To Teach is to Learn Twice: The journey toward excellence

- Joseph Joubert
Welcome to the 2011 FACET Retreat!

On behalf of FACET, the 2011 Retreat Planning Committee would like to welcome all of you to downtown Indianapolis for the 23rd Annual FACET retreat. We believe our intentioned efforts to provide multiple lenses to the teaching and learning process (art, science, and scholarship) situates nicely in the vibrant and dynamic urban landscape here at the City Centre Sheraton Hotel. We also believe that this year’s theme, To teach is to learn twice, accurately reflects the unique nature among all of us toward our pursuit of sustained teaching excellence. Please join us in maintaining the rich and storied history of FACET by fully immersing yourself in the formal and informal elements of the retreat. We look forward to re-connecting with those we have come to know over the years and celebrating the class of 2011!

With gratitude,

Mark Urtel
2011 Retreat Planning Committee Chair

WEEKEND AT-A-GLANCE

FRIDAY

2:00 pm  Registration Opens
2:30 pm  Session I
4:00 pm  Opening Ceremonies
4:15 pm  Opening Plenary: Eileen T. Bender Memorial Lecture
6:00 pm  Dinner
7:30 pm  Induction of New Members

SATURDAY

6:00am  Breakfast
9:00am  Session II
10:30am  Session III
11:45am  Lunch
1:00pm  Session IV
2:30pm  Mack Fellows Session
4:00pm  PA Mack Keynote and Award Presentation
5:30pm  Dinner & Evening Activities

SUNDAY

6:00am  Breakfast
8:30am  IU Foundation Presentation
9:00am  Comments from Dr. Applegate & Closing Plenary
11:00am  Lunch (if you would like to enjoy lunch at the hotel restaurant before departing please speak with Kimberly at the FACET registration area - seats are limited)
Maps of the downtown area restaurants and attractions are in your folder.
Schedule of Events

PRE-CONFERENCE ACTIVITIES

THURSDAY, MAY 19, 2011

3:00 - 9:00 PM
FACET Steering Committee Meeting
Illinois Room

FRIDAY, MAY 20, 2011

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

12:00 PM
New Member Orientation Luncheon
Illinois Room - we ask that new members, liaisons and FACET staff meet in the Panorama Ballroom after lunch for a brief rehearsal of the evenings induction ceremony.

CONFERENCE ACTIVITIES

FRIDAY, MAY 20, 2011

2:00 PM
Registration Opens
FACET Registration Area is located in the Library Room on the 21st floor of the hotel.
Cookies and Lemonade will be available as you mingle with colleagues.

SESSION ONE - 2:30 - 3:45 PM

Round Table Discussion: Getting Together For a Good Cause: A Multidisciplinary Collaborative Approach to Scholarship on Diversity and Multicultural Teaching
Leslie Ashburn-Nardo (10), Silvia Bigatti (06), Jennifer Thortington-Springer (10), Gina Sanchez-Gibau (05), Khadija Khaja, Stephanie Boys, Kathy Grove, Dawn Whitehead, Akanke Omorayo-Adenrele
Location: Panorama Ballroom

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.
~Margaret Mead

The Multicultural Pedagogy Research Group (MPReG), formerly the Multicultural Teaching Community of Practice, has remained active for over 4 years. This is impressive given that its group members come from different schools, ranks, and professional interests. United by an interest in diversity and understanding of the importance of multicultural teaching, the group has accomplished much over its lifetime. In 2006 we conducted an assessment of faculty perceptions of multicultural teaching, and we are currently beginning a similar assessment of students. The data have resulted in one publication, one manuscript in preparation, and countless poster and paper presentations on campus and in the greater community. The group also promotes diversity on campus and was responsible for the creation of the Chancellor's Award for Excellence in Multicultural Teaching and the Chancellor's Diversity Scholar Award that will be granted for the first time this May. In accordance with the conference theme, MPReG group members learn from each other and seek to share their learning with the IUPUI community and beyond.
Schedule of Events

4:00 PM

Welcome and Opening Remarks
Panorama Ballroom

Mark Urtel (09), Retreat Chair
Robin Morgan (93), FACET Director
Neovi M. Karakatsanis (03), Member of the 2011 Retreat Planning Committee

Opening Plenary: Eileen T. Bender Memorial Lecture

Dr. Harvey Bender (Friend of FACET)
Altered Destinies: Genetic Advances and Social implications
Location: Panorama Ballroom

I suspect that Aldous Huxley wouldn't be the least surprised to learn that the Instruction Set detailing information as to how each of us develops from our beginning as a one-cell egg through our infancy, childhood, and adulthood is now available with the near completion of the Human Genome Project which has both mapped and chemically delineated the entire array of human genes. However, I doubt that even his fertile imagination could have envisioned the impact of such endeavors ranging from the redefinition of health and disease to the commercialization and interest conflicts of the industrial and scientific communities. Are we now about to embark upon a future where genetic enhancement will be the norm? This discussion will explore some of the exciting genetic advances of the last decade and present some potential challenges facing our society this new millennium.

5:30 PM

Cocktail Time
Panorama Ballroom

6:00 PM

Dinner
Panorama Ballroom

7:30 PM

New Member Induction Ceremony
Panorama Ballroom

The ceremony will begin immediately after dinner.

8:30 PM

Evening Entertainment on your own - exercise facilities, hospitality suite, canal walk, etc.

SAVE THE DATE

2012 FACET RETREAT
MAY 18-20, 2012
POTAWATOMI INN - ANGOLA STATE PARK
Answering the Challenges in Student Teaching Evaluation Design

Dianne Roden (97) and Jason VanAlstine
Location: Ohio Room

This research presents the results of a redesign of student evaluations of faculty instruction in a Business program. Student teaching evaluations serve as an important assessment tool and are frequently used in faculty promotion or merit pay decisions. Theoretical and empirical issues that arise in the process of constructing the student teaching evaluation form are discussed. Utilizing empirical data collected from several semesters of undergraduate Economics courses, the effects of changing the evaluation scale and the fashion in which written comments are solicited are examined. A review of the challenges that occur in the process of designing the teaching evaluation form is provided in order to caution the stakeholders of the problems that may arise and to guide academic departments in the review of their evaluation procedures.

iPULs: Using iPads to promote the PULs (Principles of Undergraduate Learning)

Jake Streepey, EJ Choe, Willie Miller, Jonathan Rossing, and Susan Stamper

Session Sponsored by Eugenia Fernandez (01)
Location: Illinois Room

The IUPUI iPad Faculty Learning Community (FLC) is a multidisciplinary team researching how iPad technology can move students toward mastery of selected PULs. In this hands-on session with iPads, audience members will experience classroom uses and sample applications that have transformed the way content is delivered, and, consequently, have increased students’ ability to communicate, think critically, integrate knowledge, and develop quantitative skills.

The Principles of Undergraduate Learning comprise a common, campus-wide articulation of expectations for baccalaureate degree recipients. The PULs are: core communication and quantitative skills; critical thinking; integration and application of knowledge; intellectual depth, breadth, and adaptiveness; understanding society and culture; and values and ethics.
Schedule of Events

SESSION TWO CONT’D - 9:00 - 10:15 AM

Exploring Advising as Teaching through the Advising Portfolio
Irwin Mallin (06)
Location: Panorama Ballroom

Course portfolios have long been considered artifacts of the Scholarship of Teaching and Learning (Bernstein, Burnett, Goodburn, & Savory, 2006). With many campuses, including my own, having moved advising from service to teaching in their reappointment, tenure, and promotion documents, this workshop will explore the notion of advising as teaching by teaching participants how to create an advising portfolio. Course portfolios and advising portfolios both require systematic data gathering and reflection and are used to document and improve performance. Over the past decade the scholarship of academic advising has begun to recognize that advising is a teaching and learning activity that specifies student learning outcomes and in which “the excellent advisor plays a role with respect to a student’s entire curriculum that is analogous to the role the excellent teacher plays with respect to the content of a single course” (Lowenstein, 2005, p. 65). The workshop will begin by engaging the participants in a brief introduction to and discussion of the notion of advising as teaching and the important role that faculty advisors play in connecting students to their curriculum and their campus. Then the types of data that can be gathered and the forms systematic reflection can take will be presented and discussed. Handouts will be provided and there will be ample time for discussion.

Reacting to the Past
Carolyn Schult (04) and Elizabeth Dunn
Location: Panorama A

Our presentation provides an overview of Reacting, a series of highly developed role playing games, that focus on key texts and crucial turning points in the past. A short film of students engaged in Reacting will illustrate how it works in the classroom. Audience members will then be briefed, given roles, and placed in a Reacting scenario from Charles Darwin, the Copley Medal, and the Rise of Naturalism. Players will be debriefed, and a variety of game materials will be distributed.

Everything about Reacting Games is designed to stir and utilize students’ emotions in order to cultivate a drive to grapple with text, read for argument, and communicate persuasively. But many students who experience Reacting gain more than practical skills. If we recognize that a liberal education acts as a de facto “rite of passage” for educated individuals in our culture, then the concept of liminality emerges as a key principle underlying our teaching and learning agenda.

By putting teachers in the position of being students once again, they experience the fear of doing something new and different that may be outside the individual’s comfort zone, they remember what it’s like to be unprepared, the uncertainty students often feel when they must speak to an audience of peers, the excitement of succeeding and gaining the approval of peers, etc. This particular pedagogy creates a space that quite consciously brings students to the doorstep of learning and frequently sparks a desire to cross over and embrace learning as an act of empowerment. Experiencing that as a student again can be a very revealing act of professional development.

PLEASE NOTE: This is a double session and runs from 9:00 - 11:45 AM.

10:15 - 10:30 AM
Break Service in the Library Room
Reacting to the Past
Carolyn Schult (04) and Elizabeth Dunn
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Teaching the Art of Professionalism
Richard Gunderman (03)
Location: Ohio Room

This presentation focuses on the nature of professionalism, its importance in contemporary education, and strategies for enhancing professionalism among students and faculty members. Curriculum, instructional techniques, and assessment do not exhaust the domain of essential educational activities. If faculty members convey and students acquire nothing more than knowledge and skills, then a vital end of education is being overlooked. Professionalism refers to habits of perception, thought, and conduct much more closely resembling virtues or moral excellences than cognitive and technical skills. To enhance them, we need to devote less attention to transmitting information and more to types of learning such as emulation. How do we define our exemplars of professionalism at its best, and what steps can we take to share the habits of such human gems with our faculty members and students?

iPULs: Using iPads to promote the PULs (Principles of Undergraduate Learning)
Jake Streepey, EJ Choe, Willie Miller, Jonathan Rossing, and Susan Stamper
Session Sponsored by Eugenia Fernandez (01)
Location: Illinois Room

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ROUND TABLE SESSION
Location: Panorama Ballroom

Come join colleagues around the table to learn and share different projects and strategies for the classroom and beyond. Stay in one location for the whole session or visit each table.

Table 1: Active vs. Passive Learning: The case for a natural critical learning environment
Mary Ann Frank

Table 2: Teacher as Learner 2.0
Robin Morgan and Kimberly Olivares

Table 3: Podcasting
Mark Urtel and Eugenia Fernandez

Table 4: Fine Art in the Classroom
Andrea Rusnock

Table 5: An interprofessional approach to education
Sara Horton-Deutsch, Kathy Lay and Angela McNelis

11:45 - 12:45 PM
Lunch in Panorama Ballroom

SESSION FOUR - 1:00 - 2:15 PM

Making (Radio) Waves: Practicing Public Pedagogy on the Air
April Lidinsky (09) and Ken Smith (04)
Location: Panorama A

In this interactive presentation, we draw on 10 years of writing monthly commentaries for public radio to invite others to think about trying the form for themselves and their students. Using audio and text examples, we’ll explain the ways we use the personal essay form to craft connections between our personal and disciplinary lives, and we will invite attendees to do the same, offering specific guidelines for this practice. Our presentation will discuss the nature of the form (virtues and challenges), and provide a range of models for structuring creative non-fiction pieces that push the boundaries of personal and pedagogical practice. In different ways, we see these pieces as public pedagogy. We'll talk about the reception of some of our pieces, and the ways this helps us think about our work in our discipline, in our classrooms, on our campus, and in our community.

We will provide structured brainstorming time for considering how participants might use the form for themselves and as assignments for students. We’ll also supply contact persons and guidelines for public radio stations near each campus.
Say goodbye to “death by PowerPoint”. Make your presentations more visual and dynamic with Prezi. Prezi lets you bring your ideas into one space and see how they relate. You can zoom out to see the big picture and zoom in to see details. In this hands-on workshop, you will learn to create a small Prezi presentation.

There are 15 laptops available for this session. If you have your own laptop please bring it with you if possible.

\textbf{Living Lab: It’s a Journey}

Connie Justice (10)
Location: Ohio Room

Living Lab: It’s the Journey will present processes, procedures and the challenges of measuring learning while providing experience.

The Living Lab for CIT was created out of the need to provide a business environment for students to give them a taste of a “real” IT experience. The Living Lab mimics a “real” IT environment where students are responsible for the installation, troubleshooting, and maintenance of three teaching laboratories as well as a server room. The Living Lab provides real world experience in IT to students by having them support portions of the academic computing infrastructure for various University departments. Currently, students support nine servers providing a variety of services for the CIT program, non-profits, and small businesses. The mission of the Living Lab is to provide an experiential and service IT learning environment for students at IUPUI. By presenting students with a real production IU environment that students will be able to contribute to their place of work immediately upon graduation. Students will solve IT problems with little or no supervision while meeting the business standards of managing, documenting and reporting their work in a timely manner with weekly status reports. No experience in a production environment is required.

The Living Lab is a dynamic changing environment for all involved including the professor. There are many aspects of the lab that must be managed. Mapping out the processes and procedures of the Living Lab will be discussed. Issues with measuring learning will also be discussed.

\textbf{Learn from the newest FACET members}

Sue Hendricks (05), Vicky Meretsky (11), Pamela Ironside (11) and Henry Wakhungu (11)
Location: Illinois Room

One of the most arduous and yet enjoyable aspects of serving on the statewide selection committee for FACET is the privilege of reading some of the most interesting and engaging teaching dossiers in the state. Each year, members of the statewide selection committee have indicated how much they look forward to having a conversation with that person at the FACET retreat. Toward that end, this panel of new members has been asked to share some of what they are doing with their students allowing each of us a glimpse into their classrooms.
Schedule of Events

2:15 - 5:30 PM
Break Service in the Library Room

2:30 - 3:45 PM
Developing SOTL Projects: Discuss and Design
Carol Hostetter (03) and Mack Fellows
Location: Panorama Ballroom

4:00 - 5:30 PM
P.A. Mack Distinguished Service to Teaching Forum:
Persistent Misconceptions: The cognitive story
Leah Savion (93)

Faced with the choice between changing one's mind and proving that there's no need to do so, almost everyone is getting busy on the proof
— Galbraith

A large body of research demonstrates the incredible power of initial conceptions, naive views, scripts, and stereotypes in the classroom. Prior knowledge enhances learning when it is compatible with the new information, but hinders encoding and retrieval when in conflict with it. Theories and facts contradicting existing beliefs are conveniently misinterpreted, treated as insignificant, or taken as valid only within the confines of classrooms. Belief-perseverance, the persistence of explicitly discredited beliefs, is ubiquitous to the point of serving as the ultimate evidence of the feebleness of our mind and the futility of formal education. Standard explanations in terms of supporting beliefs and affective-motivational factors are partial at best. I propose an explanatory model that illuminates the cognitive-adaptive sources of perseverance, demonstrating its inevitability given some general principles of economy and equilibrium that govern brain operations, the naive theories we generate to make sense of the world, and the heuristics we employ to meet our adaptive goals.

P.A. Mack Award Ceremony

5:30 PM
Dinner

8:00 PM
Wine Tasting
Location: Hospitality Suite

Evening Activity Options:

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 • Canal Walk • Fitness Room • Nature Walk
Schedule of Events

SUNDAY, MAY 22, 2011

6:00 - 8:45 AM
Breakfast on your own in the Circle Cafe on the 1st floor of the hotel
You have been given a voucher with your registration information.

8:30 AM
IU Foundation Presentation: Give a gift. Keep something for yourself.
Consider creating a Charitable Gift Annuity (CGA) to provide a gift to FACET or the School of your choice (or both!) and keep a fixed, guaranteed income stream for life. Here's how it works: you contribute cash or appreciated assets (such as stocks, bonds or mutual fund shares) of $5,000 or more to the IU Foundation, take an income tax charitable deduction that year, and then receive a payment back every year for the rest of your life. Payment rates are determined by your age at the time of the gift. For example, if you are 65, your rate is 5.6%. If you create a CGA in the amount of $10,000, you would receive $560 every year for the rest of your life. At the end of your life, all remaining funds will be used for the purpose you designate.

9:00 AM
Comments from Dr. John Applegate – Executive VP for University Regional Affairs, Planning, and Policy

Closing Plenary: Why (exactly) is it that when you teach, you learn twice? A whirlwind tour of cognitive science research related to how people learn
Kathy Johnson (02)
Location: Panorama Ballroom

Cognitive psychologists devote themselves to the study of how people attend, encode, elaborate, store, and retrieve information. Though fascinating analyses of the mechanisms that help to support language, remembering and forgetting, expertise acquisition, problem solving, reasoning and decision making have been widely disseminated through articles and textbooks related to cognitive science, the impact of this literature on college classrooms has been surprisingly minimal. In this interactive session, we’ll review what is known about how people perceive, encode and store information in the service of constructing new knowledge. We’ll then consider how findings from cognitive science might best be translated into effective practice and ultimately be used to shape our beliefs about teaching and learning.

11:00 AM
Lunch
(if you would like to enjoy lunch at the hotel restaurant before departing please speak with Kimberly at the FACET registration area - seats are limited)
**Keynote Speakers**

**FRIDAY, 4:00 PM • PANORAMA BALLROOM**

Harvey A. Bender, Ph.D., FACMG is Professor of Biological Sciences and Director of the Human Genetics Program at the University of Notre Dame. He also serves as Adjunct Professor of Medical Genetics at the Indiana University School of Medicine. Professor Bender received his undergraduate training at Case Western Reserve University majoring in chemistry and English. His graduate studies in Developmental Genetics were undertaken at Northwestern University where he received both his M.S. and Ph.D. degrees. Bender served as a U.S. Public Health Fellow in Genetics at the University of California (Berkeley) and has held postdoctoral positions as a Gosney Fellow at the California Institute of Technology and as a Visiting Professor at the Yale University Schools of Medicine and Law. His active research activities involve the Epidemiology of Human Genetic Disease and the Scholarship of Teaching and Learning. Dr. Bender is a Fellow of the American Association for the Advancement of Science, a Founding Fellow of the American College of Medical Genetics and a Fellow of Notre Dame’s John J. Reilly Center for Science, Technology, and Values. He served as the founding Director of the Regional Genetics Center at the South Bend Memorial Hospital which was sponsored by the University of Notre Dame, Indiana State Department of Health, Indiana University School of Medicine and the Memorial Hospital of South Bend and presently serves as the Director of the Cancer Genetics & Risk Assessment Center of the Saint Joseph Regional Medical Center of South Bend, IN. Professor Bender was elected a Carnegie Scholar by the Carnegie Foundation in 2001 and a Kaneb Teaching Fellow at the University of Notre Dame in 2003. In 2006, Governor Mitch Daniels named Professor Bender a recipient of the Distinguished Hoosier Award, one of the highest honors given by the State of Indiana to its citizens.

**SATURDAY, 4:00 PM • PANORAMA BALLROOM**

Leah Savion is a member of the Philosophy and the Cognitive Science departments at Indiana University at Bloomington. She earned her Ph.D. in Philosophy at CUNY in 1989. Areas of professional interest range from Analytic Philosophy and Formal Logic, Cognitive Science and the Scholarship of Teaching and Learning, to international folkdance, gumboot, singing, and tennis.

Leah has offered well over 100 presentations and workshops on pedagogy related topics in the IU system, and in universities around the world. She continuously develops new courses in philosophy and in cognitive science, and writes the course packets for them. She has won numerous teaching awards and grants over the years, and is offering the only campus-wide pedagogy course at IUB for the last 17 years.

Current research topics are: (i) Cognitively realistic models of rationality; (ii) Heuristics and Biases in Concept Acquisition, Retention, and Retrieval (iii) Cognitive differences between Experts and Novices, and (iv) Belief perseverance and self-deception.
Dr. Kathy Johnson is currently Professor and Chair of Psychology at Indiana University-Purdue University Indianapolis. She received her Ph.D. in Cognition and Development from Emory University and has published extensively in the field of cognitive development. She teaches both undergraduate and graduate level courses related to cognition and development and has developed seminars and workshops related to effective teaching for graduate students and new faculty. She particularly enjoys teaching cognitive psychology to undergraduates as it almost always seems to help them become better learners. Kathy serves as co-liaison of FACET on the IUPUI campus and coordinates the annual selection process. In July, she will be transitioning to a new role as Dean of University College and Associate Vice Chancellor for Undergraduate Education at IUPUI.
**FACET Class of 2011**

Stella C. Batagiannis, IPFW  
Michael Bendele, IPFW  
Ange Cooksey, IUE  
Michael DeMotte, IUPUI  
Stephen Fox, IUPUI  
Debrah Huffman, IPFW  
Pamela Ironside, IUPUI  
Diane M. Larson, IUN  
Vicky Merestsky, IUB  
Jorge A. Muniz, IU South Bend  
Angela Salas, IUS  
Donna Stallard, IUS  
Kathleen Stanton-Nichols, IUPUI  
Lisa Thomassen, IUB  
James VanderVeen, IU South Bend  
Henry Kerre Wakhungu, IUB  
Christopher Young, IUN

**Special Thanks To:**

P.A. Mack Jr.  
Harvey Bender, Keynote  
Leah Savion, Keynote  
Kathy Johnson, Keynote  
PA Mack Award Selection Committee  
Statewide Selection Committee  
Sue Hendricks, Selection Chair  
Campus Liaisons  
Carol Hostetter and the Mack Fellows  
Executive VP John Applegate  
Staff of the Office of Executive VP for University  
Regional Affairs, Planning, and Policy  
Staff of the Sheraton City Centre  
All of our session presenters  
...and all the FACET members who have joined us for the weekend!

**Our Thanks To:**

**The Retreat Planning Committee**

Mark Urtel, IUPUI Chair  
Leah Savion, IU Bloomington  
Dmitriy Chulkov, IU Kokomo  
Rebecca Carlton, IU Southeast  
Neovi Karakatsanis, IU South Bend  
Jon Becker, IU Northwest

**The FACET Steering Committee**

Anne Allen, IU Southeast  
Terri Bourus, IUPUI  
Don Coffin, IU Northwest  
Roseanne Cordell, IUSB  
Marcia Dixon, IPFW  
Ron Duchovic, IPFW  
Cliff Goodwin, IUPUI  
Edwina Helton, IU East  
Sue Hendricks, IU Kokomo  
Carol Hostetter, IU Bloomington  
Kathy Johnson, IUPUI  
Neovi Karakatsanis, IU South Bend  
Joan Lafuze, IU East  
Gail MacKay, IU Kokomo  
Angie McNelis, IUPUI  
Charlotte Reed, IU Northwest  
Julie Saam, IU Kokomo  
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