



TRIAD

Fostering the scholarship of health education delivery

Special points of interest:

- **Announcement:**
Funding available—
Faculty Scholarship
Exchange Awards
- **Sign Up:**
Faculty Development
Audio Seminars
- **New:**
Faculty Development
Campus Seminar Series

Inside this issue:

New: Faculty Development Seminar	1
Not Your Grandmother's SACS	1
Department Highlights— Anesthesiology	2
School of Dentistry—Faculty Development Update	2
Sign up—Faculty Development Audio Seminars	2
E-Learning Update	3
Funding Available—FSE Awards	4
Annual Faculty Climate Survey	4
Of Interest	4

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January, 2008

New—Campus-wide Faculty Development Seminar Series

The Office of Faculty Development is pleased to announce the initiation of a regular Faculty Development Seminar series focusing on teaching/learning issues. Each session will be presented from noon to 1 p.m. on the last Wednesday of each month in the lower amphitheatre, R153.

The inaugural presentation, entitled “Teaching to transform the brain”, will be delivered on Wednesday, January 30, 2008 by John W. Pelley, Ph.D., Associate Professor of Cell Biology and Biochemistry, Texas Tech University School of Medicine.

Dr. Pelley is a widely sought lecturer on subjects related to effective lecturing, improving academic performance in medical school, concept mapping, and development of life-long learning skills. He is the author of the book, *Success Types for Medical Students* (1997), and numerous review texts for subject national board and USMLE STEP I for medical students.

Dr. Pelley will also be scheduled to meet with student and faculty groups interested in these topics. Anyone interested in meeting with Dr. Pelley should contact Jessica Head

(jhead2@acadaff.umsmed.edu; 4-2810).

Three additional presentations for this series will be offered in this academic year. Dr. Thomas C. Meredith, Commissioner of Higher Education, Mississippi Institutes of Higher Learning will speak on February 25; Tom Wiggers, Associate Professor, School of Health Related Professions on March 31; and Dr. Milton D. Hake, Professor of Psychology, Bowling Green State University on April 28.

Seminar information will be posted in THIS WEEK.

Not Your Grandmother's SACS

The old accreditation with hundreds of "must" statements has been dramatically changed to consist of several dozen principles. The Southern Association of Colleges and Schools – Commission on Colleges (SACS) has changed the way institutions provide information for reaccreditation. The new principles state an expectation, and then the institution is mandated to make their case for reaccreditation by demonstrating how the institution complies with the principle. Although there are fewer items to address, the principles encompass broad topics and require meticulous documentation. Compliance is achieved by providing copies of our processes and procedures that are then verified through documentation. This new system provides latitude for institutions to demonstrate their compliance in unique ways. This is important for our campus because we are one of only a handful of independently accredited health science centers. (Note – the Oxford campus is accredited separately through SACS.)

UMMC is in the process of auditing our compliance by identifying our processes, procedures, and documents - or by noting the lack of them. Beginning this process now will allow time to fill in any gaps by putting processes in place. Most importantly, we will then have time to collect documentation that demonstrates compliance. This is the first step on our road to reaccreditation. The final report (with procedures and documentation from each school) will be due summer 2010.

If you have questions about SACS accreditation, please contact Dr. Mitzi Norris at mnorris@acadaff.umsmed.edu or by calling 5-4233.

Department Highlights: Anesthesiology—Faculty Portfolio Development and Implementation

In ongoing faculty development efforts in the Department of Anesthesiology, the requirement of annual review faculty portfolios has recently been implemented for both tenure-track, tenured, and non-tenure track faculty. In preparation for this requirement, a faculty portfolio workshop was held last summer, co-sponsored by Academic Affairs, to educate faculty on portfolio development. An overview of required portfolio components was provided, explanation of how to determine personal professional emphasis areas (education, service/clinical, research), and an example of a completed portfolio was provided.

In addition to the summer workshop, a Portfolio Instructional Guide was also developed to help assist faculty with portfolio compilation. The Guide integrates current University of Mississippi Medical Center Promotion and Tenure guidelines with emphasis area cover sheets where faculty summarize their previous academic year's accomplishments, and identify short and long term professional goals.

The intent of instituting faculty portfolios was to create an organized compendium of professional endeavors for each academic year. It is not intended to be comprehensive, but instead, a representation of accomplishments over the previous year. It helps emphasize faculty strengths and provides a basis of evaluation for the Chair. Faculty portfolios simply detail one's curriculum vitae with supportive documentation for selected entries.

Please contact Dr. Whitney Wiltshire at 5-4806 if you would like more information, or to receive a copy of the Portfolio Instructional Guide.

School of Dentistry—Faculty Development Update

Dr. James Hupp, Dean of the School of Dentistry, announced on January 7 that a formal program of mentorship for junior faculty has been initiated in that school. Coordinated by Natalie Gaughf, the program will establish a mentorship committee for all junior faculty members. These committees will be comprised of the department chair and 4-5 other members, including senior faculty from outside that department and from another UMMC school. The committees are to meet with the junior member at least twice each year.

Sign up Now for Faculty Development Audio Seminars

The Office of Faculty Development sponsors live audio conferences on issues related to teaching and learning. The most recent, *Survival Strategies for Large Classes*, was held on January 17 in the Nelson Student Union. These audio conferences are produced by the organization, Magna Publications, Inc. (<http://www.magnapubs.com/>), a well-known communications company that publishes higher education newsletters and manages onsite and audio conferences. In addition to audio seminars, Magna Publications, Inc. publishes several higher education newsletters, including *National On-Campus Report*, *The Teaching Professor*, *Academic Leader*, *Magna's Campus Legal Briefing*, *Recruitment and Retention*, *Campus Events Professional*, *Distance Education Report*, *Online Classroom*, *Edutech*, and *Community College Leader*. The newsletters focus on specific aspects of teaching or administration and are sold on an annual subscription basis.

Future audio conferences of interest to UMMC faculty are:

Enhancing Your PowerPoint Presentations—to be aired 02/06/08: The audio conference will discuss key elements of a well-delivered classroom presentation: preparing and planning content and the effective use of PowerPoint. Participants will learn about tools for preparing classroom PowerPoint presentations, including storyboarding, mind mapping, and outlining. Participants will receive specific PowerPoint guidelines and techniques, including dos, don'ts, and concrete examples of each.

Assessment as a Learning Experience—to be aired 02/13/08: The audio conference will discuss how to use assessment in both small and large classrooms to create motivating learning experiences. Participants will explore use of assessment activities in pre- and post-learning situations and how to achieve learner buy-in to these activities.

To register, contact Jessica Head (4-2810, or through Groupwise) in the Office of Faculty Development. Participation is at no cost to attendees.

e-Learning UPDATE:

by Bill Lushbaugh, Ph.D., e-Learning Chair
Episode 2, January, 2008

Problems with Prensky! Do "Digital Natives" REALLY Exist?

I was fascinated by the responses of faculty I talked with on Prensky's Digital Immigrant:Digital Native concept (see Episode 1: TRIAD 1(6): 2007. One professor expressed anger and frustration in being inundated with more "unproven educational technology" when his favorite teaching method was demonstrated to be superior in the movie "Karate Kid". Others were more than miffed about being classified as "computer challenged" because of ageism or their disinterest in the latest "fads in education." I am so busy just teaching that I am not well informed about the latest fads in education or technology either. I am trying to use this column as a way to force myself to experience something new and I'm hoping to drag a few of you along for the ride.

McGee and Diaz's "*Wikis and Podcasts and Blogs! Oh My! What is a Faculty Member Supposed to DO?*"(1) is a good place to start. They summarized the "Latest, Greatest, and Most Promising" "Web 2.0" free online web-based technologies that share ideas, information and creations (podcasts, blogs), that promote working with others in a shared work area (Wikis) or that collect and present evidence or experiences over time (blogs) - explained further in *7 things you should know about Blogs and Wikis* (2).

I decided to take advantage of these new technologies to examine how the "Immigrants" should be teaching the "Natives" and why the "Natives" are restless! Not everyone who writes blogs or wikis agrees on what to make of all this. There is an extensive discussion and in this print version I can only hit the highlights. Hyperlinks do not translate well into print so the full length hyperlinked document is on the Faculty Development Website at <http://facultydev.umc.edu/index.html>. Experience how Blogs and Wikis work. Read the online document; punch the links and explore this extensive literature on your own!

Bill Kerr, founding author of *LearningEvolves – nativesImmigrants* (3), begins his wiki with the statement "Prensky is a good provocateur but his slogans and analysis have not been seriously critiqued." George Siemens, in "*Digital natives and immigrants: A concept beyond its best before date*"(4) does an essay on the subject and readers submit comments to the discussion he began. George closes his blog with a reference to a paper on "*Digital Nativism, Digital Delusions, and Digital Deprivation*"(5). Also, one of the authors of a critical review of the evidence for 'digital natives' offers a copy of their paper in draft form (6).

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Want more?

Just copy the link to your browser address line and go to the **e-Learning UPDATE Blog** at this address: <http://elearningrus.blogspot.com/>. Each contribution ends with "POSTED BY BILL L AT 11:45 AM 3 COMMENTS". If you click the comments link you can leave an anonymous or personalized comment and read others that have been submitted. I hope you will take this opportunity to see how a blog works by clicking the links to see all the cited web sites, blogs and wikis. If you have any questions contact Bill Lushbaugh at wlushbaugh@microbio.umsmed.edu.

Faculty Scholarship Exchange Research Awards

The Office of Faculty Development is once again offering competitive Faculty Scholarship Exchange (FSE) awards of up to \$10,000/award as incentive funding to collaborative groups of faculty for development of innovative instructional activities (**Instructional Integration Awards, IIA**) or to facilitate individual faculty development that requires, or is dependent upon, interactions with other individuals, institutions or commercial entities (**Collaborative Research Exploration Awards, CREA**).

First offered in 2007, four FSE awards have been distributed. In 2008, a new category of award, for **Mini-sabbaticals**, is being offered in addition to the IIA and CREA awards. The **Mini-sabbatical awards** provide up to \$5,000/award to faculty who have applied through their

chairperson for sabbatical leave, according to procedures published in the **UMC Faculty and Staff Handbook**.

The current national funding environment places a premium on research efforts that combine otherwise disparate approaches to posing and answering research questions. Similarly, academic accreditation criteria and national licensing examination policies stress educational integration across basic and clinical disciplines or among multiple instructional approaches.

A total of \$35,000 has been made available to fund these awards. Funds will be awarded for one year. Unexpended award balances may be carried forward, following review and approval. Funds may be requested for equipment, travel/training expenses

(including short training courses), expenses associated with consultants, speakers, visiting scholars, expenses associated with hosting a conference or symposium, supplies and materials, or contractual service necessary to successfully address collaborative project objectives.

Full details and application instructions are available on the Office of Faculty Development web site (see below).

Applicants should complete all requested information on the Faculty Scholarship Exchange Award Proposal Cover Page, as described in the Proposal Instructions. One original plus five copies of all required documents must be received at the Office for Faculty Development by **5:00 p.m. on March 31, 2008**.



Of Interest

"In an effort to define the scholarship performed by professors in academia as more than just "teaching versus research," Ernest L. Boyer, in his influential book *Scholarship Reconsidered: Priorities of the Professoriate* (Carnegie Foundation, 1990), concluded that "the work of the professoriate might be thought of as having four separate, yet overlapping, functions. These are: the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching*." This conceptualization of scholarship elevates the traditional role of teaching from "a routine function, tacked on" to an essential component of a professor's scholarly life. Furthermore, Boyer argued that the academy should recognize and reward all four components of scholarship, including the scholarship of teaching."

From: *The Scholarship of Teaching and Learning (SoTL)*, by Derek Bruuff, Assistant Director, Vanderbilt Center for Teaching

[\(see link below\)](#)

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

Annual Faculty Climate Survey—Fall, 2007

This Office administers an annual Faculty Climate Survey. Intended to provide a recurring evaluation of Medical Center faculty sentiment concerning the environment for education, research and service capacities, the 2007 Survey was distributed electronically in December to almost 800 full-time faculty.

The Survey asks recurring questions on the subjects of classroom and clinical teaching, committee service, promotion

and research. The data from each survey are compiled by the Department of Institutional Research and welcomed by senior administration as an index of faculty concerns and satisfaction.

Focusing on questions related solely to faculty development, satisfaction (pooling "satisfied" and "very satisfied" responses) ranged from 62-78% from a total of 171 responses. The percentage of faculty who responded indi-

cated satisfaction increased in all categories from the 2005 survey results. The mean for satisfaction in 2005 was 66% and increased to 71% in 2007. The greatest increase was related research faculty development; from 48% in 2005 to 62% in 2007.

Further details on faculty satisfaction with the Medical Center experience will be provided in future issues of **TRIAD**.

http://www.vanderbilt.edu/cft/resources/teaching_resources/reflecting/sotl.htm