**Catalyst Award Contenders Speak**

By Gail Rathbun, CELT Director

Carol Crosby, Clinical Assistant Professor, NUR, and Linda Lolkus, Associate Professor, CFS, have taught online for several years. Though they have logged hours of training in course design, have worked extensively with Ludy Goodson, CELT’s Instructional Consultant/Designer, and have frequently presented on the topic of online course design, they were curious about how external reviewers would rate the quality of their courses.

With encouragement from Ludy, Carol entered NUR 33900 Research in Healthcare and Linda entered FNN Essentials of Nutrition in the 2013 Blackboard Catalyst Award international competition. Both faculty members sought to enjoy the benefits of reflecting on their course design, receiving detailed feedback from experts, applying what they learned to other courses, and gaining recognition for their accomplishments.

Though neither Carol nor Linda won the award, they both generously shared their course designs and the reviewer ratings with IPFW colleagues at a Faculty Showcase on Friday, October 4.

Using the Blackboard Exemplary Course Program Rubric, the four reviewers identified “Learner Support” as Linda’s stand-out practice, and “Organization and Time Management” as the most outstanding feature of Carol’s course. The reviewers provided detailed comments and suggestions that will help Carol and Linda further improve their courses. This external review also documents the effectiveness of their teaching and both teachers plan to use the reviews in their annual reports.

December 1, 2013, is the deadline to submit your Blackboard course for consideration for the 2014 Catalyst Awards. If you are interested in this valuable external review process, go to the Catalyst Awards page on the Blackboard web site. You will also find a link to virtual tours of the courses designed by the 2013 winners.

Both courses use principles embodied in CELT’s new Blackboard Templates. (Example on page 2.) These templates are ready for your use in course development. To gain access to them, contact Ludy Goodson at (260)481-6504 or goodsonl@ipfw.edu.

Additional images in connection with this article can be found on page 2.
The Indiana University Faculty Colloquium on Excellence in Teaching (FACET) has several events planned for this semester. FACET held its first lunch meeting for full-time faculty in their second year of teaching at IPFW on Friday, September 20th. Some of the issues on the minds of the second year faculty include: (1) balancing teaching, research, and service; (2) effectively using small groups in collaborative learning; and (3) documenting teaching for the third year review—what are the best practices? The focus for the next discussion will be how to manage time and still do research, teach, and fulfill service commitments. The date has not yet been set so Second Year Faculty, watch your email for your invitation.

The 18th annual FACET Adjunct faculty and Lecturers Conference, or FALCON, is scheduled for Friday, November 8th and Saturday, November 9th in Indianapolis. The following faculty members applied and were selected to attend as IPFW representatives: Curtis Hosier (SOG), Cynthia Ellis (MATH), Laura Rodriguez-Duran (ILCS), Parveen Quarrar (BIO), Jonathan Decker (PHIL), Mikael Badgett (PPOL & SOG), Abigail Harrison (SOG), Annette Parkerson (PSY), Virginia Relph (ENGL), Farah Combs (ILCS), Peggy Farlow (MUS), Karen Bruwer (PPOL), and Cisco Mireles (ILCS). This is the first year that the conference audience will extend beyond the Indiana University system since FALCON is now open to any non-tenured faculty teaching in higher education.
FACET Corner... cont. from p. 2

education, both nationally and internationally. Participants can attend sessions in one of three tracks: teaching, technology, and professional development. The agenda also includes a poster session, plenary session, roundtable discussion and time for networking. Those who attended the IPFW Fall Teaching Conference on August 22nd will recognize the Haas-Birky Keynote Speaker Todd Zakrjesk, Executive Director of the Center for Faculty Excellence at the University of North Carolina at Chapel Hill. IPFW faculty members Marcia Dixon (COM) and Deb Huffman (ENGL) are also among the conference presenters.

Part of FACET’s mission is to cultivate the scholarship of teaching and learning. FACET publishes two online journals devoted to this mission. The Journal of the Scholarship of Teaching and Learning (JoSoTL) is a peer-reviewed journal for university teacher-scholars. It serves to build and share knowledge about teaching and learning through data-driven studies, essays, case studies, and articles on best practices. Access to JoSoTL is available through the website http://josotl.indiana.edu/. FACET’s newest journal is the Journal of Teaching and Learning with Technology (JoTLT). This publication is dedicated to promoting enhanced student learning through the use of technology, focusing on the university level. It is also peer-reviewed and encourages submissions from around the world. This journal can be accessed via the http://jotlt.indiana.edu/ website. You are encouraged to check out these journals—both to read what others have studied and submit your own scholarship of teaching and learning.

What Can a Teaching Fellow Do For You?

By Rebecca Jensen, Associate Professor of Nursing/Director of Simulation and Research

So, it’s the middle of the semester, and you’re wondering “How can I spice up my course?” Or, “I’ve tried all sorts of ways to get students to participate, and they just won’t engage. What more can I do?” Well, there are some really great resources available to IPFW faculty called Teaching Fellows. Let me tell you a bit about what this CELT-sponsored tiny but mighty group of faculty can offer you.

There are currently four Teaching Fellows available to help faculty with a variety of pedagogical activities and concerns. The process for becoming a Teaching Fellow has some rigor and peer evaluation. Teaching Fellows are encouraged to apply for a position by past Teaching Fellows and CELT Board members and must provide evidence of teaching effectiveness. The CELT Board reviews the applications and chooses the next Teaching Fellow(s).

Training occurs over a semester in concert with experienced Teaching Fellows. The Teaching Fellow consultation service is provided for individuals who want to improve, refine, and/or further develop their teaching in some way. The purpose of peer consultation is to engage interested colleagues in a reflective process of formative review. While a variety of consultation requests are fielded by the Teaching Fellows, the most common requests were copied from the CELT Website and include:

- syllabus review
- review of other instructional materials, such as exams, activities, CAIs, classroom observations
- Small Group Instructional Diagnostic (SGID) which is similar to a focus group conducted with your students by a CELT consultant
- analysis of student evaluation data, such as end of semester course evaluations or mid-semester evaluations
- assessment methods to evaluate student learning
- other activities as requested

So, you may be asking yourself, “Self, how do I access this wonderful opportunity to improve my teaching?” It’s really pretty easy. The link to the consultation request form is found in the CELT Website: http://www.ipfw.edu/offices/celt/request-for-services/

While the Teaching Fellow, in consultation with the faculty member, provides a written summary of activities during the consultation, the consultation is considered confidential. The document can be used by the faculty member in his/her promotion and tenure case; however, the primary purpose of a consultation is to assist faculty with improving their teaching and learning skills. If any of the resources available via a Teaching Fellow consultation are resonating with a current need, please take advantage of these wide-ranging services.

Free Legal Advice

Holding Class Off-Campus Can Be Expensive

By Kent Kauffman, Esquire and Assistant Professor in the Doermer School of Business's Accounting and Finance Department

Over a decade ago, a student asked me if we could hold our 11:00 a.m. class at the restaurant where she worked. She said we could get free appetizers and beverages, thanks to her boss. I checked with the department chair, who was fine with it if everyone wanted to go. Free food in a restaurant or sitting in the basement of what was then called the Classroom-Medical building: not exactly the horns of a dilemma. Class was held. Food and non-alcoholic drinks were consumed. None of it was free as promised. I lost $150. But it might have been much more expensive had the class been held at my home and had a student sued me over the experience, which is what

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Upcoming CELT Events

NOVEMBER

One Modification, One Measure: Master Teacher Work Group
Wednesday, November 6, from 9:30-10:45 am in LB 275

Rethinking the Writing Assignment III: Roll camera. ACTION! With iMovie for iPad (CS) *Canceled*
Friday, November 8, from 12-1:15 pm in KT 128

Harnessing Mobility, ebooks and Social Media in the Classroom
Tuesday, November 19 from 12-1:15 pm in Helmke Library Learning Commons

Legal Advice... cont. from p. 3


In that case, an Indiana State University professor held the last class of his spring semester humanities seminar at his house. At the start of the evening, the group discussed the final exam, but then began socializing. Later that night while leaving the professor’s home, a student tripped while walking down the front steps and severely broke her ankle. She sued the professor, alleging he was negligent in not having a handrail and for having poor lighting on his porch.

At the trial court, the professor succeeded in having the case dismissed on the grounds that he, as an employee of a public university, was covered by the Indiana Torts Claims Act, a collection of statutes that generally provides immunity to state employees for acts performed in the scope of their duties. Essentially, the professor argued that holding class at his home was an employment act, not a personal act. The Torts Claim Act did not prevent the professor from suing his professor. Pivotal to its conclusion was the court’s view that the professor was not within the scope of his employment when holding class at his home.

The Takeaway: First, the court didn’t determine if the professor was at fault. It only concluded the professor could not shield himself from the negligence suit by claiming that a class and social event held at his home was a state employment act. Second, the court cited case law that said an employee can’t be acting within the scope of his employment “where the act is done on the employee’s own initiative and not in the service of the employer.” Third, VanValkenberg v. Warner doesn’t say that all classes must be held on campus. But it does leave the impression that when students and their professor gather together for anything social, there must be a strong enough connection to the university’s purposes that outweighs the conviviality. And if you’re promised free appetizers, don’t bet on it.

(CS) denotes that the session is part of a CELT Certificate of Completion series, described in detail at http://ipfw.edu/offices/celt/workshops/earn-a-certificate-of-completion.html. A single CS session can also be taken as a “stand alone” workshop.

Please visit our Workshops page at http://ipfw.edu/celt for workshop descriptions, to register, or to view the most up-to-date list of events. Registration is required for all events.