

Creighton  
UNIVERSITY

CENTER FOR FACULTY EXCELLENCE

# Annual Report

2023-2024



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### Website:

- External: <https://www.creighton.edu/center-faculty-excellence>
- Internet: [Center for Faculty Excellence \(creighton.edu\)](http://CenterforFacultyExcellence.creighton.edu)

### Hours of Operation:

- Monday-Friday from 8:00 a.m. - 4:30 p.m.



# Message from Associate Vice Provost



*A message from Lou Jensen, OTD, OTR/L, Associate Vice Provost, Center for Faculty Excellence and Associate Professor, Creighton Regis Pathway Coordinator, Occupational Therapy, School of Pharmacy and Health Professions.*

In the Center for Faculty Excellence (CFE), our primary focus is to support faculty members in pursuit of teaching excellence, scholarly research, and professional development. This focus supports Creighton University's commitment to excellence in teaching and student learning. We believe faculty success leads to student success. As such, we offer a range of resources, programs, and development opportunities designed to enhance teaching and assessment skills, foster a flourishing scholarship trajectory, and promote faculty growth as educators, scholars, and leaders.

As I reflect on the past year, I am proud to share the remarkable accomplishments and developments within the CFE. When I began my role as interim Associate Vice Provost in July 2023, I was honored to join a team that enjoyed a strong reputation for excellence, largely due to the visionary leadership of former AVP Dr. Deb Ford and the dedication of our talented staff. This solid foundation positioned us well for growth, and together we have made significant strides in fostering a culture of collaboration and innovation.

In this annual report, you will find key highlights from our efforts over the year. Notably, we finalized our mission, vision, and guiding principles, and we initiated a strategic plan that is already yielding results. Our commitment to enhancing partnerships and establishing touchpoints across campus has been instrumental in our work; we are better together! Furthermore, we have expanded access to our faculty development programs through the Bridge Learning Platform and have piloted innovative approaches to ongoing formation, including communities of practice, microlearning modules, and Open Nest classroom visits.

Building on the good work of the Taskforce for Advancing Assessment of Student Learning Practices, we successfully transitioned to a new program assessment reporting process and form, including a new peer review process for program assessment. Task forces were initiated to improve our online proctoring services and to develop a comprehensive teaching effectiveness framework. Our collaboration with the Division of Information Technology and the Student Success Center has also led to the successful implementation of the Vevox online polling platform, enhancing student engagement in our classrooms and workplaces. Our eLearning team has collaborated with faculty and staff to support new programs, create resources for Generative AI, and usher in new exam services.

Finally, I invite you to join me in celebrating the hard work and commitment of our staff, Faculty Associates and Fellows, collaborative partners, and the many participants of our programs and services. The impact stories in this annual report are the best ways to celebrate our accomplishments. Together, we continue to advance our shared mission of excellence in teaching, learning, and assessment. Thank you for being part of this journey!

Warm Regards,  
Lou Jensen, OTD, OTR/L  
Associate Vice Provost, Center for Faculty Excellence



# About Us



## Mission

The Center for Faculty Excellence actively supports faculty success in teaching that enhances student learning, scholarship, and service/practice across the career lifespan in the Catholic, Jesuit tradition at Creighton University.

## Vision

The Center for Faculty Excellence strives to be a recognized leader in faculty development by:

- facilitating an engaged community of teacher-scholars,
- fostering interdisciplinary collaboration among faculty, and
- creating an environment where faculty can energize, rejuvenate, and innovate.

## Organizational Structure

The CFE reports to **Gail Jensen, PhD**, Vice Provost of Learning and Assessment and **Mardell A. Wilson, EdD**, Provost. Visit Office of the Provost [website](#)

## CFE Staff Involvement in Service, Teaching and Scholarly Activities

Besides their day-to-day job responsibilities, our CFE staff are involved in service, teaching, and even scholarly activities! Check out our CFE staff involvement by-the-numbers over the past year:

### SERVICE

- 29 – Seats on university level committees, councils, and advisory or work groups
- 11 – Seats on school or department-level curriculum committees or other meetings
- 3 – Staff active in national organizations (POD Network and AJCU Technology, Teaching and Learning Group)
- Many staff volunteer time in their communities – here is a sampling of our staff's community involvement:
  - Co-founder of community school district alumni association
  - Member of Nebraska Mediation Association and Society of Human Resources of the Midlands
  - Marriage preparation facilitator
  - Planning committee member for the Young Professionals Summit sponsored by the Omaha Chamber
  - Alumni panelist for College of Agriculture, Life and Environmental Sciences, University of Arizona
  - Volleyball official for Nebraska School Activities Association and USA Volleyball

### TEACHING AND SCHOLARLY ACTIVITIES

- 1 – Credit-bearing course at Creighton in which a CFE staff member serves as the instructor
- 3 – Staff members who co-presented CFE faculty development programs
- 1 – Externally funded grant with a CFE staff on the team
- 2 – CFE staff enrolled in degree programs over the past year
- 1 – Badge earned in ADA & Digital Accessibility by an eLearning team member
- 8 – Certificates earned from Code Academy by eLearning team members



# Committees Led by CFE

The Associate Vice Provost for the CFE chairs or co-chairs two university-level [committees](#) that serve to promote excellence in teaching, learning and assessment. Additionally, a Faculty Development Advisory Group (FDAG) meets quarterly to provide counsel to the CFE on faculty development efforts.

## University Assessment Committee (UAC)

The UAC fosters a culture of assessment, where assessment is designed to evaluate the effectiveness of teaching-learning processes, discover strengths and challenges within these processes, and improve educational programs, student achievement, and the total student experience at the University.

Members of the UAC foster communication among all colleges, schools, and divisions which facilitate and assess student learning. The UAC coordinates academic and co-curricular assessment at the University level, providing feedback and assistance to programs as needed.

During the 2023-2024 academic year, 27 faculty and staff served on the UAC. This included two co-chairs, five elected faculty members, eight appointed faculty members representing each college/school, seven representatives from various university offices, and five members nominated by committee co-chairs.

Members met five times during the year, with major accomplishments including planning the Fall 2024 Assessment Poster Presentations, advising on the revamped program assessment reporting process, participating in peer review, and mentoring of program assessment plans.

## Committee on Computing and Academic Technology (CCAT)

The purpose of CCAT is to advise Academic Council, Division of Information Technology, Center for Faculty Excellence, and University Libraries on academic technology matters. During the 2023-2024 academic year, 29 faculty and staff served on CCAT. This included a Provost appointee, Deans from all colleges/schools or their proxies, representatives from the CFE and Division of Information Technology, the University librarian or their proxy, two faculty council members elected by the council, and one tenured or tenure track faculty member elected from each college/school.

Members met six times during the year to identify and respond to emerging pedagogical and research technology needs; review existing academic technology policies; provide input on proposed new policies affecting academic technology; report to Academic Council, as needed, on faculty concerns regarding academic technology; and assist in communicating key information and decisions to the University community to facilitate a broader understanding of strategy, resource allocation, project selection, and prioritization related to the use of academic technology.

## Faculty Development Advisory Group (FDAG)

FDAG assists in identifying and prioritizing faculty development programs and initiatives that enhance excellence and opportunities in the areas of teaching and student learning. FDAG is a collaborative group, comprised of representatives from each college/school as well as other units relevant to faculty development, which guides and informs faculty development activities within each specific area, builds upon current resources, identifies opportunities for partnership to support faculty teaching and student learning. During the 2023-2024 academic year, 25 faculty and staff served on FDAG.

# Faculty Welcomed

## Coffee & ConverStations Welcome Faculty

Faculty engaged in the Coffee and ConverStations gathering events in August 2023 and January 2024 in Phoenix and Omaha. Faculty from all colleges/schools were able to connect, discuss ideas, and learn from each other on teaching, student learning, and assessment. Participants were able to express creative ideas and capture their collective thoughts on specific topic stations.



## Presentation & Consultations

Lou Jensen and leadership team members presented at New Faculty Orientation, in Omaha and Phoenix; a New Faculty Orientation Seminar on Assessment and Course Evaluation; School of Pharmacy & Health Professions Orientations (fall and spring), and consulted on topics related to teaching, learning, and assessment.

## Building Community and Enhancing Teaching

*As a new faculty member, Lauren Plum, PT, DPT, Physical Therapy, School of Pharmacy and Health Professions shares her experiences with the Center for Faculty Excellence and how it enriched her teaching and sense of community.*



### Welcoming and Inclusive Space

The CFE has been a very welcoming and inclusive space, as they have welcomed me with open arms, even as a new faculty member. They value each faculty member's contributions and help facilitate building connections across disciplines and across campus. My favorite CFE programming so far has been the Open Nest pilot, where faculty opened their "nests" (classrooms) to other faculty to come observe the many creative ways that educators from a variety of disciplines encourage active learning in their classrooms.

### Advice for Faculty to Maximize Engagement

Take advantage of these opportunities for high-quality educational programming and micro-learning. When you get an email about CFE programming, block your schedule in order to attend. Engage in a Community of Practice. Attend an Open Nest. Volunteer to LEAD an Open Nest! Step out of your daily comfort zone and open yourself up to new teaching concepts and new technology that is presented in an easily digestible way. Learn from your peers on campus so that we are not all practicing in our own silos.

### Faculty Collaboration

I've come to recognize folks that I keep seeing at different CFE events, and through the CFE, I've come to work with Natalie Boulton, MS Ed., my department's Instructional Designer, to improve the learning experience for my students in their BlueLine courses. I've also been able to meet with several faculty for help developing course syllabi and appropriate and engaging assignments that help meet my course objectives. I am so grateful for the opportunity to build these valuable connections right here at Creighton.

### Conclusion

Lauren's journey exemplifies the power of community, continuous learning, and collaborative teaching practices.



# Faculty Development

*CFE programming continues to be both robust and varied. I hear from faculty "all the time" about a CFE program they attended or participated in. Thanks for these wonderful programs. ~ Impact Survey Feedback*

## Program Summary 2023-2024

This academic year, 49 professional programs focused on teaching, learning, and assessment (with a total of 59 sessions) were attended by 570 faculty and staff. Overall program attendance was 1789, as some attended more than one program during the academic year. CFE Faculty Associates and Fellows, grant teams, University Assessment Taskforce members, CFE staff, and collaborative partners (i.e., Office of Research & Scholarship, University Libraries, and IDEA Hub) facilitated programs in a variety of modalities.

## Bridging Access to Programs & Resources

To best match faculty interests and availability for faculty development, the CFE adopted Creighton's training, learning, and professional development platform, Bridge, to host the robust calendar of programs. Readily available are on-demand virtual programs and microlearning modules on a wide variety of topics related to teaching, learning, and assessment. In 2023-2024, the CFE offered several new programs and projects in alignment with teaching excellence. Bridge will place the on-demand course in your personal dashboard where you can access the recording and program materials 24/7 at a time that is most convenient for YOU!



## Impact Survey: Executive Summary

One way we measure success in advancing our mission is to administer the CFE Annual Impact Survey. The purpose of the survey is to collect qualitative and quantitative data on the programming impact from the year, uncover insights, and identify future programs to address university needs.

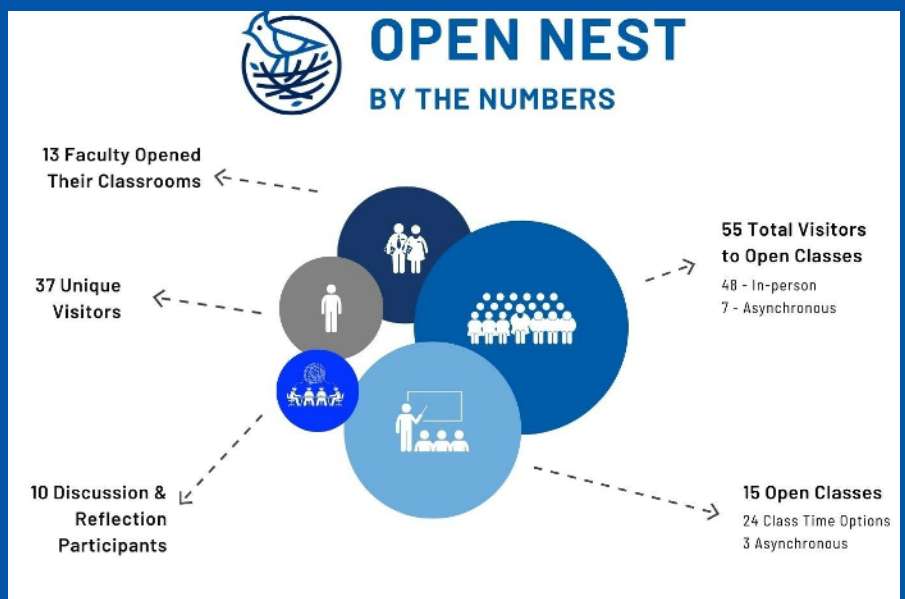
Faculty, staff, and administrators who attended CFE faculty development programs from August 2023-May 2024 were invited to provide complete the survey related to the impact of programming on teaching, learning, and assessment, with focused questions on the Bridge learning management platform and Vevox, the university-wide digital polling and student engagement platform. The 570 program attendees were invited to provide programmatic feedback in the Impact Survey. The survey closed with 111 faculty/staff who completed the survey (19% response rate). Read full [Executive Summary](#) findings.

## Open Nest

Creighton faculty were invited to sign up to visit and observe a class, whether that be in person, synchronously via Zoom or Panopto, or remotely by exploring an online asynchronous course. This Open Nest Project culminated in an open gathering for both faculty open nesters and visiting colleagues to discuss lessons learned and to help build a community of educators at Creighton interested in pedagogy.

The Open Nest Pilot was part of Phase I of developing a university-wide Teaching Effectiveness Framework and Toolkit.

Teaching Effectiveness Taskforce members: Lou Jensen, OTD, OTR/L, Center for Faculty Excellence; Gintaras Duda, PhD, Physics, College of Arts & Sciences; Bobbi Greiner, OTD, OTR/L, Occupational Therapy, School of Pharmacy & Health Professions; Maya Khanna, PhD, Psychological Science, College of Arts & Sciences



# Faculty Associates Program

*The Faculty Associates Program offers a variety of growth for faculty in their professional roles as teacher-scholars. Each two-year cohort designs and offers programs to meet the needs of faculty and the university on topics and projects of importance on student learning, assessment, and academic technologies. Beyond the program, faculty collaborate across disciplines and campuses, investing in their professional growth. In alphabetical order, cohorts from 2022-2024, 2023-2025, and 2024-2026.*



Manuel Cevallos, MD, MEd, Medical Education, School of Medicine, Phoenix



Kimberly Beran-Shepler PT, DPT, Physical Therapy, School of Pharmacy and Health Professions



Gintaras K. Duda, PhD, Physics, College of Arts & Sciences



Ashley Fecht OTD, OTR/L, Occupational Therapy, School of Pharmacy and Health Professions



Jessica Goodman, PT, DPT, PhD, Physical Therapy, School of Pharmacy & Health Professions, Phoenix



Bobbi Greiner, OTD, OTR/L, Occupational Therapy, School of Pharmacy and Health Professions



Chris Johnson, PT, DPT, EdD, Exercise Science & Pre-Health Professions, College of Arts & Sciences



Maya M. Khanna, PhD, Psychological Science, College of Arts & Sciences



Erika Dakin Kirby, PhD, Communication Studies, College of Arts & Sciences



Brian Kokensparger, MFA, PhD, Computer Science, Design & Journalism, College of Arts & Sciences



Brooke Kowalke, PhD, English and Medical Humanities, College of Arts & Sciences and School of Medicine



Kenneth Kramer, PhD, Biomedical Sciences, School of Medicine



Shelly Luger, RN, DNP, College of Nursing



Paul McGreal, JD, LL.M., School of Law



Guy McHendry, PhD, Communication Studies & Director of the Magis Core Undergraduate Curriculum, College of Arts & Sciences



Angel Ogbeide, DDS, Oral and Maxillofacial Surgery, School of Dentistry



Julie Peterson, PT, DPT, Physical Therapy, School of Pharmacy & Health Professions



Jacob Rump, PhD, Philosophy, College of Arts & Sciences



Peggy M. Rupprecht, PhD., Computer Science, Design & Journalism, College of Arts & Sciences



Ethan Schroeder, PhD, Oral Biology, School of Dentistry



Jessica Seaman, EdD, Faculty Development, School of Medicine, Phoenix



Gargi Vyas, PhD, Interdisciplinary Leadership, College of Professional and Continuing Education



# Spotlighted Programs

To find these on-demand program recordings and resources, along with micorlearning modules, scan the QR code to access Bridge.



## The New Science of Learning

The New Science of Learning: How to Learn in Harmony With Your Brain with Author Visit, Todd D. Zakrajsek, PhD. [Access the e-book](#) through Creighton University Libraries.

## Panel Program Spotlights Faculty and Instructional Designer Collaborations

What an Instructional Designer Can Do with You: Stories from Faculty/ID Collaborations with panelists: Cristina Vélez, MS Ed, Instructional Designer; Brooke Kowalke, PhD, Departments of English and Medical Humanities, College of Arts and Sciences/School of Medicine, CFE Faculty Associate; Mary Lee Brock, MEd, Assistant Professor, Director - Negotiation, Conflict, & Resolution; Joy Doll, OTD, OTR/L, Resident Associate Professor & Health Informatics Program Director and Natalie Boulton, MS Ed, Instructional Designer, as moderator.

## Collaborative Partners

Collaborative partner programs from areas such as: Research & Scholarship, University Libraries and Leadership Faculty Fellow, Jennifer Moss Breen Kuzelka, PhD, as it related to Creighton University selection to be among the elite, short list of just 25 higher education institutions nationwide recognized with the inaugural Carnegie Foundation Leadership for Public Purpose Elective Classification:

- Calling all Scholarly Jays! Research Networking & Happy Hour
- Creighton Internal Grant Funding Opportunities: Panel
- Google for Academic Research: Advanced Tips & Tricks
- Information Literacy in Your Classroom
- Leadership Development at Creighton University: A Panel Discussion
- Library Makerspace Video Tour
- Published Works: In Search of the Truth
- ResearchWorks: Creighton's New Research Platform
- SciENCv: Creating Your NIH & NSF Biosketches
- Seeking Primary Source Materials: Archives Unbound & More

## Programs of Interest

- Against Returning to Normal: The New College Classroom: Book Club
- AI Unleashed: Faculty's Toolkit for Education
- An Introduction to Generative AI for Educators
- Building an Interactive Final Exam Review: Practical Application Vevox
- CFE Grant Presentations 23-24
- Cooperative Learning in Law School Classes
- Demystifying Generative AI's Impact on the University
- Effective Team-Based Learning Application Exercises
- Facts to Findings: Introduction to Network, Multilevel, and Causal Analyses
- Generative AI Reading and Discussion Group
- Getting Started with Vevox: Creighton's New Online Student Polling Platform
- Identifying Your Leadership Frames in Higher Education
- Intersectionality: Combined Impacts of (Dis)Advantaged Identities on Teaching, Learning, and Belonging
- Learning Clinical Interview Skills in English and Spanish using a Chatbot
- Life-Work Integration and Harmony
- Lowering Student Anxiety Levels in Your Classroom
- Moving from Microaggressions to Microinclusions
- New Questions, New Answers: Redesigning Core Assessment
- Peer Review-The Art and Science
- Practical Application Strategies for Academic Service Learning
- Student Mentoring Program: A Lifesaver at Your Fingertips
- Teaching Race in a Primarily White Institution
- Thinking with Things: Learning by Integrating Spatial and Haptic Perception
- Time Management Tools for Professional Satisfaction
- Understanding in the Age of ChatGPT: Questioning Assumptions
- Using a Digital Writing Tablet: One Faculty Member's Transformative Journey
- Using Vevox in Hybrid, Hyflex, and Asynchronous Learning Environments
- What is Leadership Coaching Anyway?
- What is Your Mid- or Late-Career Path?

# Community of Practice

*A Community of Practice (CoP) is a group of faculty/staff who share a common interest or passion and engage in collective learning to improve their skills and knowledge in that area. CoPs cross disciplines and levels of learning, bringing a unique platform to share resources, solve problems collaboratively, and enhance teaching practices. The community supports continuous professional growth.*

*Piloted this year were two Communities of Practice: The Trendsetters and Active Learning.*

**The Trendsetters**, a new community of practice, offers an informal group to share interdisciplinary practices and approaches to statistics, econometrics, and a wide range of quantitative research methods. The group meets monthly to have conversations on these topics, conduct live-time workshops, and organize participant-inspired meet-ups to share research and receive ideas and feedback.

Faculty facilitators: Gargi Vyas, PhD, EdD, Interdisciplinary Leadership, College of Professional and Continuing Education, CFE Faculty Associate; Jack Taylor, PhD, Research and Compliance, Biostatistical Core; and Jim Martin, PhD, Interdisciplinary Leadership, College of Professional and Continuing Education

## The Influence of a Cross Discipline Community

*Kristie Briggs, PhD, Economics, Heider College of Business, shares her journey within a community of practice and energizing experience with fellow faculty members.*



### Excitement and Expectations

Joining a community of practice (CoP) was an exciting opportunity for me. I was eager to collaborate with colleagues from across the university, hoping this would spark new ideas, foster knowledge growth, and allow me to apply my expertise through the lens of different disciplines. The anticipation of collegiality and shared learning was high, and I am pleased to say that the experience did not disappoint on any front.

### Energizing Faculty Experience

Being part of this community has significantly energized my faculty experience. It has fueled my curiosity about various techniques and statistical software, pushing me to think outside the box. This fresh perspective has invigorated my approach to methods I have used many times before, making my work more dynamic and engaging.

### Influence on Research Strategies

One of the most valuable aspects of the CoP has been the deeper insight I gained into the R programming language. This was an area I had long wanted to explore

further, and the community provided the perfect platform to do so. The knowledge and skills I acquired have had a profound impact on my research strategies, enabling me to approach my work with greater confidence and competence.

### Innovative Teaching Strategies

The CoP Trendsetters have also been instrumental in shaping my teaching strategies, particularly in the realm of research mentorship. Engaging with colleagues and hearing how they articulate and explain statistical methods has given me new ways to approach conversations with students. This has been especially helpful when my usual methods were not fully resonating with them. The innovative approaches I have learned have enhanced my ability to mentor both undergraduate and graduate students effectively.

### Conclusion

Overall, joining the community of practice has been a transformative experience. It has not only met but exceeded my expectations, providing a rich environment for professional growth and collaboration. The insights and strategies I have gained continue to influence my work, making me a more effective educator and researcher.



The newly formed **Active Learning Community of Practice (CoP)** meets monthly to examine various learning preferences, explore active learning strategies, and review implementation of those practices. Members of this CoP considers barriers to learning that may exist in our classrooms and works together to develop pedagogical tools to help reduce those barriers, collectively generating specific topics of focus for the semester's meetings. This CoP provides a supportive community for those working to create more inclusive educational spaces on Creighton's campuses.

Faculty facilitator: Brooke Kowalke, PhD, English and Medical Humanities. College of Arts & Sciences and School of Medicine, CFE Faculty Associate along with faculty colleagues with expertise on a variety of active learning techniques and tips.

## CoP: Embracing Community and Innovation

*Marion Russell, OTD, MOTR/L, SCFES, Occupational Therapy, School of Pharmacy & Health Professions, shares her transformative experiences in joining a community of practice.*



### Finding a New Intellectual Home

Dr. Russell reflects on her initial hesitations about joining a research networking event, given her background in qualitative research and early career status. However, the welcoming environment created by the CFE office staff quickly dispelled her doubts. With a liberal arts background, she was eager to connect with faculty who valued the integration of liberal arts in health care education. Her seating arrangement with members of the Kingfisher Institute proved to be a turning point, leading to meaningful conversations, new research ideas, and valuable connections, including an introduction to Dr. Brooke Kowalke in the English Department. This experience affirmed her belief that her liberal arts passion had a place at Creighton.

### Energizing Faculty Experience through Community Engagement

Participation in the Active Learning Community of Practice has been a significant source of inspiration for Dr. Russell. Her involvement began with connections made during a fall book club, where she explored active learning strategies used by other faculty members. A colleague from Computer Science inspired her to integrate active learning technology into her hybrid classes, bridging the gap between in-person and hybrid teaching. This community has not only provided her with innovative teaching strategies but also the confidence to pursue authorship opportunities, such as a chapter on graphic medicine in health care.

### Influencing Research through Collaborative Networks

Dr. Russell's engagement in the community of practice and research networking programs has profoundly influenced her research trajectory. Collaborating with a colleague in Canada, she recently completed a book chapter on graphic medicine and plans to continue exploring this field. Her participation in these events has connected her with Creighton community members who share her enthusiasm for graphic narratives and chronic illness research. These collaborations have enriched her research and teaching, fostering a supportive network of colleagues.

### Innovative Teaching Strategies

Through her involvement in the Active Learning Community of Practice, Dr. Russell has adopted several innovative teaching strategies. She incorporates reflective writing exercises to deepen student engagement and uses Padlet boards to facilitate participation among both campus and hybrid students. Additionally, she involves students in establishing class engagement rules, ensuring a safe and inclusive learning environment. These strategies have significantly enhanced the learning experiences of her students.

### Conclusion

Dr. Marion Russell's journey highlights the profound impact of community engagement and innovative teaching on professional development and student learning. Her experiences underscore the importance of fostering a supportive and collaborative academic environment, where faculty can thrive and contribute to the advancement of health care education.

# Scholarship of Teaching and Learning

*The Scholarship of Teaching of Learning (SoTL) involves faculty undertaking systematic inquiry about student learning –informed by prior scholarship on teaching and learning– and going public with the results. SoTL involves “faculty bringing their habits and skills as scholars to their work as teachers... habits of asking questions, gathering evidence of all different kinds, drawing conclusions or raising new questions, and bringing what they learn through that to... students’ learning.”*



## 2024 Awardees: Distinguished Educator in Teaching as Scholarship

Creighton University recognizes teaching excellence for faculty by offering the Distinguished Educator in Teaching as Scholarship award. This all-University award recognizes excellence based on "evidence of effective teaching." This University award allows Creighton to model best practices in scholarly teaching, clearly communicate the valuing of teaching as our core enterprise and advance our efforts to be more competitive in state and national teaching award programs. 2024 Distinguished Educator in Teaching as Scholarship awardees: **Julie Peterson, PT, DPT, EdD**, Physical Therapy, School of Pharmacy and Health Professions (pictured left), and **Patricia Soto-Becerra, PhD**, Physics, College of Arts and Sciences (pictured right).



## Faculty Development Grant Program with SoTL Focus

Early stages of scholarly research can begin with a conversation with a colleague on a topic or inquiry on a specific topic. The CFE offers Faculty Development Grant Program which provides “seed money” for work in its early stages that is relevant to the assessment of student learning or advances a Scholarship of Teaching and Learning project. Grants are competitively awarded for up to \$2000. The grant results are further disseminated beyond the initial grant period, such as in presentations, journal publications, additional internal grants and new external grants, and have influenced national organization learning standards.



# Scholarship of Teaching and Learning Grant Projects

*Six teaching/research teams, including 15 faculty, 1 staff and 1 student, from Omaha and Phoenix campuses, were awarded the 2023-2024 Faculty Development Grants. Total funded amount: \$10,192.*

## INTERDISCIPLINARY TEAMS

### **Enhancing Transdisciplinary Service-Learning in Nursing and History**

Echo Koehler Perlman, DNP, RN, College of Nursing, Co- Principal Investigator  
Adam Sundberg, PhD, History, College of Arts & Sciences

### **Does an Interprofessional Learning Community Influence Health Profession Students' Perceive Value of Interprofessional Collaborative Care?**

Kimberly Somers, PT, DPT, CSCS, Physical Therapy-Omaha, School of Pharmacy & Health Professions, Principal Investigator  
Jennifer Fierstein, PA-C, PA Program-Phoenix, School of Medicine, Co-Investigator  
Wendi Carlton, MD FAAP, PA Program-Phoenix, School of Medicine, Co-Investigator  
Susan Weems, MS, Academic & Student Affairs, School of Pharmacy & Health Professions, Co-Investigator  
Emily Pascua, Physical Therapy-Student, School of Pharmacy & Health Professions, Co-Investigator

## COLLEGE OF ARTS & SCIENCES

### **Communication Apprehension Reduction: Assessing the Effectiveness of an Online Public Speaking Course**

Jay Leichter, PhD, Communication Studies, College of Arts & Sciences, Principal Investigator  
Samantha Senda-Cook, PhD, Communication Studies, College of Arts & Sciences, Co-Investigator  
Guy McHendry, PhD, Communication Studies, College of Arts & Sciences, Co-Investigator

## SCHOOL OF MEDICINE

### **Clinical Skills Interview Chatbot in Spanish**

Manuel Cevallos, MD, School of Medicine-Phoenix, Principal Investigator  
Steven Fernandes, PhD, Computer Science, Design, Journalism, College of Arts & Sciences, Co-Investigator

## SCHOOL OF PHARMACY & HEALTH PROFESSIONS:

### **Immersive Virtual Reality in Occupational Therapy Education**

Colleen Spellman, OTD, OTR/L, Occupational Therapy, School of Pharmacy & Health Professions, Principal Investigator  
Erin Young, OTD, OTR/L, Occupational Therapy, School of Pharmacy & Health Professions, Co-Investigator  
Andrea Thinnies, OTD, OTR/L, Occupational Therapy, School of Pharmacy & Health Professions, Co-Investigator

### **Development of a Clinical Reasoning Assessment Tool for Physical Therapist Assistants**

Michelle Reilly, PT, DPT, OCS, Physical Therapy, School of Pharmacy & Health Professions, Principal Investigator  
Jennifer Furze, PT, DPT, PCS, Physical Therapy, School of Pharmacy & Health Professions, Co-Investigator

# CFE Grant Enhances Faculty Interdisciplinary Collaboration Across Disciplines and Locations

*Spotlight on Manuel Cevallos, MD, MEd., School of Medicine, Phoenix (pictured left center) and Steven Fernandes, PhD, Computer Science, Design, Journalism, College of Arts & Sciences, Omaha (pictured right center), who were awarded the 2023-2024 CFE Faculty Development Grant for project titled Clinical Skills Interview Chatbot in Spanish collaboration. Learn more from their shared perspectives.*

## Enhanced Teaching and Research

Dr. Cevallos: As a mentor in the Clinical Skills Spanish Club on the Phoenix campus, the CFE grant award for using a Chatbot to practice a clinical interview in Spanish allows students and me to enhance our skills. The CFE grant enabled me to meet and collaborate with an exceptional person, Dr. Steven Fernandes, from CU-Omaha. His knowledge and personal skills define a researcher you want to work with. Working together with his students was a total pleasure. We talked about this and reached out to build and use the ChatBot app. We will continue using the Chatbot for Clinical Skills on Spanish (BOTES) in the new academic year, benefiting our students and patients. This collaboration is now extended to new projects.



Dr. Fernandes: The CFE grant has significantly enhanced both my teaching and research at Creighton University. It supported the development of the Clinical Skills Interview Chatbot in Spanish and assisted in my Data Science Capstone and Machine Learning courses. This tool allows students to practice clinical interviews in Spanish, effectively merging computer science with healthcare education. The grant also facilitated the involvement of undergraduate students in this generative AI project and enabled valuable interactions with faculty and students from Creighton's Phoenix campus, including my collaborator, Dr. Manuel Cevallos.



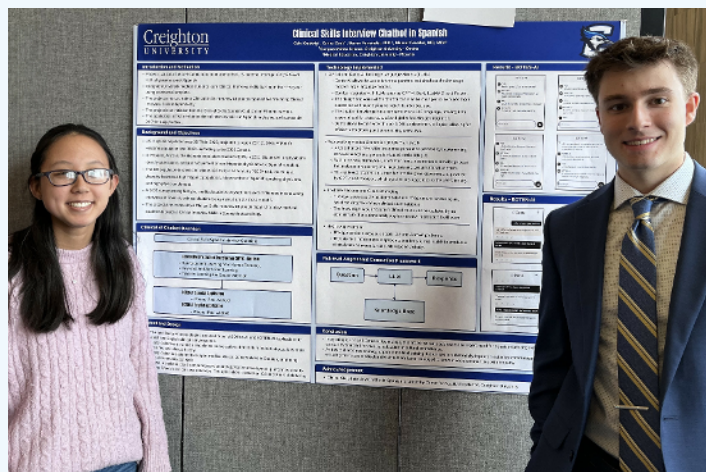
## Transformational Moment

Dr. Cevallos: CFE is a family. The chatbot Spanish idea sounded great when I thought about it, but I needed to figure out how to do it. In one of the CFE meetings, I had the opportunity to meet Dr. Kokensparger, who introduced me to Dr. Steven Fernandes. The CFE played a crucial

role in facilitating this introduction, which led to a collaboration that has significantly advanced our research. Dr. Fernandes was immediately able to expand his knowledge of the project. From there, we discussed and kept developing modifications and generated new projects. The CFE seed grant was the detonating fuse for building our collaboration in research.

Dr. Fernandes: A transformative moment occurred when we presented the chatbot project at Creighton's Research Week. This presentation not only demonstrated the project's impact on medical training but also highlighted the collaborative efforts between the Omaha and Phoenix campuses. Working with Dr. Manuel Cevallos was particularly rewarding, as our combined expertise enriched the project's development and implementation. The positive reception from the community has further encouraged us, and we plan to apply for many more research grants to extend our work in this innovative field. This ongoing commitment exemplifies the dynamic and expansive nature of the CFE grant's influence on my academic career.

Students Carina Cook and Cole Krudwig presented the research poster titled Clinical Skills Interview Chatbot in Spanish at St. Albert's Day, March 26-27, 2024.



# Vevox: Student Engagement

A Creighton-wide membership to Vevox, the #1 rated cloud-based polling and Q&A platform for student engagement was adopted in the academic year. This institutional membership allows faculty and staff to have a Vevox account, at no cost to them, where they can set up polls, quizzes, word clouds, and more for use in their online, in-person, and hybrid classes, trainings, and meetings.

At the end of the Spring 2024 semester, after less than one semester of use, data show 73 active users, with at least 42 more planning to use Vevox in the upcoming fall semester. Our assigned Vevox Customer Success Manager anticipates a university of our size with current usage patterns to have 150 active users within the year.

The integration of Vevox into classrooms and work spaces at Creighton is one way for us to live out the University Strategic Plan, specifically related to Achieving Academic Excellence. As described in this section of the plan, “(i)nnovative approaches and investments in faculty, academic programs, and facilities will support methods and techniques in research and teaching that will allow students to face the future with hope and confidence” (The Creighton 150 Strategic Plan: Lighting the Way, p. 10). One such innovative approach to achieving academic excellence is to support faculty in 21st century active learning tools such as Vevox that can reach all types of learners.

[Create account](#) and [link to resources](#) to learn more.



## *Faculty responses:*

*I utilized Vevox polling at the end of each class period and for the final review. The in-class feedback from students was very positive.*

~

*I incorporated Vevox into many of my classes.*

## The Impact of Faculty Roles on Professional Development and Student Learning

*Insights from Jessica Goodman, PT, DPT, PhD, RMSK, Physical Therapy, Phoenix, School of Pharmacy and Health Professions, shares her experiences and insights on how her roles have shaped her professional journey and enhanced student learning.*



### Fostering Professional Growth and Student Engagement

Dr. Goodman's role as a faculty associate has significantly influenced her professional development. By dedicating time to the pedagogy of teaching, she has been able to prioritize the use of various tools within her teaching methods. This focus has not only enriched her teaching practices but also facilitated engaging and meaningful discussions with other faculty members.

Her visibility in the CFE program has led to increased interactions with colleagues from both the Phoenix and Omaha campuses. This cross-campus engagement has helped her foster a sense of community, particularly in Phoenix, where she aims to create a supportive and collaborative environment.

### Enhancing Teaching Tools through Vevox Programming

As the lead for Vevox programming, Creighton's institutional polling platform, Dr. Goodman has expanded her teaching toolkit. Leading this initiative has allowed her to engage in discussions about the program's use with a diverse group of stakeholders, including faculty and curricular designers. This role has required her to seek solutions for implementation challenges, making the program's use in the classroom more seamless and effective.

Dr. Goodman's involvement with Vevox has also influenced her peers and co-instructors, encouraging them to utilize the platform more effectively. Additionally, her experience with Vevox has highlighted areas in her classes where student engagement could be improved. By incorporating polling questions or word clouds, she aims to increase student participation and interaction, ensuring a more dynamic and responsive classroom environment.

### Conclusion

Dr. Jessica Goodman's roles as a faculty associate and Vevox programming lead have not only advanced her professional development but also positively impacted student learning and engagement. Her efforts to create a sense of community and enhance teaching tools demonstrate her commitment to fostering an enriching educational experience for both students and faculty.



# Assessment

## Overview

The CFE leads university-wide efforts in assessment of student learning and quality assurance of our online learning environments. The assessment work of the CFE is greatly supported by the dedicated members of the University Assessment Committee. Members participate in the peer review of assessment reports, plan the annual assessment symposium—which, starting in fall 2024, will also encompass teaching and learning—and review HLC and university policies related to assessment.

CFE assessment efforts happen in three primary areas. First, the CFE coordinates student ratings of instruction using Campus Labs (also called Anthology Evaluate). Campus Labs includes the IDEA System which is a nationally normed and valid instrument that provides evidenced-based resources to support teaching effectiveness. Second, the CFE regularly reviews online courses using a modified Quality Matters rubric to ensure the quality of online, hybrid, and hyflex courses. Finally, the CFE is responsible for procedures related to annual program assessment.

Assessment highlights from our many initiatives from the past year.

- Online course reviews completed: 80
- Campus Labs end of course evaluations: 3,703
- Assessment & Campus Labs consults: 40
- Annual Assessment Report:
  - 69 of 82 programs submitted – 80%
- Peer Reviews:
  - 37 programs

## Program Spotlight:

**New Questions, New Answers: Redesigning Core Assessment** with facilitators Guy McHendry, PhD, Communication Studies, College of Arts & Sciences, Timms Endowed Professor and Director of the Magis Core Curriculum & Faith Kurtyka, PhD, English, College of Arts and Sciences, Associate Director of the Magis Core Curriculum.

## New Process: Annual Assessment Report

The annual assessment report has a new process. In the spring, the new BlueQ Assessment Reporting tool was introduced. At the charge of Provost Wilson, the Taskforce for Advancing Assessment of Student Learning Practices aimed to advance assessment of student learning. The technology used to gather information was simplified by sunsetting the use of Taskstream and implementing BlueQ (Qualtrics), a survey tool well-known on the Creighton campus. This new tool also streamlined efforts for programs that submit assessment reports to external accreditation or regulatory bodies by allowing those programs to attach their reports and not duplicate work. The new process emphasizes actions for change so that assessment can be used to truly improve student learning by instructing programs to focus on only 1-3 outcome(s) that yielded unexpected results, identified problems in student learning, or suggested changes of some kind may be warranted (even if the changes are small).

## Peer Review Process

In late spring, University Assessment Committee members used an updated process to peer review submitted assessment reports from May 20 – June 30, 2024. The peer reviewers used a new feedback form that aligned with the annual assessment report template in the University Assessment Repository Blueline site. All program reports were administratively reviewed. This year not every program was peer reviewed as programs were prioritized by several factors such as new program, programs requesting mentorship or with questions about annual assessment, and programs who met less than 80% on their benchmarks. All programs who submitted annual assessment reports this year will be contacted with their peer review feedback form and next steps, if applicable, or a message that their program was not peer reviewed this year. Even if not reviewed, each year programs continue to implement their assessment plan, conduct assessment of student learning, and submit an annual assessment report.

# eLearning

CFE eLearning consists of an instructional design team, exam development team, and media designer who collaborate to support faculty on projects related to teaching and learning. The eLearning team also regularly collaborates with Student Accessibility Services and the Division of Information Technology. They provide updates and representation to the Committee on Computing and Academic Technology (CCAT), which is chaired by the Associate Vice Provost of the CFE. CCAT serves to connect faculty, Information Technology, University Libraries, and administrators to advise on academic technologies and related policies.

Learn more about our eLearning team by viewing each team member's [introductory video](#).

## Examity to ProctorU Migration

Examity was Creighton's pay-per-use online proctoring solution for distance students taking high-stakes exams. In Fall 2023, Examity was acquired by MeazureLearning, and the migration to the ProctorU platform began in late Spring 2024. Led by Senior Exam Developer Rachel Rentschler, MPH, the exam team quickly engaged in comprehensive training on ProctorU's administration and functionality. They developed new training materials for both faculty and students, successfully launching the new proctoring platform in Summer 2024.

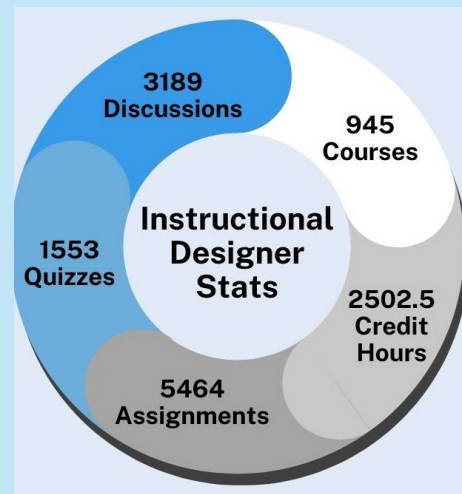
## Media Specialist Contributions and Key Achievements

Over the past academic year, our eLearning Media Specialist, Phil Beagle, made notable contributions across various projects, showcasing expertise in photography, graphic design, and video editing. Key accomplishments include leading photo sessions for multiple departments, such as senior photos for the School of Dentistry and the Physician Assistant program in the School of Medicine, and capturing images at the Spring and Fall Career Fairs. Our media specialist also provided video editing services for faculty lectures and academic projects, including this year's Haunted Hospital and Heartbreak Hospital, both of which are online IPE Passport activities for the Center for Interprofessional Practice, Education, and Research (CIPER). These efforts have elevated the quality and delivery of academic media services within the university.

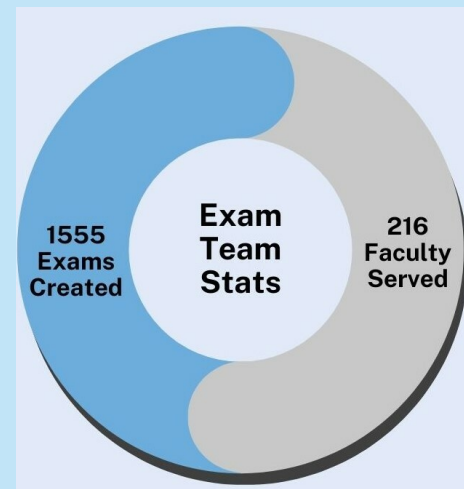
## Supporting Student Learning: eLearning by the Numbers

Over the course of the 2023-2024 academic year our eLearning team provided support across the Creighton campuses in the following ways:

2023-2024 Instructional Design Support Data



2023-2024 Exam Development Support Data



# NEW: eLearning Innovation Grants

*The Center for Faculty Excellence (CFE) eLearning Innovation Grant supports the development of innovative solutions addressing instructional challenges in online, hyflex, hybrid/blended, or web-facilitated learning in collaboration with instructional designers from the CFE eLearning team. The collaborative partnerships will impact credit-bearing courses/programs to contribute to fulfilling academic program requirements and enhancing student learning.*

- **Brenda M. Coppard, PhD, OTR/L, FAOTA** and **Angie Lampe, OTD, OTR/L, Occupational Therapy, School of Pharmacy and Health Professions** with **Cristina Vélez, MS.Ed., CFE Instructional Designer**
- **Hollie Siebler, PhD, Biology, College of Arts and Sciences** with **Molly Hines, MS, CFE Instructional Designer**
- **Paul McGreal, JD, Law School** with **Molly Hines, MS, CFE Instructional Designer**
- **Megan Falke, DNP, APRNM, NNP-BC**, and **Jocuelin Jones, DNP, PNP, NNP-BC, Graduate Nursing, College of Nursing** with **Jackie Happer, M.Ed.** and **Laura Praus, M.Ed., CFE Instructional Designers**

## Generative AI: Resources

Creighton recognized the need for faculty resources and programming with an AI focus. Molly Hines, MS, an instructional designer on the CFE eLearning team created a [Generative AI Resources BlueLine](#) site that contains readings and resources on topics such as generative AI tools, use of generative AI for instruction, sample statements for syllabi and assignments, and more. There is also a sign-up to join an informal group of faculty and staff that are comfortable exploring and discussing generative AI for instruction and other uses. Faculty and staff can use the following link to self-enroll in the group site using their Creighton credentials: [Generative AI Resources BlueLine](#).

In the fall 2023, CFE held the following AI Workshop Series: Demystifying Generative AI's Impact on the University; An Introduction to Generative AI for Educators; Understanding in the Age of ChatGPT: Questioning Assumptions; AI Unleashed: Faculty's Toolkit for Education; AI Resources. All series programs can be accessed via [Bridge](#) using your Creighton credentials.

## Key eLearning Resources for Faculty

BlueLine [Faculty Guides](#) provides information on utilizing Creighton's academic technologies. On this site you will find both tutorials and links for anytime, anywhere support.

The [Introduction to Digital Learning and Academic Technologies 2.0](#) course provides essential knowledge and skills for successfully facilitating courses in a digital learning environment. The modules are structured sequentially for those pursuing a certificate of completion, though faculty are welcome to access any content at any time without completing all modules. This flexible design ensures faculty have an easily accessible resource tailored to their needs.



# Collaborating with College of Professional and Continuing Education

Creighton's new College of Professional and Continuing Education, led by Dean Gayla Stoner, PhD, is empowering professionals to stay ahead and advance in their careers. As the hub for adult and professional education at Creighton, the college has launched a new lifelong learning portal designed to meet the evolving needs of today's workforce. Over the last academic year, members of our instructional design team partnered with faculty and staff in the CPCE and other subject matter experts to develop the following:

## Introduction to Health Data & Informatics (Course)

The [course](#) gives learners an overview of informatics and its applications in numerous health-related professions. Topics covered in the on-demand modules will provide you with a high-level understanding of data systems and usage.

Modules that are covered:

- **What is Health Data** – Introduces the concepts of health data including where data is entered, how it is collected, and where data flows.
- **Introduction to Health Data Standards** – Provides an understanding of how health data is organized including terminologies and data standards.

- **Introduction to Data Governance** – Reviews the guidance around health data privacy, security and patient consent grounded in the ethics of data sharing.
- **Ways to Use Health Data** – Introduces the Data Information Knowledge and Wisdom (DIKW) Pyramid to help explore ways health data can be used including population health, quality improvement or value-based reimbursement.
- **Health Data Representation** – Shares examples and exemplars of health data visualization along with basic concepts in human-centered design to explore the best practices in data visualization. Representation of data with considerations to health equity and vulnerable populations will be introduced.

## Health Law for Professionals (Certificate)

The [certificate program](#) considers healthcare law through a forward-thinking lens that will provide the valuable training necessary to assist a healthcare professional, administrator, or leader with navigating modern challenges in the industry.

Courses available in the program:

- Law and Regulation of Healthcare
- Healthcare Transactions and Contracts
- Legal Issues in Healthcare Innovation and Leadership



# University Memberships & Contracts

## University Institutional Memberships

The CFE maintains the following institutional memberships which are free for faculty and staff:

- [\*Online Learning Consortium\*](#) (OLC) is a collaborative community of higher education leaders and innovators, dedicated to advancing quality digital teaching and learning experiences designed to reach and engage the modern learner – anyone, anywhere, anytime. [\*Create account\*](#).
- [\*WICHE Cooperative for Educational Technologies\*](#) (WICHE/WCET) is a leader in the practice, policy, & advocacy of digital learning in higher education. They are a member-driven organization that brings together colleges, universities, higher education organizations, and companies to collectively improve the quality and reach of digital learning programs. [\*Create account\*](#).

## University Contracts Managed by CFE:

The CFE oversees university contracts related to academic technologies, supporting faculty in enhancing student learning. In alignment with Creighton's mission, the CFE collaborates with strategic sourcing and college/school representatives to develop systems and processes to ensure product viability and fiscal responsibility. Academic technologies include

- Campus Labs
- Smarter Measures
- ExamSoft
- ProctorU
- CidiLabs
- Quality Matters
- Respondus (Lockdown Browser & Monitor)
- TurnItIn
- Vevox



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