

Distinguished Educator in Teaching as Scholarship 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;"
- allows Creighton to model best practices in scholarly teaching;
- clearly communicates the valuing of teaching as core enterprise; and
- advances the University efforts to be more competitive in state and national teaching award programs.

Congratulations to the 2017 award recipients:

- **Kimberley J. Begley, PharmD, RPh**, School of Pharmacy and Health Professions
- **Anne M. Schoening, Ph.D., RN, CNE**, College of Nursing who will be recognized during the 2017 Founders' Week Convocation. Honored educators will speak at a spring luncheon.

Previous winners include:

2016 - **Jennifer Furze, PT, DPT, PCS**, Department of Physical Therapy, School of Pharmacy and Health Professions

2015 - **Noam Ebner, LL.M.**, Werner Institute, School of Law
David Reed, Ph.D., Computer Sciences and Informatics, College of Arts and Sciences

2014 - **Gintaras Duda, Ph.D.**, Physics, College of Arts and Sciences
Naser Zaki Alsharif, Pharm.D., PHD '92, Pharmacy Sciences, School of Pharmacy and Health Professions

The Office for Academic Excellence and Assessment has a 20 year history of dedication to Creighton University's commitment to excellence in teaching and student learning by offering faculty and staff the opportunity to:

Imagine...the Opportunities.

Given the changing landscape of higher education, pedagogical innovations, and student needs, AEA invites creative engagement among faculty and staff, through ongoing, comprehensive university-wide professional development programs and services. Additionally, AEA manages an interdisciplinary team of AEA Associates to provide programming, consultation, and outreach to promote a community of learners.

Reflect...on Best Practices.

Reflection--an integral component of Jesuit education--is fostered as AEA offers processes of inquiry, experimentation, and reflection with campus colleagues; engages faculty and staff in the assessment of student learning processes; and collects, reports and analyzes university-related data to provide comprehensive analysis and transparency of best practices, national rankings and strategic reporting.

You are invited to imagine, reflect, collaborate and transform as life-long learners at Creighton University. AEA is dedicated to your professional development and committed to excellence in teaching and student learning. Learn more at: <https://www.creighton.edu/aea/> or contact the Academic Excellence and Assessment Office at 402.280.1190.

Collaborate...with Campus Colleagues.

Collaboration and conversation create a community of life-long learners; AEA programs offer innovative, interprofessional and interdisciplinary engagement with faculty and staff in elevating dialogue on excellence in teaching and assessment of student learning. Annually, the AEA Development Grant Program provides "seed" money for work in its early stages relevant to assessment of student learning or Scholarship of Teaching and Learning (SoTL) projects.

Transform...Student Learning.

"Creighton University exists for students and learning." Faculty and staff pursue an excellence in teaching and student learning that extends beyond the brick and mortar of our classrooms into the communities in which we live, to include service learning. The comprehensive, faculty-led assessment of student learning process provides continual growth and development, among the individuals, departments, and schools / colleges.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

For 20 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 2017 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 or sessions(s) 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.

Time-Out-for-Lunch Program: Spring 2017 Programming

Not Your Grandma's Lecture – Ten Tips for Effectively Using the Lecture Method

Facilitator: Lou Jensen, Occupational Therapy
(Tuesday, Feb. 21; 11:30-1; Skutt SC, Room 105)

The lecture has received criticism for being less effective than other teaching methods for student learning. However, many faculty continue to use the lecture as a primary mode of instruction. This presentation will highlight the pros and cons of the lecture method and provide tips for enhancing a lecture to improve student engagement and learning.



Cultural Sensitivity, Competency and Proficiency: What, why and who at Creighton?

Facilitator: Naser Alsharif, Pharmacy
(Thursdays, March 2 and March 16; 11:30-1; Skutt SC, Room 104)

This is a two-part workshop. In the first part, terms will be defined, rationale for them will be explored and the practical implications of each for all stakeholders will be addressed. In the second part, representatives from academic sections and administrative offices will be asked to address how they go about addressing and optimizing each.



Creating the "Just Right Challenge" for Optimal Learning

Facilitator: Amy Mayer, Occupational Therapy
(Friday, March 17; 11:30-1; Brandeis 111)

Where does your course fall in the continuum of easy to hard? What data can you collect to determine if your course is too easy, too hard or just right? In this session we will discuss how to determine if your course is designed to offer students the "just right challenge". You'll have an opportunity to integrate strategies to redesign your course for optimal student learning including how to support students who are struggling and offering additional challenge to student who excel.



Mission, of Course!

Facilitator: Brian Kokensparger, Journalism, Media, and Computing Department
(Wednesday, April 5; 11:00-1; Brandeis 111)

This workshop will examine Creighton's Catholic Jesuit mission from the individual course perspective, with a focus on simple but effective ways to bring an element of mission into any course.



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 Success: Strategies, Analyses and Interventions

(Wednesday, Jan. 25; 11:30-1; Skutt 105)

“Meeting Milestones: Assessing the Effect of a Dissertation Proposal Development Course on the Quality and Timeliness of Dissertation Proposals and Defenses”

James R. Martin Jr., Ph.D., Leah Georges, Ph.D., M.L.S., and Gretchen Oltman, J.D., Ph.D., Ed.D. Program in Interdisciplinary Leadership

“Creating Changes in Faith Practices”

Max Engel, Ph.D., Education and Theology, C. Timothy Dickel, Ed.D., Education



Reflective Analysis of Assessing Student Learning

(Wednesday, Feb. 1; 11:30-1; Skutt 105)

“Writing Across the Curriculum: How Reliable is Our Standardized Rubric?”

Margo J. Minnich, DNP, RN, Mandy J. Kirkpatrick, MSN, RN-BC, Helen S. Chapple, Ph.D., RN, MSN, CT, Anne M. Schoening, Ph.D., RN, CNE, Joely T. Goodman, MSN, RN, and Ali A. Whittaker, Ed.D., MS, RN, School of Nursing

“Using Reflections to Capture and Probe Student Epistemologies and Attitudes”

Gintaras Duda, Ph.D., and Alexis Munchrath, Student, Chemistry Department

Assessment Professional Development

The University Assessment Committee, Professional Development Subcommittee, will host spring assessment programming building upon the Fall 2016 University Assessment Symposium and addressing campus needs. The programming is in the design phase. *Please watch for program announcement.*

Contact Chad McBride, Chair of Professional Development Subcommittee at cmcbride@creighton.edu with questions.



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/>

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



Mary Ann Danielson, Ph.D.

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University Assessment Committee

The University Assessment Committee (UAC) is designed to foster communication between all colleges, schools, and divisions that facilitate and assess student learning. Committee members are nominated by their schools, colleges or divisions and appointed by the President. 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.

2016-2017 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
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
Alicia Klanecky, College of Arts and Sciences
Brian Kokensparger, College of Arts and Sciences
Tracy Leavelle, College of Arts and Sciences
Chad McBride, College of Arts and Sciences
Susan Naatz, University Ministry
Lori Rusch, College of Nursing
Tricia Sharrar, Provost Office
Thad Stanfill, Information Technology
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 life-long learners 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 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.