



FACET

Retreat 2022

*Creativity and Experience:
Enriching Teaching and Learning*

**June 8-10
Sheraton Riverside
Jeffersonville, Indiana**



Welcome to the 34th Annual FACET Retreat

Welcome to Southern Indiana (also known as the sunny side of Louisville) for the 2022 FACET Retreat! We are pleased to host the retreat at the Sheraton Riverside Hotel in Jeffersonville, Indiana.

The beginning of summer is an ideal time for us to gather to discuss teaching and learning, reconnect with old friends while making new ones, and enjoy many of the sights and activities of the Kentuckiana region. This retreat is the outcome of two different planning committees, 2020 and 2022. The 2020 committee developed the theme for the retreat which was postponed twice due to COVID. The 2022 committee picked up with the theme in fall 2021, building a program that includes a new type of session, field trips!

We look forward to welcoming 21 inductees from across Indiana University into our FACET community, celebrating the winners of the coveted Innovate Awards, and introducing the P.A. Mack Award recipient.

This year's retreat theme is *Creativity and Experience: Enriching Teaching and Learning*. Educators constantly create and innovate as we design courses, manage class sessions, and facilitate experiential learning. Come to the retreat prepared to take on the role learner as you hear, see, and engage in methods of creative and experiential teaching. Join us for one of our fantastic educational field trips, have fun with us during "recess," and visit the Indiana University Southeast campus to see some faculty in action. We hope that by walking a mile in your students' shoes, you will be inspired as you continue to create engaging and exciting ways to enhance teaching and learning.

Thank you for attending and we will see you "in class!"

FACET Retreat Committee

David Smiley, IUB
Tanya Perkins, IUE
Jeong-Il Cho, FACET FW
Susan Glassburn, IUPUI
Gloria Preece, IUK

Maureen Rutherford, IUN
Doug Barney, IUS
Kathy Ernstberger, IUS
Lisa Russell, IUS
Mohammad Merhi, IUSB

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June 8, 2022

THE PRESIDENT

Dear Attendees of the 2022 FACET Retreat:

I am delighted to welcome each of you, especially the twenty-one new inductees, to the 34th Annual FACET Retreat.

Indiana University's dynamic Faculty Academy on Excellence in Teaching, with more than 700 total members, has consistently fostered a collaborative environment that motivates thoughtful, innovative, and fresh perspectives, while also strengthening your approach to the educational process. This year's topic, "Creativity and Experience" will offer a chance to rethink and perhaps even reshape your unique approach to teaching and learning. Given my belief that students are the center of our universe, I am excited for the many ways in which the new ideas and engaging discussions that follow will extend into the classroom and thus further enrich the vibrant student experience we strive to deliver here at IU.

Another one of my top priorities is increasing faculty diversity across IU. I know the FACET community is working hard to address the new and recurring challenges our nation, and thus higher education, continues to face around diversity, equity, and inclusion. Last fall, I launched a seven-year Presidential Diversity Hiring Initiative to hire more diverse faculty and researchers from a broad range of disciplines. Of course, we are also focused on ways to increase the diversity of our staff and student body. I am confident that you and your fellow FACET members will contribute to these efforts to ensure IU is fostering the enrichment and expansion of its diverse community.

FACET's annual retreat provides a space for faculty from our amazing campuses to come together in a spirit of equality and fellowship—a truly unique opportunity to learn from each other. All of us at IU, especially our students, are grateful for the dedication each of you puts forth to ensure the highest caliber of instruction in classrooms, labs, stages, and studios, as well as the group experiences we create across the university.

The next few days will provide many opportunities to deepen your cross-institutional connections, enhance your pedagogy and practice, and gain a refreshed perspective to teaching that will carry you through the coming year and beyond. I extend my warmest wishes to each of you for a successful and engaging retreat.

Sincerely,

A handwritten signature in cursive script that reads "Pamela Whitten".

Pamela Whitten
President

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Wednesday, June 8		
8:30 a.m. – 6:00 p.m.	Retreat Registration	Second floor
9:00 – 11:00 a.m.	Statewide Steering Committee Meeting	Jefferson
10:00 a.m. – 8:00 p.m.	Future Faculty Teaching Fellows (FFTF) Summer Institute	Lewis
11:00–11:15 a.m.	Break	
11:15 a.m.–12:30 p.m.	Campus Associate Director Meeting	Jefferson
12:30–1:30 p.m.	Lunch with New Members	Ballroom
1:30 – 2:00 p.m.	Induction Ceremony Rehearsal Members from the Class of 2022 will participate in a short run through of the Induction Ceremony.	Ballroom
2:00 – 3:30 p.m.	Retreat Kickoff and Icebreaker Activities <i>Retreat Planning Committee</i> Members of the Retreat Planning Committee will lead participants in engaging icebreaker activities. The first activity will be the Name Game. Participants will share with others at their table a story about their name. This can be about their first or last name, and can be an origin story, or something it means to them, how they feel about their name... anything goes! The second ice breaker is also done in small - medium groups. It is about creating a story. Each person will get to add one sentence. Each group should start with the prompt: Once upon a time at the FACET conference.....The next person picks up the story, adding their sentence until everyone has had at least two turns. If time allows, the third activity will be Rose & Thorn about Teaching. Each person shares a story showing something that happened or that they LOVE about teaching (the rose) as well as something that happened/is difficult about teaching (the thorn).	Ballroom
3:30 – 3:45 p.m.	Break	

3:45–4:45 p.m.	What happens in art class? <i>Emily Sheehan, IU Southeast</i> <p>Creativity in education isn't confined to the arts, but it is no accident that creativity is considered critical to effective arts education. Effective art and design curriculum and pedagogy deliberately position creative development as a prominent, and yes, essential learning outcome in every course, at every level. It is, of course, the teacher's task to intentionally emphasize, identify, nurture and assess each student's creativity.</p> <p>In this <i>What happens in art class?</i> presentation/workshop, Associate Professor of Fine Arts, Emily Sheehan, will provide an arts educator's insight into the teaching that works in a learning environment where creativity forms the bedrock of student expectations. This session invites attendees to participate in and learn about specific teaching and learning strategies that art and design educators use to cultivate student's creative development. Tools and techniques for providing supportive scaffolding for students' independent inquiry will be demonstrated. Participants will be introduced to critique and assessment approaches for learning outcomes that help/require students to chart their own creative course rather than complete a pre-planned path. As participants consider opportunities to apply the experience of the arts educator in the context of their own disciplines, it is anticipated that, as usual, creativity will result.</p>	Ballroom
4:45–5:00 p.m.	Break	
5:00–6:00 p.m.	Social Hour <i>Welcome Remarks provided by IUB Provost Rahul Shrivastav</i> <p>Leadership Institute Poster Presentations <i>Campus teams will share updates on their projects.</i></p>	Restaurant
6:00–8:00 p.m.	Dinner Induction Ceremony of Class of 2022 <i>Andrew Gavrin, Co-Host</i> <i>Carol Hostetter, Co-Host</i>	Ballroom
8:00 p.m.	Hospitality Suite	Room 204

Thursday, June 9

7:00 a.m. – 2:00 p.m. 4:30 p.m. – 6:00 p.m.	Retreat Registration	Second floor
8:00 – 9:00 a.m.	Breakfast	Ballroom
9:00 – 10:00 a.m.	<p>P.A. Mack Lecture: Teaching to Lead and Leading to Teach <i>Kathy Johnson, 2021 P.A. Mack Award Recipient</i></p> <p>It's been 20 years since I was inducted into FACET, and one of my earliest observations had been that there were so many amazing leaders (department chairs, associate deans, deans, directors, etc.) actively participating in FACET events. My own journey as an educator-leader has been deeply influenced both by my training as a cognitive developmental psychologist, and by my on-the-job-training informed by research from organizational psychology and educational leadership. The focus of this hour will be to delve deeply into the question of why some of the most effective teachers are drawn into positions of leadership, and how we all might engage our students more deeply in their learning by applying leadership principles to our teaching. At the end of the hour (and after lots of rousing discussion) I hope that we all will be rejuvenated as educator-leaders to return to our campuses and help to enhance student learning through evidence-informed and reflective teaching practice.</p>	Ballroom
9:45 – 10:00 a.m.	Break	
10:15 – 11:30 a.m.	Concurrent Block I (75-minute sessions)	
Session 1:	<p>Social Video for Social Change: Using Adobe Spark to Ignite Classroom Creativity <i>Andy Buchenot and Gail Bennett</i></p> <p>Participants will learn to use Spark -- Adobe's web-based content creation platform -- to create social videos designed to engage audiences beyond the classroom. In addition to technical know-how, participants will gain an understanding of the generic conventions of social video, the possibilities and constraints of digital composing technologies, and the challenges of public discourse in online spaces. This classroom</p>	Jefferson

	<p>experience was originally developed for an upper-level course on writing for social change, a course that helps students produce public discourse directed toward advocacy. After guiding participants through the process of creating a video, the co-presenters will briefly share results from the class, including student videos created for community partners. Participants will leave with a Spark account, sample course materials, and ideas for future teaching innovations.</p>	
Session 2:	<p>World Climate Simulation <i>Susan Siena</i></p> <p>I will demonstrate the use of an on-line simulation developed by MIT. I will demonstrate two possible uses, one an international negotiation in which students play the role of various country groupings. The other is a global test of various policy solutions. The on-line program prepared at MIT provides a simulator that shows actual outcomes in terms of average increase in global temperature. Please bring a laptop or tablet to enhance the session.</p>	Lincoln
Session 3:	<p>Hand Bound and Analog <i>Donna Stallard and Samantha Earley</i></p> <p>Take some time to slow down to analog--come make your very own hand bound journal. In this session, we will guide you through a simple method to make your own journals. Learn how to sew together the paper signatures with a Coptic stitch, then cover and bind the signatures together to make your very own book. No previous experience with sewing or bookbinding required. Come be creative and leave with a notebook to fit in your bag or backpack.</p>	Lewis
Session 4:	<p>Quick Hits</p> <p><i>The Value of a Quick Course Reflection</i>, Linda Wright-Bower</p> <p><i>Get Your Head in the Clouds: Using Word Clouds in Teaching and Assessment</i>, Rebecca Carlton and Julia Mattingly</p>	Clark

	<p><i>Helping Students Understand How their Daily Lives are Structured by their Media</i>, Lance Mason</p> <p><i>A Moment to Create Focus for Learning</i>, Pam Connerly</p> <p><i>Using Memes as a Tool for Engaging Discussion Boards</i>, Rebecca Carlton</p>	
11:30 – 11:45 a.m.	Break	
11:45 – 12:15 a.m.	Concurrent Block II (30-minute sessions)	
Session 1:	<p>A Simulation Game to Connect Theory with Real World <i>Haiyan Yin</i></p> <p>Instead of giving students a comprehensive final exam, I use a simulation game to wrap up the course. After finishing all the chapters, students do the foreign investment negotiation simulation game in the last three weeks of the semester. The game simulates a negotiating situation among three multinational corporations, the governments of two large emerging market countries and four companies based in these two countries. The class is divided into groups, with each group playing one of these roles. The negotiations among these groups are concerned with the development of a high technology manufacturing industry in these countries. The game involves multiple negotiations among all the roles. I will describe how to implement the game and evaluate the effectiveness of the game on student learning in the session.</p>	Jefferson
Session 2:	<p>Coffee & Curriculum: A Model for Dynamic Course Simulations <i>Lisa Russell and Jared Law-Penrose</i></p> <p>Dr. Law-Penrose and Dr. Russell created a teaching simulation where students become Human Resource (HR) directors for a fictional regional coffee chain – Fika Coffee and student teams face decision points within pre-determined human resource management course modules. Teams are provided background on Fika Coffee and can email the owners (in an open canvas forum) requesting additional information. Subsequent scenarios require ongoing decision points; where each team</p>	Lincoln

	<p>present and defend their decisions to the board of directors (class) and respective governing body such as OSHA/EEOC (instructor). With each decision point, deliverables (like resume building and exit interview exercises) are added to the process to incorporate dynamism to the simulation. Students encounter an ongoing immersive experience that mimics a strategic HR decision so that previous decisions have a lasting impact. This decision process enhances critical thinking as students apply content that has been integrated into the modules and decision points.</p>	
Session 3:	<p>Building an Interdisciplinary Learning Community <i>Mohsin Mukhtar and Richard Gunderman</i></p> <p>Our experience building a learning community is based on a course series, Answering the Call of the Healthcare Professions, which, in the spirit of the IU bicentennial, engages students on interdisciplinary issues – ranging from cancer to dementia to the opioid epidemic – beyond the domain of any individual university department. Students (class size ~22) from diverse backgrounds (all majors and class years are welcome) rearrange classroom seats from forward-facing to a large oval to promote cohesion and visual engagement. Some students even self-volunteer to bring snacks and baked goods for everyone. The co-instructors, a faculty member and an upper-level student, both from the IU School of Medicine, schedule around their clinical duties to commute from Indianapolis to Bloomington for a weekly 2.5-hour class meeting. Through in-depth readings and subsequent physician-guided discussions with patients, families, and health professionals, students gain deep insight into the disease experience.</p>	Lewis

Session 4:	<p>Grammar is Boring: Developing open-access lesson plans outlining revision clinics <i>Miranda Rodak</i></p> <p>Grammar is boring. However, effective writing requires facility with sentences. If you can't revise at the sentence level, how can you create crisp, clear prose? We believe teaching grammar, syntax, and the fundamentals of composition shouldn't be boring. Quite the opposite! With the support of a 2019 CITL Active-Learning grant, we created and published a series of open-access lesson plans outlining revision clinics. These clinics provide a creative take on teaching sentence-level grammar and revision strategies. For instance, we found more creative approaches - including games - inspired more student investment in their own writing. In this session, we will share some of our more creative strategies, provide access to our online educational resources that participants can adapt, and demonstrate one creative classroom activity for teaching passive voice with zombies. Bring on the grammar apocalypse!</p>	Clark
12:15 – 1:45 p.m.	<p>Lunch P.A. Mack Award Announcement</p> <p>P.A. Mack Forum: The PIG Feeds Us: Lessons Learned about Student Success <i>Mark Hoyert, 2019 P.A. Mack Award Recipient</i></p> <p>Members of the IU Northwest faculty (many of them belonging to FACET) have been exploring aspects of student success, teaching and learning, pedagogical techniques, and the needs of our students for much of the last decade. Some explored techniques were associated with transformational effects on student learning, attendance, grades, and retention. Some techniques had relatively subtle effects. None harmed learning. In this presentation, we will consider some of the lessons learned from this work and will use obscure and mysterious terms such as PIGs, Blocks, Bridges, and Toxic Fs to understand them. Briefly, our efforts have been accompanied by increasing retention and graduation rates, but were also an important precursor in our designation as a Hispanic Serving and Minority Serving Institution and our successful pursuit of student success grant opportunities.</p>	Ballroom

1:45 – 2:00 p.m.	Break	
2:00 – 6:00 p.m.	Field Trips or Free Time We encourage you to engage in these optional field trips to experience the learning experience and mindset. This new learning will be part of a Friday morning activity of the type we often ask our students to engage in.	Locations vary
5:00 – 6:30 p.m.	Cash Bar <i>One free beverage ticket included in registration.</i>	Restaurant
6:00 – 7:30 p.m.	Dinner Innovate Awards	Ballroom
7:30 p.m.	Hospitality Suite Bourbon Tasting	Room 204
Friday, June 10		
8:00 – 9:00 a.m.	Registration	Second floor
8:00 – 9:00 a.m.	Breakfast Field Trip Follow-Up Activity	Ballroom
9:00 – 9:30 a.m.	Concurrent Block 3 (30-minute sessions)	
Session 1:	Gamification for the Win! A promising approach for student motivation and success <i>Tara Kingsley</i> "How would you behave differently if you approached learning like a game? If you could apply this mindset to the college classroom, what might students achieve? My journey with using gamification and game design began with the above questions. Through my teaching and SoTL research, I've explored how capitalizing on the principles of game design can support student autonomy, target mastery learning, and add perhaps, even add a layer of fun to the curriculum. In this talk, I share my experience with the goal of disrupting the industrial paradigm that separates school versus real-life learning. I offer solutions to the problems challenging student success, engagement, and learning."	Jefferson

Session 2:	Creativity in Medicine <i>Mohsin Mukhtar and Alex Lion</i> <p>While medical knowledge and clinical skills increase dramatically as medical students progress through medical school, there is reason to believe that creativity – the use of reflection and imagination to create original work – is not only under-emphasized but actively inhibited in medical education. To counter this, a new course was designed to help students understand the importance of creativity and the critical role it can play in innovating the systems through which we deliver care. Creativity is explored in five distinct ways: 1) readings on biographical portraits of “creative” people like Leonardo da Vinci; 2) guest speakers; 3) creative engagement in clinic; 4) field trips to religious cultural centers to explore faith-based inspiration; and 5) personal projects (art, poetry, ukulele, pottery, and yoga). The course is modified with each iteration based on students' input but consistently concludes with students presenting their personal projects and reflecting on the experience.</p>	Lincoln
Session 3:	Developing Self-paced, Online Learning Courses for edX <i>Richard Magjuka</i> <p>I will provide a case study of my experience leading three projects for the Kelley School of Business to develop self-paced, online learning courses that would be delivered on the edX platform. The role of edX courses in the curriculum and the process of developing a course for the edX course platform should be of potential instructor at Indiana University. In addition, Indiana University and edX has entered into a long-term contractual relationship. Therefore, building new courses for edX is open to Indiana University faculty.</p>	Lewis
9:30 – 11:00 a.m.	Break This long break is for checking out of hotel rooms and travel to IU Southeast.	
11:00 a.m. – 12:00 p.m.	IU Southeast Campus and Lab Tour (optional) 4201 Grant Line Rd New Albany, IN 47150	IU Southeast

Please complete the 2022 Retreat Evaluation
by scanning the QR code or use the following link:

<https://go.iu.edu/4pZv>



FACET Retreat 2023

Tentative Dates: May 31 - June 2

Oakwood Resort, Syracuse, Indiana



Share your story!

**Teaching.IU is seeking teaching stories to
share your classroom experiences and
improve teaching and learning at IU.**

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Keynote Speakers



Emily Sheehan received her MFA in Visual Studies, with a specialization in Drawing and Sculpture from the Minneapolis College of Art and Design (MCAD) in 2008. Sheehan currently holds the position of Associate Professor of Fine Arts at IU Southeast she has served as Drawing Area Head since 2012. Emily's artistic practice/research utilizes perceptual drawing (drawing from observation in a multi-sensory way) to explore the way marks left on a page become evidence of lived experience. Sheehan's artwork has been exhibited nationally, in solo, group, invitational, and juried exhibitions. She is on the board of the Thinking Through Drawing – International Drawing and Cognition research network, which coordinates symposia and events and publications that connect people who are interested in the process and practice of drawing and the ways that drawing both reflects and facilitates thought and perception.



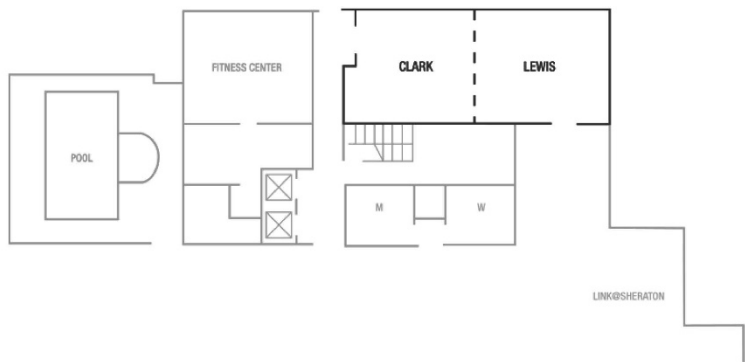
Kathy Johnson serves as Executive Vice Chancellor for Academic Affairs at IUPUI. She is a professor of psychology and has previously served as Dean of University College and Associate Vice Chancellor for Undergraduate Education, where she led the creation of a Division of Undergraduate Education as well as numerous initiatives aimed at enhancing the quality of the undergraduate experience while also improving on-time graduation rates. She is trained as a cognitive developmental psychologist and has published extensively in scientific journals in areas related to expertise acquisition, concept development and the acquisition of symbolic understanding in late infancy. She currently serves as PI on IUPUI's ADVANCE grant entitled Project EPIC (evidence-informed promotion of inclusive climate). Nationally, Dr. Johnson has served on steering committees for the Coalition of Urban-Serving Universities, as president of the Association of Chief Academic Officers, and on the executive committee for LEAP Indiana. She currently serves as Chair of the Council on Academic Affairs for the Association of Public and Land Grant universities, and as a Fellow with Complete College America.



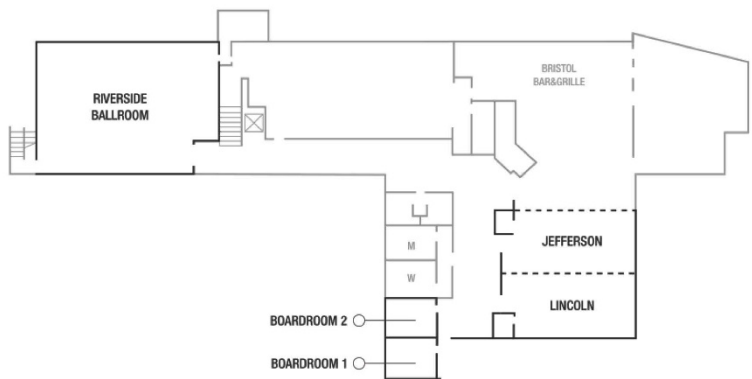
Mark S. Hoyert received his B.S. in 1981 and his B.A. in 1982 from the University of Maryland. He then earned his M.A. in 1985, and his Ph.D. in 1988 from Emory University. Hoyert is a Professor of Psychology at Indiana University Northwest in Gary. He was appointed to the Indiana University faculty in 1988. He energetically illustrates his lectures with copious jokes, drawings, stories, and real-world examples that underscore the content and at the same time make classes fun and exciting. He creates a comfortable atmosphere for learning, and his students are clearly engaged. Hoyert's pedagogical contribution outside of the classroom is also evident through the substantial research he has done examining motivation for academic achievement. He developed a motivational intervention based on his findings—a tutoring program for struggling Introductory Psychology students—that has reduced their failure rate by half.

Venue Floor Plan

LOBBY LEVEL



SECOND FLOOR



FACET

Class of 2022



Susan Batchelder,
Bloomington



Galen Clavio,
Bloomington



Janet Decker,
Bloomington



Jeanette Heidewald,
Bloomington



Polly Husmann,
Bloomington



Amanda Carmack,
East



Carrie Mier,
East



Demetra Andrews,
Indianapolis



Emily Beckman,
Indianapolis



Kathryn Berlin,
Indianapolis



Hannah Haas,
Indianapolis



Matthew Holley,
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Tara Kingsley,
Kokomo



Melinda Stanley,
Kokomo



Harold Olivey,
Northwest



Kim McInerney,
South Bend



Barbara White,
South Bend



Suparna Mukhopadhyay,

Fifth Annual Innovate Awards Finalists

Collaborative Activities



Savannah Hall, IUB



Meghan Porter, IUB



Lamia Scherzinger, IUPUI

Community Engagement



Olga Korne, IUK



Jamie Oslawski-Lopez and
Stephanie Medley-Rath, IUK



Christina Romero-Ivanova and
Paul Cook, IUK



Creative Uses of Online Tools



Sumreen Asim, IUS



Jared Allsop, IUB



Mohammad Merhi, IUSB

Skills Across the Curriculum



Sara Loy, IUB



Rebekah Dement and Steffany Maher, IUS



Katie Metz, IUB

DEIJ-Informed Pedagogy



Sara Cochran, IUB



Kelly Blewett, IUE



Donna Albrecht, IUS

Acknowledgements

Retreat Planning Committee

David Smiley, IUB	Jeong-Il Cho, FACET FW	Tanya Perkins, IUE
Susan Glassburn, IUPUI	Gloria Preece, IUK	Doug Barney, IUS
Lisa Russell, IUS	Kathy Ernstberger, IUS	Maureen Rutherford, IUN
Mohammad Merhi, IUSB		

Campus Associate Directors

Clark Barwick, IUB	Yvonne Zubovic, FFW	Kevin McElmurry, IUN
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Eevett Loshek, IUE	Crystal Walcott, IUPUC	Jamie Smith, IUSB
Marcia Dixon, FFW	Kathy Holcomb, IUK	Lisa Russell, IUS
Sridhar Ramachandran, IUS		

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Kathy Holcomb, IUK	Tanya Soule, FFW	Lisa Russell, IUS
Stephanie Medley-Rath, IUK	Yvonne Zubovic, FFW	Sridhar Ramachandran, IUS

Statewide Selection Committee

Katie Metz, Chair, IUB	Micah Pollak, IUN	Edy Helton, IUE
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Ernstberger, IUS	Christina Gerken, IUSB	K. Allen Davis, IUSB

P.A. Mack Award Selection Committee

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Jon Becker, IUN	Parul Khurana, IUE	

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Belonging and Mattering:
Meaningful Relationships for
Faculty and Student Learners

October 1

Crowne Plaza Union Station,
Downtown Indianapolis

Save the date!

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