

### Scoring Criteria

Score	1	2	3	4	5
Description	<b>Poor</b> A score of 1 indicates an application with serious and substantive weaknesses with very little strength.	<b>Fair</b> A score of 2 indicates an application that has some strengths outweighed by weaknesses	<b>Satisfactory</b> A score of 3 indicates an average score.	<b>Very Good</b> A score of 4 indicates an application with a few minor weaknesses	<b>Exceptional</b> A score of 5 indicates an exceptionally strong application with essentially no weaknesses.
<b>Excellence in Clinical Service</b> Recognizes faculty who demonstrated continuous excellence in clinical care, services, leadership and scholarship.	Does the nominee demonstrate quality and impact in their clinical service and its accompanying contributions to advance health care quality, delivery, safety, and outcomes? Does their clinical work reach beyond their daily patient care duties and expand to demonstrate a mastery and achievement in care delivery projects that foster and facilitate quality care? Does the nominee's impact and contributions have institutional, local, regional, national, or international effects?				
<b>Excellence in Community Service</b> Recognizes faculty who demonstrate continuous excellence in community service (local, regional, national and/or, international), leadership and scholarship.	Does the nominee demonstrate outstanding leadership and scholarship in community service? (Scholarship could include but no limited to program development, publications, grants, presentations, development of educational materials and other.) What recognizable contributions has the nominee made to community service? Does service exceed the faculty member's job responsibilities?				
<b>Excellence in Education</b> Recognizes faculty with exceptional achievements in education who demonstrated educational leadership and scholarship including individuals with exceptional accomplishments in inter-professional education.	Does the nominee demonstrate a significant impact on teaching effectiveness, student learning and/or retention? Is there potential for widespread use within or across disciplines? Does the nominee contribute to curriculum development, research, clinical teaching, developing new technologies, models of education within discipline, and/ or inter-professional educational practices?				
<b>Excellence in Mentoring</b> Recognizes faculty who effectively and consistently mentor other faculty, trainees, students, and staff in their professional development and career advancement.	Do the mentors have expertise and experience, as well as track records of past mentoring and training? Are the quality and extent of the mentors' roles in providing guidance and career advancement advice to mentees acceptable?				
<b>Excellence in Research</b> Recognizes faculty who have made a significant contribution to the field of biomedical, educational and/or healthcare research as evidenced by continuous extramural funding, scholarly productivity, and research leadership.	Are the nominee's academic record and research experience of high quality? Does the nominee have the potential for, and commitment to, becoming an important contributor to biomedical and/or healthcare research as evidenced by continuous extramural funding and scholarly productivity? Does the nominee challenge and seek to shift current research practice paradigms by utilizing novel theoretical concepts, approaches or methodologies, instrumentation, or interventions?				

Adapted from [NIH Scoring Criteria](#) 2014

Adapted from [United States Public Health Service Scoring Criteria](#) 2014

Adapted from [University of Michigan Teaching Awards](#) 2014

Drafted by S. Sacriste