

# College of Health Professions Executive Committee – Meeting Record

<b>DATE</b>	May 5, 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>	

### ATTENDEES (✓ INDICATES ATTENDANCE)

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

### AGENDA

### MEETING RECORD

Time	Item	Presenter	Main Points / Discussion
8:30	I. Announcements	Varies	<ol style="list-style-type: none"> <li>1. Hooding Ceremony for master's and doctoral graduates and faculty, Thursday, May 19, 5:30-6:30 pm, UALR Stella Boyle Smith Auditorium</li> <li>2. 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>3. Commencement, Saturday, May 21, 3:00 pm – Faculty expected to attend; <b>participants should arrive at 1:00 pm to accommodate new security procedures</b> Link to FAQ: <a href="http://healthprofessions.uams.edu/files/2016/04/2016-Commencement-CHP.pdf">http://healthprofessions.uams.edu/files/2016/04/2016-Commencement-CHP.pdf</a></li> <li>4. Recruitment brochure progress – pending the dean's approval, most brochures should go to programs for final review by May 18; anticipated completion date is June 1</li> <li>5. 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>
8:40	II. Department End of Year "Close-Out" Procedures with Students	Douglas Murphy	<p>Chairs gave their department procedures that included:</p> <ul style="list-style-type: none"> <li>• Advisors meet with graduates individually to verify all documentation complete (clinic hours, clinic requirements)</li> <li>• Collect off-the-record feedback to find out gaps in the program, improvements needed, etc.</li> <li>• Administer exit interviews and surveys, collect alumni information to use for sending accreditation required survey in 6 to 12 months</li> <li>• Clearance forms</li> <li>• Hold awards receptions/presentations, induction ceremonies,</li> <li>• Licensure paperwork, mock exams</li> <li>• Review information about commencement ceremony</li> </ul> <p>The Dean's Office will work on ways to streamline process and standardize data required in a template that programs can tailor for their needs.</p>
8:55	III. Overview of College Planning Process – Connection to College Values Statements Strategy Planning Session 2	Douglas Murphy	<p>Strategy Planning Part 1 attached</p> <ul style="list-style-type: none"> <li>• Continued brainstorming focused specifically on the education mission</li> <li>• Continued identification of 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	Douglas Murphy	June 1
Introduction of the OSPAN (Office of Sponsored Programs Administrative Network) Team 1	Renee Rains	After July 1

## 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?

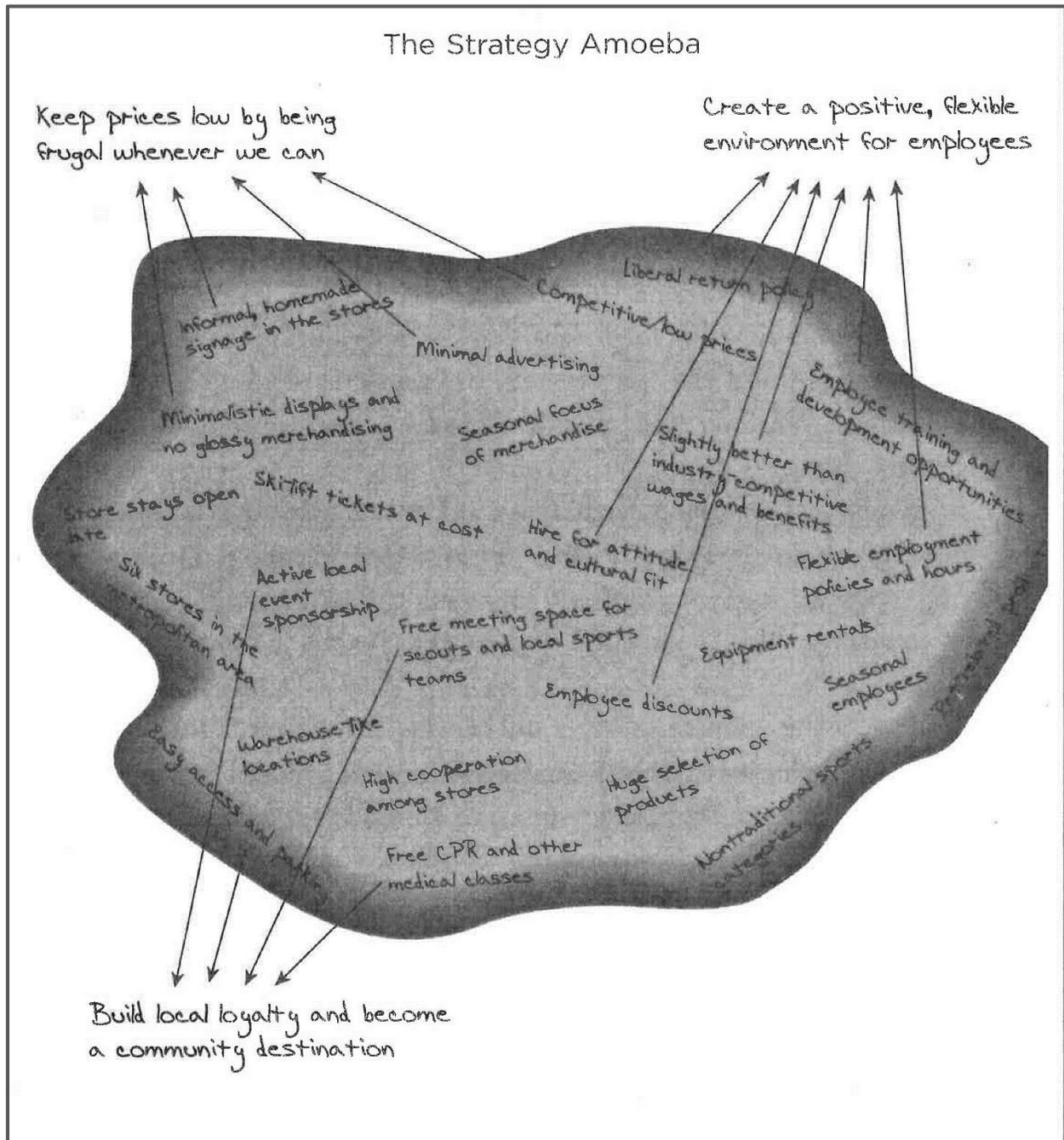
**Step 1 – Exhaustive list of all the decisions and realities that form the context of our current situation.**

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. . .

## The Strategy Amoeba



### 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)