



OAED NEWS

Office of Assessment and Educational Development

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Countdown to Graduation

We are in the final weeks of the academic term and graduation is less than a month away. The OAED staff is here to assist you as you wrap up the academic year and start thinking about your summer projects. Let us know how we can assist you with the wrap up of the 2018-2019 academic year and to get ready for the 2019-2020 academic year.

And of course, we are completing the final preparations for the HLC visit May 6 and 7. Please be sure you are available to meet with the reviewers and try to attend some of the open forums.

Accreditation Update

The Mock Accreditation visit was held on April 16, 2019. This was a successful event and hopefully gave those who attended a good overview and ideas related to the types of questions that may be asked by the actual HLC visiting team members.

The HLC Year 4 Comprehensive Evaluation visit is scheduled for May 6-7 2019. Please keep your calendar open for these days to meet with peer reviewers and participate in Open Forums. WVSOM is working with the HLC team to set the itinerary for the visit which will be shared with the campus when the final version is complete. Keep in mind that the agenda may shift once the team is here, so please make sure you are readily available on these two days to meet with the team as needed.

The COCA review of WVSOM's Mid-Cycle Report submission was April 25, 2019.

What Kind of Email Personality Do You Have?

In a recent *HigherEdJobs* article, Justin Zackal notes that very few academic job descriptions include "checking email" but higher education professionals may spend up to 28% of their time on email. Which one of these types best fits your email personality?

The Super Doer: responds to emails immediately; seem to take pleasure in a tidy inbox.

The Reluctant Doer: will respond within a day or two when you finally have time; you consider managing email like flossing or eating your vegetables.

The Admin Avoider: will respond after a week or two and usually begins with an apology.

The Admin Denier: never respond to email, consider it unimportant; or will say you never received it.

No matter what "email personality" you have there are some ways to make managing email easier. First, make it an item on your to-do list or schedule a time or times for dealing with email each day. Resist the impulse to check email while in the middle of other projects; this side tracks your progress and can lead to projects and tasks not getting completed. You may want to turn off your notifications during times of focus on other projects. Check email when your concentration levels are not up to doing more intense work.

Also eliminate the need for some of the back and forth emails by making your questions more specific when you email someone. Instead of asking are you available, suggest a specific time or times so you don't get caught in multiple exchanges.

Or you can always apologize for the delay in responding or blame the "black hole" of cyberspace.

Zackal, Justin. "Work Email Is a Task That Needs to Be Tamed, Not Ignored." *HigherEdJobs*, 21 Mar. 2019. www.higheredjobs.com/Articles/articleDisplay.cfm?ID=1879&utm_source=04_24_2019&utm_medium=email&utm_campaign=InsiderUpdate. [ps://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=1879&utm_source=04_24_2019&utm_medium=email&utm_campaign=InsiderUpdate](http://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=1879&utm_source=04_24_2019&utm_medium=email&utm_campaign=InsiderUpdate)

Books of Interest

Tools for Teaching by Barbara Gross Davis—This book presents some latest ideas and strategies for college teaching. All of these are based on research and best practices of faculty. This is available in the WVSOM library.

Becoming a Critically Reflective Teacher by Stephen Brookfield—In this book the author offers a personal and accessible guide to how faculty can improve teaching no matter the discipline or level of teaching. This is available in the WVSOM library.

Upcoming Faculty Development Opportunities



Faculty Development: Ultrasound

May 3, 2019
Noon—1:00 pm
Main Building Year 2 Classroom

Faculty Development: Item Writing 201

June 18, 2019
Noon— 1:00 pm

Faculty In-Gathering

July 19, 2019
CEC Grand Hall
Optional Morning Session
9:00—Noon
Lunch
Noon—1:00 pm
Mandatory Afternoon Session
1:00— 4:00 pm

More information will be coming soon regarding the Faculty In-Gathering. For a complete list of all upcoming faculty development events with descriptions click [here](#).

Peer Instruction-A Med Ed Pearl from the 2019 Annual CGEA Conference

The April edition of MedEdPearls focuses on Peer Instruction (PI) and a presentation given at the recent Central Group on Educational Affairs (CGEA) conference. This learner-centered approach encourages active learning. Here are the 7 steps of PI and how to incorporate features of audience response systems to encourage participation and active learning.

Seven Steps of PI

1. Do a 10-15 minute mini lecture or provide a reading before class
2. Pose a question (The art of writing this question is to ensure that 30-80% of the learners will get it correct. If it is under 30%, revisit the content in a mini lecture. If it is over 80%, move on to the next topic.)
3. Prompt learners to think before answering.
4. Prompt learners to vote individually using clickers (ARS) (Do not show the response graph. Studies suggest that learners will change their answers to the most popular response versus the correct answer when they revote.)
5. Prompt learners to discuss the question with someone who disagrees with them citing the evidence for their opinion.
6. Prompt learners to vote again this time revealing the response graph. Revote showing the response graph.
7. Explain the correct answer.

Additional information can be found at:

1. Yelton, L., Holyoke, A., Trout, M.J. et al. Peer Instruction: an Analysis of Quality Improvement at Boonshoft School of Medicine (BSOM). Medical Science Educator. (2017) 27: 729. <https://doi.org/10.1007/s40670-017-0480-7>
2. Eric Mazur, Peer Instruction: A User's Manual (Prentice Hall, Upper Saddle River, NJ, 1997)

Note: #MedEdPearls are developed monthly by the Central Group on Educational Affairs. The author of this MedEdPearl was Larry Hurtubise Associate Director of the Masters Degree Program in Biomedical Education at The Ohio State University.

eMedley Update

As we wrap up the academic year and as a reminder, here are some links to eMedley instructions that you might need for accessing your faculty evaluations. The first bullet links to a PDF with screen shots and step-by-step instructions. The link immediately below will take you to a brief how-to video. When viewing the videos you will be asked to register, simply enter your name and WVSOM email in the first screen that appears. This will open the video.

<https://www.wvsom.edu/Programs/OAED/eMedley>

This link will take you to the instructions for completing your faculty portfolio.

<https://www.wvsom.edu/sites/default/files/u198/Instructions%20for%20Completing%20Faculty%20Portfolio.pdf>

If you need assistance with either project, please contact Bridget Moore at extension 6587 or by email at bmoore@osteo.wvsom.edu.

IAMSE Annual Conference

The final deadline for registration for the International Associate of Medical Science Educators (IAMSE) Conference at a reduced rate is May 15. The meeting will be held June 8-11, 2019 in nearby Roanoke Virginia. For more information or to register, visit the conference website at: <https://julnet.swoogo.com/iamse19>.

Links to Resources

- ◆ [OAED Website](#)
- ◆ [Institutional Data Request Form](#)
- ◆ [eMedley Resources](#)
- ◆ [Faculty Development Resources](#)