NORTON ROSE FULBRIGHT EDUCATIONAL EXCELLENCE AWARDS
EDUCATIONAL LEADERSHIP RUBRIC

Section	Below the standard of excellence	Meets the standard for excellence	Exceptionally above the standard for excellence
Goals (5 points)	**0-3**	**4**	**5**
	• Goals are generic • Goals are not focused on educational leadership • Unachievable or not realistic • Unclear or not well-defined	• Goals are focused on educational leadership • Achievable and realistic • Clear • Goals are specific to learner/stakeholder outcomes	• Goals are highly relevant to actual educational leadership activities (e.g., programmatic change, process improvement) • Achievable and realistic • Clear and specific (focused, well-defined, action-oriented) • Innovative or focused on national movements/organizations in health sciences education. (e.g., Leadership in SACSCOC, CLER, etc.).
Educational Leadership Personal Preparation (5 points)	**0-3**	**4**	**5**
	• Time spent in preparation activities is not quantifiable • Preparation activities are clustered in a short amount of time or involved very little time overall • Preparation activities are not related to improving skills in educational leadership or leadership • Preparation activities are planned but have not yet been initiated	• Time spent in preparation activities well defined and quantified • Preparation activities are related to leadership or business skills related to leadership (e.g., Managing a budget, interpersonal skills, how to reward employees). • Some activities may be informal (being mentored), but there are also some well-defined quantifiable experiences (e.g., formal educational leadership training) • Personal preparation activities linked to individual educational leadership roles/goals	• Time spent in personal development as a leader is quantifiable and logical • Participated in activities consistently over significant periods of time • Activities include formal educational training (e.g., MTFP, MBA, Rice Business School certification or participation in development courses at a regional or national level) • Relevance of educational leadership development activities clearly linked to goals and individual leadership activities

	0-3	4	5
Self-reflection and improvement (5 points)	• No meaningful reflection on feedback received from learners, team members or individuals supervised. • Feedback is from a limited number of sources • No description of how feedback was used to guide self-improvement as an educational leader • No examples are provided of leadership improvements gained by feedback or evaluation outcomes	• Reflection on feedback received with some mention of process • Includes feedback from multiple sources, but may not have explicitly solicited the feedback • Specific mentor(s) for educational leadership identified or referenced • At least one example of improvements as a result of educational leadership is provided • Description of impact of improvement may or may not be described	• Evidence is provided regarding explicit use of feedback to make important changes to processes, procedures, or the learning environment. • Solicits feedback from multiple sources such as a 360 evaluation of leadership • Letter of support from respected or renowned educational leader/mentor OR mentor with expertise for a specific leadership skill (e.g., How to communicate more effectively in teams) • Specific and detailed descriptions of at least two examples of improvements as a result of educational leadership are provided Description of impact of improvement is described. • Mentoring of others in leadership skills
	0-14	**15-18**	**19-20**
Quality-Methods (20 points)	• Types of leadership roles were vague or not easily understood. • Activities described are mostly administrative and do not require critical thinking (e.g., developing the calendar or making schedules for trainees)	• Includes a least one major educational leadership role within the department or institution (e.g., Program director, Assistant/Associate Program Director, Director of a large/department wide/institutional course, Chair of Dept/School/Institutional educational committee)	• Multiple leadership roles • Activities involve new program development, national initiatives • Leadership role includes editor of medical education journal or author of educational standards or national guidelines in medical education • Tasked to create or implement new course, program, or educational activity. (e.g., Team Launch, IPASS)

	• Activities listed are clinical leadership roles and not educational leadership roles • Fewer than three educational leadership activities • No major educational leadership role • Listing committee involvement without evidence of individual contribution	• Includes two or more other leadership roles (e.g., CME course director, educational committee membership) • Evidence of individual contribution or assigned a specific role on educational committees. • Service on ad hoc committees convened to solve an educational need or problem • Review panel for educational awards, grants, or other recognition • Evidence of mentoring faculty • May include leadership roles in a local or regional professional society.	• Serve on national education related committees for discipline (i.e., APA) or national initiatives (AAMC, CLER)
	0-14	**15-18**	**19-20**
Quality-Meaningful Results (20 points)	• No quantitative evidence or metrics of leadership activities • No suggestion that they serve as a model or mentor for others • No evidence of sharing leadership "lessons learned" to colleagues or the broader community.	• Some quantitative evidence or metrics of leadership activities (e.g. external reviews) • Clear evidence of leadership activities addressing learner and programmatic needs and deficiencies • Includes some evidence of dissemination of leadership activities external to home institution • Evaluation or metric demonstrating that course, clerkship, program meets or exceeds the institutional	• Leadership activities or methods are innovative and acknowledged with awards or other recognition, locally, regionally, or nationally • Leadership activities are adopted by other institutions as a model for change • Leader is sought out by national experts and colleagues for inter-institutional or national collaboration. • Is recognized as a mentor to other educational leaders

	0-25	26-28	29-30
		standard, if applicable standards exist. • Curricular innovation becomes model for others.	
Leadership Quantity (30 points)	• Educational leadership activities do not span at least 5 years in total • Major leadership positions or activities are held for less than 3 years • Total number of hours spent in leadership activities is less than 2000 hrs. over the 5 years	• Educational leadership activities span at least 5 years in total, but some variation from year to year • Major leadership positions or activities are held for greater than 3 years • Total number of hours spent in leadership activity is approximately 2000-3500 hrs. over 5 years	• Demonstrates consistent commitment to educational leadership activities for well over 5 years • Demonstration of commitment to at least one primary leadership activity for greater than 4 years. • Total number of hours spent in leadership activities is >3500 hrs. over 5 years

	0-7	8-9	10
Leadership Breadth (10 points)	*Only one or none of the following:* • Leadership impacts more than one learner group (e.g., students, trainees, health professionals) • More than one type of leadership activity (e.g., program administration, curriculum development, committee participation) • More than one level of impact of leadership activities (local/institutional, regional, national, or international)	*At least TWO of the following:* • More than one learner group (e.g., students, trainees, health professionals) • More than one type of leadership activity (e.g., program administration, curriculum development, committee participation) • More than one level of involvement of leadership activities (local/institutional, regional, national, or international)	*All THREE of the following:* • More than one learner group (e.g., students, trainees, health professionals) • More than one type of leadership activity (e.g., program administration, curriculum development, committee participation) • More than one level of involvement of leadership activities (local/institutional, regional, national, or international)

	0-3	4	5
Portfolio preparation (5 points)	• Portfolio was sloppily organized or with errors in grammar, syntax, or spelling • Description of time and effort with each item of leadership is incomplete or confusing • Supporting evidence is scant, or not well organized and explained • Inconsistencies in learners, dates, responsibilities etc. exist among structured summary, personal statement, CV and supporting evidence • Structured summary lacks one or more major components • Violations of HIPAA or • Personal statement vague and incomprehensible	• Portfolio is mostly organized and searchable • Description of time and effort with each item of leadership is included • Supporting evidence is mostly clear • Information was consistent across the structured summary, personal statement, CV and supporting evidence • Information present in the structured summary resembles standard. • The writing is clear and easy to follow, with only minor errors in grammar and syntax. • Personal statement concisely describes journey in education and leadership	• Portfolio was clearly organized, easy to read and neatly formatted. • Description of time and effort with each item of leadership is included and explicit • Information is consistent across the structured summary, personal statement, CV and supporting evidence, cross-referenced and highlighted. • All required information is present in the structured summary • The writing is clear with logical progression of ideas, grammatically correct and may be "artistic." • Personal statement describes journey in education and leadership in a visionary or inspiring manner.