

## Teaching as Scholarship

### Distinguished Educator Award

In recognition of Creighton's long history in the advancement of teaching that has led us from good to reflective teaching, from Ernest Boyer's Teaching as Scholarship to Lee Shulman's Scholarship of Teaching and Learning, we celebrate our Jesuit pedagogical and campus traditions, with the Creighton University Distinguished Educator in Teaching as Scholarship Award.



While Creighton has various teaching awards across campus, this University-wide award recognizes excellence based on "evidence of effective teaching," will allow Creighton to model best practices in scholarly teaching,

clearly communicate the valuing of teaching as core enterprise, and advance the University efforts to be more competitive in state and national teaching award programs.

The 2016 Founders' Week Convocation will recognize the recipient(s) of this award. Honored educators will speak at a spring luncheon.

Previous winners include: 2015 - Noam Ebner, LL.M., Werner Institute, School of Law and David Reed, Ph.D., Computer Sciences and Informatics; 2014 - Gintaras Duda, Ph.D. Physics, and Naser Zaki Alsharif, Pharm.D., PHD '92, Pharmacy Sciences.

### Creighton Faculty Named CASE Nebraska Professor of the Year

Congratulations to Jeffrey Hause, Ph.D., professor of Philosophy and Classical and Near Eastern Studies and to the College of Arts and Sciences at Creighton University who has been named the 2015 Nebraska Professor of the Year by Carnegie Foundation for Advancement and the Council for Advancement and Support of Education (CASE).



Being able to meet students where they are in their academic and life journey is a key component of Hause's teaching philosophy. "It's important to move students out of their ingrained categories of thought and to get them to see the world from some other person's point of view," he said. Read article: <https://ccas.creighton.edu/spot-light/jeffrey-hause-phd>.

Dr. Hause is the fourth faculty member from the College of Arts and Sciences to receive prestigious CASE Professor of the Year honors in the last three years. Previous recent winners include Greg Zacharias, Ph.D., English (2014 Nebraska Professor of the Year); Gintaras Duda, Ph.D., Physics (2013 National Professor of the Year); and Matthew Huss, Ph.D., Psychology (2013 Nebraska Professor of the Year).

### Teaching as Scholarship Society, Journals, Resource Guide, and Upcoming Conference

- The **International Society for the Scholarship of Teaching & Learning (ISSOTL)** was founded in 2004 by a committee of 67 scholars who care about teaching and learning as serious intellectual work. Today, there are over 500 scholars as members of ISSOTL. The goal of the Society is to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching. More information: <http://www.issotl.com/issotl15/>. ISSOTL publishes a *Teaching & Learning Inquiry (TLI)* journal which is available online with open access to the journal at <http://www.issotl.com/issotl15/node/20>.
- The **Journal of the Scholarship of Teaching and Learning (JoSoTL)** is a forum for the dissemination of the Scholarship of Teaching and Learning in higher education for the community of teacher-scholars. JoSoTL's objective is to publish articles that promote effective practices in teaching and learning and add to the knowledge base. The themes of the Journal reflect the breadth of interest in the pedagogy forum. The journal publication is reproduced by Indiana University. More information: <http://josotl.indiana.edu/>
- **Scholarship of Teaching at Learning (SoTL) Guide** at Vanderbilt University Center for Teaching is a comprehensive online tool for the beginner to experienced faculty/professional staff in use of SoTL. More information: <https://my.vanderbilt.edu/sotl/>
- Do you speak SoTL? Join the conversations and collaborations at the **9th annual "SoTL Commons Conference"** in Savannah, GA, Mar. 30-Apr. 1. More information or to Register: <http://academics.georgiasouthern.edu/ce/conferences/sotlcommons/>

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

For over 18 years, the Office of Academic Excellence and Assessment, through various programs, has engaged in collaboration of a community of scholars, introduced innovative forms of teaching, developed faculty's reflective practices, and encouraged a variety of creative methods of assessing student learning, as showcased in the Spring 2016 AEA Time-Out-for-Lunch Programs, AEA Development Grant Series, and the annual Distinguished Educator in Teaching as Scholarship award.

The AEA programs are designed to achieve the following three goals:

- Bring together and develop members of the (larger) Creighton community;
- Engage in shared learning and creation of some "best practices;" and
- Advance our expertise in the domains of teaching, learning, and assessment.

AEA invites faculty and professional staff, as a part of their ongoing formation experiences, to actively engage with a community of scholars in teaching excellence which shares their interests by finding the topic and Scholarship of Teaching that best matches your interest and availability.

When we (faculty, staff, students) join together as a collaborative, educational community, we encourage and are able to celebrate the best of Creighton's educational experiences. For inquiries about faculty development programming, contact Michele King at 402.280.3036 or Mary Emmer at 402.280.1190.

## Grading Rubrics and Student Creativity: A Contradiction in Terms?

Facilitator: Amy Mayer, Occupational Therapy Department, AEA Associate  
(Tuesday, Feb. 23; 11:30-1; Skutt SC, Room 105)

Employers want graduates who are creative problem solvers and innovators. Do you expect the same from your students? From the arts to the sciences to professional school, creative problem solving is necessary for success. Can you describe the components of creativity to your students as it pertains to their field of study? Rubrics can make your creativity expectations clear as well as make grading and feedback clearer. This session will focus on building a rubric that integrates components of creativity.

By the end of the presentation, participants will be able to:

- State the four parts of a basic rubric containing a task description, scale, dimensions and performance descriptions.
- Generate options for building creativity into a rubric.
- Create a rubric appropriate for an assignment in a course that incorporates creativity or creative problem solving.

Participants are encouraged to bring an assignment that includes a creative element and an associated rubric, if available.



## Place-Based Learning: Thinking Beyond Creighton's Borders

Facilitator: Brian Kokensparger, College of Arts & Sciences, AEA Senior Associate  
(Tuesday, Apr. 5; 11:30-1; Skutt SC, Room 105)

Creighton is located in close proximity to some of the most vibrant and historical places in the city. Opportunities for our students to engage in meaningful learning experiences in these places abound. Come hear representatives from nearby community service agencies and cultural institutions discuss their needs with a special emphasis on things our students can do in a classroom extended beyond Creighton's borders. Faculty and staff members will also discuss current programs that utilize place-based learning as an integral part of their curriculum. Bring your brainstorming cap and come prepared to think beyond the borders.



***Watch for our e-mail announcements regarding program information and registration.***

## 2016 President's Higher Education Community Service Honor Roll - Call for Institutional Data

Creighton University's dedicated efforts in the joint collection of the 2013-2014 service-learning institutional data, for the 2015 President's Honor Roll, reported **more than 1 million total student service hours for the reporting year. The report shows that 4,520 Creighton students engaged in academic, co-curricular or community service; 65% (2,921) of Creighton students engaged in some form of academic service learning and 3,571 students participated in more than 20 hours of service in a given semester.**

**The call for service-learning institutional data (July 1, 2014 – June 30, 2015) for the 2016 President's Honor Roll is being collected now by The Office of Academic Excellence and Assessment.** The Application Guidelines provides an explanation of the process and directions on how to complete the forms and templates. Find Application Guidelines, forms, and additional information on the President's Honor Roll at: <https://www.creighton.edu/aea/servicelearning/callforinstitutionalservicelearningdata20142015/>.

Submit completed forms to [aea@creighton.edu](mailto:aea@creighton.edu) by March 2016. For questions, please contact Michele King at 402.280.3036.

# AEA DEVELOPMENT GRANT SERIES

The Office of Academic Excellence and Assessment annually sponsors the AEA Development Grant Program to provide "seed" money for a work in its early stages that is relevant to the assessment of student learning or develops a Scholarship of Teaching and Learning (SoTL) project. This luncheon series of presentations is designed to familiarize the campus with the grant recipients and their projects. This year's Development Grant projects are grouped thematically and will be presented during each luncheon.

## **Student Voices in Assessment of Student Learning**

**(Tuesday, Mar. 22; 11:30-1; Skutt SC, Room 105)**

### **"Mixed Methods Evaluation of University-Wide Interprofessional Education (IPE) Student Assessment Data"**

Kathleen Packard, PharmD, MS, BCPS-AQ Cardiology; Ann Ryan-Haddad, PharmD; Michael S. Monaghan, PharmD, BCPS; Joy Doll, OTD, OTR/L; Yongyue Qi, MS, *School of Pharmacy and Health Professions*

### **"Identifying Spiritual Needs for Baccalaureate Nursing Students in a Multi-Campus Jesuit University"**

Sandra Schlup Woods, DNP, Marilee Aufdenkamp, RN, Jenna Woster, Ph.D., Ann Harms, Ed.D., Maribeth Hercinger, Ph.D., Joely Goodman, MSN, Cindy Selig, DNP, Sue Selde, MS, *College of Nursing*

## **Curricular Development and Course Redesign**

**(Thursday, Mar. 31; 11:30-1; Skutt SC, Room 105)**

### **"Collaborative Curriculum (re)Construction: Continuing Collaborative (re)Construction of EDU 210"**

C. Timothy Dickel, Ed.D.; Christine Gonderinger, Student, *Department of Education*

### **"Enhancing Student Learning through Active Experiential Learning for Vestibular Rehabilitation"**

Heather Knight, PT, DPT, NCS, CBIS; Lisa Black, PT, DPT; Kelly Nelson, PT, DPT, PCS, CWS, *Department of Physical Therapy*

### **"Exploring How Clinicians Evaluate Patient Transfers: A Pilot Study to Improving Teaching Student Evaluation Skills"**

Amy Mayer, OTD, OTR/L, *Department of Occupational Therapy, Creighton University*  
Valerie Maeker, OTD, OTD OTR/L, *Department of Occupational Therapy, University of Mary, Billings, MT*  
Kylie Widhelm, OTD, OTR/L, *Department of Occupational Therapy, CHI Bergan Mercy Campus*

## **University Assessment Symposium**

In 2015, two University-wide Assessment Symposia were held which offered rich academic discourse and celebrated "best practices" of shared evidence of student learning. The poster sessions, which included nearly 50 posters, showcased the depth and breadth of assessment activities on campus. Keynote speakers presentations included: "Creating a Culture of Learning" with Susan Hatfield, Ph.D., Communication Professor at Winona State University and "Keeping Student Learning as the Focus" with Gloria Rogers, Ph.D., Senior Scholar for the Higher Learning Commission (HLC) of the North Central Association and ABET Adjunct Director for Professional Services.



Assessment symposium materials, to include poster abstracts, keynote presenter materials, and breakout session information, are now available to view at: <https://dspace.creighton.edu/xmlui/handle/10504/74402>.

The programs were hosted by the University Assessment Committee in partnership with the Office for Academic Excellence and Assessment and Graduate School.

## **Assessment Mentoring Program**

The Office of Academic Excellence and Assessment has an established cadre of faculty assessment mentors to assist individuals, programs, and departments in conducting the many activities that compose quality assessment. This group of individuals is available to assist in those activities, but they are not available to "do your assessment work." When an individual, program, or department has needs in the area of assessment, you can request mentoring assistance.



For more information: <https://www.creighton.edu/aea/assessmentofstudentlearning/assessmentmentoringprogram/>



**Mary Ann Danielson, Ph.D.**

*Associate Vice Provost*  
Academic Excellence and Assessment  
Brandeis Hall, Room 111  
[maddam@creighton.edu](mailto:maddam@creighton.edu)  
402.280.2535

## University Assessment Committee

The University Assessment Committee (UAC) is a presidentially-appointed committee designed to foster communication between all colleges, schools, and divisions that facilitate and assess student learning. The UAC works to promote an integrated culture of assessment, consistent with the Creighton mission. The committee is charged to coordinate assessment at the University level, represent all colleges and schools in articulating an integrative assessment program, provide feedback and assistance to programs, colleges, and schools, and generally advance efforts to enhance University support for assessment.

### 2015-2016 Committee Members

Mary Ann Danielson (Chair), Academic Excellence and Assessment  
Jim Bothmer, Health Sciences Library  
Tracy Chapman, Center for Academic Innovation  
Brenda Coppard, School of Pharmacy and Health Professions  
Gintaras Duda, Core Curriculum  
Mary Emmer, Academic Excellence and Assessment  
Cassie Eno, School of Medicine  
Jackie Font-Guzmán, Graduate School  
Rachel Goedken, Law School  
Nalini Govindarajulu, College of Business  
Kevin Graham, Magis Core Curriculum  
Gail Jensen, Graduate School and College of Professional Studies  
Pat Kelsey, School of Dentistry  
Michele King, Academic Excellence and Assessment  
Brian Kokensparger, College of Arts and Sciences  
Tracy Leavelle, College of Arts and Sciences  
Chad McBride, College of Arts and Sciences  
Mark Mongar, Information Technology  
Susan Naatz, University Ministry  
Lori Rusch, College of Nursing  
Tricia Sharrar, Provost Office  
Ying Vuthipadadon, Institutional Research  
Amy Wilson, School of Pharmacy and Health Professions  
Wayne Young, Jr., Student Life

## Contact Us

### Office of Academic Excellence and Assessment

You are invited to imagine, reflect, collaborate and transform as Communities of Practice at Creighton University. AEA is dedicated to your professional development and committed to excellence in teaching and student learning. To that end, the Office:

- Provides teaching, learning, and assessment workshops and consultation to individuals and groups, both in general and at the request of individuals, departments, and schools/colleges.
- Manages an interdisciplinary team of AEA Associates and Fellows to provide programming, consultation, and outreach.
- Develops, promotes, and evaluates programs directed to enhancing teaching, student learning, and assessment of student learning at all levels of the learning process (i.e., classroom, program, college/school, and institution);
- In addition, this office manages Service-Learning reporting, the TaskStream Assessment Management System, Institutional Research, Academic Program Reviews, and HLC Accreditation Planning.

Located in Brandeis 111, AEA is open for drop-in questions or to browse current teaching, learning, and assessment books and journals.

To learn more about assessment, Scholarship of Teaching and Learning, effective teaching methods, or how you can be a part of AEA, contact Mary Ann Danielson at 402.280.2535. For inquiries about faculty development programming, contact Michele King at 402.280.3036 or Mary Emmer at 402.280.1190.

### Resources:

Teaching and Learning Connections e-Newsletter  
Service-Learning at Creighton e-Newsletter  
Scholarship of Teaching and Learning (SoTL) Journals

## Academic Program Review

Program review is an evaluation process that allows an institution to review and ensure quality assurance for all degree programs, majors and certificate programs. An assumed practice for all institutions accredited by the HLC is a regular program review process. Systematic program review provides a number of benefits to include: evidence of educational quality and consistency with national trends and documentation of student performance and achievement of stated program outcomes within the context of the University mission.

## Institutional Research

The Institutional Research Office is the primary resource for university-related data. The Office completes all external surveys and questionnaires which relate to national rankings and reports as well as coordinates, analyzes and interprets data from recurring and ad-hoc projects involving Creighton students, faculty and alumni. It provides "snapshots" of relevant findings to Creighton faculty, staff and administrators through the Creighton University Fact Book and a yearly series of Research Bulletins.