



# OAED NEWS

## Office of Assessment and Educational Development

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### Happy New Year!

While it isn't January 1st, we are starting a new academic year. Many of you will be jumping in with lectures in the upcoming weeks. Others have a few more weeks before you are back in front of the classroom.

Here in OAED we are ready to assist you as classes start back for our brand new students and our returning students. Please let us know how we can assist you in making this new academic year a great one!

## Results of the Faculty Development Needs Assessment

Thank you to all who completed the recent Faculty Development Needs Assessment. Based on this survey, the topics of most interest to you were related to improving lectures. Over 54% said *Making lecture effective* would be of interest; 54% also said that *Alternatives to lectures for engaging students* would be helpful and almost 41% marked *how to make your lectures engaging* as a priority. Over 36% indicated *Making PowerPoint presentations more effective* would be of interest..

Other topics of interest included *EPAs*, *Writing 1st, 2nd and 3rd order questions*; *Writing COMLEX style questions*; *Introduction to patient presentation and wrap up*; *Supporting students in their residency applications*; and *Cultural awareness*..

The Academic Development Committee is looking at the topics from the needs assessment to plan the Faculty In-Service. Additionally, over the next year we will be focusing faculty development activities on as many of these as possible. If you have suggestions on how to approach any of these topics, or if you have interest in presenting a faculty development session please contact Dr. Deborah Russ at extension 6420 or via email at [druss@osteo.wvsom.edu](mailto:druss@osteo.wvsom.edu).

## Accreditation Update

It's time for the annual and biennial Departmental Continuous Quality Improvement (CQI) Reports to be completed by department heads. These reports are due by August 2, 2019 regardless of the department's annual or biennial schedule. Calendar invites for September have been distributed to departments meeting annually. Those departments on the biennial schedule are not required to meet with the CQI Executive Committee.

The report requires the following information:

- In Section I, an update on the status of your department's 2018-2019 AY (July 1, 2018 – June 30, 2019) outcomes.
- In Section II, a minimum of 3 measurable outcomes for your department for the upcoming 2019-2020 AY (July 1, 2019 – June 30, 2020).

**(BE ADVISED the template has been revised with some new content and updated instructions. DO NOT use previous templates.)**

Documents that will help complete these reports have been shared via email or in a calendar invite and include the following:

- 2019-2020 Departmental CQI Annual Report template,
- last year's Departmental CQI Annual Report,
- last year's Departmental CQI meeting minutes, and
- the current Strategic Plan.

Complete and signed reports should be submitted to Dr. Tracey Anderson at [tan-Anderson1@osteo.wvsom.edu](mailto:tan-Anderson1@osteo.wvsom.edu) by **August 2, 2019** unless other arrangements have been made.

Thanks for your assistance with this important process.

***The best teachers are those who show you where to look but don't tell you what to see.***

*Alexandra K. Trenfor*



## Upcoming Faculty Development Opportunities

**August 13, 2019**

Noon  
Room TBA  
Improving Lectures Through Peer Review  
Dr. Deborah Russ & Bridget Moore

**September 10, 2019**

Noon  
Room TBA  
Updates on EPAs in Medical Education  
Dr. Mabelle Linsenmeyer

### IAMSE Fall Webinar Series

Faculty development can be defined as the myriad ways in which institutions and organizations support faculty members' roles in education, research, service, and administration. These faculty development activities can take on a variety of forms and may have a range of goals and objectives. This Fall, the IAMSE webinar series will take a close look at faculty development for educators in the health professions.

This series will provide participants with not only practical tips for developing their own skills but also insight into how to become engaged with and possibly improve the faculty development culture within their institutions.

Join us on **Thursdays in September and October at 12pm** for a deeper look at:

**September 5** – The Current Landscape of Faculty Development: Challenges and Opportunities – Alice Fornari, EdD

**September 12** – Recruiting, Retaining and Developing a Diverse Faculty – Darin Latimore, MD

**September 19** – Congratulations! You've been promoted! Introducing the IAMSE Educator Toolkit – Bonny Dickinson, PhD and Maria Sheakley, PhD

**September 26** – Innovative Faculty Development Programs: Two Case Studies – David Rogers, MD and Melissa Klein, MD

**October 3** – “See One, Do One, Teach One”: Developing Trainees as Medical Educators – Valerie O’Laughlin, PhD and Teri Turner, MD

## Follow-Up to July’s Faculty Development

One of the topics of discussion at the recent faculty development on tips and tricks was what font is recommended for presentations. We discussed avoiding fonts with curls and fancy twists. One “presentation guru”, Dave Paradi, suggests using “boring” fonts like Arial or Calibri. These have the added advantage of being standard on every computer.

He also writes about what size font to use. He has a formula based on screen size, road signs and 20/40 version. But the size should never go below 18 point. For his font size charts and other information check out his website at [www.thinkoutsidetheslide.com](http://www.thinkoutsidetheslide.com). He offers many tips and also has free courses on creating more effective PowerPoint presentations.

If you would like assistance with creating or reviewing your presentations, please contact Bridget Moore at [bmoore@osteo.wvsom.edu](mailto:bmoore@osteo.wvsom.edu).

## Make Connections: Relate Concepts During Class

Continuing the information from the eBook *How to Make Class Time Really Count*, Dr. James Lang discusses ways to make class time more effective. He discusses using retrieval exercises such as stopping at a midpoint to ask questions on what has just been covered. Another key area is to find ways students “can connect something they’re learning to other things they already know or other things they are learning”. This might be making a connection with something they have learned from their personal life or from another course.

What ever method is used, Dr. Lang points out that the purpose is to spark mindful learning in students.

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

## Links to Resources

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