



FACULTY
ACADEMY ON
EXCELLENCE IN
TEACHING

30th Annual Retreat

May 18-20, 2018

Fourwinds Marina and Resort, Bloomington, IN

FACET is 30: Reflections on continuing challenges and new priorities in teaching and learning

Friday, May 18	
8:00 a.m.–6:00 p.m.	Retreat Registration <i>Fourwinds Main Lobby</i>
9:00–10:15 a.m.	Campus Liaison Meeting <i>Commodore Room A</i>
10:00 a.m.–8:00 p.m.	Future Faculty Teaching Fellows (FFTF) Summer Institute <i>Coral Room</i>
10:15–10:30 a.m.	Break <i>Light Refreshments will be served in the Commodore Hallway</i>
10:30 a.m.–12:00 p.m.	Statewide Steering Committee Meeting <i>Commodore Room A</i>
12:00–1:00 p.m.	Mack Fellows Camp <i>Commodore Room A</i>
12:00–1:00 p.m.	Luncheon with New Members, FACET Leadership, and FFTF <i>Fourwinds Restaurant</i>
1:00–1:30 p.m.	Induction Ceremony Rehearsal <i>Admiral</i>
2:00–3:30 p.m.	Retreat Opening Welcome; Susan Sciame-Giesecke, IU Kokomo Chancellor <i>Admiral</i>
2:30–3:30 p.m.	Preparing for FACET Membership; Michael Morrone, FACET Director <i>Commodore A</i>
3:30–3:45 p.m.	Break <i>Light Refreshments will be served in the Admiral Hallway</i>
3:45–5:00 p.m.	Bender Memorial Lecture: “Thirty Years and Counting: SOTL’s Past and Thoughts about a Different Future Direction,” Bernice Pescosolido <i>SOTL has changed the landscape of higher education in a number of ways including improving learning, building communities of teachers, and addressing diversity in everything from methods to inclusion. Yet, there is one remaining aspect that has yet to be addressed by higher education in any meaningful way -- the fundamental challenges to student mental health and well-being brought by the transition to college and their emergence as adults. This talk addresses that gap, providing background on some of the most serious challenges our students face and describing IU’s path breaking partnership with Glenn Close’s organization, Bring Change to Mind.</i> <i>Admiral</i>

5:00–6:00 p.m.	Social Hour <i>Patio & Tent</i>
6:00–8:00 p.m.	Dinner Induction Ceremony <i>Admiral</i>
8:00 p.m.	Post-Induction Ceremony/Hospitality Suite <i>Windward Room</i>

Saturday, May 19	
7:00 a.m.–1:00 p.m.	Retreat Registration
7:30–8:30 a.m.	FFTF Summer Institute: Strategies for Success in the First Years on the Job <i>Coral</i>
7:30–8:30 a.m.	Mack Center Advisory Committee <i>Commodore A</i>
7:30–9:45 a.m.	Breakfast <i>Admiral</i>
8:30–9:45 a.m.	Panel Discussion “Data for Reflection: Looking at SOTL through the Web of Science” Executive Vice President and Provost Karen Hanson, University of Minnesota Former IUB Provost Hanson will join a panel of current graduate students to kick off our day of conversations on ongoing and emerging issues in teaching and learning. <i>Admiral</i>
9:45–10:00 a.m.	Break <i>Light Refreshments will be served in the Commodore Hallway</i>
10:00–11:00 a.m.	Concurrent Session I
<i>Commodore A</i>	Session 1: Lorna Timmerman: How to Motivate Students with Feedback that Develops Growth Mindsets. <i>Differences in intrinsic and extrinsic motivation will be discussed as well as an exploration of the phenomenon of the “undermining effect,” which refers to the idea that the presentation of incentives on an initially enjoyable task reduces subsequent intrinsic motivation for the task. Also discussed will be the differences in person praise and process praise; and how process praise encourages development of a growth mindset in students whereas person praise leads to a more fixed mindset (Carol Dweck’s research). Research in cognitive science gives scientific evidence to the importance of growth mindset in how students respond when confronted with an error. If students have a growth mindset, their brains show increased electrical activity as they engage with the error. But in students with fixed mindsets, the electrical activity in their brain decreases, as they shut down to avoid dealing with the error. Attendees will learn how to give feedback that promotes self-confidence and that is aligned with effort rather than evaluation of performance. Attendees will practice reformulating person-praise statements into process-praise statements. The slight differences in the wording of person vs. process praise statements can have a significant impact on the receiver’s motivation and task performance. This information on giving effective feedback is transferable to all situations – work, school, family, and in the community, and this knowledge should be spread widely to those in our professional and personal lives.</i>

Commodore B	<p>Session 2: Vesna Kilibarda: Turn the Light Switch on: Active Collaborative Learning.</p> <p><i>You're standing in a hallway with two light switches on the wall, each of which turns on a different lamp inside a closed room. You can't see inside the room, and you can't open the door except to enter the room. You can enter the room only once, and when you do, both lamps must be turned off. How can you tell which switch turns on which lamp? In a 10 minute activity you will have a chance to stretch your brain and work collaboratively on brain teasers with your peers. You will share your own brain teasers, word, or number puzzles with your group and session audience.</i></p>
Commodore C	<p>Session 3: Tanya Perkins, Yu Kay Law, & Josh Tolbert: It's Not What You Have, It's What You Do With What You Have: Active Learning Strategies from Three Mosaic Fellows.</p> <p><i>Classrooms designed as active learning spaces, such as SCALE-UP, are great but the reality is that they are few and far between, especially on smaller campuses where older buildings with fixed-seat classrooms can pose challenges to space use and bring your own device approaches are limited by available bandwidth and what students can afford. Still, while physical space can be a positive factor in student perceptions of learning (see Chiu & Cheng, 2016, "Effects of Active Learning Classrooms"), active learning strategies aren't necessarily reliant on specially designed classrooms. Instead, understanding the cognitive mechanisms underlying such strategies and taking these into account in designing active learning is key (see Andrews, Leonard, Colgrove & Kalinowski, 2011, "Active Learning Not Associated with Student Learning"). With this in mind, how can instructors make the best use of available spaces and technologies to increase student participation in their own learning, within existing physical or virtual constraints? IU East faculty Yu Kay Law, Tanya Perkins and Josh Tolbert will share their active learning projects developed during their 2017-2018 Mosaic fellowships and lead a discussion about active learning strategies in education, science and the humanities.</i></p>
Coral Room	<p>Session 4: Kelly Hanson: Inclusive Education in the 21st Century: Creating Equity in the College Classroom.</p> <p><i>In this session, "Inclusive Education in the 21st Century: Creating Equity in the College Classroom," we'll address how educators can engage in pedagogical practices that support a more equitable, inclusive, and welcoming learning environment for the students in their 21st century classrooms. We'll begin by discussing the changing student population over the last 40 years. Then, we'll examine some of the systemic inequalities and specific classroom dynamics that continue to cause barriers to learning for historically underrepresented students. Lastly, we'll examine two sample assignments, one from an introductory writing course taught in the Groups Scholars Program (for first generation and historically underrepresented students) and the other an assignment from a sophomore-level business writing course at the Kelley School of Business. Both assignments employ inclusive pedagogic practices that improve learning for all students and help create equity in the classroom. Following this activity, we'll open the workshop to discussion.</i></p>
11:00–11:15 a.m.	<p>Break</p> <p><i>Light Refreshments will be served in the Commodore Hallway</i></p>
11:15 a.m.–12:15 p.m.	<p>Concurrent Session II</p>
Commodore A	<p>Session 1: Sau Hou Chang: Testing and Student Success.</p> <p><i>Testing is usually viewed as a way of assessing how much students know. However, testing can also be used to enhance students' learning. Evidence for the "testing effect" in promoting learning comes from laboratory studies and educationally related studies. With a careful design, frequent testing can be incorporated into a college class to enhance students' learning.</i></p>

Commodore B	<p>Session 2: Lamia Scherzinger: <i>Having Our Electronic Cake and Eating It Too: Can we ban electronics in class and prepare our students for the 'real world'?</i></p> <p><i>As any instructor knows, whether they are new to the profession or experienced, engagement in the classroom is difficult to gain and maintain. Today more than ever students are inundated with distractions and responsibilities fighting for their attention, from phones, social media, television, part-time jobs, and their personal lives. When the typical student steps into the classroom, the expectation that they will be able to forget all of that to fully engage in class is a well-intended, but often unfulfilled, one. Some instructors have tried to fight back on this by banning all electronic devices, including laptops, from their classroom, most recently hotly debated in The New Yorker's article, "The Case for Banning Laptops in the Classroom". Some argue this is not a realistic ask and can be proven even more unrealistic when a large part of higher education is preparing our students for the 'real world'. If we ask our students to not have access to the very tools they will be using in their professions, are we doing them a disservice or limiting their potential? Pros and cons will be briefly presented with discussion questions then posed based from them. Can we both have our 'cake' in this case and eat it too? Or are we asking for inattention when we allow electronics?</i></p>
Commodore C	<p>Session 3: Leah Savion: <i>Engage by Enhancing Metacognition.</i></p> <p><i>The conversation will start with a brief overview of metacognition: knowledge (awareness) and skills (monitor, revise). A detailed handout will be provided. We'll discuss the benefits of implementing these skills, and seek "cheap tricks" for exercising them in any classroom.</i></p>
Coral	<p>Session 4: Richard Magjuka: <i>Public Higher Education, Undergraduate Enrollment and the Middle Class.</i></p> <p><i>This session will focus on the current structure of higher education in public research universities and the influence of this structure on undergraduate education. In particular, in this session we will discuss how a specific segment of the population, the American Middle Class is being squeezed by the current structure of tuition pricing, loans and scholarships. As a result, enrollment of undergraduates from Middle Class communities is the slowest growing student population in the US and this is especially true in the midwestern region of the United States at major research public universities. This trend has societal, political and education outcomes. In this session, a case example will be provided to participants that outlines key aspects of the problem. Then a possible solution would be outlined in an attempt to spur discussion. Potential impact of solutions for students, their communities, faculty and higher education will be explored.</i></p>
12:15–1:30 p.m.	<p>Lunch</p> <p>John Applegate, Executive Vice President for University Academic Affairs</p> <p><i>Admiral</i></p>
1:30–2:30 p.m.	<p>Concurrent Session III</p>
Commodore A	<p>Session 1: Gregory Dam: <i>Empowering Students with Evidence-Based Study Strategies.</i></p> <p><i>University students are expected to do much of their learning outside of classrooms on their own. However, students are not often told what the most effective strategies are for studying. Research shows that the most common strategies used by undergraduate students are ineffective and time-consuming. In recent decades, cognitive scientists have provided evidence across a number of disciplines that suggest a handful of strategies as the most effective in learning across all domains of human learning. Many properties of these strategies and why they work are counterintuitive.</i></p>

<p>Commodore B</p>	<p>Session 2: Rebecca Torstrick & Michael Morrone: <i>Creating a Faculty Learning Platform for IU</i> <i>Students succeed with great teaching; so how do universities ensure that they get it? One way is to use commercial products like ACUE's "Course in Effective Teaching Practices". ACUE developed their course by working with expert teachers at universities across the country, but their course comes with a price tag that may make it out of reach for most colleges to use broadly with all their faculty.</i> <i>FACET has been involved with helping faculty learn about great teaching since its beginnings. We would like to explore with FACET members how we might leverage our Canvas learning management system and the Quick Hits library built up over the years by FACET members to create our own course for all faculty at IU--adjuncts through tenure-track.</i></p>						
<p>Commodore C</p>	<p>Session 3: Gina Gibau & Kevin Jones: <i>Activate Your Space: Lessons from Mosaic Faculty Fellows.</i> <i>This session will begin with a "student experience" mapping exercise. Participants will be guided through the process of conceptualizing the student experience as it would occur in active learning spaces. They will utilize the technologies often deployed in active learning to illustrate their maps: sticky notes, markers, flip chart paper and colored pencils. This activity is adapted from a "customer journey" mapping tool used by one of the presenters in an organizational change course. The intent of the activity is to have participants think about the journey toward success faced by their students and how learning spaces impact the design and delivery of a course, as well as the achievement of desired course objectives. Ultimately, the activity will provide the participants with a template with which to consider both student success and learning spaces in the planning of their courses.</i></p>						
<p>Coral</p>	<p>Session 4: David Blouin & Heather Jones: <i>What makes a good student-community partnership? The importance of reciprocity in service-learning.</i> <i>High-impact practices, which include service-learning (or community-based learning), help foster student learning, engagement, and retention (https://www.aacu.org/resources/high-impact-practices). Educators have long recognized the value of such forms of experiential learning, but over time, our understanding of best practices has evolved somewhat (Dewey 1916). Bringle and Hatcher (1995) define service learning as course-based experiences that "meet community-identified needs" and involve student reflection. More recently, scholarship has further highlighted the necessity of reciprocity between university and community (as the way to maximize both student and community benefits) and increasingly investigated service learning's impact on the community (Blouin and Perry 2008; Bushouse 20005; Jacoby 2015). In this session, we wish to focus on the community side of community-engaged learning. Not all service projects lead to learning, nor does learning necessarily lead to real service for the community. Service-learning involves a reciprocity whereby students apply academic concepts and deepen their understanding of course materials while meeting the needs of their community. Identifying and adopting a course project or activity that will lead to a mutually beneficial relationship between community partners and students, thereby meeting the needs of both parties, is key. This session asks what makes a good partnership. In other words, what does true reciprocity look like? We will present examples from our own trial and error service-learning experiences. Participants will discuss what they think makes for good partnerships and brainstorm creative service-learning projects they could employ in their own courses as a way to better engage students and serve their communities.</i></p>						
<p>2:30–3:15 p.m.</p>	<p>Renew and Restore</p> <table border="0"> <tr> <td>Drum Circle</td> <td><i>Patio & Tent</i></td> </tr> <tr> <td>Aerobic Dancing</td> <td><i>Admiral</i></td> </tr> <tr> <td>Power Nap</td> <td><i>By the pool, beach or room.</i></td> </tr> </table>	Drum Circle	<i>Patio & Tent</i>	Aerobic Dancing	<i>Admiral</i>	Power Nap	<i>By the pool, beach or room.</i>
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<p>3:15–3:30 p.m.</p>	<p>Break <i>Light Refreshments will be served in the Commodore Hallway</i></p>						
<p>3:30–4:30 p.m.</p>	<p>Concurrent Session IV</p>						

<p>Commodore A</p>	<p>Session 1: Jamie Buffington-Adams: <i>From Adolescent Development to Adult Learning Theory: How might they shape our teaching?</i></p> <p><i>This session will provide a brief look at the research surrounding adolescent brain development as well as adult learning theory as a means of prompting a discussion about how to design instruction which has the power to motivate, engage, and transform young adult learners. Special attention will also be given to discussion of what types of learners students are when they enter the university, how instructors can work to develop agency in students, and what traditional university practices are a poor fit for young adult learners.</i></p>
<p>Commodore B</p>	<p>Session 2: Susan Popham, Faye Camahalan, & Adam Maks: <i>How New and Old Technologies Can Improve Learning Spaces: Beyond BYOD and the Digital Native.</i></p> <p><i>As society progresses further into the 21st century, we recognize that an increasing number of students are bringing their devices to our classrooms, a trend that many argue could be a pedagogical boon for enhanced learning. Yet these device-carrying habits of students can pose a challenge to teachers, some of whom might see the devices as a classroom distraction, while some see the devices as having too much variety for a single pedagogical method. Some students have smart phones, some have laptops, and some have tablets, all of which use different operating systems and encourage different student behaviors. This session explores beneficial and dynamic ways campus-provided technologies—both older analog and newer digital tools—can be used in classrooms along with student-owned devices without undue burdens on students of bring-your-own-device (BYOD) requirement policies and without undue burdens on teachers of learning software for multiple devices. The facilitators will discuss with conference attendees specific strategies for wisely implementing new and old technologies to create dynamic learning spaces. Ultimately, session attendees will explore their own technological choices in designing improved learning spaces.</i></p>
<p>Commodore C</p>	<p>Session 3: Kyoko Takanashi: <i>The "Hidden Curriculum" of College: Can We Make It Visible?</i></p> <p><i>Prominent scholars of student engagement and retention have cited the enormous impact that the "hidden curriculum of college" has on students. I propose to set the stage for discussion through a hands-on group activity that aims to review the wide-ranging literature on this topic. I plan to prepare around 10 short quotations from scholars and theorists who have written on the topic -- possible candidates include Philip Jackson, Paulo Freire, Michael Haralambos, and Joe Cuseo. After a very brief introduction of the topic of the session (which will occupy 2 minutes at the most), I will ask participants to join together in small groups. Each group will be assigned a quotation, and they will be responsible for 1) putting into their own words how the scholar defines "hidden curriculum" and 2) providing an example of how we might see this "hidden curriculum" in action on our campuses and in our classrooms. Each group will present the results of their discussion to the larger group by writing the results on a large post-it sheet to be posted on the walls of the room. The activity will result in 1) a shared understanding of the term that will provide a basis for further discussion, and 2) a broad understanding of how the idea of "hidden curriculum" developed and morphed over time.</i></p>

<i>Coral</i>	<p>Session 4: Andrea Quenette: <i>Can every student succeed in college? Finding the balance between instructor support for learning and student sink-or-swim.</i></p> <p><i>To begin this session, participants will brainstorm and create a list of “responsibilities” for both faculty and students in courses, general education, and/or their degree program. This list will lead to a broader discussion about how shifting responsibilities influences the classroom, student experiences, and student learning. Time will also be spent exploring how these responsibilities mark shared ownership in the process of education. Identifying boundaries for faculty and students as well as making expectations explicit for both parties shifts the balance of power between faculty and students. These shifts can then open up new opportunities to evaluate how students learning is measured but also, how faculty are evaluated as instructors. Finally, participants will discuss novel ways we can better measure whether students and faculty have been accountable for their responsibilities and how meeting those expectations influence course outcomes.</i></p>
4:30–5:30 p.m.	<p>Plenary Session: “Themes from the Day”</p> <p><i>Admiral</i></p>
4:30–5:30 p.m.	<p>FFTF Summer Institute: What did we learn?/ Wrap-up</p> <p><i>Coral</i></p>
5:30–6:30 p.m.	<p>Social Hour</p> <p>Leadership Institute Presentation</p> <p><i>Upper Patio</i></p>
6:30–8:30 p.m.	<p>Dinner</p> <p>FACET Academy Awards</p> <p><i>Patio & Tent</i></p>
8:30 p.m.	<p>Hospitality Suite</p> <p><i>Windward Room</i></p>

Sunday, May 20	
6:30–7:00 a.m.	<p>Sunrise Yoga</p> <p><i>Meet in Lobby</i></p>
7:30–10:15 a.m.	<p>Breakfast</p> <p><i>Admiral</i></p>
8:30 a.m.	<p>P.A. Mack Award Announcement</p> <p>P.A. Mack Forum, <i>Jennifer Robinson</i></p>
10:15–11:00 a.m.	<p>Closing Comments</p> <p><i>Admiral</i></p>