### 2015 ASAHP ELECTION RESULTS

The results of the Association’s 2015 election are as follows:

**President** (two-year term)
President-Elect **Linda Petrosino** (Ithaca College) becomes President and President **Richard Oliver** (University of Missouri, Columbia) becomes Immediate Past-President. He will remain on the Board of Directors for one more year.

**Secretary** (two-year term):
Ruth Welborn (Texas State University)

**Board of Directors** (three-year term)
**Barry Eckert** (Long Island University, Brooklyn)
**Peggy Valentine** (Winston Salem State University)

**Nominations & Elections Committee** (two-year term)
**Andrew Butler** (Georgia State University)
**Mitchell Cordova** (Florida Gulf Coast University)
**Carolyn Giordano** (Thomas Jefferson University)
**Cesarina Thompson** (American International College)

All terms officially become effective at the close of the Annual Conference on October 30, 2015.

The following individuals leave the Board after many years of distinguished service:

**Secretary Celia Hooper** (University of North Carolina Greensboro)
**David Shelledy** (University of Texas Health Science Center San Antonio)

Gratitude is expressed to the following members of the Nominations & Elections Committee for their role in developing the ballot:

**Shelley Mishoe, Chairperson** (Old Dominion University)
**Augustine Agho** (Indiana University)
**Patricia Chute** (New York Institute of Technology)
**Clay Graybeal** (University of New England)
**Craig Jackson** (Loma Linda University)

### CRITICAL THINKING SKILLS

It is common for institutions of higher learning to include in their mission statements the importance of developing critical thinking skills. Similar to related goals and objectives, such as producing the next generation of leaders, it is worth considering what kinds of initiatives can be undertaken to achieve these desired outcomes.

An article that appeared in the September 8, 2015 issue of the Proceedings of the National Academy of Sciences of the United States of America posits that the ability to make decisions based on data, with its inherent uncertainties and variability, is a complex and vital skill in the modern world. The need for such quantitative critical thinking occurs in many different contexts. Although an important goal of education, the authors indicate it seldom is being achieved.

They believe that the key element for developing this ability is repeated practice in making decisions based on data, with feedback on those decisions. They demonstrate a structure for providing suitable practice that can be applied in any instructional setting that involves the acquisition of data and relating that data to scientific models.

They report the results of applying that structure in an introductory physics laboratory course. Enrollees in an experimental condition were repeatedly instructed to make and act on quantitative comparisons between datasets, and between data and models, an approach that is common to all science disciplines. Instructions were faded slowly across the course and upon removal, students in the experimental condition were 12 times more likely to propose or make changes spontaneously to improve their experimental methods than a control group.

Students in the experimental condition also were four times more likely to identify and explain a limitation of a physical model using their data. Students in the experimental condition showed much more sophisticated reasoning about their data than the control group. Just as importantly, these differences between the groups were seen to persist into a subsequent course taken the following year.
INSTITUTIONAL PROFILE SURVEY

The data collection period for ASAHP’s 2015 iteration of the Institutional Profile Survey opened on September 8. The deadline for submitting data is November 30. Deans and Directors, especially those individuals whose schools or colleges have joined ASAHP in the last 12 months, are encouraged to make every effort to have their institutions included in this important study.

The more institutions that furnish data, the richer will be the findings that result from the survey. Each year, the salary data component that is generated proves to be of immense value. Last year, there were 89 participants and a major objective this year is to surpass that amount.

The 2015 study is administered by staff at Creighton University. Technical assistance regarding how to interpret survey questions and enter data can be obtained by contacting Associate Dean Brenda Coppard at bcoppard@creighton.edu.

Each school has an ID Code, which can be furnished by contacting Jacoby Lawrence of the ASAHP staff at jacey@asahp.org.

HEALTH POLICY FELLOWS PROGRAM

The Robert Wood Johnson Foundation Health Policy Fellows program provides the nation’s most comprehensive learning experience at the nexus of health, science, and policy in Washington, D.C. It is an outstanding opportunity for exceptional midcareer health professionals and behavioral and social scientists with an interest in health and health care policy.

Fellows participate in the policy process at the federal level and use that leadership experience to improve health, health care, and health policy. The fellowship requires, at a minimum, a 12-month residential experience in Washington, D.C., with additional support for health policy leadership development activities. The program will select as many as seven fellows.


CONSUMER DATA AND HEALTH

Although vendors such as Amazon.com do not engage in health care delivery, they have a significant amount of information about personal habits and behaviors. Changes are underway as health care providers are beginning to use consumer-profiling tools that shape advertisements as a way of knowing more about their patients beyond the examining room.

Learning how some health systems and companies are working to build better patient profiles while also managing costs and privacy concerns can be accessed at https://medium.com/@CommonwealthFund/is-it-time-to-bring-consumer-data-into-health-care-f4cdf1fd2588.

INTERPROFESSIONAL EDUCATION

The Institute of Medicine (renamed the National Academy of Medicine earlier this year) established the Global Forum on Innovation in Health Professional Education. Members of the Global Forum met at a workshop last April. One objective was to explore the implications that shifts in health, policy, and the health care industry could have on health professions education and workforce learning. ASAHP Immediate Past President Richard Talbott has represented the Association in the Forum since it was launched in 2012. The workshop report was released on September 14 and can be accessed at http://iom.nationalacademies.org/.

STUDENT RETENTION

Eduventures has been conducting extensive research on retention solutions to help higher education leaders make sense of this expanding and crowded market. Dozens of solution providers have been interviewed to learn about their products, services, differentiators, and views on high-level issues having an impact on student success, retention, and persistence. Several higher education leaders also have been interviewed. Two identified market segments are: (1) Students are a data source, an input, or a byproduct of the retention solution, which primarily seeks to meet institutional goals and generate efficiencies, and (2) Students are customers who require a consumer-grade experience for self-discovery and self-efficacy that will directly improve retention and student outcomes. Short profiles of some vendors can be accessed at http://www.eduventures.com/2015/08/how-important-are-students-to-student-retention/#anchor.