ASAHP ANNUAL CONFERENCE

Several opportunities exist for participation in the 2018 ASAHP Annual Conference in St. Petersburg, Florida on October 10-12 as a Sponsor, Exhibitor, or Advertiser. A description of the different types and fees for each of these activities can be obtained at: http://www.event.com/events/2018-asahp-annual-conference-support/custom-17-d79969acdfb54b6fa3cb31dc3f3f195e.aspx.

JOURNAL OF ALLIED HEALTH

Once an article is submitted to the Journal of Allied Health and passes a quality control checkpoint, it undergoes a review. Along with recommendations that reviewers make, they also assign scores on nine different criteria (e.g., importance, documentation, valid conclusions). Based on average scores for 48 articles published in the Fall 2017, Winter 2017, Spring 2018, and Summer 2018 issues, the top five papers were selected and copies were sent to members of the Journal’s Editorial Board with a request that these items be ranked.

An average of those rankings will determine the winner of the 2018 J. Warren Perry Award. The result will be published in an upcoming issue of the ASAHP UPDATE.

Shown below are data on the number of articles submitted since 2012:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
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<tbody>
<tr>
<td>First six months of 2018</td>
<td>66</td>
</tr>
<tr>
<td>2017</td>
<td>117</td>
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<tr>
<td>2016</td>
<td>115</td>
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<td>2015</td>
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<tr>
<td>2013</td>
<td>83</td>
</tr>
<tr>
<td>2012</td>
<td>59</td>
</tr>
</tbody>
</table>

The steady growth in articles has fueled a demand for more reviewers in Interprofessional Education, Occupational Therapy, and Physical Therapy. Newcomers with a doctorate are welcome. Please send responses to thomas@asahp.org.

MEMBERS IN THE NEWS

Hugh Bonner, Dean Emeritus of the College of Health Professions at SUNY Upstate Medical University, is this year’s recipient of the highest award of the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the William Goding Award for Exceptional Service. The criteria for this honor are: advancing CAAHEP’s mission and goals; assuming leadership responsibilities within CAAHEP (e.g., chairing committees and task forces, serving as an officer, assuming responsibility for CAAHEP special programs); exhibiting notable participation in one or more CAAHEP activities and/or programs; and, advancing ideas and/or new strategies to benefit the Organization.

Hugh Bonner has a long-standing history with CAAHEP, serving as a Commissioner representing the Association of Schools of Allied Health Professions from 2006 to 2017. He was first elected to the CAAHEP Board in 2006. He served as Vice President from 2009-2011 and was elected President in 2012. During his time on the Board he served as a member of the Performance Oversight Committee (2006-2008) and then chaired the Planning and Development Committee from 2009-2011. He also served on the CAAHEP Standards Committee, 2014-15. He has been liaison to the Accreditation Review Committee for Anesthesiologist Assistant (ARC-AA) since 2012. In collaboration with ASAHP Treasurer Gregory Frazer, he developed and conducted the CAAHEP Generalist Site Visitor training program to assist CoAs needing site visitors to review non-profession specific items, and also served as a site visitor for several CoAs.

During the CAAHEP Commissioners’ Annual Business Meeting in April, four new Board members were elected by the Commissioners. ASAHP Board Member Barry S. Eckert, Dean of the College of Health Professions at Long Island University Brooklyn, is one of those members. The occasion marks his second time to serve on the CAAHEP Board. He also is a Member of the Board of the Association of Specialized & Professional Accreditors (ASPA).
HIGHER EDUCATION QUALITY

The Council for Higher Education Accreditation (CHEA) released a new report entitled, *New Approaches to Judging Quality in Higher Education.* The purpose of this document is to profile a selection of emerging approaches to judging quality in higher education that represent a range of stakeholder interests and perspectives. The report includes three sections:

Part 1. Quality Assurance at a Crossroads highlights perceived challenges for the U.S. accreditation system in a shifting higher education landscape and why this topic is of critical importance.

Part 2. New Models for Judging Quality in Higher Education features new approaches that have emerged as potential complements to or replacements for the existing system of accreditation. Models are described that currently are in practice or that include detailed proposals for implementation. Other noteworthy proposals under development are summarized.

Part 3. Comparative Data Sets and National Rankings as Forms of Quality Review addresses the potential for comparative data sets to serve as a form of quality review.


EDUCATION QUALITY ASSURANCE

The role of quality assurance and accrediting bodies in advancing academic integrity has long been clear. Increasingly, however, these bodies also are expected to focus on the challenging issue of academic corruption – practices such as plagiarism, fraudulent credentials, bribery – and how to end them. An article that appeared in the Spring issue of *International Higher Education* by CHEA President Judith Eaton explores additional tools that quality assurance and accreditation may need to combat corruption, beyond advancing academic integrity. She states that deciding how quality assurance and can play a more creative and constructive leadership role in fighting this phenomenon is not easy. The article can be obtained at https://ejournals.bc.edu/ojs/index.php/lhe/article/view/10426/9009%20EDUCATION%20EMPOWERED%20E-BOOK.

EDUCATION EMPOWERED E-BOOK

Rising student expectations have shifted the higher education landscape. Companies, such as Amazon, Lyft, Fitbit, and Netflix have reshaped consumer expectations by providing outstanding service, personalized engagement, and powerful mobile experiences. To meet these expectations from the new generations of students, higher education institutions must innovate for the future – or risk being left behind.

A new e-book makes it possible to learn about eight visionary institutions that are transforming to deliver the next generation of higher education. The e-book can be obtained at http://www.salesforce.org/highered/ebook-education-empowered-leading-higher-ed-revolution/?utm_source=education-dive&utm_medium=3rd-party-email&utm_campaign=campus-wide&utm_content=7010M000000nYBAQA2.

FIRST GENERATION STUDENT VIEWS

Popular perceptions of first-generation college students as being unsure about college and academically unprepared to succeed may not be true. New research from Campus Labs, a higher education data collection and software company, examined the non-cognitive skills of first-generation students and compared them to their multigenerational peers, finding that first-generation students are more engaged and committed to their education. The first-generation students outscored their peers in educational commitment, self-efficacy, academic and campus engagement. But they lagged behind multigenerational students in resiliency -- or the ability for students to overcome challenging situations and stressful events -- and social comfort. Survey results can be obtained at https://www.campuslabs.com/fresh-insights-on-first-generation-students/.

WEBINARS ON ACADEMIC CREDENTIALS

The American Council on Education (ACE) and Credential Engine will present a free two-part webinar series on July 18 and July 25 to focus on transparency and understanding the credentials landscape. The numbers and types of credentials are piling up and it can be confusing. The webinars will find solutions to challenges. Registration for these offerings can be obtained at http://www.acenet.edu/events/Pages/Credential-Engine-A-Two-Part-Series.aspx.