

Faculty Colloquium on
Excellence in Teaching

FACETS

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Vol.5 Issue 2



*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.*



Marilyn Bedford and Betty Jones heading a concurrent session.

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2005 Associate Faculty and Lecturers Conference

October 21-22, 2005
University Place and Conference Center and Hotel
IUPUI

The 10th Annual Associate Faculty and Lecturers Conference was held on Friday October 21 and Saturday October 22, 2005 at the University Place Conference Center on the IUPUI Campus. The conference theme, "Celebrate Excellence in Teaching", provided an opportunity to re-examine how faculty foster student learning by examining the teacher's role both in and out of the classroom. More than 100 associate faculty members and lecturers from all eight IU campuses participated.

Some of our membership shared their expertise with the associate faculty. Highlights included a session, "Confessions of an Urban Teacher" by Charlotte Reed, IUN. Charlotte performed multiple vignettes depicting the challenges and triumphs of an urban teacher. One of the participants had this to say after the session, "This was an absolutely outstanding presentation. I found the sharing of

personal history uniting, informative and inspiring. I left with empathy and renewed inspiration.”

David P. Maloney of IPFW presented a session titled, “Learning the Game of Science.” This was an interactive session introducing participants to a technique (based on a quote from Nobel prize winning physicist Richard Feynman about what science is) for helping students learn about the nature of scientific and analytical reasoning. The technique involved using simple (in terms of pieces and rules) abstract strategy games to model basic scientific reasoning. Participants worked in groups to formulate and test hypotheses and develop a “theory” of the game. The technique can also be used to explore issues such as developing inferences, reasoning by analogy, and using evidence to draw conclusions. One of the participants made this comment, “Excellent, may be foundation for new course.” Another participant added, “Fantastic, This if for everyone not just those in Science.”

Please mark your calendars for AFC 2006. It will be held on Friday, October 13 – Saturday, October 14, 2006 in the newly renovated University Place Conference Center and Hotel. Registration for AFC 2006 will be available in August so please share this information with your departments’ associate faculty and lecturers.

AWARDS & HONORS



Tanice G. Foltz, IU Northwest, was honored in the 2005 Who’s Who among America’s Teachers. She was also awarded the I.U. Trustee’s Teaching Award in spring 2005.

Anne E. Guernsey Allen, IU Southeast, won the IUS Distinguished Teaching Award for 2004 – 2005.

Anya Peterson Royce, IU Bloomington, was the recipient of the 2005 P.A.Mack Award for Distinguished Service to Teaching.

Kathy Pollock, IPFW, received the inaugural IPFW Leepoxy Award for Excellence in Undergraduate Education for creating an innovative project in the A201 Introduction to Financial Accounting course. She was also a 2005 inductee into Beta Gamma Sigma, an Honorary Business Fraternity.

Craig M. Ross, IU Bloomington, received the School of Health, Physical Education, and Recreation (HPER) 2005 Outstanding Teacher Award.

PROMOTIONS & APPOINTMENTS



Elizabeth Bennion, IU South Bend, was appointed to the national planning committee for the American Political Science Association's Teaching and Learning Conference (to be held on February 18-20, 2006) in Washington DC. Bennion was also elected to the Board of the Undergraduate Education section of the American Political Science Association.

Mary Fisher, IUPUI, was promoted to Professor July 1, 2005. She was also appointed to Department Chair, Environments for Health, School of Nursing, IUPUI.

Otis Grant, IU South Bend, has been elected Chair of the African American Studies minor program.

Amy Kinser, IU Bloomington, was promoted to Associate Coordinator of Technology Foundations K201/X201.

PUBLICATIONS, PRESENTATIONS, & OTHER NEWS



Elizabeth Bennion, IU South Bend, wrote an article entitled "Civic Education and Citizen Engagement: Mobilizing Voters as a Required Field Experiment" that has been accepted for publication in the Journal of Political Science Education (Volume 2, Issue 2, June 2006). A related article on community-based teaching and research will also appear in the forthcoming volume Quick Hits for Educating Citizens.

Citations:
Bennion, Elizabeth A. “Civic Education and Citizen Engagement: Mobilizing Voters as a Required Field Experiment.” Journal of Political Science Education, Volume 2 (forthcoming), 2006.

Bennion, Elizabeth A. "Increasing Political Efficacy through Community-Based Research" in Quick Hits for Educating Citizens. Indiana University Press, Bloomington, (forthcoming), 2006.

Mary Fisher, IUPUI

Publications:

Fisher, M.L. (2005). Faculty governance: Essential work of the faculty.

Module 5: Service/Civic Engagement for the PhD course T800 *Preparing Future Faculty*. A published On-line course of Indiana University School of Nursing.

Fisher, M.L. (2005). Cost analysis of nursing care. In Fitzpatrick, J.J., (Ed.), *Encyclopedia of nursing research*, 2nd ed. New York: Springer Pub. Co.

Fisher, M.L. (2005). Health services administration. In Fitzpatrick, J.J., (Ed.), *Encyclopedia of nursing research*, 2nd ed. New York: Springer Pub. Co.

Chaves, J.F., Baker, C.M., Chaves, J.A., & Fisher, M.L. (Publication date 1/06). Assessing MSN students' professional competencies using the Web-based PBL Evaluator. *Journal of Nursing Education*.

Tanice G. Foltz, IU Northwest, organized and chaired Gender session at the Indiana Academy of Social Science annual meetings, October 2005.

Publication:

The Commodification of Witchcraft and Magic. @ In Helen A. Berger (ed.), *Magic and Witchcraft: Contemporary North America*, pp. 137-168 and notes to chapter, pp. 174-176. University of Pennsylvania Press: Philadelphia, PA, 2005. Refereed.

Presentation:

"Drumming up a global community: Spirituality, service, and social change" at the second annual College of Arts and Sciences Conference, Indiana University Northwest, November.

Arthur Friedel, IPFW, has been invited to participate in an Oxford Round Table on Science and Faith: The Great Matter which means this special summer session will discuss whether to teach Intelligent Design or Evolution. The session will be held at Harris Manchester College in the University of Oxford, England from July 23 through July 28, 2006.

Andy Gavrin, IUPUI, was director of the United States Physics Talent Search this year. Over the holidays, he lead the group of top scoring US students (aged 10-17) to a symposium in Taipei, Taiwan, where they met the top students from approximately 20 other countries.

Randy Isaacson, IU South Bend, presented at the Associate Faculty and Lecturers Conference on October 22nd at the University Place and Conference Center. His session was titled, "When Students Don't Know They Don't Know,

We're All in Trouble." In this session he examined the relation between metacognition knowledge monitoring (i.e., knowing-when-you-know) and student motivation, learning, and academic success. What happens to a student's motivation when they honest believe they know the material but they fail your test? What might you be doing in your classroom that leads students to over-estimate their mastery of the material? How can teachers create environments that help students take responsibility for their own learning? The session included an application of knowledge monitoring using the student response system (clickers). Participants had the opportunity to use clickers during the session in ways similar to applications in classrooms.

Alan Mikesky, IUPUI, co-authored a recently published book on sports nutrition. It is a textbook designed for undergraduate level nutrition or exercise science students. More information on the book can be found below and at the following website: <http://health.jbpub.com/catalog/0763726575/> Practical Applications in Sports Nutrition HH Fink, LA Burgoon, and AE Mikesky Jones and Bartlett Publishers.

Ruth Needleman, IU Northwest, has returned from three months sabbatical in Brazil. Dr. Needleman learned sufficient Portuguese to teach a Master's class on U.S. Labor History at the Federal University of Ceara and deliver a major address at the World Forum on Education held in Gravatai, Brazil, November 9-12, 2005. She was studying innovative approaches to adult education, and has received a small grant from the Center for Excellence in Teaching and Learning at IUN to write up her findings and prepare course materials adapting new integrated disciplinary models for education. Brazilian educational institutions are exploring ways of combining basic education with vocational and critical analytical studies, theoretical and applied, in order to challenge and support adult learners while also preparing them for the changing labor market. Dr. Needleman hopes to design a cross-disciplinary course with various applications for piloting on the IUN campus.

Anya Peterson Royce, IU Bloomington, gave a keynote lecture, "The Long and the Short of it: Benefits and Challenges of Long-term Ethnographic Research, at an international seminar, Longitudinal Qualitative Research, in Leeds, England, October, 2005. She was also an invited lecturer for the International Festival of Dance in Bytom, Poland (July 2005), lecturing on the topic of how anthropologists view dance, specifically what we learn from examining how different cultures use space and time in their dance.

Dianne Roden, IUK, published a book called "Mississippi Howl" that describes the adventures that she had when she paddled the entire Mississippi River in a home-made, cedar-strip canoe with her husband, Allan, and their Australian Cattle Dog, Annie. They camped in a small tent on the banks of the river as they followed it 2,500 miles from its headwaters in northern Minnesota all the way to New Orleans. They saw an abundance of wildlife and met many interesting people who represented a cross-section of

the United States. The book is available from www.authorhouse.com.

We apologize for any omissions, but please keep us informed of any awards, honors, promotions and appointments that you receive.

Sabbatical: A Semester at Sea



By Scott Sernau, IU South Bend

I am getting used to being back on dry land after a semester sabbatical of teaching aboard the MV Explorer with Semester at Sea as we rounded the globe. The trip provided some truly unique teaching experiences, and a great excuse to miss committee meetings (“sorry I’m somewhere between Mauritius and Myanmar right now”) but did not keep me completely cut off from colleagues. At our last FACET Leadership Institute gathering, Ken Smith -- team member, recent FACET member, English professor and blogger extraordinaire – suggested that I submit blogs from various ports as I travelled, which would then be added to our American Democracy Project Web Site. This I did and Ken faithfully edited and posted each, some of which were carried in the local paper. When I came back it was great to find out how many people had followed the voyage through our Website. It saved me having to recap it all in the hallway, and I hope it contributed to some good discussions and teaching moments. You can find the IUSB ADP blog at www.iusb.edu/~sbadp/. My entries are under “Semester at Sea,” but take a moment to note the range of discussion on the site. This idea might be exportable to other campuses -- even if you’re not blogging from Mauritius. Here’s an excerpt from the mid-Atlantic:

Our floating campus bears many similarities to a residential liberal arts college planted firmly on solid ground in Iowa, Ohio, or anywhere far from the sea. We have close to 700 students, a record number, a faculty of 26, an academic dean, the usual bursar and registrar, and residence hall directors who manage life on residential decks, here divided into various “seas” akin to dorm floors. An international crew with British and Greek captains leading a team of Bulgarians, Jamaicans, and many Filipinos keeps the vessel cleaner and tidier than any college dorm I have seen for safety and sanitation take on

new importance at sea. Also aboard are a small group of adult passengers, a sort of floating elder hostel with participants who range from their 50s up to a seasoned voyager of 84. Faculty spouses and a dozen children, three of which are mine (Anna 10, Luke 14, and Sierra 16), round out the passenger manifest.

Days at sea pass with their own rhythm. I teach three classes, all with an international flavor and an outline that matches the ports of the voyage. Video, DVD and PowerPoint are all here, but paper must be rationed -- no excess of handouts. A small floating library rides mid-ship. Internet must connect by satellite and is expensive and uncertain. I have learned to lecture and lead discussions without lurching over the chairs and small tables as the ship rolls and pitches. The podium does not so much hold my notes as gives me a fixed place to anchor a steadying hand. As sea billows roll here in the 3 mile deep waters of the mid-Atlantic, both people and water sometimes look a bit green and we all collide occasionally in hallways that suddenly pitch without warning.

Nonetheless, the students still manage their own rocking and rolling from Sea socials with dance music, to a well attended karaoke night last night, to samba lessons on the way to Brazil. One great opportunity is to share the decks with such a diversity of talented, interesting and well travelled people. Interport lecturers from the next destination join us to teach about their home countries. Sometimes their interests and expertise ranges beyond the purely academic. My 14-year-old, Luke, and I spent several days learning a bit of capoeira, the Afro-Brazilian blend of gymnastics, dance and martial arts. Each night a “community college” allows all passengers a chance to learn photography from a photographer for the *Toronto Star* or a CBS videographer, learn travel writing from a reporter from the *Los Angeles Times* or debate the pro’s and con’s of globalization with a professor from IU South Bend.

My own students, 35 each in 3 classes, can also at times feel adrift and overwhelmed. I want to do more than just toss out buoys of wisdom, hoping to keep them engaged until the next port. One of my greatest hopes is to provide a bit insight into the great intellectual currents themselves that people have sought to explain our changing world, a way to tie together the images and experiences. I know students will have good times and great experiences but I hope they come home with more than a mental scrapbook of exotic experiences and a stack of CDs packed with digital snapshots: “Here I am at the Taj Mahal! Here I am on a paddleboat in the Amazon! Here is that strange guy in the weird costume in, oh I don’t remember where, but it was way cool.” Even if they forget the details of human ecology, political economy or world systems analysis, I hope they will begin a lifetime habit of thinking deeply and caring deeply about the planet that is our common home. The voyage will be a success if the trip becomes more than a string of ports, and instead their beginning of a much longer voyage. TS Eliot wrote of our continuing to explore, and the proper end of exploring to come home -- and to see it for the first time. That’s a good goal for all students, whether 19 or 84, whether circling the globe on the Explorer, or circling South Bend on the bypass.

Quick Hits Volume IV: Civic Engagement



FACET's newest "Quick Hits", *Quick Hits for Educating Citizens*, is in the final stages of publication, and should be available for sale through the FACET office and IU Press in June. Look for articles published by your own colleagues, along with articles from other educators nationwide.

This volume focuses on civic engagement, and the rationale behind making civic engagement an intentional component of curriculum. It provides 58 essays, from multiple disciplines, with successful models of curriculum-based civic engagement activities and strategies for engaging students outside of the classroom. Jim Perry, Director of the Indiana University American Democracy Project, and Steve Jones, Coordinator of the Office of Service Learning, IUPUI, edited the volume. Sharon Hamilton and Bob Orr served as consulting editors.

Contents:

- Chapter 1: Tips for First Timers
- Chapter 2: Classroom Activities
- Chapter 3: Service-Learning and Educating Citizens
- Chapter 4: Assessing Student Learning
- Chapter 5: Departmental and Disciplinary Approaches to Educating Citizens
- Chapter 6: Educating Citizens through Research
- Chapter 7: Overcoming Barriers to Educating Students



Sabrina A. Williamson and Valerie N. Chang are the two new Mack Fellows for the 2006-2007 year. Together they are assessing the use of case-based learning in teaching social work practice skills to both undergraduate and graduate students. Examining the effectiveness of case-based learning will add to the scholarly literature on the transfer of learning. They will also contribute to the recent SoTL movement of studying how to teach students to think like professionals in their field.

The eventual goal of this research is to establish the usefulness of case-based learning in social work, as it has

been established in other professions such as medicine and nursing.

This year, the Mack Center also was awarded an Intercampus Research Fund grant, to fund a pilot project evaluating the effectiveness of a program designed to improve student success in introductory science classes. The intervention was conducted at IUN and IUPUI in the fall semester. Results from the pilot will be used to apply for a National Science Foundation grant in Fall 2006.

Carol Hostetter, Director of the Mack Center



JoSoTL encourages all instructors to engage in the Scholarship of Teaching and Learning (SoTL), and to become involved in the sharing of knowledge and learning about the teaching-learning process. This Journal provides a publication outlet for teaching research, and an on-line forum for engagement with colleagues similarly interested in the Scholarship of Teaching and Learning.

As an e-journal, JoSoTL aims at rapid review of submissions and universal access to the findings it publishes. Submissions may be sent to Don Coffin at dcoffin@iun.edu.

New in November: Volume 4, No. 1

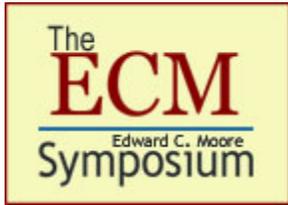
Reexamining Carnegie Research Institutions: Evidence from IPEDS Data, by Brian L. Fife and Joseph Losco

Learning Sociology: Successful Majors Tell Their Stories, by Kathleen McKinney

Student Perceptions About and Performance in Problem-Based Learning, by Helene Alessio

E – Journals: Reflections and Communication Improve Learning Outcomes, by Teresa G. Banker

Are Learning Styles a Good Predictor for Integrating Instructional Technology Into a Curriculum?, by Craig M. Ross and Jennifer E. Lukow



**Friday, February 24, 2006
IUPUI**

**Mission: Transformation of College Teaching Challenge:
How can we get there?**

The Edward C. Moore Symposium on Teaching Excellence is IUPUI's oldest public event, dating from the years of IUPUI's inception. Named in honor of Edward C. Moore, former dean of the faculties, the symposium provides an opportunity for the university community to gather around an academic issue of interest to all. It is sponsored by part by FACET and for the second consecutive year, features a professional track directed by the Mack Center

The Keynote speaker for this Symposium will be William M. Plater, Executive Vice Chancellor and Dean of the Faculties of Indiana University-Purdue University Indianapolis (IUPUI).

For more information about the Edward C. Moore Symposium visit Office for Professional Development website at <http://ecmoore.iupui.edu>.



2006 Leadership Institute

Friday, February 24 — Saturday, February 25, 2006

**University Place Conference Center and Hotel
Indianapolis, Indiana**

The 2006 Indiana Faculty Leadership Institute promises to be an engaging conference. 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.

Campus teams are exploring 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.

For more information please visit the website at <http://www.facet.iupui.edu/events/leadership/index.html>.

Sponsored by IU Credit Union, FACET, and the Center for the Study of Global Change at Indiana University.



We will once again gather at Pokagon State Park in Angola for our annual retreat. Those of you who joined us last year will recall the beautiful setting, lovely accommodations and great fellowship with colleagues. This year, the planning committee is poised to bring you interactive, hands-on workshops with plenty of time to socialize and refuel your body, mind and spirit under the theme, *"The Sights, Sounds and Sensations of Good Teaching."*

Keynote Speakers

Our keynote for the Retreat will be Lee S. Shulman of the Carnegie Foundation for the Advancement of Teaching. Lee S. Shulman is the eighth president of the Carnegie Foundation. He was the first Charles E. Ducommun Professor of Education and professor (by courtesy) of Psychology at Stanford University. The Ducommun Chair was endowed in early 1989 to support a senior member of Stanford's education faculty "whose research and teaching activities focus on improving teaching and the education of teachers both in precollegiate schools and in colleges and universities." He was previously professor of educational psychology and medical education at Michigan State University, serving as a member of that faculty from 1963 to 1982. He was the founding co-director of the Institute for Research on Teaching (IRT) at Michigan State University from 1976 to 1981.

Shulman's research and writings have dealt with the study of teaching and teacher education; the growth of knowledge among those learning to teach; the assessment of teaching; medical education; the psychology of instruction in science, mathematics and medicine; the logic of educational research; and the quality of teaching in higher education. His most recent studies emphasize the importance of "teaching as community property" and the central role of a "scholarship of teaching" in supporting needed changes in the cultures of higher education.

In addition, the recipient of the 2005 PA Mack Award for Distinguished Service to Teaching, Anya Peterson Royce, will be delivering a presentation titled "Spaces of Learning" and it will be an examination of the ideal spaces in which to teach and learn. Using interviews with faculty colleagues and selected students across all the disciplines, Anya will present their notions about what are, for faculty and students, ideal learning environments in the arts and humanities, social sciences, sciences, and professional schools. She hopes to present visual images of ideal spaces that currently exist as well as those examples of those spaces antithetical to learning. Imagined examples of ideal learning spaces are important too. She also will include how and where we engage in the kind of teaching-learning that normally does not "count" when institutions think of teaching, i.e. graduate mentoring and PhD supervision, teaching in lifelong learning programs, helping laypersons in museums and theatres understand what they are seeing and hearing, etc. Copies of the lecture will be given to academic administrators on each campus as well as to the Board of Trustees in the hope that the wisdom of those closest to the learning endeavor will be consulted when classroom spaces are being planned and curriculum designed.

Anya has made a request of the FACET membership to assist in her preparation for the retreat. She would very much appreciate your help and insights with this undertaking. It will be the stronger for the multiple and diverse voices and experiences. If you have access to a digital camera and can photograph both the good and the bad spaces, she will use them, with your permission, in a photo CD. Short paragraphs describing what makes these spaces ideal or unworkable will help her begin to speak to the diversity of what we do as faculty in the environments of learning.

If you can assist in her preparation please forward your images and ideas to Anya at royce@indiana.edu or to the FACET email at facet@iupui.edu.

Call for Presenters

The call of presenters deadline was February 1st and we had a great response but if you neglected to send in your ideas it may not be too late. Please forward them to ktlane@iupui.edu. Our focus for this year's workshops is centered on the work of Howard Gardner and his theory of multiple intelligences.

Verbal/Linguistic Intelligence

This sub-theme includes such possibilities as:

- dramatic reenacting of the struggles of an urban teacher
- folklore in the classroom

Mathematical/Logical Intelligence

This sub-theme includes such possibilities as:

- what can our students learn from the Sudoku phenomenon?
- creative ways to teach problem solving

Visual/Spatial Intelligence

This sub-theme includes such possibilities as:

- incorporating art or visual media into the classroom
- how to maximize your teaching to reach "Gen Y" and beyond

Bodily/Kinesthetic Intelligence

This sub-theme includes such possibilities as:

- how you incorporate games into your teaching
- jewelry making
- reflecting on teaching via a Zen Garden

Musical/Rhythmic Intelligence

This sub-theme includes such possibilities as:

- urban drum experience
- how music impacts learning

Intrapersonal Intelligence

This sub-theme includes such possibilities as:

- session providing information on how to lead our students to active participation in classroom and group work situations...even if they are shy or resistant.
- working with the intrapersonal student, colleague or superior

Interpersonal Intelligence

This sub-theme includes such possibilities as:

- concepts to maximize group work in the classroom
- practice (or find) your listening skills

Naturalistic Intelligence

This sub-theme includes such possibilities as:

- nature walk

Existentialist Intelligence

This sub-theme includes such possibilities as:

- Interactive discussion on "Why we teach?" or "Are there still students on campus who want to learn purely for the sake of learning?"

Global Citizenship Pre-Retreat/Summer Institute

As a result of the work of faculty and staff on the Bloomington campus that are involved in FACET's Leadership Institute, we will have a sister conference held throughout the day on Friday, May 19th (prior to the start of our retreat). This sister experience, titled, "The FACET Leadership Summer Institute" is open to faculty from all campuses and will focus on the following themes:

- What does it mean to prepare teachers and students for global citizenship?
- Using technology to connect students and faculty across boundaries
- Exploring Global Literacy
- Education for citizenship and democracy

The Summer Institute will also include an international videoconferencing component to be held just off of the grounds of the State Park at Tri-State University.

We look forward to seeing each of you at what promises to be an exciting and energizing annual retreat. See you in May!

Future Faculty Teaching Fellows

Four Winds Resort and Marina
Bloomington, IN
July 14-16, 2006



The ninth annual Future Faculty Teaching Fellows (FFTF) Summer Institute cosponsored by FACET and RUGS (Research and the University Graduate School) will be held July 14-16, 2006 at Four Winds Resort and Marina in Bloomington, Indiana. The institute gives graduate students, interested in teaching and research careers, who are nearing the end of their doctoral work, the opportunity to spend a semester or two as a half time faculty fellow at one of the eight IU campuses. The experience that the future faculty will gain should be similar to what they will endure when they enter into an academic position after completing their doctoral program. The goals of the institute include (1) increased familiarity with students on the IU campuses; (2) increased knowledge of faculty realities on the IU campuses; (3) increased repertoire of course design and strategies; and, (4) increased self-assessment and reflection on teaching.

Call for Nominations

P. A. Mack Award

NOMINATIONS ARE BEING SOUGHT for the 2006 P.A. Mack Award for Distinguished Service to Teaching. The Mack Award is awarded annually to an individual who has an extensive career of demonstrated excellence and distinguished service to teaching consistent with the goals and ideals of the Faculty Colloquium for Excellence in Teaching (FACET).

P.A. Mack, former IU Trustee and lifelong advocate for teaching excellence, was given the first award at the annual FACET retreat in May 1999.

DEFINITION OF DISTINGUISHED SERVICE TO TEACHING

For the purposes of this award, "distinguished service to teaching" is broadly defined as service in the form of leadership or creative participation that significantly and demonstrably advances and/or extends the goals and ideals of FACET as spelled out in the FACET mission statement.

To qualify, service must extend beyond an individual's own disciplinary unit and/or campus. Service activities need not be limited to the Indiana University system; however, the contributions cited in the nomination letter must include service to Indiana University.

ELIGIBILITY

Nominees may include but are not limited to FACET members. Non-FACET faculty, administrators, professional staff, alumni, associate instructors, adjunct faculty, and others who have contributed distinguished service to teaching also are eligible for this award.

REWARDS AND EXPECTATIONS

The winner will be recognized at the next annual FACET retreat (May 19-21, 2006), and will be invited to organize and lead the "Annual P.A. Mack Distinguished Service to Teaching Forum" at the retreat the following year (May 2007). The Forum will be planned in collaboration with the annual FACET retreat planning committee and can take the form of a presentation, interactive discussion, workshop, or other form of creative or scholarly activity related to teaching. The specific nature of both the retreat Forum and the outreach effort will be left to the discretion of the winner, but will be planned and implemented in collaboration with FACET staff. The winner will also receive a monetary award of \$2,500 provided by the Mack Endowment and the Indiana University Foundation.

NOMINATION PROCESS

Those nominating an individual for the award must be members of FACET. A nominator should write a 3-4 page letter documenting the nominee's distinguished service and how it demonstrably advances the goals and ideals of FACET and also certifying that the individual meets the other eligibility requirements for the award. Self-nominations will not be accepted. Please send the letter of nomination to:

P.A. Mack Award Selection Committee
c/o FACET
755 W. Michigan St, UL 1140
Indianapolis, IN 46202
or e-mail to facet@iupui.edu
Nominations due: April 7, 2006

SELECTION PROCESS

A selection committee will review all letters of nomination, soliciting any additional evidence needed in order to make an informed decision, and ultimately selecting the annual winner. The selection committee will consist of members of FACET who are actively involved in the organization in the form of one or more of its major initiatives (the retreat planning committee, the steering committee, etc.) or serving as a Campus Liaison, and past winners of the award. P.A. Mack, Jr., the person for whom the award is named, serves as an ex-officio member of the committee.

PAST AWARD WINNERS

2005: Anya Peterson Royce, IU Bloomington

2004: Eileen Bender, IU South Bend

2003: Craig Nelson, IU Bloomington and David Baker, IU Bloomington (honorary)

2002: Pam Jeffries, IUPUI and David Pace, IU Bloomington; and Tom Erlich, IU (honorary)

2001: Randall Osborne, IU East and Ken Gros Louis, IU Bloomington (honorary)

2000: Janet Donley, IU Bloomington

1999: P.A. Mack Jr.

FACET Peer Review Publication



FACET is in the process of finalizing a Peer Review DVD. All the footage was completed during the fall 2005 semester. Thanks to those of you that were able to lend your support to this project and for still believing in the FACET staff when we say it will be finished soon (or not laughing out loud at us). As most

of our membership knows, this project has been a labor of love (and hate) for many of us and gone through many revisions, re-tapings, and student directors BUT it will be finished shortly and we look forward to sharing it with each of you. The project will include co-workers thoughts, some of the myths, and much more on the Peer Review process. Please check our website for information as it becomes available .

On FACET S n Faculty u l Interest v i Interest e n Inventory y

Please help is in completing this FACET survey. The purpose of the survey is to help determine how the members of FACET, both active and retired, perceive the range of possible roles that might be played by our retired colleagues. This survey can be totally anonymous, or you can choose to identify yourself.

<http://www.zoomerang.com/survey.zgi?p=WEB224V7RREBSY>

Dates to Remember

February 22nd: Retreat Planning Meeting

February 24th: EC Moore Symposium

February 24th: MACK Fellows Meeting

February 24th-25th: Leadership Institute

March 3rd: Statewide Selection Committee Meeting

March 24th: Retreat Planning Meeting

April 7th: Nominations for P.A. Mack Award due

April 19th: Retreat Planning Meeting

May 18th: Steering Committee Meeting

May 19th-21st: FACET Retreat

July 14th-16th: Future Faculty Teaching Fellows Retreat

October 13th-14th: Associate Faculty and Lecturers Conference