

**CELT Meeting Summary**  
**January 20, 2017**  
**234 Meiling Hall**  
**10:00-11:30pm**

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**Attending:** Valerie Blackwell-Truitt, Pam Bradigan, John Buford, Coranita Burt, Jessica Buskirk, Dan Clinchot, Amy Darragh, Andy Dorr, Carla Granger, Scott Holliday, Sorabh Khandelwal, Lawrence Kirschner, Amy Lahmers, John Lanning, Deb Larsen, Suzanne Leson, Joanne Lynn, John Mahan, Wendy Marczika, Lisa Mayhugh, Leon McDougle, McKenzie Mitchell, Linda Montler, Bill Orosz, Jeff Parvin, Laurie Rinehart-Thompson, Stephanie Schulte, Yiping Yang

**Absent:** Dawn Allain, Tammy Bannerman, Barbara Berry, Ginny Bumgardner, Victoria Cannon, Quinn Capers, John Davis, Kevin Evans, Molly Gilbride, Jessica Grisez, Cynthia Ledford, Mark Merrick, Marcia Nahikian-Nelms, Georgia Paletta, Sheryl Pfeil, Amanda Postle, Leigha Senter, Georgianna Sergakis, Leigh Staub, Linda Stone, Curt Walker

**Guests:** Jack Frost, Beth Sabatino

The meeting was opened at 10:00am.

**Education Draft Goals and Strategies Working Session**

**Yiping Yang**

**Strategic Planning Manager**

The objective for the meeting was stated as being to review and refine draft goals and strategies to present to the Dean. The Education component plan development timeline and the workgroups and 8 key focus areas were reviewed. It was noted that the 8 workgroups were collapsed to 5 goals as follows:

**Goal #1 (Disruptive Innovation):** Advance OSUWMC's education mission through disruptive innovations that will establish OSUWMC as a forward-thinking leader in delivering education to learners.

**Goal #2 (Learner-Centered Environment):** Create a 21st century learner-centered environment.

**Goal #3 (Supporting Educators):** Provide educators with the resources they need to be successful.

**Goal #4 (Diversity and Inclusion):** Embrace and advance a culture of diversity and inclusive excellence that permeates all facets of our education aspirations.

**Goal #5 (Affordability and Accessibility):** Provide students with an affordable and accessible education.

The group reviewed and discussed Goals #1 and #5 with their respective timeline, strategies, and metrics of success. Yiping will present updates at the next CELT meeting. The remaining 3 goals are to be reviewed at the Feb. 3 meeting.

The next CELT meeting is scheduled for February 3, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
January 20, 2017

**CELT Meeting Summary**  
**February 3, 2017**  
**234 Meiling Hall**  
**10:00-11:30pm**

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**Attending:** Dawn Allain, Tammy Bannerman, Barbara Berry, Valerie Blackwell-Truitt, John Buford, Coranita Burt, Jessica Buskirk, Dan Clinchot, Amy Darragh, Andy Dorr, Molly Gilbride, Carla Granger, Jessica Grisez, Scott Holliday, Sorabh Khandelwal, Lawrence Kirschner, John Lanning, Deb Larsen, Suzanne Leson, Joanne Lynn, John Mahan, Wendy Marczika, Lisa Mayhugh, Leon McDougle, McKenzie Mitchell, Marcia Nahikian-Nelms, Bill Orosz, Laurie Rinehart-Thompson, Stephanie Schulte, Yiping Yang

**Absent:** Pam Bradigan, Ginny Bumgardner, Victoria Cannon, Quinn Capers, John Davis, Kevin Evans, Amy Lahmers, Cynthia Ledford, Mark Merrick, Linda Montler, Georgia Paletta, Jeff Parvin, Sheryl Pfeil, Amanda Postle, Leigha Senter, Georgianna Sergakis, Leigh Staub, Linda Stone, Curt Walker

**Guests:** Jack Frost, Amy Ware

The meeting was opened at 10:00am.

**Education Draft Goals and Strategies Working Session**  
**Yiping Yang**  
**Strategic Planning Manager**

The group reviewed and refined draft goals #2 and #3 with strategies to present to the Dean.

**Goal #1 (Disruptive Innovation):** Advance OSUWMC's education mission through disruptive innovations that will establish OSUWMC as a forward-thinking leader in delivering education to learners.

**Goal #2 (Learner-Centered Environment):** Create a 21st century learner-centered environment.

**Goal #3 (Supporting Educators):** Provide educators with the resources they need to be successful.

**Goal #4 (Diversity and Inclusion):** Embrace and advance a culture of diversity and inclusive excellence that permeates all facets of our education aspirations.

**Goal #5 (Affordability and Accessibility):** Provide students with an affordable and accessible education.

Yiping will present updates and Goal #4 will be reviewed at the next meeting.

The next CELT meeting is scheduled for February 17, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
February 3, 2017

**CELT Meeting Summary**  
**February 17, 2017**  
**234 Meiling Hall**  
**10:00-11:30pm**

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**Attending:** Valerie Blackwell-Truitt, Pam Bradigan, Coranita Burt, Jessica Buskirk, Victoria Cannon, Quinn Capers, Dan Clinchot, Amy Darragh, Molly Gilbride, Cynthia Ledford, Suzanne Leson, Joanne Lynn, Lisa Mayhugh, Leon McDougle, McKenzie Mitchell, Linda Montler, Bill Orosz, Georgia Paletta, Sheryl Pfeil, Laurie Rinehart-Thompson, Megan Sayres, Stephanie Schulte, Leigh Staub, Curt Walker Yiping Yang

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**Guests:** Jack Frost, Amy Ware

The meeting was opened at 10:00am.

**COM Admissions Cycle 2015-2016**  
**Quinn Capers, IV, MD**  
**Associate Dean for Admissions**

Dr. Capers reviewed the Admission Committee's Vision Statement and the holistic review approach which takes into consideration each applicant's experiences, attributes, and academic metrics.

Two methods of recruiting are used: 1) Electronic/Digital Recruiting and 2) In-Person Recruiting including local road trips, air travel, and AAMC recruitment fairs.

Recruiting outcomes were reviewed:

- Applications to OSUCOM have risen steadily from 4,185 applicants in 2009 to 7,199 in 2017 (a 16.3% increase over 2016) indicating increased interest in our medical school.
- The trend for women and URM applicants has increased significantly for both, with women applicants increasing from 1,677 in 2009 to 2,660 in 2016 and URM increasing from 419 in 2009 to 1,050 in 2016.

During this year's review process, 6,188 applications were evaluated by 60 screeners with close to 700 candidates being interviewed by the end of March.

The profile for the entering class of 2016 was reviewed. The class had 6,188 applicants, 677 were interviewed, 381 acceptances offered, class size of 205.

OSU was the number one university most represented in the 2016 Med 1 Class. #4 (University of Notre Dame), #5 (University of Michigan), #6 (University of California – Los Angeles), #7 (Northwestern University), and #8 (Princeton University) were all *U.S. News and World Report* Top 30 Undergraduate Institutions. 25% of Med 1 Class attended a *U.S. News and World Report* top 20 school.

In-state acceptance (106 matriculants) versus out-of-state acceptance (93 matriculants) was reviewed. It was noted we strive for 50% in-state and 50% out of state matriculants. Joint acceptance data for in-state public peers was reviewed. For 2016, Cincinnati had over 80% joint acceptance and both Toledo and Wright State had 100% joint acceptance. There were no joint acceptances between OSUCOM and NEOMED. It was noted this was the first time that the majority of students jointly accepted to OSU and Case Western Reserve chose to matriculate at OSU.

The group had a discussion regarding Ohio residents: true “native” Ohioans versus “legal” residents and how this may affect future funding.

Dr. Capers acknowledged the efforts of the Admissions staff, Admissions committee and co-chairs, Admissions screeners, COM leadership, and the Education Mission/Education Team.

#### **Review of Draft Education Strategic Plan Goal #4**

The group reviewed and refined draft goal #4 with strategies.

#### **1) Goal #4 (Diversity and Inclusion):**

**Embrace and advance inclusive excellence and culture competence\* that is central to our educational aspirations.**

- a) Lead the nation in recruiting and retaining a diverse faculty, staff and leaders.
- b) Implement accessible and actionable education programs for faculty, staff and learners on diversity and inclusion topics including, but not limited to, cultural competency, implicit bias, race, ethnicity, sex, socioeconomic status, disability, sexual orientation, and gender identity.
- c) Develop and implement a mentoring and support program among learners, staff and faculty.
- d) Recruit learners that have diverse personal, work, and academic backgrounds and interests.
- e) Provide learners with exposure to diverse patient health needs and population groups through meaningful inter-professional education experiences.
  - i) Form a clear definition and understanding of the meaning of underrepresented for each program within the College of Medicine.
- f) Identify the needs of the community and integrate service experiences that align with the education mission of OSUWMC.

*\* Cultural competence is a set of behaviors, attitudes and policies that come together in a system, agency or professional and enable that system, agency or professional to work effectively in cross-cultural situations.*

*Cross T., Bazron, B., Dennis, K., & Isaacs, M., (1989), “Towards a culturally competent system of care,” Vol. I, Washington, D.C.*

The next CELT meeting is scheduled for March 3, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
February 17, 2017

**CELT Meeting Summary**  
**March 3, 2017**  
**234 Meiling Hall**  
**10:00-11:00pm**

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**Attending:** Barbara Berry, Valerie Blackwell-Truitt, Pam Bradigan, John Buford, Ginny Bumgardner, Coranita Burt, Victoria Cannon, Dan Clinchot, Amy Darragh, John Davis, Molly Gilbride Carla Granger, Jessica Grisez, Scott Holliday, Deb Larsen, Cynthia Ledford, Lisa Mayhugh, Leon McDougle, Marcia Nahikian-Nelms, Bill Orosz, Megan Sayres, Stephanie Schulte, Yiping Yang

**Absent:** Dawn Allain, Tammy Bannerman, Quinn Capers, Andy Dorr, Kevin Evans, Sorabh Khandelwal, Lawrence Kirschner, Amy Lahmers, John Lanning, Suzanne Leson, Joanne Lynn, John Mahan, Wendy Marczika, Mark Merrick, McKenzie Mitchell, Linda Montler, Georgia Paletta, Jeff Parvin, Sheryl Pfeil, Amanda Postle, Laurie Rinehart-Thompson, Leigha Senter, Georgianna Sergakis, Leigh Staub, Linda Stone, Curt Walker

**Guests:** Beth Sabatino, Amy Ware

Dr. Clinchot opened the meeting at 10:00am. The updated Education Strategic Plan Goals and Strategies were distributed for review. No updates or changes were noted.

**Conversation Starters: a proposal**

**Cynthia Ledford, MD**

**Assistant Dean for Curriculum Design and Innovation**

Dr. Ledford stated that her new role will allow her the opportunity to share and advance educational resources and insights. The COM has great strengths (professional practice preparation, faculty, students and innovation) but we need to take opportunities to learn from each other and share curricular resources/courses and be more interdisciplinary.

Dr. Ledford stated that to facilitate creating a community of educators, the group should begin with "Conversation Starters." There should be a minimum of 3, maximum of 5 very short presentations followed by discussion and brainstorming.

Potential topics/themes reviewed include: certificate programs, simulation-based assessment, shared curricular resources, national leadership, student recruitment, end goal excellence, virtual classrooms, and interprofessional educations and care.

The group was asked to help identify topics or themes in their own programs and what they are doing now:

- Clinical assessment – determine what we have taught; desire to have training competency-based assessment; global or national assessment; develop benchmarks
- Diagnostic testing – imaging/med lab testing; critical thinking
- Content areas – interdisciplinary
- Research curricula
- Education process and assessment
- Matching – how is that done; need national database of sites to train students, clinical placements
- Online courses – best practices
- Diversity and inclusion in coursework and recruitment

- Address vocabulary for various groups taking courses, for example, research versus medical education
- Pipeline programs – could we do more collaboratively?
- Facility needs – lecture halls; Meiling Hall’s are often too big; need to work on IT part of the system – not efficient – can turn off before class is finished; optimize shared space for clinical learners; innovative/creative use of space, for example: garage door walls
- Best practices for online courses for exam integrity
- Collaborative research “test kitchen” – test things
- Where to publish innovations
- Journal for education theories – evidence-based higher learning has wealth of information available that no one is using

The group discussed what could help their program improve:

- How to make time for innovation
- Recruitment: 1) Students, and 2) Clinical Faculty Preceptors
  - Best practices among our areas
  - Learning about other programs offered here and having that information available
  - Learning what the College has globally available

**ACTION ITEM**

Dr. Ledford stated that the first conversation starter will be held at the April 7<sup>th</sup> CELT meeting and requested anyone interested in sharing their program email her directly. Dr. Ledford noted that Dr. Nahikian-Nelms, HRS Director of Academic Affairs, is working on this initiative with her.

The next CELT meeting is scheduled for March 17, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
 March 3, 2017

## **CELT 4/7/17 Dean Kent attended to discuss the Education Mission Strategic Plan**

### **Education Strategic Plan**

***Ambition:*** Advance the education mission of the University, Health Science Colleges and College of Medicine through learner-centered innovation and faculty engagement.

### **Goals and Strategies – DRAFT**

#### **1) Goal #1 (Disruptive Innovation):**

**Advance OSUWMC's education mission through disruptive innovations that will establish OSUWMC as a forward-thinking leader in delivering education to learners.**

- a) Develop a true competency-based learning paradigm that works towards adapting the length and content of curricula to the needs of the learners.
- b) Invest in competency-based analytics for both learners and educators.
- c) Implement a pilot of integrated inter-professional education curriculum that is a core pillar in the learning structure.
- d) Pursue partnerships and collaborations within and external to the University that will add value to the learner's education, success after graduation, and OSUWMC's ability to recruit top learners.
- e) Be among the first institutions to adopt advanced and disruptive technologies in order to transform the learning experience.
- f) Expand learners' national and global access and exposure to diverse real-time clinical cases and varying perspectives to treatment beyond what's available at OSUWMC and local/regional partner institutions.
  - i) Utilize technology to create these platforms and opportunities and integrate into curricula.
- g) Provide professional education (faculty, staff, adult learners, etc.) using new technologies and content delivery methods that creates a highly engaged and continuous learning environment at OSU.

#### **2) Goal #2 (Learner-Centered Environment):**

**Create a 21<sup>st</sup> century learner-centered environment.**

- a) Build a new, state-of-the-art education complex space housing the College of Medicine that is centralized, promotes inter-professional learning, and is designed for collaboration among learners across the enterprise including engagement with the 6 other health science colleges on campus.
- b) Modernize the learning experience by integrating technologies, simulation and distance learning offerings into curricula.
- c) Create virtual and shared spaces for collaboration and adopt user friendly platforms among the health science learners that include a state of the art health science library.
- d) Provide more individualized and flexible degree offerings (e.g. dual degrees) and specializations.
- e) Implement common shared core curricula (e.g. health policy, business, public health, wellness and leadership)
- f) Prepare learners to competently engage in patient empowered care.

#### **3) Goal #3 (Supporting Educators):**

**Provide educators with the resources they need to be successful.**

- a) Recruit, develop and retain world class educators and position them as the core instructors within the College.



- i) Implement a standardized and coordinated faculty mentoring program that engages the University's teaching and learning institute.
- b) Reward and recognize teaching, teaching excellence and the scholarship of education.
- c) Design a multi-dimensional review for evaluating the teaching performance of faculty and staff educators.
- d) Create and structure incentives that reward clinical teaching and are aligned with the clinical mission of the enterprise.
- e) Communicate the education mission, vision and values with the organization and community.

**4) Goal #4 (Diversity and Inclusion):**

**Embrace and advance inclusive excellence and cultural competence\* that are central to our educational aspirations.**

- a) Lead the nation in recruiting and retaining a diverse faculty, staff and leaders.
- b) Implement accessible and actionable education programs for faculty, staff and learners on diversity and inclusion topics including, but not limited to, cultural competency, implicit bias, race, ethnicity, sex, socioeconomic status, disability, sexual orientation, and gender identity.
- c) Develop and implement a mentoring and support program among learners, staff and faculty.
- d) Recruit learners that have diverse personal, work, and academic backgrounds and interests.
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  - i) Form a clear definition and understanding of the meaning of underrepresented for each program within the College of Medicine.
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**5) Goal #5 (Affordability and Accessibility):**

**Provide students with an affordable and accessible education.**

- a) Actively involve College Alumni as a means of facilitating student achievement and creating more meaningful Alumni engagement.
- b) Position OSU health sciences and the College of Medicine as a foundational element of inter-professional health education and training in order to increase state financial support for education.
- c) Develop new education modalities and methods that decrease the per student cost of education and improve accessibility.
  - i) Provide online learning offerings to support and enhance accessibility options for learners.
  - ii) Improve accessibility of the education experience for people with disabilities.
- d) Leverage the strengths of the education mission to partner with development to increase funding for scholarships.
- e) Work to ensure a sustainable GME funding model.

## CELT 4/21/17 Continued Work on Metrics / Timeline for Goals: Education Mission Strategic Plan

### Education Strategic Plan

**Ambition:** Advance the education mission of the University, Health Science Colleges and College of Medicine through learner-centered innovation and faculty engagement.

### Goals and Strategies – DRAFT

#### 1) Goal #1 (Disruptive Innovation):

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  - i) Provide online learning offerings to support and enhance accessibility options for learners.
  - ii) Improve accessibility of the education experience for people with disabilities.
- d) Leverage the strengths of the education mission to partner with development to increase funding for scholarships.
- e) Work to ensure a sustainable GME funding model.

**CELT Meeting Summary**  
**May 19, 2017**  
**234 Meiling Hall**  
**10:00-11:00pm**

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**Attending:** Tammy Bannerman, Barbara Berry, Valerie Blackwell-Truitt, Pam Bradigan, John Buford, Dan Clinchot, Amy Darragh, John Davis, Molly Gilbride Carla Granger, Jessica Grisez, Scott Holliday, Amy Lahmers, Deb Larsen, Cynthia Ledford, Suzanne Leson, John Mahan, Lisa Mayhugh, Mark Merrick, Marcia Nahikian-Nelms, Bill Orosz, Georgia Paletta, Jeff Parvin, Laurie Rinehart-Thompson, Georgianna Sergakis, Stephanie Schulte, Yiping Yang

**Absent:** Dawn Allain, Ginny Bumgardner, Coranita Burt, Victoria Cannon, Quinn Capers, Andy Dorr, Kevin Evans, Sorabh Khandelwal, Lawrence Kirschner, John Lanning, Joanne Lynn, Wendy Marczika, Leon McDougle McKenzie Mitchell, Sheryl Pfeil, Amanda Postle, Megan Sayres, Leigha Senter, Leigh Staub, Linda Stone, Curt Walker

**Guests:** John Gunn, Steven Mousetes

Dr. Clinchot opened the meeting at 10:00am.

**Conversation Starter - Recruitment of Top Learners**

**Cynthia Ledford, MD**

**Assistant Dean for Curriculum Design and Innovation**

**Marcia Nahikian-Nelms, PhD, RDN, LD, FAND**

**Director, Academic Affairs, School of Health and Rehabilitation Sciences**

Dr. Ledford stated that today's Conversation Starter topic is: Recruitment of Top Learners. The format, relevance to the Education Mission Strategic Plan, and conceptual frameworks of culture shaping and mentoring were reviewed. Three areas (Athletic Training, Biomedical Science Undergraduate Major, and Occupational Therapy) were invited to share their recruitment strategies.

**Athletic Training – Mark Merrick, Athletic Training Program Director**

1. Goal in recruitment of learners:

To attract a pool of excellent learners who are a match with the culture and demands of the program and to attract the best students nationally.

2. Approach to recruitment:

- Vision – admit reflective thinkers who demonstrate compassion and diversity who are driven to support the health and well-being of people in Ohio and globally
- Background – candidates apply for program admission freshman year – want mature, responsible students who already know what they want to do
- Admission Process/Pathways
  - Traditional: prerequisite courses, clinical observation, interview
  - Early: recruited directly out of high school – helps attract high quality students – written statement, academic metrics, letters of reference, interview used

3. Partner With: Campus Visit Office, career fairs, selected high schools, state professional association, clinical preceptors

4. Keys to Success: culture, accessibility (access to faculty), website, facilities

5. Recommendations to others for success:
  - Decide on vision and culture first
  - Align everything with vision/culture
  - Set the bar high on things that matter

**Biomedical Science Undergraduate Major – John Gunn, Director and Steven Mousetes, Program Manager**

1. Recruitment Goals – students must:
  - Have strong metrics (ACT, SAT, GPA, class rank)
  - Take advantage of academic opportunities (AP, IB, College Credit Plus or PSEO)
  - Demonstrate dedicated extracurricular involvement (clubs, sports, work)
  - Understand goals for Biomedical Science Major
  - Have exposure to research
  - Be proactive, independent, mature
2. Approach to recruitment:
  - Recruit students who appear to be admissible
  - Holistic review process – Will do 50 interviews and want to see sincere interest in research and diversity
  - Build a cohort with diverse backgrounds and experiences
3. Partners:
  - Undergraduate admissions counselors – to get list of prospective BMS students
  - University Honors & Scholars Center – to help identify strong scholars
  - Office of Diversity and Inclusion
4. Keys to Success:
  - Campus partners – use them (Undergraduate admissions, Honors & Scholars Center, ODI, etc.)
  - Access to BMS leadership team
  - Alumni
  - Faculty/staff
5. Recommendations to others for success:
  - Educate potential campus partners
  - Involve program’s faculty, staff, alumni, current students
  - Be consistent in evaluation of applicants

**Occupational Therapy – Amy Darragh, PhD, OTR/L, FAOTA**

1. Recruitment Goals:
  - Attract a diversity of students
  - Attract top candidates with key characteristics (self-directed learners, resilient, insightful, etc.)
  -
2. Approach to recruitment:
  - Accessibility of faculty
  - Transparency
  - Clarity
  - Clear admissions vision (posted on website)

3. Partners:

- Health Sciences program
- Graduate/Professional Student Recruitment Initiative (GPS)
- Pre-OT Clubs (e.g. OSU, Miami University)
- Other strategies: information sessions, 1 on 1 meetings, recruitment fairs

4. Keys to Success:

- Holistic admissions – life experiences are looked at and points given for various things (work full-time to fund undergraduate, take care of sick parent, etc.)
- Candidate Day – made a big difference, feedback has been very positive. Tells candidates that it's about fit.
- Meeting with faculty – being accessible

5. Recommendations to others for success:

- Focus on opportunities, unique options you offer
- Have a strong, clear Admissions Vision
- Meet with the students – be accessible and responsive

Dr. Nahikian-Nelms stated SHRS has done well regarding diversity but they need to reach out more to high school students.

The next CELT meeting is scheduled for June 2, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
May 19, 2017

**CELT Meeting Summary**  
**June 2, 2017**  
**234 Meiling Hall**  
**10:00-11:00pm**

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**Attending:** Casandra Adams, Tammy Bannerman, Barbara Berry, Pam Bradigan, John Buford, John Davis, Victoria Cannon, Jessica Grisez, Scott Holliday, Sorabh Khandelwal, Deb Larsen, Cynthia Ledford, Suzanne Leson, Joanne Lynn, John Mahan, Lisa Mayhugh, Leon McDougale, Mark Merrick, Bill Orosz, Jeff Parvin, Sheryl Pfeil, Stephanie Schulte, Yiping Yang

**Absent:** Dawn Allain, Valerie Blackwell-Truitt, Ginny Bumgardner, Coranita Burt, Quinn Capers, Dan Clinchot, Amy Darragh, Andy Dorr, Kevin Evans, Molly Gilbride, Carla Granger, Lawrence Kirschner, Amy Lahmers, John Lanning, Wendy Marczika, McKenzie Mitchell, Marcia Nahikian-Nelms, Georgia Paletta, Amanda Postle, Laurie Rinehart-Thompson, Megan Sayres, Leigha Senter, Georgianna Sergakis, Leigh Staub, Linda Stone, Curt Walker

**Guest:** Paula Sulcebarger

Dr. Larsen called the meeting to order at 10:00am.

**Innovative Technology to Support Education**

**Jack Frost, MBOE**

**Director, Software Engineering and Interim Director, Portfolio Management Office**

Mr. Frost reviewed his COM roles, introduced Paula Sulcebarger, and reviewed the agenda for the meeting.

The ambition and goals for the Education Mission Strategic Plan were reviewed. Funding technology philosophy is: 1. Doesn't hurt to ask 2. Best when teams work together 3. Dream big...but build on success.

Next steps are to compile and send out notes, look for common themes, bring in a few experts, and propose pilot projects.

**ACTION ITEM:**

**Jack Frost and Paula Sulcebarger will compile notes from the meeting and forward to the group.**

The group discussed Education Technology ideas that had been submitted if they could spend \$1,500,000, \$500,000 or \$100,000.

**\$1,500,000:**

- Laptop for each student with software apps installed. Lab space with surfaces for students to use laptops during computer-based classes.  
Group discussion: ipad vs laptops, technical support for fast changing technology, need to survey stakeholders before making a decision
- In the Health Sciences Library, create an immersive teaching and visualization lab. Identify a business partner by working with the Industry Liaison Office or other university partners to create a sustainable funding model.
- Build a facility that would facilitate: distance learning (videoconferencing and recording systems), exposure to telemedicine models, simulation environments for interprofessional collaborations

- Make classrooms into educational laboratories, establish a digital library that is searchable and shareable, create innovative educational resources to allow for more flexible use of mixed media, add to simulation capabilities such as home/apartment, better information management related to assessment data
- Develop a Center for Medical Education and Innovation: conference rooms, workshop spaces, space for recording video and audio materials, space for broadcasting med ed
- Build a Center for Educational Innovation to bring key innovators across OSU to collaborate to push boundaries of innovations in education
- Have spaces large enough for 25-50 people for teaching/training. State of the art simulators and/or devices to be used in teaching/training

#### \$500,000

- Lab space with surfaces for students to use laptops during computer-based classes
- Invest in students and trainees interacting with educational platforms more efficiently – accessing and using online materials
- Scaled down version of immersive teaching and visualization lab
- Expand current Clinical Skills Center with counseling rooms. Improve an EPIC based learning environment to more effectively engage students with electronic medical record

#### \$100,000

The group briefly reviewed these items. It was stated that it may be best to look at investment in infrastructure to get beyond obsolescence.

The next CELT meeting is scheduled for June 16, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder

June 2, 2017



**CELT Meeting Summary**  
**July 7, 2017**  
**234 Meiling Hall**  
**10:00-11:00pm**

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**Attending:** Dawn Allain, Barbara Berry, Pam Bradigan, John Buford, Coranita Burt, Victoria Cannon, Dan Clinchot, , Carla Granger, Jessica Grisez, Scott Holliday, Sorabh Khandelwal, Lawrence Kirschner, Amy Lahmers, John Lanning, Cynthia Ledford, Suzanne Leson, John Mahan, Leon McDougle, Mark Merrick, Marcia Nahikian-Nelms, Bill Orosz, Jeff Parvin, Megan Sayres, Stephanie Schulte, Judy Westman, Yiping Yang

**Absent:** Casandra Adams, Tammy Bannerman, Valerie Blackwell-Truitt, Ginny Bumgardner, Quinn Capers, Amy Darragh, Andy Dorr, Kevin Evans, Molly Gilbride, Deb Larsen, Joanne Lynn, Wendy Marczika, Lisa Mayhugh, McKenzie Mitchell, Georgia Paletta, Sheryl Pfeil, Amanda Postle, Laurie Rinehart-Thompson, Leigha Senter, Georgianna Sergakis, Leigh Staub, Linda Stone, Curt Walker

Dr. Clinchot called the meeting to order at 10:00am and Dr. Judy Westman, who is filling in for Dr. John Davis as Special Assistant to Curriculum, was introduced

**Conversation Starter – Success of Educators: Exploring National Leadership Roles**

**John Buford (Physical Therapy – DPT)**

**Dawn Allain (Genetic Counseling – Masters)**

**Scott Holliday (Graduate Medical Education)**

Dr. Nahikian-Nelms stated that today's panel will focus on the strategic planning topic of providing resources to support educators in the College of Medicine.

**Physical Therapy – DPT, John Buford, PT, PHD**

Dr. Buford reviewed involvement of physical therapy faculty in leadership roles in professional associations. He noted that their involvement has benefits for both the program (reputation, early notice, inside knowledge, and influence) and the faculty (networking, record of service and leadership, faculty development, and faculty recognition).

The group discussed how to get faculty involved. Dr. Buford stated that through his involvement with professional associations he is able to connect people. He also makes professional development plans part of faculty annual reviews to discuss what they can do.

**Genetic Counseling – Dawn Allain, MS, LGC**

Ms. Allain reviewed the involvement of their education leadership with national professional organizations and noted that involvement is not limited to just the three people running the center, but to the faculty also. The biggest program benefit is in student recruitment. Other program benefits are curricular development and graduate employment placement. The faculty benefit from enhancement of professional development, becoming stakeholders in the Genetic Counseling pipeline, and increased job satisfaction.

**Graduate Medical Education – Scott Holliday, MD**

Dr. Holliday stated there are 60 program directors so rather than share an extensive listing of all of their education leadership's involvement with national professional organizations, he shared a representative list which including involvement with regulatory bodies, program director societies, and specialty societies. He noted that being involved benefits programs by allowing program directors to develop leadership skills to model for younger faculty, be aware of national issues, and develop a deeper understanding of regulations for individual programs. The benefit for faculty is serving on subcommittees/taskforces allows access to publications and information nationally to see where our programs fit, increases our national reputation, increases their ability to better run a GME program, and establishes connections for collaboration.

The meeting was opened for questions for the panel:

Regarding junior faculty, what are keys to growing nationally? – Need to learn their interests and have them get on committees. Start with regional committees then move up to national. If they are on the tenure track, it was suggested they begin with national committees due to time constraints. Clinical track faculty can start on state or regional committees and move up to national. Have faculty attend meetings to become familiar with the committees.

Clinical Time – Faculty need to have a conversation with their chair to determine. Financial support can come from serving on committees. Departments and divisions should think strategically about where they have their people serve to help build the department's reputation. Consider alumni.

Is a spreadsheet or source available showing the committees faculty serve on and where they should be placed?  
All leaders need to be more methodical regarding national reputation and our learners.

When recruiting faculty, should you give new faculty members more funding? You need to look at their service and tie it to scholarship.

Should staff become involved in committees? Program coordinators should become involved in national committees. Departments will need to help fund and staff may need to be urged to serve.

Dr. Ledford led the group in a discussion of best practices in looking at national leadership roles. The group felt there is a need for a methodical approach to faculty development. They also discussed the need to translate to faculty the importance of national leadership roles so that it is an expectation and becomes the culture. The group suggested a best practice for sharing what is learned at the conferences might be to post it or share links in *Faculty Matters* newsletter.

#### **ACTION ITEM**

**Sid will contact the group to request topics they would like to see addressed at future CELT meetings.**

The next CELT meeting is scheduled for July 21, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
July 7, 2017

**CELT Meeting Summary**  
**October 6, 2017**  
**234 Meiling Hall**  
**10:00-11:00pm**

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**Attending:** Barbara Berry, Pam Bradigan, John Buford, Quinn Capers, Dan Clinchot, Amy Darragh, Amy Lahmers, John Lanning, Deb Larsen, Suzanne Leson, Joanne Lynn, Wendy Marczika, Bill Orosz, Georgia Paletta, Jeff Parvin, Laurie Rinehart-Thompson, Megan Sayres

**Absent:** Casandra Adams, Dawn Allain, Tammy Bannerman, Valerie Blackwell-Truitt, Ginny Bumgardner, Coranita Burt, Victoria Cannon, Andy Dorr, Kevin Evans, Molly Gilbride, Carla Granger, Jessica Grisez, Scott Holliday, Sorabh Khandelwal, Lawrence Kirschner, Cynthia Ledford, John Mahan, Lisa Mayhugh, Leon McDougle, Mark Merrick, McKenzie Mitchell, Marcia Nahikian-Nelms, Sheryl Pfeil, Amanda Postle, Stephanie Schulte, Leigha Senter, Georgianna Sergakis, Leigh Staub, Linda Stone, Judy Westman, Yiping Yang

Guests: David Acosta, MD, Art James, MD

Dr. Clinchot called the meeting to order at 10:00am. Dr. Quinn Capers introduced Dr. David Acosta, AAMC Chief Diversity and Inclusion Officer.

**Understanding Unconscious Bias**  
**Quinn Capers, IV, MD, FACC**  
**Associate Dean for Admissions**

Dr. Capers stated that in his role as Associate Dean for Admissions, he became interested in the topic of unconscious minds and biases. He noted that unconscious (implicit) racial bias does not equal racism.

During the presentation, Dr. Capers had the group do four activities to help them become aware of their own personal biases. After each activity, he would lead a discussion to help the group facilitate a take away message that would help participants apply it to what they do every day.

Dr. Capers reviewed four strategies to use to reduce unconscious bias:

1. Common identity formation – focus on a common identity between you and the other person
2. Perspective taking – take perspective of other person
3. Consider the opposite – look for evidence to support the opposite view
4. Counter with positive exemplars – spend time with individuals you admire from groups which you have a bias against

**ACTION ITEM**

**Sid will forward the strategies to reduce unconscious bias to the group.**

The next CELT meeting is scheduled for October 20, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
October 6, 2017

**CELT Meeting Summary**  
**October 20, 2017**  
**234 Meiling Hall**  
**10:00-11:00pm**

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**Attending:** Tammy Bannerman, Barbara Berry, Pam Bradigan, John Buford, Dan Clinchot, Carla Granger, Molly Gilbride, Jessica Grisez, Sorabh Khandelwal, Joanne Lynn, Lisa Mayhugh, Leon McDougale, Marcia Nahikian-Nelms, Beth Sabatino, Megan Sayres, Stephanie Schulte, Judy Westman, Yiping Yang

**Absent:** Casandra Adams, Dawn Allain, Valerie Blackwell-Truitt, Ginny Bumgardner, Coranita Burt, Victoria Cannon, Quinn Capers, Amy Darragh, Andy Dorr, Kevin Evans, Scott Holliday, Lawrence Kirschner, Amy Lahmers, John Lanning, Deb Larsen, Cynthia Ledford, Suzanne Leson, John Mahan, Wendy Marczika, Mark Merrick, McKenzie Mitchell, Bill Orosz, Georgia Paletta, Jeff Parvin, Sheryl Pfeil, Amanda Postle, Laurie Rinehart-Thompson, Leigha Senter, Georgianna Sergakis, Linda Stone,

Guest: Nicki Verbeck

Dr. Clinchot called the meeting to order at 10:00am and said the Executive Board approved the Medical Center Strategic Plan last week and gave good comments and that now we need to implement the Education Strategic Plan. He stated the group would break into work groups to begin forming tactics to give to the Board in the next few months.

Yiping Yang reviewed the meeting agenda and gave a component plan update. The Medical Center strategic plan is completed and launched and beginning the implementation phase of linking tactics and the resources (money) needed. A component scorecard will be developed to measure progress. The next step is to identify key tactics and action items. Workgroups were formed for each area with two/three executive sponsors assigned to each goal. Each CELT member will participate in one of the five workgroups.

The workgroups focused at today's meeting on naming other people needing to be included in their workgroup, prioritizing strategies, and beginning to brainstorm on key tactics (which tactics to include, what to begin doing in remaining FY18, what should be done in FY19).

Dr. Clinchot reviewed who the executive sponsors are for each of the five Education Strategic Goals. Groups were formed, strategies were prioritized, and key tactics developed including:

1. Goal #1 (Disruptive Innovation): Executive Sponsors: Deb Larsen, Judy Westman, Jeff Parvin
  - Prioritize strategies 1.1, 1.4, 1.6; should be worked on in parallel with 1.1 being the real push
  - Get an outside perspective from OSU College of Education
  - Be sure not to duplicate efforts on same things from multiple groups
  - Look at benchmark peers who are doing this well
  - Others to include: Tei Street for input on K-12
  
2. Goal #2 (Learner-Centered Environment): Executive Sponsors: Joanne Lynn, Amy Darragh
  - Prioritize strategies 2.2, 2.3, 2.5; focus more on methods
  - Concern that state of the art complex will not have much interaction with major users
  - Others to include: ODEE, Victoria Cannon's team (OECRD), UCAT, external consultants, Sheryl Pfeil (Teaching and Learning Institute), library folks, OAA/Registrar's office, IPE experts

3. Goal #3 (Supporting Educators): Executive Sponsors: Marcia Nahikian-Nelms, Cynthia Ledford
  - Define who we think are educators
  - Identify scope
  - Others to include: COM/HS/WMC partners (Abbott, etc.), Interprofessional organizations (CGEA) for education and/or experts, Kay Halasek, Director, The University Institute for Teaching and Learning, Kay Wolfe, Vice Provost for Academic Policy and Faculty Resources (recruitment/retention), Office of Diversity and Inclusion
4. Goal #4 (Diversity and Inclusion): Leon McDougale, Dawn Allain
  - Prioritized strategies highest to lowest: 4.3 (noted to look outside COM at SHRS), 4.4, 4.5, 4.6, 4.1, 4.2
  - Others to include: Cami Curren, Brett Worly, Allison Macerollo, Barbara Berry (CME), Alex Grieco, Susan Haverkamp (Disability), Art James (race and ethnicity), Social Work or Public Health
5. Goal #5 (Affordability and Accessibility): Scott Holliday, Mark Merrick
  - Prioritized strategies highest to lowest:: 5.5, 5.1 with 5.4, 5.2, 5.3
  - Others to include: Quinn Capers or Georgia Paletta, Christine McDonough or Trueshonda Carmicle, Lisa Terek, Bryan Martin, Milly Valverde, Office of Distance Education and eLearning, Dental School outreach, GME financial person

Dr. Clinchot requested that sponsor leaders share the information for their group with any sponsor leaders who did not attend the meeting. He also requested that sponsors let him know who they want in their groups.

The next CELT meeting is scheduled for November 3, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
October 20, 2017

**CELT Meeting Summary**  
**November 3, 2017**  
**234 Meiling Hall**  
**10:00-11:00pm**

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**Attending:** Casandra Adams, Barbara Berry, Valerie Blackwell-Truitt, Coranita Burt, Amy Darragh, Carla Granger, Jessica Grisez, Scott Holliday, Sorabh Khandelwal, Amy Lahmers, Deb Larsen, Marcia Nahikian-Nelms, Jeff Parvin, Beth Sabatino, Stephanie Schulte, Judy Westman, Yiping Yang

**Absent:** Dawn Allain, Tammy Bannerman, Pam Bradigan, John Buford, Ginny Bumgardner, Victoria Cannon, Quinn Capers, Dan Clinchot, Kevin Evans, Molly Gilbride, Jack Frost, Lawrence Kirschner, John Lanning, Cynthia Ledford, Suzanne Leson, Joanne Lynn, John Mahan, Wendy Marczika, Lisa Mayhugh, Leon McDougle, Mark Merrick, McKenzie Mitchell, Bill Orosz, Georgia Paletta, Sheryl Pfeil, Amanda Postle, Laurie Rinehart-Thompson, Megan Sayres, Leigha Senter, Georgianna Sergakis, Linda Stone

Carla Granger called the meeting to order at 10:00am and stated the group would break into work groups to continue working on key tactics for each of the five Education Strategic Goals and regather at the end of the meeting to report out on their tactics.

1. Goal #1 (Disruptive Innovation): Executive Sponsors: Deb Larsen, Judy Westman, Jeff Parvin
  - Have come up with a group to invite to participate in their proposals
  - Tactics include adding more ways to collaborate with interprofessional education and to enhance everyone using education technology
2. Goal #2 (Learner-Centered Environment): Executive Sponsors: Joanne Lynn, Amy Darragh with group members Stephanie Schulte, Valerie Blackwell-Truitt
  - Strategy 2.1: Build a new, state-of-the-art education complex space housing the College of Medicine that is centralized, promotes inter-professional learning, and is designed for collaboration among learners across the enterprise including engagement with the 6 other health science colleges on campus.
    - Need increased user/stakeholder input on building design to be sure it is useful for end users – learners, faculty, clinicians, staff, disabled
    - Would like to have broad input from students – survey?
  - Strategy 2.2: Modernize learning experience by integrating technologies, simulation and distance learning offerings into curricula.
    - Need to determine how to accomplish modernization
    - OECRD – look at how all would integrate
  - Need to have a space for tactics that cross over to another goal's tactics
3. Goal #3 (Supporting Educators): Executive Sponsors: Marcia Nahikian-Nelms, Cynthia Ledford with group members Amy Lahmers, Sorabh Khandelwal
  - Define who we think are educators and who to focus on for specific tactics
  - Work group is struggling with determining who has the power to make changes
  - Need to develop how to incentivize teaching – how to award quality teaching
  - Need to identify key stakeholders
  - Need to determine if staff are included and student services
4. Goal #4 (Diversity and Inclusion): Executive Sponsors: Leon McDougle, Dawn Allain with group members Yiping Yang, Barbara Berry, Coranita Burt
  - Dr. McDougle has forwarded a list of people and tactics and the group will meet with him

5. Goal #5 (Affordability and Accessibility): Executive Sponsors: Scott Holliday, Mark Merrick with group members Cassandra Adams, Jessica Grisez, Carla Granger

- Focus on GME funding
- How to engage alumni
- Develop campaign 2020 to align with University efforts

The next CELT meeting is scheduled for December 1, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
November 3, 2017

**CELT Meeting Summary**  
**December 1, 2017**  
**234 Meiling Hall**  
**10:00-11:00pm**

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**Attending:** Casandra Adams, Tammy Bannerman, Barbara Berry, Valerie Blackwell-Truitt, John Buford, Coranita Burt, Victoria Cannon, Dan Clinchot, Amy Darragh, Jack Frost, Carla Granger, Scott Holliday, Amy Lahmers, Cynthia Ledford, Joanne Lynn, John Mahan, Lisa Mayhugh, Leon McDougle, Marcia Nahikian-Nelms, Bill Orosz, Beth Sabatino, Stephanie Schulte, Judy Westman, Yiping Yang

**Absent:** Dawn Allain, Pam Bradigan, Ginny Bumgardner, Quinn Capers, Kevin Evans, Molly Gilbride, Jessica Grisez, , Sorabh Khandelwal, Lawrence Kirschner, John Lanning, Deb Larsen, Suzanne Leson, Wendy Marczika, Mark Merrick, McKenzie Mitchell, Georgia Paletta, Jeff Parvin, Sheryl Pfeil, Laurie Rinehart-Thompson, Megan Sayres, Leigha Senter, Georgianna Sergakis, Linda Stone

Dr. Clinchot called the meeting to order at 10:00am and said the meeting topics are eSports and Gaming, requests for capital for FY19, and to review work done on the Education Strategic Goals.

eSports and Gaming

Activision/MLG approached the University saying they have a large presence in this area, but not a large pool of workforce, and asked the University to create a degree for gaming science. The University has identified four pillars within each specialization and where they fall in each college:

1. eSport Management – Colleges of Education & Human Ecology and Arts & Sciences
2. Game Design, Production, and Programming – Colleges of Arts & Sciences and Engineering
3. Business of Gaming – College of Business
4. Medical Research & Rehabilitation – College of Medicine

Dr. Clinchot stated the COM needs to create a group of people to help develop courses in medical education for simulation and virtual reality for therapeutics. Amy Darragh said SHRS is using a gaming platform for safety and are developing one for home health aides where the game is set up as a virtual home so students can see hazards and learn how to deal with them. Dr. Clinchot noted that Dr. Kman used gaming for disaster training as a faster, more efficient way to train first responders.

Dr. Clinchot noted there is interest from the Colleges of Nursing and Optometry.

**Action Item**

The next step is to get a group together to develop an academic opportunity for a certificate program. If interested, contact Dr. Clinchot or if you know someone interested, have them reach him.

Capital Requests FY19

Jack Frost stated that each year in November and December money is set aside for specific projects and he would like the group to name specific requests for projects for this year and to plan for next year. He noted that there is \$150,000 available now and would like ideas by December 13 to carry forward for next year. He opened the discussion for ideas:

- Update website for Center for Continuing Medical Education
- Graves classroom technology
- Meiling lecture halls technology overhaul
- Education websites updated



- HRS - digital access policy - to be sure websites are accessible to all users. Issue was raised last year to increase access across the University. Have someone come and talk to the group about how to do with universal design.
- Need a place where faculty can come together to record/create courses. Digital Union is not easily accessible for all.
- Clinical Skills Center
- IHIS Learn – need tech support available

#### Education Strategic Goals Update

Dr. Clinchot noted that each group's tactics, timelines and budgetary requests are to be finished by the end of the year, at the latest mid-January.

The next CELT meeting is scheduled for December 15, 2017 from 10:00-11:00 a.m. in 234 Meiling Hall.

Sidonia LaFramboise, Recorder  
December 1, 2017