



TRIAD

Fostering the scholarship of health education delivery

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Special points of interest:

- Faculty Development Lottery—Mangia Bene!
- L Factor—Leadership Development Program

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L Factor – Leadership Development Program

The L Factor is a UMMC leadership development program focusing on key strategic drivers to enhance growth and results. This program engages campus leaders in identifying, defining and applying leadership competencies to improve leader and organizational performance using state-of-the-art methodologies and assessment tools.

The 2007 class includes the UMMC executive team and 18 employees who will be challenged to:

- Understand and apply personal values and leadership style.
- Influence and build relationships within and across UMMC.
- Manage change and transition.
- Align actions and priorities with strategic directions.
- Coach and develop others for motivation and performance.

- Develop leadership competencies.
- Explore 21st century health care institution requirements.

The L Factor is a three phase approach which incorporates a plan for developing talent through strategic drivers to enhance business growth and results. The first phase, *Strategic Talent Management*, focuses on developing individual excellence, determining best strategies for leading people, and creating a team focus. Phase Two, *Enterprise Development*, focuses on competencies related to developing technical expertise and managing the business. The third and final phase, *Results*, focuses on developing competencies to drive growth of the UMMC enterprise.

The L Factor sessions began in January, 2007. Partici-

pants in the L Factor attend one four-hour session a month. Phase One is targeted to extend through September 2007, and the second phase is estimated to run through April 2008. The L Factor is slated to be completed in Summer of 2008.



Register—Faculty Development Lottery. Mangia Bene!

The first 50 persons to register with the OFD for regular e-mail receipt of the TRIAD will be entered into our Faculty Development Lottery drawing. Three names will be drawn. Each will receive one of three gift certificates for area dining. Those already registered will be automatically re-entered for this drawing. To register, place "OFD Lottery1" in the subject

line and e-mail the OFD at: jlcollins2@acadaff.umsmed.edu.

- Available are certificates for:
- \$40 to Bravo! Italian Restaurant.
 - \$30 to Broad Street Baking Company.
 - \$30 to Sal & Mookie's New York Pizza & Ice Cream Joint—opening in the Historic Fondren

District near UMC later this spring.

The lottery drawing will take place on April 9, 2007 and the winner notified by e-mail.

Our sincere thanks to Jeff Good at Mangia Bene, Inc. for the gift certificates in support of the UMC Office of Faculty Development.

Report of the E-Learning Director—Millennial Learners

Representatives of the School of Nursing (Calvin Hewlett), Hospital Education (Traci Cothorn, Brenda McMillan) and the E-Learning Director (W. Lushbaugh) attended the *Creating Futures through Technology Conference and Trade Show* in Biloxi, February 25-27, 2007 (www.outreach.olemiss.edu/cfttc).

There was a pre-conference meeting of MSBUG (Mississippi Blackboard Users Group (<https://cia.rcu.msstate.edu/MSBug/>) with talks on using

Blackboard to enhance teaching at several universities followed by group discussions on best practices. Two days of sessions highlighted topics from Audience Response Modules (ARMs) and millennial learners to podcasting. Highlights included:

- **Podcasting** is recording voice and/or video of faculty presentations and posting them on the web. Mississippi State University has developed an inexpensive system (~\$150/podium) for MP3 audio recording lectures that are auto-

matically posted on a website linked to a course's Blackboard site. Although video podcasting is more expensive (> \$500 plus the video-cam/podium) these may be in wide use soon.

- **Audience Response Modules (ARMs)** enable students to answer questions posed in PowerPoint immediately in class, using either laptop-integrated software or inexpensive hardware "clickers". This immediate feedback reinforces learning and always lecturers to recognize problem issues in class

opportunities. The Medical Center recently (March 21) began to examine commercial ARM retailers.

- **Millennial learners**, born 1981-1999, are "digital natives" who have always had computers during their lifetimes. These millennial learners are taught by "digital immigrants" who were introduced to computers later in their lives. Developing a strategy for getting along with the natives was the biggest part of the buzz at this meeting.

A relevant downloadable Powerpoint discussing millennial learners can be found at:

<http://library1.njit.edu/staff-folders/sweeney/Millennials/Millennials-Web-Site.ppt>

A detailed description of personality characteristics of millennial learners in the medical school population was recently published in *Academic Medicine*. The citation is:

Comparing Millennial and Generation X Medical Students at One Medical School. Borges, N.J., Manuel, R.S., Elam., C.L., Jones, B.J. *Academic Medicine* 81(6): 571-576, 2006.

Health Science Education—Classics

An occasional entry in the TRIAD will be devoted to stimulating thought about the rationale for and process of contemporary health sciences education.

A 1989 Commentary in JAMA (Learning Theories Implicit in Medical School Lectures, R.I.Cook, JAMA 261(15): 2244-2245) introduced four theories regarding the styles used by lecturers to medical students. While generally "tongue-in-cheek", the article does raise interesting questions about interaction between students and faculty. It begins by recognizing that few medical school lecturers have ever

received formal training in education and cites that only 20% have ever had a college-level course in teaching.

- The **Passive Diffusion Theory** suggests that a greater quantity of detail/content creates a higher concentration of knowledge that drives information across a semipermeable "learning membrane" into student's memory.

- The **Receptor Theory** presumes that packaging of knowledge into attractive, concept-, rather than detail-, rich formats promotes student learning.

- The **Queueing Theory** supposes limited student mem-

ory capacity and recall is dependent upon the order of presentation.

- The **Vigilance Theory** assumes that "increased vigilance is a prerequisite for learning" and users adopt a variety of techniques, such as random questioning and "pop quizzes" to promote vigilance in class.

All four theories presume learning to be passive, rather than active or interactive in nature.

It is both amusing and instructive to ask yourself which of the four theories best characterizes your lecture style!



Represented above is the logo from the Association for American Medical Colleges that describes considerations relating to full development of faculty potential. (www.aamc.org/members/facultydev)

NEWSLETTER
FROM THE
OFFICE OF FACULTY
DEVELOPMENT
(OFD) AT
UMC

Office of Academic Affairs
Room U173
Verner S. Holmes Learning
Resource Center
The University of Mississippi
Medical Center

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MedEdPortal—A Learning Resource & Faculty Opportunity

The MedEdPORTAL offers a new resource to health sciences faculty who wish to exercise creative initiative and design instructional programs and software for learning. Recently introduced (launched in January, 2006) by the Association of AMERICAN Medical Colleges (AAMC), this web-based (<http://www.aamc.org/mededportal>) distributive archive allows instructors to post material that can be freely shared by others.

Authors retain copyright but permit access by others to their creative product. Material is considered a scholarly product to be cited on a *curriculum vitae* as a publication.

The breadth of learning resources includes referenced tutorials, cases, lab manuals, evaluation forms, faculty development materials, virtual patients, with many animated clips or longer program sequences.

The AAMC launched MedEdPORTAL Version 1.3 on January 26, 2007.

The following is an excerpt from the AAMC MedEdPORTAL web site:

“MedEdPORTAL is a resource designed to help faculty publish and share educational resources. A long standing priority of the AAMC *Group on Educational Affairs*, MedEdPORTAL is the only resource that focuses exclusively on the continuum of medical education and addresses the unique needs of medical educators. MedEdPORTAL was designed to promote collaboration and educational scholarship by facilitating the open exchange of peer-reviewed teaching resources such as tutorials, virtual patients, cases, lab manuals, assessment instruments, faculty development materials, etc. MedEdPORTAL contains information about published resources and indicates how these materials may be accessed or obtained by interested faculty.”

<http://services.aamc.org/jsp/mededportal/goLinkPage.do?link=about>

Faculty Policy Review—Sabbaticals

The UMC Faculty and Staff Handbook, found on the Intranet under the “Welcome” tab, details complete policies regarding sabbaticals offered to faculty on pp. 39-40.

The Board of Trustees policy and Mississippi statute* grant sabbatical leave for “the purpose of professional improvement only.” Under the statute, sabbatical leaves are not granted as rest periods, vacations, earned leave with part pay, nor for any other purpose except as explicitly stated in law. Paid sabbatical leave will be granted by UMC according to the following conditions:

1. To qualify for one semester of leave, a faculty member must have served full-time on the faculty for six or more consecutive semesters of regular session semesters of active service in the Institutions of Higher Learning in this state before the effective date of leave; to qualify for two semesters of leave, he must have served full-time on the

regular faculty 12 or more consecutive regular session semesters of active service in the Institutions of Higher Learning in this state before the effective date of leave. Absence or sick leave shall not be deemed to interrupt the active service herein provided for.

2. A faculty member on sabbatical leave shall enjoy all the rights and privileges pertaining to his or her employment in the Institutions of Higher Learning in which such faculty member would have enjoyed if in active service during such leave in the position from which such leave was taken. A faculty member on sabbatical leave remains a full-time employee of the Board with all benefits and responsibilities continued by law.

3. A faculty member granted leave must enter into formal agreement with the Board to remain on the full-time regular faculty of the employing institution for one semester for each semester of leave granted, which semester shall follow

immediately the termination of the leave period. (This agreement may be satisfied by a faculty member’s repaying to his institution that proportion paid to him while on leave that equals the proportion of pledged time he may fail to serve.)

4. Faculty members on sabbatical leave may have the right to receive any grant or stipend designed primarily to further professional growth of students, scholars, and professional people, whether under the sponsorship of an institution of higher learning or of an organization known generally to engage in educational promotions meritorious to higher education. Faculty members on such leave may not accept full-time employment or enter into any written or implied contract of employment which would violate the contracts for full-service which he will have with his institution while on leave.

5. Compensation for sabbatical leave is at full salary for six months and at the rate of one-half of the current annual salary rate for a full year, subject to approval by the department head. Compensation payable to

faculty members on sabbatical leave shall be paid at the same time and in the same manner salaries of the other numbers of the faculty are paid. The compensation due while on sabbatical leave will be paid according to the regular policy of the institution and shall be paid from the regular payroll. By law, compensation for leave may not be paid for more than two semesters of leave time.

6. Not more than four percent of the full-time regular faculty of any one institution may be on sabbatical leave during any one semester; and no more than one member of any one department in an institution may be on sabbatical leave any one semester.

7. Application for sabbatical leave (Appendix I) is to be submitted through the appropriate academic dean to the institutional executive officer, using forms obtained from Human Resources, in time for internal approvals to be completed and **Board of Trustees approval obtained not later than June prior to the fiscal year in which the leave is to be taken.**