

Friday, May 15th - Sunday, May 17th Potawatomi Inn @ Pokagon State Park

Empowering Students and Teachers:  
Opportunities, Challenges and Successes

# 2015 FACET Retreat





# Welcome to the Annual FACET Retreat 2015

The theme for this year's retreat captures what FACET is all about: teaching students and the successes, challenges, and opportunities that come with it. Because FACET sponsors a colloquium of faculty, made up of members across the IU system, we have emphasized the empowerment of teachers and students—in keeping with our conference theme—through professional development in our selection of sessions. We feel fortunate to be at this retreat in order to learn from other effective teachers and enjoy the collegiality that FACET prizes. This year's theme gestures to the dedication we all have to the profession of teaching and to the good will we foster in our traditional classrooms and beyond.

On that note, we value hard work—but we also value the joy that is parceled in discovery, contemplation, reflection, and community, and we expect that our beautiful location and the retreat program, with its mix of serious academic sessions and fun social activities, will make this weekend a gem in the crown of IU opportunities for faculty. The range of sessions will cover topics such as the opportunities, challenges, and/or successes in empowering students and teachers via critical pedagogical theories; evidence-based learning strategies or praxis; co-curricular opportunities; technology; various classroom formats (i.e., online, hybrid, face to face); new pedagogies that enhance empowerment and learning of diverse students; and strategies that allow for the redesign of existing pedagogy. Our social activities include outdoor excursions and meet-and-greet opportunities with new and existing members and guests. What could be better than work and relaxation in a tranquil location—with a campfire?

We must deeply thank Kimberly Olivares, who graciously and expertly served as the former Assistant Director of FACET and worked with us on planning throughout the year that led up to this retreat. We know we are fortunate, in general, to work with inspiring people in FACET, and we thank you all for attending the retreat and making this event rewarding for each of us. We are certain that the formal and informal conversations and experiences we will have during the retreat will remind each of us that we are part of a network and a profession that is larger than ourselves singly. We take great joy in ushering in the 2015 FACET retreat! Welcome!

Sincerely,

**Julie Goodspeed-Chadwick**  
(IUPUC, Class of 2014)

**Anne Allen**  
(IU Southeast, Class of 2004)





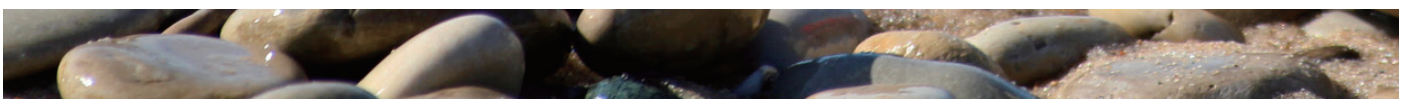
# Bender Memorial Lecture



## Introducing Sociological Virgins to the Sociological Imagination

Chuck Gallmeier, IU Northwest

In his presentation, he will share pedagogical methods he uses to introduce “sociological virgins” to the power of the “sociological imagination.” These techniques often overlap but they fit into the following categories: Telling Stories (historical anecdotes, local or current events, personal accounts from my life or research experiences); Waving the Sociological Magic Wand; Shock and Awe; and Role Playing. Charles P. Gallmeier is the 2014 Chancellor’s Professor of Sociology in the Department of Sociology and Anthropology at IU Northwest. He received his Ph.D. in Sociology from the University of California at San Diego (UCSD) in 1985 and his M.A. in Sociology from UCSD in 1980. He received his B.A. in Sociology from IPFW in 1976. His published work has appeared in several top tier journals such as the Journal of Contemporary Ethnography, Journal of Drug Issues, Sociological Spectrum, Journal of Sport and Social Issues, and Sociological Focus. Chuck has received 12 teaching awards during his career including the 2007, 2005, 2003, 2001 Board of Trustees Teaching Award, the 1999, 1997, 1996 Teaching Excellence Recognition Award (TERA), the 2003 North Central Sociological Association Outstanding Contribution to Teaching Award, the 2001 Indiana University President’s Award for Excellence in Teaching, the 1999 Indiana University Faculty Colloquium on Excellence in Teaching Award, the 1997 Indiana University Northwest Founder’s Day Teaching Award, and the 1986-1987 California State University Distinguished Teaching Award. Chuck has also received the 2010 Indiana University W. George Pinnell Award for Outstanding Service, the 2013 Dr. J. Carl Metz Award for Outstanding Service from the Indiana Academy of the Social Sciences, the 2004-2005 IU Northwest Vice Chancellor’s Award for Outstanding Service Activity, and the 2006 IU Northwest College of Arts and Sciences Dean’s Award for Distinction in Service.



The Bender Memorial Lecture was initiated in memory of Professor Eileen Bender. Under the leadership of Bender and IU Bloomington’s Anya Peterson Royce, the Faculty Colloquium on Excellence in Teaching (FACET) program was founded in 1989 as an all-university initiative supported by then-president Thomas Ehrlich to advance teaching excellence across IU. As FACET’s first director, she brought the program to IU South Bend, which welcomed and housed the all-university program headquarters until Bender turned the program over to her successors at IUPUI in 2001. Her contributions to teaching excellence are recognized throughout Indiana University and this Lectureship honors her dedication and commitment.



Eileen Bender

# Saturday Sessions

## **Concurrent Session 1 (10:00 AM - 11:15 AM)**

### **The Power of the Joy of Teaching (Lake James)**

Gwynn Mettetal, IU South Bend  
Deborah Marr, IU South

One challenge for faculty is to maintain their enthusiasm over years of teaching. At IU South Bend, we are meeting this challenge with the Eileen Bender Joy of Teaching Series (E-JOT), named after our IUSB colleague and FACET founder who envisioned the FACET retreat as an opportunity for joyous exploration of the teaching and learning process. This was often accomplished by placing faculty in the role of students, learning skills far beyond their area of expertise, from geology to singing to personality types. Our first E-JOT session was titled: "Do I remember a time when I didn't know this?" From the perspective of someone immersed in a field, it is easy to forget how many mistakes can be made when learning something new. After an introductory discussion, we participated in a Lego's-based factory simulation used by Gary Kern to teach inventory control and then reflected on how we felt as students in that situation. Laughter and silliness were followed by reflection and insight, and everyone left excited about the creative possibilities in teaching. In this session we will help participants re-connect with their own joy of teaching through discussion and activities, as well as provide ideas that they can take back to their own campus to share.

### **The Labyrinth of Career Decision-Making: Empowering Students to Find Their Path (Snow Lake A)**

Michelle Drouin, IPFW  
Lesa Rae Vartanian, IPFW

As educators and advisors, we see it as our responsibility and privilege to help students make progress towards their education and career goals. However, this can be a difficult task when students don't know what they want to do ("the drifters") or when their career goals are out of sync with their academic résumés ("the dreamers"). Additionally, in both groups, we often find that students have made little effort to prepare for the next step (e.g., internships, research experiences, taking a practice GRE), whether the next step is graduate school or a full-time job. Therefore, we saw a need in our department for a flexible career planning tool—one that could be used as sort of a self-assessment for students—to help our majors understand their career options and become aware of the commitments and challenges of their chosen path. So that it could be used in classes or in advising, we developed it as an online tool, using Poe's (1988) decision tree as a model. In our empirical investigation, we tracked students' use of this tool over three years of an introduction to the major course. In this workshop, we will present our findings with regard to: 1) Students' evaluations of the helpfulness of the tool 2) Changes in students' career choices over the course of the semester 3) Changes in students' progress towards career goals over the course of the semester Additionally, we will engage participants in small group and individual exercises that will have them identify the challenges they face in their academic and career advising. We will also engage in a large-group discussion, where participants will be asked to share their tips and resources for helping students make decisions about their career goals and empowering them to take the steps necessary to reach those goals.

# Saturday Sessions

## Concurrent Session 1 (10:00 AM - 11:15 AM)

### Responding to Student Writing: Are Our Comments Valuable or Are We Wasting Our Time? (Snow Lake B)

Karol Dehr, IPFW

Regardless of the discipline in which we teach, we constantly ask our students to use critical thinking skills to address a host of issues, both in and out of the classroom. They may be asked to express those thoughts in any number of written ways: short essay, long essay, lab report, speech, proposal, ethnography, case study, researched paper, or portfolio, to name just a few. While a great deal of research has been conducted on effective ways to assess student writing, it still remains a challenge, even among those who specifically teach writing. This interactive session will include discussion time for participants to share what writing looks like in their classrooms, the challenges they face when assessing that writing, successful strategies they have used, and questions they have about handling the paper load. Using researched-based methods, the presenter will model how to effectively and efficiently respond to student writing, how to prioritize remarks, and how to best ensure the time and effort we put into commenting on student writing leads to student success--without overwhelming all parties.

### Opportunities, Challenges, and Successes of IU eTexts (Jimmerson Lake A)

Mark Goodner, IU Bloomington

Tammy Fong-Morgan, IU South Bend

As the title suggests, we will examine and discuss the opportunities, challenges, and successes of teaching and learning with IU eTexts as a pedagogical tool. OPPORTUNITIES: IU eTexts, as an initiative, offers an excellent way to empower students and teachers. Every aspect of the whole initiative, as well as the actual etext reading tool itself, is designed to empower students to reach learning outcomes, and to empower faculty to improve their teaching. The potential successes far outweigh the potential challenges of transitioning to this electronic/digital learning tools. CHALLENGES: Current research on the use of electronic texts is limited to only a very few aspects of the whole experience, but we will take a brief look at what data is being disseminated and what messages are being sent – and possibly misinterpreted – by faculty considering using a digital text. In addition, we will review some of the lessons learned at IU over the past four years, as we review what has not worked as well as we had hoped. Also, we will attempt to bust myths and misunderstandings about IU eTexts, specifically. SUCCESSES: We will hear from a faculty member who has been utilizing IU eTexts for a few years, now, and is finding great success. Learn what she has done to improve her teaching and increase learning in her classes, as she discusses/shares some specific examples of what she has been doing in her course. Also, we will briefly discuss some of the other IU eTexts successes, large and small, across the IU system. If time (and Wi-Fi access) permits, we will take a guided tour of the eText reading platform, Courseload Engage, and some of its most important, empowering features. (If we run out of time, we will provide simple instructions for a self-guided tour on your own.)

# **Saturday Sessions**

## **Concurrent Session 1 (continued)**

### **Documenting Student Success with Canvas: Reducing Faculty Workload**

**Robin K. Morgan, IU Southeast**

As Canvas replaces Oncourse, several features of Canvas have the potential to reduce faculty workload, if faculty build their courses with these features in mind. This session will briefly demonstrate how the Learning Outcomes feature of Canvas can be used to construct grading rubrics and document student success.

### **The Power of Paper: Exploring a Timeless Technology (Stillwater Lounge)**

Donna Stallard, IU Southeast

Samantha Earley, IU Southeast

Description: What do you use paper for in your job? What do you use paper for in your extracurricular life? No matter what we teach or the work we perform in our roles at the university, paper is one of our basic tools. Did you know that the technology for making paper has remained unchanged for thousands of years? In this interactive session, participants will re-examine the way they think and feel about one of the most basic materials we all use to do our job: PAPER. We will introduce people to the technology of making paper, involving participants in the actual techniques developed in China thousands of years ago and still used today to make the paper that we consume. Participants in this session will leave the FACET Conference with the paper that they've made. They will also have a basic understanding of the fundamental technology involved in making paper. Most significantly, however, participants will have a renewed appreciation for one of the most basic tools that we all use in our jobs and our everyday lives. NOTE: This is a hands on session. You may stop by at any time during the session and stay as long as you would like.

## **Concurrent Session 2 (11:30 AM - 12:45 PM)**

### **Replace Explanation with Exploration: How to Remove Lecturing from Content-Rich Courses (Lake James)**

Neil Sabine, IU East

Participants will experience a student-centered learning environment that takes much less class time than lecturing and provides a deeper understanding of course content. Participants will act as unprepared students and will master sophisticated course content in a relatively short amount of time. associated with implementing this learning environment will also be discussed. The presentation will focus on presenting: 1) the learning environment, 2) the important components of this environment and their flexible application, and 3) over ten years of data on student perceptions and academic performance in upper and lower level biology courses Opportunities and obstacles.

# **Saturday Sessions**

## **Concurrent Session 2 (continued)**

### **Scholarship of Teaching and Learning: Is it teaching? Is it scholarship? (Snow Lake A)**

Beth Kern, IU South Bend

Gwynn Mettetal, IU South Bend

Marcia Dixon, IPFW

Robin Morgan, IU Southeast

How does SoTL fit into the three boxes of academic life (teaching, research, service)? The answer might impact your promotion and tenure. We will discuss definitions of teaching, scholarship, and SoTL; unveil a new model of teaching-related activities; revisit Boyer; and make some suggestions that would benefit individual faculty as well as strengthen our institutions.

### **“Talk to Everyone at the Table” – The Use of Virtual Simulation to Promote Collaboration (Snow Lake B)**

Kathleen Walsh Free, IU Southeast

Description: Learning the lessons of collaboration can be difficult for students, and the use of simulation is an engaging way to increase understanding of a vital, real-world skill. Asking students to assume a role, and to consider the viewpoint, importance, and challenges of that role, encourages students to analyze, not memorize. In a virtual simulation, students make role-specific decisions, and see both the results of their decisions in the responses of other members, and in the outcome of the simulation. Whether a student is in the School of Business, Education, Nursing, Arts and Letters, Natural Sciences, Social Sciences, simulations create be used to create energy, understanding, and improvements in decision-making. In this presentation, Kathleen Walsh Free of the School of Nursing at IU Southeast will talk about ways to create a successful and revitalizing simulation for your classroom!

### **Faculty in Pajamas: Academic Presence (Jimmerson Lake A)**

David Malik, IU Northwest/IUPUI

Faculty and administrators are both feeling the rapid growth in external pressures for higher levels of accountability and documentation of accomplishment. As our student demographics continue to evolve away from the dominance of traditional students, we are held accountable for re-inventing how we address education in general. In addition, the growth of online courses has made higher education more broadly accessible with a potential impact on faculty presence. Unfortunately, the congruence of accountability challenges and increasing online work impact our judgments about faculty presence. What does the risk-benefit analysis suggest for faculty expectations? Does our work become totally off-site and do we no longer work on campus? What is the impact on the “community of scholars?” What are the expectations for faculty presence that result in true benefit to the academy and underscore professionalism in our work? This session will explore reflections on the value of faculty presence, potential risks, and its impact on students, our faculty colleagues, and the university.



# Saturday Sessions

## Concurrent Session 2 (continued)

### **The Voice, More Than a Reality Show: Strategies for Empowering Students as They Write (Jimmerson Lake B)**

Kristen L. Snoddy, IU Kokomo

The Voice is a current reality show, one that admittedly intrigues me. If you are a Voice “fan” as well, it may understandably be due to the increasingly talented contestants that appear on the show; however, what I find most enjoyable is the interaction between the coaches and the aspiring artists with whom they work. This interaction is often characterized with an admirable articulation of sophisticated concepts and skills specific to their area of expertise. Similarly, as professors we find ourselves in the challenging position of sharing what we do and know well with novices. As a teacher of writing, I have found the concept of “voice” in writing to be one of the more challenging concepts that my discipline necessitates I communicate to students. It is not surprising then that professors in other disciplines often express frustration to me because their students are unable to “converse” with their sources. I have come to believe when students rely too much on the borrowing and/or do so awkwardly, often it is not because they undervalue the assignment nor are they trying to be dishonest: they simply lack the understanding and skills necessary to complete this complex task. Over the years as I have worked to design activities that empower students during the process of writing their research papers, I have been mindful of two overall purposes: 1) To make the concept of integrating sources more transparent; 2) To reach students using methods that appeal to their senses—chiefly visual and auditory. This presentation will provide participants specific strategies and assignments that can be used in any course where students are assigned papers using sources.

### **The Power of Paper: Exploring a Timeless Technology (Stillwater Lounge)**

Donna Stallard, IU Southeast  
Samantha Earley, IU Southeast

What do you use paper for in your job? What do you use paper for in your extracurricular life? No matter what we teach or the work we perform in our roles at the university, paper is one of our basic tools. Did you know that the technology for making paper has remained unchanged for thousands of years? In this interactive session, participants will re-examine the way they think and feel about one of the most basic materials we all use to do our job: PAPER. We will introduce people to the technology of making paper, involving participants in the actual techniques developed in China thousands of years ago and still used today to make the paper that we consume. Participants in this session will leave the FACET Conference with the paper that they’ve made. They will also have a basic understanding of the fundamental technology involved in making paper. Most significantly, however, participants will have a renewed appreciation for one of the most basic tools that we all use in our jobs and our everyday lives. NOTE: This is a hands on session. You may stop by at any time during the session and stay as long as you would like.



# **Saturday Sessions**

## **Concurrent Session 3 (2:30 PM - 3:45 PM)**

### **Leadership Institute: Quality Student Learning and Graduation Success (Lake James)**

Yvonne Zubovic, IPFW

This session will offer an opportunity to discuss different strategies to promote quality student learning and moving students to graduation. Each IU campus currently has a Leadership Institute team working on campus specific strategies to reach these goals. Come to this session to learn more and engage in lively conversation about a vitality important and timely topic.

### **Documenting Excellence in Teaching: What Should be Included?**

Deborah Marr, IU South Bend

Julia Fox, IU Bloomington

What evidence would convince you of excellence in teaching? Join us for a discussion of how excellence in teaching might be documented at Indiana University

### **What Do YOU Believe About Teaching? Using Narrative Writing to Foster Reflective Practices (Snow Lake B)**

Karol Dehr, IPFW

An essential aspect of refreshing one's teaching practice includes regular and sustained reflection of pedagogical approaches. To combat complacency and perhaps familiar strategies, we are challenged to continually consider innovative ways to not only foster our own success as scholars in our fields, but to also empower our students to be successful citizens of the world. This interactive session will demonstrate and model what it means to be a lifelong learner, for both teacher and student. Using the 6-word story and This I Believe models for reflection, we will explore our individual beliefs about teaching, what motivates us to facilitate success in our classrooms, and how we might use narrative as a pedagogical strategy, regardless of discipline or grade level. The presenter will demonstrate how this approach can be used as a model for the classroom where teachers could use narrative strategies to address student beliefs about individual concepts or other issues within their discipline. Participants will engage in quick writes, pair/share, and whole group discussions.

# Saturday Sessions

## **Concurrent Session 3 (continued)**

### **Why Won't They Talk? Using Discussion and Active Engagement to Facilitate Learning (Jimmerson Lake A)**

Jay Howard, Butler University

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 using a review of the research to identify ways to structure class discussion to engage students and maximize learning.

### **Smile at your students - online! (Lake James)**

Marcia Dixon, IPFW

Much of the literature ignores or denies the potential for nonverbal immediacy behaviors in the online environment, claiming you cannot "smile" at your students when you teach online, or can you? A recent study of 51 online classes found that there are several nonverbal indicators of immediacy (warmth/approachability) present in many online courses. More importantly, these immediacy behaviors are correlated with stronger student engagement with the online class. This workshop will explore those nonverbal immediacy behaviors, discuss which ones were found to be strongly correlated with engagement, and then workshop ideas for increasing nonverbal immediacy behaviors in your own online courses. What nonverbal messages are you currently sending (consciously or not)? What immediacy messages do you wish to send? In short, we will talk about "smiling" at your students online :))!!

### **Empowerment through Transforming a Tradition: Building and Walking a Labyrinth as a Learning Experience (Stillwater Lounge)**

Patrick Ashton, IPFW

Matt Kubik, IPFW

A labyrinth is an archetypal form in which we experience a journey through time and space. Unlike a maze, which presents a confusing array of paths, turns, and tricky dead ends, a labyrinth has only one path. There is only one way in and one way out. Whereas sorting out the choices in a maze is primarily a left-brain, analytical activity, a labyrinth is more of a right-brain activity, providing space for reflection, intuition, and imagery. The goal within a maze is to get through and get out as quickly and efficiently as possible. The goal in a labyrinth is to savor the experience of the journey, and to be receptive to insights produced by reflection. The labyrinth is an ancient and near universal symbol. The seven-circuit, or classical labyrinth (so called because there are seven circuits or pathways to the center) has been found on every inhabited continent in prehistory. We know that in modern times labyrinths have been used as tools for reflection and meditation. This workshop will introduce labyrinths as a teaching and learning tool. Participants will watch a short presentation on the history of labyrinths, learn how to draw a seven-circuit labyrinth and then learn a relatively simple method for laying out a walkable seven-circuit labyrinth.



# **Saturday Sessions**

## **Poster Session (5:00 PM - 5:30 PM) (Lake James)**

### **Broadcasting beyond the Classroom: Working with Students to Create a Live Weekly TV Show**

Elizabeth Bennion, IU South Bend

Situated within the literature on neuroscience and experiential learning, this presentation will describe how a professor is bringing her experience—and her students—into the TV studio to create exciting new learning opportunities. Elizabeth Bennion, Professor of Political Science, is the host of a weekly public affairs program called “Politically Speaking,” which is broadcast live each Sunday (re-airing each Monday) to a 22-county area containing 1.2 million viewers.

### **Your Final Exam is to Re-write This Syllabus: Sharing Power in the Classroom**

Jake Mattox, IU South Bend

“Sharing power in the classroom means connecting our own meta-thinking—the kind we do in sotl venues—to students’ own critical thinking about education, from classroom activities and course goals to aspects of the larger education system. This means shortening the distance between the teacher and student by meaningfully involving students in the decisions we make about course design, activities, goals, and assessment.

### **Come On, Let’s Play! Using Games to Engage Undergraduates**

Julia Ann Gressick, IU South Bend  
Kathleen Sullivan, IU South Bend

There are many cognitive and social benefits to using games in classrooms. Considering this, we have integrated games and gaming elements in undergraduate classrooms to promote student engagement, motivation, and increased learning outcomes.

# Saturday Night Events

## **Hospitality Suite (Location will be announced at Retreat)**

After the Induction, please join everyone at the FACET Hospitality Suite. There will be snacks and beverages (adult and otherwise). If you brought along a bottle of wine or beer, please bring it to the suite. The conversations will be lively and impactful.

## **Labyrinth @ Night (Beach Area)**

Saturday evening, 8:30 PM

Pat Ashton, IPFW

Matt Kubik, IPFW

Join your colleagues under the stars on the beach as we outline the labyrinth we created earlier in the day with dozens of luminaria candles. Bring your blanket, wine, and musical instruments and join us as we transform this tradition into a meditative learning experience and a joyful celebration of community.

# Sunday Sessions

## **Interactive Workshop (9:00 AM- 11:15 AM)**

**The Role of Teaching at IU in the next 30 years (Lake James)**

**Moderator: Marcia Dixon, IPFW**

Panelists: Jon Becker (IUN), Karol Dehr (IPFW) Chuck Gallmeier (IUN), Robin K. Morgan (IUS)

This interactive discussion will invite panelists and audience members to consider and discuss the theme of the conference together, offering examples, activities, and anecdotes derived from their own successes, challenges, and opportunities in teaching. In addition, we will ask the panelists who will be a part of this session— as well as audience members—to articulate possible future directions of teaching at IU. In short, this session will work like a roundtable, inviting the panelists and the audience members to dialogue and converse together. The panelists will consist of recent and established FACET members, as well as FACET award winners. Everyone is encouraged and certainly welcome to attend: the more the merrier for what promises to be an energetic and thoughtful discussion of what is important to all of us as teachers. Snacks will be provided.

## **Reflection on the Water – Boating with Dianne Roden (9:00 AM and 10:00 AM)**

**Alternative: Hiking and Photography**

Information at Registration



# P. A. Mack Distinguished Service to Teaching Forum



## Sustaining Teaching Excellence

Julie Saam, IU Kokomo

Have you hit a plateau in your teaching? Have you lost your motivation for innovation? Could you use some rejuvenation? The nudge you need just may be wrapped up in sustainability principles. Although usually associated with maintaining a balance between humans and the environment, sustainability principles and the overall premise of sustainability can be used to support and maintain excellence in teaching. Once we are established as excellent teachers through awards, tenure, etc., how do we maintain the conditions necessary to continue this excellence? What conditions are necessary to rejuvenate, refresh and inspire teaching once again? How do we overcome the inevitable obstacles and barriers that would prevent this excellence? I will share the processes learned from sustainability models that can help faculty members maintain excellence in teaching throughout their professional careers. 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 thoroughly enjoys teaching undergraduates and graduates and has been awarded for her teaching with the Trustees Teaching Award, IU Faculty Colloquium on Excellence in Teaching (FACET), and the Claude Rich Excellence in Teaching award. She has also been awarded a Mack Fellowship for her Scholarship of Teaching and Learning (SoTL) research. She devotes her service time to FACET, Mack Fellows, and as the Qualitative Research Editor for the Journal of the Scholarship of Teaching and Learning (JoSoTL). Her research endeavors are mostly qualitative in nature and investigate such topics as Simultaneous Cross Course teaching, Teacher Education Program Development, and University Faculty Development. She also serves as the Assistant Dean for the School of Education with primary responsibilities in Assessment and Accreditation. 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. 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.



PA Mack Center

# Director's Legacy Society

## Bushel (\$10,000)

Robin K. Morgan

## Apple (\$5,000)

Jon and Kate Becker

Honorable PA and Marian Mack

Joan Olcott

Kimberly T. Olivares

## Bronze Leaf (\$3,000)

Don Coffin

Robert H. Orr

TJ Rivard

## Gold Leaves (\$2,000)

2012-2013 FACET Steering  
Committee

Susan M. Hendricks

David J. Malik

## Silver Leaves (\$1,000)

2013-2014 FACET Steering  
Committee

Eugenia Fernandez

Chuck Gallmeier

2013 IPFW FACET Members

Paul Kriese

Joan Esterline Lafuze



## FACET Donors in 2014-15

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Judith Blakemore

Abhirup Chakraborty

Eugenia Fernandez

Mary Ann Frank

Julia Fox

Chuck Gallmeier

Richard B. Gunderman

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Courtney Henderson

Susan M. Hendricks

Carol Hostetter

Dorothy W. Ige

James L. Kauffman

Paul Kriese

Hon. P.A. Mack

David J. Malik

Irwin A. Mallin

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Kimberly T. Olivares

Laurence D. Richards

Rose S. Riehm

TJ Rivard

Julie A. Saam

Leah Savion

Kristen L. Snoddy

Georgia K. Strange

William E. Sweigart

Linda S. Wallace

Katherine V. Wills

Yvonne Zubovic

*If you are interested in supporting FACET and its programs, go to the website and [support learning](#). You may also speak with Robin Morgan at the retreat registration area for more details on giving opportunities.*





Josh Perry



Lesa Huber

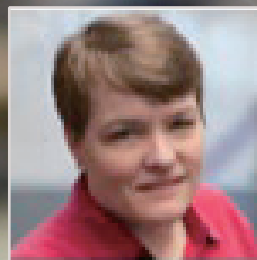


Britton Wolfe

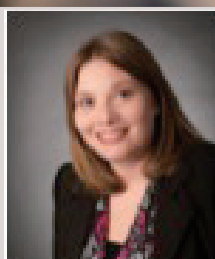


Robert Elliott

# 2015 New Members



Sarah Heath



Stephanie Whitehead



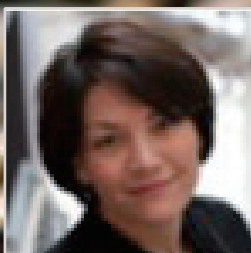
Anne Magnon-Park



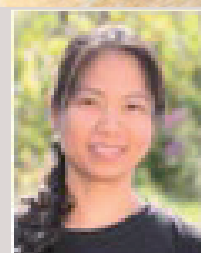
Tracy Whelan



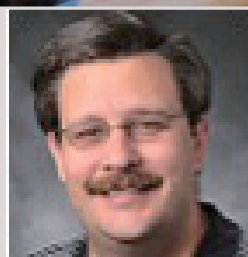
Lisa Zwicker



Christina Downey



Faye Camahalan



David Eplion



Crystal Shannon



Anna Savvopoulou

Saturday, May 16th, 2015						
7:30 AM	Breakfast/Registration for Saturday's Events Lake James					
7:30 AM	Mack Advisory Board Breakfast Meeting Snow Lake A	FACET Leadership Teams Breakfast Meeting Snow Lake B		FFTF Team Breakfast Meeting Jimmerson Lake A	TBA Breakfast Meeting Jimmerson Lake B	
8:30 AM	Opening Remarks Bender Memorial Lecture Chuck Gallmeier Lake James					
9:45 AM	Break					
	Lake James	Snow Lake A	Snow Lake B	Jimmerson Lake A	Jimmerson Lake B	Stillwater Lounge
10:00 AM	<i>The Power of the Joy of Teaching</i> Gwynn Mettetal & Deb Marr	<i>The Labryinth of Career Decision Making: Empowering Students to Find Their Path</i> Lesa Vartanian & Michelle Drouin	<i>Responding to Student Writing: Are Our Comments Valuable or Are We Wasting Our Time?</i> Karol Dehr	<i>Opportunities, Challenges, and Successes of IU eTexts</i> Mark Goodner & Tammy Fong-Morgan	<i>Documenting Student Success with Canvas: Reducing Faculty Workload</i> Robin K. Morgan	<i>The Power of Paper: Exploring a Timeless Technology</i> Donna Stallard & Sam Earley
11:15 AM	Break					
11:30 AM	<i>Replace Explanation with Exploration: How to Remove Lecturing from Content-Rich Courses</i> Neil Sabine	<i>Scholarship of Teaching and Learning: Is it teaching? Is it scholarship?</i> Beth Kern, Gwynn Mettetal, Marcia Dixon, & Robin Morgan	<i>"Talk to Everyone at the Table" The Use of Virtual Simulation to Promote Collaboration</i> Kathleen Free	<i>Faculty in Pajamas: Academic Presence</i> David Malik	<i>The Voice, More Than a Reality Show: Strategies for Empowering Students as They Write</i> Kristin Snoddy	<i>The Power of Paper: Exploring a Timeless Technology</i> Donna Stallard & Sam Earley
12:45 PM	Break					
1:00 PM	Lunch (Assigned Tables) Lake James					
2:30 PM	<i>Leadership Institute: Quality Student Learning and Graduation Success</i> Yvonne Zubovic	<i>Documenting Excellence in Teaching: What Should be Included?</i> Deborah Marr & Julia Fox	<i>What Do YOU Believe About Teaching? Using Narrative Writing to Foster Reflective Practices</i> Karol Dehr	<i>Why Won't They Talk? Using Discussion and Active Engagement to Facilitate Learning</i> Jay Howard	<i>Smile at Your Students—Online!</i> Marcia Dixon	<i>Empowerment Through Transforming a Tradition: Building and Walking a Labyrinth as a Learning Experience</i> Pat Ashton & Matt Kubik
3:45 PM	P.A. Mack Distinguished Service to Teaching Forum & Announcement of 2015 P.A. Mack Award Julie Saam Lake James					
5:00 PM	Poster Session Snow Lake A					
5:30 PM	New Member Meet and Greet Lake James					
6:15 PM	Dinner Lake James					
7:00 PM	New Member Induction Lake James					
8:00 PM	Hospitality Suite Open					
8:30 PM	Labyrinth @ Night Beach Area					
Sunday, May 17th, 2015						
8:00 AM	Breakfast/Registration Lake James					
9:00 AM	Reflection on the Water – Boating with Dianne Roden Alternative: Hiking and Photography Information at Registration					
9:00 AM	Interactive Session – The Role of Teaching at IU in the next 30 years Lake James					
10:00 AM	Reflection on the Water – Boating with Dianne Roden Alternative: Hiking and Photography Information at Registration					
11:30 AM	Closing Remarks Lake James					