

**DEMONSTRATION OF EXCELLENCE IN SCHOLARSHIP
For Promotion to Full Professor**

A. Scholarship

Introduction:

Gannon University's Mission states, "Faculty and staff are committed to excellence and continuous improvement in teaching, learning, scholarship, research, and service." Evidence throughout this section provides examples of my contribution to the University's Mission. Since I began teaching at Gannon in May of 2000, my Faculty Performance Evaluations have indicated that I have always exceeded expectations in Scholarship for all the years I have been at Gannon. Most of my letters of support and recognition commend my scholarship achievements.

Ernest Boyer conceptually redefined scholarship activities, suggesting broader definition of research and instruction. His interrelated dimensions of scholarship are operationally defined by four categories: Discovery; Integration; Application; and Teaching. Each of these categories are defined by Gannon University's Institutional Policy Manual: Volume IV, and are detail in the following four subsections. The Commission on Accreditation of Physical Therapy Education (CAPTE) requires that physical therapy faculty have planned and ongoing scholarship activities. Together with both of these documents the Doctor of Physical Therapy Program has defined its philosophy of Teaching, Scholarship and Service. A copy of it is attached at the end of this introductory section, along with CAPTE's description of the characteristics of scholarship of discovery, integration, application, teaching, and engagement.

Gannon's Institutional Policy Manual: Volume IV defines *Excellence in Scholarship* as: "Excellence in scholarship may be assessed by evidence generated by the following types of procedures and activities, as reported in the Faculty Self-Evaluation Portfolio:

1. Documented self report activities;
2. Evaluations or statements by professional peers;
3. Juried publications;
4. Citations of research in other works;
5. Awards or grants, prizes, or commendations; and
6. Demonstrated artistic or technical skill, scholarship and teaching techniques associated with one's discipline."

The narrative that follows will document and describe my scholarship activities, which are classified into Boyer's four areas of scholarship defined by Gannon University's Institutional Policy Manual: Volume IV. Several evaluations from external programs and conferences in which I have participated are includes with the data supporting the items as noted. Unsolicited letters from other professional peers including as the Dean of the College of Health Sciences at the University of the Sciences in Philadelphia and Provost at Duquesne University are included in my letter of support and recognition, Appendix C.

Although not all my scholarship is peer-viewed, overall it is all professional by nature and most of it has been communicated. To assist the College and University Rank and Tenure Committees, I have indicated which principle/criteria for evaluation of scholarship each listed

item meets. I have coded the item “P” for professional indicating it is pertinent to my discipline; “C” for communicated or that the work has been make know to a wider, appropriate audience; and, “PR” for peer-reviewed signifying that my work was invited, reviewed, accepted or acknowledged by recognized peers as appropriate.

All of the evidence in support of Excellence in Scholarship is in Binder #3: Scholarship Evidence. This binder is subdivided into 5 appendices labeled as follows:

| | |
|--------------------------------|------------|
| Scholarship of Discovery | Appendix L |
| Scholarship of Integration | Appendix M |
| Scholarship of Application | Appendix N |
| Scholarship of Teaching | Appendix O |
| Citations of My Work by Others | Appendix P |

My scholarship and work in service learning is frequently cited Appendix P: Citations of My Work by Others in Binder #3: Scholarship Evidence has some examples. In addition, many of the articles in the special issue of the *Journal of Physical Therapy Education* on “Service Learning and Community-Engaged Scholarship” have cited my work. I regard being asked to serve as the Guest Editor of this peer-reviewed journal issue to be the highest honor of my career yet.

I have received grants to promote service learning and have been recognized by awards and invitations to be a Keynote Speaker at professional and academic events. Service learning is pedagogy or teaching technique in which my name is highly associated both within my professional discipline group, and by two other national organizations, specifically Community Campus Partnerships for Health and Campus Compact.

Gannon University
 Doctor of Physical Therapy Program
Faculty Philosophy: Teaching, Scholarship, and Service

Gannon University's Doctor of Physical Therapy program faculty are not only members of University and physical therapy profession, but also citizens of a larger community. Evidence-based practice is the framework that supports teaching, scholarship, and service. As such, we hold the following beliefs about our Teaching, Scholarship, and Service that may be considered independently or integrated among categories.

- Teaching:** ➤ Our faculty perspectives on teaching are aligned with the Commission on Accreditation of Physical Therapy Education [CAPTE]'s definition of teaching that states: *“Activities related to developing the knowledge, skills, attitudes, and behaviors of students necessary for entry to the profession. These activities include, but are not limited to: (1) design, implementation, and evaluation of classroom, laboratory, clinical, and other teaching/learning activities; (2) design, implementation, and evaluation of methods to assess student learning; (3) student advisement; and (4) supervision of student generated research projects.”*
- The combination of action and reflection best facilitates the integration of theory and practice.
- Instruction is best delivered in a variety of formats.
- Teaching and Scholarship:** ➤ Faculty serve as role models, modeling lifelong learning and the importance of making a contribution to teaching and/or the practice of physical therapy.
- Scholarship:** ➤ Recognize and utilize the four categories of Boyer's scholarship paradigm as defined in Gannon University's Institutional Policy Manual, Volume IV.
- Exhibit a pattern of scholarly accomplishments and products that contribute to their scholarly agenda.
- In addition, CAPTE also provides our program faculty scholarship expectations in the following statement that is excerpted from their white paper on “Physical Therapy Faculty and Scholarship.”
- The academic enterprise involves a blend of didactic, laboratory, and clinical experiences, scholarly activity, professional service, and community involvement that in combination define the students' learning atmosphere and the faculty's work environment. Regardless of the definition of scholarship embraced by any constituency, there are fundamental requirements of the scholarly product, including that it: (1) is significant to the profession, (2) is creative, (3) is peer-reviewed through various methods, (4) can be replicated or elaborated, and (5) is published, presented, or documented. Additionally, the scholarly process and results should contribute to the faculty member's teaching and/or practice.*
- CAPTE also recognizes five forms of scholarship defined by Boyer: Discovery, Integration, Application, Teaching, and Engagement.
- Scholarship and Service:** ➤ Support and encourage community engagement and community-based research that is collaborative and utilizes shared expertise in which learning is multidirectional and not necessarily university centered or campus-bound.
- Service:** ➤ Provide service to the University, community, and physical therapy profession.

Excerpted from: Commission on Accreditation of Physical Therapy Education (CAPTE). *Evaluative Criteria for Physical Therapy Education*. Alexandria, Va: APTA; 2005. {Note pages B-29 through B 32}.

Available at:

http://www.apta.org/AM/Template.cfm?Section=PT_Programs1&CONTENTID=33150&TEMPLATE=/CM/ContentDisplay.cfm. Accessed January 12, 2007.

DEFINITIONS RELATED TO FACULTY ACTIVITIES

Teaching

Activities related to developing the knowledge, skills, attitudes, and behaviors of students necessary for entry to the profession. These activities include, but are not limited to: (1) design, implementation, and evaluation of classroom, laboratory, clinical, and other teaching/learning activities; (2) design, implementation, and evaluation of methods to assess student learning; (3) student advisement; and (4) supervision of student-generated research projects.

Scholarship

Activities that systematically advance the teaching, research, and practice of physical therapy through rigorous inquiry that: (1) is significant to the profession, (2) is creative, (3) is peer reviewed through various methods, (4) can be replicated or elaborated, and (5) is published, presented, or documented. The following table⁹ is intended to provide examples of scholarship.

CHARACTERISTICS OF SCHOLARSHIP

| If the scholarly work | It is typically | Within a scholarly agenda, accomplishment is typically demonstrated by | And is documented by (as appropriate for the activity) |
|--|--|---|---|
| Contributes to the development or creation of new knowledge (Scholarship of Discovery) | <ul style="list-style-type: none"> • Primary empirical research • Historical research • Theory development • Methodological studies • Philosophical inquiry | <ul style="list-style-type: none"> • Peer-reviewed publications of research, theory, or philosophical essays • Peer-reviewed/invited professional presentations of research, theory, or philosophical essays • Grant awards in support of research or scholarship • Positive peer evaluations of the body of work | <ul style="list-style-type: none"> • Bibliographic citation of the accomplishments • Positive external¹⁰ assessment of the body of work essays |

| | | | |
|---|---|---|--|
| <p>Contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study</p> <p>(Scholarship of Integration)</p> | <ul style="list-style-type: none"> • Inquiry that advances • knowledge across a range of theories, practice areas, techniques or methodologies • Includes works that interface between physical therapy and a variety of disciplines | <ul style="list-style-type: none"> • Peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others • Copyrights, licenses, patents, or products • Published books • Positive peer evaluations of contributions to integrative scholarship • Reports of interdisciplinary programs or service projects • Interdisciplinary grant awards • Peer-reviewed/invited professional presentations • Policy papers designed to influence organizations or governments • Service on editorial board or as peer reviewer | <ul style="list-style-type: none"> • Bibliographic citation of the accomplishments • Positive external assessment of the body of work • Documentation of role in editorial/ review processes |
| <p>Applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community</p> <p>(Scholarship of Application/Practice)</p> | <ul style="list-style-type: none"> • Development of clinical knowledge • Application of technical or research skills to address problems | <ul style="list-style-type: none"> • Activities related to the faculty member's area of expertise (eg, consultation, technical assistance, policy analysis, program evaluation, development of practice patterns) • Peer-reviewed/invited professional presentations related to practice • Consultation reports • Reports compiling and analyzing patient or health services outcomes • Products, patents, license copyrights • Peer reviews of practice • Grant awards in support of practice | <ul style="list-style-type: none"> • Formal documentation of a record of the activity and positive formal evaluation by users of the work • Bibliographic citation • Documentation of role in multi-authored products • Positive external assessment of the body of work |

| | | | |
|--|--|--|---|
| | | <ul style="list-style-type: none"> • Reports of meta-analyses related to practice problems • Reports of clinical demonstration projects • Policy papers related to practice | |
| <p>Contributes to the development of critically reflective knowledge about teaching and learning</p> <p>(Scholarship of Teaching)</p> | <ul style="list-style-type: none"> • Application of knowledge of the discipline or specialty applied in teaching-learning • Development of innovative teaching and evaluation methods • Program development and learning outcome evaluation • Professional role modeling | <ul style="list-style-type: none"> • Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching learning, learning theory development, and development or testing of educational models or theories • Educational effectiveness studies such as those found in comprehensive program reports • Successful applications of technology to teaching and learning • Positive peer assessments of innovations in teaching • Published textbooks or other learning aids • Grant awards in support of teaching and learning • Peer-reviewed/invited professional presentations related to teaching and learning | <ul style="list-style-type: none"> • Bibliographic citation of the accomplishments • Documentation of scholarly role in creation of multi-authored evaluation reports • Positive external assessment of the body of work |
| <p>Contributes to the identification, understanding or resolution of significant social, civic, or ethical problems</p> <p>(Scholarship of Engagement)*</p> | <ul style="list-style-type: none"> • Advancement of structured learning experiences that combine community service with preparation and reflection (service learning) • Collaborative partnerships involving faculty, community members and organizational | <ul style="list-style-type: none"> • Peer-reviewed/invited publications or professional presentations related to development of community-based intervention, guides for effective program or service learning curriculum development • Grant awards in support of community-based intervention, guides for effective program or | <ul style="list-style-type: none"> • Bibliographic citation of the accomplishments • Positive external assessment of the body of work |

| | | | |
|--|--|---|--|
| | <p>representatives (community-based research or interventions)</p> <ul style="list-style-type: none"> • Applied scholarship in the field of public health (academic public health practice) | <p>service learning curriculum development</p> <ul style="list-style-type: none"> • Positive peer evaluations of the body of work • Reports of collaborative partnerships involving faculty, community members and organizational representatives • Reports compiling and analyzing community program outcomes • Policy papers designed to influence organizations or governments • Presentations to governmental bodies or policy makers • Peer-reviewed/invited professional presentations related to service teaching and learning | |
|--|--|---|--|

Scholarly Agenda

A long-term plan for building lines of inquiry that will result in original contributions to the profession. It should include the principal topics of scholarly inquiry, specific goals that identify the types of scholarship, scholarly activities, and anticipated accomplishments with a timeline. The agenda may also include plans for relevant mentorship and collaboration with colleagues.

Service

Activities in which faculty may be expected to engage including, but not limited to, institution/program governance and committee work, clinical practice, consultation, involvement in professional organizations, and involvement in community organizations.

⁹Adapted from <http://www.clt.uts.edu.au/Scholarship/A.Model.html> and <http://www.aacn.nche.edu/Publications/positions/scholar.htm>. Last accessed 10/28/2004.

¹⁰ Assessment: Review that occurs outside of the physical therapy unit.

*Boyer, Ernest. (1996). The Scholarship of Engagement. *Journal of Public Outreach*. **1**(1): 11-20.

*Calleson, D. C., C. Jordan, et al. (2005). "The Scholarship of Community Engagement: Is Faculty Work in Communities A True Academic Enterprise?" *Academic Medicine* **80**(4).

*Report of the Commission on Community-Engaged Scholarship in the Health Professions

SCHOLARSHIP OF DISCOVERY

Scholarship of discovery includes traditional research and inquiry directed towards the pursuit of new knowledge. I am one of the earliest researchers in physical therapy to look at the efficacy and benefits of service learning in physical therapy educational curricula. Thus the majority of my achievements in this category are related to service learning pedagogy. Most recently, I served as the guest editor for the special issue of *Journal of Physical Therapy Education* on “Service Learning and Community-Engaged Scholarship.” I have served on three dissertation committees outside of Gannon University. In addition, the students in our physical therapy degree programs are required to complete a group research project. Faculty serve as content advisors. Several examples of these collaborations with junior colleagues are listed, three of these collaborations resulted in national and/or state presentations. I was nationally recognized scholar in the area of service learning and community engagement as a finalist for the *Thomas Ehrlich Faculty Award for Service Learning Award*. Also I was selected as an informant or participant in a research project, which led to the development of Community Campus Partnerships for Health’s *Toolkit for Community Engaged Scholarship*. Since 1997, I have been an Associate Editor for the *Journal of Physiotherapy Theory and Practice*, serving as a manuscript reviewer. In addition, I have regularly reviewed book chapters and proposals for publishers.

As the following evidence is detailed in this category, a scholarship evaluative criterion rating is also indicated as professional (P), communicated (C), and peer-reviewed (PR).

Peer-reviewed publication of research, theory, or philosophical essay.

This publication was generated from my dissertation project

Reynolds PJ. How service learning experiences benefit physical therapy students’ professional development: A grounded theory study. *Journal of Physical Therapy Education*, Spring, 2005 41-54. . (P-C-PR)

Collaboration with junior colleagues in research.

My collaboration with junior colleagues in research is evidenced in two forms: Dissertation committees and research content advisor to several of our physical therapy student research groups. All of these activities are professional (P), most have been communicated (C) and couple have been peer-reviewed (PR) for national presentations and publications.

Dissertation Committee Membership

David Village, PT, DHSc, GCS - Dissertation topic is “Qualities of Effective Service-Learning in Physical Therapy Education.” (Content and methodology advisor from December 2001 to his successful defense on October 14, 2005)

Anne Marie Hansen, OTR/L, MEd: Doctoral Candidate at the Duquesne University, Pittsburgh, Pennsylvania. Dissertation topic is, “Experiences in Service Learning: Listening to the Voices.” (Content Advisor from February 2005 to present)

Mary Lee Lynch, M.Ed. Doctoral Candidate at the Duquesne University, Pittsburgh, Pennsylvania. Dissertation topic is, "Impact of Organizational Culture, Feminist Theory and Leadership Styles and the Growth of Mercyhurst College." (Research methodology advisor from January 2005 to February 2006)

Both Dr. David Village, PT, DHSc, GCS and Anne Marie Hansen, OTR/L, MEd requested me as a dissertation committee member because of my background and experience in service learning. Dr. Village's final dissertation report was revised and accepted for publication in the Winter, 2006 issue of the *Journal of Physical Therapy Education* and as a poster presentation at the national American Physical Therapy Association's 2006 Combined Sections Meeting.

Anne Marie Hansen successfully defended her dissertation proposal on June 8, 2005. She is currently working through her qualitative data analysis and discussion section.

Student Research Projects

These examples include the entry-level student physical therapists' research projects in which I have served as either the co-investigator or content advisor. Each year I guide one or two student research projects, which are a requirement for graduation. In two of the research projects listed below, I encouraged and helped the students submit the abstracts for the peer-review process for presentation as posters at state and national professional meeting. Both of these groups of students presented their projects at both a national and state conference. For the project "Investigation of How Community Dwelling Elderly Persons Obtain and Utilize Assistive Devices for Ambulation," I generated the research question and served as a co-investigator with the students. These projects are indicated by an asterisk (*) and listed in the section of presentations with graduate students.

Co-investigator for Student Research Project

***Authorship:** E Belczyk, L Dulaney, B Mock, **P Reynolds** (Advisor and Co-Researcher).

Nature of Project: "Investigation of How Community Dwelling Elderly Persons Obtain and Utilize Assistive Devices for Ambulation." A community-based participatory research project completed in conjunction with the Housing Authority of the City of Erie. (Gannon University, 2002).

Student Content/Research Advisor

Authorship: J Gocella, C Greene, L Wagner, **P Reynolds** (Content Advisor)

Nature of Project: "Evidence and Emphasis of Emergency Management Planning within Physical Therapy Educational Curricula." (Gannon University, 2007)

Authorship: L Golden, L Loop, A Mlakar, and A Welker, **P Reynolds**

Nature of the Study "Effects of Proper and Improper Height of Standard Walkers on Energy Expenditure in the Healthy Elderly: A Follow-Up Study." (Gannon University, 2005)

Authorship: T Campbell, J Hamerski, L Knoerl, E Schuller, **P Reynolds**
Nature of the Study “A Comparison of Accuracy and Reliability of Visual Estimation as Compared to Motion Capture System in the Evaluation of Thoracolumbar Range of Motion.” (Gannon University, 2004)

Authorship: D Majzlik & K. Willekes, **P Reynolds**
Nature of the Study “The Effect of Physical Therapy Procedural Interventions on the Physical and Psychological Well-Being in Inactive Adults.” (Gannon University, 2004)

Authorship: SM Howe, MA Mayfield, JL Patton, SL Voorhies, **P Reynolds**
Nature of Project: “Health Promotion and Wellness needs identified by clients in the Erie City Mission’s New Life Program: Qualitative Case Study of Needs.” (Gannon University, 2003)

Authorship: M Gerhard, R McElhiney, M Phillips, J Runser, **P Reynolds**
Nature of Project: “Effects of Proper and Improper Height of Standard Walker on Energy Expenditure in Healthy Elderly Population.” (Gannon, 2003)

***Authorship:** E Hunter, R Rhodes, M Saylor, R Tedrick, **P Reynolds** (Content Advisor)
Nature of Project: “The national American Physical Therapy Association’s Vision of the Clinical Doctorate: Clinicians’ Opinions and Recommendation for Change.” (Gannon University, 2001)

Presentation of research, theory, or philosophical essay.

The following abstracts were generated from my dissertation project. Two were presented at national conferences and one was at state level. The last one in this list was a national conference attended by multidisciplinary health professionals and community organizations.

Peer-Reviewed Abstracts Accepted for a Platform Presentation (P-C-PR)

“How Service Learning Benefits Physical Therapy Students’ Professional Development: A Grounded Theory Study.” Abstract accepted for a Platform Presentation by the Education Section for presentation at (national) American Physical Therapy Association: Combined Sections Meeting, February 2002, Boston, MA.

“How Service Learning Benefits Physical Therapy Students’ Professional Development: A Grounded Theory Study.” Abstract accepted for a Platform Presentation by the Education Section for presentation at (state) Pennsylvania Physical Therapy Association, Seven Springs, PA, October, 2003.

Peer-Reviewed Abstracts Accepted for a Poster Presentation (P-C-PR)

“How Service Learning Benefits Physical Therapy Students’ Professional Development: A Grounded Theory Study.” Abstract accepted for a Poster Presentation at the (national) Community Campus Partnerships for Health 6th Annual Conference, May 2002, Miami, FL.

Scholarly presentation in collaboration with graduate or undergraduate students.

Village D, Reynolds P. “Qualities of Effective Service-Learning in Physical Therapist Education.” American Physical Therapy Association: Combined Sections Meeting, 2006 in San Diego, California. (Poster) (P-C-PR)

E Belczyk, L Dulaney, B Mock, P Reynolds. “Investigation of How Community Dwelling Elderly Persons Obtain and Utilize Assistive Devices for Ambulation.”

- 1) National Community-Campus Partnership for Health Annual Meeting, April, 2003 in San Diego, CA (Poster) (P-C-PR)
- 2) Annual state Pennsylvania Physical Therapy Association, October, 2003 in Seven Springs, PA (Platform). (P-C-PR)

E Hunter, R Rhodes, M Saylor, R Tedrick, P Reynolds. “The National American Physical Therapy Association’s Vision of the Clinical Doctorate: Clinicians’ Opinions and Recommendation for Change.”

- 1) Annual state Pennsylvania Physical Therapy Association, October, 2001 in Seven Springs, PA. (Poster) (P-C-PR)
- 2) American Physical Therapy Association Annual Conference and Exposition, June, 2002, Cincinnati, Ohio. (Poster) (P-C-PR)

State, regional, national, or international recognition as a scholar in an identified area.

In two instances, I have been recognized at the national level for my work and scholarship in the area of service learning. In January 2003, I was identified as faculty member who was engaged in the community and had either been promoted and/or tenured in part because of scholarship involved in this work. I was one of 18 interdisciplinary health science scholarship faculty informants who were selected and interviewed in the development of the *Toolkit for Community Engaged Scholarship*. The purpose of this toolkit was to serve as a resource and guide for faculty who are involved in community engagement and scholarship as they prepare their portfolio for the promotion and tenured process. There were 4 physicians, 4 dentists, 1 registered dietician, 3 doctors of public health (DrPH), 2 registered nurses, 1 dental hygienist, 1 physical therapist, and 2 with unspecified PhDs. Diane Calleson was the primary investigator in the development and synthesis of its contents. This project was supported by a grant from WK Kellogg Foundation and the Corporation for National and Community Service.

My second national recognition and honor was being recognized as one of Campus Compact’s 15 finalists for the *Thomas Ehrlich Faculty Award for Service Learning* for 2005. Campus Compact recognizes one faculty member annually and also honors the top 10-15 finalists for this award. It is given each year in recognition of exemplary leadership in advancing civic learning and the development students’ citizenship skills, including public scholarship, building campus commitment to service-learning and civic engagement, and fostering reciprocal community partnerships. I was the first physical therapist to ever be recognized as a finalist.

Both of these honors are professional (P) recognitions and have been communicated (C). Although they do not lend themselves to the traditional definition of peer-reviewed (PR), 92

applicants were reviewed for the *Thomas Ehrlich Faculty Award for Service Learning Award*. My competitors came from all disciplines and content areas of higher education.

Editing of monograph, professional journal, book, or book chapters.

The items listed below are all professional and communicated through the definition of ‘editing’ in which feedback is being given to author or creator of the manuscript or product. As guest editor for the special issue of the *Journal of Physical Therapy Education (JPTE)*, I was responsible for identifying content and authors, identifying peer-reviewers for this journal, guiding the development and editing the entire issue of this journal. JPTE is listed on the CINALH database (Cumulative Index of Nursing and Allied Health). For the rest of the items listed, I was in the role of being the ‘peer-reviewer.’

Guest Editor for a Special Issue of the *Journal of Physical Therapy Education* on “Service Learning and the Scholarship of Community Engagement.” (P-C-PR)

Review textbook proposal for Larry Nosse & Debra Friberg 3rd edition of *Managerial and Supervisory Principles for Physical Therapists*, published by Lippincott Williams & Wilkins, completed October, 2006. (P-C)

Reviewer for proposed textbook, *Medical Terminology: Quick & Concise*, by Lippincott Williams & Wilkins Publishers, June, 2005. (P-C)

Reviewer for the *Toolkit for Community Engaged Scholarship*, created by Diane Calleson, July, 2004. Charles Glassick was also one of the reviewers. (P-C)

Reviewer for selected textbook chapters in *Medical Terminology*, written by Nath and published by Lippincott Williams & Wilkins, March, 2004. (P-C)

Associate Editor for *Physiotherapy Practice and Theory: An International Journal*, an international peer-reviewed journal, Taylor & Francis, Inc., Philadelphia, PA, 1997-present. (P-C)

SCHOLARSHIP OF INTEGRATION

Synthesizing ideas and knowledge from a variety of disciplines and making connections among disciplines represents the scholarship of integration. The key characteristic of this type of scholarship is the interdisciplinary and interprofessional nature of this work. In all of these experiences, I have been in the role of teacher, learner, and scholar. Also, a high percentage of my work in promoting service learning has involved working with faculty and colleagues outside of my physical therapy discipline

As the evidence is detailed in this category, scholarship evaluative criteria rating is also indicated as professional (P), communicated (C), and peer-reviewed (PR).

Interdisciplinary grant awards

Both of the listed grants were awarded to me based on recognition of my activities and scholarship in service learning. Products of the first grant involved development of curriculum materials related to emergency preparedness. They include a book chapter, poster, and national presentation. In addition, I generated a motion that went before our 2006 national American Physical Therapy Association House of Delegates to revise our national disaster response plan and identify physical therapy's role in emergency preparedness and hazard mitigation.

The second grant was from Wright State University who held the primary "Serve and Learn America" grant from the Corporation for National and Community Service. It offered me the opportunity to interact with a variety of community members and interdisciplinary faculty preparing future health care professionals. The principal products this grant were workshop presentations and review of mini-grant applications that workshop participants wrote to incorporate of service learning in coursework. The purpose of the workshops was to facilitate the understanding and application of service learning pedagogy, including the development of partnerships among academic faculty and students, and community organizations, such that social problems could be addressed and solutions developed. Although many of the publications and presentations generated from these grants may also fit within the category of SCHOLARSHIP OF APPLICATION, they are listed in this section due to the significant interdisciplinary nature of this work.

#1 - Manuscript Author: Pamela Reynolds

Amount of Award: \$5,000 from the Pennsylvania Emergency Management Agency and the U.S. Department of Homeland Security administered through Pennsylvania Campus Compact. (2004)

Responsibility to Grant: Prepared one of ten interdisciplinary curriculum modules that integrated physical therapy with emergency preparedness and response, and service-learning for the Ready Campus Manual. Hardcopies were distributed to about 950 University and College Presidents who are members of Campus Compact in the fall of 2006. (P-C-PR)

#2 - Key Investigator: Pamela Reynolds

Subcontract between Gannon University and grant originator, Wright State University in Dayton, Ohio, for project titled "The Midwest Health Professions Service Learning Consortium." The Corporation for National Service funds the grant.

Amount of Award: \$14,480 (\$8,080 for AY 2002-2003; \$6,400 for AY 2001 to 2002)

Responsibility to Grant and Award: Lead Faculty for the grant in Pennsylvania and regional faculty member for the interdisciplinary Midwest Health Professional Service Learning Consortium. Responsibilities included facilitating the development, coordination, and participation in the workshops on 1) “Service Learning Protocols for Health Professions Schools,” and 2) Community Based Participatory Research: A Scholarship Channel for Service Learning.” Program development of an annual state “Network of Service Learning Scholars” colloquium was also required. Grant funds support the majority of service learning workshop expenses including speaker honorarium, travel, brochures, mailing costs, handouts, and refreshments. Another responsibility to the grant was to serve as a peer-reviewer for about a dozen \$2,000 mini-grants written by multi-disciplinary faculty and community partners over the two year period of the grant. (P-C)

Positive peer evaluation of contributions to integrative scholarship.

The two letters in support of this category were written after my workshop presentation at two universities. Dr. Ruth Schemm, Dean of the College of Health Sciences at the University of Sciences in Philadelphia, wrote “you are a gifted speaker, ...in the afternoon session, I could see all the participants were invested in applying the information you presented to their own majors.” Dr. Ralph Pearson, Provost at Duquesne University, wrote, “You have given Duquesne University the impetus we needed to reach our faculty with information about good practices and scholarship of service-learning.” These letter can be found in Appendix C.

Reports of interdisciplinary programs or service projects

As a member of the Institutional Integrity Committee for the Middle States Self-Study Report, I led a small subcommittee to survey Gannon’s Community Partners. We were interested in evaluating the status of our partnership and where we could make improvements. The survey and report was definitely interdisciplinary. (P-C)

Presentation of interdisciplinary papers or research at professional conferences

This section has been subdivided into professional conference presentations supported by the “Learn and Serve America” grant held by Wright State University and subcontracted to Gannon University; and other multidisciplinary professional conference presentations. In all of these experiences, I have been in the role of both teacher and learner through the faculty and community development workshops I have conducted. They all meet the professional (P) and communicated (C) evaluative scholarship criteria. All sessions were evaluated by the participants (PR).

Workshops supported by Wright State University’s “Learn and Serve America” Grant:

Service Learning: Integrating Student Learning Objectives with Community Objectives, a faculty and community development workshop presented by **Pamela Reynolds**, Marlene Huff, RN, PhD, & Patricia Kolar, MSW, ACSW, LSW; supported through a grant from the Corporation on National Service; and sponsored by the Midwest Health Professions Service Learning Consortium and Saint Francis University, in Loretto, PA, May 19, 2003.

Community-Based Participatory Research: A Scholarship Channel for Service Learning, a faculty and community development workshop presented by **Pamela Reynolds**, Marlene Huff, RN, PhD, & Patricia Kolar, MSW, ACSW, LSW; supported through a grant from the Corporation on National Service; and sponsored by the Midwest Health Professions Service Learning Consortium and Drexel University, in Philadelphia PA, January 22, 2003.

Service Learning: Integrating Student Learning Objectives with Community Objectives, a faculty and community development workshop presented by **Pamela Reynolds**, Marlene Huff, RN, PhD, & Patricia Kolar, MSW, ACSW, LSW; supported through a grant from the Corporation on National Service; and sponsored by the Midwest Health Professions Service Learning Consortium and Duquesne University, in Pittsburgh, PA, January 16, 2003.

Service Learning: Integrating Student Learning Objectives with Community Objectives, a faculty and community development workshop presented by **Pamela Reynolds**, Marlene Huff, RN, PhD, & Patricia Kolar, MSW, ACSW, LSW; supported through a grant from the Corporation on National Service; and sponsored by the Midwest Health Professions Service Learning Consortium and University of the Sciences in Philadelphia, in Philadelphia, PA, July 8, 2002.

Service Learning: Integrating Student Learning Objectives with Community Objectives, a faculty and community development workshop presented by **Pamela Reynolds**, & Annette Canfield, RN, MS; supported through a grant from the Corporation on National Service; and sponsored by the Midwest Health Professions Service Learning Consortium and College Misericordia, in Dallas, PA, May 17, 2002.

Community-Based Participatory Research: A Scholarship Channel for Service Learning, a faculty and community development workshop presented by **Pamela Reynolds**, Marlene Huff, RN, PhD, & Patricia Kolar, MSW, ACSW, LSW; supported through a grant from the Corporation on National Service; and sponsored by the Midwest Health Professions Service Learning Consortium and The University of Scranton, in Scranton, PA, May 10, 2002.

Service Learning: Integrating Student Learning Objectives with Community Objectives, a faculty and community development workshop presented by Annette Canfield, Marlene Huff, RN, PhD, and **Pamela Reynolds**; supported through a grant from the Corporation on National Service; and sponsored by the Midwest Health Professions Service Learning Consortium and Gannon University, in Erie, PA, October 18, 2001.

Other multi-interdisciplinary professional conference presentations

Integrating Teaching, Service, and Scholarship, co-presented by **Pamela Reynolds** and Maryellen Kelly, PhD, as part of *Stepping into Service-Learning: Linking Teaching and Community*, a faculty and community workshop produced by Duquesne University, in Pittsburgh, PA, February 27, 2004. (P-C-PR)

Service Learning Goals: From Development to Assessment, co-presented by **Pamela Reynolds** and Marlene Huff, RN, PhD, as part of *Stepping into Service-Learning: Linking Teaching and Community*, a faculty and community workshop produced by Duquesne University, in Pittsburgh, PA, February 27, 2004. (P-C)

PJ Reynolds. "Encouraging Community-Based Participatory Action Research through Understanding and Diminishing Barriers." Ninety minute conference presentation at the 5th Annual Community-Campus Partnerships for Health Conference (national), San Antonio, TX, May 2005. (P-C-PR)

Peer-reviewed publications of interdisciplinary papers or research.

Reynolds, PJ. Connecting interprofessional education to the community through service learning and community-engaged scholarship. In: Jensen, G, Royeen, C, & Harvan, R. *Leadership in Interprofessional Education and Practice*. Sudbury, MA: Jones and Bartlett Publishers. (In Press) (P-C-PR)

Reynolds PJ. Curriculum materials for physical therapy: Integrating physical therapy, emergency management, and service-learning. In: Ready Campus Manual 2005-2006. READY CAMPUS; 2006:81-86. (Available at: <http://www.readycampus.org/resources.html>.) (P-C-PR)

SCHOLARSHIP OF APPLICATION

Scholarship of application often involves moving beyond the academic setting and towards engagement with the community. It draws on the knowledge in one's field and application of solutions to the social problems and support of the needs of society. Service learning is pedagogy or structured learning experiences that meet identified needs in the community and also meets specific academic course objectives. Community-based research is the most recent iteration of service learning. It involves a collaborative approach to research that equitably involves community members, organizational representatives, and academic researchers in the design and accomplishment of research projects aimed at meeting community-identified needs. The research is conducted *with* rather than *on* a community partner. Community-based research includes a critical action component such that knowledge gained is combined with action to enhance the well-being of the community and its members.^{1,2} Products of community-based research are varied and can be divided into 3 categories: 1) peer-reviewed articles; 2) applied products, such as training materials and resource guides to improve community health, technical assistance, and program development grants; and 3) dissemination products, such as community forums, web sites, and presentations or written briefs to legislative bodies and policy makers.³ Community-based research and scholarship of application are similarly related.

Community-Campus Partnerships for Health defines community-engagement as “the application of intuitional resources to address and solve challenges facing communities through collaboration with these communities.”^{4(p12)} Institutional resources may include, but are not limited to: the expertise and knowledge of students, faculty, and staff; the use of the campus' buildings and land, the institution's political position within their community and influences on local schools, economy and government. Venues that academic institutions may use for community engagement include, but are not limited to: community service, service learning, community-based research, training and technical assistance, coalition-building, capacity building, and economic development.⁴

Not all community-based activities represent engagement, particularly if they are not done *with the* community. Not all faculty community engaged activities represent scholarship. The Commission on Community-Engaged Scholarship in the Health Professions⁴ gives this example:

“...if a faculty member devotes time to developing a community-based health program, it may be important work and it may advance the service mission of the institution, but unless it includes the other components that define scholarship (e.g., clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor, and peer review^{4,5}) it would not be considered scholarship.”^{4 (p. 11)}

This referenced explanation of service learning, community-based research, and community engagement are offered as background context for some of the items listed in my dossier. However, it also better represents my future goals and how I would like to continuing developing professionally. As previously noted, many of my achievements listed under the scholarship of integration, could also have been recorded here.

As the evidence is detailed in this category, scholarship evaluative criteria rating is also indicated as professional (P), communicated (C), and peer-reviewed (PR).

References:

1. Strand K, Marullo S, Cutforth N, Stoecker R, Donohue P. Origins and principles of community based-research. In: *Community-Based Research and Higher Education: Principles and Practices*. San Fransico, Calif: Jossey-Bass; 2003:1-15.
2. Israel BA, Schultz AJ, Parker EA, Becker AB. Community-based participatory research: policy recommendations for promoting a partnership approach in health research. *Educ Health*. 2001;14(2):182-197.
3. Maurana C, Wolff M, Beck BJ, Simpson DE. Working with our communities: moving from service to scholarship in the health professions research. *Educ Health*. 2001;14(2):207-220.
4. Community–Campus Partnerships for Health. *Linking Scholarship and Communities: The Report of the Commission on Community-Engaged Scholarship in the Health Professions*. Seattle, Wash: Community–Campus Partnerships for Health; 2005.
5. Glassick CE, Huber MT, Maeroff GI. *Scholarship Assessed: Evaluation of the Professoriate*. San Francisco, CA: Jossey-Bass; 1997.

Peer-reviewed publications of applied research, case studies, technical applications, or other practical issues.

Both of these articles are related to practice issues.

Reynolds, PJ. Service learning: What is it? Why is it important? *Health Policy & Administration Resource*, 2005;5(4):1,3-7. (P-C-PR)

Reynolds P. Comprehending cultural diversity and developing cultural competence. *Gerinotes*. 2000;7(6):6-9. (P-C-PR)

Invited presentations related to practice

Golden K, Reynolds, P. *Ready Set, Get Prepared! Physical Therapy’s Role in Emergency Preparedness for People with Disabilities and Special Needs.*” Three hour program presented at APTA’s Annual Meeting and Exposition, Denver, CO, June 30, 2007. (P-C-PR)

Reynolds P. *Developing Cultural Competence through Service Learning*, presented at APTA’s Combined Section Meeting, Boston, MA, February 16, 2007. Ninety minute presentation sponsored by the Cross Cultural and International SIG of the Health Policy and Administration Section. (P-C-PR)

Reynolds P. *Building a Research Agenda Around the Scholarship of Community Engagement* [subtitle] Panel discussant as part of *Building a Scholarly Agenda: Qualitative Dissertation to Academic Career*, which was a half-day conference program presented at the,

New Orleans, LA, February 24, 2005. Co-presenters: Elizabeth Monstrom, Gail Jenson, Celia Graham, Debbie Seilheim, Lauren Hayward, Scott Hasson. Co-sponsored by the Sections on Education and Research. (P-C-PR)

PJ Reynolds. "Emergency Preparedness for Persons with Movement Dysfunction." American Physical Therapy Association: Combined Sections Meeting, New Orleans, LA, February 25, 2005. (Poster) (P-C-PR)

Reynolds P. *Linking Service Learning to Clinical Education* presented as part of Three Rivers Academic Consortium's Clinical Education Day, in Warrendale, PA, October 9, 2001. (P-C)

Reynolds P. *Culturally Competent Communications* presented as part of Three Rivers Academic Consortium's Clinical Education Day, in Pittsburgh, PA October 3, 2000. (P-C)

Consultant reports

Dr. Pat Crist, ORT/L, PhD, FAOTA consulted with me as she developed a presentation for her national organization, American Occupational Therapy Association. Email notes of these exchange are in Appendix N: Scholarship of Application

Consultant to Slippery Rock University on integrating benefits, efficacy, and integration of service learning into physical therapy curricula. (June 5, 2001) (P-C)

Consultant to Chatham College for the clinical education program and Service Project Experience course. (August, 2000 to May, 2001) (P-C)

State, regional, national, or international recognition as a practitioner.

Keynote Speaker: *Servant Leadership and Professionalism in Physical Therapy*. White Coat Ceremony at Bellarmine University, Doctor of Physical Therapy Class of 2009. June 1, 2007 (P-C)

Keynote Speaker: *Service With a Heart* for Network of Service Learning Scholars Colloquium, sponsored by the Midwest Health Professions Service Learning Consortium, September, 2002, Dayton, Ohio. (P-C)

Excellence in Geriatrics Award given by the Geriatric SIG of the state Pennsylvania Physical Therapy Association, October 2000.

Service learning scholarly activities.

Reynolds P. (Coordinator and Moderator) *Facilitating Skills in Research, Education, and Citizenship through Community Partnerships and Service Learning.*” Two and half hour program presented at the APTA’s Combined Section Meeting, San Diego, CA, February 2, 2006.

P. Reynolds, speaker for – *Introduction: Overview of Service Learning & Community Based Research Tenets* [subtitle] and *Incorporating Community Engaged Scholarship into Promotion and Tenure Portfolio* [subtitle]. Co-presenters included: Leslie Portney, PT, DPT, PhD, FAPTA, Donna Applebaum, PT, DPT, MS, and Susan Lowe, PT, MS, GCS. Sponsored by the Education Section. (P-C-R)

Reynolds P, Seifer S, Eyler J, Village D. *Service-Learning: What, Why, and How in Physical Therapy Education*, Full-day conference proposal accepted for the American Physical Therapy Association Annual Conference & Exposition, June 7, 2002. (P-C-PR)

Reynolds P. *Inspiring Professional Social Responsibility Skills in Student Physical Therapists through Self-Designed Service Learning Projects.* Platform Presentation at national American Physical Therapy Association: Scientific Meeting and Exposition, June, 2000, Indianapolis, IN. (P-C-PR)

Reynolds P. *Facilitating Professional Social Responsibility Skills in Student Physical Therapists through Self-Designed Service Learning Projects.* Poster presented at annual conference of Community-Campus Partnership for Health with theme *A Policy Agenda for Health in the 21st Century*, Washington DC. (May 2, 2000) (P-C-PR)

Service learning can be related to other areas of scholarship; and accordingly I have listed these different activities in other Boyer categories of scholarship.

SCHOLARSHIP OF TEACHING

Gannon University's Institutional Policy Manual: Volume IV defines the scholarship of teaching as not only attending to enhancing and transmitting knowledge, but also transforming and extending it as well. An example is defining new teaching strategies and refining curricula such that prior experiences are utilized to renovate and broaden courses and curricula. Evaluation of

As the evidence is detailed in this category, scholarship evaluative criteria rating is also indicated as professional (P), communicated (C), and peer-reviewed (PR).

(1) Peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories.

All of these are reports of learning outcomes related to teaching-learning activities.

Lindberg J, Rupert L, Willekes K, and **Reynolds P**. "El Salvador Physical Therapy Student Developed and Faculty Facilitated Cross Cultural Experience." Poster presentation at the national American Physical Therapy Association's Combined Sections Meeting, New Orleans, LA. February 25, 2005 (P-C-PR)

Reynolds P, Legters K. "Student Developed and Faculty Facilitated Community-Based Screening for Prevention and Individualized Client Wellness Program." Poster presented at the national APTA Meeting, in Nashville, TN, February 6, 2004. (P-C-PR)

Reynolds P. "Integrating and Sequencing Wellness, Health Promotion, and Prevention Concepts from Theory to Practice in Physical Therapy Curricula." Poster presented at the national American Physical Therapy Association: Scientific Meeting and Exposition, June, 2000, Indianapolis, IN. (P-C-PR)

Published textbooks or other learning aids

Reynolds P. *Cardiopulmonary Considerations for the Evaluation and Management of the Older Adult* (Monograph). Focus on Geriatrics Home Study Course, Section on Geriatrics, national American Physical Therapy Association, 2000. (P-C-PR)

Chapter contributions to published textbooks.

Reynolds, PJ. Exercise considerations for the aging adult. In: Kauffman T, ed. *Geriatric Rehabilitation Manual*, 2nd ed. London, UK: Churchill-Livingston; 2007:251-257. (P-C-PR)

Reynolds PJ. Cardiac arrhythmias and conduction disturbances. In: Kauffman T, ed. *Geriatric Rehabilitation Manual*, 2nd ed. London, UK: Churchill-Livingston; 2007:265-274. (P-C-PR)

Kauffman T, **Reynolds PJ**, Dagleish J. Clinical development and progression of heart disease. In: Kauffman T, ed. *Geriatric Rehabilitation Manual*, 2nd ed. London, UK: Churchill-Livingston; 2007:259-264. (P-C-PR)

Reynolds PJ. Healthy Aging. In: A Cronin and MB Mandich MB, eds. *Human Performance and Development throughout the Life Span*. Clifton Park, NY: Thompson Delmar Learning; 2005:306-331. (P-C-PR)

Reynolds PJ and Ashley MB. Case 30 [Lights on Psoriasis]. In: MA Brimer and ML Moran, eds. *Clinical Case Studies*, 2nd ed. Philadelphia, Pa: Elsevier Sciences; 2004:135-141. (P-C-PR)

Successful applications of technology to teaching and learning.

I received and I am currently working on one of Gannon University Faculty Development Grant for Instructional Innovation with Technology. (2007-2008) Responsibility to grant include attending a week long workshop in May, 2007; and designing or revising two courses utilizing innovative technology.

All of the courses in our transitional DPT program are conducted online. I have been primarily online. I have had primary responsibility for the following courses in this program:

GTDPT 900: Incorporating Evidence into Daily Practice (2 cr.)

GTDPT 912: Theoretical Aspects of Medical Screening and Differential Diagnosis (3 cr.)

GTDPT 903: Imaging and Pharmacology (3 cr.)

GTDPT 905: Health Promotion and Community Wellness (2 cr.)

DEMONSTRATION OF EXCELLENCE IN SCHOLARSHIP AND FACULTY DEVELOPMENT

B. Professional Development

Gannon University's Institutional Policy Manual; Volume IV refers to professional development as "continuous education and training relevant to the profession. This is made possible by a variety of activities including, though not limited to, the following:

1. Attendance at professional meetings;
2. Continuing education;
3. Participation in professional workshops;
4. Coursework;
5. Post-doctoral study;
6. Relevant professional certifications; and
7. Development of ancillary competencies via extensive independent study."

In addition, Faculty must have a *Faculty Development Plan* that indicates a "mix of scholarly, professional, civic, creative and other activities that the faculty member will use to maintain and increase faculty member's skills and professional competencies." Appendix F contains the faculty development plans that I have developed with the consultation and support of my Program Chair. From 2001 through 2004, I we annual goals as part of our program's summative evaluations. We adopted and used the current Faculty Professional Development Plan format in Gannon University IPM – Volume IV since 2005.

Annually, I have attended both our national American Physical Therapy Association: Combined Sections Meeting and Pennsylvania Physical Therapy Association Meeting to maintain and update my professional and clinical skills, particularly as they impact my teaching responsibilities and scholarship activities. I have also attended the national Community Campus Partnerships for Health (CCPH) annual meeting. This conference focuses specifically on my research and development of my scholarly interests. For most of these conferences, I have also represented Gannon University as a presenter for an educational, platform or poster presentation, which are detailed with my scholarship activities.

The four more recent workshops that I have attended are specifically relevant to my current teaching responsibilities are: 1) "Differential Diagnosis & Imaging for the Physical Therapist"; 2) Gannon's Technology Workshops; 3) SPSS training for "Statistical Analysis Using SPSS"; and 4) "21st Annual Conference in Distance Teaching and Learning" in 2005. All of these conferences and workshops are very important to my current teaching responsibilities. Since most of the courses in our transitional DPT program are primarily online, the Gannon Technology workshops and distance education conference were critical to the development of my courses. In spring 2008, our transitional Doctor of Physical Therapy program will offer GTDPT 903: Imaging and Pharmacology that will be conducted completely online. Thus the first workshop listed is very important to the development of this course.

Beginning with the academic year in the fall of 2006, I assumed responsibility for our Research Application: Evidence-Based Practice course sequence. Reviewing and updating my statistical analysis skills and knowledge of SPSS has been essential. I was able to teach the

applications of SPSS this fall to our third year DPT students, who are beginning the analysis of the research data they have collected.

The “Medical Screening for Physical Therapists” that was sponsored by the Pennsylvania Physical Therapy Association in 2004 qualified me for my Direct Access Certificate in Pennsylvania. This licensure credential allows me to clinically see patients and clients without a physician referral. Considering the amount of work that I do in the community with the students, this certificate not only benefits my clinical practice, but also my teaching practices.

Gannon University supported my attendance to represent the University at the American Higher Education Association (AHEA) conference: “Faculty Roles and Rewards: Knowledge for What – The Engaged Scholar” (January 2002) and Campus Compact’s 2002 National Summit. Information from both of these conferences directly supports the work of the University’s Service Learning Advisory Committee. My report to the Provost on this meeting in Binder #4: Service Evidence and its Appendix Q.

I attended and represented GU Physical Therapy Program at the American Physical Therapy Association: Education Section’s Academic Administrator’s SIG meeting in 2001 and 2002. The information presented during the 2001 conference served as a spring board for the development of Doctor of Physical Therapy degree program, which I coordinated.

The following list provides a summary of continuing education courses that I have attended outside of Gannon University since I was hired in 2000. Within Gannon, I have attended workshops presented related to using Blackboard and ANGEL training, Technology Buffets, Rank and Tenure workshops. Most recently I was the recipient of a 2007-2008 Title III technology grant and attended the summer Excellence in Teaching Workshop, May 7 through 11, 2007.

Supportive evidence and various course completion certificates can be found in Binder #2: Teaching Evidence: Appendix K: Continuing Education Certificates.

Summary in support of my Professional Development Activities:

- *Physical Therapy Conference Attendance:*
 - American Physical Therapy Association - Combined Section Meeting
1987, 1988, 1989, 1991, 1992, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007
 - American Physical Therapy Association - Annual Meeting
1994 (American-Canadian), 1995 (WCPT), 1996, 1997, 2000, 2002, 2007
 - Pennsylvania Physical Therapy Association (PPTA) - Annual Conference
1984, 1985, 1987, 1988, 1989, 1990, 1991, 1993, 1994, 1995, 1996, 1997, 1998, 1999, 2001, 2002, 2003, 2004, 2005, 2006, 2007
- July 23-24, 2007 – “Statistical Analysis Using SPSS.” Workshop sponsored by SPSS in Washington, DC.

- June 29, 2007 – “Differential Diagnosis & Imaging for the Physical Therapist.” American Physical Therapy Association Annual Conference & Exposition, Denver, Colorado.
- May 7-11, 2007 – “The Explorers: 2007 Faculty Development Grant in Instructional Innovation with Technology.” Center for Teaching Excellence, Gannon University..
- February 21 & 22, 2007 – Invitational Symposium: “Community-Engaged Scholarship in Higher Education: Have we Reached a Tipping Point?” Washington, DC. Attendance was by invitation only. Conference supported by FIPSE Grant awarded to Community-Campus Partnerships for Health
- September 7-10, 2006 – “Leadership in Rural Health Interprofessional Education and Practice,” Denver, CO. Attendance was by invitation only. Conference supported by HRSA Grant #1 D36HP03158.
- August 2-5, 2005 – “21st Annual Conference in Distance Teaching and Learning,” Madison, WI.
- October 16 & 17, 2004 – “Medical Screening for Physical Therapists” sponsored by the Pennsylvania Physical Therapy Association, Harrisburg, PA.
- October 5, 2004 – “Mentoring and Inspiring Emerging Masters” presented by Adele B. Lynn; and “An Introduction to the Covey Seven Habits of Highly Effective People” presented by Michael J. Slavin. Sponsored by 3 Rivers Academic Consortium @ Community College of Allegheny County, Monroeville, PA.
- September 24, 2004 – “Trading Spaces” – A colloquium of service learning practitioners and scholars. It featured keynote addresses by nationally recognized service learning scholar, Barbara Holland and Edward Zlotkowski. Sponsored by Wright State University and Ohio Campus Compact, Dayton, Ohio.
- May 6, 2003 – “Network of Service Learning Scholars in Pennsylvania Colloquium,” with workshops on Managing Risks and Reflection in Service Learning. It was sponsored by Center for Healthy Communities, Midwest Health Professions Service Learning Consortium, and Corporation of National and Community Service; held at the University of the Science, Philadelphia, PA.
- April 26-29, 2003 – “Taking Partnerships to a New Level: Achieving Outcomes, Sustaining Change,” theme of the national Community-Campus Partnerships for Health Conference, San Diego, CA.
- November 7-9, 2002 – National Campus Compact Summit: “Realizing the Civic Mission of Higher Education” sponsored by Campus Compact, Providence, Rhode Island.

- October 4-6, 2002 – “Managing Change” sponsored by the Academic Administrators SIG Forum of the Section for Education, American Physical Therapy Association, New York City, NY.
- September 26-7, 2002 – Third Annual Network of Service Learning Scholars Colloquium: “Service with a Heart” sponsored by the Midwest Health Professions Service Learning Consortium, Dayton, Ohio
- May 4-7, 2002 – “The Partnership as a Leverage Point for Change,” theme of the national Community-Campus Partnerships for Health Conference, Miami, Florida.
- April 9-11, 2002 – “Introductory Institute on Service-Learning for Campus Teams” sponsored by Pennsylvania Campus Compact and featuring speakers Theresa Amott, Any Furco, Ira Harkavy, Barbara Jacoby, Dilafruz Williams, & Edward Zlotkowski: Harrisburg, PA. (Attended as a member of Gannon’s selected team)
- January 24-27, 2002 – “Faculty Roles and Rewards: Knowledge for What the Engaged Scholar” sponsored by the American Association for Higher Education, Phoenix, Arizona.
Pre-conference workshop on “Community-Based Research: Strategies and Best Practice for Integrating Research, Teaching, and Service,” presented by Nick Cutforth, Kerry Strand, and Sam Marullo.
- October 5-7, 2001 – “Challenges in the Curricula Redux” sponsored by the Academic Administrators SIG Forum of the Section for Education, American Physical Therapy Association, Portland, Oregon.
- September 28, 2001 – “Network of Scholars Colloquium” sponsored by the Midwest Health Professions Service Learning Consortium and the Corporation for National Service, Dayton, Ohio.
- May 5-8, 2001 – “Health for All in 2010: Confirming Our Commitment-Taking Action,” theme of the national Community-Campus Partnerships for Health Conference, San Antonio, TX.
- April 5-6, 2001 – “Train the Trainer Workshop: Service Learning Protocols for Health Professions Schools” sponsored by the Midwest Health Professions Service Learning Consortium and the Corporation for National Service.
- October 3, 2000 – “Be Careful What You Say & Do – Culturally Competent Communications” sponsored by 3 Rivers Academic Consortium, Pittsburgh, PA.

- April 29 to May 2, 2000 – “From Community-Campus Partnerships to Capitol Hill: A policy Agenda for Health in the 21st Century,” theme of the national Community-Campus Partnerships for Health Conference, Washington, DC.

Memberships in learned societies have also supported my professional development. My primary memberships have been with the American Physical Therapy Association (American Physical Therapy Association) and Community Campus Partnerships for Health (CCPH).

- List of the Professional Organizations and Section in which I current hold or have held membership.

American Physical Therapy Association (American Physical Therapy Association)

1971 to present

Section on Geriatrics (1984 to present)

Section for Education (1991 to present)

Clinical Education SIG (1991-1999)

Academic Administrators SIG (1999-present)

Section for Health Policies, Regulations and Licensure (1994 to present)

Cross Cultural and International SIG since 1994

Research Section (2001 to present)

Qualitative Research SIG since 1997.

Community-Campus Partnership for Health - Member since April, 1999

Health Volunteers Overseas - **Member since January, 2000**

America Association for Higher Education - **Member 2001-2002**