

**NORTON ROSE FULBRIGHT EDUCATIONAL EXCELLENCE AWARDS
EDUCATIONAL RESEARCH RUBRIC**

Educational Research is a broad term which encompasses scholarship in traditional research, program evaluation, systematic reviews, educational innovation, synthesis, application, and narrative reviews/perspectives grounded in the literature. There may be disseminated products that could also fulfill the criteria of enduring educational materials (i.e. curricula/evaluation tools published in MedEdPORTAL) related to educational research.

Products cannot be counted for both categories. NOTE: this portfolio does not require supporting evidence however individuals can choose to include for clarity or understanding)

| Section | Below the standard of excellence | Meets the standard for excellence | Exceptionally above the standard of excellence |
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| Goals (5 points) | 0-3 | 4 | 5 |
| | <ul style="list-style-type: none"> • Goals are generic • Goals are not focused on research/program evaluation research or educational scholarship • Unachievable or not realistic • Unclear or not well-defined | <ul style="list-style-type: none"> • Goals relevant to educational research/program evaluation research or educational scholarship • Achievable and realistic • Clear | <ul style="list-style-type: none"> • Highly focused on moving the field of educational research/program evaluation research/educational scholarship forward • Relevant to educational research/program evaluation research/educational scholarship • Clear and specific (focused, well-defined, action-oriented) • Innovative or focused on collaboration and mentoring |
| Educational Research Personal Preparation/Educator Development (5 points) | 0-3 | 4 | 5 |
| | <ul style="list-style-type: none"> • Time spent in preparation activities is not quantifiable • Activities included are considered standard job responsibilities • Activities are clustered in a short amount of time or involved very little time overall • Activities are not related to improving skills in educational research • Activities are planned, but have not yet been initiated | <ul style="list-style-type: none"> • Time spent in preparation activities well defined and quantified • Activities that are related to the development of new skills, or improves practice in educational research/program evaluation/innovation methods, curriculum design or dissemination methods (such as MedEdPORTAL workshop, Scholarly writing workshop, survey design, etc.) • Some activities may be informal (being mentored), but there are also some well-defined quantifiable experiences • Personal preparation activities linked to educational research activities | <ul style="list-style-type: none"> • Time spent in personal development as an educational researcher is over a long period of time and in depth • Activities are above and beyond those done in the course of standard job responsibilities • Participated in activities consistently over significant periods of time • Activities include formal educational training (e.g. MERC) • Relevance of educational research development activities clearly linked to goals and individual research activities |

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| Self-reflection and improvement (5 points) | 0-3 | 4 | 5 |
| | <ul style="list-style-type: none"> 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 researcher No examples are provided of changes or improvements in research skills or methodology based on feedback | <ul style="list-style-type: none"> Reflection on feedback received Changes in research, program evaluation and or scholarly processes are described Examples of improvements might be provided | <ul style="list-style-type: none"> Evidence is provided regarding explicit use of feedback to make changes in research, program evaluation and or scholarly processes are described teaching changes and improvement Solicits feedback from multiple sources Specific and detailed examples of improvements are given |
| Portfolio preparation (5 points) | 0-3 | 4 | 5 |
| | <ul style="list-style-type: none"> Portfolio was poorly or sloppily organized Structured summary and abstracts lack one or more major components The writing is confusing with many errors of grammar, syntax and spelling with no evidence of proofreading or editing. Personal statement vague and incomprehensible | <ul style="list-style-type: none"> Portfolio is mostly organized and searchable 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 | <ul style="list-style-type: none"> Portfolio was clearly organized, easy to read and neatly formatted. 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 research in a visionary or inspiring manner. |
| Evidence of Scholarship Quality: Methods and Dissemination (20 points) | 0-14 | 15-18 | 19-20 |
| | <ul style="list-style-type: none"> Papers published in journals that are not indexed in PubMed or evidence is not given that journals are peer reviewed. Only a few modalities or techniques are documented or described Only a middle author on publications | <ul style="list-style-type: none"> Papers published in reputable journals (see JANE or Journal Author Name Estimator if uncertain) Evidence is provided of peer review and impact of journals not indexed in PubMed. High number of stars in MedEdPublish Research techniques are appropriate for the content and environment At least one published paper in which the faculty is a first, co-first, or last author. Serves as a reviewer for educational abstracts or papers | <ul style="list-style-type: none"> Others have cited the work (if not listed or uncertain, this can be found in Google Scholar under the title of the research. Note that abstracts published in the literature may also have been cited by others) Research projects and/or methods are innovative, in addition to being appropriate for the content and environment More than one paper with faculty first, co-first, or last author. Serves as a reviewer for journals that only have articles related to medical education or is a reviewer for multiple journals/meetings related to medical education. |

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| | | | <ul style="list-style-type: none"> Is a part of an educational research collaborative |
| Quality: Meaningful results (20 points) | 0-14 | 15-18 | 19-20 |
| | <ul style="list-style-type: none"> Little evidence of impact Only local impact Dissemination of non-published (or prior to publication) work is local only | <ul style="list-style-type: none"> Evidence of an impact of research for majority or most of the studies At least one impact outside the institution (i.e. someone else using the outcomes in some way) At least 1 presentation at the national/international level related to applicant's educational research Dissemination of non-published (or prior to publication) is at the regional/national level | <ul style="list-style-type: none"> Evidence of impact for all studies Recognition for the quality of the research (BCM showcase award, or other awards, platform presentation, grant for work, invited talk on theme etc.) Greater than 3 presentations at the national/international level of research studies Evidence of external validation of excellence (e.g. award-winning article or poster, most referenced article, featured publication, etc.) |
| Quantity (30 points) | 0-25 | 26-29 | 30 |
| | <ul style="list-style-type: none"> Fewer than 2 published articles or 2 published which are less than 4 pages Fewer than 5 questions total listed in the portfolio Fewer than 7 total disseminations (included publications) | <ul style="list-style-type: none"> 2 published peer reviewed papers; total of 4-7 pages in length 5-6 questions total studied 7-10 total disseminations (including publications, citations or related abstract presentations) | <ul style="list-style-type: none"> More than 2 published articles More than 6 questions total studied More than 10 disseminations |
| Breadth (10 points) | 0-7 | 8-9 | 10 |
| | <p>Only one or none of the following:</p> <ul style="list-style-type: none"> More than 1 learner population (med student, graduate student, resident, fellow, faculty, allied health student type, different subspecialty trainees) studied 3 or more different venues of dissemination (i.e. different meetings or meeting types – this does not | <p>At least TWO of the following:</p> <ul style="list-style-type: none"> Studied more than 1 learner population (student, trainees, health professionals) Dissemination across more than one discipline 3 or more different venues of dissemination (i.e. different meetings or meeting types – this does not | <p>At least THREE of the following</p> <ul style="list-style-type: none"> More than 1 learner population (med student, graduate student, resident, fellow, faculty, allied health student type, different subspecialty trainees) studied 3 or more different venues of dissemination (i.e. different meetings or meeting types – this does not include |

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| | <p>include journals where work was published, e.g., BCM, national society meeting, regional education meeting)</p> <ul style="list-style-type: none"> • Uses different types of study designs (i.e. qualitative and quantitative OR uses different methodologies within quantitative (i.e. survey, case study, correlational, etc.) or qualitative research (i.e. phenomenological, ethnographical approach, etc.) • Published in specialty as well as medical education journals | <p>include journals where work was published, e.g., BCM, national society meeting, regional education meeting)</p> <ul style="list-style-type: none"> • Uses different types of study designs (i.e. qualitative and quantitative OR uses different methodologies within quantitative (i.e. survey, case study, correlational, etc.) or qualitative research (i.e. phenomenological, ethnographical approach, etc.) • Published in specialty as well as medical education journals | <p>journals where work was published, e.g., BCM, national society meeting, regional education meeting)</p> <ul style="list-style-type: none"> • Uses different types of study designs (i.e. qualitative and quantitative OR uses different methodologies within quantitative (i.e. survey, case study, correlational, etc.) or qualitative research (i.e. phenomenological, ethnographical approach, etc.) • Published in specialty as well as medical education journals |
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