

Center for Scholarly Communication

Annual Report Summer 2024 - Spring 2025

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Executive Summary

The 2024-2025 academic year serves as our inaugural year fo the Center for Scholarly Communication (CSC). The CSC supports the scholarly needs of our entire campus community including services for students, faculty, and staff in publications, presentations, dissertation writing and other advanced academic writing for a variety of purposes. The following is a summary of this Annual Report.

- In our inaugural year, we provided direct services to 963 members of the campus community.
- **Scholarly Editing and Writing Service.** Our Scholarly Editing and Writing Service is an asynchronous, weekly service that provides manuscript support for faculty, students, and staff on a variety of scholarly work including articles, book chapters, books, proposals, theses and dissertations.
 - We offered 135 week-long asynchronous appointments; 25 with IUP Faculty and staff and 110 with graduate students primary working on dissertations.
 - Our unit supported a wide range of professional documents including accreditation reports, grants, articles, annual reports, conference proposals, dissertations, academic books, poster presentations, and other professional documents.
- **Writing Groups for Graduate Students, Faculty, and Staff**. We offer a variety of writing groups that increase productivity, confidence, and provide support.
 - This year we offered 24 writing groups for 216 graduate students, 1 writing group for 7 faculty; and 59 writing productivity session attendees.
- **Workshops.** We offer eight workshops a semester on various scholarly communication and artificial intelligence topics, some geared towards graduate students and other towards faculty.
 - o These workshops were attended by 131 members of the campus community
- **AI Summit.** We hosted the 2nd annual AI Summit, which had 192 attendees. This included 151 students and 41 faculty/staff attendees. Seventy five digital badges were awarded to students. Fourteen graduate students participated in coordinating the event and/or offering workshops, gaining valuable and marketable AI skills.
- **Dissertation and Thesis Writing Boot camp.** We offered one fall and one spring dissertation and thesis writing boot camp to a total of 223 attendees (106 in fall and 117 in spring).
- Website and Marketing. We developed a new website with entirely new content.
 Our website had 5970 visitors this year, many to our resources on scholarly writing.
 Our marketing this year included visits to multiple units, conversations and presentations with campus leaders, and collaboration with other R&I units.

- **Faculty needs assessment.** In collaboration with other Research and Innovation unit members, we conducted a faculty needs assessment in October 2024. 145 faculty responded, allowing us to better understand better the challenges, needs, and unique profiles of those who are active through scholarship, research, and creative activity. This gives the entire R&I unit an opportunity to tailor services to these needs.
- **Professional development and career opportunities for graduate students.**Visioning, building, and organizing the new CSC offered our Graduate student staff an amazing opportunity to build a range of professional skills. We also offer regular training to our staff and engage in assessment to ensure the highest quality services.
- Internationally Recognized Research on Scholarly Communication: The CSC Director is involved in extensive research on scholarly communication; this year having published two peer-reviewed publications and international collaborations that directly support the work of the CSC. The CSC also received an ACPAC grant for AI research.
- **New Initiatives for 2025-2026.** We are currently working on the following new initiatives for 2025-2026:
 - Seeking grant funds to support AI initiatives
 - Based on the results of the faculty needs assessment, we are establishing an IUP Journal for student and student-faculty collaborations
 - o Developing support for Medical Communication and the IUP COM
 - o Developing a digital badge for CSC and other R&I services
 - o Continuing to build our online and international presence
 - Exploring opportunities to support grant writing and collaborate with the Research Institute

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Letter from the Director

It is with great pleasure that I introduce the first Annual Report of the new Center for Scholarly Communication (CSC) at IUP. This is, in fact, my 7th annual report I've written at IUP, with the previous six being under my directorship at the Jones White Writing Center (JWWC).

In Summer 2024, the JWWC was restructured to focus in two directions: student support and undergraduate writing support in the JWWC and advanced writer services for graduate students, faculty, and staff through the Center for Scholarly Communication. Thus, in July 2024, due to IUP's restructuring, it was decided to expand these advanced services to faculty, and the Center for Scholarly Communication was founded. The center has its origins in several places. First, it has evolved from my work as the then-director of the Jones White Writing Center, when in 2018, I began working with my advanced graduate student tutors to develop an extended support system for students who were completing a thesis or dissertation. At the time, graduate students had very little support available, especially to those who were remote or low residency. Expanding our services included developing Graduate Writing Groups, Dissertation and Thesis Writing Boot Camps, creating new workshops, and re-envisioning the Graduate Editing Service.

A second thread of the new CSC stems from my international collaborations in a range of places, including most recently for multiple universities and organizations in the Czech Republic, where I continue to work to support writing for publication,, dissertation supervision, and teaching advanced writing skills in the age of AI. My recent partners have included Czech Academy of Sciences, the Czech National Library of Technology, VSB Technical University of Ostrava, Charles University, and other universities globally such as North South University (Bangladesh), and Padjadjaran university (Indonesia).

The third strand comes through the research and teaching that I do at IUP in the doctoral program in Composition and Applied Linguistics. As a doctoral faculty member who teaches both writing for publication and dissertation writing (courses I have designed for the CAL program), I have experienced firsthand the challenges that students face. And because of this, I have engaged in a research agenda exploring writing for publication and scholarly writing support. This includes my forthcoming book, *Becoming an Expert Writer: A Holistic Approach to Writing for Publication* (WAC Clearinghouse, 2026), and a range of recent publications including in faculty writing process (Driscoll, 2025), faculty writing groups (Driscoll, McDevitt, and Moran, 2023), graduate writing groups (Cui, Zhang, and Driscoll, 2022), Graduate editing (Driscoll and Farag, 2024), and in the development of expertise in STEM disciplines and medicine (Driscoll and Yacoub, 2022; Driscoll and Yacoub, forthcoming). This range of research has provided an evidence-based foundation for our center.

Thus, from these three strands and a need for more comprehensive support for scholarly publication, the Center for Scholarly Communication was born. We've had a great

first year: engaging in a comprehensive needs assessment of faculty; strengthening and reenvisioning our services for graduate students and developing a new series of services for faculty and staff at IUP. We also had to the practical things like develop operations, evaluate software needs, create a website, and the many other nuts and bolts to get our services up and operational with minimal impact to our existing clients. I'm very proud of the work that our two Graduate Assistants, Madeleine Rosa and Tyler Nuñez, put into getting our service off the ground, and the fantastic work of our many consultants for their ideas, visions, and insight.

In the rest of this report, we detail the usage and specifics of these services in our inaugural year.

Sincerely,

Dr. Dana Lynn Driscoll

Founding Director, Center for Scholarly Communication

Professor of Writing, Department of Languages, Literatures, and Writing

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CSC Mission and Services Overview

The Center for Scholarly Communication's mission is as follows:

At the Center for Scholarly Communication, our mission is to serve as a catalyst for advancing publication and presentation at IUP for all members of our campus community. In alignment with IUP's R2 research mission, we are dedicated to providing comprehensive support for all scholarly communication, including writing for publication, professional presentations, poster presentations, and thesis/dissertation writing. We strive to empower researchers and scholars across disciplines to effectively communicate their findings and enhance the dissemination of knowledge from IUP. Moreover, we recognize the unique needs of IUP's proposed college of osteopathic medicine and are dedicated to facilitating scholarly communication within this specialized domain.

The Center for Scholarly Communication supports the scholarly needs of our entire campus community including services for students, faculty, and staff. Our comprehensive services include:

Scholarly Writing and Editing Service. An asynchronous manuscript editing service where faculty and students who are seeking publication, writing grants, and/or completing a thesis and dissertation are able to submit their work for copyediting, iThenticate, and publication support. This service is *expanded* from the original Graduate Editing Service, originally offered through the Jones White Writing Center.

Writing Groups for Graduate Students, Faculty, and Staff. Writing groups help those seeking publication or writing dissertations/theses have support, accountability, and a place to discuss ideas and get feedback. Writing groups are demonstrated to be highly effective (Cui, Zhang and Driscoll, 2022¹; Colombo and Rhodas, 2023; Déri, Tremblay-Wragg., & Mathieu, 2022). Based on this body of research, we have created graduate writing groups that use the best practices of research to support faculty and graduate student writers. This body of research suggests that for graduate students, writing groups increase writing productivity, time management, and writing confidence. For faculty,

¹ Cui, W., Zhang, J., & Driscoll, D. L. (2022). Graduate Writing Groups. *The Writing Center Journal*, 40(2), 85-102

Colombo, L., & Rodas, E. (2023). Doctoral writing groups for the advancement of dissertation and publication writing. *Journal of Academic Writing*, *13*(2), 49-65.

Déri, C. E., Tremblay-Wragg, É., & Mathieu-C, S. (2022). Academic Writing Groups in Higher Education: History and State of Play. *International Journal of Higher Education*, 11(1), 85-99.

writing groups offer accountability, collegiality, and social support. We offer the following writing groups each year:

- **Graduate Writing Groups.** Each semester and during summers we offer multiple kinds of writing groups. Our writing groups include small groups of students meet every two weeks to set goals, share their work, and learn from an experienced consultant. The groups are designed to support advanced graduate students during independent writing of a thesis or dissertation. Our groups have demonstrated to increase students' writing productivity, goal setting, writing self-efficacy, and more.
- **Faculty Writing Groups.** Led by our director, these are themed groups to support faculty writing in disciplinary clusters or on specific focus areas.

Workshops: Semesterly and yearly events to facilitate scholarly communication: choosing a publication venue, time management and goal setting, writing for publication, managing peer review and responding to reviewer feedback, and ethical uses of AI.

AI Summit: An annual day-long summit for the entire campus community where we can explore ethical uses of Artificial Intelligence in professional/workplace, academic, civic, and personal contexts. We offer hybrid options and a digital badge for IUP students who attend.

Dissertation and Thesis Writing Boot Camp: Once per semester, we offer a Dissertation and Thesis Writing Boot Camp. This day-long event on a Saturday is offered via Zoom. We feature five different writing workshops (with new workshops each semester), tutorials with CSC consultants and other support offices on campus (Applied Research Lab, Library, Thesis and Dissertation Office), and a silent writing room.

We now offer details on each of these services and our usage in our inaugural year.

Scholarly Editing and Writing Service (SEWS)

Asynchronous feedback and personalized support are at the core of the Center for Scholarly Communication (CSC). We work with writers and researchers across the IUP community by providing in-depth, written consultations on a wide range of scholarly and creative projects. Whether someone is developing a research question, polishing a journal article, or preparing a grant proposal, our consultants offer thoughtful guidance on clarity, organization, style, and scholarly conventions. We support undergraduate and graduate students, faculty, and staff from all disciplines.

Consultations are 5-10 hour appointments where a consultant reviews a manuscript in depth, providing feedback often on longer documents (30-50 pages or more, 1 article, several book chapters, or 1-2 chapters of a dissertation). We also have assisted in editing other professional documents such as accreditation reviews, annual reports, and grants.

In our inaugural year, we offered **135 week-long asynchronous consultations**. The majority of those appointments, 110 consultations, were with graduate students. Our

135 consultations were with 71 unique clients, 37 of which were repeat clients, thus 50.7% of our service was made up of returning clients. 17% of our clients booked three or more sessions, primarily for support with dissertation chapters and formatting, with small proportions booking consecutive higher counts. The summary below highlights our consultation activity over the past year.

Appointments by department/ program

Department	#	%
Counselor ed and supervision	4	5.80%
Literature and criticism	10	14.50%
Safety Science	4	5.80%
Composition & Applied Linguistics	15	21.70%
Business	9	13%
Administration and Leadership Studies	9	13%
Nursing	5	7.20%
Criminology	3	4.30%
Media and Communication Studies	3	4.30%
Curriculum and Instruction	5	7.20%
Special Education	1	1.40%
Hospitality and Employment Relations	1	1.40%

Appointments by campus role

Campus Role	#	%
Doctoral student	110	81%
Faculty	18	13%
Masters student	3	2%
Visiting researcher	3	2%
Administration	1	.7%

Repeat appointments

Number of appointments per client (71 clients, 135 appts)	#	%
1	36	50.7%
2	23	32.4%
3	4	5.6%
4	5	7.0%
5	1	1.5%
7	1	1.5%
9	1	1.5%

We engage in ongoing assessment of our consultations. This includes collecting post-session feedback on all of our sessions as well as regular observations and review of consultations from our director and associate director. Here is some of the feedback we received this year from students about our consultations:

"It is clear that the consultant took their time in reviewing my work and made very thoughtful comments and suggestions. The overview letter is very clear and easy to review the main take-aways, as well as how to interpret the iThenticate report." - Doctoral student

"Thank you so much for all of the great feedback on my article. I feel more confident that it will be accepted after I revise."- Faculty

Our repeat clients shared that what they found the most helpful about our services:

"Their knowledge and patience."

"The CSC has been a consistent resource of support. If I make it through my dissertation phase, it will be because of the structure and support the CSC is establishing."

"This is Dr. Brian Sateriale, and I just wanted to send you a note of appreciation directly. I found your notes to be quite helpful and insightful, making my Dissertation that much better. It seems as though my work really resonated with you, yes? That brought me the most joy! Again, thank you sincerely."

Workshops on Scholarly Communication and AI

We offer comprehensive workshops on a range of scholarly writing practices, including writing for publication, dissertation writing, peer review process, science writing, and using AI in scholarly writing. While we adapted some workshops that were previously offered by the Jones White Writing Center, we created seven unique workshops that were offered in the 2024-25 academic year. 131 members of the campus community attended our workshops this academic year.

Workshop Attendance

Workshop	Attendees
Intro to Graduate Writing and Dissertation Writing	8
Invention, Writing Plans, and Ideas for Articles	3
AI Research and Writing Tools	8
Introduction to Scholarship of Teaching and Learning	15
Writing Your Literature Review for a Thesis, Dissertation, or Article	5
Introduction to Blind Peer Review: Understanding and Navigating the Review Process and How to Become a Journal Reviewer	13
Composing Strategies for Neurodivergent Writers	11
Writing and Designing Your Poster Presentation (with Emphasis on the IUP Scholar's Forum)	3
Academic American Conventions for Multilingual Writers for Dissertations, Publications, and Other Scholarly Work	0
AI Summit Workshop: Scholarly Publishing and Dissertation Writing in the Age of AI: A Hands-On Workshop	23
AI Summit Workshop: Leveraging AI Tools for Research and Scholarly Writing: Tools, Ethics, and Best Practices	42
Total	131

New Workshop Development in AY 2024-2025

The CSC created a number of new workshops this year, based on our expanded mission and with the feedback from faculty, deans, and graduate students across campus. These workshops included the following:

- **Intro to Graduate Writing and Dissertation Writing:** Provides an overview of graduate writing, time management, mindfulness, & plans for success. Cultivating a growth mindset toward writing for dissertation success.
- **Invention, Writing Plans, and Ideas for Articles:** Discusses ways to develop your writing plan, generate ideas, & provide resources for goal setting. Explore the creative practices of expert writers.
- Introduction to Scholarship of Teaching and Learning: Recognizes teaching as scholarly work & encourages instructors to use research to enhance their teaching & contribute new knowledge. We offer an introduction to this philosophy, research approaches, & discuss how to turn teaching into publishable work!
- **Dissertation 101: Everything You Need to Know about IUP Dissertations.** A comprehensive workshop designed to provide a thorough introduction to the dissertation writing and support process at IUP. Designed in coordination with the IUP Thesis and Dissertation office and the Graduate Education and Academic Planning unit.
- **Introduction to Blind Peer Review:** Understanding and Navigating the Review Process and How to Become a Journal Reviewer: Introduces the blind peer review process for academic journals, including navigating blind peer review and how to be a blind peer reviewer. What it is, why it happens, how it happens, and what to expect when you submit your articles for blind review.
- Composing Strategies for Neurodivergent Writers: Explores strategies specifically designed to improve writing processes for neurodivergent writers, including those with Autism, Asperger's syndrome, ADD/ADHD, OCD, Dyslexia, Dyspraxia, Tourette syndrome, and other types of neurodiversity. This workshop will focus on advanced writing practices, such as writing in graduate coursework, dissertation/thesis, or independent academic work.
- Scholarly Publishing and Dissertation Writing in the Age of AI: A Hands-On Workshop: Examines how AI is reshaping scholarly publishing, providing participants with opportunities to analyze current journal policies, evaluate AI-generated content, and explore the boundaries of what AI can and cannot do in academic research. Through interactive exercises and discussions, attendees will critically assess AI's role in peer review, manuscript preparation, and scholarly communication, leaving with concrete strategies for guiding graduate students and early-career scholars in responsible AI use.

• Leveraging AI Tools for Research and Scholarly Writing: Tools, Ethics, and Best Practices: Provides an in-depth look at AI's affordances and limitations for research writing, covering popular programs, their unique strengths, and potential pitfalls.

Dissertation and Thesis Writing Boot Camps

Dissertation and Thesis Writing Boot camps are coordinated by the CSC in partnership with multiple campus units and offer a comprehensive place for graduate students to learn about their dissertation and thesis writing process, connect with support, and feel less isolated while writing. Since over 50% of attrition for our doctoral programs typically happens at the thesis and dissertation writing stage and because faculty in doctoral programs are carrying heavy advisee loads, developing ways to reach out to isolated graduate writers and provide them with ongoing support is a critical part of our mission. These boot camps also are a support for IUP's mission that emphasizes Doctoral Education.

This year's Fall 2024 and Spring 2025 Boot Camps had 223 attendees, 106 attendees in Fall and 117 attendees in Spring. The Fall boot camp focuses on early-stage writing issues (literature reviews, topic selection, designing methods) while the Spring boot camp focuses on later-stage issues (formatting, avoiding plagiarism, writing chapters 4 and 5, data analysis). The Boot Camps also feature consultations from the associated units (CSC, Library, TD Office, ARL) and a Silent Writing Room. See Appendix A for a schedule of our Fall and Spring Boot camps.

Feedback on this year's Boot Camp includes:

- "It is a great resource. It is nice to be able to work alongside other grad students. This is a significant source of support for me. It helps me to settle and focus."
- "I'm early in my PhD career and consequently have not yet begun dissertation work. I attended the workshops to give myself a preview. What I learned helps me feel ahead of the game."
- "I found the overview, the 101, and the formatting workshop very helpful. I also appreciated being able to consult with someone from the CSC. I submitted my chapter for feedback, which makes me feel optimistic."
- "I liked Amiranda's presentation! I am in the final stages so that was really helpful. I also enjoyed Paul's overview of how to deal with data prior to analysis and got questions I had answered."

A One-Stop Shop for Dissertation/Thesis Support at IUP

One of the goals with our Dissertation and Thesis Writing Boot Camps is to create a single place for students to connect with *all units* on campus that offer support throughout their thesis/dissertation journey, to invite those units to share workshops, resources, or

offer consultations, and to have graduate students feel fully supported by IUP. Thus, as the Boot Camps have evolved over the last five years, we have developed partnerships with the following offices, all of whom collaborate with us either each semester or each year. This includes:

- The IUP Libraries: offers advanced workshops on library tools for graduate students, including Keenius and Sage Research Methods; offer consultations to graduate students during the boot camp.
- The Thesis and Dissertation Office: offers consultations during all boot camps and a yearly workshop in the Spring Boot Camp on formatting.
- The Applied Research Lab: offers workshops on research methods (each semester) and consultations with ARL staff during each boot camp.
- The Office of Graduate Education and Planning: collaborated with us this year to develop a "Dissertation and Thesis 101" workshop for Spring 2025 that provided an overview of the entire process, which was very well-received.
- Graduate Coordinators: We regularly seek feedback and advice from graduate coordinators about the needs of their students and programs to make the boot camp as effective and useful as possible.

Scholarly Writing Groups

Scholarly Writing Groups are one of our most popular services. We offer writing groups during each semester that IUP is open, including in Spring, Summer, Fall, and Winter terms. This year, we ran 24 writing groups and served 216 graduate students from 15 programs and 7 faculty from five programs. We also offered two Winter Writing Productivity sessions that served 59 writers. Our groups are as follows:

- **Graduate Writing Groups** provide long-term support for those who are writing their dissertations/theses independently. GWGs are led by a scholarly consultant working on their own dissertation writing. The groups are composed of six to 10 students who meet via Zoom for 90 minutes every two weeks; typically, six group meetings are conducted over 12 weeks in a semester.
- **Writing Productivity Groups** offer writers a space for accountability. WPGs are weekly meetings facilitated by a scholarly consultant with the CSC with dedicated writing time. These groups serve 10-15 writers who meet via Zoom for two hours every week (with one week off in the middle of the term) and meet a total of 10-11 times per term.
- **Writing Productivity Sessions** are a single productivity session led by a scholarly consultant with the CSC. They run for two hours each, via Zoom, prioritizing writing time. We ran these for the first time during the Winter term of 2024 very successfully and are currently running them again in Summer 2025.

• **Faculty writing groups** are groups led by our director that are specifically designed for ongoing support for faculty. Faculty discuss projects, set goals, and have dedicated writing time.

The tables below offer a breakdown of the Scholarly Writing Groups by semester and by program/department:

Scholarly Writing Groups by Term

Semester	No. of Groups	No. of Writers Served
Summer 2024	6	46
Fall 2024	6	68
Winter 2024	4	41
Spring 2025	7	61
Spring 2025 – Faculty Group	1	7
Total	24	223

Writers served in the Winter 2024-2025 Writing Productivity Sessions

Session	No. of Writers Served
Writing Productivity Session 1 (12/28/2024)	28
Writing Productivity Session 2 (1/11/2025)	31
Total	59

Scholarly Writing Group usage by program

Program/Department	No. of Writers Served	Percentage
Composition & Applied Linguistics (PhD)	43	19.9%

Administration and Leadership Studies (PhD & DEd)	31	14.3%
Literature and Criticism (PhD)	22	10.2%
Safety Sciences (PhD)	21	9.7%
Business (PhD)	20	9.3%
Media and Communications Studies (PhD)	17	7.9%
Curriculum and Instruction (DEd)	16	7.4%
Nursing (PhD)	10	4.6%
School Psychology (MEd)	9	4.2%
Clinical Psychology (PsyD)	9	4.2%
Counselor Education and Supervision (PhD)	6	2.8%
Criminology (PhD)	6	2.8%
Geography	3	1.4%
Mathematics	2	0.9%
Anthropology	1	0.4%
Total	216	100%

Graduate Student participants in the groups have offered the following feedback:

- These are great. It was one way that I could commit time to my dissertation. Thank you!
- Since you started the writing productivity groups, I wrote my first three chapters and am on track to finish this year (hopefully this summer)! Thank you for being the difference-maker!

• I really enjoy the productivity groups. A weekly group keeps me accountable during a busy term, and is sometimes the only time during the week that I end up writing. I feel in the wind with my dissertation, and the affirmations that I get from the group, the community and support I get from the group, help me feel connected.

International Recognition and Publications on IUP's Writing Groups

Wenqi Cui (Ph.D. 2023), Jing Zhang (Ph.D. in 2021), and Dr. Dana Driscoll were the original team that developed the graduate writing groups. Our work has been reflected in this article (published in the field's top research journal):

Cui, W., Zhang, J. and Driscoll, D. L (2022). Graduate Writing Groups: Evidence-Based Practices for Advanced Graduate Writing Support. *Writing Center Journal*, 40(2), 85-102. DOI: https://doi.org/10.7771/2832-9414.1017

Dr. Driscoll also recently co-authored a book chapter on writing groups with two other IUP faculty:

Driscoll, D. L. McDevitt, T. & Moran, K. J. (2023). Three Models for Writing Groups for Academic Authors: Structured Writing Groups, Writing Retreats, and Accountability Groups. In *Scholarly Writing: Publishing Manuscripts That Are Read, Downloaded, and Cited* (Jalongo, M. & Olivia N. Saracho, O., Eds.) Springer Texts in Education.

Artificial Intelligence Summit

Our AI Summit had 192 attendees, including 151 students and 41 faculty/staff. Of the studnets, seventy five attended three or more workshops and earned a digital badge. Further, as we'll detail in this section, 14 graduate students across multiple programs at IUP gained experience in offering workshops and/or supporting a hybrid conference, giving them valuable job skills.

Our first AI Summit in 2024 was organized by Dr. Dana Driscoll and a group of graduate students in the Writing Center and Composition and Applied Linguistics doctoral program who recognized a growing need to come together to learn and grow our skills in AI. The first event was of a more limited scope, geared towards faculty, staff, and graduate students who were interested in pursuing careers in higher education.

This year's event, expanded by the Center for Scholarly Communication, was crafted in response to the IUP Visioning Day, where IUP invited employers from across the region to share about the ways in which we need to shape education to meet the demands of the 21st century. One of the major messages that employers stressed was the importance of AI

knowledge and literacy, and that they were looking to hire students who could expertly use AI. Appendix B includes the schedule and workshop descriptions of this year's AI Summit.

Event Overview

Seventy-five students earned a digital badge by attending three or more sessions at the Summit. The AI Summit offered **15 workshops spread across three themes**: AI Exploration, AI Research, and AI Pedagogy, to explore how these technologies can be leveraged in a variety of professional fields.

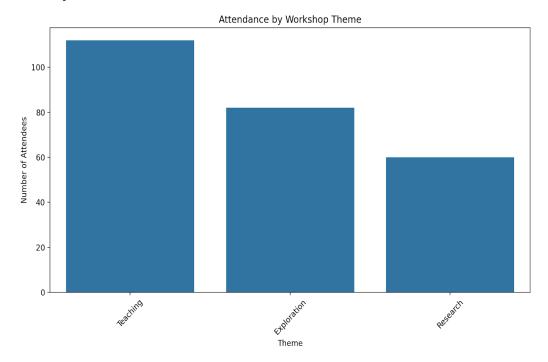
In response to the IUP Visioning day, this year's expanded summit featured 15 workshops across three specialized tracks, designed to meet the diverse needs of our entire campus community. The event maintained its student-centered focus, with graduate students not only attending but actively shaping the summit—10 graduate student presenters led workshops on essential AI skills. The AI Summit offered a comprehensive approach through its three distinct tracks:

- AI Exploration Track: provided hands-on experiences for students seeking to build practical skills. Sessions ranged from foundational knowledge in "AI 101" to advanced topics like prompt engineering. Participants gained valuable expertise workshops exploring pedagogical tools for educators, tools for creative production, and personalized AI support. This track equipped students with the understanding and capabilities increasingly demanded by employers.
- AI Pedagogy Track fostered important conversations about education in the AI era. Dr. Matthew Vetter shared revealing insights from his research on student AI usage at IUP, noting that while many students use AI as a learning aid, over 40% don't disclose this use, and concerning, 16% report being wrongfully accused of using AI. Sessions like "What do we teach, and what do we offload to AI?" with Christian Pederson encouraged faculty and pre-service educators to reconsider what it means to learn in the age of AI.
- AI Research and Scholarship Track demonstrated how AI can enhance scholarly work across disciplines. Workshops covered research tools available through IUP, ethical considerations, and best practices for integrating AI into data analysis and scholarly publishing.

We offered the event in hybrid format—allowing in-person and virtual participation—to reach the highest number of students and faculty.

Just as AI technology continues to evolve rapidly, the AI Summit will grow and adapt to meet the changing needs of our campus community. The enthusiasm and engagement from this year's participants demonstrate that IUP is embracing the opportunities and challenges of AI together.

AI Summit by the Numbers



The event offered three tracks for participants to participate in: Exploration, Pedagogy, and Research and Scholarship. Each of the tracks led five workshops throughout the day. The pedagogy track (teaching) saw 112 participants, exploration workshops had 82 attendees, and the research workshops had 60 attendees.

AI Summit Feedback

- "Fascinated by this. I'll be looking forward to the recordings of a few more I wanted to see!"
- "Great structure this year, though there were concurrent panels I would have liked to have seen. I hope recordings will be available of all sessions."
- "I would highly recommend this and would attend this more and more"
- "this was a great way to introduce everyone to various aspects of AI"
- "I liked the active nature of the session. Valuable information shared with time for practice and sharing. Extremely well-planned and facilitated session by all presenters!"

Building a Campus Culture around AI

For this event, the CSC built and extended partnerships and reached out to multiple groups on campus to make the event a success. This included:

• The Office of the Provost: Who sponsored the AI Luncheon

- The Center for Teaching Excellence: CTE Co-directors offered two workshops and CTE offered reflective practice credit for attendance. CTE helped market and promote the event.
- The IUP Libraries: Hosted the in-person event, provided breakfast, printed and produced signage, helped with marketing, and provided support throughout the day.
- Doctoral students in Composition and Applied Linguistics (Languages, Literatures and Writing Department) and Curriculum and Instruction (Professional Studies in Education Department), who coordinated with us to find interested doctoral student presenters to help create our "AI Literacy" track.
- The Jones White Writing Center: Hosted one track in their workshop room and offered a hands-on session.

Thus, the Second Annual AI Summit, held on April 8th, 2025, brought together **192** members of the IUP community—**151** students, **41** faculty and staff—to explore the rapidly evolving landscape of artificial intelligence and build our knowledge around AI.

Creating Professional Opportunities and Training for Students in Artificial Intelligence

A final feature of this year's AI Summit was the significant involvement of IUP students, both in terms of *planning the event* and in terms of *attending and receiving a digital badge*. A total of **14** doctoral students gained experience in AI leadership:

- **Eight** doctoral from two programs served on the planning and coordination team: helping organize the event, moderate the rooms (virtual and F2F), and setup the event. This allowed the students to build skills in event organizing and AI leadership.
- **Eight** doctoral students developed and lead workshops at the summit, gaining them valuable experience in how to teach others about effective and ethical uses of AI
- One hundred fifty one students attended some or all of the AI Summit
- **Seventy five students** earned their digital badge, meaning they attended 3 or more AI Summit workshops and events.

Thus, the AI Summit is helping to prepare students for 21st century careers in effectively using, leveraging, and building AI into their professional lives.

Online Resources and Website Development

Our vision for the Center for Scholarly Communication website is that it is a globally-recognized, comprehensive resource for scholarly communication. Our Founding Director, Dr. Dana Driscoll, spent two years running the Purdue OWL, the most well-trafficked academic writing-related website in the world with tens of millions of views each year. From this experience, we are developing a comprehensive vision for putting IUP on the map with regards to scholarly communication. This vision not only provides dedicated resources for our campus community but also helps raise the profile of IUP globally.

In terms of serving our campus community, as the CSC is a fully online service, our online presence is an important part of our outreach. Developing resources and designing our website was a large focus of our initial startup during Summer 2024 and Fall 2025. Our website was accessed a total of **5970** times from Summer 2024 – Spring 2025 demonstrating a high engagement with the campus community.

As a key feature of our Center, observing how users are engaging with our website is imperative to our continued success at IUP. Below is a chart with each of our top five individual webpages, how many views each page had, the average views per active user, and the average engagement time per session. This data collection ranges from the beginning of our service in the beginning of the Fall 2024 semester to April 29th, 2025.

Page Title	Views	Avg Views/Active User	Avg Engagement Time/Session (s)
Synthesizing Sources	1073	1.38	59.04
Center for Scholarly Communication	709	2.27	15.96
Establishing Significance and Articulating Contributions	628	1.35	24.33
Scholarly Editing and Writing Service	599	2.37	36.5
Avoiding Plagiarism and Patchwriting	407	1.31	35.91

What we notice from our top five webpages is that users are flocking to our Writing Resources materials pages, with three of our top five most trafficked pages being these short guides (Synthesizing Sources, Establishing Significance..., and Avoiding Plagiarism and Patchwriting). With Synthesizing Sources being our most trafficked page, even over

our homepage, this indicates that users are potentially being given direct links to the resource, bookmarking the page for later use, or finding it via web searches. With the average engagement time per session also being near a minute, this indicates that users are actively taking their time and reading over the material provided on that page. Compared to our homepage's average engagement time of just around 16 seconds with 709 views, we can see how users find our homepage as a means of discovering more of our services, which is precisely the intent.

Online Resources Development

Coinciding with the success of the website and our vision for the future of the CSC website, we are continuing to develop materials to serve as writing guides, which we house in the 'Our Resources' section of the website. As we saw in the chart in the previous section, these resources are highly sought after, as they provide an immediate helpful strategy to different writing-related problems. Our consultants share links to relevant resources from our list as they finish up their asynchronous consultation. In Summer 2025, we are creating a range of video resources to compliment our handouts and information. With our continued work and devotion to this goal, we believe the CSC's website will be an invaluable tool for writers at all stages.

Marketing the Center for Scholarly Communication

During our inaugural year, the CSC Director worked to market our new and expanded services to the campus community. Our marketing strategy has included:

- Participation in the New Faculty Orientation by offering an overview of our services in one workshop and providing a workshop on the Scholarship of Teaching and Learning (2 workshops)
- Presenting on the CSC and offering open discussions and information to campus administrators, program directors, and graduate level faculty in multiple units (8 different presentations and meetings)
- Offering information at the once-a-semester graduate open houses for prospective graduate students that demonstrate the CSC as a value-added service as part of their degree (2 workshops)
- Meeting individually, in small groups, or having zoom/phone conversations with faculty about the CSC and our services (9 meetings)
- Sharing information regularly with Graduate Program Directors and meeting with them to discuss their needs
- Coordinating with other R&I units to develop shared initiatives and marketing strategies.

 One outcome of this is that anytime anyone gives a presentation to a group on campus, we include slides on all services we offer.

Marketing will continue to be a major push as we develop and offer our services to the campus community. Our needs assessment, next section, also provides some additional insights for supporting faculty research, scholarship, and creative activity.

IUP Faculty Needs Assessment

In October 2024, all IUP faculty were invited to take part in a needs assessment to better understand their needs and support their research, scholarship, and creative activity. The survey was designed and pre-tested by Dr. Dana Driscoll (Center for Scholarly Communication) and Dr. Paul Hawkins (Applied Research Lab). After gaining IRB approval (24-095-IUP), we obtained a list of all faculty from Human Resources. We used this list to send an individualized invitation to faculty members in October 2024. The survey was sent to 461 faculty identified by the HR list, which included permanent faculty, temporary faculty, and faculty designated as "limited/grant". Of that list, 145 faculty responded to the survey answering at least the first section (representing a 31.5% response rate), with 114 completing all questions. We have a separate preliminary report detailing the detailed results of the needs assessment. Here are general conclusions moving forward as they apply to the CSC.

Defining Research, Scholarship, and Creative Activity

Institutions of higher education recognize three kinds of scholarly work. We offered the following definitions for the three categories of scholarly activity:

- **Research**: The systematic, data-driven investigation aimed at generating new, empirically-based knowledge through observation, experimentation, or analysis.
- **Scholarship**: The exploration and interpretation of knowledge using textual, historical, reflective, and non-empirical methods to contribute to intellectual discourse.
- **Creative Practices**: The production of original works or performances that express ideas, emotions, or concepts through artistic mediums, contributing to cultural and intellectual understanding.

Summary of Major Findings from the Faculty Needs Assessment

• **Research most common at IUP.** Research is the most common type of scholarly activity among respondents (with 90 or 64 % of faculty engaging in research), followed closely by scholarship (79, 55%) and creative activity (39, 27%). Eighty three (57%) respondents engage in only one type of scholarly activity, while 62 (43%) engage in multiple types of scholarly activity.

- **Faculty spend an average of 14.7% of their time** on research, scholarship and creative activity. Faculty who indicate they are more active spend 16.1% of their time (mostly those who report grant funded research) while those who are less active report a mean of 7.1% of their time. For most faculty, the bulk of their time is spent on teaching (54.5%), service (25.7%).
- 58.3% of IUP faculty who took the survey indicate that they teach courses and advise students where research, scholarship, or creative activity is an active part of their work. This takes place at the undergraduate level (40%), the graduate level (20%) and both graduate and undergraduate levels (40%) demonstrating that faculty widely integrate research into their courses.
- RSC-Active faculty have a different profile and teach differently than those who do not.
 - o **RSC Active Faculty use RSC more frequently in teaching.** RSC Active faculty integrate scholarly activity into their classes (67.1%) more frequently than RSC inactive faculty (45.0%).
 - RSC Active faculty engage in significantly more collaboration and mentoring surrounding RSC with students. RSC active faculty are highly collaborative with students on public scholarly/research/creative endeavors (68.6%) and very few non-active faculty indicate any collaboration with students (20%) even when students are engaged in RCS activity in classes (20%), a significant difference². See more on mentoring, below.
 - o RSC Active faculty offer significantly more encouragement of students for engaging and presenting independent research beyond courses. RSC Active faculty are much more likely to encourage students to engage in their own independent research, scholarship, or creative activity (83.8%) than those who are not active (47.4%).³
 - **RSC Active Faculty engage in more RSC and more Mentoring.** RSC Active faculty spent significantly more time mentoring students (6.0%) than less active faculty (1.2%)⁴
- About of IUP Faculty do not generally believe that IUP supports or values their research. 53% of faculty disagree or strongly disagree that IUP supports their RSC; 44% of faculty disagree or strongly disagree that IUP values their research.

² A Pearson's Chi Square test of independence revealed a significant association between level of research activity and likelihood of collaboration with students response category, $\chi^2(1, N = 119) = 14.53$, p < .001, Cramer's V = .35 (which is a moderate effect size).

³ A Pearson's Chi Square test of independence revealed a statistically significant association between the level of research activity and the likelihood of encouraging students to engage in independent RCS work $\chi^2(1, N = 92) = 10.31$, p = .001, Cramer's V = .30)

⁴ Mann–Whitney U = 1575.5, p = .0055, with a medium-to-large effect size (Cohen's d = 0.66, r = 0.31).

• Faculty report that time (96.6%), increased responsibilities and workload 94.2%) and lack of adequate funding and resources (70.8%) most substantially contribute to barriers to engaging in more RSC.

Based on these results, the entire Research and Innovation Unit will use this data to help address feedback, provide meaningful support, and use this needs assessment as a guide for our future work. For the Center for Scholarly Communication specifically, we will share this data with the campus community in Fall 2025 and will be developing additional strategies surrounding several key areas:

- 1. Strengthening faculty's support for RSC with services including our Scholarly Editing and Writing Service (which saves faculty time) and our faculty writing groups (which help faculty feel supported and carve out time)
- 2. Providing support for faculty who are engaged in course-based research, scholarship, and creative activity with their students but who are not actively publishing or sharing that research to A) get that work out and B) create low-barrier opportunities for publication, such as through our forthcoming IUP journal.
- 3. Leaning into the Scholarship of Teaching and Learning to create more opportunities and resources for faculty to integrate RSC into teaching, which is both a high-impact practice and benefits students and faculty.

CSC Staffing and Professional Development

Our CSC staff includes our Founding Director, Dr. Dana Driscoll, two graduate assistants, Madeline Rosa (Associate Director) and Tyler Nuñez (Assistant Director) as well as six active consultants, all of whom are doctoral students at IUP: Amiranda Adams, Madelyn Carroll, Andrew Decker, Jaime Ernst, Jillian Custodi, and Ryan Mahokey.

We offer special acknowledgement to Madeline Rosa, Tyler Nuñez, and Andrew Decker, who met for many weeks over Summer 2024 to develop our operations from the ground up (and gained a tremendous amount of program development, assessment and leadership experiences in doing so). Our remaining consultants provided extensive feedback and support as we transitioned to our new unit.

Professional Development for CSC Consultants

The success of our services depends in large part on the professional development provided to our consultants. While all consultants hired at CSC are all knowledgeable in academic writing and all have previous teaching and/or tutoring experience, we provide extensive training to support their development as editors, consultants, workshop leaders, and scholarly communication experts. Further, at the CSC we recognize the importance of aligning with IUP's strategic mission, offering tutors evidence-based tutoring pedagogy and

practices, and offering lifelong learning opportunities for them to apply their knowledge to their future careers. Our professional development in our inaugural year included the following:

- Two four-hour staff training sessions at the beginning of the fall and spring term
- One-hour meetings monthly during the fall and spring terms
- Additional feedback via email, asynchronously, and in one-on-one meetings with staff with the director, associate director, and assistant director

Feedback and review of CSC work. Ongoing reviews of our CSC Consultants work form an important part of our ongoing assessments, particularly in our Scholarly Editing and Writing Service. The Director and Assistant Director review feedback before returning it to clients for over 50% of our sessions (100% of the sessions for consultants during their first semester working with us and then 50% of the sessions after that). This ensures the highest level of service possible and allows us to provide direct, formative feedback to improve our consultant's work and ensure that all clients are receiving the best feedback possible.

CSC as a Site of Future Career Preparation

In addition to providing high quality support for the entire campus community, the CSC is a critical site of training and professional development for IUP graduate students who work in our service. We described AI-specific career preparation tied to the AI Summit on page 20; this section discusses other opportunities for students to build professional skills that can aid them in their job search and post-graduation careers.

New Program Visioning and Development: In 2024, six IUP graduate students were involved in developing the initial proposal and in brainstorming our suite of services. This included meetings bi-weekly in Spring 2024 and meetings to plan and design our service weekly in Summer 2024. This allowed these graduate students a range of skills including:

- Planning and visioning a new service
- Ground-up operations planning, management, and implementation
- Developing robust assessments
- Creating marketing plans
- Writing marketing and web content
- Envisioning the needs of multiple campus constituents
- Aligning services with institutional priorities
- Event visioning, planning, and facilitation

These skills are critical for those these doctoral students and can be leveraged successfully for their future academic job searches and career success.

Students who work in our service also develop and deepen the following skills:

- **Interpersonal skills.** Consultants who work in our various services develop a range of interpersonal skills including clear communication, conveying information to others, and supporting diverse individuals.
- **Curriculum Design, Teaching and Group facilitation skills.** Our consultants design and lead workshops and create online educational materials that are used in various formats.
- Research and professional presentations. Consultants have an opportunity to
 engage in ongoing research through our center, which can include publication and
 presentation opportunities.
- Assessment and administration. Consultants have an opportunity to take on advanced administration roles, such as overseeing our graduate writing groups, engaging in support for assessment, and developing professional training workshops for our consultants.

Research from the CSC

Research is at the cornerstone of the Center for Scholarly Communication operations. Our founding director, Dr. Dana Driscoll, has a research agenda in scholarly publication and has published and presented widely. Our graduate student consultants are active in publishing and many take on projects related to our work. Here is a summary of the research and scholarship from the Center for Scholarly Communication this academic year:

Peer-Reviewed Research on Peer Review Experiences for Early Career Scholars

Dr. Driscoll and co-author Dr. Wenqi Cui (IUP Alumni, Ph.D., 2022) published "From Telling to Crafting: An Analysis of Peer Review Feedback and Revision Processes of Emerging Scholars Writing for Publication" in the Scholarly Writing Special issue in the *Journal of Early Childhood Education*. This article analyzed how emerging scholars navigate blind review feedback on their first solo-authored publications. The study examines how early-career academics develop understanding of both "what to say" and "how to say it" when writing for disciplinary audiences, advancing from knowledge transformation to knowledge crafting. The research offers practical recommendations for supporting new scholars, including enhanced writing instruction, structured

mentoring, and writing groups. Read the full article at: https://link.springer.com/article/10.1007/s10643-025-01891-1

Peer-Reviewed Research on Faculty Writing Processes

Dr. Driscoll had a recent article titled "Planning, Tinkering, and Writing to Learn: A Model of Planning and Discovery As Composing Styles for Professional Academic Writers" which appeared in *Faculty Writing Support: Emerging Research from Rhetoric and Composition Studies*. This mixed methods research identifies three distinct composing styles among six expert academic writers, drawing from detailed writing analytics, qualitative interviews, and also from broader survey data from nearly 200 scholars. Her findings suggest that successful academic writers employ significantly different but equally effective writing processes, highlighting the importance of helping early-career academics develop individualized approaches to scholarly writing. The chapter is available in the open-access collection at: https://wac.colostate.edu/books/perspectives/faculty-writing/

International Scholarly Communication and Artificial Intelligence Online Workshops

As part of her ongoing collaborations with multiple universities, libraries, and institutes in the Czech Republic, Dana has led two online courses for faculty in Fall 2024. These online workshops were hosted by VSB Technical University of Ostrava and spanned one semester, including asynchronous and synchronous content in two online professional development faculty trainings: 1) Teaching writing in the disciplines (10 week course); 2) Teaching writing for publication (10 week course). These workshops are attended primarily by STEM and medical faculty, and support their own publication, dissertation supervision, teaching of writing for publication, and now, use of AI as part of writing and research processes.

ACPAC IUP Grant for AI Research

The Center for Scholarly Communication was awarded a grant for \$464.97 to support our ongoing research into AI-based tools for scholarly communication and research support. Three CSC graduate student employees participated in this research. The results of the research were shared with the ACPAC Committee in June and also developed into two workshops on AI for the AI Summit. We also provided a handout for the campus community summarizing current AI tools and their usefulness, ethics, and concerns.

Looking Forward: CSC Initiatives for 2025-2026

Based on our first year in operations, feedback from this year's operations, the IUP strategic plan, and our faculty needs assessment, we plan to pursue the following initiatives in the 2025-2026 Academic Year.

Establishing an IUP Research Journal for Student and Student-Faculty Publications

The idea to have an IUP specific student journal for research and scholarship was hatched in 2018 by several library faculty and has been an aspiration since that time. With the results of the Faculty Needs Assessment, it is clear that faculty and students alike need more low-barrier methods for moving from course-based learning and also existing presentation opportunities like IUP Scholars Forum and USOAR into publication. This year, we will begin laying the foundations for an IUP student research journal, produced by the CSC and hosted by the IUP libraries.

Graduate Research and Writing Credential

In continuing to develop our campus partnerships and provide comprehensive graduate student support, the CSC is taking the lead in developing a new credential: *The Graduate Research and Writing Credential,* which will also include a digital badge from Accredible. This will be available to all graduate students. This credential is modeled after the business writing credential that Dr. Dana Driscoll developed for the Jones White Writing Center. Our new credential will include a set of linked educational experiences that include:

- Participation in any CSC services: tutoring, workshops, boot camp, and graduate writing groups
- Consultations and graduate-level workshops from the IUP Libraries
- Consultations and workshops from the Applied Research Lab
- Workshops from the Research Institute
 - Attendance at events, like the AI Summit

Our new credential will fill a need for graduate students to demonstrate increased competency in writing and research and will support IUP's R2 mission. It will also help IUP address its strategic plan of creating increased supports for graduate students by specifically providing more professionalization opportunities to students outside of coursework. It also offers a more consistent educational experience for students across all graduate programs.

Developing Support for Medical Communication and the IUP COM

We have already begun initial discussions and participated in activities surrounding the founding of the IUP College of Osteopathic Medicine. As the IUP COM moves closer to opening, the CSC

This work will be strengthened in two directions. Dr. Dana Driscoll has experience in supporting medical faculty both through her time as a faculty member at Oakland University (supporting narrative medicine) and also through her ongoing collaborations with medical faculty in the Czech Republic. Additional, CSC Consultant Jaime Ernst has extensive experience working for a medical writing consulting firm who focuses on providing feedback and support for students developing medical school application narratives. We will begin mapping out and developing resources to support this important initiative at IUP.

Continuing to Build our Online and International Presence

One of our continuing goals is to continue to create a robust series of online resources—a Youtube channel with video resources, continuing to build our writing for publication resources, and access to online workshops and information. These will also include a range of AI-related resources, stemming from our ongoing research into AI and the AI Summit.

Appendix A: Boot Camp Schedules



Center for Scholarly Communication

Dissertation and Thesis Writing Boot Camp Saturday, October 12th, 2024 – 3:00 p.m.-8:00 p.m. Via Zoom All times in EDT

Time	Silent Writing Room	Presentations and Interactive Workshops	Tutoring and Consultations
3:00 – 3:10			
3:10- 3:50		Crash Course in Key Strategies for Dissertation and Thesis Writing Success	Thesis and Dissertation Office Consultations:
4:00 - 4:50	Silen	Getting it all Organized with EndNote and other Note-Taking Apps	3:00-5:00 p.m. Library Consultations: 5:00-6:00 p.m. CSC Consultations 3:00 p.m. – 8:00 p.m.
5:00 – 5:50	Silent Writing	Mastering Your Literature Review	
6:00 – 6:50	gd	Avoiding Plagiarism, Addressing Patchwriting, and Ethical Citation Practices for Thesis and Dissertation Writers	
7:00 – 7:50		Open time for questions about dissertation and thesis writing and other graduate student questions.	

Google Drive for all materials. This includes handouts, workshops, and boot camp info: https://drive.google.com/drive/folders/1Y99XuH7rk8IG7JarBg1nKQCnqR66OUd?usp=sharing



Dissertation and Thesis Writing Boot Camp Saturday, March 1st, 2025 – 11:00 a.m.-4:00 p.m. Via Zoom

All times in Eastern Standard Time

Time	Wı	ent riting om	Presentations and Interactive Workshops	Consultations
11:00- 11:10	Introduction to the Boot Camp in Workshop Room (Encouraged for all attendees)			
11:10- 11:50			Dissertation 101: Everything You Need to Know about IUP Theses and Dissertations	Applied Research Lab Consultations 1-2pm and 3-4pm Center for Scholarly Communication Consultations 11am – 2pm Thesis Dissertation Office Consultations 1-4pm
12:00- 12:50		Silent Writing	Library Resources for Dissertation Writers: SAGE and so much more!	
1:00- 1:50		/riting	The Final Stretch: Writing Your Final Chapter – Discussion, Implications, and Contributing to the Field	
2:00- 2:50			So, You've Collected Your Quantitative Data. Now What?	
3:00- 3:50			Formatting and Submitting Your Thesis or Dissertation	

Google Drive for all materials. This includes handouts, workshops, and boot camp info: https://drive.google.com/drive/folders/15IIVI aT nrcqwwTJKVwNDDaBbpNzkKJ?usp=sharing

Appendix B: AI Summit Workshops and Schedule



IUP 2nd Annual AI Summit: Detailed Schedule

Tuesday, April 8th - 8:30 - 3:30pm

The 2nd Annual AI Summit is greatly expanded from our first event and is open to all students, faculty, and staff at IUP. The AI Summit now offers three tracks, including a student-focused AI Exploration track (in direct response to the AI Visioning Day), an AI Teaching Track, and an AI Research and Scholarship Track:

- AI Exploration Track: Stabley 210 and online (https://iupvideo.zoom.us/j/99485546429)
 Open to all members of the campus community but geared towards IUP students, this track provides an interactive space for discovering and engaging with AI technologies. Whether you're new to AI or looking to expand your understanding, this track offers hands-on opportunities to explore various AI tools, develop foundational AI literacy, and critically assess AI's impact in academic and professional settings.
- AI Pedagogy Track: Stabley 201 and online (https://iupvideo.zoom.us/j/9194357080)

 Designed for current faculty, future educators (undergraduate and graduate students), and educational support staff, this track focuses on the role of AI in teaching and learning. Through workshops, panels, and discussions, participants will explore AI-powered educational tools, strategies for integrating AI into pedagogy, and the ethical implications of AI in academic settings.
- AI Research and Scholarship Track: Stabley 202 and online:
 https://iupvideo.zoom.us/j/2622583898
 Intended for faculty, students, and staff interested in integrating AI into their research, scholarship, or creative work, this track provides a platform for exploring AI's role in knowledge production and innovation. Sessions will cover practical applications of AI in various disciplines, ethical considerations in AI-driven research, and emerging trends in AI-enhanced scholarship.

Google Drive for Summit Materials: https://drive.google.com/drive/folders/1EPKGC-H8rXit5x10301Z1jZAH9HFth6A?usp=sharing

Workshops and Presentations

9:00 a.m. – 9:50 a.m.

Artificial Intelligence 101: What is AI & How is it Used? A Hands-on Introduction With Ragia Hamdy Mohamed Hassan, Madeleine Rosa and Ammar Mahmoud Track and Location: AI Exploration Track - Stabley 210 and Online: https://iupvideo.zoom.us/j/99485546429

This interactive workshop introduces the fundamentals of AI, exploring its capabilities, limitations, and real-world applications in education and beyond. Designed for students, faculty, and staff new to AI, participants will engage in hands-on activities to demystify key concepts and experiment with AI tools. By the end, attendees will have a foundational understanding of AI's impact and potential uses in their academic and professional lives.

AI in the Classroom: Usage, Perceptions, and Transparency Among IUP Students With Matthew Vetter

Track and Location: AI Pedagogy Track, Stabley 201 and Online: https://iupvideo.zoom.us/j/9194357080

This presentation examines the realities of generative AI use among IUP undergraduate students. Drawing on survey data collected from over 300 students across majors at IUP, Vetter will discuss how students engage with AI tools for academic work, their perceptions of its impact on learning, and their comfort levels in disclosing AI usage to instructors. While a majority of students use AI, many choose not to disclose due to concerns about academic penalties or perceived stigma. This session provides insights into student attitudes and practices, offering a data-driven perspective on AI's role in learning at IUP, and concludes with suggestions for promoting transparency and dialogue about generative AI use for academic work.

Maximizing AI Tools with Existing IUP Licenses: Updates and Security Features With Todd Cunningham

Track and Location: AI Research and Scholarship, Stabley 202 and Online: https://iupvideo.zoom.us/j/2622583898

This session offers the campus community information on the latest AI updates and features available with our Microsoft 365 and Zoom Licenses. We'll dive into the AI capabilities integrated into Microsoft 365 and Zoom, highlighting practical uses and benefits. Attendees will learn how to effectively use these tools and enhance their work while maintaining strong data security measures.

10:00 a.m. - 10:50 a.m.

AI for Educators: Enhancing Lesson Planning, Assessment, and Instruction

With Jaqueline McGinty

Track and Location: AI Exploration Track - Stabley 210 and Online: https://iupvideo.zoom.us/j/99485546429

Have you considered using AI tools in your lesson planning and teaching practice but were unsure where to begin? This session will explore how educators can safely and effectively utilize AI tools to design instructional activities, assessments, rubrics, and learning materials. Together, we will practice navigating the myriads of available AI tools, identify resources specifically for educational use, and discuss how to ethically leverage AI to help us create meaningful and impactful learning experiences.

What do we teach, and what do we offload to AI?

With Christian Pederson

Track and Location: AI Pedagogy Track, Stabley 201 and Online: https://iupvideo.zoom.us/j/9194357080

In his book, *Deep Utopia*, Nick Bostrom considers the hypothetical scenario in which we are wildly successful in our development of AI, creating AI capable of doing everything that needs to be done (an AI-driven utopia), and explores the implications of this scenario for our ability to live good lives. The basis of the potential problem is that having a sense of purpose and meaning in our lives is a vital part of living a good life, but this sense of purpose and meaning would be imperiled if AI performed all the tasks that are often associated with purpose and meaning in our lives currently. We are still a long way from this scenario now, but we are at a point in the development of AI where it is possible to offload a fair amount of our intellectual activity to AI. AI can not only handle mundane tasks like writing memos and emails, giving summaries of articles, or writing simple computer programs, but it can also create pictures, music, poetry, and literature. Narrowing this down to the context of the university, in this talk, I will consider where and how we might want to draw a line between academic intellectual activity that can be offloaded to AI and that which cannot.

AI-Driven Research Tools in the Library

With Carrie Bishop

Track and Location: AI Research and Scholarship Track, Stabley 202 and Online: Track and Location: AI Research and Scholarship, Stabley 202 and Online:

https://iupvideo.zoom.us/j/2622583898

AI is powering new research support tools and enhanced search engines focused on scholarly research. This workshop, designed for interested researchers, students, and scholars, presents a high-level view of AI research tools, including AI features appearing in our library databases and one specialized tool available through the IUP Libraries: Keenious.

11:00 a.m. – 11:50 a.m.

Artificial Intelligence 202: AI Prompt Engineering

With Rachel Cofield, Amiranda Adams, Taylor McKelvey-Huges, and Crystal Conzo Track and Location: AAI Exploration Track - Stabley 210 and Online:

https://iupvideo.zoom.us/j/99485546429

Effective AI use begins with crafting clear, strategic prompts. This hands-on workshop guides participants through the principles of prompt engineering, teaching techniques to optimize AI responses for different tasks, including writing, research, and creative projects. Attendees will experiment with real-time prompts, refine their approaches, and leave with practical strategies for maximizing AI's usefulness in their work.

AI and Academic Integrity Panel: Supporting Students and Instructors in Questionable Situations

With Catherine Dugan, Bryna Siegel-Finer, and Holly Olexo Track and Location: AI Pedagogy Track, Stabley 201 and Online: https://iupvideo.zoom.us/j/9194357080

This panel explores the complexities of artificial intelligence and academic integrity, offering guidance for faculty when facing uncertain or ethically ambiguous situations. Our panelists will discuss IUP's policies, strategies for maintaining integrity, navigating policy gray areas, and fostering a culture of responsible AI use at IUP. We will ensure time for faculty who have questions about AI and academic integrity.

Researching AI in Your Discipline: Opportunities, Challenges, and Methods

Track and Location: AI Research and Scholarship Track, Stabley 202 and Online With Mahmoud Othman and Islam Farag

Track and Location: AI Research and Scholarship, Stabley 202 and Online: https://iupvideo.zoom.us/j/2622583898

Curious about researching AI in your field? This interactive brainstorming session will help students and faculty explore research opportunities, challenges, and methodologies for studying AI within their disciplines. Participants will generate ideas, discuss potential projects, and consider effective research approaches. Whether you're just starting or refining an AI-focused study, this session will provide practical insights to shape your research direction. Attendees will leave with concrete ideas, possible research directions, and a clearer understanding of how to position their work within the evolving AI research landscape.

1:30 p.m. - 2:20 p.m.

Your Personal AI Tutor: Writing Center Tutors Offer One-on-one AI Exploration and Support

With the Jones White Writing Center
Track and Location: AI Exploration Track - Stabley 210 and Online
https://iupvideo.zoom.us/j/99485546429

Have questions about AI and writing? Drop in for a one-on-one conversation with Writing Center tutors to explore AI tools, ask questions, and experiment with simple AI-assisted tasks. Whether you're curious about AI's role in academic writing, want to test different systems, or need guidance on ethical AI use, Writing Center tutors can provide guidance.

The AI-Enhanced Classroom: Smarter Teaching, Deeper Learning With Veronica Paz

Track and Location: AI Pedagogy Track, Stabley 201 and Online: https://iupvideo.zoom.us/j/9194357080

This interactive session will explore practical ways to integrate AI tools into teaching, from streamlining course design to fostering critical thinking and engagement. We'll discuss best practices, and real-world applications that empower educators to enhance learning outcomes without losing the human touch. Whether you're AI-curious or already experimenting, this workshop will provide insights and strategies to make AI work for you and your students.

AI for Research and Scholarly Writing: Tools, Ethics, and Best Practices

With Tyler Nuñez Track and Location: AI Research and Scholarship, Stabley 202 and Online: https://iupvideo.zoom.us/j/2622583898

AI is rapidly transforming the way researchers approach academic writing, offering tools that assist with brainstorming, drafting, editing, and refining scholarly work. This session provides an in-depth look at AI's affordances and limitations for research writing, covering popular programs, their unique strengths, and potential pitfalls. Participants will explore how AI can support the writing process while maintaining academic integrity, with a focus on ethical considerations such as authorship, bias, and responsible usage. Through demonstrations and discussions, graduate researchers and faculty will gain insights into best practices for integrating AI into their workflows without compromising scholarly rigor.

2:30 p.m. – 3:20 p.m.

AI Tools for Creative Production

With Erick Lauber
Track and Location: AAI Exploration Track - Stabley 210 and Online: https://iupvideo.zoom.us/j/99485546429

Discover free, exciting tools you can use to become a content creator in your spare time. Video, photo/art, writing, sound... are all much easier to produce today with AI tools.

The Next Generation of STEM Education in the Era of AI

With Hao Tang

Track and Location: AI Pedagogy Track, Stabley 201 and Online: https://iupvideo.zoom.us/j/9194357080

As AI transforms the way we learn and work, what does the future hold for STEM education? Join us for a critical discussion on how AI is reshaping the STEM landscape while ensuring that human ingenuity remains at its core. We will explore pressing questions about AI's role in the classroom and beyond, including controversies surrounding AI-generated writing and detection tools, AI-assisted problem-solving, the ethical issues and risks of large language models, and the limitations of AI.

Publishing and Data Analysis in the Age of AI: A Hands-On Workshop

With Dana Driscoll

Track and Location: AI Research and Scholarship Track, Stabley 202 and Online: https://iupvideo.zoom.us/j/2622583898

As AI tools become more prevalent in academic research and writing, scholars and faculty mentors must navigate evolving journal policies, ethical guidelines, and the practical limits of AI-assisted publishing. This hands-on workshop examines how AI is reshaping scholarly publishing, providing participants with opportunities to analyze current journal policies, evaluate AI-generated content, explore AI data analysis tools such as Julius AI and more, and explore the boundaries of what AI can and cannot do in academic research. Through interactive exercises

and discussions, attendees will critically assess AI's role in peer review, data analysis, manuscript preparation, and scholarly communication, leaving with concrete strategies for guiding graduate students and early-career scholars in responsible AI use in writing for publication, dissertation and thesis writing, and other scholarly activity.