



OAED NEWS

Office of Assessment and Educational Development

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Academic Year Wrap-Up

As we close out the 2018-19 academic year, we want to remind you that the OAED staff will be here over the summer to provide assistance with your summer projects. If we can provide assistance as you prepare for the upcoming academic year (which is always closer than we think), let us know.

Congratulations on another well done academic year!

"Without school it is really hard to know what day it is."

Accreditation Update

COCA requested a resubmission of our Mid-Cycle Report. We plan to complete the resubmission by mid-June 2019 and hope that it will be reviewed during the COCA meeting scheduled for August 2019.

We have received the draft site visit report from HLC and have submitted any errors of fact found within the report. This was sent back to the site team for submission to HLC. While we anticipate a positive report, nothing is final until the HLC Institutional Actions Council (IAC) makes its final determination. WVSOM will be notified regarding the final status of the report and the Change Request for the Master's in Medical Education once the IAC takes action on it.

Once again, thank you for demonstrating how we Live Our Mission to the peer review team. Your engagement with the team was commended throughout the report

Making the Most of the Minutes Before Class

James Lang, English professor and author of the book *Small Teaching: Everyday Lessons from the Science of Learning* was recently interviewed for an e-book published by Top Hat. In this e-book, *How to Make Class Time Really Count*, Lang talks about making incremental change to improve teaching.

The first chapter of the book focuses on the minutes before class begins and the challenge of getting students focused on the upcoming lecture. He recommends that in these "warm-up minutes" that faculty play the role of host. Pay attention to the students as they come in and start the process of getting them ready to leave the outside world and focus on the class. Some of his suggestions include:

1. "How are you" - Identify those students you want to be sure are comfortable speaking with you and speaking up in class. Engage them with questions about their day, or whatever is happening at the moment. The purpose is to foster rapport and comfort. This provides the opportunity to develop relationships between students and faculty which is often cited as the most important and memorable aspect of their college experience.
2. "Creating Wonder" - Post a picture, article, diagram, etc. of the day and ask two questions: What do you notice? What do you wonder? This could be a newspaper headline, a diagram, a model or anything that you can tie into the upcoming lecture.
3. "Display the Framework" - Display the agenda for that day's class or a list of concepts, objectives, themes that will be discussed.

Whatever you chose to use, it should serve one simple goal according to Lang, "build a community of learners in a class".

For more information you can find this article at: <http://offers.tophatlecture.com/rs/566-JGI-821/images/TopHat-HowToMakeClassTimeReallyCount.pdf>

eMedley Update and Faculty Portfolios

Last month we provide information on downloading your student evaluations. As a reminder, if you taught a lab course, you will need to select Form B when you go in to view the evaluations. Form A is feedback on lectures while Form B is feedback on labs. There are videos and step by step instructions at: <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.



Upcoming Faculty Development Opportunities

Faculty Development: Item Writing 201

June 18, 2019
Main Building Year 2 Classroom
Noon– 1:00 pm
Dr. Raeann Carrier

Tips, Tricks and Good Ideas

July 9, 2019
Room TBA
Noon—1:00 pm
Bridget Moore

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.

MedEdPearls

You've heard of microaggressions—"everyday subtle put downs directed towards a marginalized group which may be verbal or non-verbal and are typically automatic."¹ When these actions happen, whether in or out of the classroom, we're often at a loss for how to address them.

During a session at the April SGEA meeting, a team of presenters shared the concept of microresistance—"small-scale individual and/or collaborative efforts that empower targeted people and allies to cope with, respond to, and/or challenge microaggressions to ultimately dismantle systems of oppression."² Microresistance frameworks provide a structure for communication to address microaggressions.

Open The Front Door to Communication is one of several microresistance frameworks.³ To use this framework, follow these communication steps:

Observe: concrete, factual, and observable (not evaluative), "I noticed . . ."

Think: thoughts based on observation (yours and/or theirs), "I think . . ."

Feel: emotions, "I feel . . ."

Desire: specific request or inquire about desired outcome, "I would like . . ."

Here's an example (adapted from <https://www.unomaha.edu/faculty-support/teaching-excellence/microaggressions-handout.pdf>):

Observe: "I **noticed** some raised eyebrows and shaking of heads just now."

Think: "I **think** some people are reacting strongly to the comments just shared."

Feel: "I **feel** uncomfortable moving forward with our discussion until we talk about this some more."

Desire: "Staying true to the discussion norms and guidelines we've set out for ourselves, I **would like** some of you to share what you are thinking and feeling right now so we can have a productive conversation about this."

What microresistance frameworks have you used? Share your ideas on Twitter at #mededpearls and follow us on the Harvard Macy Community Blog at <https://harvardmacy.org/index.php/hmi>

1. Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. John Wiley & Sons, Inc.

2. Cheung, F., Ganote, C., & Souza, T. (2016). Microaggressions and microresistance: supporting and empowering students. *Diversity and Inclusion in the College Classroom*, 15.

3. Cheung, F., Ganote, C., & Souza, T. (n.d.). Microresistance and Ally Development: powerful antidotes to microaggressions [PDF file]. Retrieved from: <https://www.unomaha.edu/faculty-support/teaching-excellence/microaggressions-handout.pdf>.

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Links to Resources

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