QUESTING: INWARD, OUTWARD, FORWARD

May 21-23, 2010
French Lick Resort and Conference Center
Welcome to the 2010 FACET Retreat!

On behalf of FACET we would like to welcome you to the 2010 Retreat at the French Lick Resort. This beautiful and varied setting complements this year’s theme, Questing: Inward, Outward, Forward. With your help we anticipate a lively and interactive program that encourages each of us to explore: ourselves, our colleagues’ wonderful ideas, and the future of teaching. Whether you enjoy the rich history of French Lick, the exhilaration of taking a chance in the casino, or simply the beauty of the Hoosier National Forest, we are confident you will also find varied and enriching experiences to renew and enhance your love of teaching and expand the repertoire of tools you have to employ in that endeavor. We encourage you to embrace the “Amazing Race” of enriching your knowledge and thinking about our exciting profession!

Marcia Dixson
2010 Retreat Planning Committee Chair

WEEKEND AT-A-GLANCE

FRIDAY

1:30 pm Registration Opens
2:30 pm Session I: Confronting Art in the Dark (Allen); Alternative Textbooks and Open Sourcing at its best (Wendeln & Lewis); When I am the lesson (Goodwin & Wolter)
4:00 pm Opening Ceremonies
4:15 pm Opening Plenary: Questing Inward, Outward, Forward, Bernie Carducci
6:00 pm Dinner: Windsor III Ballroom
7:30 pm Induction of New Members

SATURDAY

6:30 am Breakfast: Grand Colonnade Buffet
9:00 am Session II: Bridges, Butterflies, & Buckets (Wright Bower); Dorothy Comes Home to the Classroom--Not Oz (Ige); Challenges for the 21st Century (Morrone); Draw Forth and Reveal (Clem & Jones)
10:30 am Session III: The Complementary Nature of Self-Evaluation (Sims & Swenson); Replace Explanation with Exploration (Sabine); Mythbusters (Coffin & Pudar Hozo)
11:45 am Lunch: Grand Colonnade Buffet
1:00 pm Session IV: Place Your Bets! (Hendricks); Tuning Educational Structures (Anliker); We Are Our Stories (Worley); Quick Hits (Pescosolido, Powell & Hostetter)
2:30 pm Mack Fellows Session
4:00 pm PA Mack Keynote and Award Presentation
5:30 pm Evening Activities
5:30 - 10:00 pm Dinner: Grand Colonnade Buffet

SUNDAY

8:00 Breakfast: Foyer of Windsor III Ballroom
9:00 Closing Plenary: Turn-Around Mentors, Jerry Powers
10:30 Closing Ceremonies: Silent Auction Results, end of Quest, etc.
12:00 - 4:30 pm Lunch: Grand Colonnade Buffet
**Schedule of Events**

**PRE-CONFERENCE ACTIVITIES**

**THURSDAY, MAY 20, 2010**

4:30 PM  
*FACET Steering Committee Meeting*  
Taggart Room

**FRIDAY, MAY 21, 2010**

9:00 AM  
*FACET Steering Committee Sub-Committee Meetings*  
Various Locations

12:30 PM  
*New Member Orientation Luncheon*  
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 21, 2010**

1:30 PM  
*Registration Opens*  
FACET Registration Area is located on the 1st Floor of the Conference Center across from Business Center.

1:30 - 4:00 PM  
*Farewell Wishes to Eileen Bender and David Malik Reception*  
Outside of Windsor III Ballroom

Please take time to sign the FACET farewell poster on the table outside of the ballroom.

**SESSION ONE - 2:30 - 3:45 PM**

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*Alternative Textbooks and Open Sourcing at it's best*

Ken Wendelen (09) and David Lewis  
Location: Windsor III Ballroom

This two-part session will demonstrate the educational value of ‘open-source’ content in the classroom and alternatives available in the collapsing textbook market.

TED has become a creative resource for my classroom to introduce and spur discussion on controversial topics and to provide cross-functional perspectives. TED is devoted to what it calls ‘ideas worth spreading’ utilizing its ‘TED Talks’ presented at its international conferences. This presentation will discuss and demonstrate the use of ‘TED Talks’ segments that have been used in the classroom to spur discussion on: 1) Leadership & Teamwork and 2) Ethics & Integrity.

The textbook portion of the presentation will briefly review the current collapsing state of the textbook market and the opportunities it provides for alternatives that can reduce the costs to students and provide better pedagogical choices. Participants will be shown alternatives and will discuss how they might or might not work for them.

AMAZING RACE QUESTION: Discuss with your partner the educational value of “open source” content as a classroom tool and how such content may encourage student curiosity, creativity and learning. On what points do you agree? On what points do you disagree?
Schedule of Events

**When I am the lesson: Self discovery through reflection**  
Cliff Goodwin (92) and Rob Wolter (06)  
Location: Taggart

We are told to “learn from our experiences.” OK, but have we been taught how to analyze our experiences so that what we learn is valid, generalizable and sustainable? We did not think so and decided to study the art and science of reflection learning some years ago in hopes of discovering how to effectively reflect on experiences. We believe that we have developed a model. We have used our reflection learning model to assess and evaluate our experiences. We have also had our students use it to reflect on their experiences. Often, the model has led to transformative learning. Faculty who require their students to reflect on their experiences and those interested in reflection learning for self discovery will benefit greatly from attending.

AMAZING RACE QUESTION: In utilizing the Reflection Learning Loop model to critically examine your experiences as educators, what have you and your partner learned about yourselves that will make you better teachers?

**Confronting Art in the Dark: Merging the visual, physical, and auditory in the classroom**  
Anne Allen (04)  
Location: Clifton II Ballroom

The traditional Art History or Art Appreciation course is one in which students sit in a darkened room, look at projected images, take notes from a lecture, and if they are lucky, engage in discussions. It is what my husband calls “Art in the Dark.” This process is essentially exclusionary in that the individual student works alone and methods used are almost totally visual and auditory in their orientation. By considering the intersection of art with music, physics, and descriptive “literature”, this session will lead participants through a number of classroom activities designed to break down boundaries and allow for the utilization of a greater variety of physical modalities and academic disciplines. “Students” will find themselves blindfolded, dancing to a variety of musical types, drawing in response to outside stimuli, walking like an Egyptian, creating tableaus, and taking on the characteristics of architectural forms and molecules. Through the application of physics, anatomy, and music we will expand our understanding of the interconnected nature of all knowledge across disciplines. Throughout workshop activities and as part of the closing discussion, participants will brainstorm on how these techniques and other “outside the box” strategies can be developed for their needs. They will introduce challenges from their own curriculum so that as a group we can help devise specific activities and develop a preliminary list of strategies that they can implement to bring interdisciplinary topics together in their own courses. To this end participants are asked to come to the workshop already prepared with one or more examples to be discussed.

AMAZING RACE QUESTION: What is at least one concrete “lesson” that you and your partner have learned from “Confronting Art in the Dark.” How will you apply what you have learned through this lesson to promote active participatory learning in your classrooms?

**4:00 PM**  
Welcome and Farewell to Eileen Bender  
Windsor III Ballroom

Marcia Dixon (06), Retreat Chair  
Carol Hostetter (03), Mack Center Director  
David Malik (94), FACET Director  
Eileen Bender (89), Emeritus FACET Director  
Brian Jones (96), Retreat Planning Committee Member

**SAVE THE DATE**

**2011 FACET RETREAT**  
**MAY 20 - 22, 2011**  
**SHERATON INDIANAPOLIS CITY CENTER**
Schedule of Events

Opening Plenary: Bernardo J. Carducci (89)
Questing Inward, Outward, and Forward: The Intrapersonal, Interpersonal, and Transpersonal Nature of Teaching Excellence
Location: Windsor III Ballroom

As a reflection of the central theme for the 2010 FACET Retreat of “Questing Inward, Outward, and Forward,” a principal concern of those interested in teaching, especially teaching well, is the quest to understand ourselves, those with whom we interact, and future trends and opportunities in teaching. A framework of achieving this understanding is to consider the intrapersonal, interpersonal, and transpersonal nature of teaching. Consistent with the quest to look inward, the intrapersonal nature of teaching is an examination of those elements within the individual that can serve to promote or hinder successful teaching. Such intrapersonal processes include an understanding of the factors critical to how students learn, the impact of a guiding philosophy of teaching, and the role of self-examination. Consistent with the quest to look outward, the interpersonal nature of teaching is an examination of those elements that operate between people that can serve to promote or hinder successful teaching. Such interpersonal processes include an understanding of the underlying dynamics and impact of person perception and the value of within- and cross-discipline collaboration. Consistent with the quest to look forward, the focus of the transpersonal nature of teaching is an examination of possible future trends and opportunities in teaching that extend beyond of those traditionally associated with teachers in the classroom. Going beyond simply taking advantage of technology to provide alternative formats for teaching, such transpersonal trends and opportunities include those in the area of continuing education, leisure learning, and service-based teaching and research, to name just a few. While discussing separately the intrapersonal, interpersonal, and transpersonal nature of teaching, it is important to note that excellent teachers will be those who are able to integrate them successfully to promote teaching excellence.

AMAZING RACE QUESTION: Please choose one. 1.) What intrapersonal process do you employ to become a better teacher? 2.) What interpersonal process do you employ to become a better teacher? 3.) What transpersonal process do you employ to become a better teacher?

6:00 PM
Dinner
Windsor III Ballroom

7:30 PM
New Member Induction Ceremony
Windsor III Ballroom

The ceremony will begin immediately after dinner.

8:30 PM
Farewell David Malik

This will begin immediately after the induction ceremony.

9:00 PM
Evening Entertainment on your own – pool, exercise facilities, casino, bowling, hospitality suite, etc.

CONTINUOUS SESSION AND GAME INFORMATION

FACET Oral History Project
Jim Lane and Associates
Location: Fairbanks & Throughout

FACET has embarked on a new project. Please come by the FACET Oral History room sometime during the retreat to give your oral history on FACET. This room will open at 2:00 PM on Friday and and will be open throughout the conference day on Saturday. For longer interviews, please stop by the registration table and reserve a time slot. Otherwise you can go by the Oral History room or speak with one of the camera men that will be walking around the conference.

AMAZING RACE QUESTION: Please choose one. 1.) When did the West Baden Hotel burn? 2.) Why did ill people often come to the West Baden resort? 3.) What is on the fireplace in the atrium of the West Baden hotel?
Schedule of Events

The Amazing Race

As you may notice, there are Amazing Race Questions listed throughout the schedule. This year our game simulates the TV show. The Amazing Race Game has two objectives: 1) to help you reflect on what you are learning about teaching and learning; 2) to facilitate conversations about teaching with your partner. In order to accomplish the reflection and conversing, you and your partner need to complete one challenge/question (per pair) from each of the four areas: Inward, Outward, Forward, and Place. Cards for the session/keynote challenges can be found in the sessions/keynote (you will need to attend at least three sessions with your partner to discuss these). Cards for Place challenges are located in ongoing and all-inclusive session locations. Once you have all four completed, please return them to the registration table and have your picture taken. There will be a drawing among the winners at the closing ceremonies on Sunday. YOU MUST BE PRESENT TO WIN.

SATURDAY, MAY 22, 2010

6:30 - 8:45 AM
Breakfast on your own in the Grand Colonnade Buffet
You have been given a voucher with your registration information.

SESSION TWO - 9:00 - 10:15 AM

Bridges, Buckets & Butterflies: Expressing your teaching philosophy with pictures
Linda Wright Bower (99)
Location: Clifton II Ballroom

This session will focus on developing a plan for "sprinkling" one teaching philosophy throughout the semester in ways which can be easily shared with students. A picture says a thousand words, as the saying goes, and we will create metaphors, models and drawings which capture the key concepts in teaching philosophies. The outward quest is often about the picture the students perceive as we greet new adventurers, discuss the syllabus, guide the journey, and discuss what we have learned and seen along the way. So we will transform internal beliefs and values into a visual image which can be used as an outward communication tool to inform our students. A number of props will be used to spark creativity and metaphorical thinking about ourselves, those whom we serve, and what it is that we hope to accomplish.

AMAZING RACE QUESTION: Discuss with your partner what your teaching drawing/model looks like in the pictures you created for yourself in “Bridges, Butterflies, and Buckets.” Suggest to your partner how you might reveal this picture to his or her students next semester.

Dorothy Comes Home to the Classroom--Not Oz
Dee Dee Ige (94)
Location: Hickman

The topic and discussion supports the FACET theme of moving inward, outward, and forward with regard to moving into and out of teaching and administration with fluidity. The presentation is a Case Study using the “Wizard of Oz” as a narrative metaphor to analyze one Dean's journey in moving from pedagogy to administration, and the return to the classroom as an effective, full time teacher. Participants will hear the case analysis and participate in pencil-paper activities and discussion. Those new to teaching and those interested in entering or leaving administration will receive specific information related to teaching that may inform their choice making in similar situations.

AMAZING RACE QUESTION: The journey back to teaching can often be frightening and perilous but also most rewarding. Upon embarking on such a journey, what steps would you and your partner take to mitigate the perils and augment the rewards?
Challenges for the 21st Century—Teacher as researcher 2.0
Michael Morrone (07)
Location: Windsor III Ballroom

Mark Taylor, the keynote speaker at the 2007 FACET retreat, spoke about gaps in faculty teaching methods and technology use and the needs of the millennial generation, those born roughly between 1978 and 1998. To meet this generation’s technology expectations and desire for interactive learning, to clarify learning objectives and to create much-needed accountability, he suggested employing techniques used in distance learning, so “asynchronous discussion and other media, Webcasting, podcasting, and the identification of useful and reliable Web resources” (Taylor, 2008).

Good news? Social media channels and multi-media resources are easy to integrate into courses. For example, in Kelley’s Business Communication course, instructors use screen capture technology and social media to:

- Record a glossary of important business writing concepts
- Post writing “cases” for student reflection and discourse before class
- Create “walk-throughs” of model writing for different business purposes
- Record contextualized descriptive feedback for each student

The instructors, who use this approach, analyze student learning before class, plan team activities in the students’ zone of proximal development, and appeal to different learning styles.

Bad news? Social media channels change quickly. Multi-media resources become dated quickly and they don’t necessarily remain responsive to student values and needs.

Problem: effective teaching must be agile.

There are no easy answers. This session, which will be set up as a collaborative workshop, suggests that we approach the integration of technology, teaching methods, and student outcomes by embracing the model of teacher as action researcher on a consistent and constant basis.

AMAZING RACE QUESTION: What plan(s) have you and your partner devised to address a teaching related question, issue, or problem through the integration of multi-media or social media into your classrooms?

Draw Forth and Reveal
Debra Clem (00) and Brian Jones (96)
Location: Taggart

Self-portraits have been a method of self-exploration for hundreds of years. They can be carefully drawn to show the audience only what the artist wishes to project, or deeply revealing, inadvertently displaying many other emotions such as pain, joy, anguish, etc. What ever way artists choose to construct their images, they are forced to study their own personas both physically and emotionally. What do artists find when they create a self-portrait? For some the self-portrait is a cathartic experience, while for others the process reveals new insights about themselves and their creative and critical thinking skills. For everyone, the self-portrait is an exploration, an opportunity to see beyond the image in the mirror and begin to search into the soul.

PLEASE NOTE: This is a double session and runs from 9:00 - 11:45 AM. This session has limited seating, so sign ups will be located at the FACET registration table.

AMAZING RACE QUESTION: What did you and your partner learn about yourselves as teachers in the process of creating your self-portrait in the session, "Draw Forth and Reveal?"
The Complementary Nature of Self-Evaluation~Peer Evaluation: Inward Adventures at the Outer Edge
Sherry Sims (00) and Melinda Swenson (98)
Location: Clifton II Ballroom

This workshop explores the relationship between self evaluation and peer evaluation using ideas from Appreciative Inquiry, Shulman’s Table of Learning, and Kelso’s Complementary Nature. Using these three big ideas, the authors propose a new process for evaluation, emphasizing the interconnectedness of Self Evaluation~Peer Evaluation, and of Teaching~Learning. A new vocabulary for looking at evaluation may serve to re-form ideas about how evaluation can be used in reflective teaching ~reflective learning and in faculty development. This approach focuses on the inward elements of “teaching as a journey of personal discovery,” while producing documentation making public the values, aspirations, and effectiveness of the teacher. The workshop provides participants an opportunity to engage in SE~PE using examples from a course they currently teach. We provide guidelines for teachers and peer evaluators who might wish to experiment with innovative methods for evaluating teaching.

AMAZING RACE QUESTION: Having engaged in SE~PE, discuss with your partner courses you teach and then suggest to each other how you might experiment with innovative methods for evaluating teaching in the future.

Replace Explanation with Exploration: How to Remove Lecturing from Content-Rich Courses
Neil Sabine (94)
Location: Hickman

Participants will experience a student-centered learning environment that takes much less class time than lecturing and 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 ten 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.

AMAZING RACE QUESTION: Discuss with your partner how each of you might replace lecturing with a more student-centered learning environment in one or more content-rich courses you teach. Make one suggestion for each other.

THE AMAZING RACE - PLACE QUESTIONS
Choose One

West Baden Questions (located in the Oral History Room): 1.) When did the West Baden Hotel burn? 2.) Why did ill people often come to the West Baden resort? 3.) What is on the fireplace in the atrium of the West Baden hotel?

French Lick Questions (located in the Mack Fellows Session & P.A. Mack Award Session): 1.) What part of the old French Lick hotel is on display in the Power Plant Bar? 2.) How much did you and your partner win/lose at the casino?
**Schedule of Events**

**SESSION THREE CONT’D - 10:30 - 11:45 AM**

**MYTHBUSTERS: A Look at What We Believe About Teaching and Learning**
Don Coffin (90) and Stela Pudar Hozo (07)
Location: Windsor III Ballroom

We seem to be bombarded on an almost continuous basis with ideas and suggestions about how to approach specific classroom or on-line learning issues [see, among other possible sources, Faculty Focus: Focused on Today’s Higher Education Professional (http://www.facultyfocus.com/?c=FF), where you can find what amount to versions of FACET’s “Quick Hits” as well as 20 + longer reports on teaching/learning issues, or almost any professional disciplinary or inter/multidisciplinary journal that addresses issues of teaching and learning]. The question we all face is how to sort through what sounds plausible to find what actually works.

For example, student response systems (clickers) are often promoted (and adopted) on the premise that they will encourage student participation and engagement. But do they? Multiple-choice tests are frequently criticized for failing to assess higher-order learning objectives. But what does the research tell us?

We will present a series of beliefs about the teaching-learning process, and using clickers, determine what beliefs the workshop participants hold. We will use this as a springboard for a discussion about the basis for people’s beliefs. We will then turn to some relevant research addressing each issue, to see whether that research supports our beliefs or suggests that we believe in some myths.

AMAZING RACE QUESTION: Are your and your partner’s beliefs and perceptions about the teaching-learning process supported by scholarly research or are they mostly based on myth? Can you provide a few examples of each?

11:45 - 12:45 PM

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

**SESSION FOUR - 1:00 - 2:15 PM**

**Place Your Bets! An Exploration of Games and Gambling in the Classroom**
Sue Hendricks (05)
Location: Taggart

Participants will explore in a hands on manner possible applications of games, gaming, and gambling in the classroom. Small groups will select a card with a gaming strategy listed on it along with some of the key “rules” of the game on the back. Props, and giant size post it paper and markers will be available, and groups will collaborate to plan how they might use the selected game to teach a concept in one of the courses they teach. We will then reflect on the game strategies that participants came up with. This ties to the outward theme—looking outside of our typical environments to find creative classroom learning activities. Questions we will address include: What advantages does gaming have as a strategy? Disadvantages? What effect does wagering have on the teaching learning situation? How can this be leveraged to benefit learning? What effect does competition have on the teaching learning situation? Cooperation? Could this game be adapted to use online? How might it affect the results?

AMAZING RACE QUESTION: Can you and your partner provide some specific applications of games, gaming, and gambling in your classrooms that may enhance student learning?
Consider student success. How important is it that students can understand and navigate the higher education landscape? How important is it that prospective students understand what they will learn in a degree program? How important is it that stakeholders (employers, professional schools, governments) have input into, and knowledge of, the college curriculum? How important is quality in higher education and how is it defined, demonstrated and improved?

These are some of the questions that faculty in Europe have been working on since 1999 when twenty-nine countries signed the Bologna Declaration. Out of this political agreement, the process known as “tuning” developed as a way to define degrees, and to approach curriculum reform, institutional coordination and quality assurance across the varied systems of Europe.

Tuning has recently gained traction here as policy makers have looked for new approaches to “reform” higher education and improve student success. Since April 2009, I have been part of a pilot known as Tuning USA. In this session, I will describe some of the work that is ongoing and walk attendees through some aspects of tuning. Tasks will include writing either a brief outline for an “introduction to the subject area” or for “the role of the discipline in other degree programs.” Participants will also get some experience contemplating and writing generic and discipline-specific competency statements. A significant amount of time will be spent reflecting on tuning and the tuning process—especially the ways in which it could transform our higher education system and impact student persistence and success.

As a new “big idea” in American higher education, with potentially broad-ranging implications, tuning fits the “questing forward” aspect of the retreat theme. In the near future, we will certainly be confronted with calls for change as pressure mounts to produce more educated citizens with less funding, while also maintaining or improving quality. As a faculty-driven process, tuning represents an opportunity for faculty to be out in front on reform and to help define the nature and substance of reform efforts.

AMAZING RACE QUESTION: What is “tuning?” According to you and your partner, how can it improve the quality of higher education and enhance student persistence and success in the U.S.?
The scholarship of teaching and learning (SOTL) 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. In this session, presenters will break down the critical steps in the conceptualization, design, analysis, and dissemination of SOTL projects. The sections of this event will include 1.) Shaping a SOTL question; 2.) Keys to appropriate research design; 3.) Ethical issues in SOTL; and 4.) How to publish findings in SOTL. Participants will be encouraged to discuss theoretical and practical questions about the SOTL. They will also have the opportunity to provide, and receive, feedback from colleagues to support their SOTL projects as they quest outward in the direction of adding knowledge on teaching and learning.

AMAZING RACE QUESTION: Please choose one. 1.) Can your team identify one piece of useful feedback that you received concerning SOTL project(s) which you are either currently working on or beginning to plan. How will this feedback help you bring the project(s) to fruition? 2.) How could you and your partner collaborate with students at your respective institutions to support their SOTL projects that would support and stimulate the teaching mission of your campuses?

2:15 - 5:30 PM
Break setup outside of Windsor III Ballroom

2:30 - 3:45 PM
Mack Center Poster Session
Stacy Morrone (02), Ni Chang, and Maresa Murray
Location: Windsor III Ballroom

4:00 - 5:30 PM
Introduction of 2010-2011 Mack Fellow
Carol Hostetter (03)

P.A. Mack Distinguished Service to Teaching Forum:
Why Don’t They Talk? Using Discussion to Facilitate Learning
Jay Howard (97)

We often want to engage our students in discussions that will promote deep learning. However, sometimes our efforts fail miserably as only a couple of students seem willing to speak up or the discussion meanders off track? What does the research tell us about students’ participation in classroom discussion? Which students are more likely to speak up? Why do some students seemingly never participate? We will take a look at the research on student participation in classroom discussion and collectively seek to develop strategies for effectively structuring classroom discussions that include a greater percentage of students and which promotes learning. Come prepare to have a discussion about discussion!

P.A. Mack Award Ceremony

5:30 - 10:00 PM
Dinner on your own in the Grand Colonnade Buffet
You have been given a voucher with your registration information.
**Schedule of Events**

**Evening Activity Options:**

**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 at 5:45 PM. There will be a shuttle to West Baden available. If you would like to participate but did not pre-register, please check with the FACET registration desk – there may still be room. There is a small fee of $8.00.

**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.

Photography • Swimming • Bowling • Fitness Room • Gambling • Nature Walk

**SUNDAY, MAY 23, 2009**

8:00 AM
*Breakfast Available outside Windsor III Ballroom*

9:00 AM
*Closing Plenary: Gerald T. Powers (90)*
*Turn -Around Mentors: The “Uncle Edgars” in Our Live*
Location: Windsor III Ballroom

Borrowing from social work’s resilience theory, this plenary session will explore the premise that all of us have had an “Uncle Edgar” in our lives—someone who has had a special impact on our development both as human beings and as teachers. The session will celebrate and pay tribute to such special mentors by asking participants to share stories of the important people in their own lives that have taught them some of life’s most important lessons. These lessons may have turned us around, changed our lives, or perhaps contributed to a unique sense of empathy that we share with our students today—the possibilities are endless. The session will give participants the opportunity to reflect upon these lessons learned and to “look inward” for inspiration that influences our outward behavior as well as our relationships well into the future.

Each participant should come to the retreat prepared to share a story of his or her own personal “Uncle Edgar.” We hope to compile as many of these stories as possible and to share them on the FACET website as a tribute to these special turn-around mentors. While it is not necessary for participants to submit their stories prior to arrival, it would be helpful if participants prepared stories in advance. Participants will also be asked to read Gerald T. Power’s “Toward a Resilience-Based Model of School Social Work: The Turn-Around Mentor,” Resilience Theory and Research for Social Work Practice (Washington, DC: National Association of Social Workers, 2001), which will help guide our reflections and discussions during the plenary.

AMAZING RACE QUESTION: Tell your “Uncle Edgar” story and listen to your partner’s. What did your partner “learn” from his/her “Uncle Edgar” and how has that influenced your partner’s teaching?

*Closing Ceremonies*
Windsor III Ballroom

11:00 - 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. You have been given a voucher with your registration information if you signed up for Sunday lunch.
Keynote Speakers

FRIDAY, 4:15 PM • WINDSOR III BALLROOM

Bernardo J. Carducci (Ph.D., Kansas State University, 1981) is professor of psychology at Indiana University Southeast, where he has taught classes on personality psychology and introductory psychology for the past 30 years, and the director of the Indiana University Southeast Shyness Research Institute (www.ius.edu/shyness). He is a fellow of Division 1: General Psychology and Division 2: Teaching of Psychology of the American Psychological Association, past national president of the Council of Teachers of Undergraduate Psychology, current member of the Journal of Social Psychology editorial board, and founding editorial board member of the Journal of Business and Psychology. In addition to his research interest in the study of shyness, Bernie’s professional writings related to such topics as teaching activities to enhance classroom instruction, student development, and career opportunities for psychology majors have appeared in Teaching of Psychology, Teaching Psychology: A Handbook, and many American Psychological Association-sponsored publications on teaching. Bernie received the 2002 Indiana University Southeast Distinguished Research and Creativity Award and the first “Psychology Alumnus of the Year” award granted by the Psychology Department of California State University, Fullerton in 1987. Bernie was inducted as a member into the first FACET class of 1989.


In addition to sharing his interest in the study of personality, shyness, and teaching excellence with his colleagues and students, Bernie is also passionate about sharing this information with those outside of academia whenever and wherever asked to do so. More specifically, in addition to his multiple appearances on ABC’s “Good Morning America” and other national and international media services, including the BBC, Bernie’s writings and advice have been featured in such diverse sources as Psychology Today, U.S. News and World Report, USA Weekend Magazine, Vogue, Allure, YM, TWA Ambassador Magazine, Glamour, JET, Parenting Magazine, Walking Magazine, Good Housekeeping, Essence, Child Magazine, Reader’s Digest, Patents, Redbook, First for Women Magazine, Cosmopolitan, The Futurist, Entrepreneur, Fitness Magazine, TIME.com, USA Today, WebMD, The Wall Street Journal, The London Times, The Los Angeles Times, The New York Times, and The Chicago Tribune, to name just a few.

SATURDAY, 4:00 PM • WINDSOR III BALLROOM

Jay Howard earned a BA in Sociology from Indiana University South Bend (1988), and an MA (1990) and PhD (1992) in Sociology from University of Notre Dame. He is Professor of Sociology at Indiana University Purdue University Columbus (IUPUC). He has also served IUPUC as Interim Chancellor and Dean (2007-09) and Assistant Dean for Budget and Planning (1999-2002). Effective June 1, 2010, he will become the Dean of the College of Liberal Arts and Sciences at Butler University in Indianapolis.

Dr. Howard’s research interests range from the Scholarship of Teaching and Learning to religion and popular culture. His book, co-authored with John M. Streck, Apostles of Rock: The Splintered World of Contemporary Christian Music (University Press of Kentucky, 1999) was named a 2000 Choice Magazine Outstanding Academic Title.

**Keynote Speakers**


Dr. Howard served as Deputy Editor of the American Sociological Association journal, *Teaching Sociology* (2003-09). He is a Fellow of the P.A. Mack Center at Indiana University for Inquiry on Teaching and Learning. He served as the 2006-07 President of the North Central Sociological Association and is an elected member of the Bartholomew Consolidated School Corporation Board of Trustees (2004-2010).

**SUNDAY, 9:00 AM • WINDSOR III BALLROOM**

**Gerald T. Powers**, Professor Emeritus Indiana University School of Social Work, was inducted to FACET in 1990, and this is his 20th Annual FACET Retreat. During his tenure with FACET he has chaired and/or served on three FACET Retreat Planning Committees, was a member of the Steering Committee for seven years, served as Campus Liaison for four years, chaired the Campus Selection Committee for three years, chaired the PA Mack Service to Teaching Award Committee for two years, and presented at eight annual retreats.

Jerry taught research and behavioral science courses in the School of Social Work, and developed and served as Director of the Ph. D. Program. He also served as Acting Dean of the School for two years. Jerry has several University Awards, including the Glenn Irwin Experience Excellence Award and the Spirit of Philanthropy Award. His research and scholarship have focused on practice evaluation research, strengths-based social work and resilience theory. An Indiana University Foundation Endowment established in honor of his parents supports an Annual Research Symposium sponsored by the School of Social Work doctoral program.

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**IU Bloomington**
- Suzanne Eckes
  - Associate Professor, Educational Leadership Policy Studies
- Benjamin Schultz
  - Senior Lecturer, Kelley School of Business

**IU East**
- Diana Stanforth
  - Clinical Assistant Professor, Nursing

**IU South Bend**
- Grant Black
  - Assistant Professor, Economics
- Nancy Wootten Colborn
  - Associate Librarian
- Andrea Racnack
  - Assistant Professor, Art History
- Warren Shroder
  - Assistant Professor, Philosophy
- Bruce Spritzer
  - Assistant Professor, Instructional Technology

**IU Southeast**
- Michael Ahernethy
  - Senior Lecturer, Communication Studies
- Laura McIver
  - Assistant Professor, Nursing

**IU Kokomo**
- Kristen L. Sneddy
  - Senior Lecturer, English

**IPFW**
- Karol Dehr
  - Continuing Lecturer, English
- Michelle Drouin
  - Assistant Professor, Psychology
- Jeffrey A. Newak
  - Associate Professor, Science Education

**IUPUI**
- Leslie Ashburn-Nardo
  - Assistant Professor, Psychology
- Dan Baldwin
  - Assistant Professor, Computer Graphics Technology
- Amanda Cecil
  - Assistant Professor, Tourism, Conventions & Event Management
- Connie Justice
  - Clinical Assistant Professor, Computer Information Technology
- Jennifer Thornton Springer
  - Assistant Professor, English
- Katherine Wills
  - Assistant Professor, English
- Elizabeth Wood
  - Assistant Professor, Museum Studies & Teacher Education

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Leslie Ashburn-Nardo, IUPUI
Dan Baldwin, IUPUI
Grant Black, IU South Bend
Amanda Cecil, IUPUI
Nancy Wootten Colborn, IU South Bend
Karol Dehr, IPFW
Michelle Drouin, IPFW
Suzanne Eckes, IU Bloomington
Connie Justice, IUPUI
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Andrea Rusnock, IU South Bend
Benjamin Schultz, IU Bloomington
Warren Shrader, IU South Bend
Kristen Snoddy, IU Kokomo
Bruce Spritzer, IU South Bend
Diana Stanforth, IU East
Jennifer Thorington Springer, IUPUI
Katherine Wills, IUPUC
Elizabeth Wood, IUPUI

Special Thanks To:

P.A. Mack Jr.
Bernie Carducci, Keynote
Jay Howard, Keynote
Jerry Powers, 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
All of our session presenters
...and all the FACET members who have joined us for the weekend!

Our Thanks To:

The Retreat Planning Committee
Marcia Dixon, IPFW, Chair
Julia Fox, IU Bloomington
Sue Hendricks, IU Kokomo
Brian Jones, IU Southeast
Neovi Karakatsanis, IU South Bend
Scooter Péram, IU Northwest
Mark Urtel, IUPUI

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