

Appendix D

Examples of Meritorious and Excellent Performance in the Conduct of Faculty Responsibilities

This document provides examples of efforts, activities, and achievements that are reflected in typical dossiers of individuals meeting the criteria for “meritorious” or “excellent” performance in teaching, research, public health practice, and leadership & service. It also provides examples of scholarship in the above areas. Its purpose is to illustrate various levels and patterns of accomplishment for use by faculty preparing dossiers for promotion and/or tenure, the department chairs and mentors advising them, and members of the review committees that will be examining and recommending actions based on the dossiers. The document supplements the more general instructions provided by the School with respect to the contents of a dossier for promotion and/or tenure. The examples presented here also are intended to provide clarification of CSPH standards for those reviewing potential promotions at the level of the Vice Chancellor.

Although the examples provided here do not address differences in levels or types of activities meeting the criteria of “meritorious” and “excellent” for the respective faculty ranks (Assistant Professor, Associate Professor, etc.), the general expectation is that performance at each successively higher level will reflect continuous productivity and activities of increasingly greater importance within the individual’s area(s) of expertise. A recommendation of tenure based on excellence in research with scholarship shall include evidence of impact beyond the institution. A recommendation for tenure based on excellence in teaching with scholarship shall include multiple measures of teaching evaluation and demonstrated achievement at the campus, local, national, and/or international level which furthers the practice and/or scholarship of teaching and learning beyond one’s immediate instructional setting (examples that demonstrate achievement beyond the immediate instructional setting are indicated under Teaching Scholarship, below).

Candidates are not expected to demonstrate all of the activities listed; rather, the extensive numbers of examples provided are meant to reflect the wide array of activities that are valued by our School. Additional examples not listed here may be included if they serve to illustrate the quality of an individual’s work. It should also be noted that although there is potential overlap between the four domains in the types of activities included as examples, this does not mean that activities or achievements can be counted under more than one domain.

In summary, rather than providing an “absolute standard,” these examples serve to demonstrate the diversity of ways in which faculty may meet the standards for meritorious or excellent performance in each of the four areas of faculty responsibility within the Colorado School of Public Health.

Note: It is the responsibility of the departments within CSPH to articulate any disciplinary-specific requirements or conventions (e.g., differences in expectations related to collaborative vs. independent work, or types of authorship) that should be considered for individual candidates seeking promotion or tenure.

TEACHING - MERITORIOUS

Teaching activities

Meritorious participation in the teaching activities of the department/school/university/outside the university. The expected extent of such activities will reflect the discipline or department-specific conventions and guidelines. Teaching activities can take various forms:

- Creating a new graduate course and subsequently directing or co-directing the course
- Adapting an existing course to a new format (e.g., from in-person to online)
- Creating and presenting for several years a series of lectures covering one or more topics in various settings (including CTSA, community workforce training, etc.)
- Creating and delivering educational sessions for continuing education purposes or as part of a summer institute (usually several times)
- Developing one or more new practicum opportunities for MPH students
- Participation as instructor or mentor on a training grant
- Developing/revising a course reading list or assignments or lectures that incorporate diverse scholarly perspectives, concepts, readings, and/or scholarship and/or representing diverse authors, as relevant to the course material
- Developing a service learning experience or practicum site to introduce students to issues of concern to local residents
- Inviting guest speakers for a course or seminar who represent or serve underrepresented or disadvantaged groups or populations
- Assisting students in planning cultural events related to a course
- Providing an educational session in a summer “pipeline” program or institute that targets underrepresented students
- Giving a talk to a high school or undergraduate class on a health equity-related topic

Advising and mentoring

Advising/mentoring students, fellows, residents, junior faculty can take different forms, such as:

- Serving as primary mentor for several student research papers or primary preceptor for several practicum or capstone projects
- Including students as co-authors on several peer-reviewed publications
- Serving as member of thesis committees for graduate students (usually 3-6 students)
- Serving as primary mentor on dissertation committees for graduate students (usually 1-2 students)
- Serving as mentor/advisor of a postdoctoral fellow or junior faculty member
- Mentoring of one or more international or minority students, postdoctoral fellows or faculty (e.g., a minority or disadvantaged student who obtains an F31)
- Serving as faculty advisor to student organizations representing underrepresented groups
- Actively recruiting women and people of color to join student organizations, programs, or to participate in leadership opportunities from which they might benefit

Contribution to organization of teaching activities

Organizing a series of seminars, grand rounds, journal clubs, or student discussion groups (at least once)

Evaluations from students and peers

Meritorious (i.e., above average) evaluation of teaching/mentoring efforts can take several forms:

- Consistently meritorious evaluations/comments from students for classroom teaching
- Meritorious evaluations/comments from peers for classroom teaching
- Meritorious evaluations as program/concentration director from students and peers
- Course evaluations reflect a classroom culture that effectively incorporates perspectives from diverse students

Accomplishments of students/mentees

- One or more publications in peer-reviewed journals featuring students/mentees as first author
- One or more student/mentee presentations at local/national meetings
- Several publications in peer-reviewed journals featuring students/mentees as co-author

- One or more student-led products (e.g., video, technical report) adopted or implemented by external organization for ongoing use
- Mentees, including faculty from underrepresented groups, achieve promotion and/or tenure

Authorship of education-related papers in peer-reviewed journals

- Evidence of peer-reviewed or other productivity in teaching or education; the expected number of papers will reflect the discipline or department-specific conventions and guidelines
- Publications represent a significant contribution to the published literature

Presentations at meetings; local, state or regional reputation in education / teaching

- One or more refereed or contributed presentations at local, state, or regional meeting relevant to education or teaching
- Local, state or regional reputation as evidenced by external letters, invitations to present or moderate at local, state or regional meetings; invited seminars at local or state institutions; invitations to conduct peer reviews for local, state, or regional funding bodies; organizing state and regional scientific meetings, serving as a local, state or regional educational consultant or advisory committee member

Teaching Improvement

Evidence of improvement in teaching quality:

- Consistent evidence of improvement over time in student and/or peer evaluations
- Attendance at University or national workshops or trainings intended to improve teaching quality, e.g., those sponsored by CU Denver Center for Faculty Development
- Changes in course materials, content being covered, delivery approaches, or evaluation approaches intended to improve quality
- Participation in workshops or training on unconscious bias, diversity and inclusion, or other topics intended to improve classroom culture, teaching or mentorship

TEACHING - EXCELLENCE

Teaching activities

Repeatedly assuming significant teaching duties of high quality:

- Creating and directing multiple courses as sole or primary instructor, sustained over time
- Adapting multiple existing courses to a new format (e.g., from in-person to online)
- Developing multiple new practicum site opportunities for students or residents, sustained over time
- Participation as an instructor or mentor on multiple training grants, sustained over time
- Creating an extension program to address needs in underrepresented communities
- Creating and overseeing implementation of a new continuing education program or summer institute
- Inviting and hosting a Visiting Professor/Lecturer to teach a health equity-related seminar series or course in the department or School
- Learning a new language (including American Sign Language) to be able to speak to current or prospective students
- Developing teaching resources for faculty on diversity and inclusion/health equity in public health

Leadership and impact in teaching / education within the School

- Directing an educational program (MPH, MS, PhD, DrPH, Residency, etc.) or serving as Associate Dean for Academic Affairs
- Developing new programs or new curricula within the School

Advising and mentoring

Advising/mentoring students, fellows, residents, and junior faculty can take any/all of the forms mentioned for “meritorious.” For “excellence,” it is expected that mentoring/advising activities will have involved more students and will have been consistently conducted over time. For example:

- Serving as primary mentor each year for multiple student research papers or preceptor for multiple practicum or capstone projects or member of multiple thesis committees, sustained over time
- Co-authoring a number of peer-reviewed publications on which a student is the first author
- Serving as chair on multiple dissertation committees for graduate students over time
- Serving as primary mentor on dissertation committees for and successfully graduating multiple graduate students, sustained over time
- Serving as mentor/advisor of multiple postdoctoral fellows and junior faculty members, sustained over time
- Consistently offering research assistantships or post-doctoral fellowships to applicants from underrepresented groups
- Consistently mentoring multiple students, fellows and/or faculty from underrepresented groups, sustained over time

Evaluations from students/fellows and peers

Excellent evaluation of teaching/mentoring efforts can take several forms:

- Consistently excellent evaluation/comments from students for classroom teaching
- Consistently excellent evaluations/comments from peers for classroom teaching
- Consistently excellent evaluations as program/concentration director from students and peers
- Receipt of departmental, School or campus teaching awards, recognition as an outstanding role model for students
- Receipt of departmental, School or campus awards for promotion of diversity and inclusion in educational activities or programs

Accomplishments of students/mentees

- Multiple first-authored publications in peer-reviewed journals by students/mentees
- Numerous student/mentee presentations at national/international meetings
- Numerous student-led products (e.g., videos, technical reports) adopted or implemented by external organization for ongoing use
- Writing and obtaining training grants
- Receipt of honors or awards by students/mentees, including students from underrepresented groups
- Receipt of K award or first grant or pre-doctoral award by mentees
- Students/fellows who pursue outstanding academic careers, including students from underrepresented groups

Authorship of papers in peer-reviewed journals

- An ongoing, sustained peer-reviewed publication record that represents a significant and sustained body of work relevant to pedagogy; the expected number of primary authored papers will reflect the discipline or department-specific conventions and guidelines
- Sustained productivity since the prior promotion
- Publications have an impact on the field of study (e.g., high quality journals; numerous citations)
- Publications represent a significant contribution to the published literature

A key role in the development, design, direction and/or management of an educational program

- PI status (or equivalent; e.g., Core PI, Site PI, Subcontract PI, Multiple PI) on several peer-reviewed training grants, including renewals or major supplements of grants and contracts
- Development and/or application of new and novel techniques in practice, representing substantive scientific contributions to educational methods
- Securing training grants or other funding to support educational initiatives related to diversity and inclusion

A national and/or international reputation in education / teaching

- Evidence of significant achievement in one's area: a newly recognized phenomenon, highly cited paper, innovative approaches or methods
- Receipt of University or national teaching awards (e.g., selection as CU President's Teaching Scholar)
- Receipt of University or national awards for promotion of diversity and inclusion in educational activities or programs

Presentations at national and international meetings; invited seminars at this and other institutions

- Refereed or contributed presentations on pedagogy at national and international meetings or conferences
- Invitations to present seminars at institutions outside of Colorado, moderate at national or international meetings, or serve as a national advisory committee member

TEACHING SCHOLARSHIP**Innovation in education**

- Develops innovative methods of teaching /mode of delivery, e.g., online course techniques, problem-based learning techniques, that influence educational practice in the field
- Develops innovative methods to teach non-traditional students, such as high school students, high school teachers, or the public at large, which influence educational practices beyond one's immediate instructional setting
- Conducts externally funded research designed to improve pedagogy or evaluate new educational initiatives
- Gives refereed presentations on pedagogy at campus, local, state, national or international meetings or conferences
- Implements and evaluates the effectiveness of innovative strategies for teaching in the discipline, such that teaching practices across the campus or beyond are positively impacted
- Develops online teaching materials that are adopted across the campus or outside the institution
- Presents/organizes workshops or roundtables on innovative curricular practices at campus, local, state, national or international meetings or conferences

Reputation as an innovative educator

- Campus / local / state / national / international recognition in pedagogical scholarship
- Serves on peer-review panels for training/educational grants
- Gives invited presentations on educational / teaching methods at other Schools or institutions or at local, state, national or international conferences or workshops
- Utilized as a consultant in area of teaching expertise
- Invitations to provide pedagogical consultation and policy assistance
- Teaches a national board examination review course
- Teaches in summer programs or short courses at other institutions

- Invited to serve on dissertation committees at other institutions for students pursuing pedagogical research
- Documented reputation as an educator as evidenced by external letters, invitations to be a visiting professor at another institution, keynote or symposium speaker at meetings (campus, local, state, national, or international)
- Recognized outside the school as a trainer of trainers, or teacher of teachers
- Campus / institutional / local / state / national/ international teaching awards that recognize contributions to the discipline (e.g., pedagogical innovation, curricular redesign)
- Campus / institutional / local / state / national / international awards for promotion of diversity and inclusion in educational activities or programs
- Associate Editor/Section Editor or Editor-in-Chief of an educational journal

A strong record of publications in education

- Writes or edits a number/series of reviews, monographs, book chapters or peer-reviewed publications, a book or other such creative work regarding teaching or education practices that represents a major body of work and provides a documentable reputation
- Record of publications with significant impact (e.g., numerous citations, leading to a request for funding applications, resulting in policy or practice changes)
- Substantial record of publication on educational methods that represent a major body of work relevant to promoting success of students from underrepresented groups

Leadership and impact in teaching / education

Educational Leadership can take several forms:

- Writing of a critically reviewed monograph, textbook, book chapter or other scholarly material that educates students, public health professionals, researchers, or clinicians
- Developing a new program or new curriculum that has been adopted across the campus or at other institutions
- Designing and implementing effective assessment practices for student learning within the discipline, which are disseminated across the campus or to other institutions
- Developing and conducting training programs that build the public health workforce at the campus, local, state, national or international level
- Evidence of significant contributions to campus, local, state, national or international activities relevant to teaching or learning (e.g., Residency Review Committee, programs sponsored by professional organizations, re-certification, workshops and symposia)
- Directing a campus, local, state, national or international educational collaborative or a center within such a collaborative
- Playing a leadership role in educational policy at campus, local, state, national or international levels
- Leading a teaching initiative to promote diversity and inclusion across the campus or at other institutions
- Developing and instituting new practices or policies related to delivery of curriculum that are adopted by other institutions.

RESEARCH - MERITORIOUS

Authorship of papers in peer-reviewed journals and other rigorously reviewed publications

- Evidence of research productivity: publications in peer-reviewed journals or other rigorously reviewed, practice-oriented products such as agency reports and white papers, several as first, senior or primary author; the expected number of primary authored papers will reflect the discipline or department-specific conventions and guidelines.

- Publications include work that demonstrates ability to generate and test hypotheses, and represent a significant contribution to the published literature.

Authorship of technical/scientific reports or other published communications

- Reports and other communications reflect scientific outcomes relevant to the field, and are made available to others in the discipline.

A role in the development, design, scientific direction and/or management of a research program with external funding

- PI or Co-Investigator on NIH or other federal grants (R01, R03, R21, K award), or similar roles on foundation and institutional (e.g., CTSA) grants. Private research contracts also may be considered, if the research results in peer-reviewed manuscripts.
- Recipient of a “First” award.
- Active and substantive scientific and logistical contributions to the management of a research program.
- Consistent salary funding on research projects.
- Secures funding for research that addresses, or partners on one or more research projects with community organizations serving, populations disproportionately affected by adverse health outcomes (e.g., those living in poverty).

Presentations at national meetings; local, state or regional reputation in research

- Refereed or contributed presentations at national and international scientific meetings.
- State or regional activity as evidenced by external letters, invitations to present or moderate at state or regional meetings, invited research seminars at local or state institutions; invitations to conduct ad hoc or panel peer reviews for local, state, or regional funding bodies, organizing state and regional scientific meetings, serving as a local, state or regional scientific consultant or advisory committee member.

RESEARCH - EXCELLENCE

Authorship of papers in peer-reviewed journals and other rigorously reviewed publications

- An ongoing, sustained peer-reviewed publication record, which may include rigorously reviewed, practice-oriented products such as agency reports and white papers that have demonstrable impact on policy or practice as well as peer-reviewed publications; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.
- A mix of first, senior and other types of authorship defined by the candidate’s field that represents a significant and sustained body of scientific research.(Full)
- Accelerating trajectory of first, second and other types of authorship defined by the candidate’s field with evidence of collaboration with other researchers. (Associate)
- Sustained productivity since the prior promotion.
- Publications will have an impact on the field of study (e.g., high quality journals; numerous citations).
- Publications represent a significant and sustained body of scientific research.

A role in the development, design, scientific direction and/or management of a research program with external funding

- Consistent level of peer-reviewed and/or other funding for research, sustained over time.
- PI status (or equivalent; e.g., Core PI, Site PI, Subcontract PI, Multiple PI)) on several peer-reviewed grants, including renewals or major supplements of grants and contracts.
- There will be a demonstrated focus on one or two major areas of research.

- Development and/or application of new and novel techniques in practice, representing substantive scientific contributions in collaborative research.
- Consistently secures multiple grants or industry funds for research relevant to, or partners on multiple research projects with community organizations serving, populations facing health disparities, sustained over time.

A national and/or international reputation in research

- Evidence of significant achievement in one's area: a newly recognized phenomenon, highly cited paper, innovative approaches or methods.
- Receipt of School or University research awards, including research awards specifically relevant to issues of health equity

RESEARCH SCHOLARSHIP

Leadership and impact in research

- Directs a national research collaborative, or center within such a collaborative (Full Professor)
- Develops new and novel techniques in practice that influence policy, direction or a field of research.
- Leadership role in safety and/or health policy relevant to research expertise at national (Associate Professor) or international (Full Professor) levels.
- Development of statistical code or software that is used widely by the research community.
- Plays leadership role in research at a national level in a multi-center study, i.e., Steering Committee chair of a national or international multi-center study.

National/international recognition for research

- National (Associate) or international (Full) reputation as evidenced by external arms-length letters; national/international research awards; invitations to present research seminars at other institutions; keynote or symposium speeches; visiting professorship at another institution, etc.
- Writes a number/series of reviews, monographs, or other such creative work regarding one's area of scientific research that represent a major body of work and has a demonstrable impact on policy or the field (Full).
- Provide national or international consultation and/or policy assistance in area of research or methodological expertise, commensurate with rank: seminars for dissemination of results/knowledge to stakeholders; invited participation on DSMB/OSMB advisory panels, advisory boards, policy panels or consensus conferences; invited consultant on research projects outside of institution; participation in priority setting for funding agencies; media interviews in area of expertise, etc.
- Evidence of significant achievement in one's research area commensurate with rank, including leadership on multi-center or collaborative studies, organizing and convening of a research conference, leadership in professional societies, invitations to present or moderate at national or international meetings, etc.
- Participation in peer reviews of grants, especially membership on Study Sections (Full), or repeated *ad hoc* participation on Study Sections or Special Emphasis Panels (Associate); and chairing such review groups (Full).
- Associate Editor/Section Editor (Associate) or Editor-in-Chief (Full) of a journal.
- Solicited journal articles and chapters.
- Record of publications with significant impact (e.g., numerous citations commensurate with Rank and the candidate's field and/or publication in leading journals with the field (both), evidence that work informs or leads to policy change (both) or an RFA (Full).

PUBLIC HEALTH PRACTICE - MERITORIOUS

Authorship

- Evidence of peer-reviewed or other rigorously reviewed publications in public health practice journals, or reports or other scientific/technical documents, at least several as first or primary author; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.
- Publications represent a significant contribution to the practice literature.
- Technical reports, white papers and other published communications reflect practice outcomes relevant to the field and are disseminated to others in the discipline.

Key role in the development, design, direction and/or management of a public health practice program, with external funding

- PI/Director of contracts or grants (e.g., from foundation or public health agency) to design, implement, evaluate and report public health practice programs.
- Substantive contributions to the development, design, analysis, interpretation or evaluation of an externally funded contract or grant for a public health program.
- Partners on one or more public health practice projects with community organizations serving populations disproportionately affected by adverse health outcomes (e.g., those living in poverty).
- Consistent salary funding on public health practice projects.

Membership positions dealing with public health care issues at the local, state, regional, national, or international levels

- Membership on a board or committee that oversees, advises, or supports a specific program, agency, organization, or activity designed to improve public health at the local, regional, state, national, or international level.

Public health consultation

- The provision of advice or consultations to agencies, organizations, or other initiatives that improved public health at the local, state, or regional level.

Local, state or regional reputation in public health practice

- Refereed or contributed presentations at local, state or regional meetings (e.g., Colorado Public Health Association).
- State or regional activity as evidenced by external letters, invitations to present or moderate at state or regional meetings, invitations to conduct peer reviews for local, state, or regional funding bodies, organizing state and regional meetings, serving as a local, state or regional consultant or advisory committee member.

PUBLIC HEALTH PRACTICE - EXCELLENCE

Authorship

- An ongoing, sustained body of published public health practice work, reflected in peer-reviewed journals or other rigorously reviewed, practice-oriented products such as agency reports and white papers; the expected number of papers will reflect the discipline or department-specific conventions and guidelines.
- Publications have substantially influenced population health, improved public health practice or had an impact on the field
- A mix of first, senior and/or other types of authorship defined by the candidate's field that represents significant and sustained dissemination. (Full)

- Accelerating trajectory of publications with first, senior and/or other types of authorship as defined by the candidate's field. (Associate)
- Sustained productivity since the prior promotion.
- Publications should represent a significant and sustained body of work.
- Publications routinely demonstrate cultural responsiveness

Sustained key role in public health practice, with external funding

- PI status (or equivalent, e.g., Director, Core PI) of multiple contracts or grants to design, implement, evaluate and report public health practice programs.
- Consistent level of external funding of public health practice projects and programs sustained over time.
- Secures multiple or sustained contracts or other funds in partnership or collaboration with community organizations serving populations disproportionately affected by adverse health outcomes

Leadership and impact addressing public health issues at the state, regional, national, or international levels

- Officership or similarly influential role on a board or committee that oversees, advises, or supports a specific program, agency, organization, or activity that had an impact on public health at the regional, state, national, or international level.
- A leadership role in public health or clinical practice in which the practice demonstrably improved the health of a defined population.
- Development and/or application of new and novel techniques in public health practice.
- Develops sustainable partnerships with multiple community-based organizations

Major public health consultation

- Ongoing major roles in consultations with agencies or organizations or other major initiatives that had an impact on public health at the regional, state, national, or international level.

National or international recognition in public health practice

- Refereed or contributed presentations at national or international public health meetings (e.g., APHA, NACCHO, CSTE).
- Evidence of significant achievement in one's area: innovative approaches or methods, demonstrable changes in state or national policy.
- Receipt of School, University, local or state public health practice-related awards, including awards specifically relevant to issues of health equity

PUBLIC HEALTH PRACTICE SCHOLARSHIP

Innovative procedures for the practice of public health

- Initiates and publishes on improvements in public health practice that influence policy or practice beyond the immediate practice setting.
- Publishes monographs, reviews or other creative efforts in the area of public health practice.
- Provides documentation of interventions and outcomes in public health practice.
- Peer reviewer for applied public health grants.
- Develops innovative methods that influence public health practice.
- Develops novel methods of engagement with community-based organizations.

Scholarly integration such as case studies, book chapters, and reviews

- Continued development and publication of manuscripts and reports that integrate and put new discoveries into perspective or context of public health practice, sustained over time.
- Writes a number/series of reviews, monographs, or other such creative work regarding clinical practice or health care delivery that represent a major body of work and provide a documentable reputation.

National/international reputation in public health / clinical practice

- National/international reputation in public health practice scholarship as evidenced by external letters, invitations to be a visiting professor at another institution, keynote or symposium speaker at meetings (national or international).
- National or international activity as evidenced by invitations to present or moderate at national or international meetings, invitations to conduct *ad hoc* peer reviews for national or international funding bodies, organizing of national or international meetings, or serving as a national or international advisory committee member.
- National or international awards or other recognition for contributions to public health practice, including awards specifically relevant to promotion of diversity and inclusion in public health / clinical practice activities or programs
- Takes leadership role in organizing and implementing continuing education in the area of practice (national or international).
- Significant engagement in practice-based research and service that influences policy or an agency or program.
- Utilized as a national consultant in area of expertise of practice.
- Evidence that innovative procedures / practice contributions are taken up at other agencies or institutions or have had important effects on a policy, program or practice.
- Invitations to present/train on new practices at external agencies or institutions.
- Member of editorial board, Associate Editor/Section Editor (Associate), or Editor-in-Chief (Full) of a journal that focuses on or regularly addresses public health practice issues.
- Teaches a national board review course in area of practice expertise.
- Member of standing national grant review panel in public health (e.g., NIH or CDC) or directly affecting an aspect of public health (e.g., DOE, DOA, HUD, EPA).

LEADERSHIP & SERVICE

Demonstrates commitment to one's department, school, university, and academic/professional discipline as exemplified by, but not limited to, some or all of the following activities.

LEADERSHIP & SERVICE - MERITORIOUS

Service within the program, division, department, school, campus and/or university

- Recruiting efforts, e.g., going to career fairs, giving talks advertising graduate programs.
- Outreach efforts for encouraging underrepresented groups to apply to our programs.
- Activities that lead to development of a national reputation.
- Active participation in committees or task forces that relate to programs, concentrations, Centers, Departments, the School of Public Health, or the University.
- Informal consultation with colleagues on matters related to the design of research, development of research proposals, analyses of data for reports and publications, review of draft manuscripts prepared for publication, etc.
- Consultations or independent initiatives to serve a program, department, school, or university apart from membership on committees or task forces.

- Advisory committee membership for academic programs and organizations within the home university.
- COMIRB membership or similar external review.
- Serving on a department, School or campus diversity and inclusion committee
- Participating in planning of department, school or campus events targeting diversity and inclusion
- Making efforts to promote diversity of the faculty and student body, such as identifying candidates from underrepresented groups for open positions in the department, or serving as a host family for international students
- Participating in diversity and inclusion, unconscious bias, harassment prevention or other relevant workshops or trainings

Service to local, state and national organizations through education, consultation, or other roles

- Demonstrated service outside the university, in the broader community.
- Active participation in committees or task forces that relate to professional organizations or professionally related services to the community.
- Advisory committee membership for local, state or national organizations.
- Participant or consultant to accrediting and other educational review boards (e.g., being a member of a CEPH site visit team).
- Member of field-appropriate scientific panels or organizing of national or international meetings, symposia, etc.
- Participating in a task force for a professional or scientific association or on a state or regional committee that aims to support or promote diversity and inclusion.

Service to professional or scientific journals and conferences

- Providing peer reviews for academic journals
- Participating in the scientific review committee for academic conferences.

LEADERSHIP & SERVICE - EXCELLENCE

Appointment to responsible positions within the institution such as chair of a committee; faculty officer; program director; academic clinical coordinator; membership on major decision-making Health Sciences Center committees

- Leadership on committees or task forces within a program, department, school, or university.
- Consultations or independent initiatives that have major impact on a program, department, school, or university.
- Leadership on advisory committee for academic programs and organizations within the university.
- Chairing COMIRB committee or similar external committee (Full).
- Administrative roles that involve support of academic activities.
- Chairing a department, School or campus diversity and inclusion committee
- Effectively promoting diversity of the faculty and student body, such as chairing a search committee that successfully recruits candidates from underrepresented groups to positions in the department or chairing an admissions committee that successful recruits candidates from underrepresented groups for the masters or doctoral programs

Leadership in and service to civic, professional or scientific organizations

- Officer or committee chair of a regional, national or international professional or scientific organization.
- Officer or board member of a community organization.
- Provide unpaid/voluntary consultation and / or policy assistance.
- Receives school or university wide service awards.

- Receives service awards from local, national or international organization.
- Chairing a task force for a professional or scientific association or serving on a national committee related to diversity and inclusion.

Leadership and service on editorial boards of professional or scientific journals

- Editorial board member or Associate/Section Editor (Associate), or Editor-in-Chief of a professional or scientific journal.

Election to responsible positions dealing with health care issues at the local, state, regional, national or international levels

- Leadership role in safety, health policy and/or planning at the local, state, regional, national or international level.
- Chairing field-appropriate scientific panels or organizing of local, state, regional, national or international meetings, symposia, etc.