



FACULTY
ACADEMY ON
EXCELLENCE IN
TEACHING

33rd Annual Retreat
October 22-23, 2021
 Crowne Plaza Union Station, Indianapolis
Pathways to the Future

*Times and sessions are subject to change.

| Friday, October 22 | | |
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| 9:30 a.m. – 5:00 p.m. | Retreat Registration | Alcove |
| 10:00 a.m. – 2:30 p.m. | Leadership Institute Kickoff Campus teams from across the university will meet to prepare and plan for their projects. Agenda will be shared separately. | Victoria |
| 12:00 – 1:30 p.m. | Lunch Student Panel: Social Justice Issues on Campus Christina Downey will facilitate a panel of students from across the university to discuss the obstacles, challenges, institutionalized barriers, and other issues they face on our campuses that affect their ability to receive equity and justice in their education. | Grand Central |
| 1:30 – 1:45 p.m. | Break | Alcove |
| 1:45 – 2:15 p.m. | Induction Ceremony Rehearsal Members from the Class of 2020 and 2021 will participate in a short run through of the Induction Ceremony. | Grand Central |
| 2:15 – 2:30 p.m. | Break | Alcove |
| 2:30 – 4:00 p.m. | Retreat Kickoff and Icebreaker Activities <i>Retreat Planning Committee</i> Join us for a team trivia game about FACET, IU, and more! Winners will receive prizes and bragging rights. We also begin our art project where you can create pathway “bricks” of what your vision is for the future of teaching and learning. To ensure the fun continues, we will introduce a Scavenger Hunt that will run throughout the Retreat. | Grand Central |
| 4:00 – 4:30 p.m. | Break | Alcove |
| 4:30-5:00 p.m. | President’s Welcome <i>Pamela Whitten, President</i> <i>Susan Sciamé-Giesecke, Executive Vice President for University Academic Affairs</i> | Victoria |
| 5:00–6:00 p.m. | Social Hour Beverages and passed appetizers will be served. | Victoria |
| 6:00–8:30 p.m. | Dinner Induction Ceremony of Class of 2020 and 2021 <i>Dawn Kutza, Co-Host</i> <i>Andrew Gavrin, Co-Host</i> | Grand Central |

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| 8:30 p.m. | Hospitality Suite | Lounge and Suite |
| 7:00 a.m. – 1:00 p.m. | Retreat Registration | Alcove |
| 8:00 – 9:45 a.m. | Breakfast Mack Fellowship Teams Call Announcement <i>Andrew Gavrin, Mack Center Director</i> Diversity Taskforce Update <i>Marcia Dixson, Diversity Taskforce Co-Chair</i> | Victoria |
| 9:30 a.m. – 3:00 p.m. | Art Room Let your creative side soar! We will have supplies to design bricks for the Pathway art project and your own vision board of what you envision for the future of teaching and learning. | Conrail |
| 9:45 – 10:00 a.m. | Break Light Refreshments will be served. | Alcove |
| 10:00 – 10:45 a.m. | Concurrent Block I | |
| Session 1: | Service Learning in FYS: The Deep End of the Pool <i>Christina Downey, IU Kokomo</i> This presentation will focus on a new service-learning opportunity embedded into our highest-enrolled first-year seminar course. This fall, 449 students in this 1 credit course supporting the transition to college are selecting from one of seven service-learning projects through which they will learn the course material. Audience members will learn about what motivated this project, how it was designed, and how implementation is going at the midway point of the semester. | Grand Central AB |
| Session 2: | Using YouTube Vlogs and Tutorial Videos in Class Projects <i>Elisa Räsänen, IU Bloomington</i> The workshop focuses on using YouTube videos in class projects. You will learn to use a genre-pedagogical approach to teaching digital literacies and design a session that incorporates vlogs and tutorials into a subject you teach. You will receive sample project ideas and a step-by-step process to implement the project in your own class, brainstorm project ideas and design your own project. You are encouraged to bring your laptop/ mobile device to the workshop. | Grand Central CD |
| Session 3: | Effective Online Course Design: A Catalyst to Direct Learning <i>Gloria Preece, IU Kokomo</i> Directing the learning process in an online format can challenge even the most experienced online instructor. Asynchronous formats, limited teacher-student interaction, and misalignment of expectations are only a few of the obstacles instructors navigate. This presentation will not provide the answers to all the online teaching challenges, but it will provide proven course design examples using Canvas tools supported by metacognitive learning strategies. | Haymarket A |
| Session 4: | Incorporating Mindfulness Practices in the Classroom <i>Pam Connerly, IU Southeast</i> This session will demonstrate the integration of short mindfulness practices in the classroom (broadly defined). Focusing on the present moment, even briefly, can help students and faculty alike focus on the task at hand, while simultaneously acknowledging and honoring our human connections. We will participate in and reflect on practices such as silence, reflective writing, and | Haymarket B |

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| | meditation. Special aspects to keep in mind when using these techniques in academia will also be considered. | |
| 10:45 – 11:05 a.m. | Break <i>Light Refreshments will be served.</i> | |
| 11:05 – 11:50 a.m. | Concurrent Block II | |
| Session 1: | Adapting the Classroom Using the SAALE Method <i>Jeong IL Cho, Purdue Fort Wayne</i> The Systematic Approach for Adapting the Learning Environment (SAALE) model provides a framework for inclusive teaching to meet the learning needs of students with diverse backgrounds. The SAALE model incorporates behavioral learning theories that emphasize the interactions between classroom environments and student learning. The model emphasizes the importance of finding mismatches between instruction and how students learn. It also highlights the importance of learners’ using cognitive learning strategies in order to become independent learners. | Grand Central AB |
| Session 2: | Rethinking Parallel Pathways: A Model for Harnessing FACET’s TSS Series <i>Miranda Rodak, IU Bloomington</i> Departments that staff undergraduate classes with graduate-student instructors balance conflicting pressures – their duty to their graduates’ professional development cannot come at the expense of their undergraduates’ learning experience. This is especially important in required “foundations” courses. Focusing on a two-year pilot, this session offers a replicable, customizable model – built around FACET’s online series “Teaching for Student Success” – that simultaneously supports learning outcomes in both a department’s graduate and undergraduate programs. | Grand Central CD |
| Session 3: | Mack Fellow Presentations <i>Sau Hou Chang, IU Southeast</i> <i>Margot Morgan, IU Southeast</i> Mack Fellows will present their project findings and work. Each will present for 20 minutes, followed by a short wrap-up by Mack Center Director Andrew Gavrin. | Haymarket A |
| Session 4: | Round Table Discussion with Presenters In this informal session, presenters from concurrent sessions will be available for individual and small group conversation regarding topics raised during the presentations. Attendees can follow up on ideas or questions from the presenters, or bring their own teaching challenges to presenters for dialogue and feedback. The focus will be on idea-sharing among colleagues and networking, and attendees are free to visit multiple presenters during the time block. | Haymarket B |
| 12:00 – 1:30 p.m. | Lunch P.A. Mack Award Announcement P.A. Mack Forum: Our Future Starts Now <i>Rebecca Torstrick, 2020 P.A. Mack Award Recipient</i> In this session, we will engage in an activity to explore our visions for our world 20 years from now using an anthropological technique called “ethnographic futures.” We’ll use our results to generate a conversation about what we may need to do differently in higher education now in order to provide our students with the knowledge and skills they will need for 2041. | Victoria |
| 1:45 – 2:30 p.m. | Concurrent Block III | |

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| Session 1: | <p>Sustaining Teaching Excellence in a Crisis <i>Julie Saam, IU Kokomo</i> <i>Marcia Dixon, Purdue Fort Wayne</i></p> <p>In this presentation, we will interact with the idea of sustaining excellence in teaching. In prior scholarship, we investigated this premise and found three key components: motivation, time, and support. We would like to share results of our most recent study, sustaining teaching in a crisis and operationalize the conditions under which excellence is sustained during a crisis and formulate plans to develop an environment where we can sustain these conditions moving forward.</p> | Grand Central AB |
| Session 2: | <p>The Value of a Flipped Classroom and Gamification in Radiology <i>Richard Gunderman, IUPUI</i> <i>Anish Karlapudi, IUPUI</i></p> <p>Radiology education often involves presenting learners with a radiographic image and asking them to identify the underlying disease. But what if this paradigm was flipped? We present a radiology game that instead asks participants to draw images of a given disease. No prior medical education is needed to play. This game has potential applications across numerous other subjects, such as biology, foreign languages, geography, or other studies in which concepts can be communicated via illustration.</p> | Grand Central CD |
| Session 3: | <p>Grading for Disasters <i>Carol Choksy, IU Bloomington</i></p> <p>The 2020-21 school year brought home Murphy's Law that "anything that can go wrong will" but even before that students were encountering overwhelming circumstances that endangered their educational progress. Specifications Grading and hybrid face-to-face + Zoom classrooms can help both the faculty member and students to overcome many of those hurdles as they happen. How to balance empathy with equitable grading? How to ensure our students can participate in live education whenever possible?</p> | Haymarket A |
| Session 4: | <p>Round Table Discussion with Presenters</p> <p>In this informal session, presenters from concurrent sessions will be available for individual and small group conversation regarding topics raised during the presentations. Attendees can follow up on ideas or questions from the presenters, or bring their own teaching challenges to presenters for dialogue and feedback. The focus will be on idea-sharing among colleagues and networking, and attendees are free to visit multiple presenters during the time block.</p> | Haymarket B |
| 2:30 – 2:50 p.m. | <p>Break <i>Light Refreshments will be served.</i></p> | |
| 2:50 – 3:35 p.m. | Concurrent Block IV | |
| Session 1: | <p>Applied Improvisation, Take 2! <i>Dawn Wisher, IU Bloomington</i></p> <p>In 2019, I led a session where we discussed the tenets of applied improvisation, played some games, and considered the possibilities for classes in multiple disciplines. This is "Take two!" We will build on that discussion and focus on the pathway of play.</p> | Grand Central AB |
| Session 2: | <p>Listening to Learn and Critical Thinking - A Critical Learning Intersection <i>Scott Lee, IU East</i></p> <p>For a variety of reasons, in today's polarized society many students do not engage with or dismiss new ideas presented in class. In this session we will explore the intersection of Think, Write, Pair, Square, Share, Compare (an expanded version of Pair, Square, Share) and the critical thinking acronym</p> | Grand Central CD |

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| | W5H2Me and how they might be used in your class to help students listen and talk to each other as they decide what they believe. | |
| Session 3: | <p>Designing a Virtual Exchange: How to Integrate Global and Intercultural Learning into Any Course <i>Lamia Scherzinger, IUPUI</i></p> <p>The past few semesters were ones full of unknowns and anxiety. While we often focus on the effect the change of in-person to online learning had on students, one area that was enormously affected was study abroad courses. This is where virtual exchange can help, which enables collaborations among students with peers in other countries through online technologies. During this presentation, tips for designing successful virtual exchanges no matter the course modality or subject area!</p> | Haymarket A |
| Session 4: | <p>Round Table Discussion with Presenters</p> <p>In this informal session, presenters from concurrent sessions will be available for individual and small group conversation regarding topics raised during the presentations. Attendees can follow up on ideas or questions from the presenters, or bring their own teaching challenges to presenters for dialogue and feedback. The focus will be on idea-sharing among colleagues and networking, and attendees are free to visit multiple presenters during the time block.</p> | Haymarket B |
| 3:35 – 3:55 p.m. | Break | |
| 4:00 – 5:00 p.m. | <p>Closing Activity: Scavenger Hunt Winner Announcement and Photos <i>Retreat Planning Committee</i></p> <p>Join us as we announce the winners of the Scavenger Hunt and share photos taken by the teams. We will also display the Pathway art project and vision boards created in the art room.</p> | Victoria AB |
| 7:00 p.m. | <p>Hospitality Suite</p> <p>Grab dinner and explore the city on your own. We will reconvene at the hospitality suite around 7 p.m.</p> | Lounge and Suite |