

2017 ASAHP ELECTION

During the summer, the annual election of the Association will be conducted. This year's event will feature competition for the following positions:

- **Board of Directors** (three educational institution membership positions)
- **Secretary** (one position)
- **Nominations & Elections Committee** (four positions)

The three-year term of a corporate Board representative ends in 2017. Because that position is a new one on the Board, the process for filling it has to be determined. The candidate form for nominations is due no later than **April 1, 2017** and can be obtained at:

<http://www.asahp.org/members-section/elections/>.

PROVIDER COLLABORATIVES

Provider Collaboratives, a group of independent yet aligned hospitals or health systems that form a legal partnership in pursuit of common goals and initiatives have been increasing in number over the past few years. Are they actually meeting their goals or are they a fad that will go away? Are they helping health systems compete in today's changing payment landscape? What makes a provider collaborative successful? A new paper from Deloitte's Center for Health Solutions provides an analysis of the track record of nine provider collaboratives to find answers to these questions.

The paper can be obtained at <https://www2.deloitte.com/content/dam/Deloitte/us/Documents/life-sciences-health-care/us-lshc-provider-collaborativ.pdf>.

2016 ASAHP ANNUAL REPORT

The Association's *2016 Annual Report* has been completed and is available on the ASAHP website in the section on Publications. The document uses the five Goals of the Association's Strategic Plan as a framework for providing information about what occurred in 2016 and what new activity is envisioned.

PREDICTIVE ANALYTICS

Colleges and universities that use sophisticated data systems to analyze and guide students must be careful to avoid ethical dilemmas that can arise. Predictive analytics have the potential to reinforce disparities for disadvantaged students if used without proper training and consideration for how computers might shuffle students into categories, according to a report from New America, a Washington, D.C.-based think tank.

Institutions have begun analyzing demographic and performance data to predict whether a student will enroll at an institution, stay on track in courses, or require support so as not to fall behind. Analyzing past student data to predict what current and prospective students might do has helped institutions meet their annual enrollment and revenue goals with more targeted recruiting and more strategic use of institutional aid. Moreover, it is crucial for institutions to use predictive analytics ethically.

Without ethical practices, student data could be used to curtail academic success rather than help ensure it. For example, without a clear plan in place, an institution could use predictive analytics to justify using fewer resources to recruit low-income students because their chances of enrolling are less sure than for more affluent prospective students. The paper lays out some important questions to consider as administrators formulate how to use predictive analytics ethically.

The paper can be obtained at <https://www.newamerica.org/education-policy/policy-papers/predictive-analytics-higher-education/#>.

CORRIGENDUM

The March 1, 2017 issue of the *ASAHP UPDATE* incorrectly stated that an article prepared by the Association's Clinical Education Taskforce will appear in the Spring 2017 issue of the *Journal of Allied Health*. That paper still is undergoing review. Although the article in the Spring Issue has some of the same co-authors, its content differs from the other manuscript.

INSTRUCTIONAL QUALITY IMPROVEMENT

Can improvements in instructional quality lead to better student outcomes and increased institutional efficiency and revenue? A new paper released by the American Council on Education (ACE) concludes that the answer may well be yes, and that further investigation of these important questions is warranted. In the paper, the authors develop a framework for understanding the relationship among instructional quality, student outcomes, and institutional net revenue; review relevant empirical research; and profile several institutions that have undertaken instructional improvement efforts. The paper can be obtained at <http://www.acenet.edu/news-room/Documents/Instructional-Quality-Student-Outcomes-and-Institutional-Finances.pdf>.

ACCREDITATION LEGISLATION

U.S. Senator **Marco Rubio** (R-FL) reintroduced legislation (S. 615) on March 13, 2017 to reform accreditation. He teamed up with Senator **Michael Bennet** (D-CO) to resurrect their proposal to create “an alternative system of accreditation for high-quality American colleges, universities, and other higher education providers so their students can access federal financial aid.” Their concern is that the current system is inefficient and too focused on input process and not as much on results.

Senator Rubio even has branded the current system as a “cartel,” that is more concerned with maintaining its current status and limiting innovation and competition. The status quo is viewed as fueling soaring tuition costs, stifling competition, and limiting opportunities for nontraditional students, such as working parents.

MARCH MADNESS

Many eyes began to turn this week to the NCAA Men’s Basketball Tournament, otherwise known as *March Madness*. Apart from measures, such as shooting percentages that receive considerable attention, the consulting firm Eduventures has proceeded in a totally different direction by ranking the 68 teams in the tournament according to how these schools perform given their institutional circumstance and how they have trended on both first-year retention and six-year graduation rates for traditional undergraduates over the last 10 years.

The results can be obtained at <http://www.eduventures.com/2017/03/march-madness-2017/>.

NHS ENGLAND PAPER

NHS England has produced a report, *Allied Health Professions Into Action: Using Allied Health Professionals To Transform Health, Care, And Wellbeing*. This publication is for leaders and decision makers to inform and inspire the system about how to support future service delivery. It offers examples of innovative practice and a framework to develop a plan of delivery.

The report can be obtained at <C:\Users\Tom\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\DEN5W2JQ\Allied Health Professions into Action-England.pdf>.

AVAILABLE FUNDING

The NIH Research Education Program (R25) supports research educational activities that complement other formal training programs in the mission areas of the NIH Institutes and Centers. The over-arching goals of the NIH R25 program are to: (1) complement or enhance the training of a workforce to meet the nation’s biomedical, behavioral, and clinical research needs; (2) enhance the diversity of the biomedical, behavioral and clinical research workforce; (3) help recruit individuals with specific specialty or disciplinary backgrounds to research careers in biomedical, behavioral, and clinical sciences; and (4) foster a better understanding of biomedical, behavioral and clinical research and its implications.

The Bridges to Doctorate Program is intended to provide these educational activities to Master's level students to increase transition to and completion of Ph.D.'s in biomedical sciences. A program application must include each educational activity and describe how they will be synergized to make a comprehensive program.

This program requires partnerships between master's degree-granting institutions with doctorate degree-granting institutions. Budgets are limited to \$300,000 direct costs and the maximum project period is five years.

Private and public higher education institutions are eligible to apply. The application deadline is **September 25, 2017** by 5:00 PM local time of applicant organization.

Additional information can be obtained at <https://search.nih.gov/search?utf8=%E2%9C%93&affiliate=nih&query=+PAR-17-209&commit=Search>.