UMMC faculty may notice a few unfamiliar faces on campus at the end of this month. From February 27th through the 29th, site visitors from the LCME, the Liaison Committee on Medical Education, will be at UMMC performing an accreditation site survey of the School of Medicine. The LCME is the accreditor of medical education programs leading to the M.D. degree in the United States and Canada. Accreditation is necessary for access to licensure exams, admission to ACGME residency programs, eligibility for state medical licensure for graduates, as well as federal grants and loans for students and schools. By setting 128 standards for medical education programs and then assessing programs’ compliance with these standards every eight years, the LCME ensures a high quality physician education and workforce.

The 128 standards are divided into five categories: institutional setting, educational program, medical students, faculty, and educational resources. Institutional setting standards mainly refer to organizational structure of the medical school and university. Educational program standards are primarily focused on curriculum issues. Standards for medical students relate to admissions policies, as well as student services and rights. Faculty standards deal with faculty qualifications, personnel policies, and governance. Finally, standards for educational resources address finances, space and facilities for medical education.

The LCME was founded in 1942 and serves as the liaison between the American Medical Association and the Association of American Medical Colleges. It is made up of 17 members, six professional members, and one student each appointed by the AMA and the AAMC. A six member team will be visiting our School of Medicine in February as part of their reaccreditation survey, an evaluation for which school administrators and faculty began officially preparing in 2010. A self-study addressing each of the 128 standards was created during this period with input from all areas of the School of Medicine and then submitted to the LCME in November in advance of the upcoming visit.

During their days in Jackson, site visitors will be holding meetings in the Student Union with UMMC and School of Medicine administrators, faculty, and students, as well as touring educational, clinical, and support facilities. At the end of their evaluation, the team has several actions they may take – to continue full accreditation for an eight-year term with no follow-up or with one or more follow-up actions, to continue accreditation pending the outcome of a follow-up visit/report, to continue accreditation but place the program on warning of probation or probation, or in the worst case scenario, withdraw accreditation.

So what can you do as a faculty member to help ensure a successful reaccreditation visit for our School of Medicine? First, if you are scheduled to meet with the site survey team, come on time, prepared, and ready to articulate your particular role in the School of Medicine and UMMC. Second, even if you aren’t scheduled to meet with the LCME committee, you can still make an impact by ensuring your particular clinical, educational or support area looks its best. All of us working together will demonstrate to the visitors we notice on campus this month why UMMC and the School of Medicine are the pride of Mississippi.
Two articles in the New York Times illustrate growing support for delivery of education in cyber-supported formats, rather than via a "classic" fifty-minute, stand-up lecture.

The Faculty Perspective: Daphne Koller, Ph.D., Professor of Computer Science at Stanford (http://ai.stanford.edu/~koller/) presented a case for deconstructing lectures into short (10-15 minute), videotaped presentations, complete with explanations of the content, that are posted to the web in YouTube style. Her essay from December 9, 2011 (http://ubilearn.com/2011/12/09/death-knell-for-the-lecture--technology-as-a-passport-to-personalized-education/) highlighted successes with this format. Indeed, Stanford University is a leader in the creation and delivery of free dissemination of higher education opportunities. Dr. Koller argues passionately for the cost-effectiveness, appeal to neo-millenial students, and educational efficacy of this approach as the education venue for the future.

The Student Perspective: The Education Life supplement to the Times on Sunday, January 22 featured an article (http://www.nytimes.com/2012/01/22/education/edlife/renaissance-man.html?ref=edlife) that articulates how student members of the neo-millenial generation are reacting to cyber-approaches to education. In that piece, we are introduced to Jeremy Gleik, a sophomore bioengineering major at the University of California, Los Angeles. Mr. Gleik is portrayed as self-motivated learner who has spent one hour each day for the past two and a half years accessing an amazingly eclectic spectrum of free on-line courses, from juggling to sign language to astrophysics. In addition to characterizing a developing mindset among younger students, the article highlights the breadth of material and diversity of platforms that are currently available for (free) on-line education.

UMMC Initiatives: A currently popular platform for on-line education is iTunesU (http://www.apple.com/education/itunes-u/). It is possible for institutions to offer on-line educational opportunities, which can be available to anyone and/or restricted to a password-protected group. At UMMC, the Department of Emergency Medicine has taken the lead and has a site (http://itunes.apple.com/us/podcast/univ-mississippi-emergency/id390607756?ign-mpt=uo%3D4) from which any of ten short, video-taped lectures can be downloaded. The institution is currently exploring additional iTunesU options. Medical students at UMMC currently post podcasts of audio lecture files and faculty powerpoints as RSS feeds to students who subscribe to that service through the UMMC Multimedia Services.

Death Knell or Learning Opportunity? One of the most immediate opportunities is to challenge faculty to begin to create and post videotaped “mini-lectures”, requiring students to view these before coming to class to engage in translation of facts into thoughtful discussions of implications and applications of those facts during interaction with their faculty. The possibilities are striking in their accessibility.

Registrar/Student Accounting Relocation

The Office of Student Services and Registrar along with Student Accounting and Financial Aid are moving. The new offices are located on the north side of the second floor of the Holmes Learning Resources building. The new location will provide students with convenient access to each of the offices to offer the necessary academic services. The Office of the Registrar has already moved.

Student Accounting is scheduled to move on Feb. 14th. The office will be located on the second floor of Learning Resources in the northeast corner of the building. It will be closed for business on the 14th and possibly the 15th.
“AAIM Report: Task Force on Clinician Educators, and the Department of Internal Medicine Faculty Development Initiative”

Stephen Geraci, M.D.
Professor of Medicine, UMMC

March 8th

“An Accidental Academician”

Helen Turner, M.D., Ph.D.
Associate Vice Chancellor for Academic Affairs, UMMC

May 10th

Room R354
Upper Amphitheater

12:00 - 12:50

Lunch provided on a first come/first served basis
Faculty Be Aware: SAP Has Gone Mobile

Since the implementation of SAP, students have been able to apply to UMMC programs, register for classes, pay student fees and accept financial aid all online. This has been a remarkable improvement from the manual procedures that were previously in place. Now UMMC has moved forward to allow students to accomplish many of these same functions from their smartphone or tablet. By logging into http://myu.umc.edu on the device browser students can look at their account statement, view their grades, check their holds, book their classes, or check with their advisor. Hopefully this will provide students with greater flexibility in dealing with their academic procedures here at UMMC.

Teaching Professor Conference

Each year hundreds of college educators attend The Teaching Professor Conference to discover new skills and strategies that empower them to be better teachers and mentors.

Through a variety of plenary sessions, workshops, and poster sessions, you will gain hands-on access to new pedagogical practices that work while collaborating with other educators who share your passion for learning.

To learn more about the conference, visit www.teachingprofessor.com/conference.