

# Minutes of the Master Educators' Guild Meeting

June 25, 2003

(Draft)

**Members Present:** Drs. Amorosa, Cleveland, Dombrowski, Forman, Kinzy, Langer, Lee, Martin, Passannante, Robson, Scanlan, Stock, Stuart, Tallia and Vasan.

**Meeting Location:** The meeting was held in Medical Education Building Room 259, New Brunswick, New Jersey

## I. Call to Order:

President Scanlan called the meeting to order at approximately 6:00 PM.

### Introduction of New Members:

Dr. Scanlan asked those present to introduce themselves. Additionally, he distributed a list of members with name, status, year inducted, school, department, phone, fax and email. (Please see **Attachment # 1** at end of minutes and if any information is in error, please contact Dr. Martin.)

## II. Approval of Minutes of November 5, 2003:

Drs. Lee and Vasan moved and seconded a **MOTION** to approve the minutes of November 5, 2003. **Discussion:** There was none. **Action:** The **MOTION** was approved unanimously.

## III. Old Business:

### A. Mentoring Task Force Report/Recommendations

Dr. Scanlan began a discussion of the document entitled "UMDNJ Master Educators' Guild Faculty Mentoring Recommendations (Draft)" that had been available electronically and with hard copies distributed at this meeting. (Please see **Attachment #2** at end of minutes.) He read a list of comments gathered at the symposium and requested further input by Guild members. It was immediately suggested to list the recommendations first and then give background information when the document is circulated. Members were requested to provide additions, deletions and etc. by August 15, 2003. A revised document will then be circulated for Guild members comment and authorization for release by September 15, 2003. The recommendations will then be released to the general University for input prior to a final report being written for adoption by the Guild and forwarding it to the President of UMDNJ, the Senior Vice-President for Academic Affairs and Dean Gibson.

Members were asked to address their input to Guild members, Drs. Forman and Stevenson.

B. Other

a. MEG Selection Process

Dr. Scanlan began a discussion of the 2002-2003 MEG selection process among the schools. Although the guidelines document for master educators' selection developed last fall was sent to Dean Gibson for presentation to the Deans and central administration, members questioned whether it had been implemented? The perception of members was that the process is still not standardized among the schools. Indeed, the integrity of the Guild in the eyes of faculty is dependent on the quality of the process used in selecting Guild members. The Guild should encourage selection processes that cannot be criticized as being spurious or capricious. It was suggested that members receive an email regarding timeline (deadlines) notification, which they could use to remind their Deans and/or awards committees at the various stages of the selection process.

**IV. New Business**

A. Active Membership/Potential Need for Bylaws Changes (Scanlan)

Dr. Scanlan reviewed the concept of active membership in the Guild and noted that membership in the Guild is not solely an honor; it is a responsibility. He encouraged more members to participate in ongoing Guild activities or create new projects of special interest to them. Otherwise, Guild Bylaws would need amendment.

B. Other

There was none.

**V. Reports**

A. Report of Vice-President for Programming (Vacant-Report from President Scanlan)

a. Mentoring Symposium

Dr. Scanlan distributed and reviewed the three page Summary Report of the April 25, 2003 Mentoring Symposium. (Please see **Attachment #3** at end of minutes.) All present congratulated Dr. Scanlan for taking over for Dr. Clark upon his retirement in early March and arranging a fine symposium on mentoring. Members held a brief discussion concerning a site for the symposium for next year. All felt that if construction was completed at RWJMS, it is the most convenient site. New Brunswick area members will need to assist in reserving the rooms, since difficulties have been experienced during the past two years, when faculty from other schools of UMDNJ have attempted to reserve rooms there.

- b. Center for Teaching Excellence
  - i. Dr. Scanlan reported that the site would be live and dynamically driven as of September 1, 2003. He is using an Oracle database on a Cold Fusion server that will update the database, not the web page; thereby, simplifying the update process.
  - ii. Dr. Scanlan reported that after two requests of MEG members, he has only received 10 mini biographies with digital pictures for inclusion in the “Gallery” portion of the MEG web site. Dr. Langer with assistance from Dr. Amorosa volunteered to gather the necessary information from members, so that the project can be completed.
  - iii. Dr. Scanlan reported that he took over the role of web site content development for Dr. Kotecki, when she resigned from UMDNJ.
  - iv. Dr. Scanlan reported that Mr. Doug Yacilla at Academic Computing, RWJMS, is developing a new “Discussion Forum” component of the web site.
  - v. Dr. Scanlan reported that he has a database of 190 faculty consultants, who have volunteered in one or more topic areas of the web site. He was pleased that searches for consultants could be made of schools or topic areas.
  - vi. Finally, Dr. Scanlan expected the web site to deliver on it’s goal of being a repository for Guild minutes and information.
  - vii. All present congratulated Dr. Scanlan on this complex project.
- a. Foundation Grant for Post-Graduate Teaching Certificate
  - i. Dr. Scanlan stated that information would be forth coming on this project.

A. Report of Vice-President for Finance

- a. Dr. Stuart reported that she had not received formal information concerning the costs of the Mentoring Symposium, since the Office for Academic Affairs of UMDNJ had managed all associated costs. However, she did report that the original budget was estimated at \$9000 and the final expenses totaled only about \$7000 for a \$2000 savings under budget.
- b. Dr. Stuart reported that the per person cost of the evening meal for the Second Annual MEG Business Meeting was \$14. She contributed the libation.

- c. All present thanked her for making arrangements for the meeting, after plans had collapsed at local hotels.

**VI. Elections**

A. Dr. Vasan reported that he had experienced difficulty this year in developing a slate of nominees for office in the Guild. Again, this relates to the willingness of members to be active in the Guild. However, he proposed the following slate of officers:

President-	Dr. Nagaswami Vasan
Vice-President for Programming-	Dr. Linda Boyd
Vice-President for Finance-	Dr. Marian Stuart
Secretary (two year term)-	Dr. Joel Martin
Member-at-large-	Dr. Terri Goss Kinzy
Immediate Past President-	Dr. Craig Scanlan

Drs. Tallia and Passannante made a **MOTION** to accept the slate as proposed and close the Nominations. **Discussion:** There was none. **Action:** **MOTION** was approved.

Dr. Kinzy made a **MOTION** to move the slate by acclamation. **Discussion:** There was none. **Action:** The **MOTION** was approved. The new officers were congratulated!

B. Remarks of New Guild President

Dr. Vasan stated that he wanted the Guild to become more visible. While the annual Guild symposium sponsored by Central Administration was fine, he intended to encourage local campus symposia similar to educational grand rounds that would be sponsored by the Guild. He intends to meet with Drs. Saporito and Gibson to pursue funding for this idea. Further, he believes that these symposia would motivate Guild members to get together more frequently. He asked members present for other ideas?

Dr. Stock suggested that when the University funds a speaker for his or her presentation at one campus, a request be included for the same person to present at other UMDNJ campuses before leaving the State.

Dr. Scanlan noted that a University wide calendar of events is to be included on the Center for Teaching Excellence web site and that information about speakers could be posted there.

Dr. Vasan asked members to consider the “Scholarship of Teaching and Learning” as a possible symposium topic for next year. Further, he felt

that members were prepared to publish educational articles regarding health sciences education and curricula.

Dr. Vasan proposed that a new tradition begin on University Day. A morning session on education could be held and then in the afternoon, the President of UMDNJ could announce new MEG inductees.

Dr. Martin reminded all that when Dr. Gibson originally came to the Guild asking for it to develop a yearly symposium, holding a major international conference was discussed, too. Plans for such a conference would take a couple years. Members commented that this was a very complex undertaking and that it might be simplified if the conference could be structured around an existing international meeting, such as the International Society of Medical Education for example.

It was mentioned that Dr. Carver, RWJMS, has a mandate to develop faculty. He schedules workshops on various topics during the year. Therefore, perhaps speakers at these workshops could be linked with Guild sponsored workshops when critical issues are presented.

**VII. Adjournment of Meeting under 2002-2003 Officers:**

Drs. Stuart and Cleveland moved and seconded a **MOTION** to adjourn the meeting. **Discussion:** There was none. **Action:** At 7:30 PM the **MOTION** was unanimously approved.

Respectfully submitted:  
Joel Martin, DDS, MS  
Secretary, MEG

/j

UMDNJ Master Educators' Guild 2002-2003

ATTACHMENT #1

<b>Name</b>	<b>Status*</b>	<b>Year</b>	<b>School/Unit</b>	<b>Department</b>	<b>Phone</b>	<b>Fax</b>	<b>E-mail</b>
Jerome Langer, PHD	Active	2000	RWJMS	Molecular Gen & Micro	732-235-5224	732-235-5223	langer@umdnj.edu
Patrick Quaranta, DMD	Active	2000	NJDS	DX Sci	973-972-4733	973-972-3164	quaranpa@umdnj.edu
Craig Scanlan, EDD	Active	2000	SHRP	Interdisciplinary Studies	973-972-3668	973-972-7854	scanlan@umdnj.edu
Marian Stuart, PHD	Active	2000	RWJMS	Family Medicine	732-235-7670	732-246-8084	stuart@umdnj.edu
Katherine Kotecki, PHD	R/L	2000	SN				
Jo-Ann Reteguiz, MD	Active	2000	NJMS	General Medicine	973-972-6076	973-972-3129	reteguiz@umdn.edu
Nagaswami Vasani, DVM, PHD	Active	2000	NJMS/GSBS	Anat, Cell Biol & Injury Sci	973-972-5243	973-972-7489	vasanns@umdnj.edu
Lloyd Forman, PHD	Active	2000	SOM	Cell Biology	856-566-6117	856-566-6195	formanll@umdnj.edu
Jeffrey Wilusz, PHD	R/L	2000	NJMS/GSBS	Molecular Gen & Micro	973-972-5218	973-972-3644	wilusz@umdnj.edu
Judith Amorosa, MD	Active	2000	RWJMS	Radiology	732-235-7721	732-235-6889	amorosa@umdnj.edu
H. Timothy Dombrowski, DO	Active	2000	SOM	Internal Medicine	856-566-6845	856-566-6845	dombroht@umdnj.edu
Joel Martin, DDS, MS	Active	2000	NJDS	Restorative Dentistry	973-972-3367	973-972-0370	martin@umdnj.edu
John Chiesa, DO	Active	2001	SOM	Gastroenterology	856-566-6853	856-566-6342	chiesajo@umdnj.edu
William Zehring, PHD	Active	2001	RWJMS	Biochemistry	732-235-4480	732-235-4783	zehrinwa@umdnj.edu
William Clark, PHD	R/L	2001	SHRP				
Terri Goss Kinzy, PHD	Active	2001	RWJMS	Molecular Gen & Micro	732-235-5450	732-235-5223	kinzytg@umdnj.edu
Linda Boyd, DO	Active	2001	NJMS	Family Medicine	973-972-7979		boyd@umdnj.edu
Deborah Cleveland, DDS	Active	2001	NJDS	Dx Sci	973-972-2453	973-972-3164	clevelandb@umdnj.edu
Nicholas Ingoglia, PHD	Active	2001	NJMS/GSBS	Pharm & Physiol	973-972-4776	973-972-7950	ingoglia@umdnj.edu
Ronald Haerberle, DMD, DMD	Active	2001	NJDS	Restorative Dentistry	973-972-7650	973-972-0370	haeberle@optonline.net
Nancy Stevenson, PhD	Active	2001	RWJ/GSBS	Physiol & Biophysics	732-235-4610		stevensn@umdnj.edu
Richard Howland, PHD	Active	2001	NJMS/GSBS	Pharm & Physiol	973-972-4388	973-972-4554	howland@umdnj.edu
Mark Robson, PHD, MPH	Active	2001	SPH	Environ & Occup Health	732-445-8105	732-445-8253	robsonma@umdnj.edu
Elaine Diegmann, ND, CNM	Active	2001	SHRP	Nurse Midwifery	973-972-4298	973-972-7403	diegmaek@umdnj.edu
Ellen Townes-Anderson, PHD	Active	2001	NJMS/GSBS	Neurosciences	973-972-7392	973-972-5059	andersel@umdnj.edu
Gwyneth Patterson, EDD, RN, C	Active	2001	SN	Joint BSN Program	201-684-7632	201-684-7954	patterge@umdnj.edu
Sandra Kaplan, PHD	Active	2002	SHRP	Physical Therapy	973-972-2459		kaplansa@umdnj.edu
Ann Stock, PhD	Active	2002	RWJ/GSBS	Biochemistry	732-235-4844	732-235-5289	stock@cabm.rutgers.edu
Nancy Connell, PHD	Active	2002	NJMS/GSBS	Micro & Molecular Gen	973-972-3759	973-972-3644	connell@umdnj.edu
Susan Mautone, MD	Active	2002	NJMS	Pediatrics	973-972-7160	973-972-1019	mautonsu@umdnj.edu
Marian Passannante, PhD	Active	2002	NJMS/SPH	Prevent Med & Commu Health	973-972-4775	973-972-7625	passanna@umdnj.edu
David Kountz, MD	Active	2002	RWJMS	Medicine	732-235-6383	732-235-6663	kountzds@umdnj.edu
Carol Brownstein, DDS	R/L	2002	NJDS				
Barbara Caldwell, PhD, CNS-C	Active	2002	SN	ANP - Psych/Mental Hlth	973-972-7450	973-972-7453	caldweba@umdnj.edu
Kenneth Friedman, PhD	Active	2002	NJMS	Pharm & Physiol	973-972-4513	973-972-7950	friedman@umdnj.edu
Kai Mon Lee, PhD	Active	2002	SOM	Molecular Biology	856-566-6152	856-566-6291	klee@umdnj.edu
Alfred Tallia, MD, MPH	Active	2002	RWJMS	Family Medicine	732-235-6029	732-235-8084	tallia@umdnj.edu

\*R/L = Retired or left UMDNJ

# UMDNJ Master Educators' Guild Faculty Mentoring Recommendations (Draft)

## Overview

### What is Mentoring?

Mentoring is an advisory role in which an experienced 'master' professional guides another individual in their professional development (Council of University Teaching Hospitals, 2003). The relationship is dynamic and reciprocal, with the mentor taking personal interest in helping the mentee or protégé develop into a successful professional (National Academy of Sciences, National Academy of Engineering, Institute of Medicine, 1997). Mentoring is also a way to help new employees learn about organizational culture, to facilitate personal and career growth and development, and to expand opportunities for those traditionally hampered by organizational barriers, such as women and minorities (Educational Resources Information Center, 1998).

### Types of Mentoring

Mentoring can be structured or unstructured. In the classic, informal or self-initiated model, two parties are drawn together naturally by their personal characteristics, attributes and common values. In a structured mentoring program, the mentor and protégé usually are assigned to one another, typically for a specified amount of time. In some cases, protégés are assigned to a mentoring committee instead of a single individual (Sorcinelli, 2000; University of Texas, 1997). Alternatively, some mentoring programs (referred to as *semi-structured*) provide for matching or self-selection between mentor and protégé (Council of University Teaching Hospitals, 2003).

Although most commonly implemented at the Department or Division level, some mentoring models are *institution-directed*. In these cases, mentor/protégé pairs may cross department or even School boundaries. Another approach is called *layered mentoring*, in which protégés can choose a number of mentors in different areas of professional development, i.e., one mentor for a specific research project, another for a teaching project, etc. Last is the *rolling mentor* model in which mentees start with one mentor and "roll" over to several others as their careers advance (University of Kansas - Wichita, **n.d.**).

### Mentor Roles and Responsibilities

The roles assumed by academic mentors fall with the general responsibilities of faculty. Such responsibilities do not occur in isolation, but rather in collaboration with academic administrators (deans, division heads, chairs, program directors) and other peer faculty. Some of the key roles and responsibilities commonly assumed by mentors, as defined by the Council of University Teaching Hospitals (2003), are listed in the following box.

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### **Mentor Roles and Responsibilities (Council of University Teaching Hospitals, 2003)**

#### **Role Model**

- Demonstrate and personify skill and competence in personal, professional and career matters
- Model ethical and professional behavior
- Demonstrate skill in self-learning and commitment to learning of others
- Support and encourage protégé learning on an ongoing basis

#### **Socializer**

- Facilitate in the socialization of the protégé into the role through a collaborative collegial relationship
- Orient protégé to: the culture and value systems of the institution, profession and community
- Help identify resources for learning and career socialization

#### **Coach and Counselor**

- Discuss expectations of the relationship with the protégé at the beginning
- Establish mutually agreed intended outcomes
- Facilitate protégé's self-direction to set his/her own agenda for working and learning
- Provide a safe environment for protégé to critically reflect on his/her personal and professional capabilities
- Encourage creativity and risk taking in learning and practicing
- Assist the protégé to learn through their accomplishments and challenges
- Recognize and support the protégé's strengths and areas to be developed
- Develop capabilities by offering constructive feedback
- Evaluate own effectiveness as mentor

According to the US Department of Health and Human Services (n.d.), successful mentors are respected in the academic community, and well established and secure in their careers, thus not threatened by success of a more junior person. Mentors should be committed to helping their mentees formulate their own specific goals, be respectful of both their personal and professional roles and be willing to help them identify barriers to and strategies for success. Mentors should be able to listen effectively, provide constructive criticism, clearly articulate suggestions and have a good understanding of the milieu of the institution. In addition, mentors should demonstrate the ability and a commitment to (modified from US Department of Health and Human Services, n.d.):

- Obtain and share knowledge about the institution's environment and politics
- Define expectations for different career tracks (e.g., clinician, teacher, investigator)
- Guide mentees toward successful scholarship and research
- Provide advice regarding career advancement
- Assist with grant writing

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- Establish an environment which maximizes the mentee's opportunities for advancement
- Encourage mentee to ask questions and get feedback
- Introduce the mentee to other key resource people both in/outside the institution
- Help identify opportunities for the mentee
- Provide emotional support and encouragement

### Mentee Roles and Responsibilities

Given the reciprocal nature of the relationship, mentees also play a crucial role in its success. For mentoring to be effective, mentees should demonstrate a commitment to the following (Council of University Teaching Hospitals, 2003; US Department of Health and Human Services, n.d.):

- assuming responsibilities for their own career development, e.g., by identifying individual needs and seeking out relevant experiences
- actively maintaining the mentor relationship, to include seeking and providing feedback
- being proactive in the development and maintenance of a constructive relationship with their mentors, using the mentor as both a personal and professional role model
- participating in evaluating the mentor program, as required

### Conditions for Successful Mentoring

Because each institution or unit has its own ethos and structure, mentoring programs can look different from place to place (Race, n.d.). Nonetheless, a variety of stakeholders must be linked and committed to any mentoring program in order for it to be successful. Similar commitments are required to foster a mentoring culture. The key stakeholders are:

1. Mentor
2. Mentee/protégé
3. Division Heads/Department Chairs/Program Directors
4. School and University Administration
5. Others (e.g., Master Educators' Guild)

All aspects of the organization's culture must be supportive and the roles, responsibilities, goals, and expectations of all the key stakeholders should be clearly defined, communicated and understood (Council of University Teaching Hospitals, 2003). Only in this way will the key participants feel a sense of ownership over the program, a critical aspect for success (Race, n.d.).

### Characteristics of Quality Mentoring Programs

A quality structured mentoring program is characterized by the following key elements: 1) a sensible matching process designed to link mentor/mentee according to shared teaching, research and/or clinical and research interests; 2) jointly-established and realistic expectations, and timelines which are understood clearly by both parties; 3) a written contract or agreement between the mentor/mentee that identifies key skill development needs and objectives; 4) the allocation of specific time for regular mentor/mentee meetings; 5) an ongoing evaluation/ feedback process that serves both parties; 6) respect for gender and/or ethnic differences (US Department of Health and Human Services, n.d.).

**UMDNJ Master Educators' Guild Faculty Mentoring Recommendations (Draft)**  
***Current Status of Mentoring at UMDNJ***

In the fall of 2002, members of the UMDNJ Master Educators' Guild reviewed the mentoring activities and practices being conducted in the University's eight schools. Based on this review, it was determined that only one school had in place a formal program whereby new faculty were assigned to mentors. Several departments within a few schools did indicate that mentoring was occurring, but primarily using either informal or semi-structured processes. Most schools and departments had no written policy or procedures on mentoring. Moreover, Guild members observed that in some schools opportunities for mentoring, even the informal variety, were limited.

These findings indicate a large discrepancy in how mentoring is officially handled by the various UMDNJ schools. The existence of informal mentoring opportunities in some schools and departments is to be commended; however, when mentoring is left to an informal system some mentors and mentees have excellent experiences, while others may not be so fortunate.

***Recommendations***

A growing body of knowledge indicates that well-designed mentoring programs are highly useful in developing faculty, particularly women and minority faculty (see bibliography). UMDNJ's continued reliance primarily on informal processes appears inconsistent with the needs of the University's schools and their faculty. In response to this situation, and based on our review of what other universities are doing, the Master Educators' Guild is proposing a series of recommendations. Although the Guild's focus is on enhancing the educational mission of UMDNJ, these recommendations address the broader scope and need for mentoring across the spectrum of faculty activities, to include not only teaching, but also research and service. These recommendations are not meant to replace current informal mentoring processes, but rather to enhance the development and continued productivity of the UMDNJ faculty. Finally, these recommendations are limited to faculty mentoring and thus do not address the issue of mentoring students, post doctorates or residents.

**General Recommendation**

*UMDNJ and its schools should establish formal mentoring procedures for both junior and senior faculty. For junior faculty, the goal should be to help develop them into successful, mature faculty. For the senior faculty, the goal should be to maintain and enhance their productivity and effectiveness as scientists, educators, administrators and/or clinicians.*

**Specific Recommendations**

**I. Administrative Oversight & Support**

*I-A. Oversight of the mentoring process, including financial and related resource support, should be provided by the Deans of each UMDNJ school, via the appropriate office (e. g, Faculty Affairs, Academic Affairs, etc). This office would be responsible for:*

- 1. In collaboration with the applicable division heads, chairs or program directors, initiating and maintaining all formal communications regarding assignments of mentors for faculty;*

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2. *Creating, distributing and regularly updating a reference document that outlines and describes the school's mentoring program, its resources and procedures, and the roles and responsibilities of both mentors and mentees;*
3. *Providing financial support for mentor training and related mentoring activities;*
4. *Coordinating school-wide mentoring activities, e.g., seminars and workshops;*
5. *Providing a space for mentoring resources and small group mentoring meetings; and*
6. *In collaboration with a Faculty Mentoring Committee, evaluating, reviewing and tracking the mentoring program.*

**I-B.** *Procedures and documentation should be as simple and concise as possible.*

## **II. Mentoring Process**

**II-A.** *Each school and department should develop a mentoring process consistent with its needs and expectations. To provide guidance to both current and future efforts, we recommend that these processes include at least the following key elements, as identified by the United States Department of Health and Human Services (n. d.):*

1. *a sensible matching process that links mentor/mentee according to shared teaching, research, clinical and/or research interests;*
2. *jointly-established and realistic expectations and timelines that are understood clearly by both parties;*
3. *a written agreement between the parties that identifies key skill development needs and objectives;*
4. *the allocation of specific time for regular mentor/mentee meetings;*
5. *an ongoing evaluation/feedback process that serves both parties; and*
6. *respect for gender and/or ethnic differences*

**II-B.** *Division heads/ department chairs/program directors should provide routine oversight of the mentoring program, as well as the normal 'chair faculty' mentoring. Their encouragement of meetings between the new faculty and designated mentor are essential to establishing the system.*

**II-C.** *All new faculty should be assigned one or more mentors, identified by name on their initial contract. These mentors should be appropriate to supporting the new faculty member's key roles and functions. If a teaching role is assigned, the new faculty member should be linked with either a Master Educator or a division, department or program faculty member recognized for their teaching effectiveness.*

**II-D.** *In collaboration with their mentors, mentees should formulate and regularly update a "personal academic development plan" that includes both short and long-term career and professional goals.*

**II-E.** *Mentors should provide annual feedback to the department chairperson on the progress of and their interactions with the new faculty under their tutelage.*

**II-F.** *The chair's annual evaluations with the new faculty are essential for keeping the new faculty on a productive path. This includes evaluating past effort, setting goals for the coming year and evaluating progress toward future advancement goals and, if applicable, tenure.*

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*Ideally, this evaluation and planning process should take into account the faculty member's personal academic development plan, as describe above. At this time the chairperson should also assess the effectiveness of the mentor-mentee arrangement, and if needed arrange for a new mentor for the coming year.*

**II-G.** *For senior faculty, the annual evaluation offers the chairperson an opportunity to identify areas of reduced effort, explore possible causes and to propose potential solutions, e. g., seeking new sources of funding, changing one's focus of research, taking a sabbatical leave, or becoming more involved in teaching, mentoring or other activities that would contribute to the division, department, school or university. If appropriate, the chairperson should suggest mentoring in specific areas to aid the faculty member in addressing their specific situations.*

**II-H.** *The division head chairperson or program director should assume primary responsibility for identifying changes in the mentoring requirements for faculty and redirecting the mentoring process to address evolving faculty needs. As faculty members move through the ranks and mature, mentoring needs will change. At some point the mentee may develop into a mentor. When these changes occur depends on the individual situation, but will likely fall within some reasonable time frame. For example, new faculty usually will not extend beyond 3 years. Mentoring faculty toward their first promotion and/or tenure may occur between the 5th and 10th years. Other areas of mentoring are also expected to take place within specific time frame(s), depending on the situation.*

**II-I.** *Department chairs should encourage and support faculty attendance at appropriate research or other seminars and meetings that promote professional development.*

### III. Resources for Mentoring

**III-A.** *Material resources for mentor training and development, including bibliographic references, copies of appropriate literature and videotapes for use in mentoring should be provided by the Dean's offices at each UMDNJ School.*

**III-B.** *Departments, Schools and, where applicable the University should regularly sponsor seminars and workshops on topics such as mentoring skills, teaching, preparing a teaching portfolio, research funding, and senior faculty renewal.*

**III-C.** *A confidential teaching peer review network should be established whereby faculty in need could be coupled with experienced educators to help them review, evaluate and improve their teaching skills. Videotaping of lectures to evaluate teaching performance should support this effort.*

**III-D.** *The University should establish a clearinghouse for both internal and external resources and activities on faculty mentoring.*

### IV. Mentor Development

**IV-A.** *Each school should establish a Faculty Mentoring Committee. These committees should assume responsibility for (1) establishing the specific goals and objectives for that school's mentoring program; (2) overseeing mentor training and development and (3) regularly*

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*evaluating and improving the program over time. Members should include division heads/ chairpersons, Master Educators, and both senior and junior faculty. The committee should be staffed and supported by the Dean's office.*

**IV-B.** *The general aims for mentor development should be to (1) support and enhance the various functions of existing mentors (previously described), and (2) recruit and develop new mentors, while addressing the specific professional development needs unique to each the school.*

**IV-C.** *New faculty orientation should provide current information that explains their role and responsibilities in the mentoring process.*

**IV-D.** *Mentor training should provide a mix of formal sessions as well as self-learning modules for individual use. In addition, there should be annual or biannual refresher sessions to provide mentors with new information and evolving technologies in their area of mentoring.*

Note: It is acknowledged that mentor development activities may overlap with existing administrative and/or departmental efforts or functions in related areas. Each unit should address this potential for overlap and determine which activities are redundant and which are complementary. The Faculty Mentoring Committee could be instrumental in this regard.

## **V. Incentives & Rewards**

**V-A.** *Appreciation for mentoring should be made apparent to all by having each school establish an annual award program to honor outstanding faculty mentors. Depending on the school, these awards may reflect excellence in clinical service, research and/or teacher mentoring. If no such individual is identified in a given year, the award should not be made. Where appropriate, the naming of these awards after individuals renown for their effective mentoring would offer an opportunity to honor them as well as to 'put a name" on excellence in mentoring.*

**V-B.** *Delegation of mentoring responsibilities should be incorporated into determination of workload or release time.*

**V-C.** *Mentoring activities should be weighted appropriately into the annual evaluation process and considered in promotion and tenure considerations.*

## **VI. Evaluation**

**VI-A.** *An evaluation plan should be incorporated into all schools' mentoring programs to provide ongoing assessment of each program's progress toward achieving it goals and objectives.*

**VI-B.** *In collaboration with the Dean's Office, each school's Faculty Mentoring Committee should be responsible for developing and implementing the evaluation plan.*

**VI-C.** *Evaluation should involve both short- and long-term indicators and both qualitative and quantitative methods. Achievement of short-term objectives should be assessed annually. Evaluation of long-term objectives should coincide with the new faculty (~3 year) and the*

## UMDNJ Master Educators' Guild Faculty Mentoring Recommendations (Draft)

*promotion/tenure (5-10 year) time frames previously described. Examples of data useful in evaluating short-term goals include, but are not limited to: the number of mentors recruited and trained; the quality of their training; the amount, quality and use of resource materials; mentee assessments of the effectiveness of their mentoring; and mentor satisfaction with the process. Long term assessment would focus more on mentees' productivity (e.g., publications, grants, teaching effectiveness), and (for junior faculty) their success in achieving promotion and/or tenure.*

**VI-D.** *The results of evaluation should be used to reinforce or redefine the program and its applicable components. Special attention should be paid to addressing any problems that either mentors or mentees might encounter with the mentoring process. When appropriate, evaluation results and recommendations should be shared with the key stakeholders in the process.*

## VII. Role of Master Educators

**VII-A.** *UMDNJ Master Educators should volunteer for assignment to new faculty who will be assuming teaching roles (supports Recommendation 11-C).*

**VII-B.** *UMDNJ Master Educators should serve locally as resources to help provide seminars and workshops on mentoring and teaching (supports Recommendations III-B and IV-D).*

**VII-C.** *UMDNJ Master Educators should create and promote the confidential teaching peer review network previously described (supports Recommendation III-C).*

**VII-D.** *The Master Educators' Guild online Center for Teaching Excellence should serve as the University's clearinghouse for mentoring resources and activities (supports Recommendation III-D).*

**VII-E.** *UMDNJ Master Educators should take a lead role in their respective schools in helping establish and maintain the previously described Faculty Mentoring Committees (supports Recommendations IV A and VI).*

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**UMDNJ Master Educators' Guild  
April 25, 2003 Mentoring Symposium  
Summary Report**

With the support of the Office of Academic Affairs, the UMDNJ Master Educators' Guild presents its second annual faculty symposium, entitled **Academic Mentoring: Opportunities to Grow, Obligations to Guide** on Friday, April 25, 2003 at the UMDNJ Conference Center, Scotch Plains Campus (see Appendix NOT the Program).

Sixty-five faculty (representing all of the UMDNJ Schools) and seven presenters attended the Symposium. Dr. Cook, President of the University and Dr. Robert Saporito, Senior Vice President for Academic Affairs provided the Welcome and opening remarks. Stacy Blake-Beard, PhD of the Simmons College (Boston) School of Management provided the keynote address on Strategic Mentoring. Thereafter, Craig Scanlan, EdD, President of the Guild, presented the Master Educators' Guild Draft Recommendations for Faculty Mentoring at UMDNJ. Following the large group activities, five small group breakout sessions were provided on the following topics: The Teaching Portfolio; New Faculty Mentoring; Student & Post Doc Mentoring; Feedback and Discussion Master Educators' Guild Mentoring Guidelines; and Integrating Mentoring and Faculty Development. All breakout sessions were repeated so attendees could participate in two of their choosing. A Luncheon Wrap-Up session with feedback from session reporters and the group as a whole concluded the activity.

Results of the Program Evaluation (Appendix II) indicate that on average, 90% of the participants believed that the Program objectives were achieved. In addition, both of the primary speakers were well-received, as were the breakout sessions (individual presenter ratings are not included in this summary). Moreover, participants' overall evaluations of the symposium were uniformly positive, with 90% or more agreeing with the statements that (a) *The information presented increased my awareness/understanding of the subject;* (b) *I achieved my personal objectives for attending this program;* and (c) *Overall, the program met my expectations.*

Although over three-quarters of the participants indicated that the information presented would help them improve their mentoring skills, ***the need for continuity and follow-up are also evident.*** Over 90% of those attending believe that future activities on mentoring are important to their School or Department.

Last, based in part on the economies achieved by the location and the food service arrangements, the Symposium came in significantly under budget.

Based on two years of successful experiences in presenting University-wide faculty symposia, the UMDNJ Master Educators' Guild hopes to continue its collaboration with the Office of Academic Affairs via similar annual events designed to enhance the educational mission of the University.

**Appendix I - Symposium Program**  
**Academic Mentoring: Opportunities to Grow, Obligations to**  
**Guide**  
**A Faculty Symposium**

**Friday, April 25, 2003 8:30 am - 2:15 pm**  
**UMDNJ Conference Center Scotch Plains,**  
**NJ**

<b>Time</b>	<b>Event Speaker/Moderator</b>	
8:00 - 8:30 AM	<b>Registration</b>	
8:30 - 9:00 PM	<b>Welcome Opening Remarks</b>	Dr. Cook, President of the University Dr. Robert Saporito, Senior Vice President for Academic Affairs
9:00 - 10:00 AM	<b>Keynote Address: Strategic Mentoring</b>	Stacy Blake-Beard, PhD Simmons College School of Management
10:00 - 10:30 AM	<b>Master Educators' Guild Draft Recommendations for Faculty Mentoring at UMDNJ</b>	Craig Scanlan, EdD School of Health Related Professions Department of Interdisciplinary Studies President, Master Educators' Guild
10:30 - 10:50 AM	<b>Coffee Break</b>	
11:00 - 11:50 AM I	<b>Breakout Sessions I</b>	
Breakout A Room 447 (second floor)	<b>The Teaching Portfolio</b>	Monica Devanas, PhD Director of Faculty Development Teaching Excellence Center Rutgers - The State University
Breakout B Room 548 (third floor)	<b>New Faculty Mentoring</b>	Nancy Stevenson, PhD Robert Wood Johnson Medical School Department of Physiology & Biophysics
Breakout C Room 547 (third floor)	<b>Student &amp; Post Doc Mentoring</b>	Terri Goss Kinzy, PhD Robert Wood Johnson Medical School Department of Molecular Genetics, Microbiology, & Immunology
Breakout D Room 546 (third floor)	<b>Feedback and Discussion Master Educators' Guild Mentoring Guidelines</b>	Lloyd Forman, PhD School of Osteopathic Medicine Department of Cell Biology
Breakout E Room 333 (ground floor)	<b>Integrating Mentoring and Faculty Development, with an A. Emphasis on Teaching</b>	David Carver, MD Professor of Pediatrics Associate Dean for Faculty Affairs Robert. Wood Johnson Medical School
12:00 - 12:50 PM	<b>Breakout Sessions II (Repeat of Above)</b>	
1:00 - 2:15 PM	<b>Lunch and Wrap-Up</b>	

## Appendix II - Program Evaluation

	Strongly Agree				Strongly Disagree
	5	4	3	2	1
<b><u>PROGRAM OBJECTIVES</u></b>					
1-Better understand the benefits of mentoring to the University	64% ( 27)	36% (15)			
2-Describe the key roles and responsibilities of mentors and mentees	67% (28)	26% (11)	2% (1)		
3-Identify the conditions for and characteristics of quality mentoring programs	36% (15)	48% (20)	10% (4)	2% (1)	
4-Outline the key elements, resources and processes needed to enhance faculty mentoring at UMDNJ	31% (13)	36% (15)	21% (9)	4% (2)	
<b><u>OVERALL EVALUATION:</u></b>					
The sessions were related to the overall purpose and goal of the program	69% (29)	31% (13)			
The information presented increased my awareness/understanding of the subject	88% (36)	10% (4)	2% (1)		
I achieved my personal objectives for attending this program	43% (18)	48% (20)	7% (3)		
The program has encouraged me to get more involved in mentoring	52% (22)	33% (14)	12% (5)		
The program was educationally sound and scientifically balanced	50% (21)	38% (16)	10% (4)		
The information presented will help me improve my mentoring skills	55% (23)	21 % (9)	14%(6)	10%(4)	
The program avoided commercial bias or influence	81% (34)	17% (7)		2% (1)	
Overall, the program met my expectations	50% (21)	40% (17)	4% (2)	2% (1)	
I would recommend this program to my colleagues	60% (25)	21% (9)	17% (7)	2% (2)	
Future activities on mentoring are important to my School or Department	81 % (34)	10% (4)	10%(4)		
<b><u>PLEASE RATE THE COURSE BASED UPON THE FOLLOWING:</u></b>					
Opportunity to ask questions/interact with faculty	79% (33)	17% (7)	2% (1)		
Course syllabus/ hand-outs	36% (15)	36% (15)	21% (9)		
Quality of Audio Visuals	50% (21)	31% (13)	10% (4)	2% (1)	
Lighting, seating, general environment	67% (28)	19% (8)	10% (4)	4% (2)	
Course length	52% (22)	33% (14)	10% (4)	2% (1)	
Receipt of preliminary program in a timely manner	43% (18)	26% (11)	10%(4)		2% (1)
Organization of the registration process	64% (27)	14% (6)	14%( 6)		2% (1)
Interaction with registration /CACE staff	57% (24)	21 % (9)	10% (4)		2% (1)
Food (if applicable)	50% (21)	24% (10)	7% (3)	4% (2)	4% (2)