

April Calendars



Foster

Dr. Henry Foster
Eliminating Disparities in Healthcare
Tuesday, April 5
(Public Affairs Week April 4-8)

7 p.m.
Savannah Center Auditorium
Dr. Foster is a prominent physician, author and social educator. Co-sponsored by the Division of Public and Environmental Affairs and Political Science as part of Public Affairs Week and the College of Arts and Sciences.

Reviews and Reflections on Parker J. Palmer's book
The Courage to Teach

Wednesday, April 6

1 p.m. - 2 p.m.
Library Conference Center, room 330
Panel Members Karen Evans, Ph.D., Richard Hug, Ph.D., Ellen Szarleta, Ph.D., and Susan Zinner, J.D., will focus on individual chapters of Palmer's book and review how those chapters have affected their approaches to teaching. See more about this forum on page 7.

15th Annual Forum on Child Abuse and Neglect
Friday, April 8

8:30 a.m. - 11:30 a.m.
Savannah Center Auditorium
Two part program focuses on state and local perspectives. Begins with addresses from presenters Dean Michael Patchner, chair of the Indiana Commission on Abuse and Neglect, Andrea Marshall, executive director of Prevent Child Abuse Indiana, Judge James W. Payne, director of Indiana Department of Child Services and Director of Social Work at IU Northwest Denise Travis, Ph.D. The second part of the program will feature local perspective presenters: Thomas Pavkov, Ph.D., Associate Professor of Psychology, Purdue University Calumet, Bruce Hillman, Director of the Lake County Office of Family and Children, Wendy Kaplan of Healthy Families Lake County, and Karen Dowler, President of Prevent Child Abuse Lake County.

Hansel & Gretel

Saturday, April 9 & Sunday, April 10

2:30 p.m.
Theatre Northwest
Annual Children's Theatre production. Tickets \$8.

Keynote Speaker Rebecca Lind

Wednesday, April 13
(Communication Week April 11-15)

7 p.m.
Savannah Center Auditorium
Rind is the Associate Vice Chancellor and Associate Professor of Communication for University of Illinois at Chicago. Her presentation is one of many activities scheduled for Communication Week.

China Consulate Tian Deyou

Thursday, April 14

7 p.m.
Hawthorn Hall, rm 107
Tian Deyou, consul for Economy and Trade for the People's Republic of China, will give a briefing on the state of the Chinese economy. Co-sponsored by the School of Business and Economics and the Diversity Programming Group.

Mini Golf Fundraiser

Friday, April 15

6 p.m. - 10 p.m.
Avalon Manor, 3550 E. Highway 30
Proceeds from this fun night go to support the Institute for Innovative Leadership. For more information, please call (219) 981-5631.

Author Angela Johnson

Tuesday, April 19

5:30 p.m.
Savannah Center Auditorium
Angela Johnson is a MacArthur Foundation Genius Fellow and award winning African-American writer of children's and young adult fiction. Co-sponsored by Women's Studies Program, Spirits Magazine and the Diversity Programming Group.

Celebration of AACSB Accreditation

Wednesday, April 20

11:30 a.m.
Radisson Hotel, Merrillville
Luncheon to celebrate the School of Business and Economics AACSB Accreditation. Tickets \$25. For more information, please call (219) 980-6633.

Speech Forum on Cultural & Social Issues

Saturday, April 23

10 a.m.
Raintree Hall, rm 102
Bi-annual speech forum in which students compete through speech making.

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Northwest NEWS

April 2005

A monthly newsletter for IU Northwest faculty and staff

Learning from our northern neighbors

By Kim Kintz

Seven labor studies students traveled to Canada this winter. There they learned as much about their own culture as that foreign one.

Led by Professor of Labor Studies Ruth Needleman, Ph.D., the group joined hundreds of activists and leaders from all over the world at the annual Winter School conference in Port Elgin, Ontario Canada. For one week the students attended various classes, film presentations and workshops. Needleman said the group also created and participated in a dramatic performance in honor of Black History Month and its workers who fought for justice and peace. The seven labor studies students on the trip were Diane Bates, Roy Davis, Davetta Haywood, Shelby Luna, and her mother, who is also a student, Shirley Luna, Maria Trevino, and Jennifer Wilson.

Although the context of the week was clearly Canadian, the content is applicable to both countries. Despite a stronger labor



Hanging out at the Winter School in Ontario Canada. From left: (Top row) Geneva Brown of Wisconsin, Professor of Labor Studies Ruth Needleman, Ph.D., (Middle Row) Jennifer Wilson, Shelby Luna, Diane Bates, Roy Davis, (Bottom row) Shirley Luna, Maria Trevino and Davetta Haywood.

movement, the Canadians are in a similar situation as us in regards to the loss of pensions for many workers. Three of the students on the trip were forced into early retirement and lost many of their benefits despite a lifetime career in the steel indus-

See Canada, page 2

Reed promoted to full professor

Charlotte Reed, Ed.D., has been promoted to full professor in the School of Education at Indiana University Northwest, making her the first African-American woman in the school to earn this title.

"We are very proud of Charlotte," said Dean of the School of Education Stanley Wigle, Ph.D. "She is an outstanding colleague and is well deserved of this promotion."

Reed is the executive director of IU Northwest's Center for Excellence in Teaching and Learning, which was created three years ago. Its mission is to facilitate the success of new faculty and provide continuing professional development opportunities for all faculty members. She is the former executive director of the university's Urban Teacher Education Program (UTEP), serving as its account manager and chief program officer for the past 10 years.

She was recently honored for her years of service at a 10-year celebration of UTEP. Interim Director André Anderson said

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Student named executive director of Indiana Democrats for Accessibility

By Alisha Throckmartin



Raymond Fletcher

IU Northwest student Raymond Fletcher has been named the executive director of the Indiana Democrats for Accessibility caucus (IDA).

Fletcher has been active in the caucus since joining in 2002. He was appointed as a Hammond delegate to the 2002 Indiana Democratic Convention, where he met prominent northwest Indiana leaders who encour-

aged him to get involved in the political processes that shape laws affecting disabled citizens.

Fletcher anticipates that his new position will enable him to bring public awareness to accessibility issues that disabled persons must deal with daily. Physical access to public facilities continues to be a major problem for those in wheelchairs or with other physical challenges.

Fletcher has found that public polling places are especially prone to lacking adequate ramps, elevators or entry points for wheelchairs. "I speak at Lake

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Reed

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Charlotte Reed, Ed.D.

working with Reed has been one of the best in her entire career. She said Reed is a supportive leader who earns respect from her staff because she

shows it to them first.

"She's just amazing," Anderson said. "I've worked with a lot of people through the years, and it wasn't until I came here that I got to see how enlightened, knowledgeable and enthusiastic she is and how that is generated to her staff."

Reed, who joined the School of Education in 1992, earned a doctorate in curriculum and instruction with emphasis in supervision of secondary instruction from the University of Virginia. She is a product of both the urban public schools of New York City and an urban teacher preparation program through Richmond College of the City University of New York (CUNY).

Her career in education spans more than 30 years, including experience as a junior high school English teacher in Harlem, a middle school behavior modification teacher in Charlottesville City Schools, and a teacher educator in Louisville, Milwaukee, Hammond and Gary. She holds certifications as a secondary teacher, principal and supervisor.

Reed was recently inducted into FACET, cited in WHO's Who Among America's Teachers and selected to

Director

Continued from page 1

County Council meetings, asking for resolutions to be passed allowing for reasonable access," he says. Although the 1990 Americans with Disabilities Act mandates equal accessibility, it is not always the case; therefore, Fletcher and others feel they must petition local officials for enforcement of those laws.

The IDA is looking for new members or anyone wanting to help in anyway possible. For more information, contact Raymond Fletcher at idadisability@mail.com.

Region bares its soul

Culture, Diversity and Unity Exhibit March 14 - April 24

By Michelle Searer

Northwest Indiana may be known for steel and sand, but the soul of the region is in the people who settled here and created communities rich in culture, diversity and traditions. Irish, Germans, Italians, African-Americans, Hispanics, Latinos, Serbians, Polish and many others found work here.

It was said that a man from any corner of the world speaking any tongue could find work at the John Rockefeller Standard Oil Company. Today, our businesses send products around the world and new arrivals continue to come as

See Soul, page 3



Three area leaders in higher education assist the director of the Welcome Center in Hammond with a ribbon cutting celebration that marked the opening the exhibit to the public. From left: Chancellor of Ivy Tech Lupe Valtierra, James Tsismanakis, President/CEO of the Lake County Convention and Visitors Bureau, Dennis Rittenmeyer, Ph.D., president of Calumet College of St. Joseph and IU Northwest Chancellor Bruce Bergland, Ph.D.

Canada

Continued from page 1

try. Labor studies student Diane Bates of Chesterton is one of many hundreds of people who took an early retirement buy out after 38 years of full time employment at bankrupt Bethlehem Steel, now owned by International Steel Group (ISG). She said that the trip showed her that she and her fellow retirees in the steel industry weren't alone.

One of the more valuable lessons she took away from this experience was to see how other countries tackle universal issues of job security, family responsibility and public safety. By analyzing and studying other cultures, we can see what solutions work and what does not, taking into consideration different styles of government.

"I recommend traveling to another country and immersing yourself in that culture, learning as much as you can,"

Bates said. "What people don't realize is that the globalization that is going on now does affect citizens in all places. We aren't as separate as we think."

Needleman agrees that Americans can learn a lot from other cultures. She said that she found the energy of the young people in Canada "so refreshing." She said that many of the students on the trip had never thought about certain issues, like universal healthcare, and how they are dealt with in other countries.

"The way we do things here, is not the only way," Needleman said.

Although the week was a busy one with daylong activities, Bates said that she and her classmates really enjoyed the experience and getting to know their neighbors to the north.

"People everywhere have the same wants and concerns. We all want to be able to live freely in a comfortable, safe existence," Bates said.

Notes of Distinction

Jacqueline Guevara, senior in the BSN program, received the United States Hispanic Leadership Institute's (USHLI) prestigious Youth of America Award on March 11, 2005 in Chicago. According to USHLI President Juan Andrade, Jr., Ph.D., this award is in recognition of Guevara's, "Exemplary leadership in organizing and promoting student activism, diversity and cultural awareness, collegiate leadership development and nonpartisan civic participation." Guevara is a leader active in several campus clubs including ALMA, the Student Nurses' Association and the Institute for Innovative Leadership.

A team lead by **Stela Pudar-Hozo**, lecturer in the Department of Mathematics and Actuarial Science, published the article, "Estimating the mean and variance from the

median, range and the size of a sample," in BioMed Central. BioMed Central is an independent publishing house committed to providing immediate free access to peer-reviewed biomedical research.

Scooter Pégram, Ph.D., assistant professor of modern languages and minority studies, recently presented the paper, "Emerging Identity and Haitian youth in Québec," at the annual national conference of the "National Association of African American Studies" in Houston, Texas on February 17-19, 2005.

Lori Montalbano-Phelps, Ph.D., assistant professor of communication, had the chapter "Performing Politics: Media Performance Aesthetics for Women in Political Campaigns," pub-

lished in the book, *Diverse Perspectives on Women and the Media*. T. Carilli and J. Campbell (eds.). University Press of America, 2005.

Steven Dunphy, Ph.D., associate professor of management, has recently been notified that his article, "Using Hollywood's Greatest Film Scenes to Illustrate Concepts of Organizational Behavior and Management," has been accepted for publication by the journal *Behavior & Information Technology*. *Behavior & Information Technology* is on the School of Business and Economics' list of top academic journals.

Cathy Hall, coordinator for Swingshift College, is now a visiting lecturer for the Division of Labor Studies in addition to coordinator. She has been an adjunct in the Division of Labor Studies since 2001, teaching courses such as Labor and the Arts, Writing in Labor Studies and Worker Transitions.

Soul

Continued from page 2

the region diversifies our economy and discovers linkages to Chicago.

They came by boat, train, by wagon and on foot. From the east, west, north and south; immigrants chasing a dream and looking for a fresh start in the new world. Northwest Indiana offered new opportunities, full of promise and prosperity for their livelihood and their families' futures.

The "Culture, Diversity and Unity – Cultural Connections" Exhibit aspires to tell the story of our diverse people and nationalities through their lives, work, faith, sports, music and other pursuits in and around our communities. This is the second in the Quality of Life Expedition Series co-sponsored by the Northwest Indiana Quality of Life Council, IU Northwest Center for Sustainable Regional Vitality and Center for Cultural Discovery & Learning.

The exhibit will run from March 14 through April 24, 2005 at the Indiana Welcome Center in Hammond.

2005 Year of Service & Outstanding Awards Luncheon

On Tuesday, April 12 the university will host a luncheon from Noon - 1:30 p.m. in the Library Conference Center to celebrate and honor outstanding faculty and staff award recipients and recognize employees who have completed years of service to IUN in specific categories.

35 years (1970)

James Lane

30 years (1975)

Dawn Ilgenfritz

25 years (1980)

Marshall, W. Anderson

Donya Brown

Suzanne Green

Brenda Holmes

Timothy Johnson

Kathy Malone

Marianne Malj

Alexander Mitic

Elaine Morrone

20 years (1985)

George Adair

Cynthia Bohman

Stephen Echtenkamp

Willie Henderson

John Morris

Yolanda Solis

Janice Zunich

15 years (1990)

Audrea Davis

Tamice Foltz

Richard Hammersmith

Edith Jones

Toni Lord

Henrietta Moore

Ken Schoon

Joan Wolter

10 years (1995)

Cathy Hall

Robin Hass-Birky

Kathryn Manteuffel

Candace Paskevich

Karen Peterson

Lizabeth Romeo

5 years (2000)

Rhoda Burson

Delores Crawford

Sharese Dudley

Kristy Elsey

Mary Goolik

Karen Grabske

Otto Jefimenko

Tracie Johnson

Nancy Mangini

Andre Manzo

Rene Morrow

Kelly Patterson

Maria Perez

Susan Schaefer

Rajan Selladurai

Ryan Shelton

Kathy Spicer

Patricia Sprague

James Thomas

Carol Wood

TBA at the luncheon

- Outstanding Service Maintenance Award
- Outstanding Clerical Staff Award
- Outstanding Professional Staff Award
- Outstanding Faculty Awards



Strategic Plan UPDATE

Two outcomes collaborate on meaning of excellence

***Outcome #1**~ IUN's value for academic excellence as defined by a love of ideas, and achievement and engagement in learning, scholarship, discovery, creativity, and service is clearly reflected in its performance, in its curricula, and in its recognition, reward, and tenure practices.*

***Outcome #6**~ IUN sets priorities and allocates resources to academically excellent programs and services that clearly foster sustainable regional vitality and/or cultural discovery and learning.*

By Alisha Throckmartin

The outcome committees are now nearly one quarter of the way through this goal year. Most are actively laying the groundwork on which the rest of the year's goals will be based. As one looks at the goals of each outcome initiative, the common thread amongst them all becomes very clear: a profound and lasting desire for academic excellence.

As the committees have met over the course of time, one of the first



Outcome #1 Chairman David Klamon, professor of fine arts, joined forces with **Outcome #6** Chairwoman Patti Lundberg, Ph.D., director of the Center for Cultural Discovery and Learning, to collaborate on a draft defining the characteristics of academic excellence. Also pictured is committee member Ray Fontaine, director of counseling services and chairman of the IU Northwest wellness committee.

items of business has been to design the definition their outcomes' goals in language and terms that will be easily understood by all. There are many instances where the work and objectives of one committee so mirrors those of another committee, that it appears that joining forces would expedite the work of the two committees, while allowing each to gain greater insight from the others' members.

Outcomes #1 and #6 are working together to create a draft that will

define the characteristics of academic excellence. They have determined that a draft distribution date of April 1 will allow them enough time to analyze the feedback they receive before proceeding to the next stage of definition development.

The committees meet together every other Wednesday to discuss possible characteristics and terminology, as well as work on other agenda items. They are keenly aware that they must take into considera-

See Collaborate, page 5

Collaborate

Continued from page 1

tion the many diverse backgrounds and experiences that is represented on the campus.

Excellence, while a narrow term, has a broad scope. Patti Lundberg, Ph.D., director of the Center for Cultural Discovery and Learning, holds one of two support positions to chairman David Klamen, professor of fine arts. She says, "We are looking for collective institutional excellence in which some faculty may excel in one area, while other faculty members excel in other areas." This concept allows for everyone to contribute to the standard of excellence that IU Northwest achieves. The committees recognize that some faculty members are outstanding teachers, while others excel in research. No one member must 'do it all.'

The committees are using national models and business practices as guidelines in determining what exemplifies academic excellence and service. They are also utilizing IU Northwest documents, such as handbooks, AQIP quality statements, Boyer's four categories of scholarship and examples of excellence at other universities to assist them in shaping their definition. They will also be using campus-wide input to reach a shared definition.

The committee members are also careful so as not to set unattainable standards. They do not want new or young faculty to feel that expectations of them are so high that they could not perform well. The goal is that each member will work to the best of his or her ability. Klamen notes, "We know that the definition we are setting forth now will be a standard for hiring for years to come."

The Shared Vision of Indiana University Northwest

We, the students, faculty, staff, and alumni of IUN, take pride in our unique identity as Indiana University serving the seven-county region of northwest Indiana.

As a student-centered campus, we commit ourselves to academic excellence characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement.

Because we value the complete richness of the human family, we embrace diversity in all its facets and aspire to the full nobility of our shared humanity.

We interact in caring and competent ways to support individual and community aspirations and growth. We honor and value the contributions of all our members.

We promote well-being through an attractive and convenient environment conducive to learning. Our graduates are prepared for life-long learning, ethical practices, successful careers, and effective citizenship.

IUN collaborates and cooperates with other educational institutions, external partners, and the surrounding communities to enhance our overall quality of life.

2005 Shared Vision Outcome Chairs

Outcome 1

Chair: Dave Klamen
219/980-6813
dklamen@iun.edu

Outcome 2

Chair: Dorothy Ige
(Margaret Skurka, Fall 2005)
219/980-6966
dige@iun.edu

Outcome 3

Chair: Kenneth Coopwood
219/980-6964
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Outcome 4

Chair: Denise Travis
219/981-5618
dtravis@iun.edu

Outcome 5

Chair: Anna Rominger
219/980-6636
arominge@iun.edu

Outcome 6

Chair: Patti Lundberg
219/980-6970
plundber@iun.edu

Outcome 7

Chair: Ernest Smith
219/980-6824
esmith@iun.edu

Outcome 8

Chair: Jon Becker
219/980-6594
jbecker@iun.edu

**Share
the Vision**

Grades: Realities & Anxieties

By Emily Hixon

"We faculty members sometimes wish that our only obligation were to pass judgment on our student product. In our dreams, this judgment is securely grounded in incontrovertible standards. It represents an objective and accurate assessment of the product. No one challenges the grade; no one disagrees. Students, in our dreams, ignore the grades we give and concentrate solely on the joy of learning for its own sake"
(Walvoord & Anderson, 1998, p. 10).

Unfortunately this dream scenario is, in many ways, far from reality. The realities of grading often produce anxiety in both teachers and students alike. Faculty members often dread the grading process, wishing they could just avoid that part of teaching and focus more on the joys of student learning. On the other hand, students are often driven by the desire and need to "get a good grade," which can lead to high levels of stress that overshadow other learning outcomes. Grading, and the anxieties that accompany it, are realities of higher

education and faculty and students alike must find ways to manage the process.

In a recent Center for Excellence in Teaching and Learning Brown Bag Discussion entitled, "Dealing with Student Anxieties Related to Grading," participants discussed both student and faculty anxieties related to grading. Faculty participants recognized the variety of anxieties that can affect student learning, but also noted that anxiety in and of itself is not problematic. In fact, a certain level of anxiety may actually be beneficial to some students' learning. It is when the level of anxiety reaches such a level that it interferes with the students ability to learn, that it becomes problematic. Faculty participants emphasized the importance of achieving an appropriate level of anxiety that is enough to motivate students (for those students who are motivated by grades), yet not so much that it causes students to shut down.

The book entitled *Effective Grading* by Barbara Walvoord and Virginia Anderson (1998) provides faculty with guidance in managing the grading process and using its power and complexity as a tool for learning. This book was the focus of a recent book discussion sponsored by CETL, where faculty members discussed some of the intricacies and issues surrounding the grading process.



One topic that was discussed related to how to communicate with students about grades. The authors remind faculty that, "A grade is not just an evaluation; it is also a communication," and that communication "can contribute to a healthy level of trust and motivation in your classroom" (p. 105). The authors provide a number of suggestions to help faculty communicate with students in a way that may ease some of their anxieties (pp. 106-115):

- Assume students want to learn,
- Embed grading in a course that sets high expectations and helps students meet them,
- Inquire, reinforce, and remind students about course goals,
- Discuss the role of grades,
- Discuss fairness,
- Explain what each grade represents.
- Speak to the learner, not the error,
- Save your comments for the teachable moment,
- Communicate priorities, and/or
- Avoid surprises.

There is no doubt that grading has been, and will continue to be, a hot topic in higher education. This semester, CETL has focused on addressing some of the issues surrounding grades and the grading process through discussion sessions (as described above) and other departmental workshops. One additional Brown Bag Discussion on Grade Inflation will be held on Tuesday, April 5 (see upcoming events listing on the next page).

For more information, please contact the Center for Excellence in Teaching and Learning; IU Northwest, 3400 Broadway, Library Conference Center, rm 332B, Gary, Ind. 46408; phone: (219) 980-6755; fax: (219) 980-6762; e-mail: ctl@iun.edu; www.iun.edu/~ctl

Resource Spotlight:

Effective Grading: A Tool for Learning and Assessment

This book provides many practical suggestions for managing the grading process and making evaluation a useful tool for both you and your students.

Tips from this book:

- Recognize that any grading system will have limitations, and "focus on using the power and complexity of the grading process as a tool for learning in your classroom" (p. 10),
- "Recognize that there is no such thing as an absolutely objective evaluation based on an immutable standard" (p. 11),
- When planning a new course or redesigning an existing course, start by identifying what you want students to learn and then creating assignments and tests "that measure what you value most" (p. 18-22),
- "Teach to the test." "if the test is right - if it really tests the central learning goals of the course - then we should teach to it" (p. 47),
- To save time in the grading process, "separate commenting from grading, and use them singly or in combination according to your purpose" (p. 119).

For more tips on these topics and others, stop by CETL to borrow this book!

Walvoord, B. E., Anderson, V. J. (1998). *Effective Grading: A Tool for Learning and Assessment*. San Francisco: Jossey-Bass.

Upcoming CETL Events

To register, please visit:

<http://www.iun.edu/~cetl/services/workshops.shtml>

Faculty Spotlight:

Eva Mendieta, Ph.D. &
Cynthia O'Dell, Ph.D.

Eva Mendieta, Ph.D., associate professor of Spanish and associate dean of the College of Arts and Sciences, considers teaching to be a very important and rewarding aspect of her role as a professor.

She states, "I have always enjoyed teaching and I find now that my pedagogical relationship with students has become one of the most fulfilling aspects of my career in academia."

She uses an interactive and communicative approach to teach language skills, integrating active learning techniques and multimedia into her teaching. Her strong interest in the scholarship of teaching has translated into continuous evolution as a teacher; for her, constant reflection and active communication with students are crucial aspects informing that evolution. Mendieta believes that a university education should lead students "to view the world from more than one perspective and to learn about its social, cultural, intellectual, and spiritual dimensions." She feels that the study of foreign languages and cultures can be a powerful tool in helping students meet these goals and get the most out of on their educational experience. In recognition of her excellence in teaching, Mendieta received the Founder's Day Teaching Award in 1999 and was invited to join FACET in 2000.



Mendieta



O'Dell

The teaching of Cynthia O'Dell, Ph.D., associate professor of psychology, is guided by three broad goals: to provide a contemporary body of knowledge from the field, to foster intellectual skills that enable students to use knowledge wisely, and to provide an opportunity for students to strengthen personal characteristics and develop a positive attitude toward lifelong learning. She considers herself fortunate to teach a variety of courses that allow her to interact with both traditional and non-traditional students at all levels. The diversity of her students and the courses she teaches provides her with an opportunity to employ a variety of teaching techniques ranging from a more traditional lecture-based format to a more discussion-based format with student-led sessions.

Throughout her teaching career, O'Dell has become increasingly interested in the scholarship of teaching and recognizes it as "the mechanism through which the profession of teaching itself advances." She has an active research agenda focused on the scholarship of teaching and has documented her research in journals such as *Teaching of Psychology*. O'Dell has received numerous recognitions for her teaching including several Trustees' Teaching Awards, the Founder's Day Teaching Award and FACET.

Mendieta and O'Dell are currently serving as the IU Northwest co-liaisons for the FACET program. Since its establishment in 2002, the Center for Excellence in Teaching and Learning has worked closely with FACET to promote excellence in teaching on campus. Each year, FACET has provided a \$2,000 grant to partially pay honorariums for faculty who facilitate CETL workshops. The partnership of CETL and FACET will continue to advance IU Northwest's vision of excellence.



Brown Bag: Grade Inflation

Tuesday, April 5

12:30 – 2 p.m.

Library Conference Center, rm 331

Grade inflation has become an increasingly hot topic at institutions of higher education, including IU Northwest. Differences in grading patterns are often seen between classes, instructors, fields of study, schools (e.g., undergraduate vs. professional), etc. What's behind these differences and how does one's teaching philosophy impact grading policy? Don Coffin, Ph.D., associate professor of economics, will assist in the facilitation of this session. Bring your lunch and join your colleagues in an informal discussion on this important topic.

Parker J. Palmer's The Courage to Teach: Reviews and Reflections

Wednesday, April 6

1 – 2 p.m.

Library Conference Center, rm 330

Panel Members: Karen Evans, Ph.D., Richard Hug, Ph.D., Ellen Szarleta, Ph.D., and Susan Zinner, J.D. Each year members of the faculty of the Division of Public and Environmental Affairs and Political Science choose a book on teaching to read and study together. This year the faculty chose Parker J. Palmer's *The Courage to Teach*. Following an overview of the book, the panel will focus on individual chapters and review how those chapters have affected their approaches to teaching. The session will conclude with some summary thoughts on implications for teaching in public affairs courses and for college teaching and academic life in general. This session is co-sponsored by SPEA and is part of their annual Public Service week (April 4-8).

Teacher Appreciation Luncheon

Monday, April 25

11:30 a.m. – 1:30 p.m.

Library Conference Center, rm 105B

In this annual event, CETL honors faculty who have participated in CETL events and/or won teaching awards. This year, CETL will also honor those faculty members who have served on the CETL advisory board for the past three years. Honorees will receive an invitation in the mail.

Mentoring: Supporting a Culture of Excellence

Thursday, April 28

9 – 11 a.m.

Library Conference Center, rm 110

Outcome 4 - Diversity, CETL and ODE are collaborating to offer this mentoring workshop to introduce FRAME (Faculty Recruitment and Mentoring Education), its major components and implications. Participants will experience a practical hands-on session that will provide ample time for discussion. The session will be facilitated by Ken Coopwood, Ph.D., director of the Office of Diversity and Equity (ODE) and Charlotte Reed, Ed.D., director of CETL.

Learning Communities Workshop

Friday, April 29

Noon – 3 p.m.

Library Conference Center, rm 105B

What are learning communities? What's the difference between learning communities and themed learning communities? How do they benefit student learning and retention? What's the best model for IUN? How do we involve faculty? What resources are required? Are we ready for this? If you are pondering any of these questions, this workshop will help you to make decisions about how to develop the best kind of learning communities for your campus. The workshop will be led by Sharon Hamilton (IUPUI): Facet Director, Chancellor's Professor of English and Carmon Hicks (IUPUI): Associate Director of the Center on Integrating Learning. Lunch will be provided to participants who pre-register by April 22nd. This event is being co-sponsored by FACET.