

September 2015

About Us



The Office for Academic Excellence and Assessment (AEA) is dedicated to Creighton University's commitment to excellence in teaching and student learning by offering faculty and staff the opportunity to:

Imagine...the Opportunities.
Reflect...on Best Practices.
Collaborate...with Campus Colleagues.
Transform...Student Learning.

Given the changing landscape of higher education, pedagogical innovations, and student needs, AEA invites creative engagement among faculty and staff, through comprehensive university-wide ongoing professional development programs and services.

Collaboration and conversation of teaching and learning 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

TEACHING & LEARNING CONNECTIONS

FROM THE OFFICE FOR ACADEMIC EXCELLENCE AND ASSESSMENT



CREIGHTON UNIVERSITY RECEIVED NO. 1 RANKING

For the 13th consecutive year, Creighton University received the No. 1 ranking for Midwest Regional Universities from [U.S. News & World Report](#). The rankings criteria used by U.S. News include academic reputation and peer assessment, graduation and retention rates, faculty resources, student selectivity, financial resources and alumni giving.

In addition to the No. 1 overall regional ranking, Creighton also placed at or near the top in several subcategories of the rankings. The University is No. 1 in the Midwest in the Best Colleges for Veterans, No. 2 in the region for Best Value and earned a No. 3 regional ranking for Best Undergraduate Teaching. The ranking is based on citations from college presidents, provosts, and admissions deans who were asked to identify up to 10 schools in their U.S. News ranking category with a strong commitment to undergraduate teaching.

This recognition reflects upon all of the faculty, staff and students and honors the commitment each Creighton colleague has made to Jesuit, Catholic higher education at Creighton University.

[Read Provost Message](#). | [Contact Institutional Research with questions](#).

assessment of student learning.

Contact AEA to learn more about faculty development programming, assessment, course design, effective teaching methods, and/or the Scholarship of Teaching and Learning (SoTL) and service learning.

[Find past issues of this newsletter here.](#)

HONORS AND AWARDS



Caitlyn Ewers, an honors student double majoring in classical languages and art history, was awarded a [Phi Beta Kappa](#) Writing Internship for fall 2015. PBK Writing Internships are primarily for juniors and seniors majoring in the liberal arts or sciences. Interns serve for five months and prepare at least six publishable articles (500-700 words each) for the online version of PBK's magazine, *The Key Reporter*. Only about 20 students nationwide are selected as writing interns each year. Caitlyn is only the second Creighton student to have won a PBK Writing Internship, following in the footsteps of honors student and theology and American Studies major **Maria Benevento, BA'15**



Sruti Prathivadhi ('17), an applied physics and medical mathematics major, presented her research, "Mathematically Modeling Cancer Metastasis through Mechanical Properties Detected by a Microfluidic Microcirculation Mimetic Device" at the national MAA MathFest conference in Washington D.C. on August 5th. Andrew Ekpenyong, PhD, [Department of Physics](#), and Nathan Pennington, Ph.D., [Department of Mathematics](#), were Sruti's advisors in the project.



Christina Miller, a senior biochemistry and physics major, was honored with the best oral presentation award at the annual IDeA Networks for Biomedical Research Excellence. It was the seventh time in eight years that a Creighton student has claimed the honor. [Read more.](#)

Jonathon Wrubel, Ph.D., assistant professor in the [Department of Physics](#), is this year's recipient of the "Outstanding Teacher in Graduate



Education” award. This is a new award created by the [Graduate Student Government](#) to recognize outstanding teaching achievements in graduate education. Dr. Wrubel was nominated for his ability to inspire students, taking project-based learning and using it to pull together overarching concepts in his courses. Dr. Wrubel values not only the scientific education of his students, but also pursues core Jesuit values in his teaching.



Amy Mayer, OTD, OTR/L, assistant professor of occupational therapy, received the [Teaching Excellence Award](#). Dr. Mayer has demonstrated high-quality teaching through professional competence, effective communication and learning evaluation skills as well as dedication and concern for students. She has demonstrated her scholarship of teaching and learning in her numerous assessment-related grant projects focusing on the improvement of her courses.



The [School of Pharmacy and Health Professions](#) (SPAHP) welcomed its **inaugural occupational therapy doctoral degree distance students** this past week at Regis University in Denver. This class of 19 is paving new ground, as this is **the first and only partnership of its kind among Jesuit universities**. SPAHP has been a leader in distance learning initiatives, including the first Web-based distance education pharmacy program and the distance occupational therapy program with University of Alaska at Anchorage, and is pleased to continue innovative expansion. SPAHP has 315 incoming students enrolled for the 2015-2016 school year, 113 of which are enrolled in distance programs.



The [Freshman Leadership Program \(FLP\)](#), advised by the [Student Leadership and Involvement Center](#) and the [Department of Residence Life](#), announced the largest FLP class since the creation of the living-learning community in 2001. FLP welcomed 72 new students to the traditionally 60-member community housed on the ninth floor of Kiewit Residence Hall. The program will also debut a new partnership with the [English Department](#) offering an English 151: Leadership and Composition course to

all FLP students.

HIGHER LEARNING COMMISSION

ACCREDITATION VISIT



Creighton University is [fully accredited](#) by the [Higher Learning Commission of the North Central Association of Colleges and Schools](#). The University is in the preparation stages for the 2016-2017 HLC accreditation visit on April 10-11, 2017. **Please look for campus announcements and conversations in the fall 2015.**



Gail Jensen, Ph.D., dean of the Graduate School and the College of Professional Studies, has been appointed to a four-year term to the Higher Learning Commission's (HLC) Institutional Actions Council (IAC) beginning Sept. 1. The HLC's Board of Trustees appoints and authorizes members of the IAC to conduct reviews and take actions on the majority of accreditation recommendations. IAC members represent the broad array of institutions accredited by HLC and are current members of the Peer Review Corps.



Mary Ann Danielson, Ph.D., associate vice provost for Academic Excellence and Assessment, has been competitively selected to serve in the HLC's Assessment Academy Mentor Corps, based on her expertise and commitment to improving assessment and student learning. Mentors work with one or more institutions over four years to assist the institutions in developing and implementing projects related to assessment or persistence and completion.

INSTITUTIONAL RESEARCH

INSTITUTIONAL RESEARCH

The [Office of Institutional Research](#) is administering the CIRP Freshman Survey this fall to freshmen. The instrument collects extensive information that allows for a snapshot



of what our incoming students are like before they experience college. Creighton freshmen have been participating in this survey since 1987.

For more information, contact [Ying Vuthipadadon, Ph.D.](#), Director of Institutional Research at 402.280.1164.

Academic reputation (65.4% nationally) is a key factor that students consider when choosing their college. 85.6% of freshmen reported the academic reputation was an important reason in their decision to come to Creighton. Source: The Freshman Survey (2014)

MAGIS COMMON CORE ASSESSMENT

CORE CONVERSATION: SERVICE-LEARNING AND INTERSECTIONS

University faculty are invited to attend the **Core Conversation: Service-Learning and Intersections; Friday, Sept. 11; 3:30-5; Skutt 104.** Refreshments will be served.



The conversation will focus on how emerging plans for a center to support curricular service-learning, emerging plans for a place-based initiative in North Omaha and/or South Omaha, and the implementation of the Intersections requirement of the Magis Core Curriculum might develop in harmony.

For more information please contact [Kevin Graham](#) at 402.280.1219. Sponsored by the Timms Magis Core Curriculum Professor.

FACULTY DEVELOPMENT

NEBRASKA WOMEN IN HIGHER EDUCATION LEADERSHIP

Nebraska Women in Higher Education Leadership (NWHEL) 2015 invites you to its annual conference, "Leading from Within." **The NWHEL Conference is scheduled for Friday, September 18, 2015 (8:00 a.m.-1:30 p.m.) at Union College in Lincoln, NE.** Conference fees (\$45 faculty/staff and \$25 student) include breakfast and lunch.

Creighton conference presenters:



Leah Georges, Ph.D., Assistant Professor, Interdisciplinary Ed. D. Program; **Isabelle Cherney**, Ph.D., Associate Dean of the Graduate School and Director, Interdisciplinary Ed. D. Program in Leadership; and **Sue Selde**, M.S., Academic Success Coordinator, College of Nursing; **Mika Natori**, Nursing Student. **Tanya Winegard** will serve as a panelist at the "Leading From Within" featured women's lunch.

[View Conference Program](#) (highlighted sessions are Creighton presenters).

Transportation: The Office for Academic Excellence and Assessment has reserved a Creighton shuttle for transportation from Creighton to Union College round-trip. There is no fee to ride the shuttle.

[To Register](#) | [Reserve Seat on Shuttle](#)
Deadline to Register and Reserve Seat on Shuttle: Friday, Sept. 11.

POSING MEANINGFUL QUESTIONS

This two-part, active-learning session will engage you in a semi-structured process to pose meaningful questions about student learning, explore tools that will help answer those questions, and ultimately, develop a process whereby your answers to these questions will inform teaching and learning practices.



Posing Meaningful Questions: Seeking Answers to Questions that Matter; Tuesdays, Sept. 15 and Sept. 29; 11:30-1; Skutt SC 105 (lunch provided). [More information.](#) | [Register for Program](#). Facilitator: Christina Murcek, College of Nursing, AEA Fellow for Electronic Learning and Assessment Systems and Mary Ann Danielson, Associate Vice Provost, Academic Excellence and Assessment

PROJECT-BASED LEARNING

This session will cover the basics of project-based learning, provide evidence of large student learning gains in such environments, and discuss the long-term impacts this type



of pedagogy has on students. Members of the team will also provide participates with information on how to begin implementing PBL in their courses (and pave the way for more discipline-specific workshops, to be announced).

Project-Based Learning: What It Is and How to Get Started; Tuesday, Sept. 22; 11:30-1; Skutt SC, Room 105 (Lunch provided). [More information.](#) | [Register for Program.](#)
Facilitator: Gintaras Duda, Ph.D.,
Department of Physics, Worcester Polytechnic Institute Team Leader

ALL-UNIVERSITY RESEARCH FAIR

The [Center for Undergraduate Research and Scholarship](#) (CURAS) invites university faculty to display and discuss recently completed and/or ongoing faculty-driven research involving undergraduates at the **All-University Research Fair; Thursday, Oct. 8; 11-3; Skutt SC Ballroom.**

There will be table space for display items, as well as limited wall space for posters. All undergraduate students, faculty, and staff will be invited to attend.

Additionally, we are adding a new element this year. In conjunction with the Career Center, we will have several graduate schools present with representatives ready to talk to students about how research translates into post-undergraduate studies. More information.

Please contact [Angela Batson](#) at 402.280.2837 with questions.



COMPETENCY MAPPING

You are invited to identify two to three courses in your program that build on one another, team up with the faculty teaching the courses and attend the series. During the series, participants will identify intended outcomes and design learning activities and assignments that will strategically build



knowledge and competencies across courses.

Session 1 Curricular Mapping:

Where Does Your Course Fit?

Session 2 Teaming Up and Breaking Down Learning Outcomes

Session 3 Designing Learning

Activities to Strategically Build Skills and Competencies

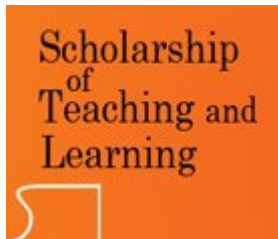
Competency Mapping: Creating Learning Activities Across Courses to Develop Key Competencies and Meet Learning Outcomes; Tuesdays, Oct. 27, Nov. 10, Nov. 17; 11:30-1; Skutt SC 105. [More information.](#)

[Register for Program.](#) Facilitator: Amy Mayer, Occupational Therapy Department, AEA Associate

SOTL RESOURCES

GOOD TEACHING EXTEND BEYOND COURSE ACHIEVEMENT

In the *Journal of the Scholarship of Teaching and Learning*, Issue April 2015, Volume 15, Number 2, the article, [The Benefits of Good Teaching Extend Beyond Course Achievement](#), estimates the influence of certain effective instructional practices on a range of student outcomes. Student perceptions of two specific teacher behaviors – instructor clarity and instructor organization – are associated with gains in a number of important student outcomes including critical thinking, propensity for lifelong learning, academic motivation, persistence to the second year of college, graduate degree plans, likelihood of obtaining a bachelor's degree, and student use of deep approaches to learning.



RECOMMENDED READING

EFFECTS OF TEAM-BASED LEARNING

Ali Whittaker, Ed.D., M.S., R.N., had an article published in the *International Journal of Nursing Education Scholarship*. The article is titled ["Effects of Team-Based Learning on Self-Regulated Online Learning."](#)



ASSESSMENT MENTORING PROGRAM



Do you wonder how Assessment differs from Evaluation? Are you interested in learning how to use assessment data to improve your teaching or promotion dossier? Do you have questions about using BlueLine to manage and explore assessment data?

The [Office for Academic Excellence and Assessment](#) has established a cadre of assessment mentors to assist individuals, programs and departments in conducting the many activities that comprise quality assessment.

- [Assessment Topics and Definitions.](#)
- [Cadre of Assessment Mentors.](#)
- [Request a Mentor.](#)

AT YOUR FINGERTIPS



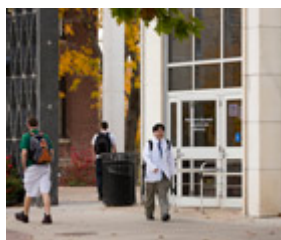
The Virtual Center for Teaching Excellence (vCTE) is a one-stop shop website with information, tools and resources to enhance your classroom/online professional development for both new and seasoned faculty. Visit the [vCTE website](#) to learn more about strategies to actively engage students, assessment of student learning, service-learning, effective online and classroom teaching, and more. **New to the site:** [BlueLine tutorial videos.](#)

ONLINE DEVELOPMENT



Creighton has an institutional membership to [Online Learning Consortium](#) (OLC) and [WCET](#). Both are great resources dedicated to improving the quality of distance learning.

LIBRARY PARTNERSHIP



The Reinert-Alumni Memorial Library partners with both AEA and CAI to offer campus-wide subscriptions. Take advantage of the great resources found in the September issues of the [Teaching Professor](#) and the [Online Classroom](#). For more information contact [Rick Kerns](#).

REQUESTS FOR MANUSCRIPTS



The **9th Scholarship of Teaching and Learning (SoTL) Commons Annual Conference** is now accepting proposals. The conference will be held Mar. 31-Apr. 1, 2016 in Savannah, GA. **Proposal deadline: Oct. 15.** [Conference and proposal information.](#)

2015 CONFERENCES

MARK YOUR CALENDARS

[Nebraska Women in Higher Education 2015 Conference](#), Leading from Within, Sept. 18, Lincoln, NE.

[12th Annual Georgia International Conference on Information Literacy](#), Sept. 25-26, Savannah, CA.

[The Teaching Professor Technology Conference](#), Oct. 2-4, New Orleans, LA.

[Women in Educational Leadership 29th Annual Conference](#), Lincoln, NE, Oct. 4-5.

[Association of American Colleges and Universities \(AAC&U\)](#), Defining, Developing, and Assessing Institutional Roadmaps, Oct. 8-10, Fort Lauderdale, FL.

[International Society for Exploring Teaching and Learning \(ISETL\)](#), Oct. 15-17, Denver, CO.

[Lilly National Conference](#), Oct. 15-17, Traverse City, Mich.

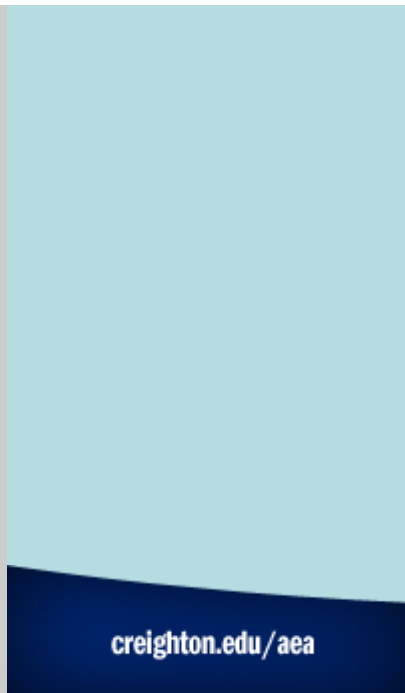
[Online Learning Consortium Annual International Conference](#), Oct. 14-16, Orlando, FL.

[Assessment Institute 2015](#), Oct. 25-27, Indianapolis, IN.

[12th International Society for the Scholarship of Teaching and Learning \(ISSOTL\)](#), Leading Learning and the Scholarship of Change, Oct. 27-30, Melbourne, Australia.

[40th Annual Professional and Organizational Development Network in Higher Education \(POD\)](#)





[Conference](#), "Back to the Future: Critical Reflection, Effective Practice," Nov. 4-8, San Francisco, CA.

[Association of American Colleges and Universities \(AAC&U\)](#), Crossing Boundaries: Transforming STEM Education, Nov. 12-14, Seattle, WA.

[Association of Public and Land-Grant Universities \(APLU\) Annual Meeting](#), Nov. 15-17, Indianapolis, IN.

[Lilly Conference on College Teaching](#), Nov. 19-22, Oxford, OH.

[Southern Association of Colleges and Schools Commission on Colleges \(SACS/COC\) Annual Meeting](#), Dec. 5-7, Houston, TX.

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