



STUART D. COOK, M.D.
MASTER EDUCATORS' GUILD
University of Medicine & Dentistry of New Jersey

NOMINATION AND SELECTION OF MASTER EDUCATORS AT UMDNJ

The following guidelines apply to the nomination and selection of new members of the Stuart D. Cook, M.D. Master Educators' Guild. (The MEG)

Faculty may be nominated annually by each school for induction into the Master Educators' Guild based on criteria defined below. One candidate who has distinguished himself/herself as a master educator within their discipline may be brought forth by each school. Deans and/or Schools are not obligated to nominate a candidate on an annual basis. A Master Educators Review Committee (MERC) will be convened by each school. This committee will consider those candidates who are recommended by students and/or colleagues and have completed the supporting documentation. The committee has the responsibility to determine if any of the candidates fit the criteria for MEG induction and of those who do which nominee best exemplifies a master educator. The name will be forwarded to their school's Dean who determines if they wish to forward the name to the Executive Vice President.

For each school, the Master Educators' Review Committee (MERC) and its Chair will be appointed by that school's Dean. The Chair will be responsible for requesting the supporting documentation; the dissemination of the portfolio to the committee; deliberations about the candidate and the presentation of the final decision to the Dean.

TIMEFRAME

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| September | The Dean from each school will notify the faculty that nominations are open for membership in the MEG. The criteria for the portfolio that must be presented to the MERC will be made available to all faculty. The Dean will appoint appropriate faculty to the MERC and name its Chair. |
| November | Nominations are closed and the name(s) from each school are forwarded to their school's MERC Chair by the Dean. Each chair will contact those nominees to determine if they meet the basic criteria for MEG membership. Candidates who meet the basic criteria will be provided with the portfolio criteria and the relevant dates and deadlines. The chair |

will also contact those nominees who do not meet the minimum criteria and tell them that their nomination will not be considered at this time.

- January The portfolio of each nominee must be completed and submitted by early January. As part of the selection process, an interview will be scheduled for the nominee with the MERC. The MERC committee meets in mid to late January.
- February The MERC chair from each school presents the selected candidate to their Dean or indicates that the MERC is not recommending a candidate from that school. If the Dean agrees with the recommendation he/she forwards that name to the Executive Vice President
- March The Executive VP reviews the nominees and forwards the names to the MEG Executive Committee. The MEG executive committee interviews each candidate. Approved candidates are forwarded to the Dean's Committee. The Dean's forward their final recommendation to the Executive VP, who finalizes approval/non-approval of each candidate.
- April 1 The nominees are informed of the final decision.

COMMITTEE MEMBERSHIP

Some schools may have formalized a MERC in their bylaws. However, the committee should be composed of 5 or 7 individuals as follows: Three to four Master Educators' members. Two to three faculty (at a minimum one senior and one junior faculty member)

PROCESS

1. Nominations for the MEG are requested by the Dean
2. A letter of recommendation for each candidate is submitted by faculty or students to the Dean.
3. The Dean forwards the letter to the Chairperson of the Master Educator Review Committee.
4. A letter is sent to the candidate(s) informing them of their nomination and inviting them to complete the .MEG membership application packet, which will determine if the candidate meets the basic criteria. Nominees who meet basic criteria will be sent the instructions and guidelines for submitting their portfolio and supporting documentation for review by the MERC. The applicant will be requested to supply the name of two

colleagues and two students who will submit letters of recommendation based at a minimum on the Characteristics and identifiers of Master Educators.

5. Included in the application packet will be a statement of the willingness to participate in the Guild for their term of five years. This will include an interest inventory indicating areas in which they are interested in supporting the MEG. This will be signed by the candidate and returned with the submission of their portfolio.
6. The completed packet(s) will be reviewed by the MERC and eligible candidates will be interviewed. A maximum of **ONE CANDIDATE from each school** will be recommended by the MERC
7. The name of the candidate will be forwarded to the Dean.
8. Dean of each School will review the recommendation and if in agreement will forward the name to the Executive VP
9. The Executive VP will forward the names and support documentation to the MEG Executive Committee.
10. Members of the MEG Executive Committee) will interview all of the candidates and forward the names of those recommended for MEG membership to the Dean's Committee.
11. The Deans' Committee may choose to interview the finalists before they approve the list.
12. The candidate will be notified of their selection by the Executive VP.

CRITERIA

Minimum Eligibility Criteria for Master Educators:

1. Holds the rank of Associate Professor or higher.
2. Must be employed a minimum of four years at UMDNJ.
3. Must be full time or at least .5 FTE.
4. Must have a primary appointment at one of the UMDNJ Schools.
5. Be recognized for innovation in academic and/or clinical teaching,

Characteristics of Master Educators:

1. Nominee demonstrates exceptional teaching skills in the classroom, the laboratory the clinical environment or in alternative forms of teaching such as Web-based education or distance education.
2. The nominee demonstrates creativity in curriculum design or innovations in the delivery of education to the students.

3. The nominee demonstrates currency and the underlying scholarship requisite for teaching efficiently and effectively.
4. The nominee engenders enthusiasm among his or her students such that they are motivated to study and master the subject matter or clinical competency under discussion.
5. The nominee is regarded by his or her peers as an excellent educator.
6. The nominee effectively utilizes current technology as part of their teaching strategy.

Identifiers of Master Educators:

1. Evidence of exceptional performance evaluations conducted by peer or students or both.
2. Development of original, effective and relevant teaching materials.
3. Demonstrated exemplary communication skills.
4. Development of innovative teaching/learning strategies or technologies.
5. Evidence of continuous improvement of courses and/or new course development.
6. Honors or awards relating to excellence in teaching or in educational innovations.
7. Articles, invited presentations or consultation regarding the implementation of effective teaching strategies.

APPENDIX I

TEACHING PORTFOLIO

The portfolio is a summary of the faculty member as an educator. It should be concise but with sufficient description and documentation to provide a record of teaching activities, evidence of teaching effectiveness, documentation of presentations, publications, research activities if appropriate.

INTRODUCTION

Personal statement

The MERC will request letters of support from a list provided by the nominee.

Additional letters of recommendation from peers and students may be included.

PART ONE: TEACHING PHILOSOPHY

The Teaching Philosophy is a narrative statement that includes a discussion of what the faculty member believes is important in teaching and how these beliefs are applied and practiced. This statement may include:

1. A description of strategies and methods used in different teaching situations.
2. Explanation of the rationale for methods and strategies used.
3. Include alternative teaching methods relevant to today's teaching environment.
4. Demonstrated evidence of the effectiveness of the teaching strategy.

PART TWO: TEACHING RESPONSIBILITIES

Describe all teaching related activities in as complete a context as possible: names of courses or presentations; the level of involvement or frequency, number and types of students; teaching materials produced; or the role of the nominee in other teaching related activities such as: supervisor, advisor, mentor.

Provide material where applicable.

1. Teaching Activities
 - a. Teaching
 - i. Undergraduate
 1. Basic Science
 2. Clinical
 - ii. Graduate
 - iii. House staff and fellows
 - b. Presentations/lectures
 - c. Grand Rounds
 - d. One on one teaching
 - e. Laboratory teaching
 - f. Seminar teaching
 - g. Teaching Colleagues
2. Curriculum Development
 - a. Courses
 - b. Clerkships
 - c. Residency programs
 - d. Fellowship programs

3. Mentoring/advising
4. Continuing Medical Education Programs
5. Programs for public education
6. Administrative educational experiences: course or program directors

PART THREE: EVIDENCE OF TEACHING EFFECTIVENESS

A brief description of the types of materials should be included in this section. The actual documents, evaluations, letters etc are included in the Appendices. As each area of evidence is described, cite its location in the appendices.

1. Course materials
2. Student evaluations
3. Peer Review
4. Professional recognition
5. Participation in professional development
6. Scholarly activities
7. Related publications

Evidence of Continued competen

APPENDICES

Representative material used or developed for teaching. All materials described or identified in Parts Two and Three. Additional Letters of support

Appendix II

Application for Consideration for MEG membership

Name _____ School _____ Department/Program _____

e-mail _____ Phone _____ Office address _____

Current Academic Rank _____

Date of Hire at UMDNJ _____

Part time _____ Full time _____ Other _____

Primary Academic Appointment _____

Briefly describe your teaching strengths and innovations in education that you have introduced:

Appendix III

Statement of Willingness to Participate in the Guild

The Master Educator Guild is a service education (Mission to be added). If you are selected for the Guild it is expected that you will become involved in Guild activities. Please indicate your top three choices where you plan to become involved as a Master Educator

List current committees.