# Table of Contents

Executive Summary .......................................................................................................................... 3  
Introduction .................................................................................................................................. 4  
  CITL Overview ............................................................................................................................. 4  
  CITL Staff.................................................................................................................................... 5  
2016 Services, Programs, and Initiatives ......................................................................................... 6  
  CITL Usage Analysis .................................................................................................................... 6  
  Workshops ................................................................................................................................... 10  
  Faculty Learning Communities ...................................................................................................... 11  
  Grants and Fellowships ................................................................................................................. 14  
  Department-Level Initiatives ........................................................................................................ 16  
  Support for Associate Instructors and other Graduate Students .............................................. 16  
  Online Presence .......................................................................................................................... 18  
  Additional Initiatives ................................................................................................................... 18  
Committee Work ............................................................................................................................ 20  
  Professional Service and Scholarship ......................................................................................... 21  
  Service to Professional Organizations ......................................................................................... 21  
  Publications .................................................................................................................................. 22  
  Conference Presentations ........................................................................................................... 22  
  Invited Presentations .................................................................................................................... 23  
  Outreach/Impact beyond Indiana University .............................................................................. 24  
Scholarship of Teaching and Learning Program ............................................................................ 25  
  SOTL Events ............................................................................................................................... 25  
  SOTL Grants ............................................................................................................................... 26  
Service-Learning Program ............................................................................................................. 27  
  Service-Learning Designated Courses ......................................................................................... 27  
  Advocates for Community Engagement (ACEs) .......................................................................... 28  
  Key Service-Learning Initiatives .................................................................................................. 28  
Campus Writing Program ................................................................................................................ 31  
  Consulting and Related Activities ............................................................................................... 31  
  Summer Writing-Teaching Grants ................................................................................................. 32  
  Collaboration across the CITL ...................................................................................................... 32  
  Intensive Writing Support ............................................................................................................ 33  
Writing Tutorial Services ................................................................................................................ 34  
  2016 Tutorials at Writing Tutorial Services ................................................................................... 34  
  Student Evaluations of Writing Tutorial Services ........................................................................ 34  
  Additional WTS and Writing Program Initiatives ......................................................................... 35
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 2016:

- Had 6,452 contacts with 1,672 unique clients, including 1,611 individual consultations. Within the full-time faculty, 46.8% of our clients were tenured or tenure-track, and 53.2% were non-tenure track. (p. 6)

- Served the instructional needs of IUB faculty members and Associate Instructors by delivering 107 campus-wide workshops to 1,079 participants; Offered an additional 35 events specifically tailored to AIs, serving 1,166 participants. (pp. 10-11)

- Of these events, 53 were focused primarily on instructional technologies, in addition to 42 additional webinars offered in conjunction with IT Training and IUPUI’s CTL.

- Promoted long-term, transformative programs for IUB instructors through 19 Faculty Learning Communities, participation in the Bay View Alliance TRESTLE project, and the Student Learning Analytics Fellows program. (pp. 11-14; 17-18)

- Distributed a total of $131,000 in grants and fellowships to instructors from 25 academic departments and programs to support the development of engaging and innovative pedagogies. (p.14)

- Facilitated curriculum development/mapping activities in several departments to promote outcomes-based approaches to curriculum and course design. Partners included the Mauer School of Law, the Environmental and Sustainability Studies BA, the Cinema and Television Production Program, the Latino Studies Program, and the Social Work MA.

- Demonstrated the staff’s professional engagement through participation on 20 campus committees, publication of four scholarly articles, and presentation of ten sessions at conferences and five invited talks at conferences and other universities. (pp. 20-23)

- Hosted five SOTL events for 203 participants, including external speakers Linda Nilson, Christopher Uhl, Jay Howard, and Mark Graham; Provided $33,000 in SOTL grants to support seven studies and 21 researchers. (pp. 25-26)

- Worked with 68 faculty members to establish new service-learning courses, while onboarding a new Service Learning Program Director and a new Community Engagement Coordinator. (p. 27)

- Served 7,358 students through Writing Tutorial Services, and helped advance degree completion of 124 graduate students through 16 dissertation writing groups. Piloted the Faculty Liaison program, drawing on Dr. Katie Silvester (English) to assist with matters related to multilingual writers. (pp. 32-38)
Introduction

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—provides expert consulting to faculty members and departments on the improvement of teaching and learning, ranging from redesigned teaching approaches and activities through course and curricular redesign. The CITL focuses 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 2016

Full-Time Staff

Greg Siering, Director
Jessica Adams, Instructional Consultant / ACE Coordinator (started June 8, 2016)
Matthew Barton, Instructional Consultant / Media Specialist
Megan Betz, Instructional Consultant / Community Engagement Coordinator (started December 18, 2016)
Kate Ellis, Principal Instructional Technology Consultant
Madeleine Gonin, Senior Instructional Technology Consultant
Susan Hathaway, Senior Instructional Consultant / Distance Learning Specialist
John Paul Kanwit, Lead Instructional Consultant / Writing Program Director (started August 8, 2016)
Katherine Kearns, Lead Instructional Consultant
Anita Shields King, Writing Tutorial Services Site Manager
Lisa Kurz, Principal Instructional Consultant
Kyle Leach, Instructional Technology Consultant (left March 24, 2016)
Joan Middendorf, Lead Instructional Consultant
Brett Pfingston, Instructional Technology Consultant (started February 8, 2016)
Cordah Robinson Pearce, Lead Instructional Technology Consultant
George Rehrey, Principal Instructional Consultant
Kelly Scholl, Instructional Technology Consultant (started February 1, 2016)
Nicole Schonemann, Lead Instructional Consultant / Service Learning Program Director (left January 6, 2016)
Shannon Sipes, Instructional Consultant (started April 5, 2016)
Sharon Smith, Office Services Assistant
Michael Valliant, Lead Instructional Consultant / Service Learning Program Director (promoted from Community Engagement Coordinator on July 11, 2016)
Jo Ann Vogt, Instructional Consultant / Writing Tutorial Services Director
Una Winterman, Service Learning ACE Coordinator (left January 8, 2016)

Part-Time Student Staff

Rachel Boveja, Diversity Intern
Laura Clapper, Assistant to the Campus Writing Program Director
Yari Cruz Rios, Diversity Intern
Leslie Drane, CITL Graduate Assistant
Eric Heaps, Instructional Technology Assistant
Charlie Mahoney, SOTL Graduate Assistant
Emily Pettit, Student Learning Liaison
Erin Stottlemyer, Lead Advocate for Community Engagement
Ling Qian, Media Intern
Tim Whitson, Media Intern
Julia Zhu, Student Learning Liaison
2016 Services, Programs, and Initiatives

CITL Usage Analysis

6,452 Total Contacts
1,611 Consultations
1,672 Unique Clients

Notes:

- Total Contacts include consultations, event attendance, and other short-term requests for assistance (e.g. brief technology questions).
- Demographic information about each client (department, rank/position, starting year, etc.) is provided via IU databases (UHRS, VPFAA, etc.). Care is taken to ensure accuracy, but individuals with multiple roles on campus may introduce slight errors into the counts and analyses below.

Total Contacts and Consultations by School

<table>
<thead>
<tr>
<th>School</th>
<th>Total Contacts</th>
<th>Consultations</th>
<th>Unique Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Arts and Sciences</td>
<td>2,112</td>
<td>867</td>
<td>804</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>382</td>
<td>158</td>
<td>99</td>
</tr>
<tr>
<td>Kelley School of Business</td>
<td>262</td>
<td>87</td>
<td>81</td>
</tr>
<tr>
<td>School of Public and Environmental Affairs</td>
<td>246</td>
<td>66</td>
<td>77</td>
</tr>
<tr>
<td>School of Informatics and Computing</td>
<td>178</td>
<td>44</td>
<td>94</td>
</tr>
<tr>
<td>School of Social Work</td>
<td>105</td>
<td>44</td>
<td>19</td>
</tr>
<tr>
<td>Media School (incl. Journalism)</td>
<td>94</td>
<td>33</td>
<td>39</td>
</tr>
<tr>
<td>School of Education</td>
<td>69</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>School of Medicine</td>
<td>60</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Jacobs School of Music</td>
<td>41</td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>Maurer School of Law</td>
<td>41</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>10</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>School of Optometry</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Notes:

1) Large events often recorded numbers, not individual names, and those visits cannot be attributed to a particular school
2) Staff members and those with non-standard school affiliation were omitted
### Total Contacts and Consultations by Rank/Title

<table>
<thead>
<tr>
<th>Rank / Title</th>
<th>Total Contacts</th>
<th>Consultations</th>
<th>Unique Clients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>283</td>
<td>134</td>
<td>81</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>438</td>
<td>163</td>
<td>112</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>263</td>
<td>101</td>
<td>81</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>354</td>
<td>125</td>
<td>60</td>
</tr>
<tr>
<td>Lecturer</td>
<td>376</td>
<td>137</td>
<td>79</td>
</tr>
<tr>
<td>Clinical</td>
<td>179</td>
<td>65</td>
<td>37</td>
</tr>
<tr>
<td>Visiting Faculty</td>
<td>122</td>
<td>39</td>
<td>42</td>
</tr>
<tr>
<td>Professor of Practice</td>
<td>21</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>377</td>
<td>95</td>
<td>91</td>
</tr>
<tr>
<td>Librarian</td>
<td>29</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Associate Instructor</td>
<td>520</td>
<td>212</td>
<td>190</td>
</tr>
<tr>
<td>Other Student</td>
<td>467</td>
<td>106</td>
<td>190</td>
</tr>
</tbody>
</table>

**Notes:**
1) This table lists primary ranks/titles provided by UHRS; not all clients have these fields provided; Other contacts are with individuals holding non-faculty titles—Staff, Researcher, Academic Support, etc.
2) Adjunct Faculty category also includes staff teaching on overload status.
3) “Other Student” category includes Graduate Assistants, Research Assistants, Hourly student employees, etc.

### Total Contacts and Consultations by Years at IU (Tenure-Eligible Faculty Only)

<table>
<thead>
<tr>
<th>Years at IU (starting year)</th>
<th>Total Contacts</th>
<th>Unique Clients</th>
<th>Av. Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (2016)</td>
<td>52</td>
<td>18</td>
<td>2.89</td>
</tr>
<tr>
<td>2 (2015)</td>
<td>71</td>
<td>19</td>
<td>3.74</td>
</tr>
<tr>
<td>3 (2014)</td>
<td>110</td>
<td>24</td>
<td>4.58</td>
</tr>
<tr>
<td>4 (2013)</td>
<td>29</td>
<td>15</td>
<td>1.93</td>
</tr>
<tr>
<td>5 (2012)</td>
<td>75</td>
<td>20</td>
<td>3.75</td>
</tr>
<tr>
<td>6 (2011)</td>
<td>12</td>
<td>11</td>
<td>1.09</td>
</tr>
<tr>
<td>7 (2010)</td>
<td>32</td>
<td>10</td>
<td>3.20</td>
</tr>
<tr>
<td>8 (2009)</td>
<td>15</td>
<td>9</td>
<td>1.67</td>
</tr>
<tr>
<td>9 (2008)</td>
<td>46</td>
<td>16</td>
<td>2.88</td>
</tr>
<tr>
<td>10 (2007)</td>
<td>25</td>
<td>10</td>
<td>2.50</td>
</tr>
<tr>
<td>12 (2005)</td>
<td>22</td>
<td>11</td>
<td>2.00</td>
</tr>
<tr>
<td>13+ (2004 &amp; previous)</td>
<td>586</td>
<td>155</td>
<td>3.78</td>
</tr>
</tbody>
</table>
Total Contacts and Consultations by Years at IU (Non-Tenure-Eligible Faculty Only)

<table>
<thead>
<tr>
<th>Years at IU (starting year)</th>
<th>Total Contacts</th>
<th>Unique Clients</th>
<th>Av. Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (2016)</td>
<td>115</td>
<td>66</td>
<td>3.03</td>
</tr>
<tr>
<td>2 (2015)</td>
<td>150</td>
<td>34</td>
<td>4.41</td>
</tr>
<tr>
<td>3 (2014)</td>
<td>158</td>
<td>36</td>
<td>4.39</td>
</tr>
<tr>
<td>4 (2013)</td>
<td>82</td>
<td>22</td>
<td>3.73</td>
</tr>
<tr>
<td>5 (2012)</td>
<td>102</td>
<td>15</td>
<td>6.80</td>
</tr>
<tr>
<td>6 (2011)</td>
<td>107</td>
<td>22</td>
<td>4.86</td>
</tr>
<tr>
<td>7 (2010)</td>
<td>51</td>
<td>10</td>
<td>5.10</td>
</tr>
<tr>
<td>8 (2009)</td>
<td>32</td>
<td>12</td>
<td>2.67</td>
</tr>
<tr>
<td>9 (2008)</td>
<td>73</td>
<td>12</td>
<td>6.08</td>
</tr>
<tr>
<td>10 (2007)</td>
<td>70</td>
<td>20</td>
<td>3.50</td>
</tr>
<tr>
<td>11 (2006)</td>
<td>59</td>
<td>10</td>
<td>5.90</td>
</tr>
<tr>
<td>12 (2005)</td>
<td>25</td>
<td>5</td>
<td>5.00</td>
</tr>
<tr>
<td>13+ (2004 &amp; previous)</td>
<td>570</td>
<td>99</td>
<td>5.76</td>
</tr>
</tbody>
</table>

Notes:
1) These data do not reflect all CITL users, only those with identified start dates; adjuncts and part-time employees do not have start dates listed in available data sets.
2) These data do not reflect New Faculty Orientation, which typically includes around 75 new faculty members, both tenure- and non-tenure-eligible. While that event is not required, we do not include it here with other faculty-initiated contacts.

Analyses:
1) In the first three years of IUB employment, average attendance is similar for tenure-eligible and non-tenure eligible instructors. After that, however, non-tenure-eligible instructors generally come in more frequently than their tenure-eligible colleagues.
2) There are no strong, consistent patterns among tenure-eligible instructors to indicate correlations with the tenure process, although there is a slight dip in participation in years 6-9.
3) The significant jump in tenure-eligible year three (110) seems to be a factor of this cohort rather than of the third year. In 2015, the year three group had 57 visits, but this 2014 cohort had 142 visits.
### Frequency of Total Contacts

<table>
<thead>
<tr>
<th>Number of Total Contacts</th>
<th>Number of Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>805</td>
</tr>
<tr>
<td>2</td>
<td>328</td>
</tr>
<tr>
<td>3</td>
<td>150</td>
</tr>
<tr>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>73</td>
</tr>
<tr>
<td>6</td>
<td>42</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>12+</td>
<td>94</td>
</tr>
</tbody>
</table>

### Frequency of Consultations

<table>
<thead>
<tr>
<th>Number of Consultations</th>
<th>Number of Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>385</td>
</tr>
<tr>
<td>2</td>
<td>139</td>
</tr>
<tr>
<td>3</td>
<td>53</td>
</tr>
<tr>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>12+</td>
<td>13</td>
</tr>
</tbody>
</table>

**Notes:**

1) As with other analyses here, Consultations is a subset of Total Contacts (which also includes event participation, short calls for technology support, etc.)

2) In many cases, instructors coming for multiple visits typically were either a) coming for different services (e.g., Canvas help and service-learning course development); or b) were in a long-term project (e.g., course redesign or SOTL project).
Analysis of Patterns

The number of total contacts and consultations was down significantly from 2015 (23%), and deeper analysis points primarily to two reasons: First, we changed reporting guidelines for recurring events, reducing the number of reported contacts; most notably, participants in learning communities were listed once, rather than each time their groups met. Second, the conclusion of the College of Arts and Sciences’ program review/assessment initiative reduced the number of CITL visitors, as faculty teams from 45 programs ended their formal work with us.

While the total number of contacts and consultations fell, however, our number of unique clients rose slightly over 2015, increasing from 1,616 to 1,672. Together, the decrease in total visits and the increase in unique clients indicate more people came for fewer visits, which can also be partially explained by the changes in reporting and conclusion of the College’s major initiative. The staff will carefully watch these repeat visitor trends during 2017, since repeat visits increases the potential for transformational work.

The other notable trend is the reduction of tenure-track clients, notably at the higher levels. Again, this may be explained in part through the conclusion of the College’s project, since many of those participants were senior faculty in their departments. This shift highlights a need to draw in more senior faculty members in future programming.

Perhaps most notable data point is that 114 of 127 new instructional faculty members used some CITL service during the Fall 2016 semester—an impressive 89.8%. This includes participants in New Faculty Orientation and other Fall 2016 events.

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 2016, CITL consultants:

- Delivered 107 workshops for instructors of all ranks (1,079 participants).
  - 53 of these workshops focused primarily on instructional technologies (311 participants).
- Tailored 35 additional events for Associate Instructors (1,166 participants; 2015: 1,251), including Campus Climate events for 415 AIs.
- Hosted New Faculty Orientation for 71 participants (out of 126 new instructional faculty—56%) [2015: 75; 2014: 84; 2013: 70; 2012: 75].
  - Of these 71 NFO participants, 23 came back to interact with the CITL in some capacity during the Fall 2016 semester (32.4%).
- Hosted the twelfth annual Course Development Institute for 36 participants representing seven schools across IUB, as well as ten departments in the College of Arts and Sciences. Participants included eight tenured or tenure-track faculty members, 24 non-tenure-track
faculty members, and four Associate Instructors. The CDI continues to support both individual applicants and those participating as part of a larger initiative or project.

- Collaborated with IT Training and IUPUI’s Center for Teaching and Learning to sponsor webinars on a variety of Canvas topics. In 2016, 42 webinars had 168 participants.

- Provided direct support to students through the following:
  - Six dissertation writing groups per semester for ~50 graduate students each
  - 11.5 hours of classroom instruction (for 280 students) on writing topics for undergraduate courses
  - 40 visits to undergraduate classes introducing Writing Tutorial Services
  - CITL consultant Joan Middendorf spoke to approximately 200 undergraduates through the Hudson-Holland Scholars Program about theories of teaching and learning to enhance their success in the classroom.

Note: The instructional technology offerings in 2016 were heavily skewed towards Canvas, due to the fall deadline for migrating from Oncourse. Average attendance in these sessions was low (5.87 participants) because we significantly increased offerings in order to provide extensive options for faculty needing help.

Faculty Learning Communities

Understanding that instructional innovation often involves significant rethinking of one's teaching, the CITL continues to increase its focus on longer-term, transformative programs like Faculty Learning Communities (FLCs), which provided faculty cohorts with ongoing guidance throughout extensive pedagogical explorations. The CITL supported 19 Faculty Learning Communities (FLCs) and/or Communities of Practice (COPs) during 2016 (spanning the 2015-16 and 2016-17 academic years), which provided cohorts of faculty and graduate student participants with long-term, transformative experiences. Of these groups, the CITL provided funding to four FLCs in 2015-16 and four during 2016-17, each marked with an asterisk below.

2016-17 FLCs/COPs

- **Active Learning in Large Classes FLC** (2016-2017; 9 participants): Engaging students in active learning is known to increase student learning, both in the short and long term, but that level of engagement seems challenging in large classes. This FLC explored ways that instructors can introduce active learning in even the largest of classes, helping participants design and implements class activities, and introducing ways of determining their impact on student learning.

- **Developing Inclusive Teaching Practices FLC** (2016-2017; 6 participants): This FLC examined the benefits of diverse classrooms and exploring ways we can develop inclusive classroom climates that open learning to all students, including (but not limited to) individuals with identities related to race and ethnicity, sexual orientation and gender identity, international/national origin, dis/ability, religion, socioeconomic status, and veteran status. Topics include implicit bias, managing discussion of hot topics, fostering diverse student interactions, and inclusive instructional approaches.

- **Improving Teaching and Learning through Ongoing Feedback FLC** (2016-2017; 6 participants): Improving teaching and learning is best accomplished when instructors have
information and evidence to guide their work, and gathering student feedback throughout the semester can be key to this process. This feedback can include asking direct questions about how the course is going, collecting information about students’ understanding and performance, and helping students understand their own progress toward course goals. This FLC explored various ways of gathering these different types of information—including through instructional technologies—as well as finding ways of taking action based on that feedback.

- **Student Learning Analytics Fellows Program FLC** (2016-2017; 10 participants): Participants in the SLAF program (see page 19) collaborated as a community in the scholarly activity of understanding IUB’s current collection of analytical data, suggesting new sources or models of data, and performing student learning research with that data.

- **Fostering Classroom Inclusion FLC** (2016-17; 5 participants): Just as the wider society is becoming more diverse, students at IUB are increasingly more diverse, including 9% international students. This FLC studied the difficulties of teaching IU students about difference and teaching to students of difference, and participants explored their own tacit understanding of difference and inclusivity in a collaborative, cross-disciplinary framework.

- **Preparing Future Professors FLC** (ongoing; 8 participants): This learning 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 Research on Teaching and Learning Group** (2016-17; 15 participants): This group, formed out of the former SOIC Collegium, met several times each semester to share ideas about their research and conferences. The CITL helps this group coordinate with larger SoTL communities—on campus, nationally, and internationally—while also providing expertise on SoTL research techniques.

- **Active Learning Grants COP** (2016-2017; 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.

- **Media School Collegium** (2016-17; 12 participants): Participants in the Media School explored advanced teaching approaches and implemented learning assessments to measure impact on student learning. This project was funded by the College of Arts and Sciences and co-facilitated by a Media School faculty member (W. Emigh).

- **Intersections of Identity and Instruction Graduate Student Learning Community** (2016-17; 8 participants): This community promoted the engagement and professional development of diverse graduate students as associate instructors. Participants discussed identity productively among their peers, students, and supervisors; identified needs of diverse graduate student instructors with respect to their AI supervisors, academic programs, teaching and learning support centers, and the institution; and developed strategies to address diversity-related issues in the classroom.
Talking about Teaching Graduate Student Learning Community (2016-17; 6 participants): This community promoted the engagement and professional development of graduate students as they prepared to talk about their teaching in a variety of settings and to multiple audiences. Those completing the learning community produced pedagogy-related materials, such as a course proposal and diversity statement, and planned for a micro-teaching lesson and an interview.

2015-16 FLCs/COPs

Active Learning Online FLC* (2015-2016; 11 participants): Research indicates that students learn best when they are actively involved—engaged in thinking, expressing ideas, giving and receiving feedback, and reflecting on what they are doing and learning. In this FLC, participants explored how to use active learning strategies to create engaging and effective online activities. As a final product, participants created an online showcase of activities to model innovative ideas and best practices for instructors designing online and hybrid courses. Participation in this FLC was limited to instructors who had designed, or had begun to design, an online or hybrid course.

Collaborative Learning FLC* (2015-2016; 9 participants): Research has shown that, when employed effectively, collaborative learning promotes deeper learning, encourages critical thinking, and develops teamwork skills. In this FLC, participants considered discipline-appropriate ways to incorporate collaborative learning strategies and pedagogies into their course design. Through exploring research on collaborative learning, discussing collaborative teaching strategies, and sharing collaborative learning assignments, participants explored ways to make their collaborative projects or assignments more effective. By the end of this FLC, participants shared their collaborative approaches with instructors in their departments and with the larger IUB community, as well as planned a session on collaborative learning for the CITL’s 2016 New Faculty Orientation event.

Media Production and Integration FLC* (2015-2016; 8 participants): The new Faculty Media Production Space offers instructors a team of media specialists to help easily create dynamic high-quality online instructional media. FLC participants explored new and innovative uses of this space using active learning and interactive media techniques that provide students with transformative learning experiences as they move beyond surface learning to deep learning experiences. FLC participants were highly encouraged to submit their work to a repository of exemplar media to guide and inspire future IUB instructors who might be considering adding media to their courses. No Prior media experience was required to join this FLC.

Student Learning Analytics Fellows Program FLC (2015-2016; 10 participants): Participants in the SLAF program (see page 19) collaborated as a community in the scholarly activity of understanding IUB’s current collection of analytical data, suggesting new sources or models of data, and performing student learning research with that data.

Preparing Future Professors FLC (ongoing; 8 participants): This learning 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; 10 participants): This community’s goal is for SOIC instructors to move from traditional teaching methods to scholarly teaching and learning practices. Utilizing the structures for the Decoding the Disciplines model, instructors identified instructional bottlenecks and developed active learning approaches to help students succeed in their learning. Participants implemented assessment activities and/or SOTL research projects to determine the impact of their instructional changes.

• **Active Learning Grants COP** (2015-2016; 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.

• **Intersections of Identity and Instruction Graduate Student Learning Community** (2015-16; 6 participants): Participants in this community 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.

---

**Grants and Fellowships**

The CITL provided $131,000 in grant and fellowship funding in order to support instructional innovation on the IU Bloomington campus.

**Active Learning Grants**
This grant provides funding to support the implementation of teaching strategies to enhance student engagement and active learning. Award: $2,000 per project.

- Erik Willis (Spanish and Portuguese)
- Gretchen Horlacher (Music Theory)
- Brandon Howell (Recreation, Park, and Tourism Studies)
- Kelly French and Joe Coleman (Media School)

**Scholarship of Teaching and Learning Grants**
SOTL grants provide funding to support research projects on teaching and learning at IUB. Award amount varies by project.

- Tessa Bent (Speech and Hearing Sciences), Julie Knapp (Recreation, Park, and Tourism Studies), and Jill Robinson (Chemistry) - $2,000
- Kimberly Carballo, Kevin Murphy, and Martha Eason (Jacobs School of Music) - $5,000
- Polly Husmann (Medical Sciences) - $2,000
- Andrew Koke, Kristyn Sylvia, Molly Burke, and Anthony Guest-Scott (Student Academic Center); Elizabeth Housworth (Mathematics); and Leslie Robinson (College of Arts and Sciences) - $5,000
- Xiaozhong Liu (Information and Library Science) - $12,000
- Olga Scrivner and Julie Madewell (Spanish and Portuguese); Nitocris Perez and Cameron Buckley (University Information Technology Services) - $2,000
- Henghua Su, Yung-Yung Chang, and Lan Yu (East Asian Languages & Cultures) - $5,000
Student Learning Analytics Fellows
This award supports faculty members interested in using analytical data to further student achievement and success both within and across programs, departments, and schools. Award: $2,000 per project.
- Andrew Asher (Anthropology and IU Libraries)
- Kalani Craig (History)
- Paul Graf (Economics)
- Anthony Guest-Scott (Student Academic Center)
- Vivian Nun Halloran (English and American Studies)
- Daniel Hickey (Counseling and Educational Psychology)
- Michael Kaganovich (Economics)
- Adam Maltese (Curriculum and Instruction)
- Jennifer Robinson (Anthropology)
- James Willis III and Joshua Quick (Counseling and Educational Psychology)

Summer Instructional Development Fellowships
The SIDF program supports faculty members’ efforts to enhance student learning by encouraging innovative approaches to instruction and the development of measurable learning outcomes. SIDF awards are co-funded by CITL/OVPUE and each recipient’s school. Award: $8,000 per project
- Jared Allsop (Recreation, Park, and Tourism Studies)
- Farrah Bacheys-Visser (Biology) and Krista Maglen (History)
- Laura Brown (Chemistry)
- Kalani Craig (History)
- Alyce Fly (Applied Health Science)
- Lessie Frazier (American Studies)
- Lauren Reiter and Minjeong Kim (Apparel Merchandising and Interior Design)
- Adam Ward (School of Public and Environmental Affairs)

Summer Writing-Teaching Grants
Summer Writing-Teaching Grants provide funding to help faculty design undergraduate courses that use writing in innovative and fruitful ways. Award: $1,500 per project.
- Joseph Coleman and Kelley Benham French (Media School)
- Adam Liff (East Asian Languages and Cultures)
- Emily Metzler (Media School)
- Roberta Percher (History)
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.

Departmental Workshops:
The CITL provides specialized workshops for departments as requested. In 2016, examples include “Teaching International Students” for Social Work and Geography, and “Inclusive Teaching” for Musicology. CITL’s Instructional Technology Consultants provided specialized Canvas training for the following departments, tailoring the sessions to each group’s unique pedagogical and logistical needs: Biology, Mathematics, African Languages, and Central Eurasian Studies.

Service-Learning in Law:
CITL consultants Middendorf and Valliant collaborated with Professor Victor Quintanilla to develop a service-learning project for all first-year Law students, working with Indiana courts and local community organizations to improve access to justice in Indiana communities. Subsequent courses will allow students to continue large, innovative projects, such as online self-completing legal forms and a traveling legal help desk for southern Indiana for those who cannot afford legal assistance.

Curricular Design Work:
CITL consultants continue to work with departments on designing curricula and courses, most frequently guiding them through a process of setting outcomes and mapping current or proposed courses to those outcomes. In 2016, we worked with the following groups and projects:

- Mauer School of Law
- Environmental and Sustainability Studies BA
- Cinema and Television Production Program
- Latino Studies Program
- Social Work MA

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. During 2016, 190 Associate Instructors made use of CITL services, with 212 individual consultations and a total of 520 contacts (which also includes workshop attendance). This data refers only to those with an AI title; many other graduate students with other titles/assignments also utilize our services, whether part of a teaching/grading assignment or as part of their own professional development. Larger initiatives include the following:
CIRTL Membership:
IUB and IUPUI are now members of the CIRTL Network (Center for Integration of Research, Teaching, and Learning), a Preparing Future Faculty program for STEM graduate students and post docs. This membership provides IUB graduate students with an expanded option of professional development opportunities, as well as allows IUB to share its expertise with the network. CITL Consultant Katie Kearns has been active in CIRTL for a few years and will be assisting David Daleke, Associate Dean of the University Graduate School, in leading IUB’s efforts.

Associate Instructor Orientation:
The CITL hosted its annual Associate Instructor Orientation on August 18th, providing five workshops on various instructional issues, with around 100 Associate Instructors attending each event. The CITL and DEMA sponsored a lunch for approximately 120 participants, which included small informal discussion groups on pedagogical topics. This program also provided leadership opportunities for about 25 experienced graduate students who facilitated teaching workshops for the new AIs.

Workshop on Classroom Climate:
The CITL again hosted the Associate Instructor Workshop on Classroom Climate, a required workshop for all new AIs on enhanced understanding of diversity and inclusion. 440 new AIs attended this year’s event, about 10% more than in previous years. In addition, this year’s workshop was reorganized to make the day more interactive and allow AIs to focus on the types of instructional contexts best aligned with their assignments.

Graduate Student Learning Communities:
The CITL facilitated two learning communities tailored to graduate students: Intersections of Identity and Instruction, and Talking about Teaching. In addition, the CITL continues to host (since 2004) the Preparing Future Faculty FLC, which is targeted at faculty members who teach graduate pedagogy classes and/or supervise Associate Instructors. Details on each program are available in the above FLC section.

Nine graduate students participating in CITL learning communities have had their presentations accepted at IUPUI’s E.C. Moore Symposium. The CITL will assist financially in sending the students to this event.

Dissertation Writing Support:
To support the IUB Strategic Plan goal of decreasing the time to degree among graduate students, CITL consultants collaborated with IUB Libraries staff to offer events for dissertation writers and graduate student researchers, including a day-long “Jump-Start Your Dissertation” event. Writing Tutorial Services also continues to facilitate its Dissertation Writing Groups, which serves approximately 50 writers each semester.

Graduate Teaching Award Recipients:
Two graduate students associated with the CITL—Alyssa Lederer (Applied Health Science, SOTL grant recipient) and Rachel La Touche (Sociology, WTS tutor)—received the 2016 Lieber Associate Instructor Teaching Award.
Online Presence

CITL Website:
During 2016, the CITL website received over 17,000 visits with 38,200 total page views, with approximately 40 visits per day. Usage of the website peaked in August (11.76% of annual traffic), and the weekly release of the CITL Friends newsletter typically caused a spike in traffic ranging from 200% to over 800%. The CITL website was transitioned to a new framework and design in January 2017, condensing content in response to a usage analysis. The move to the new framework will provide tools for analyzing website usage, and we will be investigating interplay between the website and social media.

CITL Friends Messages:
The weekly CITL Friends messages provide updates about upcoming events, grant opportunities, news, and partner announcements. This publication reaches 4,183 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. 210 individuals follow the CITL Facebook page, and 455 subscribe to the Twitter feed, including many individuals and other teaching centers from beyond IUB.

CITL Blog:
In order to enhance outreach to our faculty clients, the CITL started a blog in 2016, with a soft launch in March and a full launch in August, publishing 23 posts on roughly a weekly basis during the fall semester. The impetus for this tool was to share pedagogical ideas related to Canvas, although we are expanding to a broader range of topics and working to build additional connections to CITL events. Available at: http://blogs.iu.edu/citl.

- Current subscribers: 20
- Post with highest number of views: “Teaching the Election and Other Hot Topics” (655 views)
- 10 posts have over 100 views
- 61% of readers go on to view linked information—e.g., CITL website, events registration system, etc.

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.

BVA/TRESTLE Project:
In support of the Bay View Alliance TRESTLE* initiative, the CITL began the Transformative Learning Community, utilizing our experience with Faculty Learning Communities and the Decoding the Disciplines model to guide faculty members through course transformation processes. In addition to three participants from the TRESTLE target department of Computer
Science, we included eight others from five departments in the College of Arts and Sciences and the School of Public and Environmental Affairs. In addition, the CITL is training undergraduates in the use of observation protocols to provide TRESTLE participants information about their classroom work that will inform their course transformations. Impacts on student learning should be identified this fall. Participating Computer Science instructors Memo Dalkilic and Bryce Himebaugh are presenting on this project at the annual TRESTLE meeting in Boulder, Colorado.

*Transforming Education, Supporting Teaching and Learning Excellence*

**Student Learning Analytics Fellows:**
The Student Learning Analytics Fellows program funds faculty-driven research projects that use learning analytics to foster student engagement, retention, and success at Indiana University. Participating fellows use various methods to study students as learners through the systematic collection and analysis of data describing students, their observable activities, and outcomes, particularly through analysis of large data sets drawn from a variety of institutional sources. After working with two SLA Fellows cohorts, Bloomington Assessment and Research (BAR) has been able to create three or four standard data sets that meet the needs of most faculty questions, streamlining the projects of future SLA Fellows. Staff members from the CITL and BAR have presented about this project at two conferences in 2016 and have been invited by the Bay View Alliance to lead an inter-university group on the implementation of the model.

**Mosaic Active Learning Initiative:**
The CITL continues to support instructors exploring the use of advanced classroom designs that foster active learning. In collaboration with staff from the Mosaic initiative and other UITS learning technologies teams, CITL consultants provided training for faculty using the Collaborative Learning Studio (SB 015) and classrooms in the Global and International Studies Building, as well as workshops for 15 Media School instructors teaching in new Franklin Hall classrooms, organizing follow-up classroom observations for the first week of classes.

**Reading Group**
Popular with faculty members, reading groups allow participants to explore ideas in depth with guidance of a scholarly text. In Fall 2016, the CITL sponsored a reading group on Linda Nilson’s *Creating Self-Regulated Learners: Strategies to Strengthen Students' Self-Awareness and Learning Skills*, with an opportunity to talk with Nilson during her visit for a SoTL talk.

**General Education Video Project**
In support of the success of incoming students, The CITL contributed to the planning and development of University Division’s video series describing the IUB General Education curriculum to incoming students and their families. The videos can be found at [https://www.youtube.com/watch?v=vbfOG7d3EYI&list=PLRrZ0gqAcP9cIIVvy5viOo3BXkXAfYHw](https://www.youtube.com/watch?v=vbfOG7d3EYI&list=PLRrZ0gqAcP9cIIVvy5viOo3BXkXAfYHw)
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.

- Academic Support Center Steering Committee (Vogt)
- Campus-Community Stakeholders, Student Life and Learning, Division of Student Affairs (Valliant, Adams, and Betz)
- Collins Faculty Advisory Board (reviewing applications for Collins courses) (Kurz)
- Cox (Scholarship) Council (Adams)
- Education & Research Working Group, IU Office of Sustainability (Middendorf, Valliant)
- FLAGS Advisory Board (Siering)
- Global Corps Task Force (Siering)
- Indiana Campus Compact, Faculty Liaison (Valliant)
- Information/Learning Commons Operations Committee Member (Vogt)
- Learning Commons Staff Training and Implementation Task Force (Vogt)
- OVPUE IT Priorities Steering Committee (Siering)
- President's Award for Excellence in Teaching and Technology Committee (Siering)
- School of Informatics and Computer Science Teaching and Learning Research Group (Middendorf)
- School of Social Work Teaching Group (Kurz)
- Serve IT Advisory Board (Valliant)
- Sustaining Hoosier Communities Pilot Committee (Valliant)
- Teaching and Learning Spaces Committee (Siering)
- Teaching, Learning, and Assessment Committee, School of Public Health (Kurz)
- UITS Hiring Committees (Ellis, Siering)
- UITS Support and Implementation Team (Ellis)
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 and Governance Committee (Rehrey)
- Chair of the Graduate and Professional Student Development Special Interest Group in the Professional and Organizational Development Network in Higher Education (Kearns)
- Manuscript reviewer for:
  - *International Journal for the Scholarship of Teaching and Learning* (Middendorf, Rehrey, Siering)
  - *To Improve the Academy* (Middendorf, Siering)
- Pre-conference session co-chair for the Professional and Organizational Development Network in Higher Education Conference (Kearns)
- Program Co-Chair, Professional and Organizational Development Network in Higher Education Conference (Siering)
- Proposal reviewer for:
  - Professional and Organizational Development Network in Higher Education Conference (Kearns)
  - International Writing across the Curriculum Conference (Vogt)
- Roundtable facilitator for IU Writing Directors’ Conference at IUPUI, September 2016 (Kanwit)
- Roundtable session co-chair for the Professional and Organizational Development Network in Higher Education Conference (Kurz)
- Undergraduate Student Mentor, CEWiT (Ellis)
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 in shared publications are in **bold**.


Sipes, Shannon M. “Development of a Problem-Based Learning Matrix for Data Collection.” *Interdisciplinary Journal of Problem-Based Learning 11*, no. 1. Available at: [http://dx.doi.org/10.7771/1541-5015.1615](http://dx.doi.org/10.7771/1541-5015.1615)

Conference Presentations

Presentations at regional, national, and international conferences allow 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 for shared presentations are in **bold**.


**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, Joan, and Arlene Diaz. “Switching Perspectives, Engaging the ‘Other’: Deep Learning with Decoding the Disciplines,” Indiana University-Purdue University Fort Wayne, Ft. Wayne, IN. January 2016.

Rehrey, George. “Course Design with Student Engagement in Mind: Integrating Active Learning that Makes a Difference for All Students.” One-day workshop at Indiana University Purdue University Fort Wayne, IN. May 2016.

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.

- **Egyptian Fulbright Scholars visiting the School of Public Health:**
  Presented on the use of Classroom Assessment Techniques, 8/8/2016 (Siering); Presented on instructional technologies, 7/25/2016 & 8/15/2016 (Gonin, Pearce)

- **University of Missouri at Kansas City:**
  Met with Barb Bichelmeyer and her UMKC colleagues about faculty development support, 8/9/2016 (Siering)

- **University of New England:**
  Met with Susan Hillman about teaching center and SOTL integration, 11/15/2016 (Siering)

- **Ball State University:**
  Met with IT specialists and leadership about migration to Canvas, 10/3/2016 (Siering)

- **Umeå University (Sweden):**
  Met with IT leadership about instructional technology support, 9/21/2016 (Siering)

- **CIEDER International Faculty Development Program:**
  Presentation to faculty visiting from Afghanistan, (Siering, Kurz, Ellis), 2/18/16

- **Pat Hutchings and Mary Huber from Bay View Alliance:**
  Met to discuss the Course Development Institute as part of their site visit for the BVA project (Rehrey)

- **Decoding the Disciplines in European Institutions of Higher Education.** (Middendorf)

- **The CITL, in conjunction with OVPUE, has submitted a Call for Participation to lead a Bay View Alliance Research Action Cluster on developing Student Learning Analytics Fellows programs. Thus far, six BVA institutions have expressed interest.**
Scholarship of Teaching and Learning Program

The CITL Scholarship of Teaching and Learning (SoTL) 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

The SoTL Program continues to sponsor guest speakers who address timely educational issues from a breadth of scholarly perspectives. In addition to providing IUB instructors with access to leading SoTL practitioners, this series supports broader initiatives within the CITL and the IUB campus.

In 2016, approximately 203 faculty and staff members attended the following five SoTL events. The average attendance of 40.6 participants was slightly down from 2015’s average of 46 participants.

- “Self-Regulated Learning: Active Learning on the Inside” (Linda B. Nilson, Clemson University) - 49
- “Switching Perspectives and Encouraging Intellectual Diversity: Moving beyond the ‘Me’” (Arlene Díaz, Indiana University) - 32
- “What Matters in Life Should Matter in College” (Christopher F. Uhl, Penn State University) - 25
- “Why Won’t They Talk? Using Discussion to Facilitate Learning” (Jay Howard, Butler University) - 65
- “Improving Student Achievement in Science, Technology, Engineering, and Math: Evidence-Based Strategies that Work” (Mark Graham, Yale University) - 32

In addition to these events, the CITL also sponsored a faculty reading group to accompany Nilson’s visit, reading her book *Creating Self-Regulated Learners: Strategies to Strengthen Students’ Self-Awareness and Learning Skills*. Participation had to be capped at 16 individuals, who actively engaged in discussions, met with Nilson during her visit, and implemented techniques from her book.

More information on SoTL events can be found at [https://citl.indiana.edu/programs/scholarship-teaching-learning/events/](https://citl.indiana.edu/programs/scholarship-teaching-learning/events/).
SoTL Grants

Since 2006, the SoTL grants program has provided a total of $423,500 to fund 67 studies that have involved 198 investigators. In 2016, a total of $33,000 was distributed among seven studies, representing the work of 21 researchers from twelve 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 2016 include:

- “Evaluation of Practices for Teaching Assistants in Active Learning Classrooms”
  Tessa Bent (Speech and Hearing Sciences), Julie Knapp (School of Public Health), and Jill Robinson (Chemistry) - $2,000
- “Reimagining Opera for Kids: Developing a Pedagogy of Performing Arts Community Engagement”
  Kimberly Carballo, Kevin Murphy, and Martha Eason (Jacobs School of Music) - $5,000
- “Efficacy of Online Learning Modules in a Large Undergraduate Anatomy Class”
  Polly Husmann (Medical Sciences) - $2,000
- “An Ongoing Study Determining the Best Support Programming for Students in Need, Part II: Solving the Finite Mathematics Quandary”
  Andrew Koke, Kristyn Sylvia, Molly Burke, and Anthony Guest-Scott (Student Academic Center); Elizabeth Housworth (Mathematics); and Leslie Robinson (College of Arts and Sciences) - $5,000
- “Mathematical Information Understanding via Open Educational Resources and Personalized Graphical Search”
  Xiaozhong Liu (Information and Library Science) - $12,000
- “Immersive Mobile Technologies for Language Teaching and Learning”
  Olga Scrivner and Julie Madewell (Spanish and Portuguese); Nitocris Perez and Cameron Buckley (University Information Technology Services) - $2,000
- “Exploring the Role of Language Aptitude and Motivation in Learning Chinese”
  Henghua Su, Yung-Yung Chang, and Lan Yu (East Asian Languages & Cultures) - $5,000

Original proposals for these and other grants, in addition to final reports, are available at [https://citl.indiana.edu/programs/scholarship-teaching-learning/funded-projects-reports/](https://citl.indiana.edu/programs/scholarship-teaching-learning/funded-projects-reports/).
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.

This year involved significant rebuilding following resignations of director Nicole Schonemann and ACE coordinator Una Winterman in January. The program conducted three rounds of interviews through the summer and fall, becoming fully staffed by December. These staffing issues resulted in a necessary reduction in programming (reflected in the description of key initiatives, below).

Within 2016, CITL Service-Learning Program consultants worked directly with 68 distinct faculty members, Associate Instructors, staff, and students on the development and maintenance of service-learning courses, in addition to the four individuals involved in its Faculty Fellows program. Many of these consultations involved multiple meetings to establish and maintain service-learning partnerships. This 29.1% decrease from 2014 is directly tied to being without a Program Director—the position charged with direct faculty contact—for six months.

In addition, the Service-Learning Program currently maintains active, ongoing relationships with 49 community partner agencies. The actual number of community partners engaged with service-learning classes is higher, although we were unable to track and maintain contact due to program staffing turnovers.

### Service-Learning Designated Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>78 classes / 34 courses / 1573 students</td>
<td>13 classes / 13 courses / 194 students</td>
<td>81 classes / 35 courses / 1638 students</td>
</tr>
<tr>
<td>2015</td>
<td>81 classes / 42 courses / 1592 students</td>
<td>12 classes / 12 courses / 256 students</td>
<td>97 classes / 45 courses / 1953 students</td>
</tr>
<tr>
<td>2014</td>
<td>85 classes / 42 courses 2,206 students</td>
<td>4 classes / 4 courses 59 students</td>
<td>98 classes / 46 courses 2,572 students</td>
</tr>
<tr>
<td>2013</td>
<td>95 classes / 46 courses 1,793 students</td>
<td>5 classes / 4 courses 59 students</td>
<td>109 classes / 48 courses 2,259 students</td>
</tr>
<tr>
<td>2012</td>
<td>82 classes / 43 courses</td>
<td>2 classes / 2 courses</td>
<td>146 classes / 51 courses</td>
</tr>
<tr>
<td>2011</td>
<td>106 classes / 38 courses</td>
<td>none</td>
<td>136 classes / 43 courses</td>
</tr>
<tr>
<td>2010</td>
<td>84 classes / 39 courses</td>
<td>none</td>
<td>106 classes / 49 courses</td>
</tr>
</tbody>
</table>

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, a new designation process was put into effect beginning in the spring of 2015. While this change improves accuracy of these numbers, it may make comparisons difficult across the 2014/15 gap. The higher bar of the new designation has also led to slightly fewer courses being identified as Service-Learning.
Advocates for Community Engagement (ACEs)

This year, the ACE Program saw 38 ACEs working in 29 ACE Community Partner Agencies, helping to facilitate service-learning on the IUB campus. We graduated six seniors in the spring, our third cohort of ACEs as Cox Scholars. We selected 11 new freshmen to fill available agency placements. Of the new cohort, seven became Senior ACEs, serving as mentors at an existing ACE Community Partner Agency (ACPA), three filled gaps at ACPAs in transition, and one was sent to a new ACPA.

The ACE program worked without an ACE Coordinator during the spring 2016 semester, after Una Winterman left the position for a new job. During this time, the Lead ACE, Erin Stottlemyer, provided invaluable support to her peers. We continued to grow and develop the Lead ACE roles in the fall, returning Erin and adding Michelle Long for her junior and senior years. The Lead ACEs focused on supporting, mentoring, and orienting the freshman class through developing online modules, conducting individual and group meetings, and holding office hours.

In addition to their work within their agencies, ACEs participated in ACE programming throughout the year, including bi-weekly development sessions. The bi-weekly curriculum focused on sharing institutional ACE knowledge, professional development, mentoring, exploring social issues, and navigating and connecting to campus resources. This year, we worked to bring all ACEs together during bi-weekly sessions, instead of separating by class.

Key Service-Learning Initiatives

Listening to Communities:
The program received its third grant ($1,719) from Indiana Campus Compact to engage area non-profit agencies, public sector entities, and small, local businesses in conversation around IUB service-learning goals and priorities for the coming year(s). The grant built on previous themes by exploring a 5-10-year vision of a Bloomington community that integrates and balances service for community and campuses. IVY Tech was a co-sponsor again and IUB Student Life and Learning joined as another campus co-sponsor. Because of staffing turnover, we deferred the grant for another year.

Project Engage:
Due to changes in staffing, we did not accept applications from faculty for this summer service-learning course development program, opting to use the time to explore how to align it with the CITL Course Development Institute. We aim to reinstate Project Engage in the spring of 2018.

Project Engage guides the creation of new high-quality 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.

Service-Learning Coffee Hours & Networking Events:
Faculty and community partners engage in three discussions each semester to network and explore topics important to service-learning at IUB. In 2016, four coffee hours covered topics on First Days of Class: Introducing Service-Learning to Your Students; Non-Tenure Track Faculty and Service-Learning; How to Effectively Distribute Class Time Between Readings, Discussions,
and Reflections; and Designing and Teaching a Pedagogically Sound and Community Responsive Distance Education Service-Learning Class. We held two Networking events, creating spaces for faculty, ACEs, and community partners to have informal conversations about service-learning partnerships. Attendance at the coffee hours and networking events in 2016 totaled 31 persons.

Service-Learning Faculty Fellows:
Four 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 resources for other faculty members considering adopting service-learning pedagogies. Faculty Fellows receive a $1,000 stipend for their participation in the learning community. The Service-Learning Fellows for the 2016-17 academic year were:

- Cassandra Coble (Kinesiology)
- Jehan El-Shamy (Studio Art)
- Minjeong Kim (Merchandising and Design)
- Julie Madewell (Spanish and Portuguese)

Service-Learning Program Showcase:
Staffing also affected hosting the Service-Learning Program Showcase in 2016. We were not able to put on the Showcase.

This event typically serves as a showcase and recognition of strong service-learning partnerships, displaying posters designed and presented by a faculty member/community partner teams, students, and ACEs. Students apply to present on classes where service-learning was a transformative experience. Recipients of the Service-Learning Travel Award receive special invitations to present their service experiences. The Excellence in Service-Learning Student Award, the Service-Learning Partnership Award, and ACE Award are presented at this time.

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 2016, we awarded nine grants, all for participation in overseas programs. Students who received the award in 2016 submitted written reports and photographs that can be used to further the program. Applicant numbers increased from our pilot year and continue to be high, averaging 10 for spring and summer semesters.

Sustaining Hoosier Communities:
The Service-Learning Program partnered with the VPUE Office of Engaged Learning and the IU Office of Sustainability to create this pilot, modeled on the Sustainable Cities initiative. The SHC team created the infrastructure for the pilot, benefitting from attending a program development workshop hosted by the EPA. We contribute expertise in course development for community-based learning, including course design, community capacity assessment, and creating reciprocally beneficial partnerships. As part of the initiative, we are also offering course development support, in the form of consultations or workshops, as faculty express the need. The pilot includes faculty from fifteen schools and departments, including the Kelley School of Business, the Mauer School of Law, the School of Art and Design, the School of Global and
International Studies, the School of Informatics and Computing, the School of Public and Environmental Affairs, the School of Public Health; and the departments of Anthropology, Biology, English, Geography, Geology, History, Social Work; and the Traditional Arts Indiana program. The majority of these faculty members are long standing service-learning/community-based learning instructors.

**Best Practices in Assessing Community Engagement Group (BPACE):**

We organized participation in this workshop on assessing civic learning and development that occurs within a course or program. The workshop is conducted by Indiana Campus Compact over ten months, meeting bi-monthly to better understand how a course or program influences students’ civic learning and development. Eight people, including five faculty members, two staff members, and a student intern, initially expressed interest. The following were able to commit to the entire workshop:

- Cassandra Coble (Kinesiology)
- Jacob Mills (IU Office of Sustainability, intern with Sustaining Hoosier Communities)
- Rachel Ryder (Kinesiology)
- Una Winterman (Serve IT, School of Informatics and Computing)
Campus 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.

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. Instructor consultations were down somewhat in 2016 as Laura Plummer transferred to her new position in OVPFAA and we were without a CWP director for a substantial portion of the year. However, we were able to increase both our number of workshops and participants served in 2016.

- 23 instructor consultations [78 in 2015]
- 19 invited (and customized) faculty/AI workshops on writing-related issues, including grader norming; together, these workshops served 320 participants. [8 workshops serving 108 participants in 2015]
- 12 hours of classroom instruction in graduate pedagogy courses serving 200 students [14 hours serving 247 students in 2015]
- 11.5 hours of undergraduate classroom instruction for 280 students [3 hours for 92 students in 2015]
- 40 classroom visits about Writing Tutorial Services [40 in 2015]
- Two Intensive Writing orientations (required by the College of Arts and Sciences)
- Three campus-wide workshops sponsored by the CITL that included writing expertise; topics included: Wikis, New Faculty Orientation, and Turnitin.com tools.
- A workshop for dissertation writers and graduate student researchers co-facilitated with IU Libraries staff on “Research-Write” strategies.
Summer Writing-Teaching Grants

The Writing Program provided $6,000 in grant funding to support 4 faculty-led projects intended to design undergraduate courses that use writing in innovative and fruitful ways. 2016 grant recipients include:

- Kelley Benham French and Joseph Coleman (Media School)
- Adam Liff (East Asian Languages and Culture)
- Emily Metzgar (Media School)
- Roberta Pergher (History)

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:

- 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.”
- Grade-norming project with Katie Kearns and biology graduate student Jakki Petzold to determine the effectiveness of teaching strategies on student lab reports. Grading and norming was provided by John Paul Kanwit as well as by three WTS tutors.
- “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.
- Weekly graduate student “Write-Ins,” co-sponsored with IU Libraries, for all graduate students doing any kind of writing, not just dissertations.
- Support for instructional technology workshops related to peer-review and plagiarism prevention.
Intensive Writing Support

The Campus 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 Training:
As required by the College of Arts and Science, we continue to provide Intensive Writing training to instructors teaching such courses for the first time. We are hoping to provide more incentives for instructors outside of the College of Arts and Sciences and traditional writing disciplines to offer Intensive Writing courses.

Collaboration with Academic Deans on IW Matters:
We have met with Assistant Dean Terri Greenslade to discuss the links between Intensive Writing support and student retention. Along with Katie Silvester (coordinator of Multilingual Writing), we have also met with Associate Dean Russell Valentino on issues related more specifically to multilingual writers. Assistant Dean Justin Grossman, who has the most direct oversight of Intensive Writing courses, is a member of the CWP’s inaugural advisory board.
Writing Tutorial Services

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

### 2016 Tutorials at Writing Tutorial Services

<table>
<thead>
<tr>
<th>Semester</th>
<th>2016</th>
<th>2015</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visitor</td>
<td>Visitor</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>2,645 61%</td>
<td>2,611 63%</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>567* n/a</td>
<td>750 n/a</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>2,711 53%</td>
<td>2,895 58%</td>
<td></td>
</tr>
<tr>
<td>Fall/Spring ASCs†</td>
<td>1,435 n/a</td>
<td>1,577 n/a</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>7,358</td>
<td>7,833</td>
<td></td>
</tr>
</tbody>
</table>

Our numbers remain very consistent from semester to semester. Typically, fall semesters are busier than spring.

* The Groups Program cut WTS hours available for summer 2016, which may have caused the drop from 2015 to 2016 in summer hours used.
† ASCs are the Academic Support Centers, which offer academic support to students in the residence halls; WTS provides writing tutors for these locations

### Student Evaluation of WTS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2016</th>
<th>Spring 2016</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td># of evaluations returned</td>
<td>898</td>
<td>500</td>
<td>967</td>
</tr>
<tr>
<td>% of undergraduate respondents</td>
<td>77%</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>% visiting WTS for the first time that semester</td>
<td>59%</td>
<td>47%</td>
<td>25%</td>
</tr>
<tr>
<td>% that would use WTS again (responded &quot;yes&quot; or &quot;maybe&quot;)</td>
<td>90%</td>
<td>93%</td>
<td>96%</td>
</tr>
<tr>
<td>% reporting session was “very productive” or “productive”</td>
<td>96%</td>
<td>94%</td>
<td>76.1%</td>
</tr>
</tbody>
</table>

* Note: Evaluations were not collected in Fall 2015 because of the move to the new space in Wells Library.
Additional WTS and Writing Program Initiatives

Faculty Liaison Program and Diversity:  
During the 2016-2017 academic year, we piloted a program that is designed to take advantage of faculty expertise in the best disciplinary and interdisciplinary writing practices. In the fall of 2016, Katie Silvester, Assistant Professor of English and Coordinator of Multilingual Writing, became our first faculty liaison. Dr. Silvester has helped to train our WTS tutors in working with multilingual writers and has answered questions about multilingual writing from instructors and administrators across campus. Dr. Silvester provided a workshop for fourteen instructors on grading multilingual student writing, and she will provide another workshop in the spring on formative assessments of writing. She has also helped to bring a SOTL speaker to campus (Michelle Cox, Cornell University), who will deliver a talk on multilingual writing and campus diversity. Dr. Silvester will help the CWP plan a series of these workshops in future academic years. In addition, she will assist us in providing a number of electronic resources that can be used by instructors of multilingual writers.

We have also drawn on the expertise of our graduate students in training tutors to respond to the writing of international and other multilingual students. Tara Zahler, one of our WTS tutors and a graduate student in second language studies, recently led a workshop on understanding linguistic diversity and helping multilingual students in tutoring contexts. Our tutors also received training from the Office of International Services.

Campus Writing Program Advisory Board:  
The CWP Advisory Board, which was formed in the fall of 2016, provides a way of acknowledging and building upon relationships with trusted members of the IUB faculty and staff, most of whom already know a good deal about the CWP and WTS. Board meetings, which will occur twice per year, will provide an opportunity to share CWP initiatives and best practices while also soliciting advice about future directions for the CWP. Board members will be available for occasional consultations throughout the year, and will recommend undergraduate and graduate WTS tutors. The inaugural board has sixteen members from across campus. The first board meeting took place on January 30, 2017.

Undergraduate Professional Development in WTS:  
Academic Support Center “Wrangling”: We have two undergraduate Wranglers, each of whom serves as point person for undergraduate tutors in the residence halls. They visit the Academic Support Centers 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, 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-monthly “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 almost exclusively led by tutors (in consultation with the CWP staff). Most recently, undergraduates have led WG groups on “The Great Grammar Debate,” “Helping Research Paper Writers,” “Tutoring Students with Disabilities,” and “Using Instructional Routines in Tutorials.” These hour-long workshops involve producing electronic resources, PowerPoint presentations, and handouts as well as leading discussion. Undergraduates teach their peer and graduate student colleagues in three one-hour sessions.
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 1- to 3-hour shift each week.

Producing By Our WTS Newsletter: 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 questions that tutees ask, graduating seniors, and the Peer Tutor Jamboree. As a key part of our alumni outreach, By Our WTS will help the CWP achieve its endowment goals.

Undergraduate Peer Tutoring:
WTS trained 11 new peer tutors in Spring 2016 (14 in 2015). 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, WTS continues to facilitate weekly writing groups, first piloted in Summer/Fall 2011. In 2016, 16 dissertation groups served 124 students. These groups have been very popular, and we receive many more applicants than we are able to accommodate.

Feedback from both faculty and graduate students has been very positive. In a fall 2016 mid-term survey, all twenty-two respondents said that the dissertation groups had improved “goal-setting, daily writing, or general progress” during the semester. In general, survey results indicate responses similar to those from 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. Participants often form their own dissertation groups after reaching the three-semester limit. Several faculty members have written to confirm graduate students’ self-reported progress in time to degree and to praise the dissertation groups. Still more faculty have actively encouraged all of their dissertators to join after seeing the positive impact of the groups.

Course-Specific Tutoring:
At instructors’ requests, WTS assigns course-specific tutors to a variety of courses across campus; in 2016 that number stood at 28 tutors/courses (19 in 2015). 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 and Minority Students:
Our WTS tutor training includes a workshop led by W131 Multilingual coordinator Katie Silvester (English). In 2013, we offered the option of 50-minute walk-in sessions at the ASCs (walk-ins had been only 30 minutes long) to ease the communication difficulties confronted by multilingual writers. Over half of our walk-in clients sign up for the longer sessions.

At the request of the Office of the Vice President for Diversity, Equity, and Multicultural Affairs (beginning in Fall 2014), and with Academic Support Center Director Leslie Robinson’s collaboration and financial support, WTS provides tutoring in several culture centers: the Asian Culture Center, La Casa, and the Neal Marshall Black Culture Center, as well as with the Groups Program.

Public Speaking Tutorial and Assessment Support:
The Campus Writing Program continues to work with faculty members in schools and departments who assign in-class presentations, providing tutorial support related to spoken and 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 significant differences between students’ experiences in face-to-face and blended formats.
Center for Innovative Teaching and Learning
Indiana University Bloomington
Herman B Wells Library
2nd Floor, East Tower
1320 East Tenth Street
Bloomington, IN 47405
812-855-9023

http://citl.indiana.edu
citl@indiana.edu
Facebook/Twitter: @IUCITL
Blog: http://blogs.iu.edu/citl/