How CELT can help support your teaching efforts

Sara Marcketti, Ph.D.
Interim Director
Center for Excellence in Learning and Teaching (CELT)
The Land-Grant Institution

Research

Teaching

Extension & Outreach
Research Discoveries

http://www.iastate.edu/stories/2016/09/cloaked
Research Documentation

- Published peer-reviewed manuscripts
- Peer-reviewed conference presentations
- Patents
- External and internal grants
- Graduate and undergraduate student papers
- Number of citations, importance of citations
- Textbooks
- Popular press news features
Fall 2016 Team Based Learning Evaluation Project

AMD 354 Sec. 2, 2A, 2C, 3, 3C, 4, 4A, 4D (F2016) [Sara Marcketti]
(F2016-TBL--AMD-354-ALL) General Survey's TBLPRE15
No. of course participants = 124
No. of responses = 83

Legend

Absolute Frequencies of answers
Relative Frequencies of answers
Std. Dev.
Mean
Median
Quantile
n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention
Documenting Your Teaching

Peer Driven

Faculty Driven

Student Driven
Ideas for Documenting Teaching

This table lists many types of documentation from the perspective of the faculty member, colleagues, and students. Most teaching awards, annual evaluations, and promotion and tenure documents have guidelines telling you what you must include, but may allow for additional information. Provide explanations and examples as you are able. Do not assume that the reader will understand why items included demonstrate the quality and impact of your teaching.

From the Instructor

- Statement on teaching philosophy. Typically highlights strategies that are effective, unusual, or best practices drawn from the literature.
- Evidence of course and curriculum development, innovation, and assessment.
- Sample syllabi and instructional materials including presentations, problem sets, quizzes and exams, reading lists, assignments, and forms of assessments.
- Scholarship of teaching and learning (SoTL), such as peer-reviewed publications, presentations, internal and external grants, and textbooks.
- Description of an instructional improvement cycle: you see a problem, reflect on it through the literature, try something, and assess how it worked.
- Web articles and editor reviewed presentations and publications on one’s teaching.
- Teaching assignment and responsibilities, often in tabular form by semester with number of students enrolled.
Why is it important to document teaching?

- Continuous improvement
- Annual evaluations and reappointments
- Promotion and tenure
- Teaching awards
CELT Mission

• Support, promote, and enhance teaching effectiveness and student learning
• Encourage scholarship of teaching and learning (SoTL)
• Communicate the importance of teaching and learning to both internal and external audiences
• Serve as a catalyst for learning-centered education
CELT Programs and Activities

- Programming
- Funding Opportunities
- Learning Technologies
- Graduate Student Programs
- Individual Observations and Consultations
- Scholarship of Teaching and Learning (SoTL)
Programming

- Workshops
  - Award winning faculty
  - One hour sessions
  - Multi hour sessions
- Learning communities
  - Online Learning
  - Team-Based Learning
- Top Hat
Specialized Programming

- CELT Teaching Symposium
- College and Departmental Programs
  - Canvas
  - SoTL & Promotion and Tenure
  - Peer Observations of Teaching
Funding Opportunities

• Miller Faculty Fellowship
• SoTL Scholars
Learning Technologies

• Appropriate and effective use of technology for teaching and learning
  - Individual consultations
  - Workshops
  - Collaborative assistance for course and learning activity design
  - Development of and support for university-wide e-learning systems (Canvas, Top Hat)
Graduate Student Programs

- Preparing Future Faculty Program
- CIRTL
- Graduate Teaching Certificate
Observations and Consultations

• Peer observation of teaching
• Confidential one-on-one consultation
• Teaching Observation Program
  • http://www.celt.iastate.edu/faculty/document-your-teaching/top-overview
Scholarship of Teaching and Learning

- Team Based Learning Scholarship
- Peer observations
- SoTL evidence on P&T vitas 2010-2017
  - 432 successful cases
    - 249 to associate professor
    - 183 to professor
  - 47% (n=204) had at least one SoTL artifact listed on their vita
Percent of faculty with SoTL artifacts on their P&T vitas, 2010-2017

<table>
<thead>
<tr>
<th></th>
<th>BUS</th>
<th>CALS</th>
<th>DES</th>
<th>ENG</th>
<th>HS</th>
<th>LAS</th>
<th>LIB</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professors</td>
<td>50%</td>
<td>55%</td>
<td>50%</td>
<td>40%</td>
<td>86%</td>
<td>84%</td>
<td>100%</td>
<td>36%</td>
</tr>
<tr>
<td>Professors</td>
<td>30%</td>
<td>42%</td>
<td>50%</td>
<td>40%</td>
<td>84%</td>
<td>47%</td>
<td>0%</td>
<td>35%</td>
</tr>
</tbody>
</table>
CELT Online Resources

- Teaching Tip askcelt@iastate.edu
- Website: http://www.celt.iastate.edu/
• For more information:
  • CELT website
    ❖ http://www.celt.iastate.edu
  • Sara Marckett
    ❖ sbb@iastate.edu  :: 294-4887