EDUCATION PORTFOLIO

Checklist

Definition

An Education Portfolio is a series of selected, brief, reflections and evidence that highlights the <u>quality</u> of and <u>scholarly</u> approach to one's educational and leadership efforts. It is not an exhaustive list of educational activities that are presented in a typical CV. (Module 5 of the Online Essentials provides useful information to explain the development and purpose of an Education Portfolio).

As an educator within the Duke-NUS and SingHealth system, we expect that you would embody the knowledge, attitudes, and skills of a quality health professions educator. We have adopted the Academy of Medical Educator's Professional Standards (www.aome.org) as the initial framework of competencies that we expect and hope our educators will embrace and practice. We expect all educators to demonstrate competence at least at the Level 1 of the set of standards. Levels 2 and 3 are expected of a smaller set of master educators, scholars, and/or leaders within the system.

The AM.EI strives to provide programs that will enable our educators to enrich their skills, enhance their impact and quality, and document their achievements. Details about our programs can be found at (https://www.academic-medicine.edu.sg/amei/)

Portfolio Requirements

The portfolio is intended to enable individuals (clinician educators) to highlight the educational and leadership contributions necessary to achieve academic promotion or performance recognition for their educational efforts. A junior faculty will not excel in all areas, but strive should excel <u>academically</u> in at least one of the three key areas: Teaching, Educational Research, or Leadership. To be promoted based on your teaching, leadership, and/or educational research, you need to provide documentation and evidence of:

- Impact - did what you do make a difference?
- Dissemination – did you share your results through reports, material development, publications (peer reviewed?), presentations, and
- International Recognition – are you being recognized international for your teaching, leadership and/or research in education?

"Scoring" Rubric for Education Portfolio

The following is an example of how the reviewers might "score" the elements of a portfolio – for an educator who does not have the qualifications for academic promotion solely on their specialty academic

achievements. Please also refer to Pages 12 and 13 for information on the Duke-NUS criteria for career advancement

Career Progression Chart						
Expectations by level	Personal Goals/Values	Teaching & Supporting Learners	Educational Research	Educational Leadership	Tables	Annex
1 – Novice - Instructor	Incomplete personal statement, lacking any mention of the core values of an educator.	Lack of reflection on scholarly approach, limited/no teaching awards, No evidence of evaluation of impact	No education related publications or research support in education; no recognition by editorial boards	Lack of involvement in education committees, limited professional development in educational principles	lack of evidence of impact in either teaching or mentoring	Limited or no actual data.
2. Junior faculty - Assistant Prof	Clear and reflective personal statement with mention of what drove them to be an educator	Recognition of need for and limited attempts at scholarly approach, at least one teaching awards, At least evaluation of perception and knowledge gains	No education related publications or research support in education, but submission of stories &/or abstracts to local ed conferences, no recognition by editorial boards	involvement in at least one education committees, evidence of several professional development efforts in educational principles	evidence of impact in either teaching (student ratings) or mentoring (success of mentees)	A few student ratings, and testimonials
3. Maturing faculty; Associate Prof	Clear and reflective personal statement with mention of what drove them to be an educator	Recognition of need for and multiple attempts at scholarly approach, several teaching awards, Routine evaluation	(If not published in specialty to make assoc prof) needs some effort in education related publications, research support in and	Regular involvement education committees, evidence of significant professional development efforts in educational principles	Evidence of impact in both teaching (student ratings) and mentoring (success of mentees). Efforts at dissemination &/or product/	Multiple levels of evidence of impact – perhaps beyond just student ratings, testimonials

Career Progression Chart						
Expectations by level	Personal Goals/Values	Teaching & Supporting Learners	Educational Research	Educational Leadership	Tables	Annex
		of teaching efforts	submission of stories &/or abstracts to local ed conferences, maybe on at least one editorial board		material development	
4. Mature faculty; Full Prof	Clear and reflective personal statement with mention of what drove them to be an educator	Recognition of need for and multiple attempts at scholarly approach, routine teaching awards, Routine evaluation of teaching efforts	(If not published in specialty to make full prof) has extensive education related publications, research support in and submission of abstracts to local ed conferences, on at least one editorial board	Regular involvement education committees, Active in the AM.EI, evidence of significant professional development efforts in educational principles, frequent invitations to present on educational activities internationally	Evidence of impact in both teaching (beyond student ratings) or mentoring (success of mentees). Creation of educational products / material development that are used by others	Multiple levels of evidence of impact – perhaps beyond just student ratings, testimonials

DUKE-NUS EDUCATOR PORTFOLIO CHECKLIST

This is a brief checklist and description of the things to consider in your portfolio. The reflections should focus on EDUCATION related activities and WHY you think it was important, impactful, significant.

Portfolio Section	Description	Requires Reflection/ Narrative
Executive Summary		
Top 5 Education/Leadership Activities from past 5 year	Provide an overall summary of the key scholarly/academic areas you have had the most impact. Details will be below, but this is an overall summary.	☐
Personal Goals & Values		
Education Philosophy/ Personal Statement	**This is already in the Faculty Profile System (FPS)[1] online CV (section 11A FPS Personal Goals/Values).** In thinking about what you submit, you can be guided by the Academy of Medical Educators (http://www.medicaleducators.org/) professional standards core values. Consider describing how you approach education and create positive learning environments. EVERYONE will need to provide some statement of their Educational Philosophy for your CV– it should be personal – in terms of <u>what shapes your approaches as an educator</u>. There is no right answer – but it should exemplify your passion for education. Copy and Paste from FPS CV or expand here if you would like to edit..	☐
Teaching and Supporting Learners		
Direct Teaching	**This Is listed in section 11C of FPS** Provide a <u>brief</u> <u>narrative</u> of what you consider your significant teaching efforts and <u>why</u>. Why was it so meaningful or impactful to you? How did you use best practices to develop/create your material? Details of impact and contributions from the past 5 years should be placed in Table 1 at end and evidence in the appendix.	☐
Education Awards and Special Recognition	**This Is listed in section 16 of FPS**. Here identity any awards and special recognition you have received <u>specifically as an educator.</u> Copy and paste <u>Education</u> Awards from FPS	
Mentoring	**This is listed in section 11E of FPS.** Use this space to <u>briefly describe</u> one or two significant mentoring relationships. Why was this meaningful to you? What best practices from education did you use to enhance/support the mentee? More specific details of impact should be placed in Table 2 at end, with emphasis on the impact, outcomes of the relationship.	☐
Curriculum Development	Provide a <u>brief narrative</u> of what you consider your significant scholarly curricular development efforts and <u>why</u>. Provide details of how you used a scholarly approach. (See Program self-evaluation checklist for guidance – listed after this checklist.)	☐
Educational Research & Evidenced Based Practice		

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[1] FPS is the online CV from Duke-NUS called the Faculty Profile System. All faculty being put up for appointment or promotion, beginning in January of 2015 must have their CV in this format.

Portfolio Section	Description	Requires Reflection/ Narrative
Key Education Publications	**This is listed in section 8 of FPS.** Provide a <u>brief narrative</u> of what you consider your most important medical education publication and <u>why</u>. Then using FPS system to select the top 5 <u>EDUCATON</u> related papers to generate this table and copy over.	☐
Editorship of Medical Education Journals	**This is listed in section 10 of FPS.** List any editorship positions you have had on Medical Education Journals in this table.	
Medical Education Research Support	**This is listed in section 14 of FPS.** Provide a <u>brief narrative</u> on what you consider the most significant Medical Education Research support you have received and <u>why</u>.	☐
Educational Management/Leadership		
Management/ Leadership	**This is listed in section 11D of FPS** Provide a brief narrative of your growth in **EDUCATIONAL** management and leadership activities. This is a very important section for those who need to identify themselves as <u>educational</u> <u>leaders</u>. Highlight your broader leadership achievements in the FPS.	☐
Education Committees	**This is listed in section 15 of FPS**. Provide a narrative regarding any <u>impact</u> you have had on any <u>EDUCATION</u> related committees over <u>past 5 years</u>.	☐
Education Professional Membership and Associations	**This is listed in section 15D of FPS.** Provide a narrative regarding any impact you have had on any EDUCATION memberships/associations over the <u>past 5 years.</u>	☐
Tables		
Direct Teaching	Use Table 1 to outline the key courses and evidence of quality. <u>Pay special attention to collecting information about levels impact (evaluations, testimonials), how you shared/disseminate your experiences (contributes to) and where you got information to guide development (draws from). Evidence of impact can be as simple as course evaluations (reaction); but ideally you want to achieve higher levels of impact in terms of learning as well being scholarly in development and dissemination]</u> Teaching lists and evaluations that has been done and recorded through the AM.EI can be provided to you upon request. You will have to either keep a list of other teaching or upload it into the AM.EI database (when it is complete) for later reports.	
Mentoring	Use Table 2 to list the mentees you have guided in as EDUCATORS (if lengthy, just past 5 years), and Describe what Mentee was able to do (impact) because of mentorship (publications, positions).	
Annex		
Provide copies of a few representative samples of evidence of outcomes, impact described in sections above. This could be course ratings, publications, letters, etc.		

Program Self-Evaluation

This is a checklist to determine if you followed good curricular planning and approached it in a scholarly manner. Use this to help you describe the scholarly approach and best practices

☐	Problem Identification/Needs Assessment (need for program)^	Have you done a needs assessment that demonstrates need for program?
☐	Needs Assessment (of learners)^	Have you done a Needs Assessment of learners – to know what they need, specific to this course?
☐	Clear Goals/Objectives*^	Do your program have clear goals or objectives for what you want to achieve?
☐	Adequate Preparation*	Have you done adequate preparation – what else is out there in the literature, has anyone else done something similar, are you building off of others work or starting new?
☐	Appropriate Methods*^	Are you using the appropriate teaching strategies to achieve your goal? Are you using best practices in Education? Do they map to the objectives
☐	Implementation/Reflective Critique*^	Did you have feedback from the program. Have you reflected on what went well, what did not, what you are going to modify based on the feedback and your own observations?
☐	Assessment/Outcomes/ Impact^	If you are using assessment tools – are they valid, reliable? What are you measuring, what data are you collecting? How are you analyzing your data? Using appropriate analyses?
☐	Significant Results*	How do you know if you have achieved your goals/objectives? What is the Impact of this program? (Kirkpatrick levels: Reaction, Learning, Behavior, Results - http://www.nwlink.com/~donclark/hrd/isd/kirkpatrick.html)
☐	Effective Presentation*	Have you shared your program material/results? (Evaluation report, faculty guide, conference, MedEdPORTAL, paper, etc.?)

Items based on:

^Kern – Curriculum Development for Medical Education

*Glassick Criteria for Scholarship

EXAMPLES OF TABLES

TABLE 1 – DIRECT TEACHING

Below are some examples of the types of things one might enter into the Direct Table of teaching to indicate Quality and Impact of your teaching. Quality refers to evidence that it is good (i.e., student ratings, increased knowledge, testimonials, etc.). Impact refers to how you developed your material (drawing from literature and/or building from others) and how you shared your impact (presentations, abstracts, publications, and increasing regional and international reputation, etc.). The expectation is higher as one moves up the academic ladder. Brief description here, evidence in annex.

Course/Program	Evidence of Quality and scholarship. Impact, Draws from, Contributes to. Provide examples in Annex
Course A – typical description from Instructor/Assist Prof	Course Ratings have been positive (>4.0)(see annex for details) positive
Course B – more scholarly reflection for Instructor/Assist Prof	Ratings & Assessments showed positive and increased knowledge of the students (>4.5 ratings on courses). Presented results at Curriculum Committee and Department meeting. Reviewed literature for similar course (used/adapted new ideas). Reviewed feedback about course, lecture, module with students and make relevant improvements. (See annex for details of evaluations).
Course C – Assoc Prof	Ratings & Assessments showed positive and increased knowledge (>4.5 ratings of course), trained mentored or others locally to run similar courses. Designed study to explore how this course impacted organization and patient care. Presented results in abstract, and paper at Regional or international conferences, Published abstract, Published papers locally, regionally Reviewed literature for similar course (used/adapted). Reviewed feedback about course, lecture, module and make relevant improvements. Collaborate with others regionally in shared development and/or from own pilot work that demonstrates efficacy. (See annex for details of evaluation, copy of publications, letters of invitation, letters of appreciation from mentees)
Course C –Prof	Ratings & Assessments showed positive and increased knowledge, trained mentored or others locally, regionally, internationally, impacted organization or patient care. Presented results in or published paper at ….something like: • Invited to present results at international conferences (list) • Published papers locally, regionally and Internationally (provide reference – and maybe copy of paper in annex) • Contributes to best practices in specialty (

Course/Program	Evidence of Quality and scholarship. Impact, Draws from, Contributes to. Provide examples in Annex
	• Reviewed literature for similar course (used/adapted). • Reviewed feedback about course, lecture, module and make relevant improvements. • Collaborate with others internationally in shared development and/or from own scholarly work that demonstrates efficacy. (See annex for details of evaluation, copy of publications, letters of invitation, letters of appreciation from mentees)

TABLE 2 – MENTORING

Expand on the impact of your mentoring. What has happened to that mentee as a result of your mentoring? Less about mentoring people in your specialty, but more about either your role as an educator (put in reflection) and perhaps mentoring others to be good educators…

Name	Documentation of Impact (Awards, Publications, mentee achievements-documents in Annex)
Student X	Mentored student as an educator. Student selected as chief resident, Received high ratings, won teaching awards, gave letter of testimonial.
Student Y	Mentored student as a leader. Selected as course director for XXX
Dr. X	Mentored faculty in their teaching. Letter from Faculty members, student ratings, One of highest rated faculty in department faculty received teaching award
Dr. Y	Mentored faculty on their educational project. Poster accepted at APMEC, Golden Apple award for innovative programs, letter from faculty member (could be in annex)

ANNEX 1[2]

In this section you need to provide a sampling of the actual evidence that illustrate the comments made in tables and reflections.. Below are some possible types of evidence to consider. NOT ALL ARE REQUIRED NOR IS THIS AN EXAUSTIVE LIST OF WHAT YOU COULD PROVIDE.

Direct teaching

- Student course and teaching evaluation data that highlight that rate overall effectiveness or satisfaction with course.
- Letters/emails from alumni on the quality of your instruction.
- Letters/emails/evaluations from colleagues who have observed the you teaching either as part of teaching team or independent observer.
- Descriptions of curricular revisions made as a result of literature or evaluation (perhaps curriculum summary report)
- A statement by a chairperson assessing the faculty member's teaching contribution to the department and discussing how the department plans to use the instructor as a teacher in the future.
- Description of steps taken to evaluate and improve one's teaching. Changes resulting from self-evaluation, time spent reading journals on improving teaching, participation in seminars, workshops, and professional meetings on improving teaching and obtaining instructional development grants.
- Documentation of teaching/development activity through the campus office, AM.EI for teaching and learning.
- Invitations to teach from outside agencies, to present a paper at a conference on teaching in one's disciplines or on teaching in general, or to participate in a media interview on a successful teaching method.
- Invitations to other departments or campuses to demonstrate effective instructional methods, or to participate in teaching/learning symposia.
- A professional exchange with colleagues inside or outside of the institution. The exchange might include course materials or methods of teaching a particular topic, or helping colleagues improve their teaching.
- Participation in local, regional, state, or national activities related to teaching courses in the faculty's discipline.

Mentoring

- Letter/email from student who succeed in advanced courses of study in the field thanking you for your role in helping them.

- Description of student essays, projects, creative work, field-work reports, laboratories as well as student publications on course-related work that may have received outside recognition, awards.
- Student publications or conference presentations on related work.
- Feedback from students, the department chairperson or colleagues in role as mentor.
- Employee development plan

Curriculum Development

- Representative course syllabi or other curricular/teaching documents as well as reflective statements as to why the teaching situation was so constructed.
- Workshop for other instructors (agenda, handouts, participant feedback)
- Syllabus for new or revised course
- Statements from colleagues who have systematically reviewed the instructor's teaching materials (lesson plan, assignments, testing and grading practices, text selection, reading lists, assessments.
- Statements from colleagues who have systematically reviewed the faculty's out-of-class activities such as instructional and curricular development, and instructional research
- Curriculum design based on a specific context = written curriculum

Research

- Students' scores on instructor-made or standardized tests possible before and after a course as evidence of student learning.
- Statements from colleagues who have systematically reviewed the faculty's out-of-class activities such as instructional and curricular development, and instructional research
- Copies of research (abstract, poster, presentation, publication) that contributes directly to teaching
- Receipt of a grant
- Project proposal submission or publication using data and information pertinent to the educational environment, cultural diversity, or social networking

Leadership

- Description of steps taken to evaluate and improve one's program/ department/ committee. Changes resulting from leadership activities.
- Participation in a 360⬚ Leadership Feedback Survey and submit development plan for improvement
- Example of a performance review process to engage and retain employees
- Strategic planning process and final documents
- Documentation of the process for developing the budget and final budget
- Quality improvement activities, committees, and operational systems
- Program and thank you note from a community function where you were leader or speaker
- Organizing a community event
- Serving on a community or association Board of Directors (letter, webpage, photo)

- Starting a new department (report)
- Response to presentation to community organization
- Op-Ed piece in community newspaper
- Testimony on a specific issue to city council, legislative committee, e.g., health policy change
- Leadership role in community or professional organization
- Presentation to a particular audience = Power Point slides or handout
- Organizing a group of stakeholders = meeting minutes
- Advocacy work = e.g., written policy
- Predicting trends = e.g., summary of environmental scanning effort, SWOT analysis, strategic plan

COMPARISON
YLLSOM AND DUKE-NUS

CRITERIA	YLLSOM CLINICAL / ADJUNCT PROFESSOR	DUKE-NUS *revised* ADJUNCT PROFESSOR
Hospital Grade	Senior Consultant	Not Specified
Clinical Reputation [1]	International	Regional or International (Clinical) International (Academic/Scientific)
Publications [1]	Superior number in international peer-reviewed journals of good to high IF (majority first/last)	75+; IF; H-Index; Authorship - *majority first/second/last*/third; Scientific book chapters/ Clinical Protocols & Guidelines
Grant Funding [2]	PI	*Sustained funding as* PI/Co-PI
Teaching Scores [2]	Excellent	*Well-developed Education Portfolio*
Leadership	In Undergraduate Education	*Well-developed Education Portfolio; AMC leadership can complement*
Annual Performance Appraisal	Sustained excellent (EX) and ER over several consecutive years	*Not required, but can be included.*

DUKE-NUS CRITERIA
REGULAR RANK APPOINTMENT

Description	IIA (Researcher)* (Non-Tenure Track)	IIB (Clinician-Researcher/Educator)* (Non-Tenure Track)
Academic Focus for Promotion	Publications, Grants, Impact on field, Reputation (Co-PI or PI role)	Publications, Grants, preferred Impact on field, Reputation (Co-I or PI role)
Other Relevant Objectives	N.A.	Teaching, Mentoring, Clinical Care
Effort	Primary focus on research (at least 70%)	Significant Effort, which is: ▪ IIB(R): CI, 10% to 50% and CS, at least 50% ▪ IIB(E): At least 30%

*Promotion for a Practicing Clinician is based on BOTH clinical excellence and education/research excellence.

Faculty Appointment	Total papers#		Academic / Scientific Reputation	Clinical Reputation	Grant Funding	
	IIA	IIB			IIA	IIB
Associate Professor	30+	30+	Regional or International@	Regional or International	Co-I or PI	Co-I or PI
Full Professor	75+	75+	International	Regional or International	Co-I or PI	Co-I or PI

@ Local = Singapore

Regional = ASEAN stretching to countries in Asia

International = Countries beyond Asia to those in Europe, the Americas and the Oceania.

\# Approximate number of publications before promotion to that level is considered. Over and above "number of papers", the key guiding principle is that weightage will be accorded to the academic/scientific impact and/or number of citations of the academic work (which can include H-Index). Scientific book chapters, written clinical protocols & guidelines can also be considered. In addition, senior, first, second and third authorship roles are regarded higher in this consideration.

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