

Special points of interest:

- 2008 Leadership Development Program class selected
- 2008 Faculty Scholarship Exchange Awards Request for Proposals

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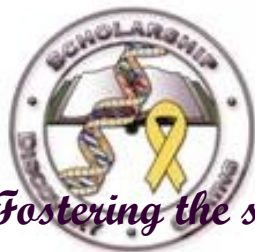
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We're on the Web!
<http://facultydev.umc.edu>



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Fostering the scholarship of health education delivery

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Leadership Development Program—Class of 2008

Inaugurated in the 2006-2007 academic year, the UMC Leadership Development Program exists to identify, recruit and cultivate promising faculty leaders across the medical center campus.

Following a process in which participants were identified by nomination from the deans of each of the five schools on campus and selected by a group convened by the UMC Faculty Senate, a group of 15 promising faculty leaders has been selected for the class of 2008. These individuals will commence the formal program with a two-day retreat at Reservoir Point on the Ross Barnett reservoir. Each month thereafter through June, 2008, the class will devote one Friday afternoon to presen-

tations from campus leaders and experts in leadership training from across the nation.

The class consists of one member from the School of Dentistry, three from the School of Graduate Studies in the Health Sciences, five from the School of Health Related Professions, three from the School of Medicine and three from the School of Nursing. Members run the gamut of academic rank, from Assistant Professor to full Professor.

This program reflects a campus imperative to develop the fullest capacity of medical center faculty as one component of a comprehensive faculty development effort. Program participants engage in a structured

sequence of events over a period of one year. During that time, they are introduced to established faculty mentors, develop a larger network of colleagues who hold leadership positions within and outside of the medical center, refine career plans, and participate in exercises to bolster existing strengths in scholarship, discovery, and clinical/community service.

The program enlarges a cadre of faculty skilled in leadership and well informed concerning medical center infrastructure. This cadre is expected to provide excellence in service to the medical center community and those whom that community touches through application of the healing arts.

Faculty Scholarship Awards—Request for Proposals 2008

The Office of Faculty Development announces the opening of the 2008 competition for the Faculty Exchange Scholarship Awards program.

The Faculty Scholarship Exchange Awards provide incentive funding to interdisciplinary groups of faculty who seek to develop innovative instructional activities (**Instructional Integration Awards**) or to facilitate aspects of individual faculty

development that require, or are dependent upon, interactions with other individuals, institutions or commercial entities (**Collaborative Research Exploration Awards**).

The Office anticipates providing two awards of up to \$10,000/award in each category for 2008. Each award is offered for a period of one year. The concept of engaging in collaborative activities across UMC

departments is fundamental.

The instructions for completion of applications may be found on the Faculty Development web site :

<http://facultydev.umc.edu/>

For additional details and consultations, contact either Dr. Rockhold or Ms. Jessica Head at 984-2810.

NEUROSCIENCE CONFERENCE ATTENDANCE TEAM (NCAT) AWARDS

The Graduate Program in Neuroscience announces—

NEUROSCIENCE CONFERENCE ATTENDANCE TEAM (NCAT) AWARDS.

NCATs are faculty-graduate student teams attending a conference in the neurosciences, such as the Society for Neuroscience Annual Meeting, the College on Problems in Drug Dependence, the Winter Conference on Brain Research or the Society of Biological Psychiatry Annual Meeting, to name a few. NCATs are intended to teach graduate students how to navigate through the mass of information pre-

sented at a scientific meeting, extract important new developments and establish professional networks. Students work with a faculty mentor to develop a plan for accomplishing this at a neuroscience meeting of their choosing, meet regularly with their faculty mentor during the meeting and, afterwards, prepare and deliver a meeting review at a Program in Neuroscience (PIN) seminar.

NCAT awards provide up to \$2500 to help defray the travel costs for the student and the faculty mentor.

Students and mentors planning

to attend a neuroscience-related conference before 1 June, 2008 are encouraged to submit a brief proposal identifying: 1) proposed team; 2) the conference planned (name, professional society sponsor, dates); 3) biosketch for mentor and resume/CV for student; 4) recommendation from director of student's graduate program and; 5) a tentative travel budget (registration, airfare, hotel, meals) for the mentor and student.

Generously funded by an award from the Office of Academic Affairs

Application
deadline:
14 September,
2007

See the PIN website for further information:

[http://
neurosci-
ence.umc.edu/](http://neuroscience.umc.edu/)

<http://neuroscience.umc.edu/>

SACS ACCREDITATION RE-AFFIRMATION—A NEW PROCESS

The SACS process today is a very different one from what most faculty remember. The previous review of academic records every ten years has been replaced with the organizational model that has proved so successful for other organizations. The new model involves a process of continuous assessment of how units within the organization perform to identify areas that need adjustments. For our campus this new expectation takes the form of institutional effectiveness plans (IEPs). Although the process is captured in a formalized web report, the process is essentially looking at what an area is doing, measuring how

well the process is going, and using the data that is collected to make improvements.

The written report to the Southern Association of Colleges and Schools (SACS) is due late summer 2010. SACS will expect several successful cycles of assessment data to demonstrate institutional effectiveness. UMMC has just completed the first cycle of assessment. The analysis of the results from the instructional programs is in progress; however, it is clear that individuals are making a good effort to learn and use the process. One area that needs improvement is using better measures

to gauge our effectiveness. The data that is collected should be rigorous enough to justify changes to the program. Another area of note involves the need for faculty involvement in using the data to improve the instructional program.

If you are interested in learning more about your unit's data or the institutional effectiveness process, get in touch with your departmental SACS contact or Dr. Mitzi Norris, Director of Accreditation.

Find the SACS web site at:

<http://www.sacscoc.org/>



The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the eleven U.S. Southern states for institutions that award associate, baccalaureate, master's or doctoral degrees.