Twentieth Annual FACET Retreat

The Essence of Creating an Inviting Learning Community

May 16–18, 2008
French Lick Resort and Conference Center
Welcome to the 2008 FACET Retreat!

On behalf of FACET we would like to welcome you to the 2008 Retreat at the French Lick Resort. This beautiful setting complements this year’s theme, “Trust and Transformative Thinking: The Essence of Creating an Inviting Learning Community.” With your help we anticipate a lively and interactive program that supports coming together and celebrating each other and our differences in a way that builds trusting relationships and an inviting learning community. As a community of faculty dedicated to excellence in teaching and learning we look forward to each of you sharing your pedagogical innovations. This provides each of us a rich opportunity to thoughtfully listen, reflect, and learn in a manner that transforms our thinking and ways of being with one another and the students we serve. It is our hope that these opportunities to transform extend to your campus communities in the coming year and beyond.

We also hope this beautiful retreat amid a lush natural setting surrounded by the Hoosier National Forest provides each of you a scenic environment in which to listen, learn, create, share, relax and renew.

Susan Moffett & Sara Horton-Deutsch
2008 Retreat Planning Committee Co-Chairs

WEEKEND AT-A-GLANCE

FRIDAY
4:00pm Opening Session
4:15pm Opening Plenary: “Transforming The Culture…”
6:00pm Dinner: Windsor III Ballroom
7:30pm Induction of New Members

SATURDAY
7:00am Breakfast: Grand Colonnade Buffet
9:00am Session I: Sigler & Saam; Bennion; Savion; Wright-Bower
10:30am Session II: Sims & Swenson; Mansour-Cole & Zubovic; Morrone & Morrone; Hosetter, Pescosolido & Malik
11:45am Lunch: Grand Colonnade Buffet
1:00pm Session III: Sabine; Sanchez Gibau & Kissel; Hamilton; Jacobsen & Moffett
2:30 Session IV: Goodwin & Earnest; Sage; Wille
4:00 PA Mack Keynote and Award Presentation
5:30 Evening Activities
5:30 - 10:00pm Dinner: Grand Colonnade Buffet

SUNDAY
8:00 Breakfast: Foyer of Windsor III Ballroom
9:00 Session Fisher; Cookman
10:30 Closing Plenary: “Our Story Ourselves”
12:00 - 4:30pm Lunch: Grand Colonnade Buffet
Schedule of Events

PRE-CONFERENCE ACTIVITIES

THURSDAY, MAY 15, 2008
3:30 PM
**FACET Steering Committee Meeting**
Location: Erwin Room

FRIDAY, MAY 16, 2008
9:00 AM
**FACET Steering Committee Sub-Committee Meetings**
Various Locations

12:30 PM
**New Member Orientation Luncheon**
Location: Grand Colonnade Buffet - There will be a separate room reserved for FACET just off the main dining area. Please ask the maitre de.

CONFERENCE ACTIVITIES

FRIDAY, MAY 16, 2008
2:30 PM
**Registration Opens**
FACET Registration Area is located on the 1st Floor of the Conference Center across from Business Center.

4:00 PM
**Welcome and Opening Ceremonies**
Location: Windsor III Ballroom
*David Malik, FACET Director*
*Susan Moffett & Sara Horton-Deutsch, Retreat Co-Chairs*
*Carol Hostetter, Mack Center Director*

**Opening Plenary: Rich Frankel**
*What Happens When Things Go Right? Transforming the Culture of A Large Medical School*
Location: Windsor III Ballroom
Using complex responsive processes and positive social science, the med school culture has experienced fundamental change. Dr. Frankel’s discussion will focus on four initiatives from the project including: using appreciative story telling among faculty, using student narratives as a means of encouraging reflection and self-awareness, transforming the admissions process, and faculty development and role modeling. General implications for any educational setting will be provided.

6:00 PM
**Dinner**
Location: Windsor III Ballroom

7:30 PM
**New Member Induction Ceremony**
Location: Windsor III Ballroom
The ceremony will begin immediately after dinner.

8:30 PM
**Evening Entertainment on your own - pool, exercise facilities, casino, bowling, hospitality suite, etc.**
Schedule of Events

FRIDAY, MAY 16, 2008

7:00 - 9:00 AM

Breakfast on your own in the Grand Colonnade Buffet
You have been given a voucher with your registration information.

SESSION ONE - 9:00 - 10:15 AM

Andragogy: It’s Not Just For Breakfast Anymore.
Ellen Sigler and Julie Saam
Location: Clifton II
As most everyone who participates in FACET understands the importance of SoTL, this presentation will present current research concerning faculty attitudes toward SoTL research and present a survey currently being conducted at a regional campus assessing attitudes toward SoTL. Participants will reflect on the nature of SoTL, identify its meaning and importance, and determine a method of infusing it into the “realm of acceptable scholarly work”.

Create Your Own Learning Communities: A Brainstorming Session
Elizabeth A. Bennion
Location: Taggart
Several successful models faculty use to create learning communities will be shared with participants. Participants will then collaborate to create individualized plans for learning communities that advance their own teaching and research goals.

What Else Does It Take?
Leah Savion
Location: Hickman
Models of effective teaching focus on what a teacher is (patient, enthusiastic) and does (prepares, simplifies, assesses). This interactive session enriches these models with what do we need to know about ourselves and our students to turn classrooms into productive learning communities. With a barely-visible guidance, FACETeers will discuss in groups and share ideas about: Self-discovery, Self-awareness, and Reflection. In the 2nd part of the session, we will discuss the less trivial knowledge we need to acquire about our students.

What’s Fun Got To Do With It? Icebreakers and Team Building Games for the College Classroom
Linda Wright-Bower
Location: Windsor III Ballroom
This session will include a demonstration of a number of icebreakers, puzzles, games, arts experiences and other techniques designed to build trust and community in the classroom. Participants will experience the joy and fun of interacting with one another just as our students do during the earliest moments in the semester. No special skills required. However, this session may involve use of some items typically not related to the normal college classroom. A resource list and handout will be provided.

CONTINUOUS SESSION 9:00 AM - 3:45 PM

Art Home Room
Location: Fairbanks
You can take a time out from all the hustle and bustle of the conference and burn off some creative energy. We will have a photographer available in this room to capture your portrait for the 20th Annual FACET Art Project. You can also create a scrapbook page to preserve the memories of this year’s retreat theme, the role of FACET in your professional growth or other fun and interesting facts. These scrapbooks will be available at future retreats and the pages will also be scanned and added to the FACET Directory information. The Art Room will be open all day Saturday during the concurrent sessions and on Sunday morning.
**Schedule of Events**

**SESSION TWO - 10:30 - 11:45 AM**

**Challenging Assumptions to Transform Teaching and Learning**  
Sherry Sims and Melinda Swenson  
Location: Taggart

Unchallenged assumptions are common barriers to reform and innovation in education. For example, we assume students and teachers should come to class prepared; or good teaching moves from simple to complex ideas; or teachers always know when learning occurs. This discussion provides an opportunity for teachers to identify the assumptions embedded in their current approaches. Participants will select an assumption to challenge in their own teaching, and together we will explore strategies for changing the unquestioned ways we teach. During the workshop, we will invite participants to reflect on a teaching moment when something happened that really worked, a time when they felt fulfilled, successful, and JOYFUL about their role as a teacher.

**Myth busters: Faculty Learning Community Edition**  
Dina Mansour-Cole and Yvonne Zubovic  
Location: Windsor III Ballroom

In this session we will share some of the positive outcomes from our faculty learning program. We will also bust some myths by exploring issues that work differently in a learning community of experienced faculty than in a student learning community. These issues include: building trust; identifying hidden agendas; and asking faculty to commit. Creating and engaging in learning spaces with our colleagues is rewarding on a personal as well as institutional level. It is our hope that in sharing our lessons learned, we can engage other FACET members in conversation about how to create and participate in faculty learning experiences for their own campuses.

**A Team Mentality: Promoting Emotional Intelligence**  
Michael Morrone and Stacy Morrone  
Location: Hickman

In The Seven Habits of Highly Effective People, Steven Covey says “we must look at the lens through which we see the world, as well as at the world we see, and the lens itself interprets how we see the world.” The deep roots of perception create frames of reference. Covey concludes creating change requires changing our viewpoints. Many profound people articulate a relationship between new perspectives and change. Einstein said, “The significant problems we have cannot be solved at the same level of thinking with which we created them.” Yes, the nature of transformation involves change of perception. The nature of intentional change of perception involves awareness. The good news, emotional intelligence can be learned. This session will begin with self-reflection. We will discuss our findings in teams, and together we will reflect on the meaning of our self-reflections for working together. As the nature of growing communal awareness involves connection, even a team mentality, we will conclude by exploring strategies for thriving as a community.

**Transforming Classroom Problems into Researchable Questions: A Toolbox for Understanding The Scholarship of Teaching and Learning**  
Carol Hostetter, Bernice Pescosolido, and David Malik with Robin Morgan, the ’07-’08 Mack Fellow  
Location: Clifton II

The scholarship of teaching and learning can present substantial challenges for individuals trained in disciplines that do not center on individuals or that have not traditionally rewarded inquiry on teaching and learning. The learning objectives include learning the critical steps in the conceptualization, design, analysis, and dissemination of scholarship of teaching and learning projects. The presentation connects to the theme of the retreat by explaining a necessary process for transforming our thinking from “classroom problems” into research opportunities. The sections of this event will include the following: shaping a SOTL question; keys to appropriate research design; ethical issues in SOTL; and how to publish findings in SOTL.
Schedule of Events

11:45 - 1:00 PM
Lunch on your own in the Grand Colonnade Buffet
You have been given a voucher with your registration information.

SESSION THREE - 1:00 - 2:15 PM

Shut Up and Let Students Learn: A Wizard of Oz Approach to Teaching Content Rich Courses
Neil Sabine
Location: Windsor III Ballroom
Participants will experience a student-centered learning environment that takes much less class time than lecturing and that provides a deeper understanding of course content. Participants will act as unprepared students and will master sophisticated course content in a relatively short amount of time. The presentation will focus on presenting: 1) the learning environment, 2) the important components of this environment and their flexible application, and 3) over six years of data on student perceptions and academic performance in upper and lower level biology courses. Opportunities and obstacles associated with implementing this learning environment will also be discussed.

A “Crash” Course in Creating Community and Building Trust in First-Year Themed Learning Community
Gina Sanchez Gibau, Francia Kissel, Andrea Luellen, and Liz Pochop
Location: Hickman
Faculty and student presenters will discuss their experiences in engaging in a themed learning community entitled “Cultural Encounters: Crash or Communication," organized around the 2006 Academy-award winning film Crash. The presenters will discuss the use of the film, off-campus field trips, and classroom strategies to develop a culturally safe environment where student learning is prioritized and student experiences are valued. The presentation will also emphasize the importance of developing trust through the co-instruction model. Through faculty reflection and student testimonies, conference participants will learn about strategies for rich integration, approaches to creating a culturally safe environment, assignment design based on teamwork, and collaboration that enhances faculty development. Ultimately, the presentation will enable participants to begin to consider how they may engage in effective course transformation.

Learning With Hope; Teaching with Joy
Sharon Hamilton
Location: Clifton II
This presentation combines story, myth, and research to explore the power of hope and joy to influence learning. Woven throughout the presentation will be opportunities for participants to share and reflect upon their own stories of learning, and then to apply what they have learned from this sharing to their own teaching – and learning. Hope and joy are both transformative by nature, but many of our students do not feel – or at least do not often talk about – their learning as being joyful and hopeful experiences. That is where the element of trust through creating an inviting community of learning in the classroom plays a significant role. These themes are at the core of this proposed presentation.

Grey Apples, Blue Oranges!
Marc Jacobson and Susan Moffett
Location: Taggart
Participants in this workshop will do pastel drawings from simple still life subjects of fruit and drapery and will get a taste of some important issues of drawing and painting. The workshop will have three distinct stages (stage 1: gesture, proportion, measuring; stage 2: value, one color; stage 3: color layering), with short & friendly critiques at the close of each stage. We will in this short time try to gain an experience of how color is an arena for expression and play! Participants will experience some risk-taking, both during the creation of the works and afterward during group critiques; we will put the work up and the instructor and the group will comment and make suggestions. The instructor will emphasize moving through the stages of work with the understanding that the drawing will not be “perfect” -- thinking of “imperfection” as individual expression may propel progress.

This session is limited to 20 participants and carries over into session four. It will be a total of 175 minutes – presenters will award breaks.
Schedule of Events

SESSION FOUR - 2:30 - 3:45 PM

“Signs” of Transformative Learning Communities: I know I am in one when...
Cliff Goodwin and Stephen Earnest
Location: Clifton II

Your personal transformative experience begins as soon as you enter our community of learners. As a member of this community you will complete a semiotic analysis of transformative learning communities. During this dynamic, and interactive discussion you will identify, share, and model how you and others conceptualize and comprehend transformative learning communities. To accomplish this we will list and describe the “signs” of such a community by specifically answering the following questions:

• What are the characteristics of a fully functioning transformative learning community?
• What are the rules for membership?
• How do transformative learning communities comprehend concepts like: trust, appreciation for diversity, critical thinking, critical inquiry, questioning assumptions, intra and inter-community communication, self-reflection, awareness, openness to feedback from outsiders, and ego maturity.
• What are the signs of a transformative experiences?

Our community will also discuss “transformative experiences” and “transformative processes” to uncover their similarities and differences. We will discuss the learner’s role in being transformed. We will examine how freewill, volition and choices made by the learners affect, or are affected by, the goals and objectives of the community.

The Courage to Teach®: Using Poetry to Connect with Your Inner Teacher
Sara Sage
Location: Windsor III Ballroom

In this session, I will model and you will experience a morsel of the work I have participated in over the past two years in a Courage to Teach® circle, modeled on the work of Parker Palmer, with a group of public school teachers and teacher educators. We will use several poems as a stimulus for self-reflection and dialogue with others about our own teaching work and discuss the use of poetry in college classrooms, including my own, for self-reflection and professional growth. I will share information about the Center for Courage and Renewal, which sponsors Courage to Teach®, Courage to Lead®, and Circles of Trust retreats.

Transforming Our Thinking About the IRB
Diane E. Wille
Location: Hickman

This is an information session for FACET members who want to take their classroom assessment to an external audience and present or publish their findings. This presentation will review the ethics of human subject research and the challenging process of negotiating the Institutional Review Board and obtaining approval for human subject use. The presentation will also be useful for FACET members who have previously gone through the Institutional Review Board (IRB) process and found it frustrating.

The discussion will cover the following questions and any other questions that FACET members may have:

• What is the IRB process?
• What are the levels of review and what level is SOTL research?
• When do I seek IRB approval?
• How do I complete the Application and what are Study Information Sheets, Informed Consent Statements and Scripts?
• How do I avoid the researcher/professor and subject/student conflict of interests?
Schedule of Events

SESSION FIVE - 4:00 PM

P.A. Mack Distinguished Service to Teaching Forum

Critical Perspectives on Transforming Higher Education: Convergence, Challenge, Cautions, and A Call to Action

Bernice Pescosolido

Location: Windsor III Ballroom

Over the last two decades, higher education has weathered concerns about the nature and utility of the research we do, questions about the subject matter and manner in which we teach, and doubts about the value of our offerings in the face of the rising cost of enrollment. While most colleges and universities have managed to survive these critiques, what is more interesting and exciting are the ways in which many institutions, disciplines and supporting organizations responded by sometimes embracing, and sometimes capitulating to, pressures to change the organization of the work of the professoriate, to shift the classroom paradigm from teaching to learning, and to create a successful movement in the scholarship of teaching and learning. Across the field of higher education, several important reconceptualizations of academic work have emerged. While not absolutely in sync, there is a striking overlap and convergence among three of the most visible of these critical statements: Boyer’s Scholarship Reconsidered, Carnegie’s Stewardship of the Discipline, and Burawoy’s Public Sociology. Putting the development of these conceptualizations into the larger context of shifts in higher education, I briefly review each, and note a number of innovations and new challenges that have arisen. I end by discussing these new developments, drawing cautionary insights for maintaining gains and pushing these efforts forward. In particular, SoTL and the aging of the cohort of leaders who pioneered these redefinition efforts emphasize the importance of Preparing Future Faculty (PFF) programs, and the strategic placement of new PhDs with this broad vision, to cultivate communities of learning and support.

EVENING ACTIVITIES - 5:30 PM

Dinner on your own in the Grand Colonnade Buffet

You have been given a voucher with your registration information. Dinner is available until 10:00 PM.

Historic Landmarks Tour of West Baden Springs Hotel

If you pre-registered for this tour please meet at the Mineral Springs entrance of the atrium. If you would like to participate but did not pre-register, please check with the FACET registration desk - there may still be room.

Nature Walk

The participants will be led on a nature walk through the nearby National Forest, and they will be encouraged to use all their senses to appreciate the sights and sounds of nature. Dianne Roden will coordinate this walk. Please meet in the back of the Windsor III ballroom after the PA Mack Forum.

Photography

“The camera is an instrument that teaches people how to see without a camera,” said Dorothea Lange, one of the greatest twentieth century photographers. Every photograph is an act of seeing, but how can we see at a deeper level? How can we use photography to discover a level of vision that most people routinely tune out? This two-part session aims to help you answer those questions in your own photographing. The first session on Saturday evening will introduce you to the visual elements and principles of design, which comprise the formal side of photography. This session will meet in the Windsor III ballroom. You will then be sent out to find and photograph these visual elements and principles of design. On Sunday morning, we will share the results.

This workshop is limited to 20, and participants need to bring their own digital cameras and cords. Please sign up at the FACET registration table.

Hospitality Suite

Please check the FACET registration desk for the location and hours of the FACET Hospitality Suite.

Additional Activities

For the activities below, please see the sign up sheets at the FACET registration desk and find other FACETeers with similar interests to share your evening pursuits.

Swimming • Bowling • Fitness Room • Gambling • Golfing • Tennis
**Schedule of Events**

**SUNDAY, MAY 18, 2008**

**8:00 AM**

*Breakfast Available outside Windsor III Ballroom*

**SESSION SIX - 9:00 - 10:15 AM**

**Facilitating admission to FACET’s Learning Community**
Mary Fisher  
Location: Windsor III Ballroom

All FACET members can benefit from an update on FACET admission criteria and how we can all facilitate the induction of new members as an inviting learning community. Participants will brainstorm ideas for their campuses that will move forward the invitation of future FACETers.

**Photography Critique Session**
Claude Cookman  
Location: Taggart

“The camera is an instrument that teaches people how to see without a camera,” said Dorothea Lange, one of the greatest twentieth century photographers. Every photograph is an act of seeing, but how can we see at a deeper level? How can we use photography to discover a level of vision that most people routinely tune out? This two-part session aims to help you answer those questions in your own photographing. The first session on Saturday evening will introduce you to the visual elements and principles of design, which comprise the formal side of photography. You will then be sent out to find and photograph these visual elements and principles of design. On Sunday morning, we will share the results.

*This workshop is limited to 20, and participants need to bring their own digital cameras. Please sign up at the FACET registration table.*

**Art Home Room**
Location: Fairbanks

You can take a time out from all the hustle and bustle of the conference and burn off some creative energy. We will have a photographer available in this room to capture your portrait for the 20th Annual FACET Art Project. You can also create a scrapbook page to preserve the memories of this year’s retreat theme, the role of FACET in your professional growth or other fun and interesting facts. These scrapbooks will be available at future retreats and the pages will also be scanned and added to the FACET Directory information. The Art Room will be open all day Saturday during the concurrent sessions and on Sunday morning.

**10:30 AM**

*Auction Results and Closing Plenary: Rich Frankel*  
*Our Stories Ourselves: Appreciating What it Means to Be An Educator in 2008*  
Location: Windsor III Ballroom

This session will be an interactive workshop style presentation. Dr. Frankel will provide a very brief overview of how appreciative inquiry narratives are being used in education. Also introduced will be the concept of a “third thing,” a poem or image to get the audience thinking about their inner lives, hopes and dreams. From there participants will break into groups expanding the dialogue. The session will culminate with the identification of general themes which in turn can be the stepping stones for further discussion as we return to our campus communities.

**12:00 - 4:30 PM**

*Farewell Lunch in the Grand Colonnade Buffet*

Have lunch before you depart or stay and play a few rounds of golf or at the craps table and then have lunch. Vouchers will be given to those remaining on Sunday morning.
Rich Frankel Ph.D., is Professor of Medicine and Geriatrics and a Senior Research Scientist at the Regenstrief Institute, IU School of Medicine. He is also a senior scientist in the Center for Implementing Evidence-Based Practice Health at the Richard L. Roudebush VAMC. Rich is a health services researcher with a special emphasis on qualitative data analysis. Rich also serves as the statewide competency director in professionalism for the School of Medicine. After receiving his Ph.D. in 1977 in medical sociology at the Graduate School and University Center of the City University of New York he did a post-doctoral fellowship in qualitative approaches to mental health research at Boston University. Rich was in the Department of Medicine at Wayne State University for 11 years where he was the behavioral science coordinator for the primary care internal medicine program. In 1986 he was selected as a Fulbright Fellow in community medicine at the University of Uppsala in Sweden where he conducted research on ambulatory care in the Swedish context. From 1990-2001 he served as the residency program co-director and a professor of medicine at the University of Rochester School of Medicine and Dentistry. He was directed the Primary Care Institute, a multidisciplinary health services and education unit affiliated with the University. Most recently, he spent a year at the Fetzer Institute where he was the vice president for program evaluation. Rich was the recipient in 1999 of the American Academy’s award for outstanding contributions to research and education on the medical interview.

Rich’s research interests include: the physician patient relationship and its effect on the processes and outcomes of care, psychosocial aspects of medical care, communication between older adults and their providers, the effects of technology (computers) on the physician patient relationship, patient safety and communicating about medical errors, and conversations at the end of life. Rich enjoys walking, collecting and reading first editions of antiquarian books, photography and art history.

Bernice Pescosolido is Distinguished Professor of Sociology and Director of the Indiana Consortium for Mental Health Services Research at Indiana University. Trained as a medical sociologist at Yale, she began to work on theoretical issues surrounding help-seeking, adherence and outcomes. She later focused this work on the situation of serious mental illness, receiving two career awards and a series of grants from the National Institute of Mental Health, the Fogarty International Center, OBSSR, the Robert Wood Johnson Foundation, and the MacArthur Foundation, among others. Her Network Episode Model, which provides a more community-based understanding of these issues, continues to be developed and tested. Along with many collaborators, including Margarita Alégria and David Takeuchi, she has examined the patterns and pathways to care in the U.S. and Puerto Rico; the cultural context surrounding the recognition of and response to both adult and child mental health problems, as well as treatment with psychiatric medications; and the long term community integration outcomes for individuals released from a closed state hospital. She has led research teams fielding the first nationally-representative studies of the stigma attached to adult mental health problems in 40 years and the first study of public response to child and adolescent mental health problems.

In 2005, she was presented with the American Sociological Association’s Leo G. Reeder Award for a career of distinguished scholarship in medical sociology. Her address (published in Journal of Health and Social Behavior, 2006, 47:189-208) takes on the challenge of synthesizing social and biological issues in understanding current challenges in epidemiology and health services research.

Her current projects include an 18 country study of the stigma of mental illness which follows up on the WHO International Study of Schizophrenia’s conclusion that cultural differences underlie the better recovery of individuals in developing (versus developed) nations; a 10 year follow-up of the National Stigma Study which has originally documented continued high levels of prejudice and rejection even in the face of growing knowledge and sophistication among the American public; and an examination of the influence of the media on beliefs and attitudes about mental illness. In addition, she is collaborating on projects bringing together the social and genetic influences on mental health problems.
FACET Class of 2008

Subir Bandyopadhyay, IU Northwest
Rebecca Carlton, IU Southeast
Dmitriy Chulkov, IU Kokomo
David Cowan, IUPUI
Gianluca DiMuzio, IU Northwest
Lisa Ehrmann, IUPUI
William Feighery, IU South Bend
Julia Fox, IU Bloomington
Barbara Keith, IU South Bend
Zoran Kilibarda, IU Northwest
Kathy Lay, IUPUI
Angela McNelis, IUPUI
Scooter P égram, IU Northwest
Laura Talcott, IU South Bend
Ganesh Vaidyanathan, IU South Bend
Sabrina Williamson, IU Bloomington
Amy Zink, IU Southeast

Special Thanks To:
P.A. Mack Jr.
Rich Frankel, Keynote
Bernice Pescosolido, Keynote
PA Mack Award Selection Committee
Statewide Selection Committee
Robin Morgan, Selection Chair
Campus Liaisons
The Mack Fellows
President Michael McRobbie
Staff of the Office of the President
Staff of French Lick Resort and Conference Center
PAC Bannerworks
All of our session presenters
...and all the FACET members who have joined us for the weekend!

Our Thanks To:
The Retreat Planning Committee
Sara Horton-Deutsch, IUPUI, Co-Chair
Susan Moffett, IU Southeast, Co-Chair
Don Coffin, IU Northwest
Claude Cookman, IU Bloomington
Signe Kastberg, IUPUI
Beth Kern, IU South Bend
Vandana Rao Dev, IU East
Margo Sorgman, IU Kokomo
Diane Wille, IU Southeast
Linda Wright Bower, IPFW

The FACET Steering Committee
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Charlie Barman, IUPUI
Sharon Calhoun, IU Kokomo
Don Coffin, IU Northwest
Marcia Dixson, IPFW
Ron Duchovic, IPFW
Mary Fisher, IUPUI
Tanice Foltz, IU Northwest
Andy Gavrin, IUPUI
Carol Hostetter, IU Bloomington
Randy Isaacson, IU South Bend
Betty Jones, IUPUI
Neovi Karakatsanis, IU South Bend
Joan Lafuze, IU East
Susan Moffett, IU Southeast
Robin Morgan, IU Southeast
Vandana Rao Dev, IU East
Scott Sernau, IU South Bend
Margo Sorgman, IU Kokomo
Yvonne Zubovic, IPFW