



Issue #15, October 2017

## Workshops Held for Faculty Skills in "Helping our Students be Better Students"



*Dr. Slife (left) provides feedback to participant Dr. Ahn (right) about her 1-minute transparency talk, a technique presented to facilitate student exposure to the hidden curriculum.*

The college welcomed Dr. Nathan Slife for a two-day workshop on September 26-28, 2017.

Across Roseman, faculty play additional roles beyond educating students in the formal curriculum. The goals of the workshop were to explore how faculty can also teach the hidden curriculum and socialization that can promote student academic success.

Dr. Slife is Assistant Professor-In-Residence in the Department of Educational Psychology and Higher Education at the University of Nevada, Las Vegas. He currently coordinates and teaches in the First and Second-Year Seminar Program and the Holmes Honors Program in the College of Education.

In addition to great COM participation, we welcomed three members of the Roseman Center for Innovation in Healthcare Education (CIHE) as participants. Doubling as observers for the CIHE, Dr. Ji Huyn Ahn, Ms. Vanessa Maniago and Dr. Leiana Oswald were also scouting faculty development opportunities relevant to the 6-Point Mastery Learning Model for the university as a whole.

# Academic Affairs Update



COM faculty discuss workshop findings.



Dr. Pamidimukkala (right) shares another 1-minute transparency talk. The workshop made ample use of active and collaborative learning, a feature of the 6-Point Mastery Learning Model.

## Progress with Writing MCQs

Follow up to early summer faculty development for writing MCQs has been outstanding. Faculty received training in the writing principles of the National Board of Medical Examiners and have been applying those principles to writing questions for the medical curriculum assessments.



Weekly meetings have been held on Fridays from 8am-noon focusing on the Neuroscience course. Using the Board format of peer review, questions are read aloud by the writer and critiqued by peers. Is the question focused? Is the question assessing the session objectives to which it is linked? Are the choices homogeneous?

At this time, about 35% of the Neuroscience session objectives are associated to quality MCQs written in Board format. Efforts shift next to the Endocrine System course, since curricular planning of that course concluded recently.

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## Community Faculty Development: Affiliated Faculty Attend Evening Sessions

Affiliated faculty were welcomed to the Summerlin campus in September. Department chairs also participated. The sessions provided a short update on college activities, followed by an abridged version of the item writing training offered to our in-house faculty.

Additional October sessions are planned to reach more affiliated faculty.

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## Launch of the COM FacDev Portal



September saw the launch of the COM FacDev Portal!

Making use of the new Canvas learning management system available at Roseman, the Portal houses faculty development content suitable for online delivery. The content may either supplement live sessions, or stand alone. Participation in the Portal courses and in live sessions is optional for faculty: thank you to faculty who

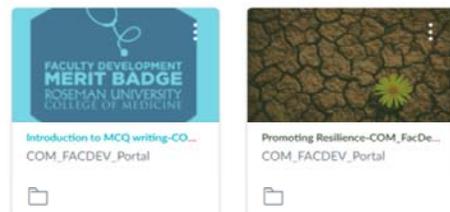
have already visited the Portal! Thank you to Robert Lord in IT for transitioning content to the Canvas platform.

Consistent with practices in medical schools around the country, the Merit Badge is currently being developed to acknowledge those faculty members who actively seek out to increase their knowledge and expertise in medical education topics. Details are being worked out: some courses will reward faculty with a badge, some will not.

Badges will contribute to tiered recognition consistent with the Roseman University mastery learning model. Merit Badges and other faculty development participation can be documented in the faculty annual evaluation and included in documentation for promotion purposes.

Access with your Roseman credentials  
at: <https://roseman.instructure.com/login/canvas>

Questions? email Dr. [Stephanie Wragg](#), Assistant Dean, Curriculum and Evaluation.



## Updates

Our curricular planning meetings have continued, with the hematology course now also being updated. In parallel, question writing has continued on a weekly basis.

Planning groups are now being asked to focus on refining the course planning. This includes editing work on the session objectives to ensure the use of action verbs of the Bloom taxonomy. Curricular mapping reports are being provided to the planning groups to make adjustments to the course content: some areas may either be under or over represented, and teams must identify the optimal representation. This review is an iterative process and one aspect of the continuous quality improvement process we are tasked with, by our accreditation agency.

A quick reminder that the Office of Academic Affairs philosophy is that faculty are critical to the activities described. We appreciate the continued meeting attendance and focus on the agenda of the moment and attention to any pre-work/homework surrounding those meetings. RSVPs to Outlook invitations are always welcome!

*Questions?* email Dr. [Stephanie Wragg](#), Assistant Dean, Curriculum and Evaluation.

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