

## Early Career Faculty Award for Excellence in Patient Care Scoring Rubric

| Section                                                                                                | Below the standard for excellence                                                                                                                                                                                                                                               | Meets the standard for excellence                                                                                                                                                                                                                                                                                                          | Above the standard for excellence                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                        | <b>0-3</b>                                                                                                                                                                                                                                                                      | <b>4-6</b>                                                                                                                                                                                                                                                                                                                                 | <b>5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>1. Clear and Coherent Personal Statement with Description of Clinical Expertise (0 – 10 points)</b> | <ul style="list-style-type: none"> <li>Personal statement is unclear, lacking structure, or does not adequately describe clinical expertise.</li> <li>Personal statement may focus on irrelevant details or fail to align with professional goals.</li> </ul>                   | <ul style="list-style-type: none"> <li>Personal statement provides a reasonable description of clinical expertise but may be lacking in depth or clarity.</li> <li>Some connection to professional goals may be present.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Personal statement is clear, well-organized, and provides a detailed and comprehensive description of clinical expertise.</li> <li>The narrative is engaging and aligns with career goals and accomplishments.</li> </ul>                                                                                                                                                                                                                |
|                                                                                                        | <b>0-3</b>                                                                                                                                                                                                                                                                      | <b>4-6</b>                                                                                                                                                                                                                                                                                                                                 | <b>7-10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>2. Portfolio Preparation (0 – 10 points)</b>                                                        | <ul style="list-style-type: none"> <li>Disorganized and difficult to navigate.</li> <li>Missing key sections, documents, or essential qualifications.</li> <li>Poor formatting with frequent errors</li> <li>Low readability; content is unclear and hard to follow.</li> </ul> | <ul style="list-style-type: none"> <li>Organized but lacks smooth flow or clarity.</li> <li>Some missing or unclear documents.</li> <li>Minor inconsistencies.</li> <li>Some errors, but they don't detract significantly from the content.</li> <li>Functional, but could be improved for better readability and cohesiveness.</li> </ul> | <ul style="list-style-type: none"> <li>Clear, logical flow with well-organized sections.</li> <li>Complete, cohesive, and well-linked documentation.</li> <li>Professional appearance with consistent formatting.</li> <li>Minor errors may exist.</li> <li>Easy to follow and error-free.</li> </ul>                                                                                                                                                                           |
|                                                                                                        | <b>0-5</b>                                                                                                                                                                                                                                                                      | <b>6-10</b>                                                                                                                                                                                                                                                                                                                                | <b>11-15</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>3. Clinical Quality Documentation and Recognition (0 – 20 points)</b>                               | <ul style="list-style-type: none"> <li>Minimal or no recognition for clinical quality, patient safety, or practice changes.</li> <li>No benchmarking or outcomes provided.</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>Some evidence of clinical quality, including awards or recognitions from local peers or institutions.</li> <li>Limited benchmarking or patient safety outcomes.</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Strong recognition in clinical quality, patient safety, and practice change.</li> <li>Evidence can include outcomes from benchmarking data, specialty certifications, or recognition by peers.</li> <li>Exceptional documentation and recognition of clinical excellence, with multiple awards, peer-reviewed outcomes, or national-level recognition.</li> <li>Strong evidence of external consultations and specialization.</li> </ul> |

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|                                                                    | 0                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1-5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 6-10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 11-15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 16-20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>4. Peer, Colleague, and Learner Evaluations (0 – 20 points)</b> | <ul style="list-style-type: none"> <li>• No evidence of feedback from peers, colleagues, learners, or referring physicians.</li> <li>• Any feedback provided is irrelevant, unfocused, or not clearly tied to the applicant's performance.</li> <li>• Evaluations, if included, are overly general and lack specific examples.</li> <li>• Feedback fails to provide meaningful insight into the applicant's strengths or areas for improvement.</li> </ul> | <ul style="list-style-type: none"> <li>• Limited number of evaluations (e.g., only one or two, or brief feedback from a single source).</li> <li>• Feedback lacks diversity in perspectives, with input coming from only one group (e.g., a single peer or only learners).</li> <li>• Inconsistent or narrowly sourced feedback that does not reflect a well-rounded view of performance.</li> <li>• Provides minimal insight into the applicant's contributions or impact in clinical or educational settings.</li> </ul> | <ul style="list-style-type: none"> <li>• Adequate number of evaluations, including input from multiple peers, colleagues, and learners.</li> <li>• Balanced representation of perspectives (e.g., peers, trainees, and referring physicians), providing a broader view of performance.</li> <li>• Feedback includes some specific examples of clinical skills, leadership, or communication.</li> <li>• Evaluations demonstrate moderate detail but lack deeper insight into specific behaviors, outcomes, or overall impact.</li> </ul> | <ul style="list-style-type: none"> <li>• Multiple evaluations from a range of stakeholders, including peers, colleagues, learners, and referring physicians.</li> <li>• Feedback comes from diverse sources/ perspectives, providing a well-rounded and comprehensive view of the applicant's performance and impact.</li> <li>• Feedback is specific and detailed, with concrete examples of strengths in clinical expertise, leadership, teamwork, and communication.</li> <li>• Feedback clearly demonstrates the applicant's positive impact on patient care, team dynamics, and learner development.</li> </ul> | <ul style="list-style-type: none"> <li>• Extensive, high-quality feedback from a wide range of stakeholders (e.g., peers, colleagues, learners, and referring physicians).</li> <li>• Evaluations are highly specific and detailed, with clear examples of clinical expertise, leadership, teamwork, and communication skills.</li> <li>• Feedback includes measurable outcomes (e.g., improved patient care, stronger team performance, enhanced learner achievement) directly linked to the applicant's contributions.</li> <li>• Consistently demonstrates significant, observable impact across clinical and educational settings.</li> </ul> |

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|                                                                                                      | <b>0-3</b>                                                                                                                                                                                                                                                                                                                        | <b>4-6</b>                                                                                                                                                                                                                                                                                                                             | <b>7-10</b>                                                                                                                                                                                                                                                                                                                                               |
| <b>5. Dissemination of Knowledge<br/>(0 – 10 points)</b>                                             | <ul style="list-style-type: none"> <li>Minimal to no evidence of dissemination or scholarly activity.</li> <li>Very limited or absent publication record.</li> <li>No demonstrated involvement in teaching, education, or quality improvement initiatives.</li> </ul>                                                             | <ul style="list-style-type: none"> <li>Limited evidence of scholarly activity, including publications or clinical presentations.</li> <li>Occasional involvement in teaching or participation in clinical conferences.</li> <li>Demonstrates emerging engagement in academic or educational activities.</li> </ul>                     | <ul style="list-style-type: none"> <li>Strong record of scholarly output, including publications, leadership roles in conferences or CME activities, and meaningful contributions to quality improvement initiatives.</li> <li>Demonstrated teaching effectiveness with clear contributions to advancing professional knowledge and education.</li> </ul> |
|                                                                                                      | <b>0-3</b>                                                                                                                                                                                                                                                                                                                        | <b>4-6</b>                                                                                                                                                                                                                                                                                                                             | <b>7-10</b>                                                                                                                                                                                                                                                                                                                                               |
| <b>6. Quality Improvement (QI), Patient Safety (PS), and Evidence-Based Care<br/>(0 – 10 points)</b> | <ul style="list-style-type: none"> <li>Minimal to no involvement in quality improvement, patient safety, or evidence-based practice.</li> <li>No clear leadership or defined contribution.</li> <li>No demonstrated outcomes or measurable impact.</li> <li>Limited use of evidence or data to guide care improvement.</li> </ul> | <ul style="list-style-type: none"> <li>Limited involvement in quality improvement, patient safety, or evidence-based initiatives, with unclear scope, impact, and leadership roles.</li> <li>Participation is evident; however, contributions lack clearly demonstrated outcomes or identifiable leadership responsibility.</li> </ul> | <ul style="list-style-type: none"> <li>Strong involvement and leadership in quality improvement initiatives, patient safety programs, and evidence-based practice efforts.</li> <li>Clear, demonstrable contributions to improved patient care processes and outcomes.</li> </ul>                                                                         |
|                                                                                                      | <b>0-3</b>                                                                                                                                                                                                                                                                                                                        | <b>4-6</b>                                                                                                                                                                                                                                                                                                                             | <b>7-10</b>                                                                                                                                                                                                                                                                                                                                               |
| <b>7. Leadership, Business Development, and Innovation<br/>(0 – 10 points)</b>                       | <ul style="list-style-type: none"> <li>Minimal to no evidence of leadership, innovation, or engagement in business development activities.</li> <li>No demonstrated contribution to strategic initiatives or organizational growth efforts.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>Moderate leadership involvement in clinical settings, innovation initiatives, or professional organizations.</li> <li>Demonstrates some contribution to leadership or organizational activities, though scope and impact may be variable.</li> </ul>                                            | <ul style="list-style-type: none"> <li>Strong leadership and innovation in clinical programs, committees, and service development.</li> <li>Active involvement in professional organizations and/or development of new technologies or strategies.</li> <li>Demonstrates clear impact on clinical practice and organizational improvement.</li> </ul>     |
|                                                                                                      | <b>0-3</b>                                                                                                                                                                                                                                                                                                                        | <b>4-6</b>                                                                                                                                                                                                                                                                                                                             | <b>7-10</b>                                                                                                                                                                                                                                                                                                                                               |
| <b>8. Productivity<br/>(0 – 10 points)</b>                                                           | <ul style="list-style-type: none"> <li>Does not meet departmental productivity standards and shows limited evidence of effective resource management.</li> <li>Performance reflects insufficient efficiency or optimization of available resources.</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Meets select departmental productivity standards, but performance is inconsistent across expectations.</li> <li>Limited but emerging evidence of efficiency and resource management improvement efforts.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Consistently exceeds departmental productivity standards.</li> <li>Demonstrates strong efficiency in resource utilization and process improvement across multiple specialties.</li> </ul>                                                                                                                          |