

FACETS

Faculty Colloquium on
Excellence in Teaching

Vol. 1 Issue 2

Winter 2002

A community of faculty, dedicated to and recognized for excellence in college teaching and learning. Members are advocates for educational excellence in their classroom, on campus, and across the University

Anya Peterson Royce and the FACET project

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Anthropology was Anya Peterson Royce's second choice. For most of her early life, she studied ballet, eventually becoming a professional dancer with the San Francisco Ballet Company. There, her credits included the part of Aurora in *The Sleeping Beauty*. However, her career ended abruptly when a partner dropped her and she received a permanent foot injury.

It was possible because we believed it was possible. If Tom (Ehrlich) had a problem, we had figures, and Well's legacy was still intact that people could try things.

Anya Peterson Royce



She changed course then and entered Stanford University where she received a BA with Distinction in Anthropology, followed by a Masters and PhD, also in Anthropology, from the University of California, Berkeley. In the summer of 1967, while still an undergraduate, and supported by a Ford Foundation research project, she began a 35-year

commitment to understanding the culture of Zapotec of the Isthmus of Tehuantepec in Mexico.

In 1983, Anya became Vice Chancellor for Academic Affairs and Dean of the Faculties at IU Bloomington, and in 1988 that role was extended to include Academic Advisor to the President. In 1986, her office began a

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longitudinal study of pretenure faculty, which included interviewing all IU Bloomington faculty entering tenure-track positions at the assistant professor level. Asked to complete a Career Development Questionnaire, 54 faculty participated in the first wave. Approximately 36% were from the Arts and Humanities, 24% from the Physical Sciences and 40% from the Social-Behavioral Sciences and Professional Schools. Of the sample, 75% were male and 25% female.

Sometimes the phrase 'he's a good teacher' is used as a euphemism for 'he's not a publisher, or scholar, or researcher.' That's unfortunate, but it's clearly the atmosphere in which you function.

Faculty study participant response
Career Development Questionnaire

While the study included faculty responses regarding several layers of expectations and concerns, most striking was that faculty believed all career assessments severely undervalued teaching. According to the special Campus Report on the study, many faculty saw a “primary investment in teaching inhibiting opportunity, reward, and recognition.” In addition, according to Anya, faculty reported that they felt comfortable sharing their work with colleagues, but teaching was “their dirty little secret. People knew it was there, but we were a research institution.” In fact, one study participant commented, “Sometimes the phrase ‘he’s a good teacher’ is used as a euphemism for ‘he’s not a publisher, or scholar, or researcher.’ That’s unfortunate, but it’s clearly the atmosphere in which you function.”

It was in this climate that the seeds of FACET were sown. As Anya puts it, then Associate Dean Eileen Bender, Associate Dean Fran Snygg,

and she were “shooting the breeze one day” when they realized that they needed to create a community where faculty could talk about teaching. After some discussion, they devised a plan to get faculty together for a weekend. The weekend could be structured, but the idea was mainly to talk about teaching. It had to be done cheaply, but must include all campuses and all disciplines. They would emphasize to attendees that this weekend would not be a research competition, that faculty should “come in not prepared to show off what they knew, but what they could learn.”

The next step was selling the idea to then IU President Tom Ehrlich and finally bringing the concept into being. “It was possible,” states Anya, “because we believed it was possible. If Tom had a problem, we had figures, and Well’s legacy was still intact that people could try things.” She says the deans from different schools were open to the concept, as was George Walker, Vice President for Research and Dean of the Graduate School. And, as it turned out, so was the President. **According to Eileen, “Tom Ehrlich did help by (mostly) giving us long leashes. He supported it on faith at the start, and brought it into the fabric of the university though it had no powerful advocates from among the ‘suits.’”**

Looking back, Anya believes, it was significant that FACET instigators were all women. “There was no ego investment or hierarchy,” she says. Eileen agrees. She says, “I have no doubt that being women in that office at that time generated many ideas, many visions, that wouldn’t have emerged from a more traditional setting or more traditional people. **The collective creativity quotient was so high...I have never had a comparable experience. It was an environment hospitable to the imagination...We formed an organism based on trust and delight. We were able to accomplish miraculous transformations with very little money.** (The

very little money, of course, was the ‘given.’ We weren’t averse to money. We could have changed the world had we had the resources to do it.)”

The next task was to name the new community. They decided the name should include the words, faculty, teaching, and excellence. Then, Anya says, the idea of a diamond with its many points popped into her head. From that, Faculty Colloquium on Excellence in Teaching, or FACET, was an easy step.

Most of us are hired to teach when we have had little experience on that side of the lectern and virtually no training in the art of communicating what we know.

Anya Peterson Royce
Campus Report, September, 1985

It followed that in order to award teachers for being excellent, it was important to define excellent teaching. In the September, 1985 issue of the Campus Report in an article titled, *What’s happened to veneration of teachers, their profession?*, Anya announced the first Tracy M. Sonneborn Award, which would be given annually to a faculty member who had achieved distinction as a teacher and as a scholar or artist. In that article, she stated, “Most of us are hired to teach when we have had little experience on that side of the lectern and virtually no training in the art of communicating what we know.” As she sees it, an academic spends his/her life becoming perfect in a particular discipline, and an ego is necessary to accomplish that. However, in order to be a good teacher, it is imperative to “park it someplace else,” and discipline oneself to present his/her work to an audience in a way that can be

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Do you ever walk on the ceiling?
Do you help your students walk on the ceiling?

2002 FACET Retreat

Walking on the Ceiling

MAY 17-19, 2002
Fourwinds Resort & Marina

The annual FACET retreat will be held May 17-19 at the traditional location of Fourwinds Resort at Lake Monroe. The theme is *Walking on the Ceiling*, which is derived from a quote by Aldous Huxley, "Every ceiling when reached, becomes a floor, upon which one walks as a matter of course and prescriptive right."

The retreat planning committee thought that *Walking on the Ceiling*, would encourage us to explore how we expand boundaries through teaching and then help students own the new ceiling as a place they can walk. Although specific sessions are still being scheduled, it is anticipated that there will be a mix of "how to" and experiential sessions. Friday night will include the introduction of new FACET members and Saturday night will be capped by the announcement of the PA Mack award winner. Last year's winner, Randy Osborne, will return to present the award and to talk about his own ceiling strolls.

Details for the weekend will go out in April. Watch the website and list serve for updates and announcements about speakers.

VOLUNTEERS NEEDED TO LEAD FACET RETREAT SESSIONS

Do you ever walk on the ceiling? Do you help your students walk on the ceiling? The FACET retreat planners would like to invite you to lead a session for other FACET members at the annual retreat May 17-19. **Show FACET members how you stretch boundaries for your students or let FACET members experience one of your classroom sessions.** Ninety minute sessions are needed on service learning, diversity, building learning communities, the scholarship of teaching and learning, educational technology and any other topics you think are appropriate. (Remember attendees also like to write poetry, dance, draw, analyze lake water and learn about the Beatles!) Feel free to encourage your colleagues to submit a session. We don't need anything formal, just e-mail your idea with a brief description to either of the conference co-chairs by March 4:

Teesue Fields: thfields@ius.edu

Or TJ Rivard: trivard@indiana.edu

FACET Involvement with Community Engagement

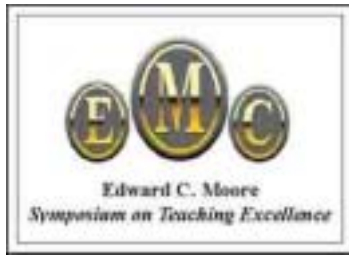
FACET members are participating in a panel discussion at the IU Scholarship of Engagement Conference at IUPUI on Friday, February 22nd. Margo Sorgman from IUK will discuss "Reflections from the Field: Heightening Professional Knowledge, Dispositions, and Performance"; Vandana Rao Dev from IUE will discuss "Community Service Needs from India to Indiana: Adjusting to Differences"; Joan Lafuze from IUE and IUPUI will discuss "Mental Illness: Partnering with the Community through Education"; and Mary Fisher from IUPUI will discuss "PBL Group Project: Engaging the Community as Resource." If you would like to attend, please contact [Patti Hair](mailto:Patti.Hair@iupui.edu) at the IUPUI [Office of Service Learning](http://www.iupui.edu/officeofservicelearning/)

Raejean Young

Presentations

Melinda Swenson, Associate Professor of Nursing and Director for Family Nurse Practitioner Major, and Sharon Sims, Associate Professor of Nursing, presented the keynote address at the Third Annual Conference of the Chicago Institute for Nursing Education in June, 2001. The topic was "The Politics of Excellence: Evaluating the Scholarship of Teaching."

The Ball State University Teaching and Learning Conference has accepted a proposal by Bob Orr, Professor of Computer Technology, Raejean Young, FACET Coordinator, and Chris Thornberry, computer technology student to speak on the FACET On-line Nomination System. More information about the conference can be found on the [BSU Office of Teaching and Learning Advancement web site](http://www.bsu.edu/officeofteachingandlearning/)



Edward C. Moore Symposium on Teaching Excellence

2002 Conference

Consequences of
Teaching/Consequential Teaching

Friday, March 1, 2002

University Place Conference Center

<http://www.center.iupui.edu/aod/symposium.html>

Sponsored by:

IUPUI Office of Professional Development
IUPUI Office of Planning and Institutional
Improvement

The 2002 Moore Symposium on Teaching Excellence will ask students what impact teachers have had on them, or conversely, how teaching has shaped and changed the lives of teachers. It will also examine the qualitative and quantitative measures of the difference teachers and teaching have made on the lives of individuals and on the larger community in general.

Featured Guest Speaker: Dr. James Anderson

Dr. Anderson will speak on the need to more fully develop diversity into the curriculum, as well as how to assess the impact that the infusion of diversity makes in the classroom and on campus.

Other Sessions Include:

The Consequences of Teaching and IUPUI's Online Accreditation Self-Study
Trudy Banta and Susan Kahn

Student Life and Learning: The Relationship Between Perceived Learning Gains and On- and Off-Campus Behaviors and Commitments
Victor Borden

Learning in Online Courses: The Learner's Perspective
Henry Merrill

Dialogue Journaling and Quantitative Analysis
Robert Orr and Sharon Hamilton

Banner Year for Nominations

This was a banner year for FACET nominations with over 60 people nominated. IUPUI led the way with over 20 nominations. Campus selection committees have been studiously reviewing applications and have forwarded 35 finalist candidates to the Statewide Selection Committee, which will be meeting in March. Thanks to all FACET members who nominated a colleague and/or served as a Peer Reviewer!

Raejean Young
FACET Coordinator

And the winner is...

The following FACET members and staff suggested **FACETS** as the official name for our newsletter: Holly Stocking, Sharon Hamilton, Monica Tetzlaff, and Peggy Wilkes. Ten members and staff voted for **FACETS**, with eight voting for **FACETS of Teaching**. Next, **Fascinating Facets** and **Faceteer** tied with three votes each. I hope nobody demands a recount.

Peggy Wilkes
FACET Editorial Assistant

Thanks for digging deep

Our deepest gratitude to FACET members who have very generously donated to the FACET Foundation. We are delighted to report that since the request for donations went out in December, 2001, the foundation has received more than \$1,700.

In the past, the foundation account has provided the hospitality amenities at our annual retreat. However, in the near future, we envision this account also providing funds to support teaching-related conference registrations, workshops, local and extended travel, reference materials not readily available and inter-campus travel for FACET-related initiatives.

To receive a FACET Foundation pledge card or payroll deduction form, please contact Raejean Young at (317) 274-0086 or rcyoung@iupui.edu.

In my field, the life of a research paper is short. Turn out a student who knows how to think and you've offered society 50 years of a thinking person. What is more lasting?

IUB Faculty Participant
Faculty Career Development Study
Mary Deanne Sorcinelli
Campus Report, Vol. 9, No. 7

Lilly House

Peer Review

February 1, 2002

A group of 25 members met at the Lilly House on February 1st to begin the development an instructional CD-ROM on peer review. This CD would help both faculty members and faculty developers improve the process of peer review by increasing faculty members' understanding of the peer review process and preparing potential reviewers to conduct good reviews. The plan is for this multimedia CD-ROM to able to be used either individually or as part of a department workshop.

The members, in consultation with Joe Defazio of the IUPUI Computer Technology Department, discussed how to create interactive materials that are designed to sensitize faculty to those aspects of teaching that can be assessed and methods for conducting reviews of those aspects (including classroom performance, materials, scholarly writing on teaching, portfolios, etc.). They devised activities related to conducting both formative and summative reviews, as well as advice for planning departmental or school policies and procedures.

In the morning the groups looked at the "big picture":

What do you do when you use. . . ?

- a) Formative peer reviews to improve teaching
- b) Formative peer reviews to support individual and departmental principles/values/goals related to teaching
- c) Summative peer reviews to document teaching performance for promotion and tenure and teaching awards

The afternoon group looked at the details:

What do you do when you review. . . ?

- a) Course administrative materials, student learning materials, and student assessment materials
- b) Classroom observations
- c) Scholarship of teaching and learning and teaching philosophy statements
- d) On-line and distance education specific materials

The groups had some great discussions and came up with some wonderful ideas. We are now in the process of piecing those ideas together with our technical team and will be looking for volunteers who are willing to be videotaped for some of the segments. We will also need volunteers to participate in focus groups to review portions of the CD as it is being developed. We are currently planning to hold another meeting

on the Friday morning of the Retreat. If you were unable to attend the Lilly House meeting but would still like to participate in the CD Project, please contact [Raejean](#).

Raejean Young

Nancy Van Note Chism Guest Discussion Leader at Lilly House

Nancy Van Note Chism is Associate Vice Chancellor for Professional Development and Associate Dean of the Faculties at Indiana University Purdue University Indianapolis. In this role, she provides leadership for central services supporting faculty and academic staff as administrators, teachers, and scholars. She is also Associate Professor of Higher Education at Indiana University. She is Past President of the Professional and Organizational Development Network in Higher Education, an organization devoted to improving college teaching, and in 1998 received the service award of that association. Dr. Chism's latest book is *Peer Review of Teaching: A Sourcebook* (Anker, 1999).

About Lilly House...

Lilly House was built in 1930. Eli Lilly and his wife, Ruth, patterned their home after his grandfather, Colonel Eli Lilly's birthplace near Baltimore, Maryland. They considered their Georgian-style home "a livable place for family and friends, books, ideas, and conversation."

During the 1970s, Eli Lilly conferred with his close friend, Chancellor and former Indiana University president, Herman B Wells, regarding the maintenance of Lilly House after his death. He offered his home to Indiana University along with a \$1 million dollar endowment for upkeep.

Since Eli Lilly's death in 1977, Lilly House has been the home of the university president.



Membership News



Congratulations!

to **Pamela Jeffries**, Assistant Professor of Nursing, IUPUI, for receiving the Elizabeth Russell Belford Award for Excellence in Education. This award recognizes excellence in fostering professional standards, education, creativity, nursing practice, research, leadership, and chapter programming. It is the highest tribute the society bestows for excellence in nursing.

to **Linda Wright-Bower**, Assistant Professor of Music and Director of Music Therapy, IPFW, for receiving the Excellence in Service Award from the School of Visual and Performing Arts at IPFW for outstanding service to the department, school, community, region, and Professional Music Therapy Association.

to **Jay Howard**, Associate Professor of Sociology and Assistant Dean for Budget and Planning, IUPUC, for winning the North Central Sociological Association's Distinguished Contribution to Teaching Award. He was selected for his "significant impact on the quality of teaching in the eight-state area that is the NCSA region" and for his active involvement in the North Central Sociological Association.

to **Charles P. Gallmeier**, Associate Professor of Sociology, Chair, North Central Association Teaching Committee, and FACET Steering Committee member for winning the Indiana University Board of Trustees Teaching Award for 2000-2001. He also presented a paper, titled "Teaching 'Mill Rats': Breaking Down the Barriers – Swingshift College and Working Class Studies" (co-authored by Stephanie Shanks-Meile, Ruth Needleman, and FACET members) at the American Sociological Association meeting in Anaheim, California. At the same meeting, he also served as a panelist for a workshop titled: "Academic Workplace Workshop: How Research on Diversity Should Inform our Teaching."

to **Glenn Gass**, Professor of Music and **Joan Lafuze**, Professor of Biology for winning the Ameritech Fellow Award for innovation in the application of information technology to teaching and learning. Glenn's topic was "Creation of a Multimedia Beatles Companion," and Joan's was "Engaging Students in Learning Human Anatomy and Physiology Through an Interactive Multimedia."



Our Deepest Sympathy

We are saddened to report that former IU Board of Trustees member, P.A. Mack's wife, Marian, passed away Tuesday, December 17, 2001 from cancer.

Longtime friends and associates attended a memorial service at the First United Methodist Church in Bloomington, Indiana on January 21, 2002. Those who reflected on her life included David Baer, Molly Meffert Gillchrist, Jane Warner Ransom, Frank Jordan, Birch E. Bayh, and Sue Talbot. The song, "Memories of Marian," composed by David Baker, was performed David Baker, bass; Lida Baker, flute; James Campbell, clarinet; Tom Walsh, alto sax, and Luke Gillespie, piano.

Memorial gifts should be directed to the Marian Mack Endowment Fund in care of the IU Foundation to support scholarships and teaching excellence.

P.A. Mack is best known to FACET members as a devoted benefactor and active participant in the yearly retreat.

How strange it is that so many people have the notion that they are thinking when they are merely repeating the thoughts of others.

Tracy Sonneborn
Distinguished Professor of Zoology
IU Faculty Member 1939-1976



FACET Web Page

By the way, the FACET web page has received more than 1,700 hits. See what is causing such interest! Visit the FACET web at <http://www.iupui.edu/~facet>

Anya Peterson Royce
Continued from Page 2

interpreted. She says, "Very good teachers are interpreters who help students come in contact with material without the teacher getting in the way." The result is that students have the "luxury of seeing what we see without us."

In August, 1988, the FACET Project was set in motion. In their report, the Indiana University Presidential Planning Group stated, "The report of this planning group...rests on three important assumptions about university teaching; first, that excellence in teaching is not only an art, but a skilled practice that can and should be nurtured; second, that the scholar-mentor is engaged in a continuous interactive process of teaching and learning; third, that the enhancement of scholarship and teaching is best accomplished by a community of professionals, committed to fostering critical exchange among colleagues. To those assumptions, our committee added a fourth: that the diverse resources of Indiana, allocated in very different ways at eight campuses, can be mobilized for the necessarily-interactive, continuous, complex, but rewarding task of enhancing faculty excellence."

"Very good teachers are interpreters who help students come in contact with material without the teacher getting in the way." The result is that students have the "luxury of seeing what we see without us."

Anya Peterson Royce
FACET Founder
Chancellor's Professor of Anthropology

The first FACET weekend retreat was held in May, 1989 at the Abe Martin Lodge in Brown County State Park in southern Indiana with 29 award winners from all eight campuses. Today, the FACET organization has grown to 323 members and meets each May for its annual retreat. Since 1993, the retreat has been held at the Fourwinds Resort and Marina near Bloomington, Indiana. There, each year, some 30 new members are inducted into the FACET academy and participate in workshops and discussions with other FACET members and leaders in higher education.

Anya was Vice Chancellor until 1992 and now is Chancellor's Professor of Anthropology at IU Bloomington. She also holds adjunct appointments in the Latin American and Caribbean Studies Program, Comparative Literature, Philanthropic Studies (IUPUI), and Folklore. She writes and teaches in the areas of US ethnic diversity, the anthropology of dance and the performing arts, ethnicity, and the ethnography of Mexico, particularly its indigenous peoples. In addition to holding several administrative appointments, she has published numerous books and several dozen articles. She has been a Guggenheim Fellow, a Delmas Fellow, a Bogliasco

Foundation Fellow, a member of the Commission of Scholars for Louisville's Classics in Context, and a Phi Beta Kappa visiting scholar. Anya's most recent scholarship concerns the relationship of virtuosity and artistry and what that implies for an aesthetic of the performing arts. And when she's not doing all that, she plays the cello, gardens, practices tai chi, herbal medicine, flower arranging, and writes poetry. She is a member of Five Women Poets, gives poetry readings, and has both published her poetry as well as recording it for public radio and cassette.

Of the beginning FACET years while Anya was Vice Chancellor, Eileen now asks, "Is 'administration' ever seen as 'joyful'? As touched by grace? Was it really as good as I remember it being?" Anya states simply, "We had a good run, didn't we."

Peggy Wilkes
FACET Editorial Assistant

Resources for this article include:

Wingspread Conference Proposal, October 25, 1988
FACET: Faculty Colloquium on Excellence in Teaching
Dr. Eileen T. Bender, Associate Academic Advisor to the President

Campus Report

Special issue on faculty development
Indiana University Bloomington
Vol. 9, No. 7, Report author: Mary Dean Sorcinelli

Campus Report

Indiana University Bloomington
Vol. 9, No. 1 September 1985
What's happened to veneration of teachers, their profession? By Anya Peterson Royce

The Academy

Office of Academic Affairs and Dean of the Faculties
Vol. 1, No. 1 Fall, 1991
A Longitudinal Study of Pretenure Faculty at Indiana University Bloomington: The First Five Years of Appointment, by Anya Peterson Royce, Vice Chancellor for Academic Affairs and Dean of the Faculties

To receive copies of any or all of these documents, e-mail mwilkes@iupui.edu or call Peggy Wilkes at (317) 274-5647.

Special Note: Associate Dean Fran Snygg passed away in February 1996 due to complications from diabetes. Professor Eileen Bender teaches English at IUSB and is still active in the FACET organization.

Ignorance as a tool for critical and creative thinking

Holly Stocking, Associate Professor of Journalism at IUB and FACET Steering Committee member, was an invited speaker at the fourth annual Ovarian Cancer National Alliance conference, held September 19-22, 2001 at the Indianapolis Hyatt Regency.

Drawing on her expertise in the communication of scientific ignorance and uncertainty and the use of ignorance as a tool for critical and creative thinking, she spoke on using ignorance as a tool for assessing medical information. If mindfulness of one's own ignorance is the basis for wisdom, Holly argued, mindfulness of others' ignorance is the basis for discernment.

To improve discernment of medical information on scientific advances, Holly counseled the ovarian cancer survivors and health care professionals to let go of embarrassment and shame with respect to their own medical ignorance and ask the important questions that get at ignorance in medicine itself: Ask not just what is known about a given treatment for cancer (or any other disease), she counseled, ask what is NOT known.

If mindfulness of one's own ignorance is the basis for wisdom, mindfulness of others' ignorance is the basis for discernment.

Holly Stocking
IUB Associate Professor of Journalism

Much communication about medical science -- in scientific journals and in the media -- obscures medical ignorance with unintended negative consequences, Holly explained. Scientists themselves often obscure ignorance. Ambiguous findings, for example, have a difficult time getting published. Only the most significant caveats get published when articles do make it into print. And corporate sponsors of studies have been known to repress research findings that may make their products look bad. Journalists for findings themselves often transform uncertain into certain results, she added.

They may cover single studies as breakthroughs, without linking them to prior research. They may cover research that hasn't been peer-reviewed, with the result that there may be more holes in the studies than the scientists know.

All this inattention to ignorance can be harmful, Holly said. So when we read one day the results of a single study that confirms conventional wisdom that Hormone replacement therapy protects the heart and not long after the results of a single study that indicates it doesn't and may even create its own heart risks, it is easy for some people to think scientists don't know what they are doing. If doctors don't know things we imagine they should, maybe they are no different from people on the Internet peddling shark cartilage as a remedy for cancer.

As one journalist recently wrote in explaining how science works, people need to understand that science does not make progress as the crow flies; it's more like sailing a boat...one tacks in one direction for awhile and then another, and bit by bit the boat makes progress.

Holly counsels patients and health care professionals who are trying to thread their way through a jungle of conflicting and inconclusive medical information in articles or when talking with physicians or scientists. Questions she suggests should be asked:

- What would everyone agree with, with respect to these findings or conclusions?
- Who would disagree with or be skeptical of them?
- Would most scientists in the field disagree? or just a few? and
- Why?

Holly's own research in the Scholarship of Teaching and Learning has shown that non-scientists can be trained to be better critical thinkers by becoming more conscious of ignorance (their own

and others') and by learning how to ask ignorance questions. A growing body of research on the teaching and learning of ignorance support these conclusions, and ignorance-based learning has become a popular facet of the critical thinking movement in high school and college teaching.

Learning about ignorance is a lot like learning about art, Holly says. "When I took a drawing class years ago and began to draw the spaces around a flower vase instead of the vase itself, I discovered to my amazement that I actually drew the vase with more accuracy. Likewise, some years later, when I began to shift my gaze to ignorance in the sciences, I discovered very quickly that I knew a whole lot more about the knowledge in these sciences. In my professional life, I became a much better teacher of science and medical writing, and in my personal life, I became a much better consumer of scientific and medical knowledge."

Holly was inspired to think about ignorance by the Curriculum on Medical Ignorance at the University of Arizona. There, doctors in training are taught to write ignorance papers in lieu of traditional term papers -- papers about what is not known as well as what is known. They are instructed to keep ignorance logs about what they and others don't know. They go on ignorance rounds in hospitals, and listen to experts in the fields they study (visiting professors of ignorance) talk about what is not known or uncertain and about how they themselves have navigated the vast terra infirma of ignorance.

Ignorance may not be bliss, Holly says, but it can be beneficial, if you just learn how to use it.

To submit articles to the FACET newsletter, please e-mail them to mwilkes@iupui.edu.



Dear Editor

Are we interested in book reviews?

*Linda Wright-Bower
IPFW*

Most definitely! Please send book reviews by e-mail attachment or the old fashioned way to mwilkes@iupui.edu or Peggy Wilkes, FACET, UL 1140, IUPUI. However, in the interest of space, please keep your reviews to two-three paragraphs.

CONGRATULATIONS ON AN EXCELLENT NEWSLETTER!

*Valerie Nash Chang
IUPUI*

I recommend some food-for-thought on teaching and learning in each issue. It need not be long. Maybe no more than a series of thought-provoking or inspiring quotes from speeches, books, personal journals, students. Delicious popcorn for the mind.

*Holly Stocking
IUB*

Great idea, Holly! So, everyone, please e-mail your favorite thought-provoking and inspiring quotes to mwilkes@iupui.edu.

Comments from Future Faculty Teaching Fellow, Erica Cooper

After attending the FACET sponsored 2001 Future Faculty Teaching Fellowship Conference, Erica Cooper says, "I really enjoyed hearing about the teaching experiences of others at the regional campuses. The part that I enjoyed the most was collaborating with individuals from different disciplines. I am a great fan of interdisciplinary work. I don't think that the academy encourages enough of that type of work. I also found that I could learn different things about teaching from people who were not trained formally in communication (which is my field) or education (Ed.D).

"The second thing that I found useful was the segment dealing with creating the professional portfolio. I found this information to be priceless. No one in my department as a doctoral or masters student had ever mentioned its importance. I found that I have become more careful to keep everything related to my teaching and research...much more carefully than I had before. Thank you!"

FACET Steering Committee Recommendations

Composition and Member Selection

This document was prepared by a committee of FACET members led by Don Coffin and presented at the December Steering Committee Meeting where some revisions were made and it was accepted by the Steering Committee membership. If you have any questions, comments, concerns, or suggestions about this plan, please contact your local Campus Liaison or the FACET office.

I. Introduction

FACET is a member-based, voluntary organization. The Steering Committee, as the "governing body" of FACET, is a primary mechanism for building a community of members working together to identify and to fulfill the organization's aims. The importance of this function argues for a committee membership that is inclusive and that is active and committed to the future of FACET. The structure, composition, and selection procedures are designed to achieve these goals.

II. Structure and Composition

The composition of the Steering Committee provides representation from each campus to communicate campus issues and concerns to FACET and FACET goals and activities to campuses. Steering Committee members both represent the interests of their campuses and serve a university-wide constituency.

Two criteria for structuring the membership of the Steering Committee are a minimum level of representation from each campus and additional representation from campuses with large FACET membership.

The membership of the Steering Committee is as follows:

| | |
|---------------|---|
| Bloomington: | 4 |
| East: | 2 |
| Fort Wayne: | 2 |
| Indianapolis: | 4 |
| Kokomo: | 2 |
| Northwest: | 2 |
| South Bend: | 3 |
| Southeast: | 2 |

FACET Director(s)

III. Selection

Selection of Steering Committee members serves the purposes of involving the membership and of enabling the effective governance of FACET. To those two ends, the selection process has three components:

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Steering Committee

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Campus liaisons. One Steering Committee member from each campus is a campus liaison. If a campus has more than one liaison, the campus FACET membership shall develop a procedure by which one of the liaisons serves on the Steering Committee. A campus member not selected by the campus FACET membership to serve on the Steering Committee may be selected to membership by either of the procedures described below. If not selected to be a member of the Steering Committee, any campus liaison may attend Steering Committee meetings and participate in the discussions, but shall have no vote. A campus liaison who is not a Steering Committee member may also substitute for a Steering Committee member in case of an absence from a Steering Committee meeting.

Campus liaisons shall be appointed by the Director(s) for a **THREE** year term. In appointing campus liaisons, the Director(s) shall consult with the Steering Committee member(s) from a campus, with the campus FACET membership, and with the chief academic officer (Vice-Chancellor for Academic Affairs; Dean of the Faculties) of the campus. The performance of campus liaisons shall be evaluated by the Director(s); liaisons may be re-appointed. The Director(s) may, in consultation with the campus FACET membership, remove a liaison from his or her position. Campus liaisons should be provided with some support for their service, for example a \$1000 per year contribution to a campus account selected by the campus liaison..

2. Elected Members. Each campus shall elect one Steering Committee member to serve a three-year term. Elections shall be held in the spring, with a term beginning July 1. Bloomington and Indianapolis shall elect two Steering Committee members. Elected Steering Committee members are expected to attend Steering Committee meetings regularly. However, to be eligible for re-election, an elected member shall, during a term on the Steering Committee, have done one or more of the following:

- Served as a peer reviewer in the nomination and selection process.
- Served on a campus selection committee or on the Statewide Selection Committee.
- Served on a retreat planning committee.
- Served on any multi-campus FACET committee or task force.

To implement a staggered 3-year election schedule, the first three years of elections will occur as follows:

| <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> |
|----------------------|----------------------|--------------------|
| Bloomington (3yr.) | | |
| Bloomington (2 yr.) | | Bloomington (3yr.) |
| East (1 yr.) | East (3 yr.) | |
| Fort Wayne (2 yr.) | | Fort Wayne (3 yr.) |
| Indianapolis (3 yr.) | | |
| Indianapolis (1 yr.) | Indianapolis (3 yr.) | |
| Kokomo (2 yr.) | | Kokomo (3 yr.) |
| Northwest (3 yr.) | | |
| South Bend (2 yr.) | | South Bend (3 yr.) |
| Southeast (1 yr.) | Southeast (3 yr.) | |

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What is rote memorization and representation of materials in the standard disciplines becomes imitation in the arts. From my own experience in teaching dance, I know how tempting it is to demonstrate and say to students “copy that.” Students who learn by imitation without developing styles of their own tend to remain shadows of their teachers.

Anya Peterson Royce
Campus Report
What’s happened to veneration of teachers, their profession?
Sept., 1985

Steering Committee

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In subsequent years, campuses will hold elections at the end of each three-year term. This provides for staggered elections to the Steering Committee, providing continuity of membership, and also provides for all campuses to elect members in Spring 2002 to begin service on the Steering Committee as of July 1, 2002.

3. Directors' Selections. Other Steering Committee members from a campus shall be selected by the Director(s) of FACET, in consultation with the campus liaisons, the elected campus representative, and the campus chief academic officer (Vice-Chancellor for Academic Affairs; Dean of the Faculties). Such appointments shall be for a three-year term, and such members may be re-appointed. Initially, this allows one appointed member from Bloomington, one from Indianapolis, and one from South Bend. Initial appointments shall be made in spring 2002, staggered according to the following schedule:

| Year 1 | Year 2 | Year 3 |
|----------------------|---------------------|----------------------|
| Bloomington (1 yr.) | Bloomington (3 yr.) | |
| Indianapolis (2 yr.) | | Indianapolis (3 yr.) |
| South Bend (3 yr.) | | |

In subsequent years, appointments shall be made as terms expire. Terms shall begin on July 1.

These recommended selection procedures balance member participation in selecting the Steering Committee membership with mechanisms to identify active and involved FACET members from each campus.

Every three years, the Steering Committee shall consider the distribution of Steering Committee representation among campuses. In addition, in 2004/2005, the Steering Committee shall consider whether to restructure the process by which the Director(s) of FACET make appointments to the Steering Committee.

IV. Other Issues

Involvement of the University's Academic Officers. Communication between the University's academic officers and FACET enables identification of common interests and mutually supportive initiatives generated by the CAO's or by FACET and facilitates mutual understanding of missions, goals and activities. The Steering Committee will meet once a year with the Academic Officers, the best time being the Friday morning before the retreat when the *Involvement of other University faculty and staff involved in teaching excellence.* As the University adds additional staff (e.g., in professional development and in assessment) and as campus teaching-learning centers grow, close coordination between their activities and FACET activities becomes increasingly important. After identifying the appropriate people leading teaching excellence efforts on all campuses, the FACET office should (1) speak with them to determine their desired level of involvement with FACET, (2) invite them to one Steering Committee meeting each year (e.g., at the Moore Symposium, or in the summer, or in early fall), and (3) invite specific individuals to meet with the Steering Committee about specific issues of concern to FACET and to that (those) individual's(s') office or program.

Only FACET members will be invited to serve as members of the Steering Committee.

Task Force Members:

Donald Coffin, Art Freidel, David Malik, Gerry Powers, and Georgia Strange

