

25th Annual FACET Retreat

May 17-19, 2013

French Lick Springs Resort
and Conferene Center
French Lick, IN

Incorporating
fundamental
change

Best
Practices

Changes confronting
higher education

Creating and constructing
new environments

MAY

INDIANA

13



THE DRIVE TO LEARN
NAVIGATING THE CHANGING
TERRAIN OF HIGHER
EDUCATION

INDIANA UNIVERSITY

Weekend At-A-Glance

Friday, May 17, 2013

9:00 AM-5:00 PM	Registration Open
9:30 AM-11:30 AM	CTL Meeting
	Mack Fellows Meeting
11:30 AM-12:30 PM	New Members Lunch
12:30 PM-1:00 PM	New Member Induction Rehearsal
	Mack Advisory Board
1:00 PM-1:15 PM	Opening Remarks
1:15 PM-2:30 PM	Roundtables: Reflecting on 25 years of FACET led by Jon Becker
2:30 PM-3:45 PM	New Member Panel led by Sue Hendricks
3:45 PM-4:00 PM	Comments by John Applegate
4:00 PM-5:30 PM	Keynote Speaker: Terry Doyle
5:30 PM-6:30 PM	Dinner: Windsor II Ballroom
6:45 PM-8:00PM	New Member Induction
8:00 PM-10:00 PM	Hospitality Suite Open

Saturday, May 18, 2013

7:30 AM-9:00 AM	Breakfast: Grand Colonnade Buffet
7:00 AM-7:45 AM	Morning exercise: Zumba+ led by Leah Savion
8:00 AM-9:00 AM	FALCON Conference Session Selection
	Liaison Meeting
9:00 AM-10:15 AM	Concurrent Sessions I
10:15 AM-10:30 AM	Break
10:30 AM-11:45 AM	Concurrent Sessions II
11:45 AM-1:00 PM	Lunch: Windsor I Ballroom
1:00 PM-2:15 PM	Concurrent Sessions III
2:15 PM-2:30 PM	Break
2:30 PM-3:45 PM	Concurrent Sessions IV
4:00 PM-5:30 PM	PA Mack Keynote and Award, Friend of FACET Award Presentation
5:30 PM-10:00 PM	Dinner: On Your Own with Voucher
5:30 PM-8:30 PM	Evening Activities
8:00 PM-10:00 PM	Hospitality Suite Open

Sunday, May 19, 2013

7:30 AM-9:00 AM	Breakfast: Grand Colonnade Buffet
7:00 AM-7:45 AM	Morning exercise: Zumba+ led by Leah Savion
9:00 AM-10:30 AM	Panel Discussion: Advocating for Excellence in Teaching
10:30 AM-10:45 AM	Art Room Reveal
10:45 AM-11:45 AM	The Millennial Student: Terri Tarr and Megan Palmer
11:45 AM-12:00 PM	Closing Remarks
12:00PM	Lunch: Power Plant (previously purchased ticket)

Conference Center Maps

CONFERENCE & BANQUET SPACE FIRST FLOOR

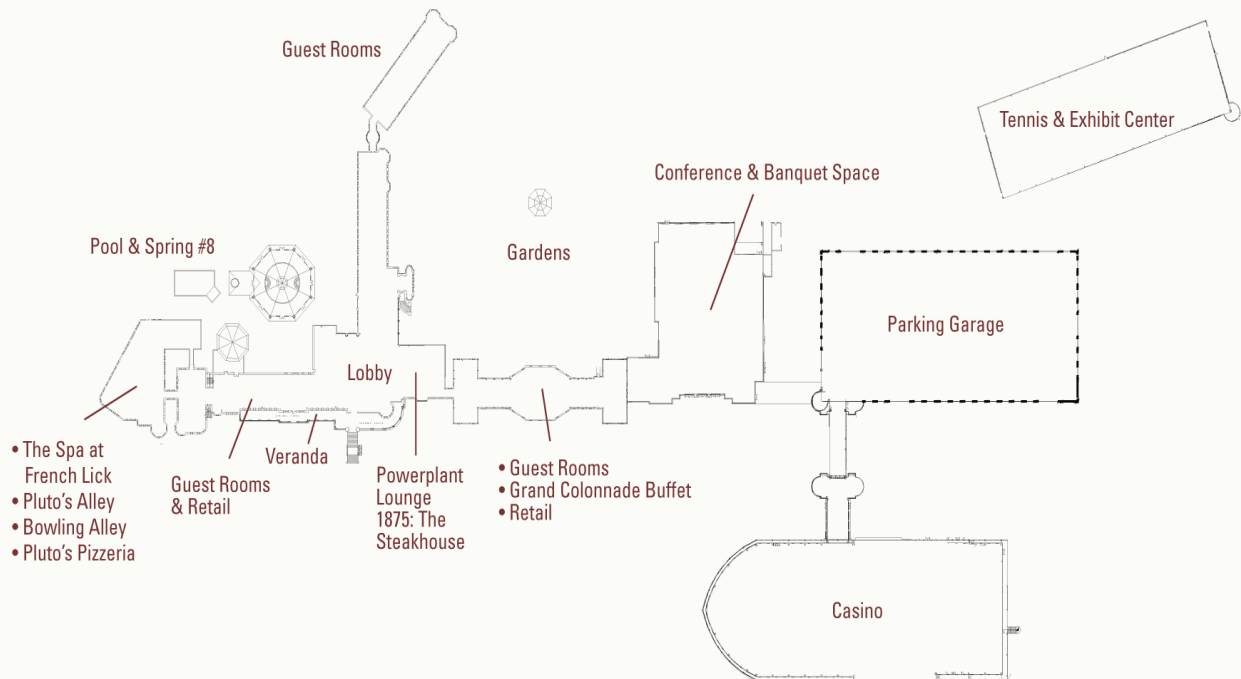


CONFERENCE & BANQUET SPACE SECOND FLOOR



Hotel Map

PROPERTY MAP



State Road 56

← To the Donald Ross Course

To West Baden Springs Hotel →

Retreat Agenda



INDIANA UNIVERSITY
FACULTY
COLLOQUIUM ON
EXCELLENCE IN
TEACHING

2013 FACET Retreat French Lick, Indiana

Track 1 Choosing your Vehicle

Track 2 Following the Map

FRIDAY, May 17, 2013

9:00 am - 5:00 pm	Registration	
9:30 am - 11:30 am	CTL Meeting- Murdock	Mack Fellow Mentor Meeting-Hickman
11:30 am - 12:30 pm	Lunch (New Members, Meeting Participants): Grand Colonnade Buffet	
12:30 pm - 1:00 pm	New Member Induction Rehearsal (New Members and Liaisons)- Windsor I Ballroom	
12:30 pm - 1:00 pm	Mack Advisory Board (Murdock)	
12:30 pm - 1:00 pm	Break Service Available inside Windsor I Ballroom	
1:00 pm - 1:15 pm	Opening Remarks (Linda Wright-Bower and Don Coffin)- Windsor I Ballroom	
1:15 pm - 2:30 pm	Roundtables: Reflecting on 25 years of FACET led by Jon Becker- Windsor I Ballroom	
2:30 pm - 3:45 pm	New Member Panel moderated by Sue Hendricks- Windsor I Ballroom	
4:00 pm - 5:30 pm	Remarks by John Applegate, Executive VP for University Regional Affairs, Planning, and Policy Keynote: Terry Doyle- Windsor I Ballroom	
5:30 pm - 6:30 pm	Dinner: Windsor II Ballroom	
6:45 pm - 8:00 pm	New Member Induction- Windsor II Ballroom	
8:00 pm - 10:00 pm	Hospitality Suite Open	

SATURDAY, May 18, 2013

7:00 a.m. - 7:45 a.m.	Morning Exercise: Zumba + led by Leah Savion- Kruetinger					
7:00 a.m. - 9:00 a.m.	Breakfast: Grand Colonnade Buffet with Voucher					
8:00 a.m. - 8:45 a.m.	FALCON Session Selection (Reserved Table)			Liaison Meeting (Reserved Table)		
	Murdock	Windsor I Ballroom	Taggart	Hickman	Art Room open in Fairbanks	
9:00 a.m. - 10:15 a.m. Concurrent Sessions I	The Sustainability of Excellence in Teaching- Saam	Screencasting: Extending Your Reach Beyond the Classroom- Scott and Spitzer	The Once and Future University: How the Internet is transforming higher education and how academics might respond - Bichelmeyer	Intellectual Property – Who Owns It?- Morrone		
10:15 a.m. - 10:30 a.m.	Break Service in Clifton Hallway					
10:30 a.m. - 11:45 a.m. Concurrent Sessions II	From Comfort Zone to Creative Learning Zone- Chauhan and Zubovic	Improving the Student Experience - Making course documents “User Friendly”- Shapiro	Envisioning New Teaching and Learning Environments in the Face of Change: Joint Academic Programming across the Regional Campuses- Earley and Gallmeier	Locating Learning Online: The Effect of Social Presence on Student Learning- Hostetter		

Retreat Agenda



INDIANA UNIVERSITY
FACULTY
COLLOQUIUM ON
EXCELLENCE IN
TEACHING

2013 FACET Retreat French Lick, Indiana

Track 1	Choosing your Vehicle
Track 2	Following the Map

SATURDAY, May 18, 2013

11:45 p m - 1:00 p m	Lunch: Windsor I Ballroom				Art Room open in Fairbanks
11:45 a m - 1:00 p m	Mack Fellows Meeting (Reserved Table)				
	Murdock	Windsor I Ballroom	Taggart	Hickman	
1:00 p m - 2:15 p m Concurrent Sessions III	Are MOOCs the End of Higher Education, or the Beginning of a New Age?- Coffin	“Luke, I Am Your Father...What!? What Do you Mean ‘Who’s Luke’?!”: The Big and Small Differences Between You and Your Students, and How They Might Be Affecting Your Teaching- Vartenian and Drouin	Online or Classroom-What Matters Most?- Justice and Contino	Why Won’t They Talk? Using Discussion to Facilitate Learning- Howard	
2:15 p m - 2:30 p m	Break Service in Clifton Hallway				
2:30 p m - 3:45 p m Concurrent Sessions IV	A conversation about teaching science labs online - Anliker	Team Based Critical Analysis: A New Look at Evidence Based Argument - Ficht	Reaching our Changing Student Population through Best Teaching Practices- Helton, Cooksey, and Breymier	College Readiness and Dual Credit at the Crossroads of Education Reform: Who’s Really in the Driver’s Seat?- Dehr	
4:00 p m - 5:30 p m	PA Mack Keynote and Award, Friend of FACET Award Presentation- Windsor I Ballroom				
5:30 p m – 10:00 p m	Dinner: by Voucher at any Hotel Restaurant				
5:30 p m – 8:30 p m	Evening Activities: choice of Historical Tour, Photography, Fitness Room, Nature Walk, Bowling				
8:00 p m - 10:00 p m	Hospitality Suite Open				

SUNDAY, May 19, 2013

7:00 am - 7:45 am	Morning Exercise: Zumba + led by Leah Savion- Kruetinger
7:00 am - 9:00 am	Breakfast: Grand Colonnade Buffet with Voucher
9:00 am - 10:30 am	Panel Discussion: Advocating Excellence in Teaching- Windsor I Ballroom
10:30 am - 10:45 am	Art Room Reveal
10:45 am - 11:45 am	The Millennial Student- Terri Tarr and Megan Palmer- Windsor I Ballroom
11:45 am - 12:00 pm	Closing Remarks (Linda Wright-Bower and Don Coffin)- Windsor I Ballroom
12:00 noon	Lunch by previously purchased Voucher at The Power Plant Bar & Grill

Track 1- Choosing your Vehicle	is geared to help faculty rejuvenate, enhance, and revitalize their own teaching and learning (as well as that of their students)
Track 2- Following the Map	is designed to be more scholarly in orientation, including presentations that formally and explicitly address the scholarship of teaching and learning.



Welcome from the Co-Chairs

On behalf of FACET, we would like to welcome you to the historic French Lick Resort and Conference Center, a fitting location as we look back at the last 25 years of FACET's progress, innovations, and service to the excellence of teaching on all of Indiana University's campuses before embarking on what the next twenty five years will bring.

As you drove to this year's retreat we hope that you took the chance to jump off the beaten path and meander through some of the twisting and winding roads in southern Indiana. Did the roads offer a refreshing view, an invigorating thrill as you navigated the backcountry roads? Did you see anything new or different during your travels; something that took your breath away or made you pause and wonder?

If you didn't experience any of the above on your travels to French Lick, then we hope that this year's theme, ***The Drive To Learn: Navigating the Changing Terrain of Higher Education***, will give you a chance to look back at the history of teaching in higher education and the contributions you as FACET members have given to Indiana University as well as motivate you to examine the future of teaching and learning and embrace new ideas, innovations, and methods offered by our wonderful presenters.

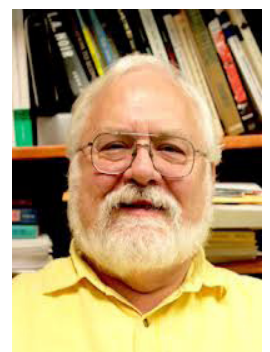
We are also pleased to welcome our twenty-fifth class of FACET members. Please take a moment to greet them and share with them how FACET has impacted your life, your teaching, and your hopes for FACET's future.

We hope that when you leave French Lick on Sunday you have had a wonderful weekend full of new and enlightening ideas, experienced thought provoking sessions, spirited dialogues, rest, and rejuvenation and are ready to help drive and navigate FACET into the future.

Linda Wright Bower (IPFW) and Don Coffin (IUN)
2013 Retreat Committee Co-Chairs



**Linda Wright
Bower**



Don Coffin



Keynote Speaker

Terry Doyle is an author, educational consultant and professor of reading at Ferris State University where he has worked for the past 36 years. He served as the Senior Instructor for Faculty Development and Coordinator of the New to Ferris Faculty Transition Program for the Faculty Center for Teaching and Learning at Ferris State University from 1998 to 2009.

Terry has presented over seventy-five workshops on teaching and learning topics at regional, national and international conferences and has worked with faculty on one hundred different colleges and universities across the country over the past several years. His presentations focus on ways to assist higher education faculty in becoming learner centered teachers and how faculty can apply new findings from neuroscience, biology and cognitive science in their teaching to improve students' learning.

He is the author of two books on Learner Centered Teaching. The first is *Helping Students Learn in a Learner Center Environment: A Guide to Teaching in Higher Education*, published by Stylus, 2008. His newest book is titled *Learner Centered Teaching: Putting the Research into Practice*, which was published by Stylus, October, 2011. He is also the co-author of the book *New Faculty Transition -An Ideal Program*, published in 2004. He is currently co-authoring with Dr. Todd Zakrajsek a book for college students titled *Learning in Harmony with Your Brain*, that should be available in 2013.



Terry Doyle

Want more? Terry's co-author, Todd Zakrajsek is the Keynote Speaker at this year's FALCON Conference. He will be speaking on Friday, November 8th and the lecture and dinner is open to the public. Check out the FALCON website at facet.indiana.edu/events-programs/FALCON/index.shtml for more information.



FACET's
ADJUNCT FACULTY &
LECTURERS
CONFERENCE

A vintage Volkswagen Beetle is shown from the rear, driving on a paved road that curves along a coastline. The car is dark-colored with a white license plate that reads "YH1728H". The background features a blue sky, a body of water, and distant hills.

Saturday Sessions

Concurrent Sessions I

The Sustainability of Excellence in Teaching- Julie Saam (Murdock)

Sustainability began as a term describing issues related to the environment. In the literature sustainability can be linked to environmental protection, law, policy, and such topics as ecology and climate change. The EPA describes sustainability as a way to “create and maintain the conditions under which humans and nature can exist in productive harmony...” This interactive presentation will extend the sustainability term even further to interact with the idea of how to sustain excellence in teaching. Now that we have achieved tenure, now that we have earned teaching awards, how can we sustain? How can award-winning teachers of excellence maintain the conditions necessary to sustain a level of excellence? How do we avoid the status quo? What are some practical ways to rejuvenate, motivate, and re-energize our teaching? How can we utilize the new instructional formats, learning environments, and learning culture to promote teaching excellence? How can we design a model or format to sustain excellence in teaching in our changing higher education culture?

Screencasting: Extending Your Reach Beyond the Classroom- Henry P. Scott and Bruce Spitzer (Windsor I Ballroom)

Screencasting is the electronic distribution of a recorded computer presentation. Whatever the intended purpose for recording a screencast, the potential value of screencasting is clear. Screencast creation is becoming easier as technology advances, while at the same time the demand for such resources from our increasingly online students is rising. Accordingly, screencasting will without a doubt continue to be a growing topographic feature on the changing landscape of higher education. There are many hardware and software options readily available for screencasting and this workshop is designed to provide attendees with hands-on experience with some of these tools using their own computers, although bringing one's own laptop is not required. The scope of this workshop will be limited to the Mac platform, with an emphasis on tools for the recording of live, in-class presentations. Our goal is to share our recent experiences in seeking out and testing tools that enable screencast creation with minimal effort either during, or after, class.

The Once and Future University: Building Bridges through Online Learning - Barb Bichelmeyer (Taggart)

The Internet is currently transforming higher education in significant ways. Some faculty have completely embraced online courses, others are reluctantly participating, and still others are fighting tooth and nail. Whether we like it or not, the interactive features of Web 2.0 now allow most on-campus instructional approaches to be replicated in the online environment. The time has passed to be questioning whether to teach online, we should now be asking; how to teach online successfully. The truth is, good teaching relies on the same principles regardless of the mode of delivery. The Internet has provided faculty a laboratory in which we are re-discovering what works and what doesn't work in both online and on-campus instruction. Whether in fully-online, hybrid, MOOC, or on-campus courses, educators have new chances to provide students with community and convenience, with the interaction and the independence they seek.

This presentation will review the purposes of higher education, identify ways in which the Internet is transforming the institution, and explain how these changes provide opportunities for highly engaging, student-centered instruction. Finally, we will consider the ways in which the IU Online initiative is working to ensure that IU is well-prepared to deliver high quality education to students.

Intellectual Property – Who Owns It? - Michael Morrone (Hickman)

Online courses and content present complex—and sometimes novel—questions of intellectual-property law principles and the relationship between an institution and its faculty and students. Each has an interest in ownership of courses and course content, with underlying interests in respective facets of academic freedom and privacy issues. Indiana University just implemented a new version of their Intellectually Property Policy, join us to discuss how the changes affect your intellectual property and it is being used by Indiana University and what rights you have to the ownership and use of that intellectual property.



Saturday Sessions

Concurrent Sessions II

From Comfort Zone to Creative Learning Zone- Chand Chauhan and Yvonne Zubovic (Murdock)

Motivating and guiding students toward meaningful learning have become more challenging in the modern age. As information is just a click away, we need to redefine learning as a process of enhancing critical thinking rather than acquiring facts. While universities focus on retention and graduation rates, educators must focus on the quality and quantity of lifelong learning. Higher costs of education and job uncertainty may shift students' focus of learning and its benefits to purely economic ones. This conflict between educators, students, and administrators, in terms of expectations, standards, and deep learning demands serious transformation. The presenters have collaborated to create learning environments to promote critical and independent thinking and high standards. In this session we will share out findings on what works in moving from our former comfort zone to a creation learning zone. Audience participation will be expected.

Improving the Student Experience - Making course documents "User Friendly"- Suzi Shapiro (Windsor I Ballroom)

Technology is a valuable tool for the creation and transmission of information, but we do not always use these tools optimally to support the real human beings in our classrooms. We often create documents for our way of thinking and with tools that we find comfortable. We imitate the forms we have experienced in the classes we have taken. It is easy to forget that students may have perspectives that are not the same as our own.

- Many of our "first generation" students are unaware of the academic conventions we no longer question.
- It is common for students to be uncomfortable with complex sentence structure and jargon ridden language.
- Students may be affected by limited vision or mobility or even their ability to pay attention for long periods of time.
- And – as we commonly hear in the faculty lounge - "People don't read!" How can you use what has been learned about human behavior when "consuming" information to improve the usefulness of your class documents? Make that word processor do all the things it can do better than a typewriter!

Envisioning New Teaching and Learning Environments in the Face of Change: Joint Academic Programming across the Regional Campuses- Samantha Earley and Chuck Gallmeier (Taggart)

Have you heard the news? IU is funding the regional campuses to develop and produce joint online degrees--\$20,000 for each campus involved in production of a degree! In this interactive presentation, Samantha Earley and Chuck Gallmeier, who have been serving on the Joint Academic Programming Blueprint Committee, will briefly discuss the possibilities for joint online degrees and outline the process for submitting proposals for them. Then, they will lead interested faculty in brainstorming possibilities—interdisciplinary, cross-disciplinary, multi-disciplinary thinkers and planners most welcome! Let's pool our collective creative energy and imagine what new online degree programs would be good for our students, our regions, our faculty, and our state. Chuck and Samantha will send the products of our brainstorming to the Office of Online Education for follow-up and follow-through.

Creating Social Presence in Online Learning- Carol Hostetter (Hickman)

The disembodied messages we send and receive through computer lines often convey only a shadow of the meaning that a face-to-face encounter would provide. If meaning is made, in part, through social context, then online education presents faculty members with a heightened challenge in facilitating a sense of community without the accustomed face-to-face classroom culture. As online components become more prevalent and more important in residential and distance courses, how can we understand and improve communication between an instructor and her students and among students themselves. In this presentation, Professor Carol Hostetter will share findings from a study that compares two entirely online courses with one face-to-face course, in order to understand students' perceptions of social presence in electronic courses. Her presentation will discuss "social presence" and how fostering it can aid instructors' efforts "to instigate, sustain, and support critical thinking in a community of learners" (Rourke, Anderson, Garrison, and Archer, 1999). Her recommendations for increasing a sense of social presence will help to guide other instructors as they design online interactions for their students and could serve as the foundation for others' scholarship of teaching and learning projects.

A vintage Volkswagen Beetle is shown from the rear, driving on a paved road that curves along a coastline. The car is dark-colored with a white license plate that reads "YHT 284". The background features a blue sky, a body of water, and distant hills.

Saturday Sessions

Concurrent Sessions III

Are MOOCs the End of Higher Education, or the Beginning of a New Age?- Don Coffin (Murdock)

MOOCs (massive open online courses) are here. The most popular of these has “enrolled” over 100,000 students, while others routinely draw audiences in the thousands. Aggregator sites such as Coursera (<https://www.coursera.org/>) allow people to pursue their interests without enrolling at an institution of higher education and, more importantly, without fees. Major funding sources—foundations such as the Bill and Melinda Gates Foundation, for example—have provided seed money and support for the development of MOOCs. Some universities (Stanford, for one) have begun to integrate MOOCs into their institutional structure. Supporters of MOOCs argue that they offer a new pathway to certification of knowledge and skills that is outside the traditional boundaries of higher education, while critics raise issues of engagement, interaction, quality, and assessment of learning. What is the likely future for, and impact of, MOOCs? How can (or should) we interact with them?

“Luke, I Am Your Father...What!? What Do you Mean ‘Who’s Luke?’!”: The Big and Small Differences Between You and Your Students, and How They Might Be Affecting Your Teaching- Lesa Rae Vartanian and Michelle Drouin (Windsor I Ballroom)

The advent and explosion of new technologies over the past two decades has largely transformed the college classroom. Very few teaching in higher education today logged in to course websites, printed off PowerPoint slides to aid their note taking, or “tweeted” something for class when they were students—yet these are daily experiences for today’s undergraduates. Similarly, the life circumstances and academic, social, and extracurricular experiences of faculty members during their undergraduate days are sure to be different from those of the students they presently teach; faculty often report feeling they are unable to relate to today’s undergraduate students (e.g., Nathan, 2005). How many of us have dropped a pop-culture reference in class, only to hear it thud like an ancient dud? To what extent do university faculty members’ own experiences as undergraduate students contribute to the ways in which they currently design and teach their undergraduate courses? Are their past social/extracurricular activities as undergraduates related to their perceptions of their current students and/or their course policies and practices? Providing data to address the above questions is the focus of an on-going empirical investigation; the purpose of our workshop is two-fold: 1) engage participants in small group and individual exercises that will have them reflect on who they were as undergraduate students and how that may connect with who they are now as teachers; 2) share preliminary findings from our study (in which many FACET members participated) and discuss their implications. Our proposed presentation thus fits with the conference theme in that it provides a very personal consideration of the changing terrain of higher ed, and one that will help people conceptualize and incorporate fundamental change while maintaining best practices in teaching and learning.

Online or Classroom: What Matters Most?- Connie Justice and Lisa Contino (Taggart)

“Are you considering creating or converting some or all of your course to an online format? If so, this session is for you. We will explore the similarities and differences between online and face to face course environments. You will learn how technology can meet and enhance your online course objectives. We will also discuss the IU Online Initiative. BYOC (Bring Your Own Curriculum)”

Why Won’t They Talk? Using Discussion to Facilitate Learning- Jay Howard (Hickman)

Faculty often wish to engage students in class discussion, but sometimes our efforts fall flat and we give up the effort. Why should we seek to engage students? What classroom norms sometimes undermine students’ participation? Which students are most likely to participate and to choose not to participate? How can an instructor manage both the dominant talkers and the non-talkers? We will engage each of these questions utilizing a review of the research to identify ways to structure class discussion to engage students and maximize learning.



Saturday Sessions

Concurrent Sessions IV

Teaching Laboratory Courses Online- Keith Anliker (Murdock)

There are many reasons that an instructor, department, or institution might choose to offer a laboratory science course in an online format. Have you have already taught an online laboratory course? Are you considering transitioning a traditional course to an online format? Or are you developing a completely new online version of a laboratory course? This session is designed to facilitate a discussion of the methods and approaches used to produce successful online science courses. This session will be an open discussion of processes and tools for creating an online laboratory course. It will also invite discussion of when/where an online format is suitable to meet the educational needs of our students.

Team Based Critical Analysis: A New Look at Evidence Based Argument- Linda Ficht (Windsor I Ballroom)

Engaging students in the introduction to business law course is a challenging teaching assignment. Law courses within a school of business are often taught by attorneys who are heavily influenced by the Issue-Rule-Analysis-Conclusion (IRAC) teaching method. When this method is utilized in an introductory business law course that covers a broad range of topics, the result is often a pure lecture format that results in one-way class interaction. Assessment measures at IU Kokomo indicated that students did a better job of retaining legal information using case studies compared to traditional memorization techniques. A review of teaching modalities uncovered a technique called Team Based Learning (TBL). TBL was modified and the traditional law school IRAC method was added to create a new type of teaching technique I call Team Based Critical Analysis (TBCA). TBCA can be used in nearly any field of study. This workshop will give faculty a plan on how to implement TBCA in their classrooms and why they would wish to do so.

Reaching our Changing Student Population through Best Teaching Practices- Edwina Helton, Ange Cooksey, and Tonya Breymier (Taggart)

In the changing climate of higher education we need to reach all our students with programming to develop professional student leadership skills to succeed in a challenging global marketplace. In our session, we share the outcomes of faculty small group research on new learning environments, designed to assist students in developing skills needed to perform as distinguished graduates. Our fully interactive and hands on session begins with a brief overview of the new learning environments created for the program including details on program requirements, structure, and learning outcomes, and how these can be implemented on other campuses. The session will also explore how to ensure reaching all students, including online and first-generation, through careful attention to program assessment planning with particular attention to surveying and reflective writing. The session concludes with strategies for inspiring campus involvement and providing professional development strategies for new innovations in best teaching practices.

College Readiness and Dual Credit at the Crossroads of Education Reform: Who's Really in the Driver's Seat?- Karol Dehr (Hickman)

Because dual credit is rapidly changing the landscape of both secondary and post-secondary environments, many educators are concerned about the policy changes at the state and national levels. The drive for accelerated learning is resulting in rethinking and revisiting what entry-level college courses mean and how to ensure programs like dual credit are advantageous to all stakeholders. The role of the university becomes less clear when the course is taught outside the college classroom walls. What should be a mutually beneficial arrangement between institutions creates procedural and curricular challenges for both institutions. This session will address how the increasing numbers of high school students earning college credit are impacting the university classroom and the pedagogy of its first year core classes. The speaker is the English Department liaison in IPFW's Collegiate Connection program, who supervises several high school teachers teaching First Year Composition. She will share her experiences with collaborating and navigating between secondary and higher education writing programs. Building relationships, finding common goals, and maintaining college-level rigor are all converging at the crossroads of education reform.



Keynote, PA Mack Lecture

2013 Keynote Address

The New Science of Learning, presented by Terry Doyle
Friday, May 17 at 4:00pm in Windsor I Ballroom

Almost daily neuroscience, biology and cognitive science researchers reveal new insights about how the human brain works and learns. The value of this research is its potential to elevate the learning success of all students regardless of their learning situations. Brain science research about human learning helps to level the playing field for all learners. This presentation will discuss many of these new research findings and suggest ways to apply them in a higher education setting. Topics will include findings on movement and exercise, stress, sleep, memory enhancers, attention enhancers and the role of neurogenesis, and neuroplasticity in enhancing learning. It will also discuss actions students need to take to ready their brains for learning.

Annual P.A. Mack Distinguished Service to Teaching Forum

Mapping Your Teaching Development, present by Nancy Chism, 2012 Mack Award Winner
Saturday, May 18 at 4:00pm in Windsor I Ballroom

How have you grown as a teacher? Where are you going? Most of us don't entertain these very important questions often enough. Taking advantage of the opportunities for reflection provided by this retreat, this session will begin by situating teaching growth within professional development and career frameworks. You'll then work with several prompts to create a map of your past development and project into the future. What you find may be surprising, inspiring, and affirming, hopefully suggesting new directions for your continued growth.

P.A. Mack Award

The annual P.A. Mack Award honors members of the IU community who have demonstrated excellence and distinguished service to teaching that are consistent with FACET's goals and ideals. P.A. Mack is a former IU trustee and lifelong advocate for teaching excellence. The award may be given to FACET members, as well as non-FACET faculty, administrators, professional staff, alumni, and instructors. "Distinguished service to teaching" is broadly defined as service in the form of leadership or creative participation that significantly and demonstrably advances and/or extends the goals and ideals of FACET as spelled out in our mission statement. To qualify for the award, nominees' service must extend beyond their own disciplinary unit and/or campus. Service activities need not be limited to the IU system, but the contributions cited in the nomination letter must include service to IU.

Friends of FACET Award

FACET's supporters include many non-teachers who aren't eligible for FACET membership. This award recognizes these friends of FACET who have been true advocates for teaching excellence. FACET members can nominate someone for the Friends of FACET Award by submitting a letter of recommendation to their campus liaison. If the liaison supports the nomination, he or she will write a second letter, gather any necessary additional information, and submit all nomination materials to the FACET director. The director and FACET's statewide steering committee select the award recipients.



Additional Retreat Sessions

Roundtables: Reflecting on 25 years of FACET, led by Jon Becker

Friday, May 17 at 1:15pm in Windsor I Ballroom

Join us for a rousing welcome to this year's Retreat with Jon Becker leading the entire group in discussions designed for peer-to-peer conversation on topics impacting your experiences in FACET over the last 25 years.

New Member Panel led by Sue Hendricks, Chair Selection Committee

Friday, May 17 at 2:30pm in Windsor I Ballroom

Help us to welcome out newest members to FACET during this speed learning type event. Help share your favorite memories, events, and things you have learned as a FACET member.

2013 FACET Art Room

Saturday, May 18, 2013 all day in Fairbanks

Reveal on Sunday, May 19 at 10:30 am in Windsor I Ballroom

Help us revisit the process of the 10th anniversary collaborative print created by FACET members 15 years ago. This time the participants will contribute their creative energies, spirits, and personal marks to the new celebratory image that will include a dramatic addition of metallic silver for the 25th anniversary. Stop in for a visit and add your creative engery to this project. Copies of previous FACET produced art are available at the registration desk while supplies last.

Panel Discussion: Advocating Excellence in Teaching, moderated by Don Coffin

Sunday, May 19 at 9:00 am in Windsor I Ballroom

Join panelists, Chuck Gallmeier, Robin Morgan, and Suzi Shapiro as they talk about best practices in Face to Face, Online, and Hybrid/Flip Classrooms and what we as FACET members can do to help our students learn in the upcoming years.

The Millennial Student, present by Terri Tarr and Megan Palmer

Sunday, May 19 at 10:30 am in Windsor I Ballroom

During this session, common characteristics of the current generation of college students will be discussed. Further, faculty will consider how best to retain, develop, motivate, and teach today's learners. In order to improve the success of today's students, specific suggestions and methods will be shared. Finally, workshop participants will have an opportunity to evaluate which strategies would work best in their teaching setting. This is an interactive session; please bring the electronic device of your choice.

NOTES



FACET 10th and 20th Anniversary Classes

Class of 1993

**Kevin Bailey
Donna Bialik
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Elliott Blumenthal
David Boeyink
Sharon Calhoon
Amitava Chatterja
Jeanette Dickerson-Putman
Mohammed Fazel
Linda Fritschner
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Katherine Jackson
Mike Keen
Raymond Koleski
Joan Lafuze
Monle Lee
Debra Litzelman
Glenn Mason
Robin Morgan
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Linda Rooda
Mary Russell
Leah Savion
Susan Shapiro
S. Stocking
William Sweigart
John Tilley
Susan Van Dyke
Jeffery Vessely
Robert Votaw
James Walker
Marilyn Watkins
Earl Wysong
Miriam Zolan**

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Christian Chauret
Ronald Duchovic
Tammy Fong-Morgan
Kathleen Free
Richard Gunderman
Carol Hostetter
Neovi Karakatsanis
Dina Mansour-Cole
Kathleen Marrs
Charles McCarty
Lori Montalbano
Geoge Mourad
Richard Nickolson
Jeanette Nunnelley
Josy Petr
John Ross
Connie Rowles
David Schansberg
C Strupeck
Jeffrey Wilson**

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IU Bloomington



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Assistant Clinical
Professor,
Curriculum and
Instruction



Rasul Mowatt
Associate
Professor,
Recreation, Park,
And Tourism
Studies



Carwina Weng
Clinical Professor
of Law

IU East



Paula Baumann
Assistant
Professor in
Nursing



Tonya Breymier
Assistant
Professor in
Nursing



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Assistant
Professor of
Communication
Studies

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Design



Allison Howland
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Professor, Special
Education

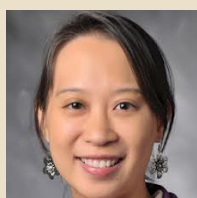


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Lecturer in English

IU South East



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Professor of
Philosophy



Ranida Harris
Assistant Professor
of Management
Information
Systems



Diane Russell
Senior Lecturer in
English

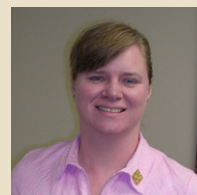
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Nursing



Christina Gerken
Assistant
Professor of
Women and
Gender Studies



Tracey Trottier
Assistant
Professor of
Political Science



Joshua Wells
Assistant Professor
of Sociology and
Anthropology

IPFW



Mary Cooper
Associate Dean
and Professor,
Dental Hygiene



Biographies

Keith Anliker IUPUI

Keith is a Senior Lecturer and Director, Laboratory & Curriculum Support, Chemistry and has received the IPSE Award for Teaching with Technology in 2006.

Barb Bichelmeyer IU Bloomington

Barbara A. Bichelmeyer, Ph.D. is Professor of Instructional Systems Technology at Indiana University-Bloomington, and Associate Vice President for University Academic Planning and Policy, as well as Director of the Office of Online Education for the seven campuses of Indiana University. Barbara's research, teaching and service focus on the areas of human performance improvement, instructional and program evaluation, instructional design, adult learning, and the integration of technologies in instructional environments. As Associate Vice President, Barbara's portfolio of responsibilities includes planning, policy development, external relations, government relations and intercampus coordination of academic and faculty affairs. As Director of Office of Online Education, Barbara provides leadership, management and coordination for online education across all campuses of the university.

Tonya Breymier IU East

Tonya Breymier is Assistant Professor of Nursing and Associate Dean for Nursing Graduate Programs. She coordinates graduate nursing programming and currently serves as the development coordinator of internships, practicums, and workplace experiences. Tonya teaches a wide range of nursing courses.

Lisa Contino IUPUI

Lisa has been a Senior Lecturer in Psychology at IUPUI since 2002 and has won numerous teaching awards. She is currently serving as a Faculty Fellow at the IUPUI Center for Teaching and Learning.

Chand Chauhan IPFW

Chand Chauhan is an Associate Professor in the Department of Mathematical Sciences. Due to her ongoing commitment to teaching and learning, she was recently appointed as a CELT Teaching Fellow. She devotes time supervising student research in statistics, both at the graduate and undergraduate level. Student feedback indicates that she is demanding in her expectations, but supportive and caring of their needs.

Nancy Chism IUPUI

Nancy Van Note Chism is Associate Vice Chancellor for Academic Affairs and Associate Dean of the Faculties at Indiana University Purdue University Indianapolis. In this role, she provides leadership for central services supporting faculty and academic staff as teachers and scholars. She is also Professor of Higher Education at Indiana University. Dr. Chism is the author of Peer Review of Teaching (1999) and editor or co-editor of five other volumes, the latest of which is The Importance of Physical Space in Creating Supportive Learning Environments (2002). She has authored or co-authored numerous book chapters and journal articles on teaching and learning in higher education and developing faculty and teaching assistants as teachers, with particular emphasis on multicultural teaching and program evaluation. She has made many presentations nationally and internationally on teaching and learning issues in higher education, including invited addresses at universities and conferences, and consults regularly with campuses on improving college teaching and evaluating improvement efforts.

Don Coffin IU Northwest (Retired)

Don recently retired after 25 years at IU Northwest, teaching economics in the School of Business and Economics. He was selected for membership in FACET in 1990 and served on the FACET Steering Committee from 1993 through May 2012. He has served on the editorial board of the Journal for the Scholarship of Teaching and Learning and has made a couple of prior presentations at FACET retreats, most recently with Stela Pudar-Hozo on Myth-Busters in Teaching and Learning.

Ange Cooksey IU East

Ange Cooksey is a Senior Lecturer of Humanities and Bender Fellow for 2013. She Coordinates the Indiana University Student Research Program. She also provides leadership and mentoring for Service Learning projects. Ange teaches writing, philosophy, and religious studies courses.

Karol Dehr IPFW

Karol Dehr is a Continuing Lecturer in the Department of English and Linguistics at IPFW. She has been teaching FY Composition and 2nd year Exposition for 21 years, specializing in enhancing students' critical reading and writing skills. She is the Associate Director of Writing for Outreach, serving as the Department Representative for IPFW's Collegiate Connection/Dual Credit Program, supervising and collaborating with over a dozen high school teachers in the greater Fort Wayne area who teach elementary composition at their respective schools. She has co-directed the National Writing Project affiliate, the Appleseed Writing Project, since 2004, working with K-16 teachers on best practices in writing and the teaching of writing. She was inducted into FACET in 2010.



Biographies Ange Cooksey IU East

Michelle Drouin IPFW

Michelle Drouin is an Associate Professor in the Department of Psychology at IPFW. Her disciplinary research is focused on technology and its effects on development and communication, and she has published a number of SoTL papers and book chapters focused mainly on online teaching and the ways in which technology influences student learning and engagement.

Samantha Earley IU Southeast

Samantha Earley currently serves as the Dean of the School of Arts and Letters at IUS. She is an Associate Professor of English with an expertise in African American and Early American Literature.

Linda Ficht IU Kokomo

She is an award-winning teacher honored with the IU Trustees Teaching Award Linda teaches undergraduate and graduate courses in ethics and social responsibility, the legal environment of business, employment law, cyber law, and commercial law. Linda holds a JD cum laude from Southern Illinois University School of Law; an M.B.A. with a concentration in Management from Bradley University, Beta Gamma Sigma; and a Bachelor of Arts in English from Southern Illinois, Carbondale.

Chuck Gallmeier IU Northeast

Chuck Gallmeier is Professor of Sociology at IUN. He has won numerous teaching awards and currently serves as the department chair.

Edwina Helton IU East

Edwina Helton is Professor of English and Linguistics at Indiana University East where she coordinates programming in Diversity. She Co-Coordinates Women's and Gender Studies and serves as Director of Graduate Composition Studies. Edwina teaches writing, linguistics, and multicultural studies.

Susan Hendricks IUPUI

Susan Hendricks is an Associate Professor and Associate Dean for Undergraduate Programs in the School of Nursing, core campus. A nurse since 1983, an educator since 1992, Dr. Hendricks has always been interested in exploring new methodologies for teaching and curriculum development in nursing. In the past year, as the impetus for inter professional education (IPE) has skyrocketed at Indiana University in the Health Professions schools, Dr. Hendricks has focused attention on curriculum development and teaching methodologies for IPE, including strategies to bring faculty from different schools together collaboratively.

Carol Hostetter IU Bloomington

Carol Hostetter is Associate Professor in the School of Social Work at Indiana University, having joined the faculty in 2001. She has won several teaching awards, including the Lieber Memorial Award for Distinguished Teaching (all eight campuses), the Chancellor's Award for Excellence in Teaching (IUPUI campus), the Trustees' Teaching Award (five times, for the School of Social Work), and membership in FACET (Faculty Colloquium on Excellence in Teaching, the Indiana University teaching academy). Dr. Hostetter is the director of the Mack Center for Inquiry on Teaching and Learning. The Mack Center is the home for a collaborative group of scholars on all eight campuses of Indiana University. She is the Bloomington FACET Liaison and a member of the FACET Steering Committee. She teaches the graduate pedagogy class for her school. Her grants and publications focus primarily on child welfare training and the scholarship of teaching and learning. Dr. Hostetter presents regularly at national and international conferences on teaching and learning, and served on the program committee of the International Society of the Scholarship of Teaching and Learning conference.

Jay Howard Butler University

Since 2010, Jay Howard has served as dean of the College of Liberal Arts and Sciences and professor of sociology at Butler University. Previously, he held various leadership positions at Indiana University-Purdue University Columbus (IUPUC), including interim vice chancellor and dean and head of the Division of Liberal Arts. Howard earned a bachelor's degree in sociology from Indiana University South Bend in 1988, and both his master's degree (1990) and doctorate (1992) in sociology from the University of Notre Dame. Howard's research interests range from the Scholarship of Teaching and Learning to religion and popular culture. His work has been in numerous publications, and he has co-authored several books, including *Apostles of Rock: The Splintered World of Contemporary Christian Music* (University Press of Kentucky, 1999), which was named a 2000 Choice Magazine Outstanding Academic Title. Howard is a Fellow of the P.A. Mack Center at Indiana University for Inquiry on Teaching and Learning, and has served in various capacities for other community and professional organizations.

Connie Justice IUPUI

Connie is a Clinical Assistant Professor of Computer and Information Technology at IUPUI. Her research areas include Information Assurance and Security, Networking, Network and System Administration, Wireless Technologies.



Biographies

Michael Morrone IU Bloomington

Michael Morrone is a Senior Lecturer in the Kelly School of Business at IUB. He currently serves as the UITS Communication Office Fellow since 2005.

Megan Palmer IUPUI

Megan Palmer is an assistant dean for Faculty Affairs and Professional Development and director of the Academy of Teaching Scholars at the Indiana University School of Medicine (IUSM). She also serves as Vice Chair for Education in the IUSM Department of Emergency Medicine. Megan holds faculty appointments in Emergency Medicine and Educational Leadership and Policy Studies at the IU School of Education in Indianapolis. Her research focuses on faculty vitality, teaching and learning, and faculty development. Megan holds a PhD in higher education from Indiana University, MS in student affairs and higher education from Colorado State University and BA in sociology and communications from University of St. Thomas (MN).

Julie Saam IU Kokomo

As a native Hoosier, Dr. Julie Saam is proud of her degrees from only IU campuses. She received a BS in secondary education from IU Southeast, a MS in secondary education from IU Southeast, and a Ph.D. in Science Education from IU Bloomington. Before beginning her tenure track position at IU Kokomo, she taught for 1.5 years at the IUPUI Columbus campus. She is currently an Associate professor in the School of Education teaching methods courses in science and mathematics education. She also serves as the Assistant Dean for the School of Education.

Henry P. Scott IU South Bend

With a B.S. in applied physics and a Ph.D. in geophysics, Henry Scott joined the IU South Bend Physics Department in 2003. His teaching interests range from introductory earth science to upper-level physics courses.

Suzi Shapiro IU East

Suzi has been involved in teaching using technology for most of my career and teaching in the Internet based environment since 1995 at the very beginning of the “web.” Moving to this alternative environment has been an interesting challenge and has allowed her to rethink the educational process many times over. Her discipline training in Human Factors Psychology has given her many methods to find and assess tools for learning and teaching. Suzie’s goal is to create courses that are challenging, interesting, and “user friendly” for the students who participate in them and the teachers who facilitate them.

Bruce Spitzer IU South Bend

After stints as a high school drama coach, English teacher, and journalism advisor; a community college English instructor; and a corporate vice president, Bruce Spitzer earned his Ed.D in Curriculum and Instruction with an emphasis in Educational Technology. He joined IU South Bend in 2004 and began serving as Department Head for Secondary Education and Foundations of Education in July 2007.

Teri Tarr IUPUI

Terri A. Tarr is the associate director of the IUPUI Center for Teaching and Learning where she leads the instructional design staff and consults with faculty on topics that include teaching online, designing curriculum, and developing learning outcomes. She directs the Curriculum Enhancement Grant initiative and co-chairs the New Faculty Experience Planning Committee. She earned a Ph.D. in developmental psychology from Purdue University as well as an M.A. in school psychology and a B.A. in psychology from Ball State University. She began teaching part-time for the Department of Psychology in 1994, most recently teaching an online Child and Adolescent Psychology course.

Lesa Rae Vartanian IPFW

Lesa Rae Vartanian is an Associate Professor of Psychology at IPFW. The ways in which constructions of identity, social-contextual experiences, and self-other perceptions contribute to development have remained undergirding themes in her research for nearly two decades. As a life span developmentalist, she teaches “womb-to-tomb,” and is particularly interested in high-impact practices for student learning.

Yvonne Zubovic IPFW

Yvonne Zubovic is an Associate Professor in the Department of Mathematical Sciences. She actively works for improving student learning on two fronts: her own classes and through working with others. To this end she has served the IPFW campus as a CELT Teaching Fellow and CELT SoTL Fellow. She was selected as a Spring 2013 FACET Bender Fellow to continue her work with the FACET Leadership Institute. She is coordinating the support efforts from the campus teams working on embedding high impact educational practices into the undergraduate curriculum. At the same time, she is working on embedding active learning strategies into her own statistics classes.



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All of our session presenters and all of the FACET
Members who have joined us for the weekend

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Kimberly Olivares, Assistant Director of FACET for Strategic Outreach

Courtney Henderson, Administrative Assistant

Thank you for attending this year's retreat. Save the date for future retreats:

May 2014, at the Indianapolis Sheraton

May 2015, at Pokagon State Park

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