

Frymoyer Scholars Program: Selection Criteria Rubric

Principal Investigator:

Reviewer Name:

Selection Criteria	Description of Criteria	Indicators of Performance				Score
		4	3	2	1	
<b>Innovation/Relevance</b>	<p>To promote innovation in scholarship, creative teaching/learning projects or faculty development that reflect patient/family-centered care, improve care of patients. Anchored in Best Practices as defined by:</p> <p>Humanistic practice – commitment to incorporate human values of caring, compassion, and respect into healthcare relationships.</p> <p>Interprofessional education – proposal/project designed for targeted learners (students and/or professionals) from two or more health professions so that they may learn about, from and with each other to enable effective communication and improve health outcomes.</p> <p>Optimal teaching-learning experience- Fosters collaboration and shared accountability within the learning community.</p>	<ul style="list-style-type: none"> <li>• Proposal or faculty development identifies an emerging problem or adds new dimension to previously identified need/project.</li> <li>• Reflects patient/family-centered care, improves care of patients.</li> <li>• References relevant published scholarly work in healthcare and beyond that supports proposed project.</li> <li>• Articulates the <b>three</b> best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal or faculty development identifies an emerging problem or adds new dimension to previously identified need/project.</li> <li>• Reflects patient/family-centered care; improves care of patients.</li> <li>• References relevant published scholarly work in healthcare and beyond that supports proposed project.</li> <li>• Articulates <b>two</b> of the best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal or faculty development consistent with current, similar projects, teaching practices or faculty development.</li> <li>• Improves care of patients.</li> <li>• Includes references to published scholarly work that supports proposal/faculty development.</li> <li>• Articulates at least <b>one</b> of the best practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Proposal unsubstantiated or inconsistent with need and/or method.</li> <li>• Does not address care of patients or faculty development related directly to improved patient care.</li> <li>• Lacks references to relevant published scholarly work or publication dates older than 10 years.</li> <li>• Articulates to some degree but not fully, one of the best practices.</li> </ul>	Numerical Score:
<b>Impact</b>	Advances knowledge, with impact in healthcare, art of patient/family-centered care,	<ul style="list-style-type: none"> <li>• May lead to significant results with potential to fill a gap in current literature</li> </ul>	<ul style="list-style-type: none"> <li>• May lead to results with potential to further substantiate current</li> </ul>	<ul style="list-style-type: none"> <li>• May lead to results similar to current literature related to</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks potential to fill a gap or inconsistent with current literature</li> </ul>	Numerical Score:

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	patient advocacy, health of communities, and influence on learners and/or teaching-learning experiences that aspires to promote inclusive excellence	related to knowledge, with impact in healthcare, art of patient/family-centered care, patient advocacy, health of communities, influence on learners and/or teaching learning experience. <ul style="list-style-type: none"> <li>• Supports inclusive excellence.</li> </ul>	literature related to knowledge with impact in healthcare, art of patient/family-centered care, patient advocacy, health of communities; influence on learners and/or teaching learning experience. <ul style="list-style-type: none"> <li>• Potential to support inclusive excellence.</li> </ul>	knowledge in healthcare, art of patient/family-centered care, patient advocacy, health of communities, influence on learners and/or teaching learning experience. <ul style="list-style-type: none"> <li>• Lacks evidence of potential to support inclusive excellence</li> </ul>	related to knowledge with impact in healthcare, art of patient/family-centered care, patient advocacy, health of communities, influence on learners and/or teaching learning experience. <ul style="list-style-type: none"> <li>• Lacks evidence of potential to support inclusive excellence.</li> </ul>	
<b>Reach</b>	The proposal or faculty development encompasses a previously unexamined area of teaching and/or scholarship.  Consistent with UVM mission and values.	<ul style="list-style-type: none"> <li>• Applicant(s) explicate an approach/method or creative area of individual professional growth not currently recognized within their work that indicates a direction not previously taken.</li> </ul>	<ul style="list-style-type: none"> <li>• Applicant(s) explain an approach/method or creative area of individual professional growth not currently recognized within their work that includes an element of a direction not previously taken.</li> </ul>	<ul style="list-style-type: none"> <li>• Applicants' explanation of reach inconsistent with a new approach/method or area of individual professional growth within their work that indicates a direction not previously taken.</li> </ul>	<ul style="list-style-type: none"> <li>• Not explained.</li> </ul>	Numerical Score:  Comments:
<b>Theoretical Approach</b>	Theory and framework related to learning, teaching, education, or healthcare practices.	<ul style="list-style-type: none"> <li>• Anchored in known theoretical framework or theory related to best practices.</li> <li>• May include evidence-based approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat anchored in known theoretical framework or theory related to best practices.</li> <li>• May include evidence-based approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Vague or unclear theoretical framework, best practice.</li> <li>• Not supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks theoretical framework, best practice, or evidence-based approach.</li> </ul>	Numerical Score:  Comments:
<b>Methods, Educational Strategies</b>	Utilizes methods related to learning, teaching, education, and healthcare practices. Employs educational strategies that engage a diverse community of learners.	<ul style="list-style-type: none"> <li>• Applies the science of learning: Active/interactive learning, e.g., Problem or team based; Flipped classroom; simulation.</li> <li>• Well-articulated, feasible, ethical goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Combines the science of learning with traditional educational methods and strategies, e.g., lecture, PowerPoint.</li> <li>• Well-articulated, feasible, ethical goals.</li> <li>• Objectives/outcomes specific, measurable,</li> </ul>	<ul style="list-style-type: none"> <li>• Describes traditional learning methods and strategies, e.g., lecture, PowerPoint.</li> <li>• Feasible, ethical goals.</li> <li>• Objectives/outcomes are not specific, measurable, actionable,</li> </ul>	<ul style="list-style-type: none"> <li>• Educational strategies not described.</li> <li>• Lacks feasibility.</li> <li>• Goals unclear.</li> <li>• Objectives/outcomes not stated.</li> </ul>	Numerical Score:

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		<ul style="list-style-type: none"> <li>Objectives/outcomes specific, measurable, actionable, relevant, time-oriented.</li> <li>Includes Universal Design for Learning.</li> <li>Identifies and describes learner-centered approaches.</li> </ul>	actionable, relevant, time-oriented. <ul style="list-style-type: none"> <li>Includes Universal Design for Learning.</li> <li>Acknowledges opportunities for learner-centered approaches.</li> </ul>	relevant, or time-oriented.	<ul style="list-style-type: none"> <li>Universal design for learning not addressed.</li> </ul>	
<b>Budget Feasibility</b>	Requested funds support scope of project; economical use of funds; Itemization with specific objectives.	<ul style="list-style-type: none"> <li>Detailed outline Itemized for each year of grant.</li> <li>Includes rationale and specifics for expenditures Includes specifics of cost containing measures.</li> </ul>	<ul style="list-style-type: none"> <li>Some details in outline Itemized for each year of grant.</li> <li>Estimates rather than specifics for expenditures.</li> <li>Addresses cost containment to some degree.</li> </ul>	<ul style="list-style-type: none"> <li>Estimations of costs, expenditures.</li> <li>Budget inconsistent with probable total costs of project.</li> </ul>	<ul style="list-style-type: none"> <li>Budget plan not submitted or incomplete.</li> </ul>	Numerical Score:  Comments:
<b>Timeline</b>	Project likely to be implemented within two-year span of grant.	<ul style="list-style-type: none"> <li>Highly feasible within span of grant.</li> <li>All project activities likely to be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Feasible within span of grant.</li> <li>Most project activities likely to be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Somewhat feasible within span of grant.</li> <li>Some project activities likely to be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Not feasible within span of grant.</li> <li>Required project activities unlikely be implemented.</li> </ul>	Numerical Score:  Comments:
<b>Evaluation Plan</b>	Evaluation design to identify merit, value, and worth of project. Results will inform the future of the project.	<ul style="list-style-type: none"> <li>Measurement criteria: Impact that improves patient care, patient/family-centered care.</li> <li>Transfer of learning; observed changes in learners behaviors over time.</li> </ul>	<ul style="list-style-type: none"> <li>Measurement criteria: Knowledge and skills gain, attitudes change – short and/or long term.</li> </ul>	<ul style="list-style-type: none"> <li>Measurement criteria: Learner satisfaction.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation plan vague, without metrics, or lacks identified plan for evaluation.</li> </ul>	Numerical Score:  Comments:
<b>Dissemination Plan</b>	Identification of stakeholders within the community at large that will eventually receive information about the project (who is the community).	<ul style="list-style-type: none"> <li>Articulates a coordinated plan and method for communicating the outcomes/findings of the project to appropriate stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Articulates a coordinated plan and method for communicating the outcomes/findings of the project to appropriate stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Limited outreach/ audience.</li> </ul>	<ul style="list-style-type: none"> <li>Lacks identified plan for dissemination.</li> </ul>	Numerical Score:

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		<ul style="list-style-type: none"> <li>• Plan includes presentation within University or at Regional, National, or International Conference.</li> <li>• Plan to publish.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan includes presentation within University or at Regional, National, or International Conference.</li> </ul>			
<b>The PI and Team</b>	Background and commitment to education; clinician-teacher excellence; qualifications relevant to project; department or site support.	<ul style="list-style-type: none"> <li>• CV representative of formal education as educator or expert resources available for consultation.</li> <li>• Ongoing teaching experience and commitment to education.</li> <li>• Evidence of teaching effectiveness.</li> <li>• Letters of support substantiate above</li> <li>• Includes letter of support from course director or department chair.</li> </ul>	<ul style="list-style-type: none"> <li>• CV representative ongoing formal teaching experiences and commitment to education.</li> <li>• Letters of support substantiate above</li> <li>• Includes letter of support from course director or department chair.</li> </ul>	<ul style="list-style-type: none"> <li>• CV representative of involvement in teaching activities and commitment to education.</li> <li>• Letters of support substantiate above.</li> <li>• Includes letter of support from course director or department chair.</li> </ul>	<ul style="list-style-type: none"> <li>• CV inconsistent with background in education, teaching.</li> <li>• Letters of support do not address teaching experiences.</li> <li>• Lacks letter of support from course director or department chair.</li> </ul>	Numerical Score:  Comments:

Please tally total score: \_\_\_\_\_

Please include verbatim feedback for applicant:

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For resources, refer to the Frymoyer Scholars Program Toolkit: <http://www.med.uvm.edu/teachingacademy/frymoyer-scholars-program-toolkit>