for the first time that semester</td>
<td>42%</td>
<td>43%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>% that would use WTS again (responded &quot;yes&quot; or &quot;maybe&quot;)</td>
<td>98%</td>
<td>94%</td>
<td>96%</td>
<td>99%</td>
</tr>
</tbody>
</table>
In 2014, we limited ourselves to 1000 evaluations rather than collecting evaluations by a certain date. We asked students to describe their tutorials in one word, and here’s the resulting word cloud:

![Word Cloud]

**Additional WTS and Writing Program Initiatives**

**Undergraduate Research and Conference Support:**

In 2014, the WTS staff took two tutors, one undergraduate and one graduate, to present at the East Central Writing Centers Association Conference at Miami University of Ohio; both presentations were hailed as being among the best offered.

**Undergraduate Professional Development in WTS**

*Academic Support Center “Wrangling”:* We have two Wranglers, each of whom serves as point person for undergraduate tutors in the residence halls. They visit the ASCs in rotation each week to trouble-shoot WTS-related issues, mentor new peer tutors, serve as liaisons to the ASC director and her site facilitators on site, and keep the CWP staff apprised of issues that arise in the ASCs.

*Designing and leading Working Group discussions:* All WTS tutors attend (roughly) bi-weekly “Working Group” (WG) meetings. These groups are organized by quasi-discipline: humanities, social and natural sciences, and composition. There is also a WG for peer tutors, which deals specifically with the demands of tutoring in the residence halls. Each month, all four WGs focus on a set topic, and are led by tutors (in consultation with CWP staff). Most recently, undergraduates have led WG groups on “Writing in Introductory Biology Courses; ‘What is ‘Flow’ and How Do We Address This Concern in Tutorial?’; “Working with Multilingual Writers—from a Multilingual Writer-Tutor’s Perspective”; and “Dealing with
Politically/Personolly Sensitive Topics in Tutorial.” These hour-long workshops involve producing electronic resources, PowerPoint presentations, and handouts as well as leading discussion. That is, undergraduates spend three one-hour sessions teaching their peer and graduate student colleagues.

Working at the WTS front desk: This position goes only to our most senior and mature undergraduates, since the front desk handles not only reception duties for incoming student clients but also myriad questions about services in the Wells Library, complaints about printers and other services, and disruptive students. These undergraduate receptionists usually work a one- to three-hour shift each week.

Producing By Our WTS: Each semester, WTS produces a newsletter, By Our WTS, that is distributed electronically to all of our peer tutor alumni (about 150 people). One undergraduate serves as Managing Editor of BOW each year, and in consultation with CWP staff assigns stories to other peer tutors, assigns copy editing and photo/illustration tasks, constructs the publication in Adobe InDesign, and manages the alumni contact database. Recent stories written by undergraduates have focused on WTS’s new space in the Wells Library, various undergraduates’ study abroad experiences, and interviews with former WTS peer tutors about how WTS training has helped them in their current professional positions.

Undergraduate Peer Tutoring
WTS trained 13 new peer tutors in Spring 2014, 11 of which joined the staff in Fall 2014. We continue to refine our peer tutor practicum, which is a national model for tutor training, particularly for its attention to cross-disciplinary training and attention to the needs of multilingual writers.

Dissertation Writing Groups:
The Graduate Education Team Report for the 2014 IU Strategic Plan specifically cites “decreasing time to degree” as one of its five major objectives for graduate education on campus (along with improving recruitment and retention, financial aid, interdisciplinarity, and mentoring). To support this goal and to reduce the number of one-on-one dissertation sessions in the writing center, WTS continues to facilitate weekly writing groups, first piloted in Summer/Fall 2011. While student satisfaction surveys report that participants are moving along more quickly than they would have otherwise, these data are hard to track, since acceptable time-to-degree varies among disciplines (and even among departments). Nevertheless, WTS knows of three ad hoc writing groups that have been started by former dissertation group members who had reached the three-semester limit for participation in an official group.

Survey results from Fall 2013 indicate responses similar to previous semesters’: that the group accountability helps keep students writing regularly, that through the weekly workshops they learn valuable drafting and revising strategies and gain more meta-cognitive understanding of themselves as writers, and that they are moving at a pace faster than they had been before they joined a group.

Course-Specific Tutoring:
At instructors’ requests, WTS assigns course-specific tutors to a variety of courses throughout campus; in 2014, that number stood at 28 tutors/courses (2013: 23). These tutors meet with the faculty members and interview them about the course, visit the course to promote WTS services, construct course files for WTS tutors’ reference, and share with other tutors in their
disciplinary group the syllabi, assignments, and faculty expectations in an effort to better prepare all tutors to work with students from these courses.

**Continuation of Services for Multilingual Students:**
Our WTS tutor training includes a workshop led by W131 Multilingual coordinator Ray Smith, (Department of Literacy, Culture, and Language Education, and English). In 2013, we implemented hour-long, walk-in sessions (walk-ins had been only 30 minutes long) to ease the communication difficulties confronted by multi-lingual writers and tutors. Over half of our walk-in clients sign up for the longer session.

In Fall 2014, we partnered with the Office of the Vice President for Diversity, Equity, and Multicultural Affairs to provide tutoring in several culture centers: the Asian Culture Center, La Casa, and the Neal Marshall Black Culture Center. Numbers there were low—only 68 tutorials out of 169 hours offered throughout the semester—but we hope advertising and word of mouth improve numbers for Spring 2015.

**Public Speaking Tutorial and Assessment Support**
The Writing Program continues to work with faculty in schools and departments, particularly Communication and Culture, that assign in-class presentations in order to train tutors to provide tutorial support for spoken/multimedia projects, particularly those that are part of the learning objectives of General Education.

With new state mandates about speaking and listening proficiencies, the department of Communication and Culture approached the CITL to help with its COLL P155 Public Speaking assessment project. Writing Program staff worked with CITL colleagues to support this newly required public speaking course with feedback on syllabus design, and have just begun to design a large-scale student assessment of satisfaction with the course. The aim is to determine whether there are significance differences between students’ experiences in face-to-face and blended formats.

**Women Faculty Writing Groups:**
This initiative to encourage productivity and retention of women faculty generally and women faculty of color specifically is co-sponsored by the College of Arts and Sciences and the School of Education. The Writing Program piloted two groups in Fall 2013. Through the weekly workshops participants learn valuable goal-setting and writing strategies and gain more metacognitive understanding of themselves as writers; they report writing at a pace faster than they had been before they joined a group.

These efforts create a local community of practice for faculty engaged in the National Center for Faculty Development and Diversity as well as for those who are not. In Fall 2014, there were 4 groups with 47 participants; feedback has been unequivocally positive.

**IU Journal of Undergraduate Research**
The CITL’s Writing Program staff consulted with the student staff of the *IU Journal of Undergraduate Research* on multiple occasions, commented on the rubrics to be used to select articles for publication, and ran a norming session for the student editors.