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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 2013:

- Provided 571 individual instructional consultations to faculty members and 161 consultations for Associate Instructors, increases of 58% and 32%, respectively, over 2012. UITS-side staff members reported 6130 meaningful contacts with faculty members. (p. 7)
- Served the instructional needs of IUB faculty members and AIs by delivering 87 campus-wide workshops to 1,751 participants, and 58 departmental workshops to 1,012 participants. (pp. 7-8)
- Increased and enhanced long-term, transformative programs for IUB instructors, including 12 Faculty Learning Communities, a program review initiative for 45 undergraduate programs in the College, a “Flipping Your Class” mini-conference, and three different course development programs. (pp. 8-12)
- Continued to develop the CITL’s integrated approach to instructional support, including blended technical and pedagogical support for iRubric, infusion of writing pedagogy into workshops about developing assignments in Oncourse, and clustering various workshops and activities surrounding SOTL guest speakers.
- Distributed a total of $132,000 in grants and stipends to instructors of all ranks to support the development of engaging and innovative pedagogies. (p.13)
- Developed partnerships with schools and departments on projects having the potential to change teaching culture in those areas, including assessment/accreditation assistance for programs in SPEA and Public Health, support for a pilot peer review of teaching program in SPEA, program assessment/review for 45 undergraduate programs in the College, and the founding of an interdepartmental collegium program in the new Media School. (pp. 13-14)
- Increased support for the IU Online initiative through the IUB coordination of the Quality Matters initiative and partnerships with OIDD on multiple course and program development projects. (p. 17)
- Demonstrated the staff’s professional engagement through participation on 26 campus committees, publication of 4 scholarly articles, and presentation of 14 sessions at conferences and 11 invited talks at conferences and other universities. (pp. 18-23)
- Revised the SOTL grant program to utilize two submission periods per year, increasing submissions and funding of successful proposals. (pp. 24-25)
- Fostered student engagement through enhancements to the training and professionalization of the Advocates for Community Engagement (ACEs), leading to significant interactions with students in service-learning courses. (pp. 26-27)
- Diversified the target audience of the CITL Writing Program by co-sponsoring successful initiatives aimed at two groups of writers: graduate students writing dissertations and female faculty members. (pp. 34-36)
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 2013

Greg Siering, Director
Elisabeth Dahlgren, Instructional Technology Consultant
Kate Ellis, Principal Instructional Technology Consultant
Madeleine Gonin, Instructional Technology Consultant
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
Miguel Lara, Media Developer (left in July 2013)
Kyle Leach, Instructional Technology Consultant
Joan Middendorf, Lead Instructional Consultant
Cordah Robinson Pearce, Senior Instructional Technology Consultant
John Peterson, Campus Writing Program Administrative Assistant
Laura Plummer, Lead Instructional Consultant / Campus Writing Program Director
George Rehrey, Principal Instructional Consultant
Margaret Ricci, Principal Instructional Technology Consultant (left in July 2013)
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
2013 Programs and Initiatives

Individual Consultations

CITL consultants reporting through OVPUE met for individual consultations with 571 faculty clients during 2013, a 58% increase over 2012; they also provided 161 consultations with Associate Instructors, representing a 32% increase over 2012. This growth can be partially attributed to increased consultations for online courses, as well as increased consultations coming from major initiatives like the College of Arts and Sciences Program Review project.

CITL consultants reporting through UITS identified 6130 meaningful contacts with clients in 2013, a 19.6% decrease from 2012. (This number encompass a wide variety of interactions, including full consultations, workshop contacts, and short questions that may be answered in person, over the phone, or through email.) This decrease is likely attributable to 1) the loss of Principal Consultant Maggie Ricci on August 1st, 2013, and 2) a redefining of “meaningful contact” to expressly omit staff members who are not directly working on the behalf of an instructor.

The CITL has introduced the use of an Activity Journal database at the start of 2014 (piloted by the Instructional Technology consultants in November 2013), which will standardize definitions of consultations as well as provide a common reporting mechanism.

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 2013, CITL consultants:

- Delivered 88 campus-wide workshops (1,765 participants) [2012: 59 workshops for 1,664 participants].
- 27 of these workshops focused primarily on instructional technologies (462 participants) [2012: 30 for 377 participants]; average attendance increased from 12.6 to 17.2 participants.
- Delivered 58 departmental workshops (1,012 participants), plus an additional 18 departmental workshops focused on writing instruction and/or grader norming. [2012: 65 for 847 participants].
- Tailored 19 workshops primarily for Associate Instructors (932 participants); while the number of sessions decreased from 25 in 2012 due to shifting priorities for CITL staff time, the number of participants remains relatively unchanged from 2012’s 921.
- Co-Sponsored the Campus Climate Workshop for new Associate Instructors (350 participants) [2012: 440; 2011: 402 participants; 2010: 328 participants]; the CITL hosted a similar event for 90 graduate students in the School of Informatics and Computing in Spring 2014, in part because their AIs did not attend the 2013 Campus Climate event; SOIC will likely send their Associate Instructors to the common event in the future.
• Hosted the Teaching Orientation for New Faculty Orientation (approximately 70 participants) [2012: ~75 participants; 2011: ~100 participants].

• Provided direct support to students through the following:
  o 3 workshops for 88 undergraduate students on various instructional technologies (primarily tablets for David Pace’s iPads in Paris project and the Paperless Classroom project)
  o 5 workshops for dissertation writers and graduate student researchers co-facilitated with IU Libraries staff, including “Jump-Start Your Dissertation,” that served 49 students
  o 12 hours of classroom instruction on writing topics for undergraduate courses
  o 40 visits to undergraduate classes introducing Writing Tutorial Services

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 will begin the process of assessing student learning outcomes during the 2013-2014 academic year. There are four workshops in the series: Writing Program Goals, Articulating Student Learning Outcomes, Creating a Program Curriculum Map, and Assessment: The Final Report. A team of three faculty members from each department or program in the College (approximately 48 teams in all) has participated, with the departments divided into cohorts. In the Fall 2013 semester, teams in the first two cohorts (representing a total of 23 departments, and consisting of a total of about 65 faculty) participated in Workshops 1 and 2. In the Spring 2014 semester, these two cohorts will complete the series, and two more cohorts will begin the series. 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 14 Faculty Learning Communities (FLCs) and/or Communities of Practice (COPs) during 2013 (spanning the 2012-13 and 2013-14 academic years), which provided cohorts of faculty participants with long-term, transformative experiences. Of these groups, the CITL provided funding to three FLCs in 2012-13 and three during 2012-13, each marked with an asterisk below.

2013-14 FLCs/COPs

• **Flip Your Class FLC** (2013-14, 9 participants): This community is examining 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, 7 participants): This community provides an interdisciplinary space for STEM faculty members to explore current issues and shortcomings of undergraduate science education, identify and share local best practices, innovate and transform courses to be more interactive and inquiry-based, and advocate for disciplinary and institutional change.

• **Fostering Inclusion FLC** (2013-14, 6 participants): Members of this FLC are expanding 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 will present their work at the Fall 2014 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.

• **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)** (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): 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. These faculty participants are exceptionally active and knowledgeable in graduate instructor preparation both on campus and nationally. The group meets monthly during the academic year to discuss recent local successes and to brainstorm and enact strategies to enhance AI preparation. The collaboration between the CITL and the Preparing Future Professors Faculty Learning Community is helping to make the work of individual departments public. Members plan and facilitate the annual AI Supervisors’ Meeting.

• **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).

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

- **SPEA FLC** (2013-14, 8 participants): A cohort of 8 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 will complete a course portfolio, and the group will summarize 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 is to foster cohesion and a common set of working assumptions among the faculty members who are primarily responsible for the degree. This community follows up on the 3-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.

### 2012-13 FLCs/COPs

- **Intrinsic Motivation and Play (IMP) FLC* (2012-13; 8 participants):** Building from the momentum generated around James Gee’s Spring 2012 visit, the IMP FLC examined the use of games in classes, designed and tested educational games for use in IUB classes, and generally tried to understand the place of playfulness in motivating students. FLC members applied for and received a SOTL grant to formally study the impact of faculty-created games on classroom learning. In addition to the formal FLC, a larger group of faculty members continues to meet informally to explore game mechanics and their potential application in the classroom.

- **Paths to the Professoriate FLC* (2012-13; 1 faculty facilitator and 6 graduate student participants):** This learning community, framed around the interdisciplinary model of IU’s Collegium on Inquiry in Action funded by the Teagle Foundation (2008-2011), engaged advanced graduate students in evidence-based and reflective teaching practice. The participants spent the fall semester in a critical examination of their discipline’s teaching strategies; they experimented with classroom assessment techniques to address learning challenges in their courses and to provided them with quantitative and qualitative measures of student success. In the 2013 spring semester, the graduate students are engaging in significant course-based investigations into the connection between their teaching methods and their students’ learning. Four graduate students in this learning community gave a presentation about their work at the Edward C. Moore Symposium in Indianapolis on April 4, 2013.

- **Engaging Differences FLC* (2012-13; 8 participants):** Faculty members in this FLC explored the impact of difference—racial, cultural, religious, political, etc.—on student learning and engagement, including students’ resistance to class discussions about difference. Members identified bottlenecks to student learning that are connected to difference, and then designed learning interventions to address those problems.
• **Active Learning Grants FLC (2012-13; 4 participants):** Faculty who were awarded Active Learning Grants met to explore the problems they have in teaching, how to make assignments more authentically situated, and how to hold students more publicly accountable. One specific outcome for this FLC was participants’ development of rubrics for their course projects. The CITL made participation in this FLC a condition of the ALG grant in the 2012-13 funding cycle as a way of encouraging collaboration and improving accountability among grant recipients.

• **Decoding the Disciplines FLC (2012-13; 7 participants):** Faculty participants explored where students get stuck in their classes, using the Decoding the Disciplines process. Working with colleagues from diverse disciplines, they explored the differing mental operations expected of students and shared in the process of solving classroom challenges, whether in their lectures or in developing student practice.

• **International Collaborative across Bloomington (ICAB) (2012-13; 10 participants):** This group represents a collaboration between IUB and Ivy Tech Community College, seeking to increase internationalization of curricula on each campus. The CITL has partnered with the IUB Center for the Study of Global Change on this project.

• **SPEA FLC (2012-13; 6 participants):** This partnership between SPEA and the CITL builds on our Course Development Institute and enables faculty members to design courses that align with SPEA’s curriculum, to provide meaningful evidence of student learning, and to document their teaching practices for their third year review dossier.

**Course Development Institute:**

42 instructors participated in this 4-day program during the summer of 2013, engaging in intensive work to design or redesign courses using Backward Course Design techniques. For the second year, the CITL was able to use the CDI as a base for a partnership with SPEA, building an FLC cohort on top of their CDI participation; this is a beneficial layering model now being offered to other groups as well.

**Flipping Your Class Mini-Conference**

Participants selected from a pool of applicants joined together in a one-day conference in May 2013 that itself was structured in a “flipped” format. Participants prepared by viewing online videos that outlined flipping concepts and contained instructions for their next activities, which were readings and a "warm-up" assessment given via Oncourse Tests and Surveys. During the face-to-face meeting time, participants practiced backward course design to identify learning outcomes, learned about Just In Time Teaching (JITT), and interacted with IUB instructors who already have experience flipping their classes. By the end of the conference, participants had identified course learning outcomes, mapped and designed in- and out-of-class learning activities (group discussion, problem-based learning, team-based projects, case studies, etc.) to promote disciplinary thinking, addressed assessments, and experienced technology tools used to create or facilitate these learning activities. Participants have continued to develop their flipping strategies and some have taken part in other CITL flipping events such as a follow-up Master Class or the Flip Your Class Faculty Learning Community.
Institute for Campus and Curriculum Internationalization (ICCI):
At the request of the Center for the Study of Global Change, CITL consultants co-facilitated the course track of this institute, which provided a strong foundation for internationalizing teaching and learning. Using the backward course design method, participants were asked to think deeply about how they can engage their students and teach more deliberately toward globally responsible citizenship. In addition, CITL consultants facilitated the instructional technology component of ICCI this year.

Institute for Developing Online Courses (IDOC):
17 faculty members participated in this three-week-long hybrid program to learn how to design and develop online courses. The program is being revised in 2014 as a series of stand-alone flipped sessions that can be offered several times each year. The focus of IDOC will also shift from helping participants design their own courses to having them work together on the design of the same course. This, along with the more flexible schedule, should enable us to reach more instructors.

Project Engage:
Five 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. In addition to developing service-learning courses, participants present information about service-learning and their courses within their respective departments.

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, the SEA Scholars Program seeks to build upon previous successes in engaging science graduate students in course-based learning assessment to explore models for program-level assessment. Graduate student SEA Scholars are collaborating with biology faculty members, IUB Libraries’ Teaching and Learning Department, and the Center for Innovative Teaching and Learning to develop an assessment model with a strong focus on authentic learning to measure STEM learning outcomes at the individual, course, and program levels. Participating graduate students facilitate the integration of information literacy concepts, exercises, and assessments throughout the undergraduate curriculum, from introductory through advanced biology courses. They have begun collaborating with biology faculty members to develop and integrate course-appropriate information literacy assignments and assessments into courses throughout the curriculum.

Reading Groups for SOTL Speakers:
In order to better engage faculty members with nationally-recognized guest speakers, the CITL organized reading groups to coincide with visits from Jose Bowen (Teaching Naked: How Moving Technology out of Your Classroom Will Improve Student Learning) and Ken Bain (What the Best College Students Do). Reading group participants met with the authors to discuss the books and their impact on faculty approaches to teaching and learning.

Student ePortfolio Discussion Group:
This 12-person group included a mix of faculty members, advisors, and staff members who gathered to discuss best practices of ePortfolios and to develop pedagogically sound approaches they could apply in their teaching situations.
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.

Fall Celebration of Teaching and Learning:
As part of this event, which included Scholarship of Teaching and Learning guest speaker Jose Bowen and related IUB faculty workshops, the CITL sponsored a poster session that allowed instructors from across the disciplines to present their teaching and learning innovations and share methods for using evidence-informed teaching to guide student learning. Among the presenters this year were recent Scholarship of Teaching and Learning grant winners, as well as faculty who received Active Learning Grants, Information Fluency Grants, Summer Writing-Teaching Grants, and Service-Learning Fellowships.

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 Meet the ACEs, Technology and Service-Learning, Meaningful Reflection, and Taking Service-Learning Abroad. Attendance at 2013 events totaled 114 persons.

Service-Learning Program Showcase:
This event serves as a showcase for strong service-learning partnerships, with each poster being designed and presented by a faculty member/community partner team. The Excellence in Service-Learning Student Award and the Service-Learning Partnership Award are presented at this time. 74 persons attended, including faculty members, staff members, students, and community partners.

Listening to Communities:
This event allows 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). Using the highly-democratic Open Space methodology, this event elicited valuable insight into the needs community partners have that can be fulfilled through service-learning, how service-learning practice can be revised to meet these needs, and the capacity of these community partners to absorb service-learning students.
Grants and Stipends to Support Instructional Innovation

In order to support the development of engaging and innovative pedagogies, the CITL distributed a total of $132,000 in grants and stipends to instructors of all ranks. Recipients represent 31 academic departments or programs across the IUB campus.

Scholarship of Teaching and Learning Grants (21 studies) $58,000
Summer Writing-Teaching Grants (4) $6,000
Active Learning Grants (4) $6,000
Summer Instructional Development Fellowships (3) $24,000
Project Engage (5) $12,500
Service-Learning Faculty Fellows (6) $6,000
Service-Learning Graduate Fellows (6) $3,000
Faculty Learning Communities (3) $16,500

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

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 65 departmental workshops (847 participants), plus an additional 18 departmental workshops focused on writing instruction and/or grader norming; 24 of these workshops (353 participants) focused primarily on Oncourse and other instructional technologies.

Flip Your Language Class Series with CeLTIE:
CITL consultants collaborated with Xiaojing Kou, the Director for the Center for Language Technology and Instructional Enrichment (CeLTIE), to develop a series for language instructors who want to incorporate “flipped” pedagogies to increase student engagement and learning.

Online Program Development:
CITL consultants are engaged in a partnership with UITS’ Online Instructional Design and Development to support the development of online degrees and certificates in several departments and schools, including the following: the Department of Journalism, the Organ and Recording Departments in the Jacobs School of Music, the School of Public Health, the School of Informatics and Computing, the Mauer School of Law, the School of Public and Environmental Affairs, the School of Optometry, the new School of Global and International Studies.
MPA Accreditation:
CITL consultants facilitated a series of workshops and consultations to help the School of Public and Environmental Affairs’ Masters in Public Administration program meet its Summer 2013 deadline for accreditation review by the Commission on Peer Review and Accreditation (COAPRT) of the National Association of Schools of Public Affairs and Administration (NASPA). The program successfully submitted all documentation for program review and has moved on to preparations for its site visit.

RPTS Accreditation:
CITL consultants worked with the Department of Recreation, Park, and Tourism Studies on assessment projects in preparation for their external accreditation from the Council on Accreditation of Parks, Recreation, Tourism, and Related Professions (COAPRT). During the site visit, the review team visited the CITL, and the lead reviewer noted he was impressed with IUB’s culture of assessment.

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 with peer review of their teaching. This project involved several workshops that taught senior faculty understand how to do a class observation and give feedback about it, and how to provide feedback on course documents. The project also included an orientation session for the junior faculty who volunteered to participate as reviewees in this pilot program. In the first semester of the pilot, 6 senior faculty members participated, observing the classes and reviewing the course documents of 11 junior faculty. The first pilot was quite successful; a second round of pilot-testing is occurring in the Spring 2014 semester.

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:

Service-Learning Graduate Fellows:
Six Graduate Fellows explore issues related to service-learning, discussing common readings, local issues, and curriculum development. They also serve as a resource for other graduate students considering adopting a service-learning pedagogy.

Dissertation Writing Support:
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 49 students, as well as other workshops on similar topics offered in conjunction with the Scholars’ Commons. Writing Tutorial Services also continues to facilitate its Dissertation Writing Groups, which have served over 120 writers since its Fall 2011 launch.

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 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 of Wisconsin Madison, and Yale University.)

**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.

**Online Presence**

In order to meet the growing need for online information about teaching and learning at IUB, the CITL staff has invested significant time and effort in re-envisioning how we interact with faculty clients, resulting in significant changes to our website, electronic newsletters, and use of social media. We continue to review and enhance these practices, with input from faculty clients and the UITS Communications Office.

**CITL Website:**

The CITL website continues to grow, primarily in the areas of faculty spotlights and teaching resources. During 2013, the CITL website received over 27,000 page visits from .edu and .net domains (.com was excluded to remove search bot traffic), as well as substantial requests from international visitors from Australia, Germany, Canada, and India. The most requested pages include:

1. Campus Climate
2. CITL Staff
3. Summative and Formative Assessment
4. Group Work
5. Service-Learning Community Partners
6. Test Construction
7. Service-Learning
8. September 2011 Director’s Column (on “Setting High Expectations”)
9. Discussion Techniques
10. Evaluating Written Work

The CITL staff will continue to seek out ways to better utilize our website, including 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 over 7,000 individuals for three issues in 2013. In addition, weekly “CITL Friends” email announcements provide more timely information about events and other opportunities, reaching approximately 5,000 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. 75 individuals follow the CITL Facebook page (up from 61 in 2012), and 184 subscribe to the Twitter feed, including several individuals from beyond IUB (up from 89 in 2012). 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.

WTSo—online tutoring:
CITL staff members from our WTS and UITS areas designed and successfully piloted a state-of-the-art online tutoring program: synchronous tutoring mediated by video, voice, and chat using Google+ hangouts. Use is currently sporadic, but we are working with UITS’ OIDD to identify ways WTS can support the IU Online initiative with this service.

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.

Advising Phoenix Program Redesign:
The CITL helped to redesign University Division’s academic probation Phoenix Program as a series of online modules. Collaborators included UD Advising staff, Bloomington Evaluation Services and Testing, and Media Design and Production.

Bay View Alliance:
CITL consultants played 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. Contributions included refinement of IUB’s Research Action Cluster (RAC) #1 participation, submissions of two NSF proposals, and involvement in the formation of the RAC #2 initiative.

DElTA:
The CITL has recently launched the DELTA program (Developing and Emerging Learning Technologies Assessment) that brings together instructors, students, and instructional technology consultants to discuss, explore, research, and report on emerging or developing technologies. DELTA will integrate into Next@IU and is already being used as a way to examine technologies in conjunction with Online Instructional Design and Development in UITS. Topics explored thus far include: Flipgrid, 3D printing, Voicethread.
E-Reserves to Oncourse Transition:
The CITL collaborated with IUB Libraries to help faculty members transition from the E-Reserves system to the inclusion of those resources within Oncourse.

Helping International (and All Students) Learn:
The CITL has begun organizing workshops on understanding the unique needs, challenges, and benefits of working with international students. Sessions explore a variety of topics, including language issues and the impact of cultural norms on teaching and learning, utilizing international undergraduate students as co-presenters.

Innovative Teaching 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.

iRubric and Assessment Support:
The CITL is collaborating with the Office of the Vice Provost for Undergraduate Education to support the use of iRubric for the collection of General Education assessment data. Workshop topics include both the technical aspects of using iRubric and the pedagogical aspects of rubric-based assessment and rubric design.

IU Online:
CITL consultants have partnered with UITS’ Online Instructional Design and Development to help several IUB departments plan their online program and certificate offerings. Notably, CITL consultants have 1) consulted on curricular mapping for certificate programs in the Schools of Public Health and Music; 2) served as IUB’s institutional representative for Quality Matters, which includes leading QM workshops for faculty and staff; 3) helped the Adaptive Technology and Accessibility Center to determine how to convey accessibility information to instructors developing online courses; and 4) collaborated with other IU teaching centers on the development of shared training modules for instructors teaching online.

Supporting Women Faculty Initiative:
In this significant new 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 28 female faculty members a supportive community for advancing their academic work.

Traditions and Cultures:
The CITL provides ongoing support for X112: Traditions and Cultures of IU Bloomington, including coordinating content updates and overseeing work of the College-funded hourly worker who takes care of routine course maintenance.

UITs Paperless Classroom Initiative:
The CITL helped recruit and support the two IUB classes that are participating in this project that explores the extensive use of tablets and eTexts in undergraduate courses.
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 (Schonemann)
- Adaptive Technology and Accessibility Center Hiring Committee (Dahlgren, Ellis)
- Adobe Day 2013 (Gonin)
- Biology Department Curriculum Committee (Kearns)
- Bloomington Evaluation Services and Testing Hiring Committee (Pearce)
- Campus Sustainability Academic Initiatives Working Group (Middendorf)
- Collins Living and Learning Center Curriculum Review Committee (Ellis)
- Dietetics Advisory Board (Schonemann)
- Edible Campus Steering Committee (Schonemann)
- Information Commons Operations Committee (Vogt)
- Intensive English Program Online Testing Evaluation and Development Committee (Pearce)
- IT Leadership Community Board (Siering)
- IU Libraries ArtStor Shared Shelf Initiative (Ellis)
- IU Office of Sustainability Advisory Board (Schonemann)
- Leadership IU Initiative for IU Online (Siering)
- Office of Online Education Teaching and Learning Advisory Group (Siering)
- Provost’s Strategic Planning Task Force, Undergraduate Education Team (Siering)
- School of Education Hiring Committee (Siering)
- School of Public and Environmental Affairs Teaching and Learning Working Group (Kurz; Rehrey)
- School of Public Health Teaching, Learning, and Assessment Committee (Rehrey)
- ServeIT Advisory Board (Schonemann)
- Thomas Ehrlich Service-Learning Awards Committee (Schonemann)
- Transcending Differences Working Group (Middendorf)
- UITS Functional Requirements Committee (Ellis)
- UITS Learning Technologies Leadership Group (Ellis)
- UITS Online Instructional Design and Development Hiring Committees (Siering)
External Committee Participation

- Committee on Institutional Cooperation Learning Technologies Peer Group
- Committee on Institutional Cooperation Teaching Center Directors Peer Group
- Committee on Institutional Cooperation Writing Program and Writing Center Directors Peer Group
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 respective professional organizations.

- Pre-conference session co-chair for the Professional and Organizational Development Network (POD) Conference in November 2013 (Kearns)
- President of the East Central Writing Centers Association (Plummer)
- Chair of the Assessment and Evidence-based Practice subcommittee of the Graduate and Professional Student Development Committee within POD (Kearns)
- Proposal reviewer for 2013 POD conference (Middendorf, Siering)
- Proposal reviewer for 2013 ISSOTL conference (Middendorf)
- Manuscript reviewer for The Journal of Higher Education (Schonemann)
- Manuscript reviewer for To Improve the Academy (Middendorf)

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.


Middendorf, J., Pace, D., L, & Diaz, A. (2013, October). Eliminating zombies with decoding the disciplines and thresholds concepts. Presentation delivered at the International Scholarship of Teaching and Learning Conference, Raleigh, NC.


Pace, D., Rehrey, G., & Middendorf, J. (2013, October). iPads in Paris: Teaching and learning time machines. Presentation delivered at the Statewide IT Conference. Indiana University, Bloomington, IN.


Robinson, C. & Renner, T. (2013, October). CONNECTing outside the class. Presentation delivered at the Statewide IT Conference, Bloomington, IN.

Robinson, C., Gonin, M., & Sandweiss, E. (2013, October). Undergraduate research: using Google Apps in classes. Presentation delivered at the Statewide IT Conference, Bloomington, IN.


**Schonemann, N. & Hottell, M. (2013, November).** *Brick by brick: The foundations of service-learning in your classroom.* Presentation delivered at the FACET Adjunct and Lecturer Conference, Indianapolis, IN.

Shopkow, L., Diaz, A., Higgs, B., **Middendorf, J., & Pace, D.** (2013, October). Beyond coverage: Using threshold concepts and decoding the disciplines to focus on the most essential learning. Presentation delivered at the International Scholarship of Teaching and Learning Conference, Raleigh, NC.


**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.

Middendorf, J. (2013, April). Teaching difficult concepts. Invited presentation at The Ohio State University, Columbus, OH.

Middendorf, J. (2013, May). Decoding the disciplines: Helping students learn disciplinary ways of thinking. Invited presentation at Wisconsin Faculty College, Richland Center, WI.

Middendorf, J. (2013, May). Decoding the disciplines. Invited presentation at Berea College, Berea, KY.

**Middendorf, J., and Pace, D.** (2013, February). Decoding the disciplines, and overcoming resistance to learning. Invited presentation at Marquette University, Milwaukee, WI.

Rehrey, George. (2013, March). Effective teaching: Documenting what works. Invited presentation at Indiana University and Purdue University Fort Wayne (IPFW), Fort Wayne, IN.


Rehrey, G. (2013, September). Student engagement in the age of ubiquitous social media. Invited presentation at Under the Scholar’s Tree Conference, FACET, Indianapolis, IN.

**Rehrey, G. & Kahn, H.** (2013). Course focus on teaching and learning. Invited presentation at The Institute for Curriculum and Campus Internationalization, Indiana University, Bloomington, IN.

Siering, G. (2013, September). Developing a comprehensive teaching center: Lessons from Indiana University. Invited presentation at University of Maryland, College Park, MD.


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 (including 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 KSOB’s Metzler)

• Consultations on teaching center development (Siering):
  o Birmingham City University (UK)
  o Purdue University
  o Temple University
  o Trinity University
  o University of Illinois
  o University of Maryland

• Tours of the Collaborative Learning Studio (Siering):
  o Association for Educational Communications and Technology
  o Ball State University
  o Ohio University
  o IU Vice President for Public Affairs and Government Relations

• Decoding the Disciplines consultations (Middendorf):
  o Stockholm University, Sweden
  o University of Waterloo, Canada
  o Bielefeld University, Germany
  o Bristol University, UK
  o University of the Free State, South Africa
  o Loyola Marymount University, Los Angeles
  o Ohio State University
  o University of Massachusetts at Amherst
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 programming and outcomes to support other important teaching and learning initiatives and to collaborate with other IUB programs.

Integrating SOTL Events

CITL consultants continued to make headway with integrating SOTL events with other CITL programs, activities sponsored by FACET, and other campus-wide initiatives. As an example of this work, Dan Butin, a scholar on civic engagement and service-learning, spoke in the Spring 2013 semester and met with the Service-Learning Faculty Fellows.

The CITL’s Fall Celebration of Innovative Teaching and Learning kicked off the Fall 2013 semester with guest scholar Jose Bowen’s keynote address, “Teaching Naked: How Moving Technology out of Your Classroom Will Improve Student Learning.” The keynote coincided with four other events co-sponsored by SOTL, FACET and the CITL, and included presentation by six IUB instructors representing innovative teaching and learning practices from the Departments of Apparel Merchandising and Interior Design, Asian American Studies, English, Psychological and Brain Sciences, and Recreation, Parks, and Tourism Studies, as well as from the Kelly School of Business. The day also included a poster session where 39 faculty and staff members from 23 different programs and schools presented their work.

All totaled, 232 faculty and staff members attended five SOTL Events in 2013. The average attendance of 46 participants per event was approximately the same average as 2012. Details on each presentation are available at http://citl.indiana.edu/programs/sotl/events/index.php.

The new IUB Strategic Plan will guide topics, invited speakers, and other programing considerations for the 2014-15 academic year.

SOTL Grants

For the first time, the SOTL Program awarded grants in both the spring and fall semesters of 2013. Funds totaling $58,000 were distributed among 21 studies, representing the work of 41 researchers from 21 different programs and schools. This increase in successful grant applications indicates that the phased grant program initiated in 2011 is having a positive impact on scholarly teaching and learning research on the Bloomington campus.

In Fall 2013, the SOTL Program awarded $29,000 to fund SOTL research. Only $11,000 remains to fund the six proposals been submitted in Spring 2014. Since a single Phase III proposal would receive $12,000 in funding, the SOTL grants program is in the unusual circumstance of being a victim of its own success.
Additionally, and as envisioned, scholars are now applying for reoccurring funding along the Phase Levels, which was a key component of the revised CFP. Thus, the SOTL review committee is placed in the difficult position of choosing between ongoing studies that have proven their worth or seeding new studies that have not received funding in the past.

Funded SOTL grants in 2013 include:

**Spring 2013 Awards**

- “Decoding Computer Science and Informatics.” John Duncan (Informatics), Adrian German (Computer Science), and Susanne Menzel (Computer Science). $5,000.
- “Information Literacy Integration and Assessment in Undergraduate STEM Programs.” Brian Winterman (Information and Library Science) and Rich Hardy (Biology). $5,000.
- “Pilot Study of Service-Learning in Intergenerational Family Literacy.” Beth Lewis Samuelson (Literacy, Culture, and Language Education) and Tara Kelley (Literacy, Culture, and Language Education). $2,000.
- “Promoting Academic Integrity in Computer Science: A Culture Study.” Yuqing Melanie Wu (School of Informatics and Computing) and Carolyn Calloway-Thomas (Communication and Culture). $5,000.
- “Technology Integration Concerns: A Dialogue Between Pre-Service Teachers and Exemplary In-Service Teachers.” Krista Glazewski (Instructional Systems Technology), Tom Brush (Instructional Systems Technology), Anne Ottenbreit-Leftwich (Instructional Systems Technology), Sinem Aslan (Instructional Systems Technology), Bryan Hoey (Instructional Systems Technology), Olgun Sadik (Instructional Systems Technology), and Aaron Zachmeier (Instructional Systems Technology). $5,000.
- “The Role of a Doctoral Level Public Health Pedagogy Course: Enhancing Associate Instructors’ Pedagogical Practices and Undergraduate Student Learning.” Catherine Sherwood-Laughlin (Applied Health Science), Valerie O’Laughlin (Medical Sciences), David Lohrmann (Applied Health Science), Kathy Finley (Applied Health Science), and Alyssa Lederer (Applied Health Science). $5,000.

**Fall 2013 Awards**

- “Understanding the Difference between Learning Behaviors of Chinese and American College Students within the US.” Greg Kitzmiller (Kelley School of Business). $5,000.
- “Using Peer Review to Develop Interprofessional Team Leadership Skills.” Deanna Reising (Nursing). $12,000.
- “Intrinsic Motivation and Play: Classroom Games as Teaching Tools.” Monika Herzig (School of Public and Environmental Affairs). $5,000.
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 2013, the Service-Learning Program consultants worked directly with 55 faculty members and 19 Associate Instructors on the development of service-learning courses, in addition to the 12 individuals involved in its Fellows programs and the 5 individuals participating in the Project Engage course development initiative.

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

### Service-Learning Designated Courses, 2013

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<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. This summer, the Service-Learning Program staff will set up specific criteria and a process for classes to receive the service-learning designation. These efforts should greatly improve the accuracy of this designation 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 2013, the number of ACEs and ACE-supported agencies were both increased from 20 to 28, and we are preparing to increase to a total of 30 agencies and 40 ACEs by Fall 2014.

ACEs are brought together for biweekly training sessions in order to increase their effectiveness in their agencies, while experienced ACEs act as mentors for their newer counterparts. Starting in Fall 2014, this basic curriculum will be used to educate incoming ACEs, while the experienced ACEs will meet separately to dive deep into research on the issues their agencies address, with the help of the IUB Libraries’ Teaching and Learning librarians as guides to improving the search for information. As in the past, regular celebrations and retreats help to build trust and further connection between the ACEs. Reflection activities are a central element to the ACEs’ ongoing training, including pre-service reflection sessions led by experienced ACEs, several reflection pieces throughout the year’s
training, and a final reflection session at the end of the year to allow the team to synthesize their experiences. Service-Learning Program staff members are introducing the use of digital storytelling to enhance these reflective processes.

All of this preparation provides the ACEs with the skills and confidence to become highly engaged with their community partners, faculty members, and service-learning students. As the table below indicates, ACEs stood in front of nearly 700 students in classroom presentations, introducing the students to their agencies and describing the work done there by service-learners. ACEs also led reflection sessions for 156 students, with a priority on helping the ACEs design active reflective sessions that will help ensure more intensive transformational experiences. A key part of ACE work is communication with service-learners, often through email, arranging schedules for orientations, direct service, and other important information about the site. ACEs counted nearly 550 such interactions in 2013.

<table>
<thead>
<tr>
<th></th>
<th>Class Presentations</th>
<th>Agency Orientations</th>
<th>Representing the ACE/SLP</th>
<th>Communication to Establish Student Service</th>
<th>Leading Reflection Sessions</th>
<th>Interaction at Agency Site or Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>273</td>
<td>204</td>
<td>25</td>
<td>268</td>
<td>33</td>
<td>100</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>425</td>
<td>209</td>
<td>139</td>
<td>274</td>
<td>123</td>
<td>351</td>
</tr>
<tr>
<td>Total</td>
<td>698</td>
<td>413</td>
<td>164</td>
<td>542</td>
<td>156</td>
<td>451</td>
</tr>
</tbody>
</table>

Table 1: ACE Interactions with IUB Students

In order to ensure ongoing ACE growth and accountability, Service-Learning Program staff members have developed a new plan for ACE presentations at the end of the year, showcasing their experiences and learning. Because their knowledge will grow each year, expectations for the ACEs change as they advance through the program. Freshmen will present a poster session on their agencies. Sophomores will participate in a panel discussion on the issues their agencies address. Juniors will create and deliver a feature presentation, and seniors will reflect on their course portfolio and capstone project, connecting it to their chosen future professional focus area.

In addition to these efforts at tracking ACE engagement and growth, the Service-Learning Program staff is working with a CITL assessment specialist to design an ongoing assessment plan, both to help measure the impact of the program on our ACE students and to help identify a process for choosing new ACEs in the spring.
Key Service-Learning Initiatives

Listening to Communities:
This event allowed area non-profit agencies, public sector entities, and small local businesses to reflect on the status of service-learning within the Bloomington community, and to shape IUB service-learning goals and priorities for the coming year(s). Using the highly-democratic Open Space methodology, this event elicited valuable insight into the needs community partners have that can be fulfilled through service-learning, how service-learning practice can be revised to meet these needs, and the capacity of these community partners to absorb service-learning students.

Project Engage:
Five 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 for participation, the development of a course, and presenting to their home departments about service-learning and their new course. 2013 Project Engage participants include:

- Priscilla Barnes (Applied Health Science)
- Kathryn Engebretson (Curriculum and Instruction)
- Shahla Ray (Applied Health Science)
- Katherine Strand (Music Education)
- Jiangmei Wu (Apparel Merchandising and Interior Design)

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 Meet the ACEs, Technology and Service-Learning, Meaningful Reflection, and Taking Service-Learning Abroad. Attendance at 2013 events totaled 114 persons.

Service-Learning Faculty Fellows:
Faculty Fellows explore issues related to service-learning and community-based research, discussing common readings, local issues, curriculum development, and research design. They also serve as a resource for other instructors considering adopting a service-learning pedagogy or developing a community-based research design. Faculty Fellows receive a $1,000 stipend for their participation in the learning community. 2013 Faculty Fellows include:

- Deborah Myserson (School of Public and Environmental Affairs)
- Ashley Hasty (Apparel Merchandising and Interior Design)
- James Lynch (Spanish and Portuguese)
- James Krause (Telecommunications)
- Kimberly Carballo (Opera)
- Sara Friedman (Anthropology)
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 also served 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. One Graduate Fellow mentioned this program as the most important aspect of her resume in terms of finding the academic jobs. Another Graduate Fellow used what she learned in the program to teach one day of a psychology graduate pedagogy class introducing service-learning pedagogy. Graduate Fellows receive a $500 stipend for their participation in the learning community. 2013 Graduate Fellows included:

- Rebecca Butorac (Communication and Culture)
- Lindsey Campbell-Badger (Communication and Culture)
- Ryan Conway (Political Science)
- Elizabeth McDyer (Spanish and Portuguese)
- Lynn Ramert (English)
- Amina Shabani (Spanish and Portuguese)

Service-Learning Program Showcase:

This annual event serves as a showcase for strong service learning partnerships, with each poster being designed and presented by a faculty member/community partner team. The Excellence in Service Learning Student Award and the Service Learning Partnership Award are presented at this time. 74 persons attended, including faculty, staff, students, and community partners.

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 2013, all applicants were participating in overseas programs. Students who received the award in 2012-13 have submitted written reports and photographs that can be used to further the program, and three of these students have also agreed to present on their experiences at the Service-Learning Program Showcase in April 2014.
Writing Program

The primary function of the CITL Writing Program 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 Writing Program administers Writing Tutorial Services (WTS), the writing center on the IUB campus.

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.

• 48 faculty consultations [2012: 36]
• 18 invited (and customized) faculty/Al workshops on writing-related issues, including grader norming [2012: 15]; together, these workshops served 348 participants.
• 15 hours of classroom instruction in graduate pedagogy courses [2012: 10.5]
• 12 hours of undergraduate classroom instruction [2012: 9]
• 40 classroom visits about Writing Tutorial Services [2012: 40]
• Intensive Writing orientation (required by the College of Arts and Sciences) for 17 new IW instructors via a series of workshops.
• Provided writing pedagogy expertise to 14 campus-wide workshops sponsored by the CITL; topics included: Wikis, New Faculty Orientation, Turnitin.com tools, iRubric, Flip Your Language Class, etc.
• 5 workshops for dissertation writers and graduate student researchers co-facilitated with IU Libraries staff.

Summer Writing Teaching Grants

The CITL Writing Program provided $6000 in grant funding to support 4 faculty-led projects intended to design undergraduate courses that use writing in innovative and fruitful ways. 2013 grant recipients include:

• Betty Dlamini (African Studies)
• Monika Herzig (School of Public and Environmental Affairs)
• Joshua Perry (Business Law and Ethics, Kelley School of Business)
• Gary Sailes (Kinesiology)
Collaboration across the CITL

CITL consultants within the Writing Program have demonstrated their commitment to the larger CITL mission through their proactive collaboration in workshops and other projects, including the following:

- “Flip Your Class” activities, including helping plan and facilitate a mini-conference, a workshop with CeLTIE, and a Faculty Learning Community.
- Oncourse workshops on “Building Writing Assignments in Oncourse,” “Building Assignments with Blogs, Wikis, and Forums,” and “Using Turnitin to Respond to Student Writing.”
- Three iRubrics workshops, providing expertise on rubric design and use.
- 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 Wroth, IUB Libraries staff, and IUB Libraries Teaching & Learning faculty. Offering three concurrent sessions with two options each (six total), the mini-conference hosted 49 students. From the 64% who responded to the online post-conference survey, students found the WTS-led segment “Daily Writing and Manageable Goals” the most useful of all sessions offered.
- Scholars’ Commons “Research/Write” Workshops (three per semester) with IUB Libraries staff for dissertation writers in different mega-disciplines as well as several general workshops that repeat the “jump-start” model.
- Grader-training partnership with Kelley School of Business: trained, normed, and supervised 15 graders (drawn from throughout campus) to assess final projects in P.R. Garcia’s 750-student International Business course—an essay required in the school’s new curriculum. Business paid raters’ wages.
- Supporting Women Faculty of Color initiative: significant new 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; 28 faculty members are currently participating.
- 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 helped design measures to rate student performance on recorded speeches from both its face-to-face and blended formats. The Writing Program will supply training, norming, supervising, and wages for 5 raters in 2014.
- John Bean SOTL visit (for 2014); helped with initial selection of speaker and preliminary planning.
- Editorial support for the CITL Newsletter and the weekly CITL Friends email updates.
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 Roundtable:**
The Writing Program staff continues to organize the IW Roundtables, providing professional development and networking opportunities for faculty members teaching IW courses. In 2013, Ellen Wu (History) presented on using blogs for writing assignments in her J300 “America in the 1950s” course, the revision of which was supported by a 2011 CWP Summer Writing-Teaching Grant. She replaced a traditional research paper with individual student blogs written for a public, lay audience and a case-study research assignment for which students used primary sources from various IU archives (the Lilly and Kinsey Libraries, for example).

**Intensive Writing Prizes:**
The Writing Program staff facilitates this competition on behalf of the College of Arts and Sciences, which sponsors the award. In 2013, 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. Six 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 tutorial support for IUB students.

2013 Tutorials at WTS

<table>
<thead>
<tr>
<th>Semester</th>
<th>2012</th>
<th>% repeat visitors</th>
<th>2013</th>
<th>% repeat visitors</th>
<th>Total increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>2,470</td>
<td>61%</td>
<td>2,628</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>1,009</td>
<td>65%</td>
<td>801</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>Fall†</td>
<td>2,850</td>
<td>53%</td>
<td>3,231</td>
<td>55%</td>
<td></td>
</tr>
<tr>
<td>Fall/Spring ASCs</td>
<td>1,291</td>
<td>n/a</td>
<td>1,409</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7,620</strong></td>
<td></td>
<td><strong>8,069</strong></td>
<td></td>
<td><strong>6%</strong></td>
</tr>
</tbody>
</table>

† fall semester is typically much busier than spring

One notable change is the percentage of students who come for a subsequent tutorial; this percentage had been relatively stable at roughly 60% on average for the last decade or so, and a drop in Fall 2012 seems to be the new trend (though another year's data would help support this assertion). An educated guess to explain this change is that as students become familiar with WTS's locale in the Information Commons, they stop by for immediate feedback and take whatever appointment is available at the last minute, thus failing to use WTS for deeper feedback or to work with our discipline-specific tutors capable of providing more than last-minute, usually sentence-level feedback. This trend probably also explains the small increase in overall numbers; these one-off appointments are essentially filling up the few remaining empty slots at the last minute.

Staffing and Turn-Aways:

The goal in WTS is to meet as much of student demand as possible; while the IC provides more space for tutoring, WTS has now essentially reached the limit of tutoring sessions that can be offered, given its current staff size. This results in students who call or stop in being unable to make an appointment. Typically, this situation results from the schedule being already full on the day/time the student requests an appointment (often at the near-last minute). Usually, the WTS scheduling book slots fill 2-3 days in advance. Non-systematic tracking of turn-aways in 2012 indicated approximately 50 per week. After collecting these data for two semesters, the official count is an average of 50 per week at the IC.
Student Evaluation of WTS

<table>
<thead>
<tr>
<th>Location</th>
<th>Spr 2011</th>
<th>Spr 2012</th>
<th>Spr 2013</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ballantine</td>
<td>413</td>
<td>1,447</td>
<td>1,001</td>
<td>979</td>
</tr>
<tr>
<td>Wells IC</td>
<td>1,338</td>
<td>85%</td>
<td>86%</td>
<td>78%</td>
</tr>
<tr>
<td>% of undergraduate tutees</td>
<td>86%</td>
<td>82%</td>
<td>42%</td>
<td>43%</td>
</tr>
<tr>
<td>% visiting WTS for the first time that semester</td>
<td>21%</td>
<td>48%</td>
<td>41%</td>
<td>96%</td>
</tr>
<tr>
<td>% that would use WTS again (responded &quot;yes&quot; or &quot;maybe&quot;)</td>
<td>100%</td>
<td>99%</td>
<td>99%</td>
<td>94%</td>
</tr>
<tr>
<td>% that rated their tutorial as &quot;productive&quot; or &quot;very productive&quot;</td>
<td>95%</td>
<td>92%</td>
<td>93%</td>
<td>93%</td>
</tr>
</tbody>
</table>

In 2012, 1,001 students responded to WTS evaluations. This year, WTS staff tried harder to make sure there were not multiple evaluations filled out by the same student, although this action is difficult to monitor, since evaluations are anonymous, and we limited ourselves to 1000 evaluations rather than collecting evaluations by a certain date. When asked to describe their tutorial in one word, respondents most commonly wrote “helpful” (30%) or “good” (20%) specifically; 32%, however, supplied a superlative such as “awesome,” “amazing,” perfect” or “fantastic.” In the “additional comment” column, most evaluations are blank, but the majority that are filled out say “thank you” to the specific tutor with whom the student worked.

The slight drop in the percentage of students who would use WTS again is primarily attributable to the correction of a flawed methodology used prior to 2013; earlier calculations did not take into account blank answers to that question, while the newer percentages do.

Additional WTS Initiatives

Undergraduate Research and Conference Support:
In 2013, the regional writing center conference was too far away (east-central PA) to afford student-tutor travel. The WTS staff does have plans for two tutors to present in 2014, however; that is also the year of the 2-year national WAC conference cycle.

Dissertation Writing Groups:
WTS continues to support weekly dissertation writing groups, first piloted in Summer/Fall 2011. The approach is unique among large universities because dissertation groups meet weekly during the term (most universities provide only 1- or 2-week intensive workshops). Since these groups began, the program has served over 120 writers from a growing variety of departments, programs, and schools; retention rates remain high; and the percentage of international student participants remains stable (20%). Each group is facilitated by a WTS tutor and the weekly meetings include a brief discussion of writing-related issues followed by
two hours of structured writing time; WTS staff collaborates with IUB Libraries staff to provide workshops on library services and support for dissertation research.

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 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.

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 from discipline-to-discipline (and even among departments). Nevertheless, 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). Accordingly, WTS will try to capture some of the correlation between writing groups and degree completion with qualitative data at least.

Course-Specific Tutoring:

At instructors’ requests, WTS assigns course-specific tutors to a variety of courses throughout campus; in 2013, that number stood at 23 tutors/courses (the same number as in 2012, although instructors differed). 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.

WTS-Online Tutoring:

WTS’s online service has been in place since Fall 2012 (platform selection and pilot testing took place AY 2011-12). The strength of the WTS set-up—which uses Google Plus video, voice, chat, and document sharing—is that it approximates a face-to-face conversation as closely as possible. It is synchronous and follows the same discipline- and course-specific protocols used in other WTS tutorials. This service was specifically advertised to distance-education courses, but interest has not been high, perhaps because undergraduate coursework at IUB is still relatively small in scope. Noise levels in the WTS space itself have been a hurdle, and technical difficulties (frequently user error on the student end) have resulted in tutorials being closer to 30 minutes long than to the desired 50 minutes. WTS will partner with Online Instructional Design and Development to make more IUB online faculty members aware of this service.

Tutor Training:

WTS continues to train tutors in response to client demographics and to our new site. For 2013, training focused on the following: online tutoring; W131 support (training by Dana Anderson, English); coordinating with library services (training by Virginia Sojdehei and Helen Malin, IUB Libraries); W131 Multi-lingual support (training by Ray Smith, Department of Literacy, Culture, and Language Education, and English).

Continuation of Services for Multilingual Students:

WTS now provides hour-long, walk-in tutorial help at WTS and at the Academic Support Centers. In response to the communication difficulties confronted by multi-lingual writers and tutors, which necessarily slow the process of a one-on-one session, WTS implemented
hour-long, walk-in sessions (walk-ins had been only 30 minutes long). Faculty from the English Department’s “classic” and ML composition programs provided additional training for all WTS staff in working with ML writers.

**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:**

Following upon the reputation of WTS’s dissertation groups, College of Arts and Sciences Associate Dean Jane McLeod and School of Education Academic Dean Joyce Alexander approached the Writing Program to participate in an initiative to support women faculty of color and women faculty generally in productivity, promotion, and tenure. The Writing Program piloted two groups in Fall 2013. Co-facilitated by Arlene Diaz (History) and Carmen Medina (Language Education), the groups of eight women met weekly from September through December. Through the weekly workshops they learn valuable goal-setting and writing strategies and gain more meta-cognitive 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. Unsolicited feedback claims the groups are “energizing—working first thing in the week puts it in my mind and then I’m excited to continue working on it.” Another was “at first worried that this group would just add to my anxiety because I have so much scheduled time already, but it actually does the opposite. Knowing that I always have Mon AM to write makes a huge difference.” Solicited survey results reveal similar sentiments as well as a sense of moving more purposefully and quickly with their writing projects.

Data suggest that group size could be expanded without deleterious effect; consequently, the spring 2014 groups have 26 participants (an increase of 10 overall).