AACOM
American Association of Colleges of Osteopathic Medicine

Evaluation Rubric for Educational Leadership

Points assigned based on comparison to prototypes—assume prototypes would earn 85-95 points.

Use sample questions after each criterion as a guide for interpretation.		Maximum Points Possible
1. The applicant's personal standards of osteopathic focus or impact within/upon osteopathic medical education *(The standards of osteopathic focus or impact within/upon osteopathic medical education will be awarded based on the applicant's personal statement and mini-portfolio.)* • *Personal statement reflects goals with the osteopathic educational continuum (1)* • *Personal statement reflects goals within a national leadership context (2)* • *Leadership activities focus on advancing osteopathic medical education (2)* • *Leadership activities have impacted their institutional practices (2)* • *Leadership activities have impacted national osteopathic educational practices (3)*		*10 points*
Application Quality – evidence of quality may also be found in multiple places throughout the portfolio including summary statement, personal statement, and appendices. CV not used to acquire evidence.	**2. Clear, realistic, and important goals** *(e.g., Are educational leadership goals specific and appropriate? Do goals reflect the needs of learners and/or educators?)* • *Goals are realistic within the person's activities (1)* • *Goals are directed towards educational leadership (2)* • *Goals reflect leadership activities on a national level (2)*	*5 points*
	3. Adequate personal preparation and ongoing self-reflection/improvement *(e.g., Is educator prepared to lead effectively? Does educator participate in educator development opportunities? Does educator solicit and effectively use evaluations from learners and peers?)* • *Faculty development activities at institution (1), nationally (3)* • *Leadership training activities at institution (1), nationally (3)* • *Evidence of change in response to evaluations (2)*	*10 points*
	4. Adequate methods/Quality of presentation of results *(e.g., Are appropriate educational techniques used effectively and flexibly? Does educator's strategy serve as a model for others? How do peers regard process and perceive outcomes? Evaluations might include: peer review, administrator ratings, description of accomplishments, outcome indicators as a result of accomplishments, external recognition. Is educational leadership portfolio clear? Does educator effectively share lessons learned with peers?)* • *Letters of support from institutional peers (1), national peers (2), national leadership (3)* • *LORs mention quality performance in leadership (1)* • *Student evaluations (1)* • *Administrator ratings (2)* • *Outcome measures of student or faculty performance (2)* • *Recognition or awards institution (2), national (4)*	*30 points*

	• *Peer reviewed publications (2)* • *Successful educational grant funding (3)* • *Missing LOR from current institution (-2)* • *Missing dates and locations of activities (-2)*	
5. Quantity *(e.g., Number of positions held, duration of positions held (years), total time commitment.)* *Each individual activity listed in portfolio scored separately.* • *Curricular development at institution (1), nationally (3)* • *Educational administration at institution (1), nationally (3)* • *Committee activity at college (0.5), university (1) nationally (2)* • *Committee chair at institution (1), nationally (3)* • *Educational grants Co-PI (1), PI (2), multi -school (3)* • *Course/clerkship director (1)* • *Faculty or Curricular development presentations at institution (1), other schools (2), national (3)* • *New course/program development at institution (2), national (3)* • *Duration of individual activities limited (1), > 2years (3 each activity)*		*35 points*
6. Breadth *(e.g., Different types of committees, different courses, different roles, inter-versus intra-departmental involvement, college wide roles, or national roles.)* *Once for each of the following:* • *Curricular development/Course director (2)* • *Committees college (1), university wide (2) national (3)* • *Educational grants (2)* • *Faculty or Curricular development presentations (2)* • *Develops new faculty leadership programs (2)* • *Policy development institutional (1), national (2)* • *Community service educational leadership (2)* • *Mentoring junior faculty at institution (1), nationally (2)*		*10 points*
Total ***(80 points minimum needed to receive award)***		*100 points*