

FACETS

Faculty Colloquium on
Excellence in Teaching

Vol. 3 Issue 2

Winter 2003

A community of faculty, dedicated to and recognized for excellence in college teaching and learning. Members are advocates for educational excellence in their classroom, on campus, and across the University.

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2004 Leadership Institute *Citizenship in the 21st Century World*

April 23-25, 2004
University Place Hotel
& Conference Center
Indianapolis, IN

Each of the eight IU campuses will send at least one faculty team of five members to participate in the Institute and subsequently assume the leadership role on their campus. The Institute's theme, *Citizenship in a 21st Century World*, enables each campus to identify their own project, that in successive years will move from definition and "selling" of an idea, through implementation and assessment of the effect the team has had on campus education. Team members will have accommodations, meals, and participant fee waived. Campuses may, at their own expense, send additional team members. This invitation is also extended to surrounding institutions across the state.

Tentative Outline of the Institute

2004: Envisioning the Possible:

Campus teams will explore issues related to developing civic and moral responsibility in a global as well as local context. Working within the overall university-wide goal and theme of the Institute, each campus team will generate an action plan for initiating conversation among their campus colleagues to influence curricular content and pedagogical strategies.

2005: Developing the Vision:

Campus teams report on their progress over the past year, identify specific goals that have emerged from campus conversations, and develop a product-oriented strategic plan for the ensuing year, based on campus-specific missions and goals.

2006: Realizing the Vision and Looking to the Future:

Campus teams report on and demonstrate the achievements of their campuses in relation to Citizenship in the 21st Century World, and develop plans for sustaining these achievements across the university and on each campus.

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Leadership Institute Co-Chairs

FACET is very pleased and honored to have James L. Perry and N. Brian Winchester serving as co-chairs for the institute. They are currently working on the institute's schedule and confirming keynote speakers from the New York Times as well as researching the possibilities of an international guest.



James L. Perry is Chancellor's Professor in the School of Public and Environmental Affairs (SPEA), IUPUI and director of the Indiana University American Democracy Project. He has also held faculty appointments at the University of California, Irvine, Chinese University of Hong Kong, University of Wisconsin, Madison, and Indiana University, Bloomington. Perry's research focuses on service motivation, national and community service, and government reform. He is author and editor of many scholarly articles and several books, including the *Handbook of Public Administration*, Second Edition (Jossey-Bass, 1996). His most recent book is *Civic Service: What Difference Does It Make?* (Armonk, NY: M.E. Sharpe, 2003), co-authored with Ann Marie Thomson. In 1999-2000, he was senior evaluator in the Corporation for National and Community Service. He is currently vice chair of the Indiana Commission on Community Service and Volunteerism and consultant for the Points of Light Foundation.



Professor Winchester has had extensive experience in area studies program administration as Director of Indiana University's Title VI National Resource Center for Africa where he negotiated overseas linkages, organized conferences, coordinated international academic exchanges, supervised domestic and international outreach, consulted with faculty on new course development, etc. He has taught over a dozen different political science and African Studies courses at Iowa State and Indiana University and the University of Lethbridge in Alberta, Canada. He currently teaches a seminar on Research in Less Developed Countries and serves as academic advisor to undergraduate and graduate students. He has conducted research in Africa, the U.S. and Canada, the results of which he has presented at nearly two dozen professional conferences and subsequently published in books, reference works, and journals.

On December 15th, the co-chairs held a meeting at IUPUI with campus directors to begin brainstorming and planning for the April event. Look for more updates as well as campus contact information on the FACET website.

"An education that teaches you to understand something about the world has done only half of the assignment. The other half is to teach you to do something about making the world a better place."
Johnnetta Cole

FACET MEMBERSHIP



Peter A. Aghimien, Professor of Accounting, IU South Bend was awarded the 2003 Outstanding Accounting Educator Award from the Indiana CPA Society. This award is presented to an accounting professor at an Indiana college or university who exhibits excellence in classroom teaching and motivating students, and has made contributions to the CPA profession as demonstrated by active involvement in professional activities.

Bernardo J. Carducci, Professor of Psychology and Director of the Shyness Research Institute at IUS, had a book published titled "The Shyness Breakthrough: A No-stress plan for helping your shy child warm up, open up, and join the fun" (Rodale, 2003).

Dan Corian was recently promoted to Associate Professor of Mathematical Studies at IPFW.

Tanice Foltz, Professor of Sociology, IU Northwest was recently nominated as Junior Director of the newly established Gender Section for the Indiana Academy of Social Sciences for a period of three years. She also presented a paper at the IASS annual meetings in October, and had a paper accepted for inclusion in a book called *Popular Spiritualities*.

Charles P. Gallmeier, Professor of Sociology and Anthropology, IU Northwest received the 2003 North Central Sociological Association Distinguished Contribution to Teaching Award. The NCSA includes Indiana, Kentucky, Pennsylvania, Ohio, Michigan, and Ontario, Canada.

Sharon Hamilton, Associate Dean of the Faculties, and **Bob Orr**, Professor of Computer Technology, IUPUI will attend the SUN Conference at the University of Texas March 5-6, 2004. Our FACET Co-Directors teamed up and will present their proposal on Collaborative Learning entitled, "Teaching an Interdisciplinary Capstone Course: The Good, the Bad, and the Downright Discouraging".

James Kauffman, Associate Professor of Speech Communication was recently appointed Director of the Institute for Learning and Teaching Excellence at IU Southeast.

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Lori Montalbano-Phelps, Professor of Communication Studies, IU Northwest was a Co-Winner of the Founder's Day Teaching Award in 2003 and also 2003 Trustees Teaching Award at IUN. She recently published, "Discourse of Survival: Building Families Free of Unhealthy Relationships" *Journal of Family Communication*, 3, 3, pp. 149-177. Lori is currently working on a book accepted by the University Press of America, entitled, "Taking Narrative Risk: The Empowerment of Abuse Survivors", which will be published in the Summer of 2004.

Cynthia O'Dell, Associate Professor of Psychology and WOST, IU Northwest recently became Director of the Women's Studies Program at IUN.

Susan Shapiro, Behavioral and Social Sciences, Psychology, IU East is the Recipient of SBC Fellows award.

Rebecca Torstrick, Associate Professor of Anthropology, IU South Bend was awarded a USIEF Fulbright award for 2003-04. She will be teaching one semester at Ben Gurion University in Beersheva and spending the second semester working on a new research project, Visioning the Future in Times of Conflict.

Earl Wyson, Professor of Sociology, IU Kokomo will be profiled in the 2004, 58th edition, of *Who's Who in America*[®], scheduled for publication in November. His *Who's Who* citation notes that Wyson is the author of the book *High Risk and High Stakes: Health Professionals, Politics, and Policy* (1992) and co-author of *The New Class Society* (first published in 1999, and revised in second edition, 2003).

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## Mack Endowment Offers Several Avenues of Giving

Are you interested in supporting teaching excellence, supporting a Mack Fellow and bringing the best teaching practices to your department or campus? Your gift to the Marian v. L. and P. A. Mack, Jr. Endowment can help make a difference. Your gifts to the Mack Endowment will be permanently endowed and the income will be used to the support FACET programs. The income from gifts made before 2007 will be matched by the IU Trustees Commitment to Excellence funds. One of the most popular gift plans is the Charitable Gift Annuity.

If you are age 70 and had been a member of the IU Foundation Charitable Gift Annuity Program, you would have received a 6.8% annuity payout this month. Charitable Gift Annuities are a simple contract between you and the IU Foundation. When you irrevocably transfer cash or appreciated property to benefit an IU program, the Foundation agrees to provide a fixed payment based on your age for your lifetime. Gift Annuities also offer significant income tax and capital gains tax savings. The minimum gift to establish a gift annuity is

\$5,000. Imagine the ways that you can help FACET. If you would like a personalized illustration of how a charitable gift annuity can work for you, contact the IU Foundation Planned Giving Services Office at 1-800-558-8311\*. Visit [www.iufoundation.iu.edu](http://www.iufoundation.iu.edu) to learn more.

The tables below provide examples of current one rates for a charitable gift annuity currently offered by the IU Foundation. We also offer gift annuities that provide payments for two lifetimes. Call for a personalized illustration. Charitable gift annuities are not offered in all states.

### Single Life Annuity

| Age | Rate  |
|-----|-------|
| 60  | 6.0%  |
| 70  | 6.8%  |
| 80  | 8.2%  |
| 90  | 10.3% |

Camilyn Leone  
IU Foundation  
Associate Director



The magic of technology enabled faculty to contribute peer review pedagogy in a quiet setting, and later a background was applied. The production is near completion and the DVD will be available in the Spring semester. The result of such a lofty project will be an invaluable resource on peer review of teaching. Chapters and features of the DVD range from role-play to demonstrate the purpose of classroom observation to a discussion on portfolios in the peer review process. We would like to recognize all those involved with this innovative venture:

**Peer Review introduction and Subject Matter Expert**  
Nancy Chism, Office of Professional Development, IUPUI

**DVD overview and planning leaders**  
Sharon Hamilton and Bob Orr, FACET Directors, IUPUI

**DVD video/audio production and editing**  
Dan Dippel, Informatics, IUPUI graduate student

**Faculty Advisor**  
Joe Defazio, Informatics, IUPUI

**Production Assistant**  
Vonnie Blazier, Informatics, IUPUI student

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**Content Planning and Administrative Support**  
LaShae McCray and Megan Taylor, FACET office

**Chapter 1, *Importance and Role of Pre-Meeting***  
**Chapter 3, *Post Observation Meeting***  
Enid Zwirn and Pam Jeffries, School of Nursing, IUPUI

**Chapter 2, *Classroom Observation***  
Don Coffin, Economics, IU Northwest  
Julie Freeman, English, IUPUI

**Chapter 3, *Constructive Feedback***  
Teesue Fields, Counselor Education, IU Southeast

**Chapter 4, *Reviewing Related Materials***  
Joan Lafuze and Neil Sabine, Biology, IU East

**Chapter 5, *Leadership in SoTL***  
Walter Wagor, Psychology, IU East

**Chapter 6, *Teaching Portfolio***  
Eileen Bender, English, IU South Bend

**Chapter 7, *Writing the Peer Review***  
Linda Gugin, Political Science, IU Southeast

## **Quick Hits Volume III Goes to Press**

Over the past year, a new *Quick Hits* series was compiled from various FACET member contributions. The series entitled, *Quick Hits for New Faculty: Successful Strategies by Award-Winning Teachers*, recently went to IU Press for publication. Many faculty took the opportunity to contribute at the sessions during the 2003 retreat. The articles and strategies range from planning for that first day in the classroom to evaluating student learning to documenting teaching to understanding the politics of teaching and learning in your department and institution. Contributions also include references for readers' further exploration of ideas. A special thanks to the diligent work of our editors, Rosanne Cordell, Betsy Lucal, Robin Morgan and graphic artist, Keith Kovach. This new series promises to be an important resource for new faculty and tenured professors alike.

Published by the Indiana University Press, *Quick Hits for New Faculty* will be available for purchase in the summer of 2004. Thanks again for all who contributed their time, expertise, and brilliant prose.

## **IPFW Spring Mentoring Symposium**

IPFW will host a one-day mentoring symposium devoted to mentoring issues for the northern IU campuses. The symposium is scheduled for March 26, 2004, with exact times to be announced. Participants at the symposium will share common issues and explore best practices related to mentoring. Anyone who has responsibility for organizing or implementing mentoring programs, who is interested in being a faculty mentor, or is involved in formal or informal mentoring is encouraged to attend.

If you have specific questions or would like to get involved please contact the FACET office or Yvonne Zubovic at [zubovic@ipfw.edu](mailto:zubovic@ipfw.edu).

*Yvonne Zubovic*  
*IPFW*  
*Mathematics*



## **Teaching across the campuses**

**2003 FACET Associate Faculty & Lecturers' Conference**  
**October 17, 18 -- IUPUI**

As part of the wrap up activities, 16 instructors from 5 campuses attended the English Discussion session moderated by Kate Duffy, Lecturer, IUPUI Department of English. Those in attendance were Fort Wayne: Carole Beard, Cathleen Carosella, Deborah Ellsworth, Jeff Governale, Craig Nix, Worth Weller, Karen Jaquish; Northwest: William Allegrezza, Tom Long; South Bend: Jane Beitler, Tamara Tilley; Southeast: Neil Brewer; IUPUI: Terry Daley, Melinda Haag, Michael Hughes, and Leslie Miller.

Although not all instructors represented English as a discipline, each taught and shared common concerns about freshman writing, above all to help their students think critically, engage in their own writing processes, synthesize information, and create and support a cogent argument. Most participants commented on the benefit of writing across disciplines. Given the pervasive influence of popular

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media, many freshmen, it was noted, have difficulty with the notion of addressing an academic audience, and must be helped to code switch, just as instructors themselves must become conversant in and competent with various new technologies.

The discussion revealed that there is no single placement policy that exists across campuses and professional support systems vary from school to school, but all instructors felt they benefit from collaboration with peers.

In that spirit, Neil Brewer asked for contributions to his **Ask the Teacher** web page <http://homepages.ius.edu/NHBREWER/>. Interested volunteers can send Neil their pictures, identify areas of interest, and serve as on-line experts.

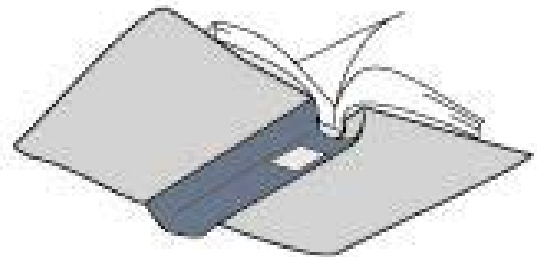
In order to continue the rich discussion once the conference ended, Kate Duffy offered to set up a listserv for all writing instructors on all IU campuses. IUWriting now has over 30 subscribers. As an initial posting Worth Weller shared a Power Point presentation of the conference. Topics have included conferencing, terms of address in the classroom, portfolio assessment, electronic submission and responses to student papers, marginalia and highlighting, student self-assessment, writers' statements, resources on Oncourse, and the role of associate faculty.

Sample comments follow:

- *Writing programs run on the blood, sweat, tears, dedication, and professionalism of our part-time comp faculty and they are the true heroes of the university.*
- *Highlighters rock. They can be used for just about anything in the world, although I have yet to work on their usefulness in promoting world peace. One of many things they're good for - teaching documentation. When it comes time, I take my little plastic basket of highlighters into W132 (research and argument course at IUPUI), for example, and we play kindergarten. Four colors. We highlight 1) Everything between quotations marks (direct quotations) in blue; 2) Paraphrasing in pink; 3) Attributive tags/signal phrases in green; 3) Students' ideas in yellow. Then class discussion can revolve around 1. What's the ratio of yellow to the rest of your draft? [This helps students SEE a draft that is dominated by sources and sparse on their own ideas.] Do all blue and pink passages begin and end with green? [This helps them SEE the need for clear boundaries between where their ideas stop, a source begins and ends, and their ideas take up again.] Is there too much blue? [Too reliant on direct quotation?]*

- *What I've done is to make comments in the margins, but then to send an email of typed comments that synthesize my margin notes. I group these comments by topic or problem area. If there are a lot of problems, I try to highlight 3-4 of the most serious, which does mean leaving some areas for comment at a later time. This benefits my assessment process, because I can keep a copy of my comments for my review of a student's progress throughout the semester. Just as the body of weekly writing becomes a portfolio, so do my comments on their work.*
- *I'm a big believer in making the students do all the heavy lifting, i.e., teaching them to assess their own papers and develop their own revision strategies, which is why I don't take papers or portfolios home. Exit conferences also take care of the problem of the fuss and muss of having student portfolios cluttering up the office (which is some situations is an ethics issue) - I give them back their portfolios and tell them their final grade at the end of the exit conference.*
- *I tell the students all semester that the one unwritten course goal that I consider the most important is that they learn "paper management" (one of our buzz words). I really want to emphasize that they have to have their act together at portfolio time.*

Kate Duffy  
IUPUI  
Department of English



# FACET ANNOUNCEMENTS

- Mack Fellows meeting in mid-January
- Moore Symposium on Friday, March 5 at IUPUI
- No Spring Steering Committee meeting due to FACET Directors attending conference, prepare for May meeting via listserv.
- Statewide Selection Committee meeting on Saturday, March 6.
- IPFW Mentoring Symposium on March 26.
- PA Mack Award Nominations due on April 14.
- Leadership Institute on April 23-25 at IUPUI
- 2004 FACET Retreat on May 21-23 at Fourwinds Resort & Marina.
- FACET Choir Video Update: The contract is finalized and release of the video is estimated for late spring or early summer. FACET will provide a complimentary copy to each campus teaching and learning center.



***SEASON'S GREETINGS***  
***From Our Office To Yours***

**We wish you all the best this new year!**