FACET
CALL FOR NOMINATIONS
HANDBOOK

2015
# FACET CALL FOR NOMINATIONS HANDBOOK

Indiana University Faculty Colloquium on Excellence in Teaching

(Approved by FACET Steering Committee on May 17, 2014)

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## SELECTED BIBLIOGRAPHY FOR TEACHING EXCELLENCE

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Introduction

The FACET Mission
FACET is a community of faculty dedicated to and recognized for excellence in teaching and learning. FACET advocates pedagogical innovation, inspires growth and reflection, cultivates the Scholarship of Teaching and Learning, and fosters personal renewal in the commitment to student learning.

Background of FACET
The Faculty Colloquium on Excellence in Teaching (FACET) was established as an Indiana University Presidential Initiative in 1989 to promote and sustain teaching excellence. Today, FACET involves over 600 full-time faculty members, nominated and selected through an annual campus and statewide peer review process.

Each year approximately 20-25 candidates from across the IU campuses, and representing a wide range of academic disciplines, are selected as new members. At the annual Retreat, new members are inducted into the FACET Academy and participate in workshops and discussions with other FACET members and leaders in higher education. Participants address the challenges of collegiate teaching, developing and sharing strategies to enhance pedagogy and practice.

Once selected into FACET, members are expected to contribute their experience and skills to FACET activities and programs, advancing Indiana University’s Faculty Teaching Mission. Throughout the year, FACET members are involved in collaborative activities at the campus, statewide, and national levels, promoting inquiry and engagement in teaching and learning. FACET-sponsored activities include publications on effective teaching, conferences and workshops, institutes exploring faculty leadership, and the development and training of associate and future faculty. Additional FACET initiatives are under development. FACET is the service-oriented teaching academy of Indiana University.

FACET Selection Criteria
FACET seeks to identify faculty who have:

• A record of and continuing pursuit of excellence in teaching, support of student learning, and helping colleagues to excel in teaching.
• A commitment to their own continuing growth through reflection.
• The willingness to advocate for the importance of teaching and learning — locally, regionally, and/or nationally.
• Advanced the craft of teaching through efforts in the scholarship of teaching and learning.
• Demonstrated a willingness to continue involvement in teaching activities, specifically FACET activities.

Eligibility
All FACET candidates must be full-time faculty members who have completed 4 years of full-time teaching in the Indiana University system by June 1st of the year in which they are nominated. To be eligible, candidates must have teaching responsibilities (minimum of one course per semester). Faculty members in the following categories are eligible for FACET nomination:

• Full-time tenure-track and tenured faculty
• Full-time non-tenure-track instructors or lecturers
• Faculty with full-time clinical teaching assignments (e.g., medicine, nursing)
• Librarians with significant teaching responsibilities
Years as a visiting professor or lecturer count toward requirements as long as the candidate is currently in a full-time position (non-visiting).

Whatever their category, FACET nominees should be the institution’s most outstanding teaching faculty. Nominees should be able to document and demonstrate their approach to teaching and their impact on learning in and beyond the classroom. They may have won Distinguished Teaching Awards, but nominations are not restricted to that group of faculty, nor is there a fixed quota for any discipline, rank, or campus. Please note that it typically takes 4-5 years to reach the point that a candidate can demonstrate their excellence in teaching and show a record of meeting all of the FACET membership criteria.

The national conversation about “the scholarship of teaching,” initiated by Ernest Boyer and expanded by Lee Shulman, former President of the Carnegie Foundation for the Advancement of Teaching, has highlighted the fact that teaching, like other forms of scholarship, can be documented in systematic ways, opening it to broader inquiry by the academic community. Even more importantly, as Russell Edgerton, Patricia Hutchings, and Kathleen Quinnan suggest, documenting teaching more thoughtfully at the college and university level can “prompt more reflective practice and improvement” and “foster a culture of teaching and a new discourse about it” (i.e., Glassick, et. al. 1997, p. 37). In that spirit, FACET candidates are asked to prepare a reflective dossier that documents their goals and achievements, provides peer review, indicates their willingness to engage in the mission of FACET, demonstrates engagement in the scholarship of teaching, and clearly highlights self-reflection on the complex challenges and dimensions of teaching and learning.

Thoughtful documentation is at the heart of the FACET selection process, providing the basis for recognition of both exemplary achievement and engagement in the “culture” of teaching and learning.

Selection Process

Nomination to FACET

FACET nominations can be initiated by any full-time faculty member or administrator who is familiar with the work of the candidate as a teacher. A brief letter, phone call, or e-mail to the FACET Campus Liaison will serve to initiate the process (see Campus Liaisons for the appropriate person on each campus). The deadlines for nominations vary by campus. Please contact your campus liaison for more information. NOTE: FACET candidates may NOT self-nominate.

Campus submission deadlines are available online at: https://facet.indiana.edu/membership/nomination/deadlines.shtml

Campus Selection Process

The Campus FACET Selection Committee meets each year to aid nominees in preparing their application packets and then to determine which applicants are recommended to the Vice Chancellor for Academic Affairs or Dean of the Faculties on the individual campus. The Campus Selection Committee will prepare a statement of support (see Appendix C for the format of the statement of support) for successful candidates on their campus; this statement will be forwarded to the Vice Chancellor for Academic Affairs or Dean of Faculties for his or her endorsement. The Vice Chancellor for Academic Affairs or Dean of Faculties will forward endorsed statements of support to the FACET office at: The Faculty Colloquium on Excellence in Teaching, IUPUI UL Room 1180D, 755 W. Michigan Street, Indianapolis, IN 46202-5195
or via email to facet@iu.edu. A copy of the statement of support forwarded to the FACET office should be provided to the candidate. The Statewide Selection Committee will NOT review any dossier that is not accompanied by an endorsed statement of support from the campus Vice Chancellor of Academic Affairs/Dean of Faculties. Please note that some campuses begin their nomination process in the spring semester; check the FACET website for exact dates.

Recommended Campus Procedures:
Candidates submit their dossiers by email to facet@iu.edu. Dossiers are then forwarded to the campus committee by the FACET office. The campus committee evaluates the dossier based on the criteria stated in this document. The Nominee Rating Form provided in Appendix A is used during this process and is a good guide to the candidate in dossier preparation. NOTE: Each candidacy is considered based only on the materials in the dossier. It is essential that the dossier describe the candidate in a way that is concise, and complete. Please refer to the Nominee Rating Form when preparing your materials.

The campus selection committees may act on each candidacy in one of three ways:
1. The committee may decide to forward the dossier for further consideration as it stands.
2. The committee may suggest that the candidate make some additions or adjustments to the dossier and resubmit it before a final decision is made.
3. The committee may decide not to support the candidacy. In this case, the campus selection committee chair will write to the candidate indicating the areas of the dossier needing strengthening.

The Campus Selection Committee shall use Appendix C to prepare a brief statement of support outlining the strengths of the candidate, based upon the dossier, and the impact of the candidate’s efforts in relation to teaching and student learning. This statement should only refer to information contained within the dossier. Ideally, this statement would highlight a broader, campus/community context that would assist the Statewide Selection Committee in understanding the importance of the candidate’s efforts.

Statewide Selection Process
The Statewide FACET Selection Committee meets each year to review applications and select new members who exemplify an extraordinary commitment to enhance and promote teaching excellence and student learning. The statewide selection committee considers only those candidacies that have been forwarded by the campuses with the endorsement of the Vice Chancellor of Academic Affairs or Dean of Faculties. The same selection criteria and rating forms are used.

Announcement of Candidates Selected for FACET
Final selection is made by the all-campus Statewide Selection Committee. Final decisions will be announced to the candidates by letter near the end of March.
Those selected are expected to attend the annual FACET Retreat, which is held each May. A special recognition ceremony for new members traditionally occurs after dinner of the first evening of the Retreat. All new members are expected to attend this important event. Your registration fee for the Retreat will be complimentary for your induction year only. At the retreat, new members are introduced and participate in workshops and discussions with FACET alumni and leaders in higher education, addressing the challenges of collegiate teaching.

The FACET Application

Application Components

The overall application contains the following elements that serve to establish a strong case for successful nomination. Each of these will be described in greater detail below. The candidate provides items 1 through 5 as their ‘dossier.’ Items 2 – 5 are typically in a single pdf file (see file naming conventions below). The Peer Reviewers submit their letters (item 6) online directly to FACET and independent of the dossier at the following link: https://www.surveymonkey.com/s/FACET_PR_2015.

The Statewide Selection Committee will only consider material included in the actual dossier in making their decision. Thus, do not include hyperlinks or refer to material on a webpage; supplemental materials should not be included.

1. FACET NOMINATION COVER SHEET:
Candidates must provide their name, campus, department or division, campus address, phone number, and e-mail address. Candidates are also asked to list their years of full-time teaching on any IU, IUPUI, or IPFW campus. In addition, candidates are asked to list the departmental or divisional chair and Dean for future correspondence. This form can be found at: https://facet.indiana.edu/membership/nomination/candidate-info.shtml

2. CANDIDATE’S TEACHING PHILOSOPHY (limit 1000 words):
In this section, the candidate articulates his or her philosophy of teaching.

• Candidates should provide a discussion of how they believe students learn and how their approach to teaching facilitates student learning. In preparing to write this component, please consider the theoretical foundations of your philosophy. This component of your dossier should discuss “why” you do what you do rather than just what you do in the classroom; use this as an opportunity to reflect on your teaching methods.

• Please include a short essay describing how your dossier is connected to what you believe about teaching, and why you have focused on the types of mentoring, SoTL, leadership, courses, etc. that you have focused on.

3. LEARNING EPISODE AND REFLECTIVE NARRATIVE (LEARN) (1500-2500 words):
This section allows for the documentation of excellence in teaching and learning through an abbreviated “feedback loop,” describing and reflecting upon a single instructional experience. The components of a feedback loop should include:

• Brief description of learning episode/teaching situation: Content, level, and other information that provides a context for understanding your efforts.

• Recognition of a need for change: Were grades unsatisfactory? Did issues arise from a peer review undertaken to improve student learning? Were students complaining on the Student Evaluation of Teaching forms (SETs)? What did you learn from direct assessment of student learning?
• Description of approach taken to improve student learning: Describe rationale for approach as well as the approach taken. Approach taken to improve learning should have a link to the philosophy statement and include effective and engaging practices.

• Assessment of approach taken to improve student learning: What data were collected – direct evidence of student learning, SETs, grades, student comments, results of peer review – to determine the effectiveness of the modification?
  ▪ In most cases, data from SETs will not provide a strong indication of student learning.

• Reflection on Assessment Data: What did the assessment data reveal to you about the success or failure of your efforts to improve student learning? What steps did you take as a result of these assessment data?

• You may include an example of a student assignment in this section to illustrate your feedback loop.

• Quantitative and Qualitative evaluation of student learning data should be incorporated into the feedback loop so they are presented in the context of reflection on student learning. Direct assessment of student learning will be given more credence than indirect measures.

• There are examples of strong LEARN statements available at: https://facet.indiana.edu/membership/nomination/index.shtml

4. TEACHING VITAE - SUMMARY OF TEACHING (10 page limit): PLEASE INCLUDE ONLY THESE CATEGORIES

  • Credentials:
    ▪ Degrees (including when and where)
    ▪ Current position

  • Listing of courses taught in the past 2 years:
    ▪ Name of course, type of course (lecture, recitation, online, hybrid, seminar, etc.)
    ▪ Number of students
    ▪ Student level (undergraduates, graduates, etc.)
    ▪ Student Evaluation of Teaching (SET) Data: SET data should be included in a table format with sufficient explanation to enable the Statewide Selection Committee to accurately interpret your table; include a maximum of 5 SET questions in your table

  • Evidence of Candidate Mentoring Peers
  • Evidence of Student Mentoring
  • Participation in Professional Development Activities Related to Teaching
  • Leadership Activities Related to Teaching
  • Teaching Related Presentations
    ▪ Campus Presentations related to Teaching
    ▪ IU Presentations related to Teaching
    ▪ Peer-Reviewed Presentations related to Teaching at Conferences
    ▪ Invited Presentations related to Teaching

  • Teaching Related Publications
    ▪ Non-peer-reviewed Teaching Related Publications
    ▪ Peer-reviewed Teaching Related Publications

  • Other Related Activities, as appropriate

5. CONTRIBUTIONS TO FACET:
INTEREST PROFILE: Profile can be found in Appendix B. Please use the FACET website to learn more about various activities and what role you might play in the continued growth of FACET.
6. PEER REVIEW LETTERS:
Two peer reviews are required in each FACET nomination dossier. The peer reviewer must explicitly state the date the candidate’s teaching was observed.

- Peer reviews must be conducted within the past two (2) years.
- Candidate will select two colleagues to conduct a peer review. The peer reviewers cannot be the candidate’s department chair, dean, or a faculty member with whom the candidate has co-taught a course. If you need assistance selecting a peer reviewer, please contact the Campus Liaison.
- Requirement: The peer reviewers must observe the candidate in a teaching environment on at least one occasion; this may be a live or virtual environment. The peer reviewers should also comment on course materials/artifacts such as syllabi.
- Both peer reviews should reflect best practices in peer review.
- Peer reviews will be completed online using a form prepared by the FACET office (https://www.surveymonkey.com/s/FACET_PR_2015).
- Encourage Peer Reviewers to review the questions on this form so they are prepared to respond. (https://facet.indiana.edu/membership/nomination/docs/Peer_Review_Form.pdf)

Special Note for those re-applying to FACET after rejection at the Statewide Level:
If your dossier has previously been submitted to the Statewide Selection Committee, please submit a cover letter specifically addressing how you have responded to the comments of the Statewide Selection Committee.

General Guidelines for Completing the Application

1. Please use Times New Roman 12 point font with one-inch margins. Please paginate as well. Be careful to adhere to word limits and page limits as indicated above; your dossier will not be considered if you fail to adhere to these limits.
2. File Naming Convention: The dossier (including the Teaching Philosophy, Learning Episode and Reflective Narrative (LEARN), Teaching Vitae – Summary of Teaching, and Contributions to FACET: Interest Profile) MUST be emailed as a pdf file. The files are emailed to facet@iupui.edu using the following naming convention.
   - Dossier: CandidateLastName-dossier.pdf
   - The dashes are required simple hyphens between names.
   - Documents can be created as Microsoft Word files, and converted to and saved as pdf files using the print dialog box. Any problems with file conventions or transfer should be directed to the FACET Office at 317-274-5647 or email facet@iu.edu.
3. Cover Sheet: The cover sheet will be completed online at https://www.surveymonkey.com/s/CoverSheet2015. Questions should be directed to the FACET Office at 317-274-5647.
4. Peer Reviews: Peer reviews will be completed online at https://www.surveymonkey.com/s/FACET_PR_2015. Questions should be directed to the FACET Office at 317-274-5647 or email facet@iu.edu. All Peer Reviewers should complete this form so as to provide the best possible chance for the nominee.
5. Letter of Recommendation Allowed: Candidates may request one traditional letter of recommendation from their department chair, dean, faculty colleague, etc. This letter of recommendation is optional and not considered strongly by the Statewide Selection Committee.
Selected Bibliography for Teaching Excellence

The following may provide useful background for faculty involved in the preparation and review of your FACET application and in other teaching portfolios.

# Appendix A

## FACET Nominee Review Form

<table>
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<th>Nominee:</th>
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### Teaching Philosophy:

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<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>How candidate believes students learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate's explanation of how teaching facilitates learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical foundations/beliefs about teaching and learning</td>
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### Learning Episode and Reflective Narrative (LEARN):

<table>
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<th>Criteria</th>
<th>Rating</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Describes and reflects upon a single instructional experience</td>
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<td></td>
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<tr>
<td>Description of the learning episode</td>
<td></td>
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<tr>
<td>Rationale for change (evidence from direct assessment of student learning)</td>
<td></td>
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<tr>
<td>Approach taken to improve learning should have a link to philosophy statement and include effective and engaging practices</td>
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<tr>
<td>Assessment of impact of change on student learning</td>
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<tr>
<td>Reflection on Assessment data</td>
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### Teaching Summary/Teaching Vitae

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<td>Courses taught in past 2 years</td>
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<tr>
<td>Evidence of Candidate Mentoring Peers</td>
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<td>Evidence of Student Mentoring</td>
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<td>Professional Development</td>
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<tr>
<td>Leadership related to Teaching</td>
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<tr>
<td>Teaching-related presentations</td>
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<tr>
<td>Teaching-related publications</td>
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### Peer Review Letters

Past two years (from October 1, in the year of submission)

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<td>Good</td>
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<tr>
<td></td>
<td>Weak</td>
<td></td>
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<tr>
<td></td>
<td>Very Weak</td>
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If resubmit - describes how issues were addressed in FACET letter.

<table>
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<tbody>
<tr>
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<td>Weak</td>
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<tr>
<td></td>
<td>Very Weak</td>
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Evidence of potential contributions to FACET and its mission

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<th>Rating</th>
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<td>Weak</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very Weak</td>
<td></td>
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</tbody>
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Ideal match for FACET | Possible FACET match | Not appropriate for FACET but need to discuss given the current information
Appendix B

CONTRIBUTIONS TO FACET: INTEREST PROFILE

Your name and campus:

Please check all areas from the list that you would have an interest in contributing to FACET:

ORGANIZATIONAL CONTRIBUTIONS: PROGRAM COMMITTEES
- Serve on campus FACET Selection Committee.
- Serve on the Steering Committee.
- Serve on the Annual Retreat Planning Committee.
- Serve on organizing committee for the FACET Associate Faculty & Lecturers Conference.
- Serve on organizing committee for the Indiana Faculty Leadership Institute.
- Serve on organizing committee for the Future Faculty Teaching Fellows Program.
- Help organize a Retired FACET Teachers Network to better serve the goals of FACET.

PROGRAM COMMITTEES
- Serve as Campus Liaison

PUBLICATIONS AND REVIEWS
- Review manuscripts for Journal of Scholarship of Teaching and Learning.
- Review manuscripts for Journal of Teaching and Learning with Technology.

PROGRAM COMMITTEES
- Serve on organizing committee for the FACET Associate Faculty & Lecturers Conference.

RESEARCH AND COLLABORATIONS
- Collaborate on research projects related to teaching and learning.
- Collaborate on grant writing to help fund FACET initiatives.

AWARD COMMITTEES
- Serve on Selection Committee for the P.A. Mack Award for Distinguished Service to Teaching.
- Serve on Awards and Nominations Committee for external awards.

MENTORING AND STUDENT/FACULTY SUCCESS
- Mentor junior faculty members.
- Provide direct tutoring to students.
- Serve as a peer reviewer of teaching.
- Participate in initiatives to enhance minority recruitment, retention, and attainment.

SPEAKING
- Serve as a guest lecturer.
- Participate in the FACET Speakers Bureau.

FINANCIAL: PROPOSALS AND FUND-RAISING
- Assist FACET with development efforts (i.e., fund raising).
- Serve on Grants Committee.
- Endowment and Development Committee.
- Indiana Faculty Leadership Institute Committee.
- Associate Faculty and Lecturer Conference Committee.
- Provide volunteer help to the FACET office staff.

Please reflect briefly on how you might contribute to the continued progress of FACET on the reverse of the form. Feel free to suggest an activity not listed here. Once you have completed this form, please return it to your campus Liaison with your completed dossier.
Appendix C

Reminder: This statement of support should emphasize the context for the information provided in the dossier by the candidate.

Candidate’s Name:

Candidate’s Department:

Dates Committee Met to Review Dossier:

Date of Statement:

Members of Campus Selection Committee:

Strengths of Candidate:

Impact of Candidate’s Efforts in Relation to Teaching and Student Learning:

________________________________________________________

Signature (electronic) of Chair of the Campus Selection

________________________________________________________

Signature (electronic) of Vice Chancellor of Academic Affairs/Dean of Faculties

*Endorsement of both the campus selection committee and the Vice Chancellor of Academic Affairs/Dean of Faculties is required prior to review by the Statewide Selection Committee.
Appendix D

Documenting Student Learning
At heart, FACET is an organization recognizing excellence in teaching. The basic criterion that must be met to be admitted to FACET is documentation that the nominee is an excellent teacher. Such documentation must include direct evidence of student learning as a part of a reflective feedback loop (LEARN) involving student learning goals and classroom processes. Such documentation will necessarily vary from discipline to discipline and from campus to campus. The examples should be viewed simply as illustrations of how several successful nominees conveyed their efforts to document direct evidence of student learning. Additional examples are available on the FACET website.

Example 1 (Eckes – B):
Pre and post tests: I give my students a pre-test asking questions about their knowledge on legal issues (e.g. may gay teachers be fired under the law?). I then gave a post-test to analyze what knowledge my students gained from the course. Based on these data, I often re-teach certain course objectives using another approach. Another goal of this survey is to learn whether my law course influenced the students’ thinking on issues of social justice.

Example 2 (Eckes – B):
Focus groups with students: At the end of each of my courses, I regularly hold focus groups with several of my students to learn how the course could be improved to maximize student learning. Based on this feedback, I revise several assignments. In revising the assignments, I maintain the rigor of the course while attempting to relate the course to real world experiences. The implementation of more technology, office hours extravaganza, and project intervention were a result from past focus group feedback.

Example 3 (Ashburn-Nardo – IUPUI):
For example, in one peer review, a suggestion was made to, “Work a participation grade into the grading structure. Perhaps add some more formal classroom assessment techniques into class.” I have since added participation points to the total points possible in my courses, and attendance has improved. This is important because the correlation in my courses between attendance and final grade has been as high as 0.65. Often, participation is tied to “minute papers” in which students reflect in each class on one concept that they believe they understand well and one concept that they believe requires further study. I call these “got it / didn’t get it” papers, and I have been pleasantly surprised with how seriously students take these activities. They actually state things like, “I probably need to go back and review X,” or “When I read the chapter, I didn’t really get concept Y, but your class examples helped, thanks!” These assignments not only allow me to see what I need to review more thoroughly in class, but also give students a chance for self-reflection on their studies.

Example 4 (Shrader – SB):
Still, this made me think about the way I conducted class, and made me realize that I was not giving students enough ways to think analytically in the classroom and the more creative thinkers of the bunch were not given many opportunities to exercise that part of their brain. Beginning in the spring of 2007, I began to address this issue by instituting a set of extra credit assignments called Philosophical Puzzlers. These assignments were given on a weekly to biweekly basis and asked the students to write up a solution to a classic philosophical puzzle (for example, I asked students to see if they could identify the problem for the theist raised by the age old question “Could God make a rock so big He could not lift it?” and then offer up potential responses that the theist might give). We then discussed these puzzles in
groups the day they were due in class, and then, after ten minutes or so, volunteers were allowed to share their answers with the class for critique. I found this greatly increased class participation and got many students involved in class who were not otherwise involved.

Example 5 (Dehr - FW):
At the end of the semester, my students write an in-class journal entry/reflection which is largely a self-evaluation and reflection of their growth as writers, researchers and students. I typically ask them four questions to complete in a computer lab session, as part of their last in-class writing. Because the department evaluations (addressed below) are more about the instructor, the course and course materials, I use these more personal reflections because they provide me with specific feedback about my students’ learning and how this class has helped them meet the course outcomes, along with .... I review these final reflections before the beginning of each new semester and consider the comments, in addition to the more formal evaluations indicated in the next section.
What follows are excerpts of representative responses to this question from my W233 class:
Student #1, on Rhetorical Knowledge: When we first had to choose a topic for our semester long research, I felt adrift. However, the way the course is structured, I have learned techniques to choose broadly and then narrow until I have my idea, narrow further until I have my hypothesis and narrow further until I have my thesis...

Example 6 (Stanforth – E):
The most recent change I have made deals with the area of technology. A few years ago I applied for a grant for the use of PDA usage in the clinical setting. I was awarded $7500 for this project. Each student that year was given a PDA along with a detailed description/instructions on how to use the equipment. The students participated in a research study of how effective these PDA’s were in enhancing knowledge, decreasing time spent researching data for patient information, and completing their clinical paperwork. A pre-survey and post-survey of comfort level with computer technology was distributed to all students. The pre-survey showed an average of 3.19/5 felt comfortable with computers/email/using a windows program/and utilizing internet accessibility vs. the post-survey average of 4.25/5.