

academic year 2007–08. Upon completion of a project, grant recipients will be expected to submit a one-page summary of the project for posting on the Web. In no more than four, single-spaced pages, please include:

- The question you propose to investigate and how it advances the scholarship of teaching and learning; and the method you plan to use and an explanation of why you have chosen this approach.
- Preliminary results (if any), anticipated results, and overall expectations.
- The impact of your study on undergraduate or graduate teaching and learning.
- The potential contribution to the Scholarship of Teaching and Learning Program at IUB—i.e., your plan to share your knowledge and expertise with others in the SOTL community.
- Milestones and timelines for the research project and a plan for disseminating the results of the research.
- The commitment of additional funds or resources required to implement the proposal (if applicable).

In addition to this document please attach:

- A curriculum vita.
- Any other documentation you think may be helpful.

A subcommittee of the SOTL Steering Committee and the SOTL Advisory Council will review the proposals. Awards will be announced by March 30, 2007.

Please send the complete application package as an email attachment to [smiths@indiana.edu](mailto:smiths@indiana.edu) or to: Jeanne Sept Vice Provost for Academic Affairs and Dean of the Faculties, Bryan Hall 111.

## SERVICE-LEARNING FACULTY FELLOWS

Deadline for application: February 16, 2007

Community Outreach and Partnerships in Service-Learning invites you to apply to be a 2007–08 Faculty Fellow. COPS Faculty Fellows will be part of a learning community that explores issues related to service-learning and community-based research and will also serve as a resource for other instructors considering adopting service-learning pedagogy or developing a community-based research design.

- Six full-time faculty members on the Bloomington campus will be chosen from a variety of disciplines as Faculty Fellows for the 2007–08 academic year.
- Fellows can be either seasoned service-learning instructors/ community-based researchers or exploring the possibility of developing a service-learning component/ community-based research project.
- Fellows will be part of colloquia to discuss common readings, local issues, curriculum development, and research design. Colloquia will take place three times during the fall semester and three during the spring semester—the first meeting will be on Friday, September 14. A variety of topics relevant to service-learning and community-based research will be explored.
- Each fellow will receive a \$1,000 honorarium paid to their research account at the completion of the fellowship year.

Application forms are available at [www.iub.edu/~iss/grants.shtml](http://www.iub.edu/~iss/grants.shtml). If you have any questions, please contact: Nicole Schonemann [nschonem@indiana.edu](mailto:nschonem@indiana.edu), 855-7849, Community Outreach and Partnerships in Service-Learning, Franklin Hall 004. ■

January 2007 iss newsletter 8

## instructional support services

Franklin Hall 004  
601 E. Kirkwood Ave.  
Indiana University  
Bloomington, IN 47405-7000

campus  
mail

iss

INDIANA UNIVERSITY

# INSTRUCTIONAL SUPPORT SERVICES

ISS Newsletter Volume 17: Number 1 • January 2007

[www.teaching.iub.edu](http://www.teaching.iub.edu)  
is dedicated to  
supporting teaching  
and learning on the  
Indiana University  
Bloomington campus.

## TEACHING AND LEARNING WEB GATEWAY LAUNCHED

The Office of Academic Affairs and Dean of the Faculties is pleased to announce the launch of a new Web site dedicated to supporting teaching and learning on the Indiana University Bloomington campus. [teaching.iub.edu](http://teaching.iub.edu) will collect in one place resources for instructors, including a directory of instructional support offices, frequently requested resources, frequently requested policies, and a searchable teaching handbook. The site will also offer teaching-related news, events, workshops, feature stories, and showcases of faculty projects.

Instructors in search of policy information can find material related to academic misconduct, religious holidays, student privacy, tenure and promotion, as well as publications

containing relevant policies, such as the system-wide *Academic Handbook* and the Bloomington-specific *Academic Guide*.

The site hosts the *IU Teaching Handbook*, maintained by ISS's Campus Instructional Consulting. Searchable by topic and keyword, the handbook includes among many other topics sections on course planning, student and course assessment, diversity, teaching with case studies, and science labs.

A publications section contains links to IU magazines and newsletters likely to print stories of interest to teachers, as well as studies such as the National Survey of Student Engagement (NSSE), and the 2004 report of an online survey: "Learning Activities of IU Bloomington Students."

The news section of the site collects IU Media Relations

SEE  
INSIDE

3 International Graduate  
Student Writing Workshops

4 Creating Inclusive  
Classrooms

6 2007 ISS  
Grant Opportunities

**INSTRUCTIONAL SUPPORT SERVICES (ISS)**

Provides instructional consultation and media services to IU faculty through the following offices:

**IUB Evaluation Services & Testing (BEST)**

Franklin Hall M005 • 855-1595

Assistance to faculty, students, and administrators in assessment, evaluation, and testing.

**Campus Instructional Consulting**

Franklin Hall 004 • 855-9023

Assistance to faculty and departments with teaching, course development, and classroom innovations.

**Campus Writing Program**

Franklin Hall 008 • 855-4928

Assistance to faculty and departments with incorporating writing into courses.

**Community Outreach & Partnerships in Service-Learning**

Franklin Hall 004 • 856-6011

Assistance connecting community engagement with course-based learning.

**Graphic Services**

Franklin Hall M114 • 855-4047

Custom visuals for teaching, publication, and presentations.

**WEB GATEWAY STORY CONTINUED**

press releases on such topics related to instruction as student engagement, faculty teaching honors, and student honors; IU Libraries news items about library resources for teachers and students; and UITS news stories on Oncourse and other teaching technologies.

Users can find a schedule of campuswide workshops offered by Campus Instructional Consulting, the Campus Writing Program, and other Instructional Support Services units, as well as Teaching and Learning Technology Centers (TLTC), and IU Libraries. Subjects include designing intensive writing courses, making the most of group work, technology applications for language instruction, and introduction of new Oncourse CL features such as the message center and podcasting.

Other events posted on the site include lectures in the Scholarship of Teaching and Learning series, as well as IU Libraries events such as October's Revealing Our Past series of presentations, a partnership with the community to celebrate local archives and collections.

At the beginning of each month a new feature story is posted on the top page of the site, taken from such IU publications as *Teaching & Learning* magazine, *IU Home Pages*, *The College* magazine, *SPEA* magazine, *Kelley* magazine, and the Instructional Support Services newsletter.

Features to date have included "IUB's Research, Teaching Preserve Adds New Meaning to 'Living Laboratory'" (*IU Home Pages*), "Grow Your Own Major" (*The College* magazine), about the Individualized Major Program, "No Controversy Here" (*Teaching & Learning* magazine), which address the teaching of evolution, and "Relief Trip to Mississippi Provides Opportunity For Further Service-Learning" (ISS newsletter).

Faculty showcases describe course revisions or the creation of new courses, and detail instructional goals, assignments,



An image used by Sandra Dolby in her Australian Folklore course, showcased at [www.teaching.iub.edu](http://www.teaching.iub.edu)

and reflections on course successes and challenges.

A new showcase is added in the middle of every month. So far the site has posted showcases from Sandra Dolby, Department of Folklore and Ethnomusicology, "Australian Folklore," Lynne Boyle-Baise, School of Education, "Service-Learning Theory and Practice"; Betsy Stirratt, School of Fine Arts, "Professional Practices for Artists"; and Eric Sandweiss, Department of History, "Engaging Students with Real Data."

ISS Graphics and Publications director Michael Nelson headed the group that developed the site, which included TLTC director David Goodrum, CIC director Jennifer Robinson, and TLTC's Kate Ellis, Julia Jackson, Mark Millard, and Jiangmei Wu. A committee of faculty members and administrators reviewed the site at key points during its development. ■

[www.teaching.iub.edu](http://www.teaching.iub.edu) links from the home page of the IUB Website (click on "Teaching & Learning" on the left-hand side of the page). Please explore the site, and if you have suggestions for improving it, follow the "Feedback" link at the top of the home page to send in your ideas.

# INTERNATIONAL GRADUATE STUDENT WRITING WORKSHOP SERIES

Coming Spring 2007  
For more information contact Lisa Kurz,  
855-4928, [kurz@indiana.edu](mailto:kurz@indiana.edu)

In addition to immersing themselves in a new culture, international graduate students must also navigate the strange terrain of academic writing in English. A new workshop series aims to help them with the latter task. A collaboration between ISS's Campus Writing Program and the College of Arts and Sciences, the series comprises three workshops, each lasting 2 ½ hours: 1) How to Structure a Research Paper, 2) Paragraph Structure, 3) Sentence-level Concerns. Lisa Kurz, CWP Associate Director, designed the sessions with Lynn Di Pietro, Assistant Dean in the College Graduate Office, who was concerned with giving international graduate students greater support. The series was first offered in the spring of 2006, and again in the summer and fall.

Kurz works "to make the workshops as practical as possible." "The take-home message," she explains, "is 'be strategic.'" Students are encouraged to address their writing holistically, with an eye to presenting their arguments most successfully. In the first workshop, for example, participants are asked to "take a step back from the actual words on the page," to concentrate on the overall structure of an essay.

While the College co-sponsors the series, not all students who enroll in them are pursuing arts and sciences degrees. The workshops are also popular with students in the School of Education and the Kelley School of Business, and participants come from all over campus.

Writing challenges faced by international students include mastering the conventions of the presentation and structure of an argumentative essay in academic English,

which in many cases differ greatly from the rhetoric of academic writing in their own countries; becoming familiar enough with English grammar to achieve a level of sophistication in their writing appropriate for graduate study; and learning the conventions of writing in particular disciplines. Right now, workshops only address the first two tasks, but Kurz would also like to offer a series of discipline-specific workshops in the future.

In the first workshop of the series, Kurz stresses the four parts of the traditional research paper: introduction, methods, results, and discussion (IMRAD), with an emphasis on organizing the introduction and discussion, the two most difficult parts of the traditional research paper. The second workshop addresses paragraph topic sentences, paragraph structure and coherence, and some elements of sentence style. In the spring and summer, this workshop also covered sentence-level concerns, but for the fall, Kurz and Di Pietro decided that an entire workshop should be devoted to grammar, mechanics, and sentence-level concerns such as preposition use.

Right now, there are no follow-up events or activities to supplement the workshops, but Kurz and Di Pietro have discussed the possibility of providing Web-based exercises that would help students who have completed the workshops to continue to improve their academic English writing skills.

Practical exercises form the core of the workshops. In the first, following an activity in Swales and Feak's *Academic Writing for Graduate Students*, Kurz has students work in groups, breaking down the introduction of an existing research

paper into its constituent "moves": what the writer needs to include "so the reader sees exactly what you're going to do, how it fits in with the literature, and why it's important," says Kurz.

In the second workshop, students work individually to revise sentences for clarity and proper emphasis, exercises detailed in *Style: Ten Lessons in Clarity and Grace*, by Joseph Williams. "These are common strategies for writing, especially in technical disciplines," according to Kurz.

The third workshop addresses proofreading strategies that international students can use with their own writing. Kurz gives participants a sample paragraph and asks them to locate every noun and underline it. They then decide whether each noun needs an article or not. Similar exercises follow, for prepositions and verb tense, "grammatical issues that a lot of international students struggle with," says Kurz.

Kurz reports that students' response to the workshops has been "really positive; they found them really useful." All three workshops will be offered again this spring. For more information, contact Lisa Kurz, 855-4928, [kurz@indiana.edu](mailto:kurz@indiana.edu). ■

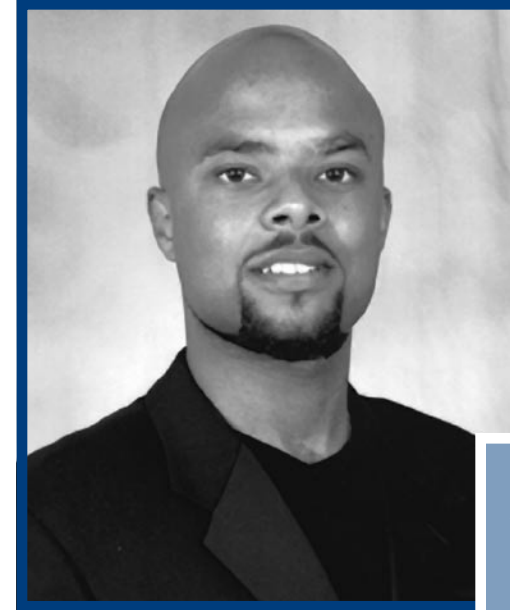
**REFERENCES**

Swales, John M. and Feak, Christine B. (2004) *Academic Writing for Graduate Students: Essential Tasks and Skills* (2nd ed.). Ann Arbor: University of Michigan Press.

Williams, Joseph M. (2005) *Style: Ten Lessons in Clarity and Grace* (8th ed.). New York: Pearson Longman.

# CREATING INCLUSIVE CLASSROOMS

**“My particular field is teaching African American Music. It has been important for me to emphasize that talent is no respecter of person, and often I will put the stereotypes out there right away in order to destroy them...” — Carmund White**



Carmund White, Al in African American and African Diaspora Studies (left) and Colin Johnson, Assistant Professor of Gender Studies.



## What is an inclusive classroom?

An inclusive classroom recognizes that cultural perspectives, including those that are assumed to be the norm or appear non-controversial, influence how a course is taught and how students learn. It also acknowledges that a student's cultural identity affects his or her engagement with course material and ultimately success in the class. Issues of identity can be meaningful even when the content of the course does not directly address cultural issues or require the expression of different cultural perspectives. For example, tacit stereotypes that claim that “Blacks are not as intelligent as Whites” or “Women can't do math” will affect both the interest and performance of students, even when these assumptions are not consciously invoked in the class (Spencer et al., 1999; Steele and Aronson, 1995). Active learning strategies can promote sensitivity to cultural barriers to learning and neutralize stereotype threats through language choices.

Treat students as individuals. Early in the semester, have students write their name, major, and a unique interest on an index card and group these interests into categories (e.g., music, outdoors, sports). Then relate course material to these interests to help each student appreciate the relevance and major contributions of your field. Supplement course content with material that represents

diverse cultural identities and perspectives. Use teaching strategies that recognize different learning styles: written words, spoken words, images, video, demonstrations, storytelling, role plays, music, performance, games, and metaphors.

Honestly assess your preconceived attitudes about your students' abilities to perform academically based on their cultural identity. Carmund White, Associate Instructor in African American and African Diaspora Studies, keeps his expectations high for all students in his class regardless of identity.

“My particular field is teaching African American music. It has been important for me to emphasize that talent is no respecter of person, and often I will put the stereotypes out there right away in order to destroy them: ‘White people don't have rhythm and can't dance,’ ‘White people don't have soul,’ or ‘of course they can't sing gospel music [because] they don't have the voice for it.’ In the studio the demands will remain exceedingly and equally high for all, no matter what race or ethnicity. When I expect and demand spirit, rhythm, soul, expression, mood, vitality and attitude, all essential ingredients for gospel music performance, from all of my students, they begin to expect and demand it from themselves and each other.”

On the syllabus, ask students to speak

to you privately if they need learning accommodations. Talk to a struggling student promptly and privately. Make reasonable accommodations without lowering course standards for students with disabilities, religious, work, or family obligations, or limited access to or experience with academic or technological resources.

Set an overt structure for conducting discussions to allow each student to participate productively. Consider some of these guidelines:

- Collaboratively develop a contract for students' roles as participants and your role as facilitator.
- Keep it moving! Change-up the class environment every 15 to 20 minutes by changing the activity, the groups, or the focus of the content to give students multiple ways to engage with course content.
- Expect participation from all students, not just those who raise their hands quickly.
- Wait longer before calling on students (at least 3 to 5 seconds) so that more students participate and so that the responses are more thoughtful.
- Give students a safe place to share their personal perspectives to open-ended questions such as in writing, in pairs, and in small groups.
- Don't ask individual students to be representatives for an entire group.

- Make sure that more than just the majority viewpoint is considered.
- Encourage your students to respond to each other's comments. This strategy gives students authority and makes them feel that their perspectives are valued by others in the class.
- React firmly and promptly to disrespectful comments.

Colin Johnson, Assistant Professor in the Department of Gender Studies, fosters participation in discussions by valuing each student's contribution. “As teachers and authority figures we have a great deal of control over what does or does not get assigned meaning in our classes. So, when a student who doesn't participate very often finally speaks up, I make sure that I find something in their comment to mark as particularly significant or especially helpful.”

Create opportunities for peer learning. Passive teaching styles which make assumptions about students' academic preparation, socialization, and learning styles tend to disadvantage minority, poor, and non-traditional students. However, peer learning networks outside the classroom can complement active learning in class by negating inequities in preparation (Nelson, 1996). In addition, students working in groups become less anonymous, share diverse perspectives, and learn deeply by

explaining material to each other. To use peer learning groups, create groups of five or fewer students. Provide clear goals, tasks, and deadlines for group work. Designate roles for different members of the group (e.g., moderator, note-taker, and reporter) and rotate those roles throughout the semester. Also, assign groups and mix them up on occasion rather than letting students select their own groups.

Inclusive teaching strategies help all students learn better, not just students of a “diverse” identity. These outcomes are measurable; when active learning strategies are used, students' grades improve, yielding the equivalence of up to 20 hours per week spent studying (Kuh et al., 2006). The challenge for instructors of inclusive classrooms is to create learning experiences that help students articulate how their own cultural perspectives can help them to develop skills in the field.

Several campus offices provide support for inclusive teaching strategies. Campus Instructional Consulting, [www.indiana.edu/~teaching](http://www.indiana.edu/~teaching), helps instructors develop specific inclusive learning strategies through workshops, individual consultations, and Web resources. Specifically, the Web page “Diversity in Teaching” [www.indiana.edu/~teaching/allabout/diversity.shtml](http://www.indiana.edu/~teaching/allabout/diversity.shtml) points to general campus resources about diversity as

well as resources for instructors and students. In addition, campus cultural centers may enhance your classroom instruction through programs, workshops or field trips. Consult the Office of Academic Support and Diversity's directory of cultural centers: [www.indiana.edu/~asd/diversity/resources.html](http://www.indiana.edu/~asd/diversity/resources.html). ■

## REFERENCES

Kuh, George et al. 2006. “Connecting the Dots: Multi-Faceted Analyses of the Relationships between Student Engagement Results from the NSSE, and the Institutional Practices and Conditions that Foster Student Success.” Bloomington, IN: Center for Postsecondary Research: Indiana University. [http://nsse.iub.edu/pdf/Connecting\\_the\\_Dots\\_Report.pdf](http://nsse.iub.edu/pdf/Connecting_the_Dots_Report.pdf).

Nelson, Craig. 1996. Student Diversity Requires Different Approaches to College Teaching, Even in Math and Science. *American Behavioral Scientist*. 40(2): 165–75.

Spencer, Steven, Claude Steele and Diane Quinn. 1999. Stereotype Threat and Women's Math Performance. *Journal of Experimental Social Psychology*. 35:4–28.

Steele, Claude and Joshua Aronson. 1995. Stereotype Threat and the Intellectual Test Performance of African Americans. *Journal of Personality and Social Psychology*. 69(5):797–811.

# 2007 ISS GRANT OPPORTUNITIES

## SUMMER WRITING-TEACHING GRANTS

Deadline for proposals: February 16, 2007

The Campus Writing Program, in conjunction with the Office of Academic Affairs and Dean of the Faculties, is soliciting applications for as many as five \$1500 Summer Writing-Teaching Grants dedicated to helping faculty design undergraduate courses that use writing in innovative and fruitful ways.

Bloomington campus tenured, tenure-track, and clinical faculty members are eligible for the awards. Recipients should devote two weeks of full-time effort to incorporating writing into courses they teach; they may not be on appointment for any other teaching, administrative, or research duties during the grant period. (By University policy, no faculty member may receive extra compensation amounting to more than 22.5% of his or her regular annual compensation.)

Grant recipients will meet twice with other fellows and with Writing Program consultants as necessary. A report outlining the design of the course or courses and evaluating the efficacy of that design in the classroom must be produced within a calendar year of the end of the fellowship period. Recipients can also expect an invitation to present their work to other faculty in one of the Campus Writing Program's faculty workshops.

The Writing Program is eager to fund the efforts of faculty who wish to use writing to solve a pedagogical problem as well as to teach undergraduate students to express, to reformulate, or to apply the concepts of an academic discipline. Applications are welcome from faculty in all disciplines; particularly encouraged are proposals that:

- Represent substantive changes from a conventional lecture-test format;

- Promise to employ imaginative, practical, and replicable ways of using writing to teach or to evaluate;
- Would allow students to meet departmental or school requirements.

Courses supported by CWP grants must be taught within the subsequent academic year. Applications must include a letter from the department chair or dean that endorses the project and certifies that the applicant will teach the course twice in the following three academic years.

A short application form is available online as a Word document, at: [www.indiana.edu/~cwp/grants.shtml](http://www.indiana.edu/~cwp/grants.shtml), and may be returned to [cwp@indiana.edu](mailto:cwp@indiana.edu). Additional forms are available from the Office of Academic Affairs and Dean of the Faculties, Bryan Hall 111 (855-2809), or from the Campus Writing Program, Franklin Hall 008 (855-4928).

Please direct questions about the grants and application procedures to Laura Plummer, Director, Campus Writing Program ([lplummer@indiana.edu](mailto:lplummer@indiana.edu); 855-4928). Past winners of Writing-Teaching Fellowships and staff from the Office of Academic Affairs and Dean of the Faculties will serve as referees; awards will be announced in March.

## ACTIVE LEARNING GRANTS

Deadline for application: February 16, 2007

Instructional Support Services is pleased to offer instructional development grants of \$1500 for courses in the 2007-08 academic year. Offered in conjunction with the Office of Academic Affairs and Dean of the Faculties, each grant will be awarded for the revision of an existing course or the creation of a new course that engages students more actively in learning. Bloomington campus full-time faculty are eligible for these awards.

Team taught courses are eligible to receive one grant for a total of \$1500.

Active Learning Grants will be awarded to course development plans that encourage greater student engagement with critical thinking, "higher levels" of learning, analysis, synthesis, and evaluation of information, in contrast to simple absorption of information. Examples of active learning methods include, but are not limited to, collaborative learning, problem-based learning, case methods, course projects, and simulations. Strong proposals will:

- Address an identified instructional need or opportunity via creative active learning strategies.
- Explain how students will be more engaged in disciplinary content.
- Incorporate evaluation of the effectiveness of the innovation after implementation.
- Display a creative and unique approach.
- Assess the impact of the project on undergraduate student learning.
- Demonstrate a commitment of any additional funds or resources required to implement the proposal.
- Involve a plan for sharing results of the project in the department or school.
- Include a letter from the department chair or dean that endorses the project and certifies that the applicant will teach the course twice in the following three academic years.

Examples of past Active Learning Grant projects are available at [www.iub.edu/~iss/grants/alg\\_recip\\_2006.shtml](http://www.iub.edu/~iss/grants/alg_recip_2006.shtml). As a part of the process of developing course innovations, grant recipients will be expected to:

- Devote two weeks or more of full-time effort to their projects in the summer of 2007 for a course to be taught twice in the following three years.

Active-Learning Grant recipient Betsy Stirrat's Professional Practices for Artists gives students firsthand experience with gallery exhibitions.



- Participate in one or two group planning/working sessions in late spring of 2007.
- Deliver a short written report for Web publication and an oral presentation—for interested faculty and staff—outlining the implementation and evaluation of the project within a calendar year of the fellowship period.

A faculty and staff committee will make selections and announce them on or about March 15. For more information, please contact: Jennifer Robinson, Director, Campus Instructional Consulting, [jenmetar@indiana.edu](mailto:jenmetar@indiana.edu), 855-9023, Franklin Hall 004.

## SCHOLARSHIP OF TEACHING AND LEARNING GRANTS

Deadline for proposals: March 2, 2007

This award program supports new or ongoing studies into issues of teaching and learning as part of the Scholarship on Teaching and Learning (SOTL) Program ([www.indiana.edu/~sotl](http://www.indiana.edu/~sotl)) at Indiana University. It supports faculty members' efforts to improve and better understand teaching and learning through their own in-depth, contextualized, and evidence-based study.

This research grant is for \$2,500 (typically \$2000 upon receipt of the award and \$500 upon presentation at a campuswide SOTL

forum). If joint awards are made, recipients will share \$2,500. Recipients are also expected to attend at least two meetings with other award recipients and resource consultants (to be scheduled after awards are announced) and to formally disseminate the results of their instructional development project to other IU faculty.

Full-time IU Bloomington faculty members are invited to submit proposals for SOTL grants for the Academic Year 2006-2007. Projects involving collaboration among faculty members and among faculty members and graduate students are especially encouraged.

Grant applications will be evaluated on the quality of proposed scholarship and its potential contribution to the advancement of teaching and learning. Though the scholarship must be research-based, the basis may be broadly defined to include classroom research, research of the existing literature, or other unconventional forms.

Projects may involve acquisition of new information from students, faculty, and other interested parties, or they may involve scholarly interpretation of and reflection on existing information. Projects may be qualitative, quantitative, or combine elements of both. The grant requires systematic investigation of effects, interpretation of results, and dissemination to peers both within Indiana University

and beyond in an appropriate scholarly publication or presentation.

The most potentially useful scholarship transfers to different contexts, contributes to existing knowledge, and contains broad implications for teaching in different disciplines. Proposed projects connect to significant strands in the literature on teaching and learning. While potentially valuable to teaching practice, the type of contributions found in entirely anecdotal teaching articles will not meet the suggested standard of scholarship.

Applications will be evaluated for the soundness of approach, scholarly products to be delivered, potential impact of the results, creativity, uniqueness, and scholars' potential to serve as a resource for others in the SOTL community. Inherent in the grant award is the obligation to share knowledge and expertise. Grant recipients will be expected to participate in one or more SOTL-related activities such as (but not limited to):

- Leading interest groups in topics related to the research project.
- Facilitating seminars to mentor or support new researchers.
- Presenting the work as part of the SOTL event series.
- Publishing the results of the project.

Grant recipients will be expected to deliver a public report on their projects by the end of