

SPECIAL
POINTS OF
INTEREST:

- Faculty Development Day is approaching
- New Administrative Assistant in the Office of Institutional Effectiveness
- Faculty Excellence Award Recipients announced

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CTLA Update

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Integrative Healthcare Collaboration

The CTLA's new Integrative Healthcare Educational Collaboration Grants program has been launched! The new initiative was announced at the Faculty Honors Luncheon and detailed information about the application process is now available online on the CTLA website:

<http://www.nwhealth.edu/ctl/intgrant.html>

This new opportunity provides eligible faculty members collaborating on integrative projects relating to teaching and learning with funding to support their new projects.

The first grant cycle begins this year. Initial intent to apply forms (also available on the CTLA website) will be due to Dr. Noni Threinen by Monday, October 15, 2007. Full proposals will then be due on Tuesday, January 15, 2008. We hope to see some exciting projects as a result of this initiative!

Upcoming Faculty Development Activities

Please contact Angela Haug or visit the CTLA website to submit a Brown Bag Presentation topic suggestion or to volunteer to lead a seminar.

Brown Bag Presentation:

Plagiarism and Copyright Laws

Date: July 26, 2007

Presenter(s):

Della Shupe and Anne Mackereth

Location: L3

Faculty Development Day:

Diversity and Cultural Competence in Health Care

Date: September 4, 2007

Presenter(s): Dr. David Hunt

Location: Cafeteria Conference Room

Dates and information about upcoming Brown Bag s and Faculty Development Seminars are posted on the CTLA Website "EVENTS" page as soon as they are scheduled!

Brown Bag Reviews



Personal Response Technologies

A total of 16 faculty and staff members attended the May 17th Brown Bag Presentation about Personal Response Technologies. Attendees reviewed basic setup instructions and had a chance to ask questions about using the clickers in their classes. Demon-

strations included hands-on use of the clickers as well as the creation of a powerpoint through the Turning Point software. The DVD of the presentation is now available in the Greenawalt Library.

How to Create Abstracts for Presentations Reviewers will Love

Seven faculty and staff attended the Brown Bag

Presentation titled, "How to Create Abstracts for Presentations Reviewers will Love" on June 21st. Dr. Roni Evans provided several simple and straightforward abstract-writing tips that make it easy for a reviewer to critique a submission and feel good about recommending it for conference presentation.

A New Face in the IE Office

The Office of Institutional Effectiveness recently welcomed Angela Haug as our new Administrative Assistant. Angela has worked as a part-time library clerk at Northwestern for the past year and will now be dividing her time between the two positions.

Angela earned her BA in English from Augsburg College. Before attending college, Angela worked as a Certified Shiatsu Therapist. And, most recently she completed Yoga Teacher Training through the Yoga Center of Minneapolis.

Angela will be taking over the coordination of Faculty Development activities as Rachel Preisinger leaves NWHSU to begin graduate studies in Palo Alto, California. We invite you to stop by our offices to welcome Angela. We are excited to have her with us!



Upcoming Faculty Development Day

Dr. David Hunt is a national speaker on diversity-related issues in medicine, law and business. He is the President and CEO of Critical Measures, which consults and trains companies in cultural competency.

Dr. Hunt's presentation, which is scheduled to take place in the morning, will address new national developments and best practices in culturally competent care; ten core cross-cultural value differences and their impact on the

teacher/student relationship and the clinician/patient relationship; and new diversity-related skills for managers and clinicians.

A flyer will be sent out via email with further details.

Diversity and Cultural Competence in Health Care
Presented by Dr. David Hunt,
September 4, 2007
CCR

Journal Article Reviews

Did you miss the bi-weekly journal article reviews last term? You can view them all online by visiting the CTLA website.

Faculty are invited to review interesting journal articles they have encountered as a way sharing helpful information with their colleagues. All articles reviewed are available in NWSU's Greenawalt Library. If you encounter an interesting article and/or are interested in writing a review,

please contact Angela Haug (x143).

Reviews should be brief, following the standard format and summarizing the most important or valuable points in the article.

Journal Article Access:
<http://gateway.ovid.com>

www.biomedcentral.com

www.youseemore.com/nhsu/journals.asp

Articles Recently Reviewed:
Luu HN, Do DV, Wright EP. Practicing doctors' perceptions on new learning objectives for Vietnamese medical schools. *BMC Medical Education*. 2007; 7:19

Dogra N, Giordano J, and France, N. Cultural diversity teaching and issues of uncertainty: the findings of a qualitative study. *BMC Medical Education*. 2007; 7:8

You can view past Journal Article Reviews online by visiting the CTLA website:

<http://www.nwhealth.edu/ctl/journalrv.html>

Assessment Resources

AAHE Principles of Good Practice for Assessing Student Learning

#4: Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with

such knowledge comes the capacity to improve the whole of their learning.

Additional Principles of Good Practice can be viewed on the CTLA website. (<http://www.nwhealth.edu/ctl/asmnt/ninepgp.html>)

[The document from which this was borrowed] was developed under the auspices of the AAHE Assessment Forum with support from the Fund for the Improvement of Post-secondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction.



“Assessment can help us understand which students learn best under what conditions”

Authors: Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClenney; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

Book Review

This month's review was written by Steven C. Ibbotson and published with permission from the Seneca College of Applied Arts and

Technology's *College Quarterly* newsletter.

There are a variety of other book

reviews for faculty development resources on the *College Quarterly* website.

Faculty who are interested in writing a book or journal article review for the *CTLA Update* newsletter should contact Angela Haug (x143) or email their review along with bibliography information to Angela Haug in the Office of Institutional Effectiveness. This is a great way to share valuable resources with your colleagues!

What the Best College Teachers Do

Ken Bain

Reviewed by
Steven C. Ibbotson
Prairie Bible College

Whether a newcomer to teaching or an experienced professor, one can easily understand why **What the Best College Teachers Do** received the annual Virginia and Warren

Stone Prize for outstanding book on education and society from Harvard University Press. Ken Bain's experiences in directing teaching centres at Vanderbilt, Northwestern, and New York University provide an expertise and depth of insight that make this book a must-read for anyone involved in higher education.



The author's central thesis is that the best teachers facilitate learning in ways that make sustained, substantial, and positive influence on students' personal and intellectual development. Using primarily qualitative evidence gathered from interviews with the teachers, their colleagues and students, as well as the instructors' presentations, course-related documents, and observations, sixty-three individuals from a variety of institutions met the two criteria for excellence. The first criterion was that "most of their students were highly satisfied with the teaching and inspired by it to continue to learn" (p. 7). Secondly, instructors needed to demonstrate "strong evidence of helping and encouraging their students

to learn in ways that usually win praise and respect from both disciplinary colleagues and the broader academic community."

The answer to six major questions forms the outline of the book:

1. What do the best teachers know and understand?
2. How do they prepare to teach?
3. What do they expect of their students?
4. What do they do when they teach?
5. How do they treat students?
6. How do they check their progress and evaluate their efforts?

The book revolves around the concept of creating a "natural critical learning environment." By "natural," Bain explains how the best college teachers help students connect the themes of the course to current issues or topics. For example, students in a women's history course indicated their interest in a recent book titled **The Rules**. Consequently, the professor used this popular book to interact with various course themes. Similarly, going beyond surface information in answering questions means that the instructor structures the course material in a way that often challenges both long-standing concepts within a

<http://www.senecac.on.ca/quarterly/2004-vol07-num03-summer/reviews/ibbotson.html>

"learning occurs most effectively when individual students' perspectives are valued, challenged, nurtured and reflected upon"

Book Review *(continued from page 4)*

particular academic discipline and a student's personal values. Thus, the best college teachers facilitate an atmosphere where this critical reflection can take place. Founded on the assumption that teaching is more than transmitting information, each chapter eventually leads to the conclusion that learning occurs most effectively when individual students' perspectives are valued, challenged, nurtured and reflected upon in a manner that helps them understand their field of study and its implications for life situations.

Bain provides insightful observations, analysis, and examples of the underlying values and practices that differentiate between the good and excellent. For example, in regards to setting high standards for students, he explains the difference between building a heavier course workload and "an intricate web of beliefs, conceptions, attitudes, and practices

driving the accomplishments of the best teachers and their students." Throughout the book, he carefully articulates the intricacies that distinguish somewhat effective instructors from consistently exceptional professors. He respectfully challenges standard academic practices such as what to cover during the first class, what to include in the syllabus, expectations regarding class attendance, or deducting late marks on assignments. Bain challenges these practices not for the sake of being avant-garde, but in keeping with the rationale of helping students learn deeply. For example, teachers could allow students to re-write papers and only count the "final edition" grade (not the average of the two papers) with the purpose of facilitating critical engagement for the majority of students rather than simply assessing the students who critically

evaluate the topic earliest in the course.

Though the research spans many academic disciplines and the book is intentionally targeted to higher education faculty in general, the examples provided to illustrate various concepts are exceptionally practical. The reader would be able to revise a syllabus or reorganize class plans to incorporate the principles and practices with ease. For the new professor who wishes to excel in teaching, the book is inspiring, challenging and functional. **What the Best College Teachers Do** ultimately examines what the best college teachers believe – about students, about the learning process, about the importance of their field of study, and about how to effectively communicate that passion with lasting impact.



Faculty Excellence Awards

Every year we recognize those faculty members who go above and beyond expectations to show true excellence. Faculty members have the opportunity to nominate one another to receive monetary awards in one of three categories: Excellence in Teaching, Clinical Excellence, or Excellence in Research, Scholarship and Creative Activities.

This year's recipients were Dr. Linda Bowers (Excellence in Teaching), Dr. Amy Horton (Excellence in University Patient Care), and Ms. Beth Burgan (Excellence in Research, Scholarship or Creative Activities). Thirty-six faculty members attended the annual Faculty Honors Luncheon where the recipients were recognized. Summaries of these and past award re-

cipients' accomplishments are available online on the CTLA website:
<http://www.nwhealth.edu/ctl/awards22.html>



CTL Advisory Group

Pat Casello	ext. 202	MCAOM/Massage Therapy
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Dian Larson	ext. 463	Library
Denise Radcliffe	ext. 371	Massage Therapy
Greg Steinke	ext. 110	Audio Visual
Noni Threinen (<i>chair</i>)	ext. 277	Institutional Effectiveness
Verena VanFleet	ext. 289	Chiropractic
Jonathan Williams	ext. 271	Chiropractic

Please feel free to contact any of the named committee members with suggestions or questions!

University Assessment Committee

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What do you think of our new CTLA Update newsletter format? Your feedback will help us to improve this publication. Please email ahaug@nwhealth.edu with any comments. Thanks!