RISE Health Science Education Innovation (HSEI) Innovator Development Rubric

The *RISE Health Science Education Innovation (HSEI) Innovator Development Rubric* assesses seven competencies essential to health science education innovation development. HSEI is defined as new ideas with the potential to change existing approaches in teaching and learning, scale to different areas and learners, and improve practice and health. This rubric is used to assess innovator competency over time and guide RISE funding decisions.

Competency	Competency Criteria
Creativity: generates ideas, alternatives, and possibilities to expand thinking beyond traditional rules and patterns	**1—Remedial** The innovator fails to consider approaches to generate new ideas, alternatives, and possibilities. **2—Emerging** The innovator adopts traditional approaches from within their own discipline to generate new ideas, alternatives, and possibilities. **3—Developing** The innovator applies traditional approaches from across different disciplines to generate new ideas, alternatives, and possibilities. **4—Excelling** The innovator integrates novel approaches from across different disciplines to generate new ideas, alternatives, and possibilities.
Critical Thinking: applies reasoned consideration to evidence, context, and methods to inform decision-making	**1—Remedial** The innovator fails to consider evidence, context, or methods to inform decision-making. **2—Emerging** The innovator considers evidence, context, and methods but does not use this information to inform decision-making. **3—Developing** The innovator applies evidence, context, and methods to inform some of their decision-making. **4—Excelling** The innovator integrates evidence, context, and methods to inform most of their decision-making.
Initiative: adopts a proactive approach for developing, assessing, and operationalizing ideas to foster positive change while remaining persistent in overcoming constraints	**1—Remedial** The innovator fails to adopt strategies for developing, assessing, and operationalizing ideas that overcome constraints that could stifle advancing their ideas. **2—Emerging** The innovator adopts strategies for developing, assessing, and operationalizing ideas, but these strategies do not overcome constraints that could stifle advancing their ideas. **3—Developing** The innovator adopts strategies for developing, assessing, and operationalizing ideas that overcome some constraints that could stifle advancing their ideas. **4—Excelling** The innovator adopts strategies for developing, assessing, and operationalizing ideas that overcome most constraints that could stifle advancing their ideas.
Intellectual Curiosity: asks thought-provoking questions to explore unknown aspects of an idea and challenge existing perspectives and explanations	**1—Remedial** The innovator fails to ask questions about unknown aspects of an idea that might challenge their own perspectives and explanations. **2—Emerging** The innovator asks questions that explore unknown aspects of an idea but does not use the information gathered to challenge existing perspectives and explanations. **3—Developing** The innovator asks questions that explore unknown aspects of an idea and uses some of the information gathered to challenge existing perspectives and explanations. **4—Excelling** The innovator asks questions that explore unknown aspects of an idea and uses most of the information gathered to challenge existing perspectives and explanations.

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Intelligent Risk-taking: weighs benefits and disadvantages of choices to assume calculated risks that yield important outcomes	**1—Remedial** The innovator fails to weigh the benefits and disadvantages of their choices to inform calculated risks. **2—Emerging** The innovator weighs benefits and disadvantages of their choices but does not use this information to inform calculated risks. **3—Developing** The innovator weighs benefits and disadvantages of their choices and uses some of this information to inform calculated risks. **4—Excelling** The innovator weighs benefits and disadvantages of their choices and uses most of this information to inform calculated risks.
Teamwork: collaborates with a broad network of individuals with diverse expertise and viewpoints to generate unique ideas and solutions	**1—Remedial** The innovator fails to collaborate with a broad network of individuals who provide diverse expertise and viewpoints. **2—Emerging** The innovator collaborates with a broad network of individuals from their own discipline only who provide limited diversity in expertise and viewpoints. **3—Developing** The innovator collaborates with a broad network of individuals from across different disciplines who provide some diversity in expertise and viewpoints **4—Excelling** The innovator collaborates with a broad network of individuals from across different disciplines who provide significant diversity in expertise and viewpoints
Visioning: develops a clear direction for the desired future state with sufficient detail to determine if it has been achieved	**1—Remedial** The innovator fails to develop a direction for the desired future state with sufficient detail to determine if it has been achieved. **2—Emerging** The innovator develops a direction for the desired future state but provides insufficient detail to determine if it has been achieved. **3—Developing** The innovator develops a direction for the desired future state and provides sufficient detail to determine if it has been achieved. **4—Excelling** The innovator develops a clear direction for the desired future state and provides extensive detail to determine if it has been achieved.

References

1. Marin-Garcia, J.A., Andres, M.A.A., Atares-Huerta, L., Aznar-Mas, L.E., Garcia-Carbonell, A., González-Ladrón-de-Guevara, F. and Watts, F. (2016), "*Proposal of a framework for innovation competencies development and assessment (FINCODA)*", Working Papers on Operations Management, Vol. 7 No. 2, pp. 119-126.
2. Perez-Penalver, M.J., Lourdes, E.A.-M. and Montero-Fleta, B. (2018), "*Identification and classification of behavioural indicators to assess innovation competence*", Journal of Industrial Engineering and Management, Vol. 11 No. 1, pp. 87-115.