**EXCELLENCE IN SCHOLARSHIP**

***(Delete items that don’t apply.)***

|  |  |
| --- | --- |
| **SCHOLARSHIP OF DISCOVERY (RESEARCH)** | |
| **EXCELLENCE** | **FACULTY MEMBER’S ACCOMPLISHMENTS** |
| *A consistent level of peer-reviewed or other funding for research awarded in a competitive manner over a sustained period of time.* |  |
| *Designs and directs a basic, clinical,*  *translational, program evaluation or other research program and plays a major role in writing up the results.* |  |
| *Demonstrated evidence of originality as an investigator, with evidence that the faculty member’s research has deepened understanding in relevant scientific discipline(s) and has advanced knowledge or the practical application of that knowledge.* |  |
| *Success as a team scientist. Success may include: significant independent intellectual contributions to successful research programs; contributing distinct expertise (for example, in one or more biological sciences, epidemiology, statistics, computational biology, qualitative or mixed-methods research, community participatory research, clinical trials or other areas) that result in important discoveries and publications; contributing critical skills, expertise and effort as a co-investigator that result in sustained competitive research funding; or contributions to research teams that result in new insights, break boundaries, promote technology development or lead to new discoveries..* |  |
| *An ongoing record of first- or senior-author publications in peer-reviewed journals that: a) represent significant contributions to the published literature; b) demonstrate the ability to generate or test hypotheses; and c) demonstrate originality and independence as an investigator or represent significant independent intellectual contributions to successful research programs. Team scientists should have an ongoing, peer-reviewed publication record that includes first-, middle- or senior-author publications, with documentation that the faculty member has made substantial and unique contributions to the conception or design of the publications, acquisition, analysis and interpretation of the data, and/or writing of the manuscript.* |  |
| *Principal investigator status on competitive peer-reviewed research grants (for example: K08, K23 or similar mentored awards from NIH or private foundations for associate professors; R01, R21, P01, P30, P50 or similar independent awards for professors). These examples should be considered as guides, as funding expectations vary across disciplines and departments.  In general, greatest weight is given to funding that is sustained, that has led to impactful research and that indicates a high likelihood of future competitive funding.* |  |
| *Service as an editor, section editor or editorial board member for a medical or scientific journal (including a written summary of the faculty member’s activities and contributions to the success of the journal).* |  |
| *Service as a regular member on a scientific study sections.* |  |
| *Regularly assumes greater than average share of administrative or service responsibilities related to research. Examples might include leading or making exceptional contributions to the Institutional Animal Care and Use Committee (IACUC), the Colorado Multiple Institutional Review Board (COMIRB), the COMIRB Scientific Advisor Committee (SARC) or other University or hospital research institutes, organizations or cores.* |  |
| *A national or international reputation, as evidenced by: external letters of reference; invitations to present at national or international meetings; invitations to write reviews or chapters, or to provide unique expertise as a collaborator on a research project; visiting professorships; service as a regular member on study sections; organization of national meetings; or service as a national consultant or on editorial boards of journals.* |  |
| *Development of a significant number of patents.* |  |

|  |  |
| --- | --- |
| **SCHOLARSHIP OF APPLICATION** | |
| **EXCELLENCE** | **FACULTY MEMBER’S ACCOMPLISHMENTS** |
| *Leadership of projects that have improved the quality of care, cost-efficiency, access, or patient safety locally, nationally or internationally (provides documentation of interventions and outcomes).* |  |
| *A record of multiple publications related to clinical, health services or health systems science topics, which may include clinical trials, investigative reports, case studies, policy reports or other publications that have advanced the science and practice of health care quality improvement.* |  |
| *Articles, white papers or other written or electronic products of scholarship that focus on health care advocacy, equity, community service or community-based participatory research or other activities that shape public policy on health care or that address health disparities.* |  |
| *Other evidence of clinical scholarship (for example, research, authoritative review articles, grants, contributions to clinical information systems, publications or national presentations) that promote health care quality, equity or patient safety or that advance the science and practice of health care quality improvement.* |  |
| *Development of new techniques, therapies, clinical guidelines, patient care practices or pathways or health care delivery systems that have improved the health of patients or populations.* |  |

|  |  |
| --- | --- |
| **SCHOLARSHIP OF INTEGRATION** | |
| **EXCELLENCE** | **FACULTY MEMBER’S ACCOMPLISHMENTS** |
| *Consistent record of senior-author review or other scholarly products; these reviews or other integrative works represent a major body of scholarship that provides a demonstrable national or international reputation.* |  |
| *Consistent record of creative scholarship in the visual arts, literature, music or other domains reflecting on the human experience of health, illness or healthcare.* |  |
| **SCHOLARSHIP OF TEACHING** | |
| **EXCELLENCE** | **FACULTY MEMBER’S ACCOMPLISHMENTS** |
| *Development of innovative courses, high-quality syllabi, novel lectures, problem-based learning cases, laboratory exercises, on-line or distance teaching resources or other instructional materials.* |  |
| *Development of innovative teaching methods, such as educational websites, simulations, videotapes, packaged courses or workshops, etc.* |  |
| *A strong record of first- or senior-author publications in health professions education.* |  |
| *Other evidence of teaching scholarship (for example, research, grants or national presentations that focus on understanding the best methods, or outcomes, of teaching).* |  |
| *Leadership or substantive contributions to the development of certifying examinations for students, residents or fellows or assessments of practicing clinicians for certification or credentialing.* |  |
| *Development of innovative mentoring, coaching or career development programs for trainees, recognized on a local, national or international level.* |  |