

College of Health Professions Executive Committee – Meeting Record

<b>DATE</b>	April 28, 2016	<b>FACILITATOR</b>	Douglas Murphy	<b>LOCATION</b>	Winters Conference Room, Administration West Building
<b>TIME</b>	8:30-9:30 am	<b>RECORDER</b>	Deborah Taylor	<b>GUESTS</b>	Mary Ellen Nevins

**ATTENDEES (✓ INDICATES ATTENDANCE)**

✓ Tony Baker	✓ Mitzi Efurd	✓ Karen Hunter	✓ Douglas Murphy	Mark Wallenmeyer
✓ Danny Bercher	Phyllis Fields	✓ John Jefferson	✓ Nannette Nicholson	✓ Bill Woodell
✓ Erna Boone	✓ Reza Hakkak	Trish Kelly	✓ Cindy Saylor	
✓ Lori Williamson Dean	✓ Suzanne Hansen	✓ Susan Long	✓ Kathy Trawick	

**AGENDA**

**MEETING RECORD**

Time	Item	Presenter	Main Points / Discussion
8:30	I. Announcements	Varies	<ol style="list-style-type: none"> <li>Promotion and Tenure workshop, April 29, 12:00-1:30 pm, IDW Lecture Hall 226 – department chairs should attend with faculty members. Contact Danny Bercher or Nannette Nicholson with any questions.</li> <li>Faculty evaluations of chairs – due May 11</li> <li>Recruitment brochure progress – anticipated completion date is June 1</li> <li>Hooping Ceremony for master’s and doctoral graduates and faculty, Thursday, May 19, 5:30-6:30 pm, UALR Stella Boyle Smith Auditorium</li> <li>Graduation Celebration Brunch for graduates, their family and friends, and CHP faculty and staff, Friday, May 20, 10:00-11:30 am, Administration West Lobby and Portico</li> <li>Commencement, Saturday, May 21, 3:00 pm – Faculty expected to attend</li> <li>Save the date for the CHP Faculty Showcase on Wednesday, July 13, tentatively 9:00 am to 4:00 pm. Additional details to come. Contact Mary Ellen Nevins or Susan Long with any questions.</li> </ol>
8:35	II. Faculty Showcase Update	Mary Ellen Nevins	Faculty Services Committee planning information attached
8:55	III. Budget Update	Bill Woodell	<ul style="list-style-type: none"> <li>Good news—CHP’s base budge wasn’t cut, \$130,000 restored to our budget</li> <li>CHP is allocated \$1.3 million of the \$3 million of new request money spread across the colleges (PT program, first year of OT program, one faculty for PA)</li> <li>We will have to fund our employee dependent discount</li> <li>Bill is working on updating all program budgets in SAP</li> <li>Updated budget policy is in draft form</li> <li>UAMS budget continues to carry a deficit balance due to depreciation on equipment</li> </ul>
9:05	IV. Overview of College Planning Process – Connection to College Values Statements Strategy Planning Session 1	Douglas Murphy	Strategy Planning Part 1 attached <ul style="list-style-type: none"> <li>Discussion focused specifically on the education mission</li> <li>Will strive for three anchors that create parameters of evaluation</li> </ul>
9:30	Adjourn		

**ACTION PLAN**

<b>Action Item</b>	<b>Owner</b>	<b>Target Date</b>
Promotion and Tenure Guidelines – Incorporate suggestions into revised guidelines for presentation to faculty	Douglas Murphy	
College Planning Process – Set future “workshop” dates during EC and retreat in summer	Douglas Murphy / Deborah Taylor	
Fall Enrollment Process – Review of updated enrollment procedures	Clinton Everhart	June 2 or June 9
Recruitment brochure progress – check status with Lyndsay Johnson	Douglas Murphy	June 1
Introduction of the OSPAN (Office of Sponsored Programs Administrative Network) Team 1	Renee Rains	After July 1

## CHP Faculty Showcase 2.0: Spotlight on You!

### Meeting Notes 4.22.16

**In attendance:** Nevins, ME, Varyk-Button, N., Franklin, J., Tucker, C., Castleberry, A., Ellis, S., Boone, S., Smith-Olinde, L.

**Concept:** Build knowledge of Boyer's Model of scholarship; seed ideas for faculty scholarly work by highlighting current examples of individual CHP faculty efforts across Boyer domains.

#### Content/Procedures:

Welcome

Presentation on Boyer's Model: Ashley Castleberry

Q & A

Lunch/Social Interaction

Keynote speaker (effective communication, showcasing your scholarship, healthy self promotion : Julien Mirivel

Panel Presentation for each Boyer area (Ellis moderator/faculty TBD:

Possible Presenters: Huitt, Teaching; Nicholson, Application; especially need recommendations for integration and discovery)

Notes: prepare a 4 slide template, all showcasers answer the same questions

Tips and Strategies/Create a Plan in 4 small breakout groups (directed by Castleberry—need a "leader" for each group?)

Practice Communication of Healthy Self-promotion: Steve Boone

Conclusions and Recap: Exploring ways to continue the conversation: Laura Smith-Olinde

#### Working Objectives:

1. Describe the four aspects of Boyer's Model of Scholarship (rationale: if they can describe all four aspects, they can identify them)
2. Implement (or Identify) one new strategy for self-promotion to effectively communicate scholarly activities (rationale: measurability)
3. Select (or Identify) an aspect of Boyer's Model of Scholarship to focus scholarly activities during the next academic year (rationale: time bound, but not dated; measurability)
4. Describe Boyer's Model of Scholarship in the execution of your individual responsibilities as a faculty member (rationale: focus on how each individual faculty perceives Boyer's Model's place within the context of his/her faculty responsibilities; measurability)

**Pre-event Tasks:** (still under discussion)

Participants view prerequisite Video <https://www.youtube.com/watch?v=dQsgk1wFDEQ>

(other prerequisite materials? Temperament sorter? A communication style quiz  
<http://www.newlineideas.com/communication-style-quiz.html>

#### Tentative Agenda

9:00-9:30	Registration
9:30-11:00	Boyer's Model of Scholarship Presentation
11:00-11:15	Q & A
11:15-12:00	Lunch
12:00-1:00	Keynote Speaker
1:15-2:15	Panel Presentation
2:30-3:30	Tips and Strategies in Smaller groups
3:30-3:45	Self Promotion/Elevator pitch
3:45-4:00	Conclusion & Wrap-up Exploring ways to continue the conversation

- Possible change in venue to new reconfigurable OED Professional Learning Space

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# CHP Faculty Showcase 2.0

## Spotlight on You!

Planning Meeting - April 22, 2016

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### Boyer's Model for Types of Scholarship

#### 1. The Scholarship of **DISCOVERY**

- Consistent with traditional research
  - Research projects
  - Peer-reviewed journal articles
  - Book chapters and/or books
  - Creative activity: presentations, performances, exhibits and projects

#### 2. The Scholarship of **INTEGRATION**

- Makes connections across disciplines and places specialties in a larger context
  - Meta-analysis (contrasting or combining results from different studies)
  - Literature reviews
  - Professional development workshops
  - Non-academic publications that address discipline-related concerns

#### 3. The Scholarship of **APPLICATION**

- Demonstrates the vital interaction between research and practice, wherein the one continuously informs the other
  - The application of theory in the field to real world problems.
  - Development of centers for study or service
  - Media contributions (newspaper, magazine, etc.)
  - Formal development and/or oversight of practice/partnerships on behalf of the University that connect students with the field/industry

#### 4. The Scholarship of **TEACHING**

- Emphasizes the creation of new knowledge about teaching and learning in the presence of learners.
  - Innovative teaching materials/strategies
  - Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
  - Production of videos for instruction
  - Publication of textbooks or teaching materials

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## Glassick's Criteria to Evaluate Scholarship Quality

### 1. Clear Goals

- Does the scholar state the basic purpose of his or her work clearly?*
- Does the scholar define objectives that are realistic and achievable?*
- Does the scholar identify important questions in the field?*

### 2. Adequate Preparation

- Does the scholar show an understanding of existing scholarship in the field?*
- Does the scholar bring the necessary skills to his or her work?*
- Does the scholar bring together resources necessary to move the project forward?*

### 3. Appropriate Methods

- Does the scholar use methods appropriate to the goals?*
- Does the scholar apply effectively the methods selected?*
- Does the scholar modify procedures in response to changing circumstances?*

### 4. Significant Results

- Does the scholar achieve the goals?*
- Does the scholar's work add consequentially to the field?*
- Does the scholar's work open additional areas for further exploration?*

### 5. Effective Presentation

- Does the scholar use a suitable style and effective organization to present work?*
- Does the scholar use appropriate forums to communicate work to audiences?*
- Does the scholar present his or her message with clarity and integrity?*

### 6. Reflective Critique

- Does the scholar critically evaluate his or her own work?*
- Does the scholar bring an appropriate breadth of evidence to his or her critique?*
- Does the scholar use evaluation to improve the quality of future work?*

## Compare Scholarly Teaching & Scholarship of Teaching and Learning

### Getting Started with ST and SoTL

#### Tips and Tricks

#### Case Studies

#### Brainstorming

#### References:

Ernest Boyer. *Scholarship Reconsidered: Priorities of the Professoriate* (1990)

Charles Glassick. *Boyer's Expanded Definitions of Scholarship, the Standards for Assessing Scholarship, and the Elusiveness of the Scholarship of Teaching* (2000)

Joseph McNabb and Nancy Pawlyshyn. *Defining Scholarship: Boyer's 4 Models & The New Digital Scholarship* (2014)

## Overview of Planning Process<sup>1</sup>

### Discipline 1 – Build a Cohesive Team

- Build Trust
- Master Conflict
- Achieve Commitment
- Embrace Accountability
- Focus on Result

### Discipline 2 – Create Clarity

- Why do we exist?
- What do we do?
- How do we behave? (College Values)
- **How will we succeed? (Planning Part 1)**
- What is important – right now? (Planning Part 2)
- Who must do what? (Planning Part 3)

### Discipline 3 – Overcommunicate Clarity

### Discipline 4 – Reinforce Clarity

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## Re-Cap: Why Do We Exist?

### UAMS Mission Statement

The mission of UAMS is to improve the health, health care, and well-being of Arkansans and of others in the region, nation and world by:

- Education of current and future health professionals and the public;
- Providing high quality, innovative health care and also providing specialty expertise not routinely available in community settings; and
- Advancing knowledge in areas of human health and disease and translating and accelerating discoveries into health improvements.

### College of Health Professions Mission Statement

The College of Health Professions serves the state of Arkansas as the primary arm of the University of Arkansas in offering programs that provide education, service, and research in the allied health professions.

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## College Values

### Education: We educate exceptional healthcare professionals.

- We educate through innovation, compassion, teamwork, and patient- and family-centered care.
- We utilize and model life-long learning and evidence-based health care.
- We embrace contemporary instructional technologies and sound foundational approaches to education.
- We improve health care delivery in Arkansas, across the nation, and beyond.

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<sup>1</sup> Lencioni, P. (2012). *The advantage: Why organizational health trumps everything else in business*. San Francisco: Jossey-Bass.

**Scholarship: We contribute to and advance the intellectual and clinical practice foundations of our professions.**

- We educate students, scholars, and health professionals by (a) incorporating current evidence and evidence-based clinical practice into curricula; and (b) guiding and mentoring learners to participate in and conduct scholarly activity.
- We engage in scholarly inquiry to advance education, health, and healthcare, and we disseminate new knowledge in forms that are appropriate to target audiences.

**Service: We embrace a culture of service with our colleagues, learners, and community partners to promote our professions, enrich the lives of the individuals we serve, and strengthen our communities.**

- We achieve excellence in service through leadership in our departments, college, university, and professions.
- We cultivate high impact service-learning opportunities that strengthen our communities and promote learner engagement, inter-professional development, leadership, and team work.

**Collegiality: We respect and honor the talents, abilities, and diversity of our colleagues and partners as, together, we endeavor to attain our highest potentials.**

- We collaborate, actively listen, address concerns, and demonstrate mutual respect for the philosophies and ideologies of those whom we serve.
- We seek and nurture inter-professional relationships that empower us and others to engage in scholarship, educate learners, serve, and lead our professions.

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**Strategy:** *An organization's strategy is nothing more than the collection of intentional decisions [the organization] makes to give itself the best chance to thrive and differentiate from competitors* (Lencioni, p. 107).

**How Will We Succeed?**

- How will we make decisions in a purposeful, intentional, and unique way that allow us to maximize our success and differentiate us from our competitors?

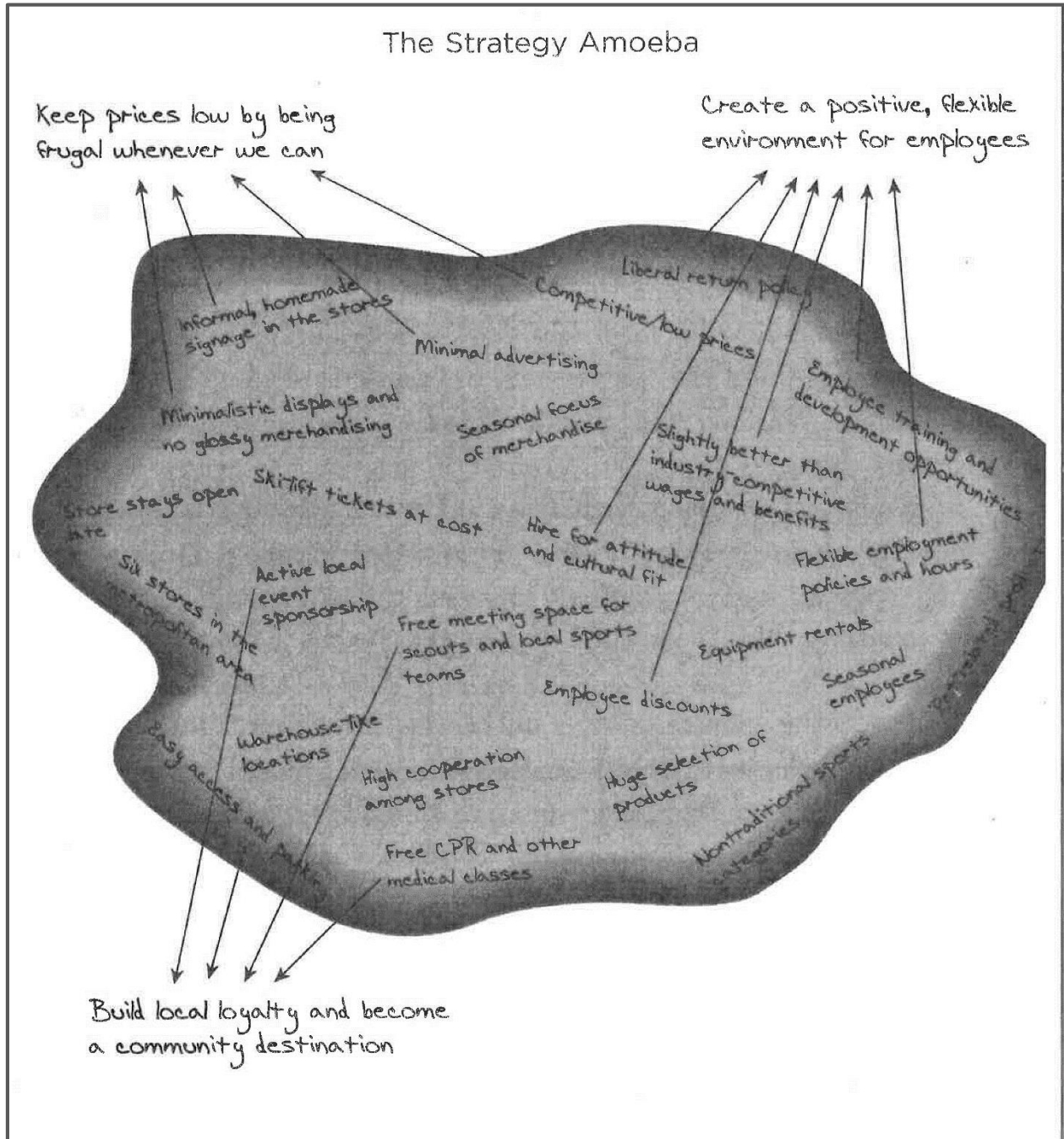
**Step 1 – Exhaustive list of all the decisions and realities that form the context of our current situation.**

Step 1 Suggested Prompts

- Programs – size, types, levels, range, etc.
- Students
- Quality
- Methods
- Tuition and fees
- Faculty and staff
- Public
- Professionals
- Policies
- Outcomes
- Reputation
- Alumni
- Budget/finances
- Facilities
- etc.

An example. . .





**Step 2 – Identify strategic anchors.**

Step 2 Focus Questions

- What underlying categories seem to tie items in the list together?
- Which items or collections of items seem to fit together to form a theme or category?
- Which themes or categories are so fundamental that they should be used as anchors to inform every other decision?

**Next steps. . .**

What is important – right now? (Planning Part 2)

Who must do what? (Planning Part 3)