FACULTY ACADEMY ON EXCELLENCE IN TEACHING

Indiana University — FACET

35th Annual Retreat
May 31 - June 2, 2023
Oakwood Resort, Syracuse, IN

Floating, Swimming, or Diving in the Changing Currents of Higher Education
*Times and sessions are subject to change.

Wednesday, May 31		
8:45 a.m.–6:00 p.m.	**Retreat Registration**	Event Center (EC) Foyer
9:00–10:15 a.m.	**Campus Associate Director Meeting** * Associate Directors only	EC B
10:00 a.m.–8:00 p.m.	**Future Faculty Teaching Fellows (FFTF) Summer Institute** * Fellows and leaders only	EC C
10:15–10:30 a.m.	**Break**	EC Foyer
10:30 a.m.–12:30 p.m.	**Statewide Steering Committee Meeting** * Steering committee members only	EC B
12:30–1:30 p.m.	**Lunch with New Members** Those onsite are welcome to join and dine with this year's incoming class of FACET members. Please RSVP to facet@iu.edu to ensure catering count.	EC A
1:30–2:00 p.m.	**Induction Ceremony Rehearsal** Members from the Class of 2023 will participate in a short run through of the Induction Ceremony.	EC A
1:30 – 2:30 p.m.	**Mack Center Fellows Camp** * This year's Mack Center Fellow Teams and leaders only	EC B
2:00–3:00 p.m.	**New Member Activity/Free Time** New inductees will be paired with a current member to get a head start on the welcome activity. Other attendees are welcome to enjoy free time.	EC A
3:00–3:30 p.m.	**Retreat Welcome** Join us as we kick things off with a fun activity.	EC A
3:30–4:30 p.m.	**Bender Memorial Lecture: Diving into Performance** Jeff Nelsen, IU Bloomington Performance is everywhere. Between where you are now and where you want to be, for both teacher and student, there lies moments of performance. That's just a fact. Now what? Well, are these performances tests or opportunities? For this, we all get to decide…and decide often. Every time we go to prepare for said performances, are we doing so to get ready to not mess up, or to knock this thing out of the park!? Whether we're aiming to float, swim, or dive, we still have choices of approach to all this. Let's talk about whether we aim to just survive our performance tests, or truly thrive in these awesome performance opportunities.	EC A
4:30–5:00 p.m.	**Break**	EC Foyer
5:00–6:00 p.m.	**Social Hour** *One free beverage ticket included in registration.* **Poster Presentations: Mack Center Fellowship and Leadership Institute** *Campus teams will share updates on their projects.*	Lakeside Patio (hotel)

6:00–8:00 p.m.	**Dinner** **Induction Ceremony**	EC A
8:00 p.m.	**Hospitality Activities** Let's keep the fun and conversations going! Bring your own beverages or visit the hotel's restaurant bar.	Lakeside Patio (hotel)
Thursday, June 1		
7:30 a.m.–6:00 p.m.	**Retreat Registration**	Event Center (EC) Foyer
8:00–9:00 a.m.	**Breakfast**	EC A
9:00–10:00 a.m.	**Concurrent Block 1: Topic Themed Rooms (60 minutes)** Room leaders will guide conversations based on the topics listed below. Upon entering, you will identify your experience level with the topic: 1. *Floating*: low level 2. *Swimming*: mid-level 3. *Diving*: expert level	Hilltop (HT)
Room 1:	**Technology Show and Tell** *Tara Kingsley* Have an effective technology tool? Let's showcase our prized tech in this show and tell format!	HT Upper 1
Room 2:	**Teaching Large Classes Online and in Person** *Harold Olivey and Keith Anliker* Deploying active learning and other pedagogical innovations in large classes is a challenge for many instructors. This session will be focused on how to increase student engagement, promote student success and diminish achievement gaps in large classes. We invite any faculty who have taught, or are planning to teach, what they consider to be a large class. (As "large class" is a subjective term, if you think it was large, then it was large!) Participants are encouraged to share their own practices, but we warmly invite you to come, listen and learn as well!	HT Upper 2
Room 3:	**Managing Student Empathy, Support, and Well-Being** *Jeong-IL Cho* The Systematic Approach for Adapting the Learning Environment (SAALE) Model (Wood, 2006) is a problem-solving approach. According to the SAALE Model, learning occurs when an instructor knows students' present level of performance, recognizes mismatches between how students learn and class learning environments, and adapts classroom learning environments accordingly. A classroom environment consists of learning (socioemotional, physical, and behavioral), teaching, and evaluation/grading environments. Among learning environments, socio-emotional environment is our focus in this discussion room (Student Empathy, Support, and Wellbeing). Socio-emotional environment includes, but not limited to, attitudes of instructors and students, self-esteem, risk-free/friendly environment, motivation, engagement, cooperation, social skills, and peer to peer/peer to instructor interactions. Participants will identify their level of preparedness/performance, exchange wisdoms and practical strategies to better understand our students and promote positive learning environments and select at least two strategies that they plan to implement in their classes.	HT Upper 3

Room 4:	**Preparing Students for the Workforce or Career Success** *Dawn Wisher* In this room, we will talk about what "job-ready skills" we need to be teaching in our classes, in addition to the material. We will share what skills are missing as well as how we can message the necessary job-ready skills, give opportunities to practice the skills, and hold students accountable to workforce expectations. The goal is to avoid "jampacking" our classes and to stay true to our learning objectives. It's a balancing act, and we will share what's worked, what hasn't, and what we have yet to try.	HT Upper 4
10:15–10:30 a.m.	**Break**	HT Lower Level
10:30–11:00 a.m.	**Concurrent Block 2 (30-minute sessions)**	
Session 1:	**Quick Hits Sessions Part 1** *Teach Like Gandalf: Use Service-Learning,* Adam Dircksen Service-learning is a High Impact Practice (Kuh, 2008) that few use but all (who enjoy adventure movies) are familiar with. Master teachers, like Gandalf, teach their students new knowledge, then send them on adventures in service of others. This action-packed ignite will align steps of successful service-learning projects with Gandalf's own teaching and mentoring strategies. Join us to learn more about how master teachers skilled in service-learning guide the next leaders of our Shire. *Videotaping Classes,* Stela Pudar-Hozo After 15 years of videotaping classes, it is my experience that it is a vital survival tool for 3-7 dedicated learners per class who had to miss some class sessions due to family/work/health or other unfortunate events. During Covid-19 switch to online mode of instruction, I used classroom video excerpts and incorporated them into my math online classes in modules, creating a lecture organization that students persistently praise. Video examples like these, recorded in in-person classrooms, are dictated by students' questions and at students' pace, so they are much better than video examples I could have created while sitting alone in my office. *Baby Step Toward Ungrading,* Brenda Bailey-Hughes Benefits of ungrading are numerous, yet challenging in a system that requires letter grades, and not without criticism. Allowing students to self-select work from their portfolio for grading purposes, enhancing their abilities to think critically and self-evaluate.	HT Upper 1
Session 2:	**Using a Mastery Approach and Collaborative Learning to Improve Student Outcomes in A&P** *Harold Olivey* Human Anatomy & Physiology is required for students entering most undergraduate- and graduate-level health professions. To increase student success, we adapted a mastery learning approach and increased the role of collaborative exercises in our Human Anatomy & Physiology course series. Our approach included the wholesale restructuring of assessments and incentivizing participation in collaborative activities in discussion sections. The restructuring dramatically decreased the DFW rate in the first-semester course (PHSL-P 261) last semester and we anticipate similar success in the second-semester course (PHSL-P 262) using the new model this semester.	HT Upper 2

Session 3:	**Supporting STEM Student Success at a Hispanic Serving Institution** *Kristin Huysken* Many colleges and universities struggle to attract and retain STEM students, particularly from historically minoritized groups. Institutions can find themselves unprepared to support students who enter college with a variety of backgrounds, and levels of preparation. This session will focus on the journey of a small HSI in developing creative curricular improvements and STEM-specific student supports geared toward STEM student success. Faculty considering developing evidence-based curricular improvements at their own institutions are encouraged to attend.	HT Upper 3
Session 4:	**Evaluating the Impact of Personal Response systems with Lecture Capture on Student Performance (Phase 2)** *David Smiley* The use of electronic response systems in classroom in higher education is becoming more widespread. While much of the literature has evaluated the benefits of response systems from the instructor perspective, as well as the effects on student learning, there is little research on the combined effect of electronic response systems and lecture capture on student performance. To gain a greater insight into the relationship of these two tools, Kaltura Lecture Capture and TopHat were integrated into an existing undergraduate Festival & Event Tourism course as well as an undergraduate Resort Management class. This study identified improved student learning outcomes in line with the Phase 1 outcomes.	HT Upper 4
11:00–11:15 a.m.	**Break**	HT Lower Level
11:15–11:45 a.m.	**Concurrent Block 3 (30-minute sessions)**	
Session 1:	**Quick Hits Sessions Part 2** *Supporting Student Writing in the Disciplines,* Lynn Jettpace Writing Centers have historically been staffed by English majors who are generalists specializing in supporting writing in all disciplines. Recent research suggests that a more diverse knowledge base among writing center staff can be of particular benefit. This quick hit discusses why and how to place your students as writing center consultants and how that can benefit you as an instructor. *Two Wrongs Don't Make a Right, but One Wrong Does*, Rebecca Carlton Swimming upstream, or going against a traditional approach, can be valuable for students to understand and apply rubric criteria to an assignment. In public speaking, we use a publisher-provided resource with examples labeled as "Needs Improvement" and "Improved," demonstrating effective and ineffective ways to write and deliver a presentation. When students create an ineffective version and revise it to meet rubric criteria, they have a stronger understanding of instructor expectations and task effectiveness.	HT Upper 1
Session 2:	**A Picture Book Activity that Always Works** *Michael Morrone* I learned this activity twenty years ago from Stacy Morrone (Class of 2002) who learned it from Chris Leland (Class of 2005). I've used it since. One student called it the most memorable classroom activity he engaged in during his first two years on campus. It works as an ice breaker, a team builder, and example of communication concepts. The first 25-26 session attendees will engage in the activity; others will join me as observers.	HT Upper 2

Session 3:	**Fostering Social Connection in Online Courses with Flip** *Tara Kingsley* Flip is a free video discussion and video-sharing app. Research shows Flip develops reflective skills and improves social presence in online courses. In this quick hit, I will share how personalized video-based Flip discussions improved course learning outcomes while fostering relatedness and enjoyment.	HT Upper 3
Session 4:	**Place-Conscious Education and Service-Learning** *Tammy Fong-Morgan* This presentation describes the evolution of my service-learning journey. The original project was a co-curricular or extra-curricular translation activity that would engage the Spanish-speaking community. The project proved untenable for various reasons including the pandemic. However, the concepts of place-making and place-identity that underpinned the project were transferable to a different community-engagement setting. The resulting case study examines the benefit of place-conscious education in service-learning.	HT Upper 4
11:45–1:30 p.m.	**Lunch** **12:15 P.A. Mack Award Ceremony** **12:30 P.A. Mack Forum: The Essence of Teaching Excellence** *Richard Gunderman, 2022 P.A. Mack Award Recipient, introduced by Jason Organ* There is no single model or formula for excellence in teaching, but one secret element that many great teachers share in common might be termed "vitamin L." In this presentation, we will discuss the signs and symptoms of hypovitaminosis L, why we cannot perform at our best without it, and the beauty of its mechanism of action -- that is, the remarkable manner by which it contributes to the flourishing of both learner and educator.	Event Center A
1:30–1:45 p.m.	**Break**	EC Foyer
1:45–2:45 p.m.	**ChatGPT and Its Impact on the Future of Writing, Education, and Work** *Jeanette Heidewald* How will ChatGPT and other AI-assisted writing tools transform teaching and learning? How will they impact the future world of work? We will discuss the results of a collaborative international survey of university-level writing instructors I conducted this spring with non-IU affiliated colleagues. We will further explore the impacts of ChatGPT on our own classrooms as we share our best strategies to incorporate AI-assisted writing tools to benefit our students' learning.	EC A
2:45–3:00 p.m.	**Break**	EC Foyer
3:00–4:00 p.m.	**Faculty Morale and Thriving, Helping Others while Helping Ourselves** *Jenny Deranek and Tami Martinez* In this session we'll unpack the data on faculty thriving and learn how it influences campus climate. We'll also explore our roles and experiences as members of an academic community to support our units and students, while also taking care of ourselves. This will be a time of interaction, collaboration, and self-reflection.	EC A

4:00 – 5:00 pm	**Free time!** Take what you learned from the wellness session and put it to practice. Explore the resort amenities: nature walk, kayaks, paddle boards, bicycles, game room, and more. Or venture offsite to a nearby attraction.	
5:00–6:00 p.m.	**Social Hour** *One free beverage ticket included in registration.*	Lakeside Patio (hotel)
6:00–8:00 p.m.	**Dinner** **Innovate Awards**	EC A
8:00 p.m.	**Hospitality Activities** Let's keep the fun and conversations going! Bring your own beverages or visit the hotel's restaurant bar.	Lakeside Patio (hotel)
Friday, June 2		
8:00–9:00 a.m.	**Breakfast**	Event Center A
9:00–10:00 a.m.	**Open Mic** This will wrap up our time together before we hit the road and officially start our summer. Take your five minutes of fame to… • Share something they have created (a poem, a piece of art, interpretive dance?!) • Share something someone else has created (just give credit where credit is due!) • Share something they learned/appreciated from the retreat (all the shout-outs!) • Do a comedy routine (one can dream!) • Give an Ignite presentation (you're not done with the teaching and learning just yet!) Family members and other guests are welcome to join! Breakfast meal tickets can be purchased through the online registration.	EC A