

Minutes of the Master Educators' Guild Meeting

November 5, 2003

*****("Corrected" Second Draft)*****
Delete [bracketed words] and add (parenthetical words) on page 4

Members Present: Drs. Amorosa, Boyd, Caldwell, Cleveland, Dombrowski, Forman, Friedman, Keohane, Klein, Kountz, Langer, Martin, Passannante, Scanlan, Stock, Stuart, Tallia, Vasan, Walker, Winkelmann and Zehring

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

I. Call to Order:

President Vasan called the meeting to order at 6:03 PM and acknowledged Dr. Stuart for making local arrangements for the meeting.

Introduction of Members:

Dr. Vasan 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**)

II. Approval of Minutes of June 25, 2003:

Drs. Stuart and Stock moved and seconded a **MOTION** to approve the minutes of June 25, 2003. **Discussion:** There was none. **Action:** The **MOTION** was approved unanimously.

III. President's Report:

A. University Day Educational Grand Rounds-

Was held in Newark in September with Dr. Ginsburg speaking on "Professionalism Among Health Care Providers: What does it mean and where does it begin?" Dr. Vasan has since met with Drs. Gibson and Saporito and this event is expected to be continued at future University Day festivities. Next year University Day activities will be conducted at RWJ. Dr. Kountz suggested that the fall MEG meeting be scheduled between the end of the Educational Grand Rounds lecture and before the beginning of the University Day program. This would allow new inductees to meet Guild members, become familiar with ongoing programs and be a stimulus for Guild members to participate in University Day activities. There was general consensus to implement this suggestion.

B. Proposal for AAMC-

A 2004 Faculty Affairs/Professional Development Conference will be held in Tampa, FL entitled "Sustaining Vitality Throughout the Professional Life Cycle." Drs. Vasan, Scanlan, Gibson and Carver will present their

proposal entitled “Master Educators: A Prescription for Educational Improvement in a Health Sciences University” during a two hour session. (Please see **Attachment #2**)

III. Old Business:

- A. Members’ mini-biographies for the Online Center for Teaching Excellence- Dr. Scanlan reported that he and Dr. Langer would soon send an example of the desired format for members’ mini-biographies at the request of Dr. Stock. Dr. Stock agreed to work with them in gathering members data. Upon receipt of the new format, he asked all to submit/re-submit an approximately 250 word biographical summary with a recent digital picture for posting in the “Gallery” on the web site.

- B. Online Center for Teaching Excellence- Dr. Scanlan reported that the Center should be ready by January 1, 2004. The project has become more complicated than originally envisioned, thus, recent delays. He led a discussion of how to best use the Guild area on the site. What are the needs of the Guild? The latest version of the site will look and function differently than the original site, which is now a static page. (Over 40% of the links are dead on this original beta site.) The new site will have an events calendar, Guild Gallery and an area for the Guild bylaws, history, documents archive, minutes (password protected) and etc. It will describe the Master Educators nomination and election processes. Also, University Library staff have assembled over 100 pre-structured searches regarding teaching and educational issues. Dr. Scanlan further reported that he was closing the UMDNJ Foundation grant for the now developed Online Teaching Certificate (OTC). The OTC had five (5) courses developed for it. Credit for these graduate courses can be applied to a Masters Degree in Health Sciences offered by UMDNJ. Further, there is a large demand for small CE modules. Therefore, during the next year he hoped that 10-12 modules on focused material worth two (2) hours each of continuing education credit could be developed and added to the site. All congratulated Dr. Scanlan for his efforts on these ongoing projects.

- C. Mentoring Task Force Report/Recommendations
Dr. Forman began a discussion of the document entitled “UMDNJ Master Educators’ Guild Faculty Mentoring Recommendations (Draft)” that has been electronically distributed. He has received no comments for changes, since the distribution of the document to members this past summer and asked for suggestions that would encourage members to thoroughly review the draft. It was suggested to have members at each school meet to review the document and report their comments to President Vasan, who would distribute them to members of the Mentoring Task Force for action (Drs. Boyd, Forman, Scanlan, Stevenson and Stuart). Members were requested to provide additions, deletions and etc. by December 19, 2003. A revised

document will be circulated to Guild members for a vote to accept it. The recommendations will then be released to the President of UMDNJ and the Senior Vice-President for Academic Affairs. Dr. Saporito will take it to the Deans for implementation. During discussion members raised their objection to the specific recommendation under II. Mentoring: 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.” Dr. Stock and others were concerned about maintaining confidentiality and how this recommendation could interfere with the mentor/mentee/chairperson relationships. It was decided to strike recommendation II-E from the draft recommendations.

At Dr. Keohane’s suggestion President Vasan asked the following members to organize discussions of the document with Guild members at their schools:

NJDS Dr. Martin
SOM Dr. Forman
RWJ Dr. Kinzy
NJMS Dr. Vasan
SHRP Dr. Scanlan
SPH Dr. Passannante

V. **New Business**

A. 2004 Spring Symposium- Drs. Boyd and Vasan

Dr. Vasan announced that the 2004 spring symposium was scheduled for March 31, 2004. The topic would be “The Scholarship of Teaching and Learning.” (Please see **Attachment #3**)

Dr. Boyd led a discussion about breakout session topics and asked for volunteers to lead them. All reviewed those listed in Attachment #3 and Dr. Scanlan and others suggested the following additions:

- Evidence Based Teaching
- Navigating the Educational/Evaluation literature
- Securing Funding for Education Research
- Methodology of Presentation

After much discussion the following breakout sessions were accepted:

1. How to write an Education Article
2. Developing Your Educator Portfolio
3. Writing Goals and Objectives
4. Comparing Qualitative/ Quantitative Approaches to Research and Medical Education
5. How to do Educational Research
6. Evidence Based Teaching
7. Navigating the Educational/Evaluation Literature

Drs. Boyd and Vasan will contact some members not present during this meeting to refine the breakout session topics and presenters.

Four rooms have been scheduled for breakout sessions. It was suggested to change the timeframe of the Symposium to allow participants to attend more than one breakout session. If the Symposium began one-half an hour earlier, this would provide sufficient time to accommodate two breakout sessions per participant. Also, parking would be easier to find at RWJ.

Drs. Boyd and Vasan will report back to members as progress on the Symposium continues.

a. Poster Presentations

Dr. Vasan called upon members to ready educational posters on curricular innovation or posters about successful educational programs currently ongoing.

There will be room for many (1-30+) posters in the Great Hall

A. Summary of MEG members activities for report to Dr. Saporito-

Dr. Vasan stated that Dr. Saporito was interested in compiling a summary of accomplishments of both Guild members independently and as a group, since the founding of the Guild. What lectures, symposia and grants have been arranged and on which committees do Guild members serve?

[Dr. Forman felt that it is very important to make Central Administration aware that Guild members are being called upon to do a lot of work.] (Dr. Forman felt that it is important to make Central Administration aware that some Master Educators are being called upon to contribute a great deal to their school.) Central Administration in turn needs to inform the Deans. [At SOM members are beginning to feel] (Dr. Langer suggested) that the obligation of being Guild members should be factored in as at least comparable to serving on a major committee and that Deans should find appropriate release time for them. Others shared the same feelings and Dr. Vasan volunteered to send an email to members with a format for reporting all extra work Guild members are being called upon to complete. The information will then be organized for presentation to Drs. Cook, Saporito and the Deans.

Dr. Winkelmann reported that since becoming a Guild member, he has been asked to develop a web based evaluation form for GSBS. Drs. Vasan and Scanlan stated that this type of form would be needed for Guild web based course content, too. Dr. Vasan asked Dr. Winkelmann to lead this effort with Drs. Ingoglia, Stock and Kinzy.

B. External funding sources and ideas for MEG activities-

Dr. Vasan encouraged members to consider external funding sources and ideas for MEG activities. Further, he suggested members include the fact that they are UMDNJ Master Educators in author descriptions for their publications and acknowledgements.

VI. Adjournment of Meeting:

Drs. Martin and Friedman moved and seconded a **MOTION** to adjourn the meeting. **Discussion:** There was none. **Action:** At 8:12 PM the **MOTION** was unanimously approved.

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

/j

UMDNJ Master Educators' Guild 2000-2003**11-06-03 REVISED**

Name	Status*	Year	School/Unit	Department	Phone	Fax	E-mail
Jerome Langer, PhD	Active	2000	RWJ/GSBS	Molecular Gen & Micro	732-235-5224	732-235-5223	langer@umdnj.edu
Patrick Quaranta, DMD, MA	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@umdnj.edu
Nagaswami Vasam, 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				
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	856-566-6342	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	johnchiesa@yahoo.com 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	RWJ/GSBS	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	cleveldb@umdnj.edu
Nicholas Ingoglia, PhD	Active	2001	NJMS/GSBS	Pharm & Physiol	973-972-4776	973-972-7950	ingoglia@umdnj.edu
Ronald Haerberle, DMD	Active	2001	NJDS	Restorative Dentistry	973-972-7650	973-972-0370	haeberle@optonline.net
Nancy Stevenson, PhD	Active	2001	RWJMS	Physiol & Biophysics	732-235-4610	732-235-5038	stevens@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	732-235-5405	732-235-5432	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	R/L	2001	SN				
Sandra Kaplan, PhD	Active	2002	SHRP	Physical Therapy	973-972-2459	973-972-3717	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	Dept Medicine	973-972-3759	973-972-5965	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 - Pysch/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
Michael E. Chansky, MD	Active	2003	RWJMS/Camden	Emergency Med/ Camden	856-342-2147	856-968-8272	Chansky-michael@cooperhealth chanskmi@umdnj.edu
Marjorie C. Brandriss, PhD	Active	2003	NJMS	Micro & Molecular Gen	973-972-4483 ext. 2-6261	973-972-8982	brandris@umdnj.edu
Elaine M. Keohane, PhD	Active	2003	SHRP	Cln Lab Sci	973-972-5510	973-972-8527	keohanem@umdnj.edu
Kenneth M. Klein, MD	Active	2003	NJMS	Path and Lab Med	973-972-4716	973-972-5724	kklein@umdnj.edu
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Nicholas M. Ponzio, PhD	Active	2003	NJMS/GSBS	Path and Lab Med	973-972-5238	973-972-7293	ponzio@umdnj.edu
Marc A. Rosenblum, PhD, DMD	Active	2003	NJDS	Rest Dent	973-972-8622	973-972-0370	m.rosenblum@umdnj.edu rosenbma@umdnj.edu
John Alfred Walker, MD	Active	2003	RWJMS	Medicine Nephrology	732-235-7780	732-235-6124	jwalker@umdnj.edu
Bernadette M. West, PhD	Active	2003	SPH	Health Sys and Policy Div	732-235-4535	732-235-4004	westbm@umdnj.edu
Donald A. Winkelmann, PhD	Active	2003	RWJ/GSBS	Path and Lab Med	732-235-4759	732-235-4825	winkelma@umdnj.edu

*R/L = Retired or left UMDNJ

ATTACHMENT #2

AAMC 2004 FACULTY AFFAIRS PROFESSIONAL DEVELOPMENT CONFERENCE

PROPOSAL SUBMISSION FORM

Attach a one-or two-paragraph description of the session you are proposing including:

- A statement of the problem/issue;
- Discussion of the approach;
- Implementation plan (if appropriate)
- Evaluation criteria (if appropriate)

1) How will you actively engage participants in the proposed session?

2) What work product would you envision coming out of the session?

Acceptance of a proposal does not imply that the AAMC will reimburse for travel and related expenses.

Please mail or fax this completed form by September 15 to: Valarie Clark,
Associate Director, WIM/Faculty Affairs Association of American Medical Colleges 2450
N Street, NW, Washington, DC 20037-1127, ?Fax: (202) 828-1125, ?Email:
vclark@aamc.org

Primary contact: Nagaswami S. Vasan, D.V.M., Ph.D.

Title: Associate Professor

Institution: UMDNJ- New Jersey Medical School

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New Jersey Medical School
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Newark, NJ 07103

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**Proposal Title: Master Educators: a Prescription for Educational
Improvement in a Health Sciences University.**

Names & Institutions of co-presenters:

- 1.** David Gibson, Ed. D., M.A.
 Professor and Dean,
 UMDNJ-School of Health Related Professions

- 2.** Craig L. Scanlan, Ed. D.
 Professor and Director, MS and Ph.D in Health Sciences
 UMDNJ-School of Health Related Professions

- 3.** David H. Carver, M.D.
 Professor of Pediatrics, and
 Associate Dean for Faculty Affairs
 UMDNJ-Robert Wood Johnson Medical School.

Master Educators: a Prescription for Educational Improvement in a Health Sciences University.

Issues: The general aim of the described project are to: motivate junior faculty, and faculty facing decline in research (scientists) or clinical involvement toward other academic activities such as mentoring, excellence in teaching, curriculum development etc.; recognize and reward accomplishments to sustain their vigor and enthusiasm in the educational endeavor; create an environment that fosters innovation in education, including the appropriate use of technologies of and best practices for distance education.

Discussion of the approach: With increased demands to be productive in research or in clinical activities, many junior faculty members are reluctant to engage themselves in teaching. Consequently, the teaching mission in health professions schools is often denigrated. In some instances, schools are experiencing serious shortages of qualified health professions' educators. By identifying appropriate faculty mentoring strategies, and creating targeted faculty development programs, new faculty will be better prepared for their teaching responsibilities and veteran faculty will be energized and retooled to achieve the educational mission of their institutions. Such strategies are aimed at creating a milieu of excellence, one that truly honors the art and science of teaching and scholarship. By rewarding teaching accomplishment faculty enthusiasm can be sustained and the institution will also be able to attract additional faculty.

Implementation plan: Create a Master Educators' Guild to bring outstanding educators together, and recognize them in university wide functions such as University Day etc. Using the 'educator portfolio' recognize annually more outstanding educators to create a critical mass of dedicated exemplary educators to actively engage in curriculum development, organize various educational activities to benefit the faculty at large and sustain educational improvements and excellence. This wide institutional recognition will give credence to the institution's commitment to continuous educational improvement, the creation of role model educators and the creation of a legitimate source for peer consultation. The core purpose of the Master Educators' Guild is to improve education throughout the university by drawing on the expertise of education specific programs of various schools within the university, and at the same time to create a pool of experts in each of the schools to help address local needs. In addition, the Guild establish guidelines that gives educational achievements proper credit for promotion through rank and other academic

advancements. It is meant to create an environment for the individual faculty to interact with the master educators to improve their teaching, course development and delivery, and the use of technology to aid in accessing information via the Guild's Center for Teaching Excellence. In addition, the Guild has committed itself to organize frequent educational grand rounds, hands on workshops, annual symposium with small group sessions led by master educators, and to assist individual faculty in grant writing and preparing scholarly works for publication. The master educators' guild should also be expected to develop new programs and courses that will motivate individual faculty to effectively participate.

1. How will you actively engage participants in the proposed session?

The participants will be able to actively engage in establishing:

- Criteria for selection of master educators.
- Master educator's role in development, delivery and management of curriculum.
- Master educator's role in initiating on line programs.
- Appropriate faculty development.
- Effective and acceptable reward system.
- Guidelines for promotion through ranks, and other professional advancement.
- Creating a teaching-track that leads to tenure.
- On going evaluation of master educators*.
- Creating opportunities for women and minorities*.
- System for assisting faculty with familial responsibilities etc*.

Number of examples will be presented for discussion and developing consensus.

*: While we do not have a specific program, the participants will be able to discuss similar programs in their own institution.

2. What product would you envision coming out of the session?

- Well-defined criteria for selecting the master educators that can be easily applied to schools across the nation.
- A template for Educator Portfolio that is adaptable for research intense institutions.
- Guidelines for promotion and tenure based on teaching and educational scholarships.
- A system that rewards exemplary teacher.

- A tool for an ongoing evaluation of the master educators.
- Ways that a master educator could contribute in the development and delivery of contemporary curriculum.

