

Frymoyer Scholars Program: Selection Criteria Rubric

Principal Investigator:

Reviewer Name:

| Selection Criteria | Description of Criteria | Indicators of Performance | | | | Score |
|-----------------------------|---|---|--|--|---|------------------|
| | | 4 | 3 | 2 | 1 | |
| Innovation/Relevance | <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"> • Proposal or faculty development identifies an emerging problem or adds new dimension to previously identified need/project. • Reflects patient/family-centered care, improves care of patients. • References relevant published scholarly work in healthcare and beyond that supports proposed project. • Articulates the three best practices. | <ul style="list-style-type: none"> • Proposal or faculty development identifies an emerging problem or adds new dimension to previously identified need/project. • Reflects patient/family-centered care; improves care of patients. • References relevant published scholarly work in healthcare and beyond that supports proposed project. • Articulates two of the best practices. | <ul style="list-style-type: none"> • Proposal or faculty development consistent with current, similar projects, teaching practices or faculty development. • Improves care of patients. • Includes references to published scholarly work that supports proposal/faculty development. • Articulates at least one of the best practices. | <ul style="list-style-type: none"> • Proposal unsubstantiated or inconsistent with need and/or method. • Does not address care of patients or faculty development related directly to improved patient care. • Lacks references to relevant published scholarly work or publication dates older than 10 years. • Articulates to some degree but not fully, one of the best practices. | Numerical Score: |
| Impact | Advances knowledge, with impact in healthcare, art of patient/family-centered care, | <ul style="list-style-type: none"> • May lead to significant results with potential to fill a gap in current literature | <ul style="list-style-type: none"> • May lead to results with potential to further substantiate current | <ul style="list-style-type: none"> • May lead to results similar to current literature related to | <ul style="list-style-type: none"> • Lacks potential to fill a gap or inconsistent with current literature | Numerical Score: |

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| | <p>patient advocacy, health of communities, and influence on learners and/or teaching-learning experiences that aspires to a more diverse, equitable, and inclusive learning/practice environment. Advocacy for marginalized learners, individuals.</p> | <p>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.</p> <ul style="list-style-type: none"> • Supports a diverse, equitable, inclusive learning environment. • Gives voice to marginalized learners, individuals. | <p>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.</p> <p>Potential to support a diverse, equitable, inclusive learning environment.</p> <ul style="list-style-type: none"> • Potential to give voice to marginalized learners, individuals. | <p>knowledge in healthcare, art of patient/family-centered care, patient advocacy, health of communities, influence on learners and/or teaching learning experience.</p> <ul style="list-style-type: none"> • Lacking in principles of DEI. • Does not give voice to marginalized learners, individuals. | <p>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.</p> <ul style="list-style-type: none"> • Lacking in principles of DEI. • Does not give voice to marginalized learners, individuals. | |
| Reach | <p>The proposal or faculty development encompasses a previously unexamined area of teaching and/or scholarship.</p> <p>Consistent with UVM DEI mission and values.</p> | <ul style="list-style-type: none"> • 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 and supports a more equitable and inclusive culture that aims to address systemic barriers. | <ul style="list-style-type: none"> • 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 and has potential to support a more equitable and inclusive culture that aims to address systemic barriers. | <ul style="list-style-type: none"> • 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. • Does not address Equity and inclusion; systemic barriers. | <ul style="list-style-type: none"> • Not explained. | <p>Numerical Score:</p> <p>Comments:</p> |
| Theoretical Approach | <p>Theory and framework related to learning, teaching, education, or healthcare practices.</p> | <ul style="list-style-type: none"> • Anchored in known theoretical framework or theory related to best practices. • May include evidence-based approach. | <ul style="list-style-type: none"> • Somewhat anchored in known theoretical framework or theory related to best practices. • May include evidence-based approach. | <ul style="list-style-type: none"> • Vague or unclear theoretical framework, best practice. • Not supported by evidence. | <ul style="list-style-type: none"> • Lacks theoretical framework, best practice, or evidence-based approach. | <p>Numerical Score:</p> <p>Comments:</p> |

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| <p>Methods, Educational Strategies</p> | <p>Utilizes methods related to learning, teaching, education, and healthcare practices. Employs educational strategies that engage a diverse community of learners.</p> | <ul style="list-style-type: none"> • Applies the science of learning: Active/interactive learning, e.g., Problem or team based; Flipped classroom; simulation. • Well-articulated, feasible, ethical goals. • Objectives/outcomes specific, measurable, actionable, relevant, time-oriented. • Includes Universal Design for Learning. • Identifies and describes approaches specific to diverse needs among learners. | <ul style="list-style-type: none"> • Combines the science of learning with traditional educational methods and strategies, e.g., lecture, PowerPoint. • Well-articulated, feasible, ethical goals. • Objectives/outcomes specific, measurable, actionable, relevant, time-oriented. • Includes Universal Design for Learning. • Acknowledges opportunities to approach diverse needs among learners. | <ul style="list-style-type: none"> • Describes traditional learning methods and strategies, e.g., lecture, PowerPoint. • Feasible, ethical goals. • Objectives/outcomes are not specific, measurable, actionable, relevant, or time-oriented. | <ul style="list-style-type: none"> • Educational strategies not described. • Lacks feasibility. • Goals unclear. • Objectives/outcomes not stated. • Universal design for Learning and diverse needs of learner not addressed. | <p>Numerical Score:</p> |
| <p>Budget Feasibility</p> | <p>Requested funds support scope of project; economical use of funds; Itemization with specific objectives.</p> | <ul style="list-style-type: none"> • Detailed outline Itemized for each year of grant. • Includes rationale and specifics for expenditures Includes specifics of cost containing measures. | <ul style="list-style-type: none"> • Some details in outline Itemized for each year of grant. • Estimates rather than specifics for expenditures. • Addresses cost containment to some degree. | <ul style="list-style-type: none"> • Estimations of costs, expenditures. • Budget inconsistent with probable total costs of project. | <ul style="list-style-type: none"> • Budget plan not submitted or incomplete. | <p>Numerical Score:</p> <p>Comments:</p> |
| <p>Timeline</p> | <p>Project likely to be implemented within two-year span of grant.</p> | <ul style="list-style-type: none"> • Highly feasible within span of grant. • All project activities likely to be implemented. | <ul style="list-style-type: none"> • Feasible within span of grant. • Most project activities likely to be implemented. | <ul style="list-style-type: none"> • Somewhat feasible within span of grant. • Some project activities likely to be implemented. | <ul style="list-style-type: none"> • Not feasible within span of grant. • Required project activities unlikely be implemented. | <p>Numerical Score:</p> <p>Comments:</p> |
| <p>Evaluation Plan</p> | <p>Evaluation design to identify merit, value, and worth of project. Results will inform the future of the project.</p> | <ul style="list-style-type: none"> • Measurement criteria: Impact that improves patient care, patient/family-centered care. • Transfer of learning; observed changes in | <ul style="list-style-type: none"> • Measurement criteria: Knowledge and skills gain, attitudes change – short and/or long term. | <ul style="list-style-type: none"> • Measurement criteria: Learner satisfaction. | <ul style="list-style-type: none"> • Evaluation plan vague, without metrics, or lacks identified plan for evaluation. | <p>Numerical Score:</p> <p>Comments:</p> |

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| | | learners behaviors over time. | | | | |
| Dissemination Plan | 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"> • Articulates a coordinated plan and method for communicating the outcomes/findings of the project to appropriate stakeholders. • Plan includes presentation within University or at Regional, National, or International Conference. • Plan to publish. | <ul style="list-style-type: none"> • Articulates a coordinated plan and method for communicating the outcomes/findings of the project to appropriate stakeholders. • Plan includes presentation within University or at Regional, National, or International Conference. | <ul style="list-style-type: none"> • Limited outreach/audience. | <ul style="list-style-type: none"> • Lacks identified plan for dissemination. | Numerical Score: |
| The PI and Team | Background and commitment to education; clinician-teacher excellence; qualifications relevant to project; department or site support. | <ul style="list-style-type: none"> • CV representative of formal education as educator or expert resources available for consultation. • Ongoing teaching experience and commitment to education. • Evidence of teaching effectiveness. • Letters of support substantiate above • Includes letter of support from course director or department chair. | <ul style="list-style-type: none"> • CV representative ongoing formal teaching experiences and commitment to education. • Letters of support substantiate above • Includes letter of support from course director or department chair. | <ul style="list-style-type: none"> • CV representative of involvement in teaching activities and commitment to education. • Letters of support substantiate above. • Includes letter of support from course director or department chair. | <ul style="list-style-type: none"> • CV inconsistent with background in education, teaching. • Letters of support do not address teaching experiences. • Lacks letter of support from course director or department chair. | <p>Numerical Score:</p> <p>Comments:</p> |

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>