

## Panel Covers Emergency Preparedness

by Susan Yager,  
Faculty Director, University Honors Program

notification plan and at least one weather radio.

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### TEACH Grants Offered

CELT is once again offering TEACH Grants of up to \$1250 for faculty development related to learning and teaching issues at the departmental level. Faculty from any academic department (including interdisciplinary programs) can apply for these funds.

These grants are meant to assist with one-time faculty development initiatives such as retreats, reading groups, outside speakers, or assessment training. They cannot be used to purchase hardware or technology materials.

Grant requests must be submitted to CELT, 3024 Morrill Hall, on or before October 15. For questions, contact Jane Henning at 294-2906 or njhenni@iastate.edu

Would you know what to do if a tornado strikes while you are teaching? Do you know your building's evacuation routes? What would you do if the ISU alert system was activated? These were among the questions discussed at a CELT session on "Emergency Preparedness in Teaching" last spring. Panelists included Michelle Boettcher, Assistant Dean of Students; Gene Deisinger, former Associate Director of Public Safety; Christine Gemignani, Associate Director of the Study Abroad Center; and Angie Jewett, Emergency Response Preparedness Coordinator in the Office of Environmental Health and Safety.

While the panelists' areas of expertise vary, their clear, no-nonsense approaches to safety do not. For example, in leading students on a trip abroad, "knowledge, training, and awareness" are key elements in maintaining safety, according to Christine, while from the Dean of Students Office perspective, students and faculty alike can prepare for a crisis through planning and self-education. According to Michelle, knowing what policies and resources exist on campus and asking "What would I do if an emergency occurred now?" increases confidence. "But the emergencies you think of may never happen," she adds. "You'll get some other emergency you haven't thought of."

Because planning is the key to security in any emergency event, you should know these tips from the panelists:

- If severe weather occurs, you may not hear weather sirens in your building. These are designed for outdoor use. However, every building has a weather coordinator, and all buildings have a

- Evacuation maps are posted in different places in different buildings, so if you are working in a new environment, take time to learn where the maps are. These maps contain information about leaving the building and places of shelter in case of a tornado.
- In case of a weather or environmental emergency, act responsibly. Don't wait for others to tell you what to do.
- The outdoor warning system now can carry voice messages. It is not designed to be heard indoors, however.
- If you dial 911 from a campus phone, ISU Police can tell the room from which the call originated. A 911 call from your cell phone will probably go to the city police, but perhaps to the sheriff's office or to the state police in Des Moines. Therefore, if you ever call 911 on campus from your cell, identify yourself and give your location.
- The ISU alert system of emergency notification works well. The database for this system is separate from all other ISU data and is not sold or shared.
- This system takes time to work because of the number of people who must be alerted. No all-clear is sent because there is not enough cellular capacity to handle an all-clear call.
- If the ISU alert system goes off, tell others. Do not telephone ISU Police to ask whether there is an emergency – if

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# Combining Online and Face-to-Face Instruction

by Allan Schmidt,  
Assistant Director, CELT

A new report from the Department of Education <<http://www.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>> concludes, "On average, students in online learning conditions performed better than those receiving face-to-face instruction." The report does a meta-analysis of research on online versus traditional classroom teaching from 1996 to 2008. The report also finds that students in blended learning courses (combining elements of online and face-to-face communication) also outperformed students in traditional large lecture courses.

The National Center for Academic Transformation <<http://www.center.rpi.edu>>, a not-for-profit organization that provides leadership in using information technology for learning, has helped over 30 universities convert large lectures to the blended learning format. Evaluation of these redesigned courses showed significant increases in student learning, a noticeable decrease in drop-failure rates, increased student satisfaction and reduced instructional costs to the institution.

Instructors at Iowa State are using a wide variety of instructional technology to move their courses towards blended delivery. Some of the more widely used blended learning approaches include:

**Online quizzes** – weekly electronic quizzes over study materials inspires student to keep up with their reading and makes them better prepared for classroom discussion. Faculty can save time by allowing the computer software to grade quizzes.

**Posting course materials on the web** - students can access course materials anytime from almost anywhere. Faculty can save printing costs and class time trying to distribute paper documents.

**Electronic grade book** – students can access their grades in a timely and convenient manner. Faculty can save time by posting mid-term and final grades electronically.

**Learning modules or online lectures** – delivering factual or remedial course material online allows students to learn at their own pace and the ability to review course content. Delivering content online through web pages or multimedia enhanced presentations outside the lecture period frees up class time for faculty to program more interactive in-class activities.

**Collaborative tools** – using chat, two-way video or web conferencing software allows students to interact virtually

between class periods on team projects or in study groups. Faculty can use these same tools to hold virtual office hours from home or while traveling.

**Electronic communications** – email, discussion forums, and blogs help students stay current with class activities. By using discussion forums to answer student's questions faculty can cut down the amount of student email they receive.

**Clickers** – student response systems bring live electronic interaction into the face-to-face classroom. By taking a poll of students, faculty can make better judgments about whether students understand the material or by showing students where they may have misconceptions in their knowledge.

**Course management software** – instructors can virtually manage multiple sections of one course. Using the tools provided by software systems like WebCT or Moodle, faculty can bring more consistency to multiple sections taught by multiple teaching assistants. Grading, syllabi and expected course outcomes can be standardized across sections.

If you are interested in exploring the blended learning approach for your course, CELT's Learning Technology staff can provide you examples and contacts with other faculty successfully using these technology tools.

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## ISU's New eLearning Website

Fall 2009, marks the debut of the eLearning website at Iowa State University <<http://www.celt.iastate.edu/elearning/>>. This website offers resources and support for several centrally-supported technologies for teaching and learning. The eLearning site also promotes effective practice for teaching and learning with technology - including the widely-used technologies, WebCT, Clickers, and eDoc. As the semester progresses, eLearning will cover an increasingly broader spectrum of technologies that may be used to enhance teaching and learning.

The eLearning Website is coordinated by Learning Technologies staff in the Center for Excellence in Learning and Teaching, but the site will include valuable contributions from others. Please stay tuned for coming features on innovative and effective ways in which educators at Iowa State are currently using technology to enhance student learning.

# Promoting Teaching Pedagogies through Mentorship

by Jennifer Leptien,  
Program Coordinator, CELT

As part of the promotion and tenure process, tenure-track faculty must document scholarly teaching. While junior faculty receive mentorship within their department, the emphasis is often placed on research responsibilities. Through the CELT Teaching Partners Program, second and third year tenure-track faculty members are provided the opportunity to be mentored by senior faculty members outside of their home department. The program focuses exclusively on the teaching and student learning components of their faculty responsibilities.

Since its inception in 2004, the CELT Teaching Partners Program has fostered collaboration between 37 senior partners and 77 junior partners representing all of ISU's colleges. Each Teaching Partner group, consisting of one senior faculty member and two or three junior faculty, is assembled in early fall and continues to meet throughout the academic year. Each partner pairing is intentionally designed to connect individuals from varying disciplines in order to share and discuss methods to foster student learning that are universal across departments and disciplines.

Partner group activities include participating in a shared reading experience, classroom observations, attending CELT workshops as a team, and completing a teaching project. Past teaching projects have included integration of reflective teaching practices, grading tools development, questioning techniques to engage students in the classroom, and case-based teaching. Some projects have gone beyond scholarly teaching into the scholarship of teaching and learning (SoTL) resulting in journal articles and other forms of scholarship. The opportunity to observe one another in the classroom has been one of the strongest components of the program. The feedback received from this experience has offered new insights toward teaching style and classroom engagement.



**Sara Marcketti,**  
Assistant Professor

Sara Marcketti, an Assistant Professor in Textiles and Clothing, reflects upon her experience in the program:

*"I participated in the CELT Teaching Partners Program during the fall 2008 and spring 2009 semesters. My senior teaching partner, Holly Bender, was instrumental in my adopting clicker technology and team-based learning in my fall 2009 textile science course. While I have taught this class for several years, this semester the student enrollment will increase from 30 students to a 72-person class. By visiting one of Holly's vet med courses and talking with her on several*

*occasions about these techniques, I was able to see how the clickers and team-based learning could be useful to student learning and engagement in this course. While I have considered using the clickers in my class before, it really took seeing the clickers in a class environment and talking with someone as knowledgeable as Holly to fully realize the positive impact of this technology.*

*As part of participation in the Teaching Partners Program, we worked on a project related to student learning. I have collected data on alternative teaching strategies in my history of dress course for three years. Holly provided constructive comments on a draft of this paper. As a tenure-track faculty member, it was very helpful to receive feedback from a senior faculty member outside of my discipline."*



**Brad Shrader,**  
University Professor

Brad Shrader, a University Professor in Management, stated the following about his experience as a senior partner in 2006-2007:

*"In spring 2007, I was pleased to integrate a co-teaching experience with my junior partner, Dr. Lyric Bartholomay, Assistant Professor in Entomology, during my MBA business ethics and corporate social responsibility class. The course dealt with moral decision-making, corporate social responsibility and stakeholder management. The day Dr. Bartholomay visited, we discussed Merck's decision to donate the drug 'Mectizan' to third world countries to treat the disease of river blindness. The disease, caused by a parasite carried by black flies, starts with intense itching, followed by the parasite living in nodules under the skin and then eventually traveling to the eye and causing blindness. Understanding the nature of this disease is important in understanding the corporate decision to donate the drug. The terrible impact the disease has on humans was instrumental in motivating the company to adopt its course of action. Dr. Bartholomay's expertise was critical to the students understanding of the disease. She provided a thorough presentation on the nature and impact of the disease on human populations. She also handled student questions extremely well. She contributed a great deal to the case discussion and the class session was very successful in large part due to her performance."*

Among the many professional benefits of the program, such as implementing new classroom techniques, assessments, and pedagogies, we have found that past partners continue to stay in touch with one another after their time in the program has ended. This speaks well to the collaborative nature of the program, and the tremendous support of outstanding senior partners to the development of the next generation of professors.

## A Themed Approach to CELT Programming this Fall

This year we are trying something a little different with CELT's programming. The workshops, faculty forums, and teaching and learning circles offered during this academic year will center on the theme *The Seven Principles of Good Practice in Undergraduate Education* (Chickering and Gamson, 1987). This fall we have three workshops scheduled and each one addresses a different 'principle of good practice'. Workshops on the remaining four principles will be held in the spring semester.

This fall's workshops include:

### ABCs of Grading

Donna Kienzler, Professor of English and Assistant Director  
CELT

Wednesday, September 23, 12:00-1:30, 2030 Morrill Hall  
How can you grade quickly, fairly and effectively? Are there student assignments that do not need to be graded? What grading practices are used in different fields? Questions like these will be addressed in this always popular and very informative session.

### Using Technology to Enhance Contact Between Students and Faculty

Wednesday, October 21, 12:10-1:30, 2030 Morrill Hall  
Michael Olsen, Associate Professor Mechanical Engineering;  
Janet Johnson, Senior Clinician Food Science and Human Nutrition; and Lesya Hassall and Rex Heer, CELT Learning Technologies Staff

Frequent student-faculty contact, both in and outside of class, is an important factor in student motivation and involvement. The session will highlight examples of how technologies such as WebCT, clickers and Twitter can be used to enhance students' learning experiences.

### Exceeding Expectations: Rigor in the Classroom

Mary Jo Gonzales, Associate Dean of Students and Director of Academic Success Center

Thursday, November 12, 12:00-1:30, Memorial Union Cardinal Room

This interactive session will focus on the importance of setting high expectations for students and discuss specific strategies to enhance academic rigor in the classroom. Participants will examine multiple techniques proven to enhance student learning including: designing assignments that require utilization of academic support units on campus, implementing a scaffold approach to content delivery, and delivering course materials in a universal design format.

### Faculty Forum

#### Peer Evaluation of Teaching

John Monroe, Associate Professor of History

Thursday, October 8, 12:00-1:30, Memorial Union Cardinal

### Room

In spring 2009 members of the CELT Advisory Board completed a report titled *Summative Peer Evaluation of Teaching: Literature Review and Best Practices*. The goal of this report (available online at: <http://www.celt.iastate.edu/pet/homepage.html>) is to provide faculty members and administrators at Iowa State with a statement of best practices for the Peer Evaluation of Teaching (PET) in cases where it plays a role in personnel decisions such as promotion and the granting of tenure. Come join the discussion to learn more about this topic and provide your input.

### Teaching and Learning Circles

Teaching and learning circles offer a chance to read about and discuss a topic in depth in a small group. This fall Ann Marie VanDerZanden will facilitate a circle for newer faculty using the text *The Joy of Teaching: A Practical Guide for New College Instructors*. This circle will meet Thursdays, October 1, 8, 15, and 22 from 1:00 p.m. – 2:00 p.m.

A second teaching and learning circle, *Incorporating Service-Learning into your Course*, will also be offered this fall. The circle will be facilitated by faculty and staff currently involved with service learning programs at ISU. This circle will meet Wednesdays, September 9 and 23, October 7 and 21, November 4 and 18 and December 2 and 16 from 3 - 4 p.m.

### Programs for Graduate Students

CELT also has events of particular interest to graduate students. These include a Teaching and Learning Circle on McKeachie's *Teaching Tips* led by Karen Bovenmyer. Karen is a program assistant in CELT and she works with the Preparing Future Faculty program. The teaching and learning circle will meet Wednesdays, October 7, 14, 21, and 28 from 10:30 a.m. – 12:00 p.m. Graduate students will also be interested in **Going on the Academic Job Market** on Wednesday, September 9, 3:00 – 5:00 p.m. and **Preparing for Academic Interviews** on Wednesday, September 16, 3:30 – 5:00 p.m.

### Learning Technology Programs

In addition to these topical sessions we will still be offering programming through our Learning Technologies group on using WebCT, the TurningPoint "clicker" system, Second Life and other technologies useful in teaching. CELT has a full slate of WebCT sessions all to be held in 1230 Communications building. These include workshops introducing WebCT to beginners, as well as sessions on communication tools and strategies, managing course content, assessment, and managing students and grades. These workshops will be offered multiple times from August through November; see the CELT website for more details.

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# Assessing Quantitative Reasoning of Undergraduates

by Don Payne,  
Assistant Director, CELT

Are you interested in better understanding how ISU students use quantitative reasoning when analyzing, critiquing, describing, or arguing? ISUComm is participating in a three-year National Science Foundation Grant coordinated by Nathan Grawe, Associate Dean and Associate Professor in Economics, Carleton College, Northfield, MN. We are working with five other institutions in addition to Carleton (Edmonds Community College, Morehouse College, St. Olaf College, Wellesley College, and Yale University) to assess quantitative reasoning using undergraduate writing portfolios.

Using, refining, and adapting an assessment rubric developed under a previous FIPSE grant, ISUComm will be collecting and assessing samples of student writing from foundation communication courses and from courses across the curriculum, primarily at the first- and second-year levels. We are interested in determining how often students employ quantitative reasoning, whether called for explicitly by an assignment or not, and how well they use such reasoning to support their written claims.

If you teach a lower-division course where students prepare portfolios or write essays, research papers, business or

technical reports, lab reports, or other forms of communication that might reasonably be expected to use quantitative reasoning to inform or persuade audiences, and you would be willing to allow your students a chance to participate in this research study, please contact Don Payne, ISUComm Director ([donpayne@iastate.edu](mailto:donpayne@iastate.edu), 294-3584, 3024 Morrill Hall) early in the fall semester.

You may participate in two ways: (1) by allowing class time for the study to be explained and students to sign informed consent forms and by submitting samples of student work along with a description of the assignment; and (2) by spending three half days in the spring semester using a special rubric to assess quantitative reasoning in student artifacts and to refine the assessment methodology. Those who are selected as raters will undergo assessment training and will receive per diem honoraria as well as food and refreshment during the assessment process.

As you can see, the schools partnering in the grant represent a range of higher education institutions with Iowa State serving as the public land grant university. The results of this study should dovetail well with ISUComm's ongoing work in communication assessment to give us a better picture of some key literacies in our general education programs. We would like to see a variety of disciplines participating in the study.

## ISUComm Lending Library

As you gear up for the new academic year, remember that ISUComm has a number of resources that may enhance the communication learning in your courses. We are continually adding documentary films specific to a range of disciplines, from recent commercial films to vintage historical footage. The documentary film is a multimodal form of communication that easily raises useful classroom issues about factual evidence, point of view, research methods, cultural analysis, logic, emotion, and audience. We have multimedia equipment, including digital video and still cameras for recording classroom activities, creating multimedia projects, and documenting events for student portfolios. We have easels for poster presentations, whiteboards for informal oral presentations, audio recorders for group work, and ipods for field activities. And of course we have books and teaching materials related to communication learning. Visit our website at <http://isucomm.iastate.edu>. Physical materials may be picked up at 403 Ross Hall.

## Fall Programming

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### *ISUComm Communication Workshop*

"Location, Location, Location."

Wednesday, September 23, 2009, 3:30–5:00, 212 Ross Hall  
In *Student Success in College: Creating Conditions That Matter*, Kuh, Kinzie, Schuh, Whitt, and associates document how at successful colleges and universities "the physical and emotional become inextricably intertwined to form an almost palpable 'sense of place.'" In this workshop teachers will share ideas for using the ISU campus and the Ames community as special locations around which to center communication learning.

Details of these and other sessions are on CELT's website. Register online via AccessPlus- for instructions see [www.celt.iastate.edu/events](http://www.celt.iastate.edu/events). If you have difficulty, contact [celt@iastate.edu](mailto:celt@iastate.edu) or 4-5357.

Chickering, A.W. & Gamson, Z.F. (1987). Seven Principles for Good Practice in Undergraduate Education. *AAHE Bulletin*, March 1987, 3-7.

## Connecting at the 2009 University Teaching Seminar

More than 325 new faculty and teaching assistants participated in the 2009 University Teaching Seminar and orientations August 18th and 19th. UTS participants learned about topics from how to enhance rigor in the classroom, to grading strategies, to facilitating effective group work, to effective uses of WebCT and other technologies in their teaching. In addition, the Resource Fair helped the newest additions to our university learn about numerous university and community resources.

Sincere thanks to all of the faculty and staff who shared their time and talents to help with this important event.

In photos, clockwise from top left:

- Jan Thompson, Associate Professor in Natural Resource Ecology and Management, describes what active learning

- means to an engaged audience on Tuesday, August 18.
- Steven Moats, Program Coordinator for Student Disability Resources, discusses the importance of universal design in the classroom.

- Donna Kienzler, Assistant Director of CELT, shares best practices for grading in her popular “ABCs of Grading” session.
- The Teaching Assistant Seminar on Wednesday, August 19 featured presentations by experienced TAs on topics such as leading a lab, time management, and student and professor expectations.

(Photos by Cotrell Bailey)



## CELT Administers Needs Assessment and Focus Groups

In the fall of 2008, CELT collaborated with the Research Institute for Studies in Education (RISE) at ISU to conduct a faculty development needs assessment survey to help determine the effectiveness of current CELT programming in meeting faculty development needs related to teaching and student learning and to determine future faculty development programming needs.

A total of 422 faculty participated in the survey representing each category of academic rank, college, gender, and tenure status. Of the respondents, 92 percent were very familiar or somewhat familiar with CELT services and 94 percent responded that CELT was somewhat or highly effective in addressing issues of teaching and learning. When asked about their level of interest in areas of faculty development, over 77 percent expressed some or great interest in the following:

- Scholarship of teaching and learning
- Integrating Blackboard/WebCT into the curriculum
- Principles of student outcome assessment.

When asked about their level of interest in areas of course planning, engaging students in learning, and assessment strategies, over 80 percent of the faculty expressed some or great interest in the following:

- Developing critical thinking/problem solving skills
- Facilitating effective classroom discussions
- Incorporating active learning strategies
- Developing effective lectures
- Assessing student outcomes
- Optimizing group learning activities.

Respondents were also asked about the structure and format of teaching and learning program activities that they would most likely participate in. Eighty-nine percent indicated that they would be somewhat or very likely to participate in workshops. Other preferred formats included informal discussions with colleagues, mentoring junior faculty, small group activities, and faculty development study groups.

When asked about the best way for CELT to notify faculty of upcoming events, seventy-eight percent selected email, followed distantly by [inside@iastate](mailto:inside@iastate) and the CELT Newsletter.

CELT will be evaluating the feedback from this survey and the results from focus groups conducted in the spring of 2009 to direct our programming and to enhance communication with our constituents. We would like to thank all of you who participated, your feedback was very valuable.

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## Welcome to the New CELT Associate Director



**Ann Marie  
VanDerZanden**

Ann Marie VanDerZanden, Professor of Horticulture, joined the CELT staff as an Associate Director on July 1, 2009. She is filling the position previously held by Susan Yager. Ann Marie has been a faculty member at Iowa State University since 2003 and has been actively engaged in teaching her entire career. She currently teaches courses in landscape design and landscape construction cost estimating. And, through her Extension work with the Iowa nursery and landscape industry she has developed 20 online training modules to help industry members prepare for their certification program.

Ann Marie has published numerous articles on the scholarship of teaching and learning and continues to actively research teaching and learning concepts. Her outstanding teaching record includes being named to the Oregon State University Registry of Distinguished Teachers, and selection as an ISU Wakonse Fellow (2006) and as a North American Colleges and Teachers of Agriculture Teaching Fellow (2007).

Over the past six years she has participated in many CELT events and sees CELT as a valuable resource for all teaching faculty on campus. Her goals as Associate Director are to develop programming for new faculty members, and to further enhance other CELT programming to meet the needs of faculty and staff.

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## Emergency Preparedness

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you receive the ISU Alert, there is either an emergency or a test of the system! During an ISU Alert, please call ISU Police only if you are in need of emergency assistance or if you have information to aid the emergency response.

A university campus isn't – and never was – an ivory tower, sheltered from all the worries and problems of everyday life. Emergency situations, whether natural or human-made, can occur in any workplace, including on campus. However, knowledge, forethought, and preparedness can do much to maintain the security and safety of students, faculty and staff.

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# CELT Center for Excellence in Learning and Teaching

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## Positive Feedback from CELT Program Review

by Steve Mickelson,  
Director, CELT

As part of ISU's continuous improvement process for administrative and service units, CELT underwent an external program review from April 22 - April 24, 2009. The last program review was conducted in 2000. The purpose for the program review was to assess the current effectiveness and impact for the programs that CELT currently provides and to provide guidance for future planning and decision making.

Preparation for the review included the creation of a self-study report and the administration and evaluation of a CELT Needs Assessment survey prior to the on-campus visit by the external review team. The external review team consisted of Dr. James E. Groccia (team chair), Director, Biggio Center for the Enhancement of Teaching and Learning, Associate Professor, Higher Education, Auburn University; Dr. Harry Dangel, Director Emeritus, Center for Teaching Excellence, Georgia State University; Dr. Anne Pruitt-Logan, Emeritus Professor, Educational Policy and Leadership, The Ohio State University; and Ms. Linda Jorn, Director, Digital Media Center, Office of Instructional Technology, University of Minnesota.

During the onsite visit, the team visited with an administrative team from the Provost Office, the CELT faculty and staff, the CELT Advisory Board, CELT grantees/awardees/affiliates, the associate deans from each of the colleges, and Learning Community leadership representatives. A final report was submitted to the Provost's office on May 28, 2009.

Overall, the review team was greatly impressed with what CELT has accomplished and with the long-term positive impact that our past and present staff has had on the quality of teaching and learning and on the lives of faculty, students and staff at ISU. A couple of recommendations for future direction of CELT included expanding our exposure and recognition more broadly across campus and working to align programming to the "edge issues" that are strategic for the institution and the colleges.

Programs that they were especially impressed with include Preparing Future Faculty, ISUComm, Miller Faculty Fellowship Grants, and Learning Technologies. CELT will be working with the ISU Administration and the CELT Advisory Board to help to prioritize other recommendations provided by the review team.

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