

Candidate for President-Elect



Keven J. Siegert

Media Center Director for The University of Arizona Health Sciences Center - Phoenix Campus

Health and Science Communications is unique because it's one of the few fields that blends science and art, with the end product or goal being toward helping people. Interestingly, although this is a highly specialized field, the membership of HeSCA is quite diverse. I've often tried to determine what the common trait is

that enables varied members to interact so successfully on both professional and social levels. One commonality is the desire to not only advance our own careers and leadership skills, but also the eagerness to teach and share with others.

During a documentary shoot at a Yaqui Indian reservation near Tucson, I interviewed a man who lived and taught the philosophy of "Strive to live your life with both arms outstretched - one arm reaching back to help those behind you, and one arm reaching forward to accept help from those ahead of you." This is a perfect metaphor for the Health Sciences Communication Association! By sharing information, offering and accepting advice, and developing friendships with each other, our collective expertise increases and our personal lives are enriched.

It's precisely this philosophy that I would like to foster during my term as HeSCA President. I will strive to increase and improve opportunities to interact with each other, find ways to offer knowledge from outside sources, and nurture the social relationships that are so vital to our association.

At the same time, I believe we should be taking a more prominent leadership role in sharing our knowledge with the outside world. HeSCA should be

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Board Approves Changes to Special Interest Groups

by Ellen Nathan

HeSCA Special Interest Groups were established many years ago as vehicles for peer interaction between members in similar disciplines and vocations. As our membership evolved, so to has the need to ensure relevant networking opportunities. In March, in keeping with the changing needs of our members, the HeSCA Board of Directors approved revisions to our Interest Groups. Some of these changes are in the name or description. Other changes involved adding completely new sections. The newly revised Interest Groups follow:

Media Production and Distribution (MedPro)

Members are particularly interested in improving the educational and aesthetic quality of media programs, collaborating with other agencies, and promoting exchanges of media programs.

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From the Editor

by Arlyn Bonfield

The election issue of Feedback is always an important one because it highlights our members who are willing to step forward and volunteer their time as leaders of this association. As is often the case, this year's choices will be difficult as there is an excellent slate of candidates. Please read their statements carefully and show your support with a vote.

This year's ballot is even more significant than most because it includes the opportunity to vote for or against the proposed association name change: from Health Sciences Communications Association to Health and Science Communications Association. I encourage you to vote in favor of this change as it more accurately reflects the changing demographics of our members and will enable us to attract a broader membership base. Since it requires a bylaw change, a majority of our members must vote for the proposal to pass. Please vote now.

The rest of this issue outlines some changes and additions to our interest groups

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President's Column

This time of year brings two HeSCA items to the forefront: our elections and our annual meeting. This year's nominees for Board positions and President Elect are all well-qualified and dedicated HeSCA members. Even with the economic reality affecting many of our institutions and the challenge to get more accomplished with less time, these individuals agreed to serve HeSCA. Please review their biographies and VOTE!

In a few weeks we will be gathering in Bethlehem, Pennsylvania for the 2003 International Conference on Health and Science Communications. I am very excited about the program. Dean Shaffer, Chris Sarley and their committee have done an excellent job. With the diversity of workshops, presenters, and sessions, I am sure that there will be lots for everyone to learn from and enjoy.

Besides the Annual Meeting, many other tasks have been underway. Mark Saba and the Marketing committee developed, produced, and mailed several print pieces for the organization, the media festival, and our annual meeting. Our marketing efforts assist with HeSCA continuing to be recognized as the leaders in health and science communications.

Our Awards committee was busy reviewing several nominations for our Service Awards. Award presentations will be held during our Awards Banquet, Saturday night of our annual meeting.

The Board has also been adding a bit of technology into our processes. Since January, we have tried doing HeSCA work via a virtual environment. Thanks to Dean Shaffer, the HeSCA Board is now virtually meeting using the course management software, Blackboard. It's been an interesting experiment with the potential to expand the ways we are using the virtual environment. It was great to have a common site to post pertinent information as well as a mechanism to discuss motions etc. prior to a vote. We will be assessing this addition of technology to see if we should continue in this manner.

As a follow-up from our mid-year meeting, the Board re-examined our Interest Groups. From our discussions there were recommendations to add groups to better compliment members' professional endeavors. Included in this expanded list of Interest Groups are; telehealth, distance education, web development, and presentation technologies. In March, the Board approved these revisions (see article, page 1).

The membership has had an opportunity to discuss our recommended name change to Health and Science Communications Association via listserv, e-mails, and telephone calls over the past months. The process will proceed by taking a vote of the membership. Please participate in this historic vote by submitting your ballot.

I am looking forward to seeing many of you soon! Peace to all.

Ellen Nathan, President

Executive Committee:

President: Ellen Nathan (enathan@butler.edu)

President-Elect: Lori Klein (klein@lhc.nlm.nih.gov)

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HeSCA Board of Directors

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Donna Wolbe (dwolbe@theavwarehouse.net)

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2003 Annual Meeting

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Chris Sarley (christopher.sarley@lvh.com)

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Jackson Townsend (jtowns@lsuhsc.edu)

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Members' Only Website

Chris Stephens (clstephe@vcu.edu)

Membership

Victoria Swift (vswift@medicine.nodak.edu)

Nominations

Jamie Guth (Jamie.A.Guth@Hitchcock.org)

Past Presidents

Karen Snyder (klsconsult@aol.com)

World Congress Rep

Jackson Townsend (jtowns@lsuhsc.edu)

Changing HeSCA's Name: Your vote is needed

The recommendation to change HeSCA's name to The Health and Science Communications Association was an extension of the adoption of HeSCA's new mission statement. The initial membership discussion of this name change was at last year's Town Meeting. The association's name change involves an official amendment change to HeSCA's Constitution and By-Laws and thus stipulates a vote by a majority of the membership. Notification of this amendment change has been submitted to the membership via our listserv and the past issue of Feedback. More discussion has followed.

The discussion has been called and we request your active participation to vote on this recommendation. Please complete and submit your ballot via mail, fax or email today!

Candidates for Board of Directors (2 Positions Available)



Lynn Povanda, MA

*Classroom and Teleconferencing Services
Himmelfarb Library, George Washington
University Medical Center, Washington, DC*

I attended my first HeSCA meeting in Atlanta, Georgia in 1984. Not only was this my first professional meeting, it was a combined association meeting, and I was recruited to assist with equipment setup. It was a bit overwhelming and exciting to be thrown in right from the start! From this first experience, I was hooked on HeSCA. Since then, I have been continually impressed by the enthusiastic environment of cooperation and development that pervades our association's professional community. HeSCA has played a special role in my own career development. From the workshops, concurrent sessions, and various speakers, I have gained valuable information to take back to my organization and apply

to my job. But most importantly, HeSCA has provided me the opportunity to meet with others with whom I could discuss and share work experiences. From these interactions, professional contacts and lasting friendships were made.

It is from these past experiences and from my long association with HeSCA that I have seen numerous changes in all our working environments, and HeSCA has maintained the stamina to keep up with these changes. I believe the continued effort and commitment to reach out to members through the HeSCA webpage and listserv are vital in order to keep up with the changes. As current Chair of the Education Committee, I have received online tutorials from members who have contributed to our members-only section of the web page. This can be another resource to members that I would like to see develop. Issues such as sustaining/increasing membership and continuing to offer programs of informative and relevant content at our meetings are of continuing concern, and the leadership of the

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Mark Saba, MA

*Graphics Manager
MedMedia Group, Yale University School
of Medicine, New Haven, CT*

I joined HeSCA in 1999. My background includes the diverse fields of bioscience, writing, illustration and graphic design, publication, and management. I see these fields as overlapping and continuing to merge—along with others such as video, photography, and web design—and believe HeSCA provides a unique venue for leadership in this new synthesis.

I grew up in Pittsburgh, where I studied art on Saturdays in a scholarship program at Carnegie Museum and Carnegie-Mellon. I attended the University of Pittsburgh, which led me to the university's pharmacy school, where I stayed for three years before transferring to Wesleyan University in Connecticut.

There I majored in English, and wrote a novel as a senior thesis project which earned high honors. Eventually I made my way to Hollins University in Virginia, where I obtained a master's degree in English.

Having worked as a translator (I know several languages), junior high teacher, office temp, and elementary school art teacher, I found myself one day at Yale University in the pharmacology department, where I worked as production manager of a new cancer journal. That position led me to the university's Biomedical Communications department (since renamed Med Media Services, and thence MedMedia Group). There I was initiated into the field of medical and bioscience illustration. In the course of the department's continually evolving structure and mission, I have managed a team of graphic artists, photographers, and administrative assistants, while providing full-time creative services. I have also offered vital input to university officials concerned with the department's future.

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Donna Wolbe

*A/V Systems Integrations Specialist
Audio Visual Innovations, Inc., Dallas, TX*

I am an A/V Systems Integrations Specialist for Audio Visual Innovations, Inc., Dallas, TX. AVI specializes in turnkey communications and presentation systems for corporate and medical clients.

My career in technology sales began 11 years ago (1991) with Lanier Worldwide as a presentation systems account manager. Prior to that, I was an interior designer and real estate broker, combining those vocations with remodeling homes. My sales experience has included peddling everything from Girl Scout cookies, swimming lessons, and handwriting analysis/fortunes (don't ask, please!) to houses, furniture and draperies, and finally, to projectors, audio, and videoteleconferencing systems!

I was first introduced to HeSCA in 1995. Bob Myers, a long-time client/associate from Baylor Medical Center, requested my help with the Milwaukee Annual Meeting. I have provided A/V equipment and meeting support for most of the HeSCA meetings since then.

I immediately became interested in the mission of HeSCA. I was impressed with the efforts being made to provide education to promote the correlation between technology and communications.

My challenge as a HeSCA Board Member, if elected, will be to facilitate more involvement with manufacturers of communications products pertinent to medical applications. My goal is to be a source for bringing new vendor relationships and to help HeSCA form partnerships that will bring future support for interesting and innovative programming. I would like to promote this 'information-sharing' with HeSCA members year-round, not just at the Annual Meeting. With strong resources

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Beyond Click This! Integration of Course Management Systems into the Teaching and Learning Process

By Karen Adsit, EDD

Editor's note: The following article is based on a presentation at the 2002 HeSCA Annual Meeting

Online course delivery... Blackboard... WebCT... Distance education... Virtual classes... What will they think of next? Many of you may be called upon to begin to offer services related to online education. What kinds of things do you need to think about? What issues can you expect to crop up? This article is a story of how the University of Tennessee at Chattanooga introduced and implemented the institution's online course management tools for faculty and students, in particular, Blackboard.

Blackboard is a web-based course management system that allows faculty and students access to course materials. Faculty are provided with an easy-to-use (no HTML coding!), interface to create and maintain course materials online. In addition, the system allows faculty and students a variety of communication tools – email contact, discussion forums, and chat capabilities. I like to tell my faculty that they can use the system as everything from a “document delivery” tool (post a syllabus, presentations and other print documents, or provide web links and resources) to a fully integrated online course (no face-to-face [F2F] meetings). The system is fairly easy to learn, basing course design on a series of tools and menus.

The University of Tennessee at Chattanooga is a public, comprehensive university that offers predominantly undergraduate education, with some masters and post-masters degrees. There are around 8,500 students, about 350 full time faculty, and about 180 part time/adjunct faculty. We are currently using the most basic level of Blackboard (Version 5.5.1, Level 1, Build 139). This version runs on a server dedicated to the system, using Windows 2000. There are currently over 750 courses on the system, almost 14,932 unique users, 7,570 users enrolled in courses (some might be duplicates) and 330 instructors of courses on the system. Over the two years the system has been up and running, we have had over 2 million hits, with the average number of hits per day at 29,061 (ranging from 28 - 61,439).

We initiated our trek into online learning in 1998 with a product called Web Course in a Box (WCB). In 2001, after WCB was bought out by Blackboard, we started our implementation on that system. We first began with a small cohort of faculty and students during the summer 2001 term. We held hands on classes for those faculty and for the information technology division to introduce them to the system and to the materials. I designed a course on Blackboard in the Blackboard system so that faculty could see what it was like to be a student on the system. After this small trial implementation, we cleaned up some glitches, produced a student manual for the product (see <http://www.utc.edu/Teaching-Resource-Center/BB4Students.html>) and began full implementation. By the spring 2002 semester, we had already moved the system to a larger server to accommodate the load and we moved to a faster server again during the fall 2002 semester.

We had already learned several valuable lessons from our experience with WCB. One of the biggest things we did differently this time was to NOT allow instructors or students to set their own user names or passwords. In addition, we did not allow instructors to enter their students into the system. Instead we worked with the computing services personnel to export class rolls in the specific format that Blackboard needed. By doing this, we only allow one user name and password per student to be created on the system. This means that one log in per student or faculty allows each user to see the courses they have access to without logging in and out of the system.

We currently offer faculty and staff training that consists of 2.5 hours of hands on. This session introduces the interface and options available, presents an overview of how to create courses on the system, and how to upload class rolls to

get students enrolled into their online courses. The hands-on sessions also introduce faculty to the Blackboard Online class that will provide them with a resource for answers to most other questions about the system. These workshops are offered by my shop, the Walker Teaching Resource Center, about 10 times per semester with more offered at the beginning and end of the semester (when faculty are most interested). The Teaching Resource Center also coordinates monthly users group meeting that serve as advanced training for those that come.

During the faculty training sessions, we spend time discussing teaching strategies for online learning—how to encourage and manage online discussions and chats, how to design activities that allow students to use the system with little frustration, ways in which faculty can structure their classes, and teaching styles for online learning. One of the most favored features of the system has become the grade book feature that allows faculty to post grades that only the individual student can see. Most faculty begin very small—one discussion or two—and leap to a richer integration of system use by the end of only one semester.

How has my life changed as a result of the implementation? A lot! Initial implementation went very smoothly--most of the issues we saw revolved around user names and passwords. But, management of the system has gradually increased to the point where UTC has hired an online technology coordinator to

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BLACKBOARD ONLINE COURSE MANAGEMENT SYSTEM FEATURES

- Collection and organization of course documents, materials, and resources (including URLs)
- Testing, assessment and evaluation
- Grade book features
- Asynchronous threaded discussion forums
- Synchronous chat features
- Digital drop box for collection and dissemination of student work (allows students to “turn in” work to the instructor)
- Group functions, including sharing documents, chat, discussion forums
- Class email and communication
- Calendar, to-do lists, and announcements functions

Beyond Click This!

(cont'd from previous page)

perform many of the system maintenance functions that are needed. I found that most of my time had shifted from my primary mission of faculty and instructional development to system maintenance, clean up, fixing, and file management. It became difficult to manage my other duties along with the Blackboard administration duties. The first couple of weeks in a semester are almost all taken up with Blackboard crises, as are the last couple of weeks of the semester. It is fascinating to hear from a student that calls during the last week of the semester to find out his/her user name and password on the system, expecting to do a whole semester of work in a couple of days. I restrain myself from telling the student that the faculty can tell when they go in and post class requirements, as the system is capable of tracking almost every interaction a student or faculty member makes.

Lessons learned from this project are many. They are summarized here.

- Pilot test the system with a small group of faculty that can tolerate bumps.
- Get the information technology folks on board early and keep the communication flow constant.
- Include personnel from the registration and records office in ongoing discussions about the system, its capabilities, and any legal guidelines covering student records.
- Develop a clear rationale for the roles and responsibilities for the system. Try to clarify them before you begin, but if you can't, continually communicate those to the user group.
- Schedule implementation at a time that seems to make sense in regards to the semester, other information technology initiatives, and after pilot testing. We implemented our system at the same time the IT department introduced a new ID method for students. In some ways, it worked well, as we incorporated that new ID into the student user names. The challenge that resulted was that students didn't know what that ID was, so we spent a lot of time communicating that to students.
- Support takes more time than you think.
- Communicate, communicate, and communicate to EVERYBODY, all the time!!!

Issues and challenges that we continue to deal with include the following:

- Peer evaluation of online classes and their components.
- UTC standards for online classes.
- Intellectual property issues (out institutional policies are murky at best). I have one faculty member that is convinced that if he puts his course online, he will be "laid off" and we will bring in "people off the street" to teach his classes.
- Educating faculty and student on copyright and fair use guidelines, especially as those laws relate to online classes.
- Communication to appropriate administrative offices when a course goes more than 50% online.

- Resolving, maintaining, and communicating institutional accreditation requirements for online classes and distance education.

Overall, the implementation of the system has been a success. We have trained about 2/3 of the faculty and I continue to be amazed at what they are doing on the system. I get good feedback from the students, with their biggest complaint being that they don't think faculty use the system enough, or in the "right" ways. The students want more of this and see the value. Faculty also see the value. Several faculty have commented that they are seeing their students more engaged with the course content, better prepared for their F2F sessions, and participating in ways the faculty didn't think was possible in the "regular" meeting time frame of a course.

We are planning a major upgrade for Fall 2003 that will include better data sharing with the student information system and cross system authentication between systems on campus. We hope that these improvements will help students and faculty communicate better and will make online courses easier for students and faculty alike. The institution has also formed a group to work out the details of accreditation, peer review, intellectual property, and communication to better manage the system. A ton of work to be done, but I am beginning to see the system becoming an integral part of the academic fiber of the campus. ■

KAREN ADSIT, EDD is Professor and Director of the Walker Teaching Resource Center, University of Tennessee at Chattanooga, Chattanooga, TN and a Past-President of HeSCA.



HeSCA Calendar

APRIL – MAY

Vote – 3 important ballots

- President
- Board representatives
- Association name change

MAY

- 5/20 HeSCA 2003 Pre-registration deadline
- 5/20 HeSCA 2003 Hotel reservation deadline (for preferred rates)
- 5/30 Committee reports due

JUNE

- 6/18-6/21 HeSCA 2003: 28th International Conference on Health & Science Communications in Bethlehem, PA

Candidate for President-Elect

(cont'd from page 1)

actively exploring and testing emerging technologies and techniques, and then publishing or reporting the results to our medical and science communities – in this way, we can reach out with the “arm” of our association to help the many people and institutions who are struggling to keep pace with this exciting field.

I'm honored to have been nominated for the position of President for this association that has given so much to me, and I'm eager to put forth my creative energy toward working with the HeSCA community.

Background:

I am currently the Media Center Director for The University of Arizona Health Sciences Center - Phoenix Campus. I am a board member of the Arizona Health Information Network (AZHIN), the Editorial Board of the Journal of Audiovisual Media in Medicine (JAMM), and am currently serving my second term as a HeSCA board member.

I have been a creative force in the biomedical communications field for nearly twenty years. During that time I have directed more than 2,000 live events and more than 400 instructional/documentary video projects in the health sciences. The Tucson Citizen named me "Video Artist of the Nineties" and I was the first Media Artist to be awarded a Tucson/Pima Arts Council Visual Arts Fellowship.

One of my earliest web projects was the collaboration with the National Library of Medicine to create an on-line tutorial in 1994. Since then I have created several different web designs consisting of more than 165 pages. I am currently the webmaster for HeSCA and The University of Arizona Health Sciences Center – Phoenix Campus.

Professional Experience

1996 - Present	Media Center Director, The University of Arizona Health Sciences Center - Phoenix Campus
1993 - 1996	Production Coordinator, Department of Visual Media, Dartmouth-Hitchcock Medical Center
1985 - 1993	Production Manager/Producer/Director, Biomedical Communications, The University of Arizona
1983 - 1985	Producer/Director, Biomedical Communications, Iowa State University
1982 - Present	Independent Producer, Gila Monster Media

Current Positions in HeSCA

1998 to Present - HeSCA Board of Directors
1997 to Present - HeSCA Webmaster
1995 to Present - Chair of the Internet Task Force
HeSCA Member since 1985

Past Accomplishments in HeSCA

2001 – Distinguished Service Award
2000 - Service Award for Website Accomplishments
1999 - Program Chair, Annual Meeting - Phoenix
1996 - Service Award for Internet Accomplishments
1995 – HeSCA Listserv Moderator
1994 - Developed HeSCA/NLM Virtual Workshop
1993 - Program Chair, Television in Healthcare Conference - Houston
1992 - Keynote Speaker, HeSCA Bridges Videoconference
1991 - Local Arrangements Chair, Annual Meeting – Rancho Mirage
1990 - Member, Media Festival Committee
1988 - MedPro Editor
1987 - MedPro Secretary
- Winner of six Media Festival awards
- Workshop Leader/Speaker for nine Annual Meeting presentations
- Producer of three “People Shows” ('92, '95, '98) ■

Board Approves Changes to Special Interest Groups

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Libraries and Learning Resource Centers

Members encourage utilization of print and nonprint educational materials, provide training on and assistance with software and nonprint materials, and promote the informational and educational roles of libraries and learning resource centers.

Instructional Development (ID)

Members are involved in identifying the instructional designer's role, exchanging educational research, developing evaluation formats and national testing standards, and testing evaluation instruments.

Management

Members seek to promote effective managerial practices and contribute to the field of education technology.

Media Specialists and Presentation Technologists

Members provide administrative, educational, marketing, and public relations media services to their institutions, including but not limited to video productions, media presentations, print materials, and web design.

Photographers, Artists, and Writers (PAWS)

Members are interested in still photography, graphic design, model making, writing, and the art of printing.

Web Development

Members are involved in designing, developing, and maintaining web sites for educational, informational, and promotional purposes.

Distance Learning

Members use distance learning technologies as an instructional tool.

Telehealth/Telemedicine

Members use technologies to support health care at a distance, including clinical applications and education for patients and practitioners.

During various times in HeSCA history, Interest Groups have had both formal and informal structures. Members can participate in as many interest groups as they wish. If you wish to be involved in an Interest Group, adding to or changing your affiliation, please contact the HeSCA office. ■

Candidates for Board of Directors

(cont'd from page 3)

Lynn Povanda (cont'd)

Association has been flexible and creative in finding ways to address these concerns. As a member of the Board, I would look forward to being part of the leadership team dedicated to this task.

I believe it is essential that we actively attract and recruit dynamic new members to our organization as a means to enhance the experiences and input of our current membership. As the current Board recommends a new name for HeSCA (Health and Science Communications Association), I think this will help open membership to a wider range of professionals. With the changing economy and the tight budgets everyone is experiencing, we need to explore more affordable means to maintain the active participation of all our members and potential members waiting on the horizon.

Being nominated to run for the Board is a great honor for me. And I intend to give back as much as possible to the organization and the community which has assisted me and continues to encourage my own professional growth. It is these individual experiences, as well as those shared by our membership, that are at the heart of HeSCA's service and HeSCA's future.

HeSCA Highlights

Chair, Education Committee (2001-2003)

Board of Directors (1996-1999)

Nominations Committee (1996)

Coordinator, Media Festivals (CME video) (1996)

Chair of Biomedical Libraries Interest Group (1995-1996)

Indexed JBC articles (1995)

Chair-Elect of Biomedical Libraries Interest Group (1994)

Interactive Media Festival Coordinator (1994)

LRC coordinator (1993)

Part of equipment support team at Bio Meeting (1984)

Member of HeSCA since 1984

Work Experience

Head, Classroom and Teleconferencing Services, Himmelfarb Library, The George Washington University Medical Center (GWUMC) (Current)

Manager, Bloedorn Audio Visual Study Center and Classroom Services, GWUMC (1991-2003)

Manager, Bloedorn Audio Visual Study Center, GWUMC (1984-1991)

Education

M.A., Dance, The George Washington University, Washington, D.C. (1987)

B.A., Art Education, Kutztown University, Kutztown, PA (1976) ■

Mark Saba (cont'd)

Today, I find myself in the midst of budget cuts, downsizing, and uncertainty in the field of biomedical communications. HeSCA, I believe, could play an important role in leading such departments in their continuing evolution by offering models for a new type of hybridized professional. But in order to offer models for the future of biocommunications we

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must determine what those models are. We can only do this by broadening our membership base in all fields, both familiar and new, and by ensuring that our annual meeting speaks to everyone from video producers and graphic artists to "media specialists" and "digital imaging specialists." We must reach out to find those with new position titles in health and science communications with a consistent marketing program including mailers, e-mails, and phone conversations. Only then will we be able, through discussion, debate, and informal networking, to strengthen the organization in its role of *leadership in health and science communications*.

Having chaired HeSCA's Marketing and Membership committees, I look forward to serving the organization further as a board member to help it grow with a new, broader membership for the twenty-first century. ■

Donna Wolbe (cont'd)

such as the HeSCA website and *Feedback*, we should be able to obtain educational information from vendor/partners to publish for members on a regular basis.

I look forward to being more involved with the organization as a real member(!), not just as a vendor. My job in the past has been to solicit support from companies such as NEC, Philips, Telex, and Mitsubishi. These companies have provided projectors at no cost to HeSCA for group meetings and breakout sessions for several years. I provided support to the presenters and speakers before and during their classes. I also helped coordinate the audiovisual needs with the hotel staff.

I have found that being involved with HeSCA members has not only been a lot of fun, it has helped me to better understand the needs of my medical clients who look to me for communication and audiovisual solutions. ■

From the Editor

(cont'd from page 1)

and one last look back at a presentation from last June's annual meeting. No doubt, the next issue will highlight the 2003 meeting. Which reminds me, if you haven't registered yet, now's the time to do so.

Finally, this is the last issue of *Feedback* that I will be editing and I am delighted to say that the task has been a surprisingly pleasant one. Robin Fisher, our layout editor, has been a pleasure to work with. Many of you stepped up and submitted articles, some at my request, but often completely on your own. I believe this exemplifies what's best about HeSCA. We're an association of professionals helping other professionals in a wide variety of ways. Ellen Nathan will soon take over this job. I know you will help her as you've helped me. ■

**Send us your awards,
promotions, new achievements!**
**We're happy to spread the word
both in *Feedback* and on the HeSCA web site.**
**Please email announcements to
<enathan@butler.edu>**

Important HeSCA ballots:
Association Name Change / President / Board of Directors
VOTE NOW!!!

28th International Conference on Health and Science Communications



June 18 – 21

Registration now open
www.hesca.org/bethlehem

HeSCA's 2003 annual meeting promises to be the best yet.
The program focuses on 5 themes:

- Internet: Website development and accessibility
- Business and Management: Changes for a new economy
- Telemedicine: Advanced topics and techniques
- Media production in a digital age
- e-Learning

Presentations and workshops are numerous and varied.

Register early to make sure you get the workshops you want.