FACET Associate Faculty and Lecturers
Conference Fosters Critical Thinking

The 11th Annual FACET Associate Faculty and Lecturers Conference was held at the University Place Conference Center and Hotel on the IUPUI campus on October 13-14, 2006. The conference theme of “Discovering New Horizons in Critical Thinking and Puzzling” was open to all Indiana University campus lecturers and part-time faculty. It was designed to provide practical strategies and encourage faculty to exchange best practice ideas in motivating students and enhancing their learning.

Prospective participants were required to provide a brief statement describing how they will share what they learned from the conference with colleagues in the future. Those chosen to attend the FACET Conference from IPFW were: Alison Delicati and Carol Platt (ACCS), Marlene Byers (DCS), Sheila Cuffy (COM), Chanda Lichtsinn (AUS), Maria Conforti (ILCS), Melissa Reinhardt (MUS), Jaskiran Prasad, Susan Howard, James Wehner, and Craig Nix (ENGL).

The opening session on Friday evening featured IPFW’s David Maloney (PHYSICS) whose presentation involved game play as a means of understanding scientific reasoning. According to Nix, this session was “especially good as the activity could readily be applied to varied modes of critical thinking.”

Cathy Duchovic (DCS) reported that this conference presented her “with an opportunity to network with faculty from various disciplines and to discuss teaching and learning concepts. The breakout sessions were valuable because they encouraged continued exploration of ideas for guiding students in the process of developing critical thinking skills.”

She continued that the session facilitated by Linda Wallace, Associate Professor and Director of International Studies at IU Kokomo’s School of Nursing “presented an interesting session on assisting students in dealing with the prospect of cultural suicide. Puzzle pieces were used to visualize the ‘transformation power of education and how students should consider and prepare for the effects of education on their lives so they will not become disillusioned and…quit school.’”

Duchovic particularly appreciated how this session linked the concepts she is teaching to her current students and to high school students she works with in the community who might be interested in healthcare careers.

Maria Conforti attended the session on “Civility: Proactive Strategies and Responses” offered by John Jones from IUPUI’s Student Life and Diversity. She found the strategies for dealing with troublesome behavior in the classroom valuable, especially since she teaches mostly first and second semester students. Guidelines and examples for creating standards of personal responsibility focused on establishing classroom etiquette in an environment where there are “increasing cultural, social class, ethnic, lifestyle and age diversity,” reported Conforti.

(Continued on page 2)

Coming in January...

Studio M

Studio M, an exciting new resource for students, will officially open on January 8, 2007. All IPFW faculty, staff, and students are invited to an Open House in Walb 221A on January 5, from 12 Noon to 5:00 p.m. for a sneak preview. For more information see page 2 or visit the Studio M website at www.ipfw.edu/studiom.
Faculty Learning Community Pairs Up “The Twelve” for Peer Reviewing

The Peer Review Faculty Learning Community has been meeting throughout the fall semester to plan strategies for peer reviewing, participating in mini-workshops and discussing teaching methods and ideas. The reciprocal peer review partnerships are being led by FACET co-designers and co-facilitators Yvonne Zubovic (MATH) and Dina Mansour-Cole (OLS), along with Mary Ann Cain (ENG). The community of twelve faculty members was selected from among a group of committed and excellent faculty, who are encouraged to work together to “improve, reenergize, and refine their teaching,” says Zubovic.

Participants were originally chosen from among 19 applicants from various departments across campus. The six reciprocal peer review pairs represent 10 departments:

Linda Lolkus (CFS) and Shari Troy (THEATRE)
Elliott Blumenthal (BIO) and Alice Merz (EDUC)
David Turnipseed (MARKETING) and Michael Bendele (PSYCH)
Irene Anders (ENG) and Sue Mau (MATH)
Melissa Reinhardt (MUSIC) and Terri Swim (EDUC)
Karol Dehr (ENG) and Irwin Mallin (COM)

The goals of a faculty learning community are, according to Miami of Ohio University’s website, to engage in “an active, collaborative, yearlong program with a curriculum about learning, development, transdisciplinarity, the scholarship of teaching and learning, and community building.”

To meet these goals, the Peer Review Faculty Learning Community first met in September for an introductory session on its goals and objectives and what qualities are needed for building successful communities. They engaged in an informal activity of classroom story telling to get to know one another.

The second meeting was devoted to discussing the differences between summative and formative review. The CELT’s handbook, Peer Review of Teaching at IPFW, differentiates between a more traditional summative review process with the formative peer review process focused on here. It consists of enhancing teaching and learning, faculty ownership, confidentiality, equality between participants, collegial feedback, ongoing process and use of multiple feedback techniques.

The participants read literature on peer reviews, analyzed sample syllabi and examined how to successfully respond to a colleague’s work.

On October 16, the learning community participated in enacting a peer review scenario. This activity helped them gain insight into how to phrase and question a peer face-to-face after a mock teaching scenario. A lively discussion followed after two members illustrated how “not” to teach successfully. Their peer reviewers managed to skillfully engage these reluctant teachers in reviewing their teaching practices.

The fourth FLC meeting, held on November 20, allowed participants to share out their peer review activities thus far. They examined what happened as they met for the pre-observation visit when the parameters of the peer review were established, including criteria for evaluation and what aspect of the teachers’ practice were being discussed. The next phase entailed what actually occurred during the observation process where one peer visited another’s classroom or reviewed a syllabus or assignment sheet. The last step involved a post-observation meeting where the pairs provided feedback to one another, taking notes and sharing ideas.

The Faculty Learning Community will continue with the reciprocal peer review process into next semester, further analyzing and evaluating the process. They will then have the opportunity to impact the campus teaching climate by helping to develop an initiative to use reciprocal peer review across IPFW.
A world of professional development opportunities and timely teaching tips is available to you at the new, updated CELT web site at http://www.ipfw.edu/ceI. The new site was inspired by the iTeach Center of the Minnesota State Colleges and Universities at http://www.ctl.mns cu.edu/iteach/index.html, a virtual teaching and learning center.

InSite for Teaching Resources is an entirely new section of the web site. CELT’s Teaching Fellows have developed concise teaching guides for you to use in developing and critiquing your syllabi, using cooperative learning in the classroom, managing team projects, and interpreting student ratings, among other teaching topics. In this section you will also find a complete listing of the CELT Library holdings and other resources on assessment, reflective practice, professional teaching conferences, self-guided tutorials, and links to webcast archives and webinars on teaching.

Another new feature is the Especially for... New Faculty section, listing in chronological order, “need to know” information for faculty new to IPFW. Designed to mirror the in-person orientations given at the start of the Fall semester, this page will be useful to full and part-time faculty who were not able to attend, or who just want to find the basics in one place— from getting your login, to policies and procedures, to writing a syllabus.

You can now request instructional consulting services online at http://www.ipfw.edu/ceI/Submit-Forms/ConsultRequestForm.html. Or if you are interested in learning more about the art of instructional consulting, you may download and study the Consulting Guides that the Teaching Fellows have developed, based on the Peer Review Handbook, available for downloading at InSite.

The Teaching with Technology section has been expanded to include short guides to the basic instructional technologies available at IPFW, as well (Continued on page 4)

From the Director... reorganization news

One thing is for sure, things are certain to change! Here are some of the important organizational changes you will see soon. We hope that they are all for the better.

Starting with the Spring 2007 semester, 21 additional classrooms will have permanently installed technologies in them, bringing the total number of installed classrooms to 59, approximately 75% of the general classrooms. The primary responsibility for classroom technologies will shift from the Learning Resource Center to Information Technology Services. Along with the new equipment in each room comes an enhanced, easy-to-use control panel for running the devices and a built-in, direct line to the Classroom Technology help staff. The control panel multiple remotes at the teaching station and will eliminate the need for a teacher to find a phone to call for help.

If you are teaching in a classroom that does not have an installed computer and data projector, or if you need a TV and DVD player, continue to contact the Learning Resource Center (lrcscheduling@ipfw.edu or 481-6519) to reserve your equipment, giving at least 24 hours of notice. In the coming year, ITS will permanently equip most remaining classrooms in order to sharply reduce the number of pieces of equipment that must be brought to the classroom.

Bob Bailey, Electronics Technician, has moved to Information Technology Services, to facilitate the installation and maintenance of the new systems. It is hoped that these changes will bring greater reliability to the instructional technologies that you use, free up the expertise of the LRC staff to be applied to other important technology needs, as well as free space that can be utilized in other ways.

Over the past year, URC, LRC, and CELT have reassessed their organizational structures in light of the growth of digital media and changing communication needs of the university. As a result, a joint decision has been made to re-assign LRC’s three graphic artists (Robert Shadle, Gary Travis, and James Whitcraft) to Publications, where they will continue to provide most of the same services that they have in the past. Publications will thus expand its mission to include internal communications, the primary focus of the LRC graphic artists. By having these artists available for a wider range of projects, the university can take fuller advantage of the experience and skills that these artists possess. Elmer Denman, the LRC photographer, will be re-assigned to URC. All of these re-assignments will be in place by the beginning of the Spring semester. The re-location of the LRC staff members will occur as space is made available. Watch your mailbox and email for announcements.

CELT welcomes a new staff member, Adam (Branif) Pence, to the faculty multimedia lab. Adam is an Engineering student with an excellent background in working with digital video. He is in charge of doing the enormous amount of video digitizing that has been coming into CELT.

Meanwhile, the very able Steve Poppel, the OAA web conversion project Content Editor, has accepted a full-time web development position with the Division of Continuing Studies. He did a great job while he was here, and we know he’ll be a great success in his new job. He’ll be hard to replace.

Best wishes for a joyful holiday season.

-Gail
Making Sense of the Classroom Mosaic

“Making Sense of the Classroom Mosaic” is the theme of the February 2, 2007 teaching conference for Associate Faculty (Limited Term Lecturers) and Graduate Teaching Assistants. Open to any interested faculty member, the conference aims to equip teachers with the knowledge and skills to take advantage of the learning opportunities created by the multigenerational, multicultural, and technologically divided classroom.

Teaching effectively in a multigenerational classroom will be the topic of this year’s keynote address by Sheri Beattie, Director of Effective Teaching and Learning at Baker College in Flint, MI, the largest private college in Michigan. Prior to coming to Baker, Sheri worked at Electronic Data Systems as an Advanced Training Specialist for 8 years, consulting with clients such as General Motors, Saturn, and Delphi. In addition to faculty development work, Sheri has also taught for Baker since 1998, both on-ground and in the online college since 2002, and is currently pursuing a PhD in Higher, Adult, and Lifelong Education at Michigan State University.

If you are interested in changing the way you view your eclectic student population, and in practical strategies and tactics for engaging and retaining students, please plan on attending the conference, which will also include concurrent sessions, lunch, a poster session of campus services, and valuable door prizes, on Friday, February 2, 2007 in the Walb Ballroom, from 8:30 a.m. until 1:00 p.m. Registration will begin January 8, 2007.

Correction from last issue (pg.3)

Dina Mansour-Cole was not included as one of the Peer Review Faculty Learning Community’s Co-facilitators. Our apologies to Dina.