

Celebrating a Decade of Excellence 1993-2003  
**TEACHING**  
AT ISU

Enhancing Learning  
and the Scholarship  
of Teaching

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*Morrill Hall: Future home of the CTE*

## Welcome Back from Corly

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Welcome back! The Center for Teaching Excellence has had a terrific start to the new academic year. The 2003 New Faculty Orientation and University Teaching Seminar were extremely successful. And now we are into the full swing of the semester. We've put together some great fall programs that can be viewed on the [CTE fall schedule](#). You will find information about registering for CTE workshops, Teaching and Learning Circles, and Faculty Forums.

2003/2004 is a special year for the CTE as we are celebrating our 10<sup>th</sup> anniversary! Dr. Steve Richardson, Professor of Geology, was the first Director of the CTE and opened the doors in the fall of 1993. Since then the CTE has enjoyed a supportive and enjoyable relationship with the ISU community. I joined the Center as Director in 1998. Our staff consists of Susan Yager, Associate Director; Jane Henning, Assistant to the Director; Pam Milloy, Program Coordinator; and Keren Zuniga, graduate assistant. For more information please visit our [staff information page](#). Our mission continues to be to promote learning and the scholarship of teaching at Iowa State University. We strive to foster the development of communities of faculty, students, and staff that support effective teaching and learning. [In celebration of our 10th anniversary](#), the CTE is pleased to host a series of dinner events featuring award-winning ISU teachers. I sincerely hope you can join us!



*CTE Director Corly Brooke*

As you have noticed by now our CTE newsletter has gone online. We hope you enjoy this new format. We are eager to provide you with the resources you need to enhance your teaching. Please let us know what we can do for you!

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## ISU Teachers Remembered: Lee Hadley

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*Author Lee Hadley*

*As part of its tenth anniversary celebration, the CTE is inaugurating a series on ISU faculty who have been influential, or inspirational, for a new generation of instructors at ISU. To begin the series, Associate Professor Fern Kupfer, English, remembers one of her favorite ISU teachers, the late Lee Hadley.*

*Participants in one of this fall's CTE Teaching and Learning Circles will read about a favorite teacher in Mitch Albom's Tuesdays with Morrie. To register for this Circle, contact [cte@iastate.edu](mailto:cte@iastate.edu) or 4-2906. You can also read more about alumni and their favorite teachers on the [Iowa State Alumni page](#).*

I met Lee Hadley when I was a graduate student at Iowa State thirty years ago. She was much younger than I am now, but silver-haired even then – and joyful. She had the kind of face that looked as if she could cause some mischief. She

was wiry and energetic and wore ski sweaters – and so my first impression was that she was an athletic, wholesome type. That impression was wrong. Lee smoked and drank too much, loved crossword puzzles and eating out, and especially loved good talk. Good talk – that was a passion we both shared.

When I was beginning my own writing career, I audited Lee's class in magazine writing – a class I now teach. She team-taught with her writing partner, Annabelle Irwin. Together they were like a good vaudeville act: interrupting each other, finishing each other's sentences. Lee sat cross-legged on the desk, embellishing stories with great detail; Annabelle played the straightman, correcting Lee's narratives.

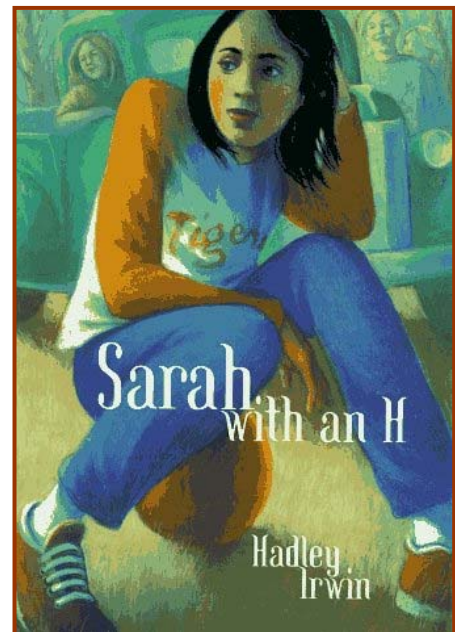
***“Her generosity  
extended to the  
students she taught...  
She liked students.  
Really liked them.”***

I received my first writing "contract" – an article for *Redbook* magazine – during that semester. Lee showed off the contract in class, hugged me, took me out to lunch the next day. As soon as I was published, Lee saw me as a "real writer." For years after, whenever I gave a guest lecture in the magazine class, Lee insisted on paying me. "You're a professional now," she said.

Her generosity extended to the students she taught. I think she gave more independent studies than any other professor in the English department. She liked students. Really liked them. She called them pet names: *dearheart, my love, kiddo*. (She could get away with it because of the silver hair.) Lee preferred teaching undergraduates: she felt they did not take creative writing with such high seriousness. Lee was professional but decidedly unprofessorial. Everyone called her Lee. Few people knew that she had published more than a dozen books, that after she died, the headline in the New York Times obituary described her as a "beloved" writer.

As a teacher, Lee was inspirational, encouraging, and always, always kind. This is important when you're dealing with young people who pour their hearts into a story. It's different for a professor teaching organic chemistry or statistics. Your students aren't invested so *personally* in the work they share with you.

I remember once standing outside Lee's office – early for a lunch date – and listening to her critique a story with a student. Heads together, they were deciding possible endings. *You could try this . . . or you could try this*, Lee was saying with grand enthusiasm. "Oh, that would be terrific," she said when he offered an alternative. She seemed riveted by the work. I recall the student's face when he was leaving: pleased and excited to begin his revision. So hopeful. "You can do it," she called after him. "Good luck!" Later, when I asked Lee about his writing, she confessed that it wasn't anything special. "But you never know . . ." she added playfully.



***One of many children's books  
Hadley and Irwin penned together.***

Hadley Irwin (the name under which Lee and Annabelle Irwin published) wrote "problem books" for young adults – their characters saw racism, injustice, and abuse. But there was always humor and warmth in the stories. In an interview for the *Young Adult Journal*, Lee said: "Our notion is this. . . we know it, but we don't know if the kids know it. . . that no matter how awful it is for a moment or a day, for a week or for a year, no matter if your world is crumbling

underneath you. . . life is still going on around you. And there are still, always, things to laugh at, to laugh about. I guess we believe in hope, and I think that's one of the things we try to show in our books." She lived this in her teaching, too.

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## New Faculty Orientation and Teaching Seminar

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More than 200 new instructors at ISU, including nearly 70 tenure-eligible faculty, attended the New Faculty Orientation and Teaching Seminar in August. Co-sponsored and organized by the Provost Office, the Graduate College, and the CTE, the orientation and teaching seminar gives new faculty an opportunity to learn about the workings of the university and the supports and services available.

*The Teaching Seminar was "definitely great for networking and making me feel welcome."*

Monday's events were geared to new tenured and tenure-eligible faculty, with a focus on professional responsibilities and research as well as teaching. Participants were able to hear advice from a panel of junior faculty, and introductions to university functions from the Provost and Vice Provosts. A series of roundtable discussions and an introduction to upcoming [events for new faculty](#) rounded out the programming. One participant commented that the day was "definitely good for networking and making me feel welcome."



*Charles Drewes, a University Professor in the Department of Zoology and Genetics, presented "Leading Effective Discussions" to a packed audience*

Tuesday was a full day of programming for all new faculty, lecturers and clinicians, and TAs. CTE Director Corly Brooke set the tone with a presentation on "Learning to Teach, Teaching to Learn (the PowerPoint presentation that accompanied her talk can be found [online](#)). Other sessions included such topics as classroom management, syllabus construction, leading discussions, and fostering active learning. On Wednesday, more than 100 TAs attended sessions on leading recitation sessions, teaching stand-alone courses, working with professors in large classes, and balancing personal and professional responsibilities.

Departments and colleges are asked to be aware of the dates for the 2004 New Faculty Orientation and Teaching Seminar. Next year's events will be held August 16-18 in the Memorial Union.

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## What's on the CTE Bookshelf?

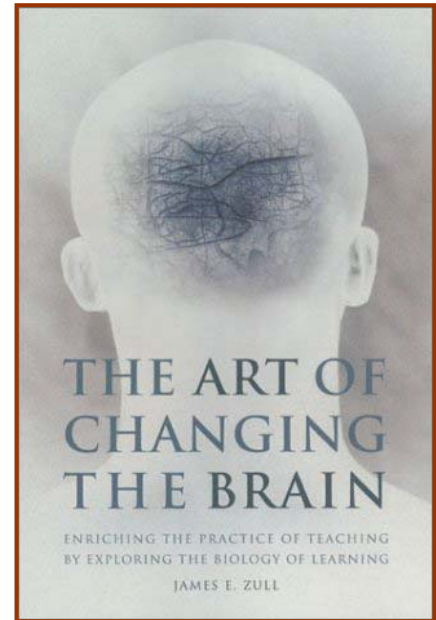
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The CTE Library grows by several dozen volumes a year, as we continue to collect books, videos, and other materials related to teaching and learning. The library, located in 208 Lab of Mechanics, is available for your use Monday through Friday during the semester. Here are a few of the CTE's recent acquisitions for the library. You can also search for CTE library materials (except for periodicals, which are you are welcome to come and browse) on the [CTE Library database](#).

### Teaching and Learning/Classroom Issues

James E. Zull's *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning* is the CTE's latest acquisition in the growing area of brain-based research and its importance for classroom teachers. This 2002 book describes what scientists have discovered about the biology of learning and discusses ways to help students learn through their senses and emotions as well as cognition and memory. Zull "describes the brain in clear non-technical language and an engaging conversational tone" (from back cover).

A brand new book edited by Marye Ann Fox and Norman Hackermann, *Evaluating and Improving Undergraduate Teaching in Science and Technology, Engineering, and Mathematics*, tackles the question of what constitutes good undergraduate teaching in these disciplines and why colleges and universities have found it difficult to address the issues of teaching effectiveness. The book offers "guidelines for systematic evaluation of both individual teaching practices and the effectiveness of academic programs in these disciplines" (from back cover).



***Zull's The Art of Changing the Brain is CTE's latest acquisition***

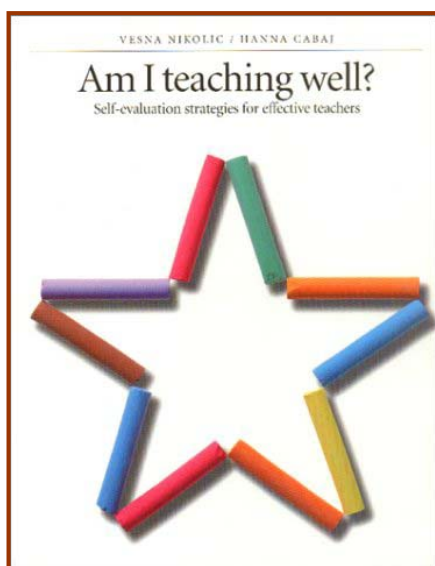
### Arguments and Trends

A 2003 publication, *The Learning Paradigm College* by John Tagg, grew out of what the author calls "a sense of incongruity between the goals of my work and the means available to achieve those goals" (xii). He traces this sense of incongruity to persistent problems in higher education, ones that remain despite many innovations aimed at improving college teaching. Tagg advocates a shift from an "Instruction Paradigm" to a "Learning Paradigm" and explores institutions, which have begun to make this shift and how it can occur.

Mark C. Taylor's *The Moment of Complexity: Emerging Network Culture* takes a different approach to exploring the need – and inevitability – of transforming change in the culture. Drawing on information theory and evolutionary biology as well as on his reading and work as an educator in the humanities, Taylor "explains the operation of complex adaptive systems in social and cultural processes and captures a whole new zeitgeist in the making. To appreciate the significance of our emerging network culture, he claims, we need not only to understand contemporary scientific and technological transformations, but also to explore the subtle influences of art, architecture, philosophy, religion, and higher education" (from book sleeve).

In *Academic Ethics: Problems and Materials on Professional Conduct and Shared Governance*, law professor Neil W. Hamilton takes on the issues of academic freedom, peer review, and shared governance. "Market pressures" on higher education have placed stress on the social compact between higher education and society at large, Hamilton argues, as well as on the compact between those established in their academic careers and those in the early stages of a career. He advocates discussion of ethical issues in academia and renewal of the "social compact" that helped make American universities one of "humankind's most remarkable achievements" (ix).

## Personal Reflection and Career Growth



*Nikolic and Cabaj's workbook on self-evaluation for teachers*

Intended to "support adjunct faculty in the teaching role," Donald Greive's *A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults* is now in its fourth edition. This slim volume emphasizes technology in teaching and student-centered instruction, offering advice on teaching the adult student and especially supplying adjunct faculty with the tools they need to thrive and succeed in their classrooms.

Vesna Nikolic and Hanna Cabaj, in *Am I Teaching Well?: Self-Evaluation Strategies for Effective Teachers*, is a workbook on self-evaluation of teachers' classroom presence, planning and delivering of materials student assessment, and professional engagement. This volume offers teachers a specific way to reflect on their specific practices as well as broader motivations. "The book concludes with an appendix that takes you step by step

through procedures for self-evaluation using video or audio recording, a particularly effective strategy that will let you see yourself as others do" (from back cover).

The *Chronicle Of Higher Education's* Ms. Mentor (Emily Roth) is already working on a second volume of "impeccable advice," but you can now check out her first volume, naturally titled *Ms. Mentor's Impeccable Advice For Women in Academia*, from the CTE library. She describes the job hunt, the conference scene, and the "perils and pleasures of teaching" across the span of an academic career. "Everyone who's ever been in academe knows that it's a jungle out there, not a grove; Roth's book is a machete sharp enough to hack a path through the undergrowth" (New Orleans *Times-Picayune*).

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## TEACH Grants Available for 2003-04

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A faculty learning circle to increase the number of faculty participating in student learning; a training session for a faculty member who then brings her expertise to her department; a retreat to discuss curriculum. These were some initiatives supported by TEACH Grants (emphasizing Transformation, Enhancement, Assessment, Collaboration, and Helping), funded by the Center for Teaching Excellence, during the Spring 2003 semester.

Once again this year the CTE invites departments and interdisciplinary programs to apply for TEACH grants. Funding for these has been increased, so that grants can be made up to \$1500. These grants are for one-time initiatives to enhance teaching and learning at the departmental level, and are especially aimed toward building community and encouraging discussions about teaching among faculty.

***“Funding for TEACH grants has been increased.”***

The deadline for applications is October 20, and funds must be spent by June 30, 2004. Further details about the grants are available [here](#) and some examples of funded projects from Spring 2003 can be found [here](#).

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## Visitor Offers Workshop

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***Nidhi Mahendra, of the University of Arizona leads “Facilitating Success for All Learners”***

More than two dozen faculty, advisors, and staff attended CTE's workshop on "Facilitating Success for All Learners: What do Cognitive Science and Neuroscience Tell Us?" Nidhi Mahendra, of the University Teaching Center at the University of Arizona, led a lively session on using recent discoveries about the brain to create a better learning environment for all students.

Mahendra's visit was sponsored by a U.S. Department of Education, Post Secondary Education demonstration grant aimed at creating true "learner-centered" environments on college campuses as a way of ensuring

that students with disabilities receive a quality higher education. Staff from the University of Arizona may return for a follow-up workshop during the spring semester. Suggestions for specific topics can be forwarded to [Susan Yager](#) at the CTE.

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## Briefly Noted...

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- The CTE offers all interested members of the university community a weekly email containing teaching tips, suggestions, and news about teaching and learning on this campus. The CTE "Weekly News & Tips" offers a brief and informative "tip" geared to the time of semester and alerts you of upcoming campus events involving teaching and learning. If you are not receiving this email and would like to be added to the "News and Tips" mailing list, contact [Pam Milloy](#).

- The [CTE's Web pages](#) have been given a facelift! While maintaining our overall organization and design, the CTE has reorganized and updated the Services, Resources, and Fellowships sections of the page. With

***“The CTE’s Web pages have been given a facelift!”***

*Teaching at ISU* moving to an online format, the CTE will also have more frequent Web updates and more easily accessible archives. This is still a work in progress, so please check back periodically to see what is new, and contact [Susan Yager](#) with your comments and suggestions.

Don't forget to check our full [schedule of events](#), especially the [Teaching and Learning Circles](#) for this semester and the special events planned for the [CTE's 10<sup>th</sup> Anniversary Celebration](#).

- The [Instructional Technology Center](#) is offering a full slate of [workshops and seminars](#) on classroom teaching and course management. These are especially helpful for instructors of large classes or anyone wishing to learn about the WebCT course management tools, and for anyone contemplating online teaching.

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