

**University of Minnesota  
Academic Health Center Office of Education  
October 2010**

**Background.**

The AHC Office of Education was created in 2000 with the establishment of the position of Assistant Vice President for Education (AVPE) and the subsequent hiring of Dr. Barbara Brandt to lead efforts in interprofessional (then called interscholastic) education, technology-enhanced learning, community-based education and faculty development in education in the Academic Health Center.<sup>i</sup> In 1999, the need for focused leadership across the AHC was recognized by AHC faculty groups such as the AHC Faculty Consultative Committee, Educational Leadership Forum (comprised of associate deans and other education leaders), and the AHC Deans Council. Funding for these efforts became available through the Tobacco Endowment funds designated specifically for health professions education. The initial work plan for the Office was outlined by then School of Public Health Associate Dean John Finnegan in an August 31, 2000 letter to Dr. Brandt on behalf of the AHC Educational Leadership Forum.<sup>ii</sup>

Over time, in concert with schools across the University, the Office has been assigned to respond to emergent needs and promote innovative education efforts across health science schools in the areas of University policy, academic programs, faculty and students. The Office was charged with creating and maintaining a service infrastructure across the AHC schools for quality, efficiency and cost-effectiveness for educational services. To address these needs, Dr. Brandt convenes the AHC associate deans of education biweekly to facilitate dialogue across the schools to support education, specifically policy issues for health professions education and interprofessional education development.

**AHC Office of Education Mission Statement:**

To facilitate excellence and innovation in learning across the University of Minnesota health professions schools and programs

**Guiding Principles**

- Facilitate the use of effective educational methods in the classroom, experiential educational settings and technology-enhanced learning applications
- Enable interprofessional education and maximize efficient use of resources within and across the health professions
- Advance educational scholarship and research consistent with the global stature of the University of Minnesota research mission
- Support a culture of assessment and continuous quality improvement based on metrics
- Foster a diverse and inclusive academic environment

Adopted by the AHC Office of Education staff, November 28, 2006

## Key Functions of the AHC Office of Education

The AHC Office of Education is organized into the following areas.

1. **New Educational Development and Launch:** The AVPE is assigned programs and activities to develop that will likely not permanently reside in the AHC Office of Education, Office of the Senior Vice President for Health Sciences, or potentially the Academic Health Center in the long-term. Current examples are the Center for Allied Health Programs leveraging the University-wide “learning platform” and e-learning initiatives for AHC efforts; and service on the oversight committee of the University of Minnesota-Rochester Baccalaureate of Science in Health Sciences.
2. **Academic & Educational Policy.** Since 2001, the AVPE has supported the Senior Vice President for Health Sciences in the role as chief academic officer of the Academic Health Center. Areas include: new program proposal development, approvals and reviews, accreditation support and monitoring, annual faculty performance administration, promotion and tenure administration, AHC Academic Council, interface with Boynton Health Services on issues such as immunizations and health insurance for health professions students. Dr. Brandt serves as an ex-officio member of the University Faculty Senate Council on Educational Policy. With the reorganization of the Academic Health Center, Associate Vice President Brandt and the senior Provost Office staff members are discussing how best to manage and support this portfolio in the future.
3. **Educational Services Programs.** Several programs directly report to the AVPE and serve as a cross-functional team to support education across the AHC. The programs are: Center for Interprofessional Education (including the Center for Health Interprofessional Programs - CHIP), Community-based Education Programs (including Minnesota Area Health Education Center Network), Learning 2.0 (including AHC Educational Services and Learning Commons, Interprofessional Education and Resource Center, AHC Simulations Center) and the Health Careers Center. Currently, Dr. Brandt serves as the Education, Training and Career Development Director for the Clinical and Translational Science Institute, reporting to Dr. Bruce Blazar.
4. **Educational Scholarship.** Dr. Brandt, who has a PhD in continuing professional education from the University of Illinois, Urbana-Champaign, is a tenured professor in the College of Pharmacy. In the AHC Office of Education, Dr. Janet Shanedling, PhD in Curriculum and Instruction serves as the Director of Educational Development with oversight of an instructional design group, the AHC Learning Commons. Dr. Jane Miller, Ph.D. in Educational Policy and Leadership, serves as the Director of the Interprofessional Education and Resource Center and AHC Simulation Center. Academically, Drs. Brandt, Shanedling (assistant professor, School of Nursing) and Miller (assistant professor, Family Medicine and Community Health, Medical School) write and are funded on their own and other AHC faculty external grants and contracts as well as co-publish and present in a variety of local, state, national and international venues on topics in their areas of expertise. <sup>iii</sup>

The following is a more detailed overview of each of the programmatic areas within the AHC Office of Education:

### **New Educational Development and Launch:**

The AHC Office of Education was charged in 2005 to create a **Center for Allied Health Programs (CAHP)** as a result of a state mandate prohibiting the closure of the occupational therapy and clinical laboratory science programs (formerly medical technology) housed since the 1920s in the Medical School. Both programs were deemed statewide health professions workforce mission critical by the Minnesota legislature and the University of Minnesota Board of Regents. For example, to this day, the Clinical Laboratory Science (CLS) program is Minnesota's NACCLS-accredited baccalaureate program. For health systems to obtain Joint Commission on the Accreditation of Healthcare Organization (JCAHO) each facility must have a clinical laboratory scientist who has a baccalaureate from a NACCLS accredited BS program on staff. The CLS workforce shortage continues to be at a crisis.

After extensive external reviews, Dr. Brandt worked with faculty to create a vision for the new center to be consistent with legislative requirements for innovation and hybrid and elearning models of learning that would reach statewide populations. The Board of Regents approved the formation of the Center ([www.cahp.umn.edu/](http://www.cahp.umn.edu/)) in July 2006 to “employ innovative technologies and partnerships to meet 21<sup>st</sup> century workforce needs”. CAHP, with two performance sites in the Twin Cities and Rochester, is now under the direction of Cindee Quake-Rapp, PhD, OTR. A comprehensive outcomes report was filed with the Board of Regents in July 2010. <sup>iv,vi</sup>

Elearning, online and distance learning is mission-critical for AHC schools. In 2010, the AHC Office of Education led an effort to make recommendations to create a **AHC ELearning Collaborative** to support AHC schools' efforts in this area. A report was filed in September 2010 recommending a workplan for creating this effort. <sup>vii</sup>

### **Academic & Educational Policy**

The AHC Office of Education has a number of **University- and AHC-wide Academic Administrative** responsibilities. Jennifer Kertz, MPP, serves as chief of staff for the academic administrative area as well as all other AHC Office of Education programs. A PhD-prepared higher education administration staff member has served as an Academic and Policy Analyst who manages the day-to-day activities in the area of promotion and tenure and academic program oversight since 2008. Effective October 8, 2010 the individual in this position has accepted a position in the Office of the President. Discussions are underway between the AHC Office of Education and the Office of the Provost to determine how to manage academic administrative functions between the AHC and the Provost's Office in the future. Those functions include:

Promotion and Tenure Administration. Dr. Barbara Brandt has managed the administration of AHC promotion and tenure and faculty issues for Dr. Cerra in his role as chief academic officer of the AHC since 2002. This function interfaces with the Office of the Senior Vice President of Academic Affairs and Provost to administer the Regents Policy on Faculty Tenure throughout the calendar year. Each year, the Office staff processes approximately 400 - 500 Presidential Form 12s, or annual reviews required for probationary faculty, extending the probationary clock requests, faculty track transfer requests, and process for review of an average of 58 dossiers for promotion and tenure each year. Additionally, the Office has convened the AHC Promotion and Tenure committee charged by Dr. Cerra to provide secondary reviews for the three schools that do not have a school-wide promotion and tenure committee. Since 2002, 467 faculty dossiers have been processed.<sup>viii</sup> The Academic Health Center Information Services have developed two databases to manage annual review and promotion and tenure tracking and reporting to assist with management of this process. With the reorganization of the AHC, promotion and tenure administration will move to the Vice Provost for Academic Affairs, Arlene Carney, on January 1, 2011.

Dr. Brandt co-chaired a taskforce on faculty issues related to “non-paid” faculty and is currently co-chairing a taskforce on clinical faculty issues. The “Non-paid appointments task force <sup>ix</sup>” report can be found in the Digital Conservancy here: <http://purl.umn.edu/50946>.

Clinical Faculty Task Force. The Clinical Faculty Taskforce, co-chaired by Barbara Brandt and Dr. Susan Berry, Medical School, was charged in February 2010 to develop consistent guiding principles to frame the policies and procedures related to the appointment, responsibilities, recognition, and promotion of this critical group of AHC faculty. The Taskforce, which expects to file a final report in December 2010, is expected to make recommendations on how issues such as appointment, responsibilities, recognition, and promotion in the Academic Health Center should be addressed among this unique and valuable faculty group.

Academic Program Reviews and Accreditation Administration. Since 2001, for a variety of reasons including rising health professions workforce needs (e.g., pharmacy and allied health workforce shortages, Doctor of Nursing Practice, increasing demand for certificate programs, among others), the number of new academic program requests for health sciences programs have increased throughout the University. All professional programs require faculty review, approval pathways and ultimately approval at the Board of Regents. At the request of the Office of the Senior Vice President for Academic Affairs and Provost, the AHC Office of Education created a proposal template specifically for health professions programs that is consistent with the expectations of the University. In addition, the AHC created an Academic Council comprised of representatives of the school faculty to serve as reviewers of all health professions programs in the University, including coordinate campuses. Since 2007, 40 programs have been processed and recommendations made to Dr. Cerra.<sup>x</sup> The website for the Academic Council can be found here: <http://www.ahceducation.umn.edu/academiccouncil/home.html>.

Student and Faculty Consultative Committees. The AHC Office of Education has staffed the AHC Student Consultative Committee since 2001 and is available to manage issues that arise from this committee. These have included: access to health and disability insurance for AHC students, portal technologies, and conflict of interest concerns. The AHC Student Consultative Committee web site is located at: <http://www1.umn.edu/usenate/committees/ahcsc.html>.

Dr. Brandt meets with the AHC Faculty Consultative Committee at their request on a variety of issues. In 2007, the AHC Faculty Consultative Committee created the Academy for Excellence in the Scholarship of Teaching and Learning to be comparable to the Academy of Excellence in Health Research. Established in 2008, the Academic Health Center Academy for Excellence in the Scholarship of Teaching and Learning serves as the highest recognition of excellence in the AHC educational mission. Those selected have contributed to developing a culture of learning by demonstrating a sustained and recognized commitment to teaching and student learning through innovation, creativity and dissemination of scholarly works and are known nationally and/or internationally for their expertise in health-related fields. To date, ten health professional faculty have been inducted in the Academy, which parallels a similar Academy focused on excellence in research. The AHC Office of Education facilitates the application review process in collaboration with the AHC Faculty Consultative Committee. Inductees receive a recurring annual augmentation of \$10,000 for five consecutive years and a lifetime membership in the Academy.

In addition, the AHC Office of Education maintains a number of services that supports the AHC schools and interfaces with University service and enterprise systems on behalf of the AHC Schools. These include:

Immunization Database Registry. In 2001, the AHC Office of Education worked with schools and Boynton Health Service to develop University policies and procedures to administer immunizations required by accreditation, federal and state laws.<sup>xix</sup> The registry utilizes the my U portal to update and deliver records to individual students and residents to enable them to participate in rotations and fulfill health systems Joint Commission of Health Care Organization (JAHCO) accreditation at the facilities that host AHC students and residents. In addition, the Office developed protocols for student reporting and managing blood borne pathogen exposure while on experiential education rotations. This system pre-dated the AHC Office of Occupational Health and Safety which now manages these systems and interfaces with Boynton Health Services. Each year, the AHC Office of Education works with Boynton Health Service to track more than 6,000 AHC students and nearly 1,000 resident immunizations records.

Affiliation Agreement Database. Office of Education staff worked with schools, Academic Health Center Information Service staff and the Office of the General Counsel to standardize and create master affiliation agreements for experiential education throughout Minnesota, the region, nation and internationally. Staff created a database system that is managed locally in the schools and serves as a repository for more than 1,300 active and 1,600 expired affiliation agreements. The OGC-assigned attorney and staff oversee the execution of individual agreements. The AHC Office of Education is currently in the process of uploading all national and international global agreements as well. The Minnesota Area Health Education Center purchases services from the Minnesota Population

Center to create dynamic maps linked to the affiliation agreement data base, allowing planning for student housing throughout Minnesota and interprofessional education opportunities. The AHC Office of Education interfaces with more than 30 users across the AHC, including the Twin Cities, Duluth and Rochester campuses. The number is constantly increasing as the AHC teaching relationships expand globally. To see the dynamic maps representing the AHC's presence across Minnesota, visit [www.mnahec.umn.edu](http://www.mnahec.umn.edu).<sup>xiii</sup>

Academic Technology Interface with the Office of Information Technology. Collectively, the AHC schools are the primary users of University academic technology systems (e.g., course management systems, elearning tools, customized and proprietary systems, competency mapping and tracking, etc.). Since 2009, the Office of Education has supported an AHC-OIT liaison specifically to work on improving Enterprise and other technologies and to support education as well as communications of AHC needs. In March 2009, a survey demonstrated that more than 200 technologies were used across the AHC specifically for education, many duplicative and costly.<sup>xiv</sup> The liaison is working with the schools to map current technology systems for education to provide better tools for decision-making.

Associate Deans of Education. The AHC Office of Education has convened the AHC Associate Deans of Education bi-weekly since 2000. The academic leadership of the AHC schools has worked closely to address significant educational and policy issues including course evaluation, experiential learning, interprofessional education, and accreditation and assessment standards. The Associate Deans have been instrumental in shaping the 1Health initiative, the AHC Interprofessional Education efforts, and continue to play an important role in its continued development and implementation.

### **Educational Services Programs**

In 2002, the Health Careers Center (HCC) ([www.healthcareers.umn.edu](http://www.healthcareers.umn.edu)) became a University-wide student service center led by Dr. Judy Beniak DNP, MPH, RN. The College of Liberal Arts of the University of Minnesota had closed its thirty year old pre-health science advising office as a result of new funding models. After 40 pre-medical students had sent a letter to then-President Mark Yudof expressing concern that undergraduates at the University did not have access to any advisement to support their goal of becoming health professionals. Provost Robert Bruininks and Senior Vice President Frank Cerra charged a University-wide taskforce chaired by Assistant Vice President Brandt and Vice Provost Craig Swan to create a solution for pre-health advising. After extensive study and considerable concern about health professions workforce shortages in Minnesota, the taskforce recommended the creation of University-wide resource.<sup>xv</sup>

This specialized career center was created in partnership with leaders from the undergraduate schools and Academic Health Center schools. This Center serves as a critical resource for pre-health students at the University of Minnesota. Since 2002, the HCC has served well over 28,500 prospective students, parents, adult learners seeking to change careers, and University partners through formal programs and classes, phone and email queries along with walk-in visitors.

A collaborative partnership exists between the HCC and the undergraduate academic advisers, career counselors and faculty committed to serving the ever-increasing population of students exploring health careers. With AHC school representatives, the HCC hosts pre-health information sessions for prospective students, in coordination with the Undergraduate Office of Admissions. The Health Careers Center hosts twice-weekly visit program for high school students and their families to promote the merits of pursuing a health career at the University of Minnesota. Since 2002, the HCC has hosted more than 12,000 people with nearly 5,600 visitors since February 2009. The Office of Admissions has documented the value of the HCC in attracting high-ability undergraduate students to the University.<sup>xvi</sup>

The HCC provides for-credit and non-credit career exploration courses, serving more than 4,000 students since 2004. One such customized set of credit courses entitled the Future Physician series is a collaborative model with the Division of Family Medicine and Community Health in the Medical School. Pre-med students explore the profession of medicine, their own motivation for medicine, and gain experience in a health care setting.

The HCC is becoming a leader in the development and implementation of e-learning educational products and is gaining national recognition for these innovative programs. E-learning tools create customized but efficient strategies to serve large numbers of students both at the University of Minnesota and with private Minnesota colleges who are feeders into the AHC schools. Since 2003, the HCC has received more than 13,000 registrations for various workshops, information sessions and fairs, enrolled over 2,200 students in courses and served more than 1,500 participants in online workshops from other colleges and universities. The HCC has a strong virtual presence with their web site ([www.healthcareers.umn.edu](http://www.healthcareers.umn.edu)) with nearly 20,000 unique visits made to the site in the last year. To date, interest in health careers continues to be a dominant interest area for many prospective pre-health students. That interest will continue as our AHC schools offer excellence in their curricula.

Dr. Janet Shanedling leads the **AHC Learning Commons Group (AHCLC)**, an instructional design and development team established as an internal service organization in 2002 to support AHC faculty to develop elearning curricula, courseware, and websites. To date, the group has collaborated with all AHC schools/colleges as well as three Centers, and has redesigned two academic programs into a hybrid model, created more than 130 courses and websites, and delivered numerous faculty development programs. The staff also serve on a number of University-wide and school-based committees. A 2009 external satisfaction survey conducted by the Minnesota Management Analysis Division demonstrated an average of 80% “good” and “excellent” customer satisfaction ratings on questions regarding the team’s knowledge, creativity, responsiveness to needs, value of final course product, and others.<sup>xvii</sup>

The group also has responsibility for supporting the AHC Learning Commons physical space on 5<sup>th</sup> Floor Diehl Hall. This facility serves more than 15 programs and 4,500 learners each year through more than 350 events. As the need for high-stakes online testing has increased, the space is currently in purpose redesign, including an assessment of need for new, updated technologies. Overviews of AHCLC services can be accessed at [www.learningcommons.umn.edu/](http://www.learningcommons.umn.edu/) and [www.youtube.com/user/AHCLC](http://www.youtube.com/user/AHCLC).

In 2002, Minnesota became the 46<sup>th</sup> state in the union to receive Health Resources and Services Administration Title VII funding to develop a statewide network affiliated with the University of Minnesota to address Minnesota's health professions workforce shortages and maldistribution. Dr. Brandt led the statewide visioning, wrote the grant, and serves as the principal investigator for the **Minnesota Area Health Education Center Network** ([www.mnahec.umn.edu](http://www.mnahec.umn.edu)). As a result, the Academic Health Center developed a vision "The Greater Minnesota Strategy" for the University of Minnesota, as the state's and region's primary resource for dentists, physicians, advance nurse practitioners, pharmacists, public health professionals and veterinarians, to meet health professions workforce needs.<sup>xviii</sup> Today, AHEC regional centers are currently based in Hibbing, Willmar, Fergus Falls, Crookston, North Minneapolis and a new center in Rochester is coming on line in fall 2010. Each regional center functions as a 501(c)3 organization and is approved by the University of Minnesota Board of Regents.

MN AHEC is a member of the National AHEC Organization, which shares the goal to "connect students to careers, professionals to communities, and communities to better health." To date, more than \$7.5 million in federal funding has been awarded to MN AHEC, in addition to matching state and local funds to support this statewide effort. MN AHEC staff members have secured more than \$2 million in competitive funding in collaboration with AHC schools from such sources as HRSA, Robert Wood Johnson, Hartford Foundation, Otto Bremer Foundation, Iron Range Resources Board, United States Department of Agriculture, WalMart Foundation and the Blandin Foundation. In September 2010, MN AHEC staff was awarded a \$600,000 HRSA grant for a statewide palliative care network.

Each year, MN AHEC serves more than 800 students, primarily from the AHC schools, by working to identify housing and support for AHC students on rural rotations throughout Greater Minnesota. Since 2003, more than \$500,000 in Tobacco Endowment funds have directly supported AHC students, including the Rural Physician Associate Program, dental, nursing, pharmacy and allied health students to off-set travel and living expenses while on rural rotations. Additionally, in 2009, 4,234 K – 16 students and 4,463 health professionals participated in MN AHEC programs.

In 2009, as a result of the development of 14 Medical Education and Research Costs (MERC)-funded interprofessional teaching/learning sites throughout Minnesota, Dr. Brandt was invited to present, "Interprofessional Education: Past, Present and Future" to the HRSA Bureau of Health Professions National Interdisciplinary Community-Linkage Advisory Council.<sup>xix</sup> In 2010, interprofessional education and public health are new criteria for HRSA funding. The MN AHEC is instrumental in maintaining linkages with the HRSA federal offices and Minnesota programs for implementing health care reform.

Under the leadership of Dr. Jane Miller, four professional staff members serve the **Interprofessional Education and Resource Center** (IERC, opened January 2003) and the **AHC Simulation Center** (opened January 2008) to provide unique resources for students, residents, and practicing health professionals to demonstrate clinical knowledge. The vision for the centers emerged from a 1999 faculty taskforce on primary care education. Simulations range from teaching introductory physical



examination skills to medical and nursing students to performance-based exams for advanced students and residents to licensure exams for practicing professionals. The simulation methods used include standardized patients (a registry of more than 250 lay people specially trained to portray patients with particular illnesses in a wide range of clinical situations) and human patient simulators (computerized mannequins used to help learners integrate assessment and invasive treatment skills, such as CPR and intubation). These centers serve the AHC Schools, the Law School and affiliated health systems.

By the end of FY 2010, the IERC/AHC Simulation Center will have collaborated with clinical faculty to create, implement, and evaluate 263 separate simulation events for 8,954 students, residents, and practitioners during the 2009-2010 academic year. This track record has also helped the Centers to compete successfully for more than \$2 million in grant funding to support project development and educational research since 2003. Approximately \$1 million in additional funding has gone directly to the AHC schools & colleges because of these activities. As a result, the recent Management Analysis Division external review showed a high level of satisfaction with staff performance. At least 90% of respondents indicated that the staff were "good" or "excellent" in their knowledge of simulation science, thoroughness and attention to detail, producing a stimulating teaching/assessment experience, and working well with them as a team. <sup>xx</sup> Information about these programs can be accessed at: [www.ahcsimcenter.umn.edu/](http://www.ahcsimcenter.umn.edu/).

The University of Minnesota Academic Health Center was created in 1970 after a taskforce recognized the need for healthcare teams.<sup>xxi</sup> In 2007, the **Center for Interprofessional Education** ([www.ipe.umn.edu/](http://www.ipe.umn.edu/)) was created as a result of the AHC Deans' 2006 Leadership Statement on Interprofessional Education, recommitting to teams while recognizing the growing need for IPE in the patient safety and quality movements, access to care and to meet changing accreditation standards.<sup>xxii</sup> <sup>xxiii</sup> The CIPE is currently directed by Judith Buchanan, PhD, DMD who also serves as the senior associate dean of the School of Dentistry. Dr. Buchanan is leading the AHC's IHealth Initiative and worked with AHC school faculty to create the Foundations of Interprofessional Collaboration and Communication (FIPCC) course. The course launched fall 2010 with more than 750 entering health professional students. Dr. Buchanan will be stepping down from the position in December 2010. A national search for a full time director of the Center for Interprofessional Education is underway.

In October 2007, the AHC Office of Education took leadership for creating the Collaborating Across Borders: An American-Canadian Dialogue on Interprofessional Health Education (CAB I) conference offered to more than 350 participants in Minneapolis. CAB II in Halifax, Nova Scotia attracted 600 participants in May 2009. The University of Minnesota Academic Health Center is leading a national effort to create the American Interprofessional Health Collaborative with 30 higher education institutions, professional associations and federal agencies.<sup>xxiv</sup> CAB III, co-sponsored by the University of Arizona, University of Minnesota, and Canadian Interprofessional Health Collaborative, is scheduled to be held in Tuscon, Arizona in November 2011.

For work in IPE, the Carnegie and Macy Foundations selected the University of Minnesota Academic Health Center as 1 of 7 of the 31 competing academic health centers to participate in a

conference, “Educating Nurses and Physicians: Toward New Horizons” at Stanford University on June 2010.<sup>xv</sup> Concurrent with this meeting, the Carnegie Foundation released the second “Flexner” report, *Educating Physicians*, recognizing the 100th anniversary of the 1910 report that transformed medical education in the United States and globally. (<http://www.macyfoundation.org>)

**CHIP** (Center for Health Interprofessional Programs, [www.chip.umn.edu](http://www.chip.umn.edu)) was founded in 1970 by students seeking meaningful interactions across the health professions. Now, CHIP, directed by Gina Kundan, M.S., is an internationally recognized center that provides structure, support, and inspiration, for co-curricular programmatic initiatives that enhance the aims of interprofessional education. CHIP offers health professions students unique and innovative opportunities that help them connect, collaborate, network, and develop. Over the years, students form special interests groups, based upon current interests. More than 700 students participate annually in CHIP affiliated events and activities, including:

- CHIP Executive Council (20 Board members, 300 active event participants)
- CLARION (13 Board members, 85 local and national case competition participants, 200 active event participants)
- AHC Multicultural Society (5 board members, 300 active participants)
- Students’ International Health Committee (SIHC) (8 board members, 140 active participants)
- Student Committee on Bioethics (SCOB) (5 board members, 75 active participants)
- Integrative Health Education Action League (I-HEAL) (5 board members, 25 active participants)
- Wilderness Health Society (7 board members, 30 active participants)

Each of the student organizations work diligently to raise funding to support their individual programmatic initiatives. They have successfully received grants and funding support from: Event Partnership Grants, Coca-Cola Grants, University of Minnesota Student Activities Programming Grants, and TCF Bank Grants.

## **Conclusion**

The following report was compiled by the AHC Office of Education staff: Judith Beniak, Barbara Brandt, Jennifer Kertz, Gina Kundan, Jane Miller, Janet Shanedling, October 2010 for the purpose of documenting AHC-wide work in health professions education during the administration of Dr. Frank B. Cerra, Senior Vice President for Health Sciences.

For additional information:

Barbara Brandt, [brandt@umn.edu](mailto:brandt@umn.edu)

## Related Documents

- <sup>i</sup> 1999/2000 Position description for the Assistant Vice President for Education of the University of Minnesota Academic Health Center
- <sup>ii</sup> August 31, 2000 John Finnegan letter on behalf of the AHC Educational Leadership Forum to Barbara Brandt outlining priorities for the Assistant Vice President for Education
- <sup>iii</sup> List of Scholarship/Publications of the AHC Office of Education
- <sup>iv</sup> Brandt, B.F., and Cerra, F.B. Proposal to the University of Minnesota Board of Regents to Create the Center for Allied Health Programs, July 2006.
- <sup>v</sup> Brandt, B.F. and Quake-Rapp, C.R., Center for Allied Health Programs Status Report to the University of Minnesota Board of Regents. July 2010.
- <sup>vi</sup> Brandt, B.F., Quake-Rapp, C.R., Shanedling, J., Spannaus-Martin, D. and Martin, P. Blended Learning: Emerging Best Practices in Allied Health Workforce Development. Journal of Allied Health. In Press.
- <sup>vii</sup> Brandt, B.F. Responding to the Growing e-learning Needs Within the Academic Health Center: A Report to Create an Academic Health Center eLearning Collaborative. July 9, 2010.
- <sup>viii</sup> Brandt, B.F. and Keeney, B. Academic Health Center Promotion and Tenure Report: 2002-2010. July 2010.
- <sup>ix</sup> Brandt, B.F. and Owusu, F. (Co-Chairs) Report of the Academic Health Center Non-Paid Faculty Task Force. December 2008.
- <sup>x</sup> Brandt, B.F. AHC Academic Council Activity/Status Report to the AHC Deans Council. March 9, 2010.
- <sup>xi</sup> Academic Health Center Immunization Policy.
- <sup>xii</sup> Blood Borne Pathogen Response documents.
- <sup>xiii</sup> University of Minnesota Affiliation Agreement Maps. October 2010.
- <sup>xiv</sup> Johnson, L. and Johnson. B. Inventory of Academic Technologies in the University of Minnesota Academic Health Center. March 2009
- <sup>xv</sup> Brandt, B.F. and Swan C. (Co-Chairs). Report of the Pre-Health Advising Taskforce. 2001.
- <sup>xvi</sup> University of Minnesota Office of Admissions Data.
- <sup>xvii</sup> State of Minnesota Management Analysis Division Report of Customer Satisfaction of the Services of the AHC Learning Commons Group. 2009.
- <sup>xviii</sup> Brandt, B.F. The University of Minnesota Academic Health Center Greater Minnesota Strategy. 2002

<sup>xix</sup> Brandt, B.F. Interprofessional Education: Past, Present and Future. Presentation to the Health Resources and Services Administration, Bureau of Health Professions, (United States Department of Health and Human Services Interdisciplinary, Community-Based Linkages National Advisory Committee, April 20, 2009.

<sup>xx</sup> State of Minnesota Management Analysis Division Report of Customer Satisfaction of the Services of the AHC Interprofessional Education and Resource Center and AHC Simulation Center. 2009.

<sup>xxi</sup> Reference 1970 documents, other historical documents

<sup>xxii</sup> AHC Deans Leadership Statement, 2006

<sup>xxiii</sup> Charter Document for the Center for Interprofessional Education, March 2007.

<sup>xxiv</sup> Blue, A., Brandt, B.F., and Schmitt, M. American Interprofessional Health Collaborative: Historical Roots and Organizational Beginnings. Journal of Allied Health Programs, September 2010.

<sup>xxv</sup> University of Minnesota Documents: Educating Nurses and Physicians: Toward New Horizon. Carnegie and Macy Foundation conference, June 16-18, 2010.