

## **IDENTIFYING MASTER EDUCATORS AT UMDNJ**

### **Timeline:**

December	Dean appoints Master Educators' Review Committee (MERC)
January	MERC solicits nominations
February	MERC verifies willingness of nominated faculty to serve the Guild
February-March	MERC seeks information about nominees
April-May 15th	MERC deliberates
June 15th	MERC advances ranked nominee(s) to Dean

### **Committee membership:**

Some schools have formalized a MERC in their bylaws. The deans accepted the following composition for the MERC, composed of nine (9) individuals:

- (a) One school administrator
- (b) Two department chairpersons or division directors
- (c) One senior, One junior faculty member with demonstrated excellence in teaching
- (d) Two students (or one senior and one non-senior student)
- (e) One graduate student (if not already chosen above)
- (f) One or Two Master Educators' Guild member(s)  
(depending on number of graduate students chosen above)

The Dean will select the Chairperson of the committee.

### **Process:**

1. Chairperson of MERC sends memo to faculty and students seeking faculty nominations for the UMDNJ Master Educators' Award. (See attachment #1)
2. MERC receives nominations. (See attachment #2)
3. Chairperson of MERC requests letter of recommendation from nominee's departmental chairperson (program director or division director) evaluating the teaching effectiveness of the nominee.
4. Chairperson of MERC sends memo to faculty and students requesting their written input about the nominees from their school. It is essential that the role of students in the process of selection of nominees be underscored. No nomination should be considered without the students' involvement in the process. (See attachment #3)
5. Chairperson of MERC requests nominated faculty to submit a teaching portfolio and signed statement of willingness to participate in the Guild for their term of five years, normally. (See attachment #4)
6. Chairperson of MERC reviews nomination packets for thoroughness and attempts to rectify omissions before forwarding documents to MERC members.
7. Chairperson of MERC calls committee meetings to deliberate nominees.

8. MERC votes on nominees.
9. Chairperson of MERC forwards ranked list of nominee(s) to Dean. The Deans' selections will constitute the final step in the process.
10. The Dean can approve two nominees each year for submission to the President of UMDNJ

**Criteria:**

The characteristics of Master Educators presented below should not be conceived as a checklist. On the other hand, they should steer the deliberations of the schools in the establishment of specific criteria each will use to determine the faculty members who are eligible for the title "Master Educator."

**Characteristics of Master Educators:**

1. The nominee has demonstrated exceptional teaching skills in either the traditional modalities of education (lecture, laboratory or clinical teaching) or in alternative forms of teaching such as Web-based education or other synchronous or asynchronous forms of distance education. Exceptional teaching skills may include such factors as the "set," the clarity and precision of the presentations, the progress of the students under his or her tutelage, including retention of the most at-risk students.
2. The nominee has demonstrated creativity in curriculum design or innovations in the delivery of education to our students.
3. The nominee clearly 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.

**Identifiers of Master Educators:**

1. Performance evaluations conducted by peers or students or both;
2. Development of teaching materials;
3. Demonstrated effective communication skills;
4. Students performance on examinations, national or regional certification, or state licensure examinations;
5. Development of innovative teaching/learning strategies or technologies;
6. A record of successful retention of academically at-risk students;
7. Employer surveys (if applicable) which address areas of competency that can be ascribed to specific teachers or possibly whole departments;
8. Development of patient management problems and the regular revision of practice protocols;
9. Continuous improvements of courses or new course development;
10. Honors or awards relating to excellence in teaching or in educational innovations; or
11. Articles or invited presentations or workshops on teaching strategies and effectiveness.

Excellence in Clinical Instruction-Master Educators:

12. Provide thorough orientation for the students for their clinical experiences;
13. Are accessible and available to students at the clinical sites;
14. Provide timely and constructive performance evaluations and feedback;
15. Discuss the scientific underpinnings for patient management protocols;
16. Encourage students to acquire new knowledge and ask questions;
17. Effectively communicate knowledge fitted to each student's level in order to create a challenging experience;
18. Integrate textbook and didactic learning into clinical encounters;
19. Cultivate students' analytical abilities and critical judgment skills;
20. Enhance students' clinical skills pertinent to the current clinical rotation;
21. Demonstrate enthusiasm about teaching in a clinical setting;
22. Provide direct observation of the students' clinical assignments;
23. Serve as excellent role models with high professional standards in interpersonal relationships with patients, students, colleagues and support staff;
24. Exhibit sound teaching practices with patients in whatever health care setting the exchanges take place; and
25. Demonstrate listening acumen as manifested through the incorporation of students' suggestions.

MEMORANDUM

**TO:** All \_\_\_\_\_ Students and Faculty

**FROM:** \_\_\_\_\_, Chairperson  
Master Educators' Review Committee

**SUBJECT:** Faculty Nominations for the UMDNJ Master Educators' Award

**DATE:**

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The \_\_\_\_\_ Master Educators' Review Committee is seeking nominations for the UMDNJ Master Educators' Program. Designation as a Master Educator indicates that the person has distinguished himself/ herself as one of the best teachers within the University. A description of the program is attached.

Any \_\_\_\_\_ faculty member is eligible to be nominated for consideration as a Master Educator. The following describes the nomination process:

- 1. Who can nominate a faculty member?**  
Any faculty, group of faculty, department, chairperson, program director, division director, student(s) or a class can nominate a faculty member.
- 2. What documents are needed to nominate a faculty member?**  
The person(s) nominating a faculty member must submit a supporting rationale for the nomination. The rationale should indicate why the faculty member should be considered for this honor. An up-to-date copy of the faculty member's Curriculum Vitae must accompany the nomination.
- 3. When are nominations due?**  
All nominations are due in my office no later than January 31<sup>st</sup>.
- 4. What happens after the nomination packet is submitted?**  
After verifying that the nominee is willing to serve in the Master Educators' Guild, the Master Educators' Review Committee will solicit information on all nominees from students and faculty. The Committee will then review all nomination packets and the faculty member's teaching portfolio. Finally, the Master Educators' Review Committee will make a recommendation to the Dean by ranking the nominees. This list will be sent to the Dean by June 15<sup>th</sup>.

Please contact me at \_\_\_-\_\_\_-\_\_\_ or [\\_\\_\\_\\_\\_@umdnj.edu](mailto:_____@umdnj.edu), if you have any further questions regarding the program or the nomination process. Thank you.

CC. Dean \_\_\_\_\_



MEMORANDUM

**TO:** All \_\_\_\_\_ Students and Faculty

**FROM:** \_\_\_\_\_, Chairperson  
Master Educators Review Committee

**SUBJECT:** Faculty Nominations for the UMDNJ Master Educators' Guild

**DATE:**

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The \_\_\_\_\_ Master Educators Review Committee is pleased to announce that the following faculty members have been nominated for membership in the UMDNJ Master Educators' Guild.

- Dr. \_\_\_\_\_
- Dr. \_\_\_\_\_
- Dr. \_\_\_\_\_

At this time, the committee invites students and faculty to provide written input regarding any of the nominees. Preferably, input should be sent to me; however, the following Master Educators' Review Committee members are prepared to receive your input and summarize it for the Committee's consideration:

- Dr. \_\_\_\_\_, Department of \_\_\_\_\_
- Dr. \_\_\_\_\_, Department of \_\_\_\_\_
- Dr. \_\_\_\_\_, Department of \_\_\_\_\_
- Dr. \_\_\_\_\_, Department of \_\_\_\_\_
- Dr. \_\_\_\_\_, Department of \_\_\_\_\_
- Dr. \_\_\_\_\_, Department of \_\_\_\_\_
- \_\_\_\_\_, Student
- \_\_\_\_\_, Student
- \_\_\_\_\_, Student

Please provide any input by March 31<sup>st</sup>.

You can contact me at \_\_\_-\_\_\_-\_\_\_ or by email at \_\_\_\_\_@umdnj.edu, if you have any questions regarding this program or the nomination process. Thank you.

Cc: Dean \_\_\_\_\_  
Department Chairpersons  
Master Educators' Review Committee Members

MEMORANDUM

**TO:** Dr. \_\_\_\_\_

**FROM:** \_\_\_\_\_, Chairperson  
Master Educators' Review Committee

**SUBJECT: Request for teaching portfolio**

**DATE:**

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Congratulations! You have been nominated for the UMDNJ Master Educators' Award.

This award is a significant honor and if selected, you will be expected to participate in the Master Educators' Guild for a term of five years.

The goals of the Guild are:

- (a) to facilitate and support the improvement of educational effectiveness and innovation.
- (b) to conduct scholarly activity in support of the University's educational programming, which may be provided to other health professions educators.
- (c) to organize and conduct programs for individual or groups of faculty to improve education at every level of the University.

Participation in the Guild can be defined as serving as an officer, serving on committees, helping with its web site, writing grants, moderating at its symposia, initiating or promoting curricular and faculty development, creating new educational programs, contributing to individual or collaborative educational research and scholarship, designing innovative methods of teaching, and etc.

In order for the Master Educators' Review Committee to consider your nomination, please sign the following statement and submit it along with a teaching portfolio with at least the content as outlined on the reverse side of this memorandum.

"If chosen, I am willing to participate in the Master Educators' Guild for my term."

Signature of nominee: \_\_\_\_\_

Please submit the evaluation materials noted above to my office by February 27<sup>th</sup>. Thank you.

Cc.  
Dean \_\_\_\_\_  
Department Chairperson

A **Teaching Portfolio** is an executive summary of the faculty member as an Educator. Typically this summary is four to five pages with supporting materials collected into Appendices. The Teaching Portfolio should be concise and selective, but with sufficient description and documentation to provide a record of teaching activities, a personal statement or philosophy of teaching, and evidence of teaching effectiveness.

### **Part ONE: Teaching Philosophy**

The Teaching Philosophy is a narrative personal 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 discussions of the following:

1. Describe strategies and methods used in different teaching situations
2. Explain the rationale for using these methods and strategies
3. Why are these rationales important to you for the training of students, graduate students, post-doctoral students, residents and staff?

### **Part TWO: Teaching Responsibilities**

List and Describe all teaching-related activities in as complete a context as possible, i.e. the names of courses or presentations, the level of involvement or frequency, the number and types of students, the teaching materials that may have been produced, or the role of the staff member in other teaching-related activities (supervisor, advisor, mentor).

Provide material **where applicable**.

1. Teaching Activities
  - a. Teaching
    - i. Undergraduate
      1. Basic Science
      2. Clinical
    - i. Graduate
    - ii. House Staff and Fellows
  - a. Presentations/lectures
  - b. Grand Rounds
  - c. One-on-one teaching
  - d. Laboratory Teaching
  - e. Seminar Teaching
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 Experience, e.g. course or program directors

### **Part THREE: Evidence of Teaching Effectiveness**

A brief description of these types of materials is included in this section, while the actual documents, evaluations, letters, etc. are included in the Appendices. As each area of evidence is described, it is very important to cite the place in the Appendices where each item can be found.

1. Course Materials
2. Student and Resident Evaluations
3. Peer Review
4. Professional Recognition
5. Participation in professional development

**Appendices:** In this section, representative materials used or developed for teaching are presented, having been described in Part Two above.