Assessing the scholarship of Administration and Leadership

Applicants with outstanding accomplishments in this activity often serve as program directors, leaders in their departments, or leaders on domain-relevant committees. Documentation should focus not on materials developed but on the process of developing, implementing or coordinating activities. Examples could include chairing a department, directing a postgraduate residency program or pre-clinical block rotation, directing a research group, or administrative appointment in the deanery.

The following is a rubric for addressing components and criteria of scholarship. It can be used for on-going (formative) and summative assessment of administrative and leadership contributions. The list can be used by the leader or administrator to plan and self-assess, or by others to provide external evaluations.

| Needs addressed | Include a description of the vision and goals you have chosen to address in your role. Are these vision and goals aligned with those of:  
• The mission statement of the department and faculty?  
• Existing administrative and accreditation standards? |
|-----------------|---------------------------------------------------------------------------------------------------------------|
| Role            | What is your role? (Director or co-director or assistant, etc.)  
What proportion of your annual job description is invested in this process? |
| Methodology     | Describe the methods you have used to address your vision and accomplish goals.  
Did these use best practices and approaches (from literature/professional bodies /personal experience)?  
Did you define anticipated outcomes or products (deliverables) at outset and provide timelines with milestones?  
Did you develop clear, efficient processes for program implementation and evaluation?  
Describe methods used to identify, acquire and manage resources needed to implement and sustain projects? (Financial and logistical).  
Describe any innovative solutions you developed to achieve your goals.  
Did you provide clear communication of this vision and goals to target groups (target users/ faculty/team members)?  
Did these communications inform effectively, inspire trust and motivate others?  
Is there skillful delegation and empowerment/engagement of others?  
Is there any mentoring and professional development of program team members?  
Is there effective conflict resolution; is perspective maintained in times of difficulty? |
| Quality         | Are results and performance of the program, committee, or group clearly displayed and understandable?  
Is there evidence of formal Peer review or successful accreditation? |
| Impact or outcomes | Describe what you accomplished, including goals and milestones achieved.  
• Evaluations from “end-users”  
• Improved performance outcomes of team members  
• Improved outcomes for end-users or the institution  
• What are the ratings of the program and your leadership by participants and stakeholders?  
What is the level of engagement, endorsement, and faculty/stakeholder commitment to the program?  
Is there evidence for dissemination of processes and products (local, regional, national, international):  
• Presentations/ faculty development/Publications/use of program innovations and products by others  
• Consultation with or peer review of other programs  
• Recognition by internal or external awards or incentives? |
| Stewardship     | How sustainable is the program?  
Provide evidence for ongoing:  
• Leadership skills development to enhance effectiveness  
• Programs/initiative development, maintenance of currency based on critical analysis and reflection. |