

FACETS

Faculty Colloquium on
Excellence in Teaching

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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.

2002 FACET Retreat *Walking on the Ceiling*

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“Every ceiling, when reached, becomes a floor upon which one walks as a matter of course and prescriptive right.”

Aldous Huxley

May 17-19, 2002

Fourwinds Resort & Marina
Lake Monroe
Bloomington, Indiana

Come rain, come flood...the FACET Retreat will go on! And it did, even though Lake Monroe was 17 feet higher than usual and the weather remained cold, gray and drizzly. Nevertheless, warm FACET spirits brightened the weekend as Friday afternoon began with *Old Friends and New: A discussion of significant books*, in which members and guests shared favorite books they'd brought along.

After an informal reception and dinner, FACET Directors, Sharon Hamilton and Bob Orr, recognized and presented certificates, pins, and custom portfolios to the 25 new FACET members. In addition, red ceramic apples were awarded to the eight present FACET Founders, and 1991 FACET Alumni received personalized FACET bookplates.

FACET Founder, Anya Peterson Royce gave the keynote address, titled, *Disappearing Act*, in which she said of performers and teachers, “In the moment of presentation, the very best of them ‘disappear,’ become transparent so that the audience can come together with the work without the distraction of interpreters who call attention to themselves. It is hard to get to this state because having mastered all the craft, having studied all the possibilities, having learned all one can about the work, you must discard and strip yourself down to what is essential, the piece and the performance.”

In spite of obscured stars, Gerald D. Ruth, School of Natural Sciences, IU Southeast, presented *The Sky is Our Ceiling*, miraculously presenting stargazing indoors. Fortunately, Mother Nature was more cooperative for his Saturday night reprise. Planets and stars galore!

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FACET Founders who attended this year's retreat are from left to right top row: Gary Dolph, Natural, Information & Mathematical Sciences, IU Kokomo, Craig Nelson, Biology, IU Bloomington; Karen Hanson, Philosophy, IU Bloomington; Randy Isaacson, Education, IU South Bend. Middle row: Eileen Bender, English, IU South Bend; Anya Peterson Royce, Anthropology, IU Bloomington; Bottom row: Brenda Knowles, Law, IU South Bend; and Bernice Pescosolido, Sociology, IU Bloomington.

Concurrent Saturday morning workshops began with Claude Cookman, Professor of Journalism, IU Bloomington, conducting *Writing on the Ceiling with Love*, one participant remarking afterwards, "Claude was very effective at developing in a brief amount of time a new perspective about writing and ideas about how to teach writing." In addition, Andy Gavrin, Professor of Physics, IUPUI, presented *Using the Web to Enhance your Classroom: Just-in-time teaching*, Suzi Shapiro, Professor of Psychology, IU East, presented *New Technology as a Means to New Learning*, and Scott Sernau, Professor of Sociology, IU South Bend, presented *Seeking a Bigger Ceiling: The community as your classroom*.

Second Saturday morning sessions included, *Bringing Students' Personal Experience into Writing Assignments I: A workshop and discussion* with John Woodcock, Professor of English, IU Bloomington; *An Upside Down Approach to a Right Side Up Process: Reflections and other "weird" stuff for course portfolios* with Yvonne Zubovic, Professor of Mathematics, IPFW and Linda Wright-Bower, Professor of Music and Director of Music Therapy, IPFW; and *How "Diverse" is Your Diversity?* with Randall E. Osborne, Southwest Texas State. In addition, participants experienced what it was to learn something new, and as one participant stated, "especially something we may not be good at" when Leah Savion, Professor of Philosophy and Director of AI Training, IU Bloomington, presented *Dancing on the Ceiling on Two Left Feet*. In this session, participants mastered the Romanian Alunelu, the Hungarian Tarina De La Abrud, the Greek Miserlou, and the Israeli Tzadik katamar folk dances – well, perhaps not mastered, but with obvious pleasure, learned the steps.

Saturday afternoon sessions were *Dissolving the Glass Ceiling: Improving awareness of your own knowledge*, presented by Randy Isaacson, Professor of Education, IU

South Bend; *Service Learning* with Margo Sorgman, Professor of Education, IU Kokomo; *Pet Theories and Naïve Misconceptions*, presented by Leah Savion; and *Writing on the Ceiling with Anger*, presented by Sharon Hamilton, Co-Director of FACET and Director of Campus Writing and Bob Orr, Professor of Computer Technology and Co-Director of FACET, IUPUI.

Second Saturday afternoon sessions included *Bringing Students' Personal Experience into Writing Assignments II: Issues and techniques*, presented by John Woodcock. One participant commented, "It explored an important issue – whether we should ask our students to think about their personal lives, and, if so, how to handle it." Other sessions were *Enhancing Learning: Team building in the classroom*, presented by Betty Jones, Professor of Physical Education and Chair, IUPUI and *Finding Your Actor's Voice for Teaching*, presented by Diane Reid, Lecturer in Speech Communication, IU Southeast. Andy Gavrin reprised *Using the Web to Enhance Your Classroom: Just-in-time teaching*, with one participant remarking, "This was the best session I attended."



Andy Gavrin hosting the FACET Retreat wine tasting

Saturday evening began with the **P.A. Mack Award** presentation (see article on page 4), followed by **wine tasting** hosted by Andy Gavrin, shared **poetry readings** with Joan Lafuze, Professor of Biology, IU East, *The Inner Ceiling that Surrounds Us* with stargazer, Gerald Ruth, **juggling lessons** from Betty Jones, and a **readers' theatre** with Diane Reid. During this uniquely FACET evening, members and guests brought their favorite wine to share along with good conversation, bread, cheese and fruit. Some brought their favorite poem to read while others studied the moon, planets, and stars. A few learned the step-by-step method of three-object juggling, while others left their current life behind to become another character for a few moments.

Sunday, after a FACET "town meeting," guest, Katherine Domingo recreated the music of other cultures with the conference participants.





FACET MEMBERSHIP NEWS



Besides winning outstanding awards and making great presentations, some FACET members spent their summer on roads less traveled.

Charlie Barman, Professor of Education, IUPUI received the National Science Teachers Association Distinguished Science Teacher Award.

Douglas Barney, Professor of Business Administration, IU Southeast, his four-year-old daughter, Madison, and her doll, Zoe, helicoptered into the Grand Canyon, then traveled the Colorado River by boat. Afterwards, joined by his wife, they spent a month living on a houseboat on Lake Powell in Utah. He says this was a change from his usual summer of working in his office.

Linda Chen, Professor of Political Science, IU South Bend, received the Saint Joseph County YWCA Women Educator of the Year Award.

Mary Fisher, Professor of Nursing, IUPUI and **Beth Kern**, Professor of Business and Economics, IU South Bend, attended the month-long Bryn Mawr Summer Institute for Women in Higher Education Leadership. They were sent by their campuses after a competitive review. As a result, they say they better see the “big picture” of higher education.

Sharon Hamilton, Professor of English, Writing Center Director, and FACET Co-Director, IUPUI, has just returned from the 14th International Assessment Conference in Vienna, where she presented the IUPUI student electronic portfolio. She also gave two presentations at the June AAHE Conference: *A Central Focus on Student Learning: Coordinating Assessment Roles in Institutions of Higher Learning* and *Electronic Institutional Portfolios for Improvement and Accountability*.

Jay Howard, Professor of Sociology, IUPUI Columbus received the IUPUI Columbus Outstanding Fulltime Faculty Award. Also, along with two undergraduate co-authors, George James and David R. Taylor, he published an article titled, *The Consolidation of Responsibility in the Mixed-Age College Classroom*, in *Teaching Sociology* 30(2):214-234.

Pam Jeffries, Professor of Nursing, IUPUI, was awarded the Elizabeth Russell Belford Award for Excellence in Teaching

Marilyn Kintzele, Professor of Accounting, IU Kokomo was elected Faculty Senate President at IU Kokomo for the 2002-2003 academic year.

Stacy Morrone, Professor of Educational Psychology, IUPUI is now acting director of the IUPUI Center for Teaching and Learning.

Morteza Shafii-Mousavi, Professor of Mathematics, and Paul Kochanowski, School of Business, IU South Bend, developed a new six credit hour course: Linking Mathematics with Computer and Information Technology. More specifically, they linked Mathematics in Action: Social and Industrial Problems to a computer technology course, integrating subjects taught in a traditional section of finite mathematics with skills and concepts acquired in a traditional introduction section of computers and information technology. Through this association, students learn finite mathematics, gain basic skills in information technology and computer software. They also solve actual problems in community organizations. For example, two student projects were “Here Today, Gone Tomorrow (student retention analysis) for Indiana University South Bend” and “Copying Cost Analysis for Pen Harris Madison School Corporation.”

Craig Nelson, Professor of Biology, IU Bloomington, mentored a group of the 2001-02 Carnegie Scholars at the Carnegie Foundation for the Advancement of Teaching. Each scholar did a SoTL project led by Lee Shulman and Pat Hutchins of the Carnegie Institute. Other facilitators in his group included Didier Bertrand, French and Italian, IUPUI, Carolyn Calloway Thomas, Communications & Culture, IU Bloomington, and Harvey Bender, Professor of Biological Sciences and Director of the Human Genetics Program, University of Notre Dame.

Valerie Dean O’Loughlin, Professor of Anatomy, IU Bloomington, received an IU School of Medicine Educational Research and Development Grant for \$7,195 to help fund a project titled, *Cardiovascular Embryology Animations for Medical Students and Medical Professionals*. In May, she attended the Human Anatomy and Physiology Society (HAPS) conference and gave a workshop titled, *A How-To Guide for Developing a Publishable Scholarship of Teaching Project*. Also, along with Jennifer Meta Robinson, Director, Campus Instructional Consulting, Simon Brassell, Professor of Geological Sciences, and Whitney Schlegel, Professor of Physiology, all of IU Bloomington, she presented a workshop at the AAHE Assessment Conference in June titled, *Assessing Teaching and Learning Through the Use of Course Portfolios*.

Bob Orr, Professor of Computer Technology, IUPUI is now a University College faculty member.

Deana Reising, Professor of Nursing, IU Bloomington, earned the American Association of Critical Care Nurses Circle of Excellence-Excellence in Education Award and the Sigma Theta Tau International Alpha Chapter Excellence in Education Award. Also, she will hold a Mary E. Culbertson Fellowship for Scholarship of Teaching awarded through the Indiana University School of Nursing. She plans to use the fellowship to expand the School of Nursing’s service learning initiatives across disciplines. In addition, she is completing an electronic course portfolio titled, *Peer Review of Teaching* as part of a Pew Charitable Trust grant obtained by the University of Nebraska. Partners in the grant are IU

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Bloomington, Kansas State University, the University of Michigan, and Texas A&M University. The website for this program is <http://www.unl.edu/peerrev/index.html>. Finally, she will be teaching an Intensive Freshman Seminar (IFS) in August: *Discovering Disease: Impacts on World Populations*. IFS courses are partly responsible for IUB's selection as Time's College of the Year among research universities.

Dianne M. Roden, Professor of Finance, IU Kokomo won the Claude Rich Excellence in Teaching Award.

Georgia Strange, Director of Fine Arts, IU Bloomington is in Derry, Northern Ireland doing an artist residency.

Peg Sutton, Educational Leadership, IU Bloomington received the Excellence in Mentoring Award from the Graduate Women's Education Network (GWEN) of the School of Education and the Award for Excellence in Mentoring of the Graduate and Professional Schools Division of the Graduate and Professional Schools Organization (GPSO). During July, she directed and worked on a State Department Institutional Linkage project at the Universitas Negeri Padang in Sumatra, Indonesia. The project supports teacher education reform for civic education in Indonesia, a continuing struggle since democratization began in 1998. She also co-facilitated a workshop for high school civics teachers with Ms. Isnarmi Moeis, a UNP faculty member, on active and reflective pedagogy in teaching civics.

Melinda Swenson, Professor of Nursing, IUPUI and Sherry Sims, School of Nursing, IUPUI were awarded the 2002 Award for Excellence in Teaching. Melinda also spent a week in Madison, Wisconsin for "Brain Camp" sponsored by the Advanced Institute for Heideggerian Hermeneutical Studies in Nursing. This international group discussed research and teaching using phenomenology and other interpretive paradigms. Melinda says she attends yearly and especially enjoys her international colleagues' fresh ideas.

Eleanor Turk, Professor of History, IU East traveled to Peru to take photographs. She added these to her photographs from the Maya sites on the Yucatan and Copan, Mexico City, Puebla, Cuernava, Merida, Monterray, Costa Rica, Brazil, Cartagena, and Cuba to complete a resource CD-Rom on Latin America. She says that while she's not a professional photographer, her photos have worked well in her classes.

Al Wertheim, Professor of English, IU Bloomington received the Indiana 2002 Teacher of the Year award presented by the Indiana State Continuing Education Association.

Raejean Young, outgoing FACET Coordinator, has accepted an administrative position with the IU Adult Education Master's Degree Program. Her e-mail address will remain the same at rcyoung@iupui.edu. We wish her well.

Trustee's Awards went to Morteza Shafii-Mousavi, Gail McGuire, Peg Sutton, Diane Roden, and Jay Howard.

P.A. Mack Award Recipients

The P.A. Mack Award for Distinguished Service to Teaching was created to honor former Indiana University Board of Trustees member, P.A. Mack, for his tireless efforts on behalf of FACET. This year, at the FACET Retreat, the following faculty were honored with this award.

Pamela Jeffries, Assistant Professor of Nursing, IUPUI, an innovator in using technology in the classroom, who has been instrumental in shifting the learning lab focus from teacher-centered to student-centered. She also developed and implemented interactive teaching strategies to help students acquire critical thinking, decision making and problem solving skills.

David Pace, Associate Professor of History, IU Bloomington, has promoted student learning, encouraged teaching innovation and the assessment of those innovations, created communities of faculty who support one another in trying new approaches, and influenced higher education through the dissemination of his ideas. In his discipline, he has worked diligently to understand the difficulties students encounter in studying history, and designed ways to help them succeed.

An honorary award was presented *in absentia* to **Tom Ehrlich**, President of Indiana University from 1988 to 1995 for a lifetime career of service to teaching and commitment to the mission and goals of FACET.

2002 Future Faculty Fellows Summer Institute

July 12-14, 2002
Fourwinds Resort and Marina
Bloomington, Indiana

Sponsored by the Research and University Graduate School (RUGS) and Faculty Colloquium on Excellence in Teaching (FACET), 14 Future Faculty Teaching Fellows (FFTF) met at the Fourwinds Resort and Marina at Bloomington, Indiana for the 2002 Future Faculty Fellows Summer Institute. The summer institute had four objectives:

1. To increase the Fellows' familiarity with students at the "other" IU campuses.
2. To provide Fellows with a glimpse of faculty life including juggling multiple responsibilities, recognizing practical realities in the classroom, and making instructional decisions at the other IU campuses.
3. To increase Fellows' repertoire of course design strategies.
4. To increase Fellows' self-assessment of and reflection on teaching by beginning construction of a teaching portfolio and increasing awareness of research in the scholarship of

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teaching and learning, and learning.

Joyce Lucke, Office of Professional Development, IUPUI, Sara Cornell Hare, Sociology, IU Southeast, Sharon Hamilton, FACET, IUPUI, Raejean Young, FACET, IUPUI, and Jay Howard, Sociology, IUPU Columbus, formed the team that planned and led the institute's many sessions including *Myths and Realities of the "Other IUs."* *Using Writing and Discussion to Enhance Learning*, and *The Scholarship of Teaching and Learning*. Each of the Fellows participated enthusiastically, eager to become better prepared for their fellowship experience.

Each of the 14 Fellows will spend one or two semesters as half-time faculty at IUPUI (10), IPFW (1), IUS (2), IUPUC (1), or DePauw University (1). The Fellows will teach two courses and generally seek to get a feel for faculty life at a non-residential campus.

Jay Howard
IUPU Columbus

So long, but not goodbye

A 1990 FACET class member, **Jerry Powers**, Professor of Social Work, Director, PhD Program in Social Work, FACET Steering Committee Member and IUPUI Campus Co-Liaison, is retiring from Indiana University, but thankfully, not from FACET.



Jerry Powers in his most familiar FACET pose

Always innovative and adventurous, Jerry initiated one of FACET's most memorable retreats. In 1994, as program committee chair, he proposed a retreat in which the agenda was that there was no agenda – FACET attendees were to establish their own agenda at the retreat. In other words, it was a “do-it-yourself” conference. The retreat theme was appropriately called, *Setting Our Own Agendas*.

Before FACET, Jerry says that he felt estranged because teaching wasn't recognized or appreciated. During the first few years, he says, FACET appeared to serve as a support group, with the annual retreat being a place to vent academic frustration. However, he sees that the organization has now

gone far beyond that. He believes that FACET is “large enough now and been around long enough that it has worked through some early perceptions as an elitist group recommended by higher administration.”



The 1994 FACET Retreat “do-it-yourself” agenda as retreat participants created it on a wall at the Fourwinds.

Jerry says that “Eileen Bender was the ideal person to start and shepherd an organization like this.” He says FACET's development and growth were the result of Eileen's ideas or her picking up on someone else's ideas. “She had the capacity to get people to do things, but never in a controlling or domineering way.” He goes on to say that former IU Board of Trustees member, P.A. Mack's role in FACET was critical because he supported service to teaching instead of trying to create a “super teacher.” In addition, Jerry believes FACET works because, “At the very core, it is a volunteer organization – and not what one person can do.”

For the last few years, Jerry says, he has attended FACET because it provides an opportunity to be with “fun creative people who create a sense of what the cream is. People do what they enjoy doing and hopefully, it makes a contribution.” Now, he finds himself less interested in the particular sessions and more interested in the camaraderie and informal sharing of ideas, and he is always intrigued by what others are doing on their individual campuses. With each passing year, he says it has become more of a reunion for him and the various sessions “are like icing on the cake.”

According to Jerry, his FACET experience is somewhat unique because he came to the organization late enough that he didn't have to worry about his career. He was already tenured, so therefore was “free to enjoy everything and have fun.” On the other hand, he sees FACET coming to most other members while they are still establishing their careers. He has noted that the longer they are in FACET, the “less subject and school oriented and more academy oriented they become.”

Now that he has retired from teaching, he has created a long list of postponed goals he emphatically intends to reach, including such items as carpentry and skydiving. There will also be travel and more time with his children and grandchildren.

Peggy Wilkes
FACET Editorial Assistant



Mack Endowment Plans Fellows Program

In an unusual partnership of Indiana University faculty, trustees, and community, The Marian V.L. and P.A. Mack, Jr. Endowment was created to fund the Mack Center for Inquiry on Teaching and Learning. The annual payout of resources donated to this Endowment will be matched by Indiana University (IU Foundation).

Funds generated by the Endowment will be directed toward activities with exceptional merit and promise of advancing teaching and learning. In addition, FACET is planning to create a named Fellows program in which recipients would receive \$10,000.

In anticipation of this unique and exciting endeavor, FACET members have already pledged more than \$20,000. Additional members who wish to donate to this remarkable Endowment can e-mail mwilkes@iupui.edu to receive a pledge card. Also, members will receive regular newsletter updates as the Endowment and Fellows program evolve.



After September 11...

It seems impossible that nearly a year has passed since the World Trade Center tragedy. At Anya Peterson Royce's suggestion, FACET members recall teaching that first class after the bombing.

For Linda Chen, Associate Professor of Political Science and Acting Director for Women's Studies, IU South Bend, September 11, 2001 had special impact. Her father, sister and other relatives worked within blocks of the twin towers. It was hours before she reached her mother in Queens, gratefully learning that everyone was safe, although struggling to escape Manhattan. Also, Linda grew up with her immigrant parents near Manhattan where, throughout her childhood, she heard firsthand about their flight from oppression and persecution. She says, "Even though I have not lived in New York for over twenty years, I still call it my home. Walking the streets of New York always revived my sense of belonging somewhere and the diversity of its people always reaffirmed my identity and my belief that America's strength comes from its diversity."

Teaching Political Science the Day after September 11, 2001

On Wednesday morning, September 12th, I left my house early in search of a New York Times. I couldn't find one, so borrowed one from a colleague. I also managed to get it on the web as well as the Boston Globe and Washington Post. Because my Introduction to American Politics course was not

until 1:00 p.m., I had the morning to digest all available information. I decided to begin the class by asking my students how they felt rather than what they knew at the time. I also decided to tell the story of my family in New York City, and since all were well, I assumed I would be fine. I intended then to lecture a bit on what we knew about what had happened, and to raise questions that remained unanswered. I then planned to open the class for discussion. Given that civil liberties was the week's topic, I saw the opportunity to discuss the balancing act between protecting citizens' rights and liberties and national security imperatives.

As expected, most of my students were still in shock. Information was still too fragmented for them, but most had come to believe that Islamic extremists had successfully perpetrated acts of terror on American soil. None had anyone close who was affected by the attacks, but given our proximity to Chicago and the Sears Tower, they could imagine what such an attack would be like. I related the story of my sister and my father and other relatives in New York City. As I was describing what had happened, I realized I was using terms and Manhattan street names that few of my students would be familiar with. So I backtracked to explain how Manhattan is organized. My voice cracked as I re-imagined my sister wandering uptown away from the carnage, not knowing if other suicide bombers were waiting to strike again. Several students were visibly moved by my personal account, and I found myself working hard to keep my composure.

After a few minutes, I believe I did do a brief talk on 'what we know now' about what happened. I then began the discussion on civil liberties and rights. Strands of discussion included: what can be done to prevent another attack? What is the best way to find out who was responsible? How can would-be terrorists be deterred from attacking again? I was impressed at the diversity of opinion my students offered. Calls for increasing government surveillance were countered by suspicion of too much governmental power. I recall asking my students what liberties they would be willing to have curtailed. One student said that she would have no problem with a police officer asking to search her home, given that she knew she was innocent of any wrongdoing. Another student questioned the use of 'national security' as a rationale for spying on our activities. Few students objected to carrying a national identification card. However, almost all my students objected to having street intersections monitored by surveillance cameras (I suspect this speaks to their driving habits.)

Another consensus point was my students' belief that any restrictions on civil liberties would only apply to people (i.e. foreigners) other than themselves. They seemed very confident that none of them would ever be subjected to scrutiny given they knew that they were totally apolitical. I tried to disabuse them of this naive view, but I don't believe I convinced anyone that day. One strand of this discussion dealt with the context of national crisis. One student argued that in

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a time of crisis, the government should take extraordinary measures as they did during World War II. He was referring

to the internment of Japanese-Americans on the West Coast. I recounted how some Chinese-Americans reacted to the internment by placing posters on their cars, in their windows, in their stores, saying that they were not Japanese. I also reminded my students that this action by the government is largely considered one of the most shameful events of American history.

I was heartened by other students' quick condemnation of the bias attacks against people appearing to be Middle Eastern that had been reported by the media. Nor was there any real sentiment to deport all people of Middle Eastern extraction. Perhaps the fact that I am of minority status (and often mistaken for being a 'foreigner') tempered their remarks.

I left class that day feeling relieved, and returned to my office to surf the web for the latest news. I thought about my spring courses and began searching for a text on Afghanistan for my scheduled Third World Politics course. I also considered teaching a new course in the context of Sept. 11th. Therefore, this Fall, I will be teaching a course titled, "Terrorism and Political Violence."

*Linda Chen
IU South Bend*

My Graduate Nursing Class Two Days After September 11

My graduate nursing class of 40 students met two days after September 11. I had been pretty numb myself during that time and wasn't tracking about how to begin class until I received a wonderful e-mail sent to all IUPUI faculty that gave some very good suggestions. That prompt lead me to reflect on how I might handle class that night.

When the students arrived, I was at the door to greet and comfort them. I asked how they were doing and they began to tell me about their experiences. At the beginning of class, I asked everyone to sit for a moment of silence in reverence for those lost and those in pain. It seemed like a drawn out moment to me, but everyone was silent and respectful. I then asked them if they would like a period of time to talk about Sept. 11, cancel class, or continue class after a short discussion about Sept. 11. They chose the third option.

The discussion began with students talking about the impact the event had on each of them, their children, and their relatives in New York. Some could not contact relatives for many hours and they described their anguish. Two students knew people who were unaccounted for at that time. **The tenor of the discussion was grief and insecurity that our great nation was so unprepared to prevent such an event.** After about 30 minutes, when students seemed to run out of things to say and silence fell on the group, I asked again if they wanted class to continue. They did, and we held an abbreviated class. At the end of class, there were hugs all around. **We had truly shared something that night that met needs that the content of the course would not have done.** The class was very close, and at the end of the semester they

threw a beach pizza party. We had a group picture taken wearing our sun glasses (shades) and they presented me with a certificate and a bedpan full of gag gifts (they are nurses after all).

*Mary Fisher
IUPUI*

Devoting Literary Interpretation to September 11

I invited a history colleague, Dr. Safianow, and another in political science, Dr. Maxwell, to attend my 11:30 a.m. section of L202 Literary Interpretation, and devoted the class to the events of the day. One student read a very emotional poem to the class. **Another, who is of Islamic background, appealed to the sympathies of her classmates by sharing that some of her relatives in Bloomington had been threatened. She asked that students avoid hostilities toward Muslim and Middle Eastern students.** My colleagues gave background information on the Middle East and on some of the American foreign policy procedures that tend to inflame political and religious hostilities. I talked about some of my experiences in teaching the Bible as literature in my freshman sections, and tried to show how modern literary theory interacts with historical and political knowledge to provide an opportunity for less dogmatic agendas. All in all, it was, I think, an exceedingly beneficial moment for the students and for the faculty---an opportunity to experience community (I sit all my classes in a circle) in a shared crisis and to see how discipline-specific faculties engage an issue.

*John Rudy
IU Kokomo*

Critical Thinking Two Days After September 11

I learned of the attacks within an hour of my class on September 11th. Perhaps a fourth of the students were there. I was in no shape to teach and they in no shape to learn. I suggested that we each go meditate in her or his own way, and that talking with family was important.

On the 13th, I asked the class to write down two or three important things that they had learned from 9-11, discuss them with their neighbors, and then share them with the entire class. About half way through the class, I brought it back to critical thinking, especially to the importance of not blaming groups of innocent people for those who had harmed innocent people. I tied this to critical thinking and how they had begun to look at material in new ways.

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Several students--science majors (as was the class entirely)--said that I was the only professor they had who had acknowledged the event in any way.

Craig Nelson
IU Bloomington

Forgetting Criminal Justice on September 11

It was a difficult thing for me to deal with when it happened, and I am not sure it has become easier today. Teaching has been a wonderful second career for me and FACET is a "high point" for me. Maybe if I had been in a room full of other FACET members that day it would have been a little easier. Then again, I'm not sure anything would have helped.

I was an FBI agent for 26 years before becoming a criminal justice teacher. Many of my students are aware of this, but some are not. What they are not aware of is that I was a counselor for the FBI's National Academy in 1991. My class (250 strong) had several New York City police officers in it and at least one of them had a brother who was a fire department captain in Manhattan (south end). I have been unable to locate his name among the missing firemen so I assume he is safe, but I have learned that I lost other friends that day on the police department. It isn't common knowledge, but firemen typically wear a device that sends out a beeping signal for other firemen to find them if they are injured and/or unconscious at a fire site. The awful thing I knew that day that my students and many of my fellow teachers did not know, was that the other firemen and police officers who stayed on the scene so long had to listen to those devices chirping and beeping for a couple of weeks.

I let the class go where it wanted in the discussions that day, and did not avoid any topic about 9/11. I have not discussed the chirping and beeping of the locator devices. I am still bothered by those thoughts. I know because of my own experiences how closely these people are bonded to each other. Maybe I will talk about it this fall. I know that fire fighters and police officers cry too, and believe it accounts for the rainbow in their souls. I know that this is not the typical stuff of lectures on the Rules of Evidence or Substantive Criminal Law but somehow I don't feel I am finished talking about this.

Ed Brown
IU East



Peer Review CD-Rom

FACET has received a \$2,000 grant from the Professional and Organizational Development Network (POD) based on a proposal to fund one of FACET's current projects, "Multimedia Support for Faculty Peer Review." This grant will support the development of a CD-Rom to assist faculty in learning to conduct both formative and summative peer review of teaching. The results of this project will be presented at the POD conference in 2003.

How do we ever get to be reasonably good teachers?

I think that it is like becoming a good ethnographer – we rely on the kindness of strangers. Strangers who are our students and who, generally, respond with good will when it is clear that we need help. And, of course, we learn too from the trauma of that occasional class which has no interest in showing kindness.

For us to do this requires two things right from the beginning and a third something later on. First is to acknowledge that there is a craft and that we don't control it; second, and I take this from performing, that the audience/students matter and shape our performance. These are hard enough but the third strains our characters to the limit. That is to acknowledge that, while we too learn in the classroom or lab or one-on-one with graduate students, we are not the main event in any learning context. We are the facilitators of this process but it is not about us. We need to park our egos somewhere else.

Anya Peterson Royce
IU Bloomington
Excerpted from *Disappearing Act*

Quick Hits for New Faculty

This year begins a new *Quick Hits* series, starting with *Quick Hits for New Faculty*. We are looking for two-to-five page contributions which will consist of teaching strategies aimed at first-time faculty. Contributions will also include references for readers' further exploration of ideas.

Published by the Indiana University Press, *Quick Hits for New Faculty* is now accepting contributions. FACET members may e-mail proposals or completed contributions to mwilkes@iupui.edu or mail them to Peggy Wilkes, FACET, UL 1140, IUPUI.