



UCF

**College of
Medicine**

UNIVERSITY OF CENTRAL FLORIDA

UCF College of Medicine
Faculty Affairs Handbook



College of Medicine Faculty Affairs

University of Central Florida

Purpose

This handbook is intended to provide faculty with a reference tool to assist them throughout their appointments at the University of Central Florida College of Medicine. Each member of the faculty is subject to all regulations, policies, and procedures that govern the University of Central Florida.

Message From the Dean

Knowledge is the product of the UCF College of Medicine. Knowledge in discovery is research; knowledge in the transmission is education; and knowledge in service is healthcare. These are our three core missions.

As faculty, we come to a medical school with dreams of expanding, sharing, and using knowledge. Some of us do so primarily through research and discovery. Others through service to patients and colleagues. Almost all of us are involved in teaching the next generation of physicians and scientists. As faculty, we create the fabric of our medical school. We determine who and what we are and will be.

The UCF College of Medicine seeks faculty with a pioneering spirit, one of curiosity and inquiry. We are a faculty who wish to make a difference in the lives of others through our research, education, and healthcare. The ability to make that difference and effect change lies in those who have passion, compassion, and ambition. These are individuals who are driven to be part of something greater than themselves. This spirit describes our faculty and our culture at UCF College of Medicine.

We aspire to be this century's premier college of medicine, anchoring a new Medical City that will one day be recognized globally for research, education, and healthcare. With our outstanding faculty, we are on our way!



Deborah C. German, M.D.
Vice President for Health Affairs
Dean, UCF College of Medicine



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COM HISTORY

The University of Central Florida (UCF) was founded in 1963 to provide talent within STEM related industries for Central Florida and the growing U.S. space program. UCF has established a national and international reputation in academic excellence and is recognized by the U.S. News and World Report as one of the top universities in the country.

Established in 2006, the UCF College of Medicine is one of the first U.S. medical schools in decades to be built from the ground up. As a young medical school, UCF's program epitomizes innovation, high-tech learning tools and a pioneering spirit to educate young doctors and scientist in a new a better way for the 21st century.

The college is unique nationally because of its large undergraduate and graduate programs in biomedicine through its Burnett School of Biomedical Sciences. The Burnett School has almost 3,000 undergraduate students — making it the third most popular major at UCF. The medical school also offers joint degrees, including an M.D./Ph.D., an M.D./M.B.A. and an M.D./M.S. degree in hospitality.

UCF faculty members are in-unit faculty and are represented by the United Faculty of Florida union. The College of Medicine faculty members are designated as non-unit faculty and are not represented by the United Faculty of Florida. The College of Medicine faculty policies and procedures are closely aligned with the UCF Collective Bargaining Agreement; however, as non-unit faculty, College of medicine faculty are independent from the UCF Collective Bargaining Agreement.

MISSION

The University of Central Florida College of Medicine educates and inspires individuals to be exemplary physicians and scientists, leaders in medicine, scholars in discovery, and adopters of innovative technology to improve the health and well-being of all.

Our patient-centered mission is achieved by outstanding medical care and services, groundbreaking research, and leading edge medical and biomedical education in an environment enriched by diversity.



VALUES

We value the individual worth, dignity, and well-being of those with whom we teach, study, work, and serve. The core values that guide our conduct, performance, and decisions, and that form the foundation for our relationships are:

- Excellence—to achieve the highest standards in everything we do
- Integrity—to be honest, ethical, and consistent in our actions
- Patient-centricity—to focus on the health and wellness of patients in all that we do
- Knowledge-centricity—to discover, create, value, evaluate, and share knowledge
- Creativity—to be curious, open, and innovative
- Collaboration—to work together regardless of organizational boundaries
- Communication—to listen and be open and transparent with students, patients, and colleagues
- Diversity—to be inclusive and value differences
- Reverence—to treat each person with respect and dignity and value his or her being
- Compassion—to treat others with kindness and empathy
- Dedication—to maintain commitment to the mission
- Service—to understand and respond to the needs of individuals and the community

VISION

The University of Central Florida College of Medicine aspires to be the nation's premier 21st century college of medicine.

The UCF College of Medicine will be a national leader in education, research, and patient care, recognized for supporting and empowering its students and faculty to realize their passion for discovery, healing,



health, and life, and for its ability to create partnerships to transform medical education, health care, and research.

GOALS

Goal 1: Excel in medical and biomedical education.

Goal 2: Excel in research and discovery in: Biomedical Sciences, Medical Education, Healthcare and Population Sciences.

Goal 3: Provide outstanding, innovative, patient-centered care while transforming healthcare delivery.

To Achieve excellence in each of these goals, the College of Medicine has identified and developed a diversified, self-sustaining infrastructure in an environment that fosters community, diversity, partnership, and collaboration.

STRATEGIC PLAN

The UCF Strategic Plan was developed in alignment with the college's goals and priority areas, which are closely aligned with the university's goals. The initiatives outlined in the strategic plan are designed to support the college's culture of collaboration, innovation, and advancement. The Strategic plan defines the focus areas for the college (i.e., Education, Research, Patient Care and Community) and the strategic priority areas of the college. The strategic plan is identified fourteen strategic initiatives that effectively represent the six priority areas the college. The strategic initiatives are the foundation of the strategic plan and support the college's goals.

For More information on the strategic plan can be found in [Appendix Y](#)

ACCREDITATION

The University of Central Florida (UCF) is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACS\)](#). In addition to the SACS accreditation, the UCF College of Medicine is accredited by the [Liaison Committee on Medical Education](#) (LCME), the [Accreditation Council for](#)



[Graduate Medical Education](#), the [Accreditation Council for Continuing Medical Education.](#), and the [Southern Association of Colleges and Schools Commission on Colleges \(SACS\).](#)

FACULTY BYLAWS

The College of Medicine Faculty Bylaws document describes how faculty participate in the governance of the college through the Faculty Council and various administrative and standing committees. Administrative committees support the college by coordinating different functions in areas under the direct responsibility of Associate Deans. Standing committees generally are advisory to the Dean in both operational and policy matters. The Faculty Council Bylaws committee reviews the bylaws every two years or as needed and considers proposed changes brought to it or by its own council members. Changes to the bylaws is based upon a majority vote of the Faculty Council. The responsibilities and functions of these committees are specified in detail in the College of Medicine Faculty Bylaws document.

More information on Faculty Bylaws can be found in [Appendix W](#).

INDUSTRY RELATIONS POLICY AND GUIDELINES

The UCF College of Medicine (COM) strives to be a leader in assuring the highest levels of ethics and professionalism in all dealings with the health care industry, which includes, but is not limited to, the pharmaceutical, biotechnology, medical device, and medical equipment supply industry (“Industry”), and in establishing a culture of ethical behavior and accountability for its administrators, faculty, staff, students, residents, and fellows (“COM Personnel”). The COM greatly values its Industry partners and works openly in collaboration with these partners and vendors to promote positive, productive, and ethical relationships. As leaders in science and medicine, COM experts participate in appropriate Industry advisory roles, Industry-funded scientific studies, and development of new health care discoveries and resources. As a leader in health care transformation, the COM develops collaborative partnerships and business arrangements with Industry partners. As a non-profit educational institution, the COM seeks and accepts philanthropic support from Industry. This policy will guide all COM Personnel



in structuring and participating in Industry relationships to assure integrity of professional judgment, the highest ethical behaviors, and the objectivity of medical education.

If you are involved in activities related to industry relations and policies, you must fill out a form for approval by your department or unit head. For more information and to retrieve the form, visit the [UCF COM Industry Relations Policy and Guidelines](#).

COM FACULTY AWARDS

In order to be considered for any of the core faculty award categories, applicants must have been in their role at the College of Medicine for at least one year. All nominees must have a university-based faculty appointment as core (salaried, non-salaried, or GME) faculty, and may work full-time or part-time. Nominees shall not be a current department chair, dean, or members of the COM Faculty Awards Review Committee. No faculty member may receive the same award more than once every three years. If the applicant has previously won an award, they will need to provide evidence of new achievements to qualify for the same award again.

While certain awards allow self-nomination, the committee strongly encourages nominations from colleagues or leadership. The committee prefers narrative format for applications and discourages the extensive use of bullet points. All documentation related to award categories must be limited and follow the guidelines associated with each award. In cases where there are no qualified applicants, an award may not be given.

For more information, review [Appendix Z](#).

FACULTY CLASSIFICATIONS

UCF COLLEGE OF MEDICINE SALARIED CORE FACULTY (NON-UNIT)

Salaried Core Faculty are full-time and part-time paid faculty with effort assignments for teaching, research, patient care, and service. Salaried Core Faculty have a classification of either: Tenure-Earning, Non-Tenure earning, Medical Librarian, Adjunct, Instructor. College of Medicine faculty are considered Non-Unit faculty and are not part of the collective bargaining agreement



Although not part of the Collective bargaining agreement, COM faculty closely align with collective bargaining agreement.

JOINT APPOINTMENTS

Faculty members who have responsibilities aligned with multiple departments may hold a joint appointment, with compensation being apportioned between the primary and secondary departments.

SECONDARY JOINT APPOINTMENTS

This category of secondary appointment is awarded to unpaid faculty members in other Colleges/units at UCF. The faculty member serves in a teaching, research, or service orientated capacity for a limited period.

UCF COLLEGE OF MEDICINE NON-SALARIED FACULTY

Non-Salaried Faculty are not paid by the College of Medicine. They are employed by College of Medicine Affiliated institutions (Affiliated faculty) or practice in the community (Volunteer Faculty). Affiliated and Volunteer Track faculty are not appointed to College of Medicine departments and their appointment resides within the Faculty Affairs department.

Faculty may be appointed as Non-Salaried Core Faculty following nomination and are appointed to a College of Medicine department. These faculty typically contribute 400 hours per year or leadership equivalent toward college missions. Non-Salaried Core Faculty may qualify for Tenure of Title if they meet or exceed university and department tenure requirements for paid faculty.

PART 1: RECRUITMENT, HIRING, AND APPOINTMENT OF UCF SALARIED AND NON-SALARIED CORE FACULTY

Recruitment of and hiring of faculty follow all UCF Regulations and Human Resources policies and procedures. College of Medicine faculty members are designated as non-unit faculty and are not represented by the United Faculty of Florida and the Collective Bargaining Agreement. Faculty members in the College of Medicine may be on tenure-earning or non-tenure-earning tracks. Non-tenure earning (NTE) includes multi-year appointments and visiting faculty lines (one-year



maximum). Non-tenure earning (NTE) includes regular, clinical, research, and visiting faculty lines (one-year maximum). Per university policy, faculty agreements for non-tenure earning faculty are issued annually by the university.

FACULTY RANK

Criteria for Faculty appointments to a specific academic rank are decided by the Department faculty, Department Chair or Director, and approved by the Provost's Office along with the hiring documents.

ANNUAL EVALUATION PERFORMANCE STANDARDS (AESP)

The purpose of the AESP is to provide standards and procedures to evaluate the annual performance of faculty within each department. Annual evaluations of faculty members are conducted by the Department Chair, who draws upon their annual reports and renders assessments for each of the basic categories of Teaching, Research, Service/professional development, and other assigned duties.

For more information on the Annual Evaluation Performance Standards (AESP), visit the following [AESP website](#) or review [Appendix AF](#).

CPE POLICIES

Tenure-track faculty eligible for consideration for promotion and award of tenure shall be assessed annually on their progress toward this goal by the unit tenured faculty, the Department Chair, Director or unit head, and the Dean. These Cumulative Progress Evaluations (CPEs) shall be included in the annual evaluation for assistant professors and retained in the faculty evaluation file.

Tenured faculty eligible for consideration for promotion shall be assessed at least once on their progress toward this goal by the unit tenured full professors, the Department Chair or Director, and the Dean before applying for promotion. These CPEs shall be included in the annual evaluation for associate professors and retained in the faculty evaluation file.



More information regarding the Cumulative Progress Evaluations (CPEs), can be found in [Appendix V](#) and on the Faculty Affairs [website](#).

PROMOTION AND TENURE-UCF-COM SALARIED CORE FACULTY

Faculty are eligible for promotion from one rank to another based on the qualifications established by the COM. For those faculty who are on a tenure track, the recommendation for the award of tenure and promotion are considered at the same time when advancing from assistant professor to associate professor (two decisions as part of the same process). Each year, the Promotion and Tenure Guide is updated by the UCF Office of Faculty Excellence.

For more information on the university promotion and tenure process, visit the [Faculty Excellence website](#).

The departmental promotion and tenure criteria, are listed in the appendix: [Medical Education](#), [Internal Medicine](#), [Internal Medicine \(Non-Tenure\)](#), [Clinical Sciences](#), [Clinical Sciences \(Non-Tenure\)](#), [Population Health Sciences](#), [Burnett Biomedical School \(Tenure-Earning\)](#), [Burnett Biomedical School \(Tenured\)](#), [Burnett Biomedical School \(Non-Tenure\)](#), [Burnett Biomedical School \(Instructor\)](#).

POST-TENURE REVIEW

Tenured faculty shall receive a sustained performance evaluation once every three years following the award of tenure or their most recent promotion. The purpose of this evaluation is to document sustained performance during the previous three years of assigned duties to evaluate continued professional growth and development.

For more information on the COM Post-Tenure Review, please visit [the Comprehensive Post Tenure Review policy](#).

COMMITTEE SERVICES

FACULTY COUNCIL COMMITTEES

The Faculty Council serves as the voice of the faculty of the College of Medicine. We collaborate with the dean, academic leadership, and other appropriate individuals or committees on matters related to the well-being and future of the College of Medicine as well as its faculty and students. Faculty Council officers are members of the COM enterprise and Executive Faculty, two major leadership groups for the College. All faculty of the College of Medicine are encouraged to learn more, become involved in Faculty council committees and activities. Visit the following website to view a list of [Faculty Council committees](#).

COLLEGE TENURE & NON-TENURE COMMITTEE

The committee shall be composed of faculty members holding an equivalent or higher rank as the rank being considered. Faculty members in the College of Medicine are appointed as tenure track (TT) faculty, non-tenure track (NTT) faculty, multi-year NTT faculty, medical librarian, instructor, lecturer, non-salaried core faculty, non-salaried core faculty with tenure of title, affiliated faculty, and volunteer faculty. Faculty appointed as Assistant Professor and Associate Professor will be considered for promotion and/or tenure in accordance with specific Unit, College and University standards and policies.

UNIVERSITY PROMOTION AND TENURE COMMITTEE

Election of faculty to serve on University committees will follow University procedures with the election of faculty on the basis of apportionment to the College units. Core Faculty of the College may serve as COM members of University committees. The Leadership Committee of the Faculty Council shall be consulted wherever possible regarding appointments to such committees.

ADMISSIONS COMMITTEE

The admissions committee is composed of faculty and student representatives appointed by the Dean. The Chair of the Admissions Committee and the appointees evaluate all completed applications to the College of Medicine and select applicants to

be interviewed. The final decision about admissions is made by the Admissions Committee, which has the independent responsibility for selection of students.

CURRICULUM COMMITTEE

The committee is composed of faculty members, many of whom have been elected by the Faculty, and elected representatives from the student council. These members constitute the voting membership of the Committee. The Committee also has representatives from Faculty Development, the Medical Library, Student Affairs, and Planning and Knowledge Management appointed to serve as non-voting, *ex officio* members. The Curriculum Committee has the responsibility to review, advise, and make policy recommendations to the Dean on matters related to the design, delivery, and evaluation of the undergraduate medical education program.

STUDENT EVALUATION AND PROMOTION COMMITTEE

This committee, acting for the faculty, makes recommendations to the Dean regarding each student's enrollment and/or academic progress in the College of Medicine, including continuation, promotion to the next academic year, remediation, dismissal, or any variation thereof that in the opinion of the Committee is appropriate.

CONTINUOUS PROFESSIONAL DEVELOPMENT COMMITTEE

The committee is composed of member that are appointed by the dean. This committee evaluates and approves or denies CPD educational activities. The Committee also reviews presentations that may pose a potential conflict of interest.

GRADUATE MEDICAL EDUCATION (GME) COMMITTEE

This committee has oversight of Accreditation Council for GME (ACGME)-accredited medical residency programs according to ACGME institutional requirements as well as selected non-accredited fellowships. These responsibilities include accreditation status, quality of educational experiences, learning and working environment, and learning outcomes.

FACULTY EXCELLENCE AWARD COMMITTEES



The Faculty Excellence awards have varying committee compositions and responsibilities. The committees are composed of faculty members, whom have been elected or appointed by the faculty and/or Dean. The Faculty Excellence award committee's responsibilities vary depending upon the respective committee.

For more information, visit [Faculty Excellence Awards](#).

ANNUAL EFFORT CERTIFICATION

The University of Central Florida is required to comply with federal requirements for certifying time and effort expended on sponsored research, training, and service awards. The Office of Research manages the university's time and effort certification process and provides a certification reporting system to monitor, track and account for faculty and staff time and effort. To be compliant with federal requirements the Annual Effort Certification is required for all faculty and staff who are required to report time and effort working on research sponsored by specific agencies. For more information on the Annual Effort Certification, please review the [Time and Effort Certification policy](#).

THE OFFICE OF RESEARCH INTEGRITY AND COMPLIANCE

The Office of Research Integrity and Compliance ensures research is conducted in accordance with university and federal government regulatory guidelines. The Office of Research Integrity and Compliance strives for the highest standards of integrity and research among students, faculty, and staff. The Office of Research Integrity and Compliance achieves these standards by ensuring compliance and ethical conduct in the following areas: Conflict of Interest; Research Misconduct; Export Controls Compliance; Effort Reporting and Certification; Facility Security; Office of Animal Welfare.

[For more information on Research Integrity & Compliance please visit the following website.](#)

COMPENSATION PLAN – UCF HEALTH FACULTY



Faculty who practices medicine at UCF Health may be eligible for the UCF Health Compensation plan. Details on the qualifications and specifics of this plan should be discussed with the department chair.

NON-RENEWAL OF APPOINTMENT

Non-unit faculty have no expectation of continued employment beyond the terms agreed upon within the provisions of an appointment or contract. Non-unit faculty may be given a notice of nonrenewal for any reason, subject to the notice provisions at any time during their employment, and such notice supersedes any term provisions of an appointment or contract. Notice is provided to allow time for the employee to seek other employment either with UCF or elsewhere. Non-renewal faculty may receive notice that their employment with the university will end on a specified date, identified within the written notice. Tenured faculty are excluded from then non-renewal regulations.

For more information visit the [UCF Policy 3.0122](#).

GRIEVANCE

The Faculty Advocate Committee, composed of six members, shall provide guidance to faculty members as to whether issues brought to it are appropriate to bring through the UCF Faculty Grievance process. More information on the Faculty Advocate Committee and the grievance process can be found in [Appendix W](#).

A general Grievance Procedure is described in detail in [UCF Regulation 3.036](#) for Non-Unit Faculty Employees. More information on the UCF grievance regulations, can be found in [Appendix G](#).

UCF SELF INSURANCE PROGRAMS (SIP)- LIABILITY COVERAGE

An appointment to the non-salaried faculty does not result in a non-salaried faculty member receiving form the UCF College of Medicine insurance or liability coverage for their professional services. While performing UCF-assigned duties, the non-salaried faculty member will have limited liability and personal immunity for his/her negligence in educating, training or supervising



UCF learners and from vicarious liability arising from alleged negligent acts or omissions of UCF learners, as set forth in section 768.28(9), Florida Statutes.

The UCF appointment of private physicians and other clinicians, for the purpose of education, training and/or supervision of UCF learners does not include the practice of medicine. Thus, an appointment to the non-salaried faculty does not trigger the limited liability of section 768.28 (9), Florida Statutes, for the practice of medicine. The patient care decisions and the care and treatment provided by non-salaried faculty members are outside the course and scope of UCF appointment. Therefore, the non-salaried faculty member will not represent to any third party that his/her personal practice of medicine is in any way related to UCF, or that the non-salaried faculty member is an agent of UCF or its Board of Trustees while practicing medicine. It is the responsibility of the non-salaried faculty member to maintain his/her own professional liability insurance coverage and to comply with state laws pertaining to professional liability insurance coverage.

While performing UCF-assigned duties, should a patient suffer an injury as a result of non-salaried faculty members' acts, the acts of a UCF learner under the supervision of non-salaried faculty, or the acts of any UCF provider, the Incident must be reported to the UCF Self-Insurance Program by Calling (352) 273-7006, or 844-MY FL SIP. For more information, visit the [Florida Board of Governors Self Insurance site](#).

ACADEMIC FREEDOM

UCF maintains and encourages full academic freedom. Academic freedom is essential to the full development of a true university and applies to teaching, research/creative activities, and assigned service. Further description of academic freedom appears in article 5 of the 2022-2024 collective bargaining agreement. For more information, review the [Collective Bargaining Agreement-Article 5](#)

EMPLOYEE CODE OF CONDUCT



The purpose of the Employee Code of Conduct is to provide one guiding document that serves to guide employees when addressing ethical or questionable dilemmas. The UCF Employee Code of Conduct is part of UCF's comprehensive compliance and ethics program, supported by the UCF Board of Trustees, the president, and senior leadership. University Compliance, Ethics, and Risk oversees our compliance and ethics program with support from the Compliance and Ethics Advisory Committee and compliance partners.

For more information, review the [Employee Code of Conduct](#).

OUTSIDE EMPLOYMENT (CONFLICT OF COMMITMENT, CONFLICT OF INTEREST)

Federal regulations and state statutes require institutions of higher education to bear primary responsibility for employees and affiliates to disclose outside activities, financial interests, and potential conflicts of interests and conflicts of commitment. The university has the responsibility to establish conflict of interest policies and procedures to provide appropriate safeguards to protect the interests of the university and sponsored agencies, and to effectively communicate to faculty, staff, student employees, and affiliates the university's conflict of interest and commitment policies and procedures.

Additionally, in recent years higher education institutions in the United States, including Florida universities and academic medical centers, have been the targets of foreign governments which have led to intellectual property theft and advanced technology transfers. In response to this threat, the Florida House of Representatives created the Select Committee on the Integrity of Research Institutions and launched a probe into Florida taxpayer-supported research institutions' vulnerabilities. Resulting from the work of this committee, and with the purpose of ensuring that Florida's public postsecondary institutions are accurately reporting all sources of research support, financial interests and affiliations, on July 1, 2020, Florida Statutes Section 1012.977 became effective. This section of statute requires that all persons employed by a state university engaging in research which was created or authorized pursuant to part II of chapter 1004, consents to the policies of the university or entity, the regulations of the Board of Governors, and the laws of this state. At a minimum, such policies shall require employees engaged in the design,



conduct, or reporting of research to disclose and receive a determination that the outside activity or financial interest of the employee does not affect the integrity of the state university or entity. The statute provides that an employee engaged in the design, conduct, or reporting of research who fails to disclose any outside activity or financial interest as defined by the statute shall be suspended without pay pending the outcome of an investigation which shall not exceed 60 days. Upon conclusion of the investigation, the university or entity may terminate the contract of the employee. Outside activity or employment must be reported and approved annually by the supervisor using the online form AA21: [Huron COI disclosure system](#).

For more information, review the [Outside Employment Reporting Policy](#).

ANNUAL REPORTING AND TRAINING

DISCLOSURE COI REPORTING

A conflict of interest or commitment can occur when one or more parties have interests that interfere with their university responsibility. UCF Regulation 3.018 Conflict of Interest or Commitment; Outside Activity or Employment is a longstanding university regulation that outlines the conflict of interest and commitment disclosure process at UCF, which complies with state law, as well as federal laws as they pertain to research.

Reporting of potential outside activity, employment, and conflict of interest and commitment disclosure (AA-21) form is accessed online at the [Huron COI disclosure system](#).

For more information, review the [Conflict of Interest regulation](#).

CONFIDENTIALITY OF STUDENT EDUCATION RECORDS FERPA

Federal law protects student records privacy review and disclosure rights. Student educational records are confidential and may not be released without signed consent from the student. UCF faculty and staff have a legitimate educational interest in having access to these records, but they have a responsibility to protect and keep records



confidential. Policies and procedures pertaining directly to students in the College of Medicine are detailed in the COM student handbook.

To learn more about FERPA and how it impacts faculty, visit the [UCF Registrar's Office](#).

CONFIDENTIALITY OF PATIENT MEDICAL RECORDS (HIPAA)

The law requires that all healthcare workers be trained in the essentials of HIPAA ("Health Insurance Portability and Accountability Act of 1996"). Faculty, staff and students who handle patient records for instruction or research will complete basic training in HIPAA in order to understand and adhere to its requirements. HIPAA covers portability of health insurance, patient access to and control over medical records, and national standards for security and confidentiality that ensure privacy of medical records.

INSTITUTIONAL REVIEW BOARD (IRB) CITI TRAINING

All members of the research team involved in the design, conduct, or reporting of the research must complete CITI training. External study team members engaged in research activities including contact or communication with participants, access to identifiable data or specimens, or involved in the consent process must affiliate with UCF in CITI and complete the appropriate UCF CITI training. CITI training includes:

- Biomedical Research Integrity
- Biomedical Responsible Conduct of Research
- Conflict of Interest
- Human Subjects Research- Group 1. Biomedical Research Investigators and Key Personnel

Members of the research team who have not completed the appropriate training may not take part in specific aspects of the research.

For clinicians abide by the policies that are associated with your site that you are practicing.

For more information, visit [UCF Institutional Review Board](#).



PROTECTION OF ANIMALS IN RESEARCH

The Institutional Animal Care and Use Committee (IACUC) is responsible for oversight and evaluation of the university animal care and use program, procedures, and facilities used in research. The Office of Animal Welfare requires completion of CITI training for all personnel involved in animal research. The required CITI training courses are:

- Lab Animal Researcher/ Technicians/Students
- Field Animal Researcher/Technicians/Students
- Animal Facility Technicians

The Huron IACUC system facilitates high-quality, complaint reviews for research studies involving the care or use of animals. The system provides access to species, procedures, substances, training information and inspections to facilitate the submission and review process.

For more information, visit the [Office of Animal Welfare](#).

CITI-CONFLICT OF INTEREST (COI)

Investigators (PI, Co-PI, project director, and any other person who is responsible for the design conduct or reporting of research) are required to complete the COI Basic Course prior to engaging in sponsored research and the COI Refresher Course every four (4) years thereafter.

For more information on COI training, visit [Research Integrity and Compliance](#).

WORKDAY TRAINING

Workday is the Enterprise Resource Planning (ERP) cloud-based system designed to unify university systems, simplify administrative task, standardize university process, and provide active cloud-based analytics. Faculty and Staff automatically receive access to Workday and are encouraged to participate in Workday training course.



Faculty and staff can access the Workday system and enroll in a Workday training course with their UCF NID and NID password. For more information on accessing Workday and Workday training course registration, visit [Knight Vision](#).

HURON TRAINING

UCF Webcourses offers training videos addressing research grants, agreements, IACUC, Effort Reporting and Certification, Safety , Conflict of Interest, and Institutional Review Board Submission and Approval within the Huron Research Suite.

For more information on accessing Huron research training, visit [UCF Research Apps](#) or [Webcourses website](#).

ENVIRONMENTAL HEALTH AND SAFETY (EHS)

The UCF Environmental Health and Safety office is committed to promoting a healthy, safe, and conducive work environment, that ensures research is conducted in a manner which minimizes injuries, accidents, and environmental impact. EHS provides a series of lecture-based and online health and safety courses for research safety.

For more information on EHS courses and course registration, visit the following [website](#).

PROFESSIONAL DEVELOPMENT, INTELLECTUAL PROPERTY, AND RESEARCH POLICIES

SABBATICAL

Sabbaticals are granted to increase an employee's value to the University through opportunities for research, writing, professional renewal, further education, or other experiences of professional value. Funding of the sabbatical is provided by the college, including the expense of covering any teaching responsibilities of the absent faculty member. While sabbaticals may be provided in relation to an employee's years of service, they are not primarily a reward for service longevity. The UCF-3.018 Conflict of Interest or Commitment regulation disclosure will continue to apply during the sabbatical period, and it is the responsibility of the employee to update their annual conflict of interest and commitment form. Full-time tenured employees with at least five academic years of full-time continuous service at UCF shall be eligible to apply for a sabbatical that would take



place in the following academic year. Sabbaticals are awarded for only 1 semester. Funding availability may permit the extension of sabbaticals beyond the initial 1 semester. Although College of Medicine (COM) Faculty are non-unit faculty and are not subject to the collective bargaining agreement, COM faculty policies are closely aligned with the collective bargaining agreement for purposes of the Sabbatical eligibility process.

For more information on Sabbaticals, please review [Article 22 of the collective bargaining agreement](#).

INTELLECTUAL PROPERTY POLICIES AND PROCEDURES

By accepting an appointment, faculty acknowledge that should they develop curricular ideas, content or materials or other intellectual property (IP) in this role as faculty, all interests (IP rights) in these shall be the exclusive property of the University and specifically the College of Medicine.

[UCF regulation-2.029](#) describes the ownership and patent rights of intellectual property developed by university employees; the responsibilities of both the employee and the university in protecting and commercializing such property; and the procedures to be followed in such efforts.

The Office of Technology Transfer in the Office of Research and Commercialization is responsible for the protection, management and licensing of intellectual property produced by faculty at the University of Central Florida.

For more information, visit the [Technology Transfer site](#).

RESEARCH POLICY AND PROCEDURES

The UCF Office of Research serves as the official liaison between UCF and government and commercial sectors. They assist faculty with the funding and contract management process. The Office helps establish connections with the agencies and individuals who invest in research and creative activities. The Office of Research provides tools and



resources to support the UCF research community and to ensure that research conducted at UCF is conducted at the highest level and adheres to regulatory guidelines.

For more information, visit the [UCF Office of Research](#).

FACULTY SERVICES

UCF believes in the importance of faculty development, recognition, promotion and support. There are multiple departments designed to provide faculty with the necessary faculty services and support to assist faculty with their professional development, instructional support, and research support. The following departments are established to provide the necessary faculty support for Full-time, part-time and graduate student faculty:

KAREN L. SMITH FACULTY CENTER FOR TEACHING AND LEARNING (FCTL)

The Karen L. Smith Faculty Center for Teaching and Learning (FCTL), provides pedagogical and instructional support, consultations, observations, workshops and annual conferences to promote and encourage a conducive environment for faculty success. The FCTL is committed to excellence in teaching and learning and to promoting the success of UCF Full-time, part-time, and graduate student faculty. For more information on the Karen L. Smith Faculty Center For Teaching and Learning (FCTL), visit [FCTL](#).

UCF LIBRARY

The UCF Library provides teaching support to assist faculty with course material management, multimedia, textbook affordability, and information literacy. In addition to teaching support, the UCF Library provides research support with citation management and publication support. For more information on the UCF Library services, visit [UCF Library site](#).

CENTER FOR DISTRIBUTED LEARNING (CDL)

The Center for Distributed Learning (CDL) recognizes the importance of providing UCF faculty with a wide array of services, professional development, and resources. The Center for Distributed Learning provides course design services, development,



multimedia services, professional development services, research support services, and technical services. The CDL ensures that all faculty have the necessary support, resources, and training to successfully teach online. For more information on the UCF Center for Distributed Learning, visit [Center for Distributed Learning site.](#)

FACULTY EXCELLENCE

Faculty Excellence is committed to supporting and strengthening faculty through recruitment, development, promotion, and retention of outstanding scholars and educators. It promotes the growth of academic leaders through professional development programs, award recognition opportunities, and institutional policies designed to strengthen the university's collective faculty who advance its mission of discovery, learning, and engagement. For more information on the Office of Faculty Excellence, visit [Faculty Excellence site.](#)

OFFICE OF INSTRUCTIONAL RESOURCES

The Office of Instructional Resources (OIR) supports the academic, research, and administrative goals of the university by utilizing multimedia, interactive, and digital media resources. OIR is the primary audio-video resource for the university. OIR provides classroom design and support, lecture capture, webcasting, and online collaboration resources. OIR can also provide consultations to determine the most appropriate AV solution to meet your teaching, research, or collaboration needs. For more information on the Office of Instructional Resources, visit [Office of Instructional Resources site.](#)

FACULTY MULTIMEDIA CENTER

The Faculty Multimedia Center (FMC) is UCF's media production facility dedicated to faculty and their needs. The Faculty Multimedia Center provides technology, technical services, and support to assist faculty and staff with the development of media content to utilize within the classroom. The goal of the Faculty Multimedia Center is to assist faculty and staff with the development of innovative and engaging multimedia and to provide an environment for Faculty to practice and explore new multimedia technology. For more information, visit [Faculty Multimedia Center site.](#)



OFFICE OF RESEARCH

The Office of Research is committed to advancing the goals of UCF in its pursuit of excellence and intellectual growth. The Office of Research (OOR) coordinates all sponsored research at UCF. The Office of Research serves all UCF Scholars by bridging the gap of between funding sources and UCF Research initiatives. The Office of Research assists with guiding faculty through proposals, contract management, commercialization, Research Integrity & Compliance, research development, research related resources, support. For more information. visit [Office of Research site.](#)

UNDERGRADUATE RESEARCH

The Office of Undergraduate Research is committed to developing a culture of innovative undergraduate research among students and faculty. The Office of Undergraduate Research connects curriculum-based and faculty mentored research by connecting students and faculty with resources and integrated student learning. The Office of Undergraduate Research provides grant application and submission support, while providing undergraduate scholars with enrichment opportunities. For more information on the UCF Office of Undergraduate Research, visit [UCF Office of Undergraduate site.](#)

STUDENT ACCESSIBILITY SERVICES

The UCF Student Accessibility Services office is committed to providing resources to faculty and students to equality within accessibility. Faculty resources are provided by the Office of the Provost to ensure accessible course materials. Student accessibility Services provides workshops and certification in accessibility course design to promote professional course development. For more information on the Student Accessibility Services, visit [Student Accessibility site.](#)

EXPERIENTIAL LEARNING AND SERVICE-LEARNING

The University of Central Florida Experiential Learning mission is to develop and sustain quality experiential learning through an inclusive environment that promotes collaboration between students, faculty, community and employer partners. Experiential Learning staff support faculty in the development of internship and service-learning



courses, provide best practices workshops, and maintain statistics on experiential learning across campus. For more information, visit [UCF Experiential Learning site.](#)

UCF GLOBAL

UCF Global at the University of Central Florida functions as the primary international hub for students, faculty, and staff. Through strong partnerships UCF global is committed to increasing international mobility and enhancing the University's global competency. For more information, visit UCF Global Site.

UNIVERSITY FACULTY AWARDS

EXCELLENCE IN GRADUATE TEACHING

The Excellence in Graduate Teaching award recognizes outstanding graduate-level teaching. The recipient of this award shall receive a one-time payment of \$2,000.

For more information, visit the [Faculty Excellence Award site.](#)

EXCELLENCE IN UNDERGRADUATE TEACHING

The Excellence in Undergraduate Teaching Award recognizes outstanding undergraduate-level teaching. The recipient of this award shall receive a one-time payment of \$2,000.

For more information, visit the [Faculty Excellence Award site.](#)

EXCELLENCE IN RESEARCH

The Excellence in Research Award recognizes outstanding research, peer recognition and publication/dissemination within the last three years. The recipient shall receive a one-time payment of \$2,000.

For more information, visit the [Faculty Excellence Award site.](#)

PEGASUS PROFESSOR AWARD



The Pegasus Professor award recognizes excellence in the three primary areas of academic endeavor: teaching, research, and service. The recipient shall receive a one-time payment of \$5,000 as well as a Pegasus statue.

For more information, visit the [Faculty Excellence Award site](#).

REACH FOR THE STARS

The UCF Reach for the Stars Award honors and rewards highly successful research and creative activity accomplished by early-career university professionals. The recipient shall receive an annual research grant payment of \$10,000.

For more information, visit the [Faculty Excellence Award site](#).

RESEARCH INCENTIVE AWARDS (RIA)

The UCF Research Incentive Award (RIA) program recognizes outstanding research, scholarly, or creative activity that advances the body of knowledge in a particular field, including interdisciplinary research and collaborations. The recipient shall receive a one-time payment of \$5,000 as well as a Pegasus statue.

For more information, visit the [Faculty Excellence Award site](#).

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL)

SoTLs recognize discovery, reflection, and using evidence-based methods to research effective teaching and student learning. While the implementation of SoTL outcomes may result in teaching excellence and increased teaching effectiveness, this award recognizes scholarly efforts beyond teaching excellence. The recipient of this award will receive a one-time award of \$5,000 as soon as practicable and a \$5,000 increase to their salary effective at the beginning of the succeeding academic year.



For more information, visit the [Faculty Excellence Award site](#).

TEACHING INCENTIVE PROGRAM (TIP)

The UCF Teaching Incentive Program (TIP) rewards teaching productivity and excellence. The TIP award recognizes faculty contributions to UCF's key goals of offering the best undergraduate education available in Florida and achieving international prominence in key programs of graduate study. The recipient of this award will receive a one-time award of \$5,000 as soon as practicable and a \$5,000 increase to their salary effective at the beginning of the succeeding academic year.

For more information, visit the [Faculty Excellence Award site](#).

TRUSTEE CHAIR PROFESSORSHIP

The UCF Trustee Chair Professorships were established to both retain outstanding UCF faculty and attract exceptional faculty to UCF. Professorship is a multi-year appointment awarded to employees with an extraordinary record of accomplishment in the three primary areas of academic endeavor: teaching, research and service. The objective of this appointment is to recognize and celebrate outstanding performance with a title and resources commensurate with accomplishment. The recipient of this award shall receive an annual budget of \$50,000 funded by the University. Up to \$25,000 can be used as a salary supplement. These chairs have a five-year appointment.

For more information, visit the [Faculty Excellence Award site](#).

OTHER RESOURCES

UCF INTEGRITY LINE

UCF is committed to providing constituents of the university community with an ethical, safe working and learning environment that is compliant with applicable laws. It is



expected that constituents of the UCF community report incidents of suspected unethical, noncompliant, criminal, or inappropriate behavior. Open and honest communication is a hallmark of the UCF community.

The UCF Integrity Line is a secure reporting system administered by an independent third party, Navex Global. Reporting unethical behavior is anonymous and can be completed via a toll-free number (1-855-877-6049) or via the online website (www.ucfintegrityline.com).

For more information on the UCF Integrity Line, visit [University Compliance, Ethics, and Risk](#).

UCF ID CARD AND UCF LOGO USAGE

As a faculty member, your contract is sufficient for you to be issued an ID card from UCF Card Services. A UCF ID card will provide faculty access to library facilities and to UCF resources. Faculty are required to have an unexpired UCF ID card. The UCF ID card is necessary to manually reset your online passwords.

UCF Faculty are authorized UCF trademark users. Authorized UCF trademark users may utilize UCF Logos and trademarks for university-related business. To promote unity, clarity, and consistency, it is encouraged that trademarks and logos are not altered, reflect UCF colors and are not in Americana font. Permission approval from either Business Services or UCF Athletics must be obtained to sell or produce UCF Merchandise. Only UCF-approved vendors can produce or sell such merchandise.

For more information on the UCF ID Card and for UCF Logo usage, visit the [UCF Card Office](#) and [UCF Marketing](#)

COM STRATEGIC PLAN

The strategies and initiatives articulated in the UCF College of Medicine 2021-2026 Strategic Plan prescribe the general blueprint for the next phase of growth for the college. This strategic plan builds on the first two COM strategic plans. The



college's mission is comprehensive, its vision ambitious, its goals challenging, and its core values unambiguous. This strategic plan is a map for the future of education, research, and patient care which will continue to direct the college in realizing its aspirations.

The 2021 Strategic Plan represents the collective aspirations of those in the college and is focused on initiatives that are strategic. For more information on the COM 2021-2026 Strategic Plan, visit [Appendix Y](#).

HAZARDOUS MATERIALS

UCF Environmental Health and Safety has established Universal Waste Handling procedures in order to remain in compliance with Subtitle C of the Resource Conservation and Recover Act (RCRA), Florida Administrative Code 62-737, the Florida Statutes and the Department of Transportation. In addition to complying with regulations, UCF EHS has established this program to ensure safe handing and transportation of lamps, Ballasts, batteries, and mercury containing devices for recycling. The EHS department provides appropriate training.

For information on Hazardous Waste management (e.g. Pick up, shipping, disposal, procedures), visit [UCF Environmental Health and Safety Policy and Procedures](#)

TRAVEL POLICIES

The intent of the travel manual is to familiarize university employees with the travel provisions of Florida Statute 112.061, Florida Administrative Code 69I-42 and UCF policies [3-205.3](#) and 2-903.3. It is the responsibility of the Finance Business Center to inform all travelers, both employee and non-employee, who will seek reimbursement from the university of the various travel requirements. All facets of travel are to be by the most efficient and economical means. Expense Reports are processed by UCF in compliance with Florida laws and the university's policies and procedures.

For more information on Travel Policies, visit the [Appendix AB](#)



SICK LEAVE

Sick leave is intended for use of the employee's personal illness, injury, disability, healthcare appointments and exposure to contagious diseases or viruses. Employees may use sick leave in relation to an immediate family member. Employees should communicate to immediate supervisor when intending to utilize sick leave. Sick leave request is submitted via the workday application. Faculty accrue sick leave at a rate of 4 hours per biweekly pay period.

For more information regarding sick leave visit [Appendix AC](#).

FMLA

The Family and Medical Leave Act (FMLA) is a federal, law that covers all UCF employees; it entitles UCF employees who meet certain eligibility requirements to take up to 12 weeks of unpaid, job protected leave for specified medical and family reasons within a 12-month period. Beginning July 1, 2023, the UCF method for calculating the 12-month period will change from a fixed fiscal year to a "rolling" 12-month period measured backward from the date of an employee first use of FMLA leave for a given qualifying event.

For more information regarding the Family and Medical Leave Act, visit the [Appendix AD](#).

RETIREMENT

As a State University System (SUS) employee, UCF faculty have the option of participating in one of three Florida Retirement System (FRS) plans: The FRS Investment Plan; the FRS Pension plan; and the State University System Optional Retirement Program (SUSORP). The enrollment and vesting deadlines for employees varies depending upon the retirement plan and each retirement plan has advantages and disadvantages. All FRS plans require funding by both the employee and the employers; however, the amount of contributions varies depending upon the contribution plan.

For more information regarding the FRS plans, visit the [UCF Retiree Benefits page](#).

LEAVE OF ABSENCE



An official leave of absence is required for absences extending beyond 10 business days. Medical (for yourself or a family member) and Parental Leaves of Absence are the most common. When an employee plans to use annual time off or compensatory time off of up to thirty days, keeping the use within the University's leave policy and using it for vacation purposes only, a request for a leave of absence is not necessary; however departmental approval is still required. When using accrued time off for over ten days due to medical reasons, a leave of absence must be requested.

A request for leave absence must be requested a minimum of thirty days in advance for foreseeable events and/or as soon as possible, or within fourteen days after an unforeseeable event. The approval of any leave of absence is at the discretion of the Chief Human Resources Officer.

For more information regarding Leave of Absence status, visit the [Leave Administration page](#).

PROPERTY INVENTORY

The department of Financial Reporting and General Accounting is home to Property and Inventory Control Team, which is responsible for overseeing the management, acquisition, maintenance, and disposition of university property. The Property and Inventory Control Team defines property as: equipment, fixtures, tangible personal property, and library resources. The Property and Inventory Control team handles the accounting and inventory for all fixed assets that are held in possession by the university. The department establishes and promotes procedures to assist the university community with accountability and control of university property.

For more information on the Property Accountability and Inventory Control, visit [Appendix AE](#).

COUNSELING



Counseling and Psychological Services (CAPS) is the on-campus health mental campus agency. Caps provides mental health services to UCF staff, faculty, students and parents. Additional services offered by CAPS include: initial mental health assessments, brief individual therapy, workshops, crisis intervention, educational presentations and professional consultation. CAPS mission is to provide exceptional mental health resources for the UCF community.

For more information on the UCF Counseling and Psychological Services, visit the [CAPS website](#).

GRANT SUBMISSION

The University of Central Florida's Office of Research is here to support faculty grant development and submission efforts. UCF has an institutional responsibility to verify the accuracy, validity, conformity, and eligibility of all proposals submitted to a sponsor on behalf of UCF. The Office of Research reviews all proposals for sponsored funding to make the necessary representations, certifications, and assurances to the external sponsor. The Office of Research ensures that proposals are compliant and aligned with institutional, state, federal and sponsor policies and guidelines. The grant proposal review and approval process is performed through the Huron Research Grants Suite.

The UCF College of Medicine (COM) has research liaisons and Biostatistician that supports COM faculty with reviews of funding opportunities, budget development, data analysis, interpretation of agency guidelines and the development of administrative procedures.

For more information on the grant submission process, visit the [UCF Office of Research](#).

REMOTE WORK POLICY

Remote work is an arrangement in which some work is performed from home or another approved off-site location with the university's approval. In general, regular office hours are worked and deviations from that schedule requires supervisor approval. Remote working arrangements are limited to two days or 20 percent of the work week. In rare occasions, per the approval of the college Dean, Director or Department Chair, full time



remote work opportunities can be approved. Eligibility to work remotely is determined based on job duties, essential job functions, satisfactory performance, and time with university. Remote work opportunities are not guaranteed to all employees.

For more information on the UCF Remote Work Policy, visit the [UCF Human Resource website](#).

PROMOTION AND TENURE OF TITLE-UCF-COM NON-SALARIED CORE FACULTY

Non-salaried core faculty will be evaluated for promotion utilizing the criteria described in the College of Medicine Promotion and Tenure Criteria for Core Faculty.

Tenure of Title is awarded at the discretion of the College of Medicine without any right to, interest in, or expectation of any compensation or guarantee for compensation or future employment. Tenure of Title is granted only to non-salaried core faculty who have demonstrated sustained excellence in scholarly activity, teaching and professional/collegiate service who meet or exceed the requirements for award of tenure for the department/school in which the faculty member has his/her primary appointment.

Nominations to recognize certain faculty with this status are solicited from the COM leadership including chairs, directors, associate/assistant deans, faculty council, core faculty in educational leadership positions as module/clerkship/GME program directors, and leaders of affiliated institutions.

The College of Medicine Promotion and Tenure Committee will review the CV and personal statement of those individuals appointed to non-salaried core faculty status for consideration of this honor. The Committee will evaluate the individual's accomplishments against the established criteria for the award of tenure for respective department/school regular, core faculty. These established criteria were approved by department/school faculty and approved by Faculty Excellence. The criteria are published within the College of Medicine Faculty Handbook and on file within Faculty Excellence. If the committee determines the individual meets or exceeds these requirements for the award of tenure, then a recommendation for the award is forwarded to the



Dean. The Dean in turn will submit documentation to Faculty Excellence requesting that the Tenure of Title be awarded.

Upon approval by the Provost, a letter is sent to the respective faculty member indicating that he/she has been awarded the distinction of Tenure of Title. A copy of the award letter is provided to the College, and to the University Office of Faculty Excellence and Faculty Affairs. (Approved by Faculty Relations)

More information on the promotion and tenure of Non-salaried Core faculty can be found in [Appendix A](#).

PART 2: AFFILIATE AND VOLUNTEER FACULTY MEMBER

The University of Central Florida College of Medicine values the contributions made by Affiliate and Volunteer Faculty (Courtesy Faculty) who are practicing at affiliated hospitals and other practices throughout the community. The policies for appointment and promotion of Affiliate and Volunteer Faculty contained in this document are designed to foster faculty excellence and to recognize the essential contributions of Affiliate and Volunteer Faculty to advancing the UCF College of Medicine missions.

Affiliate and Volunteer Faculty serve without compensation or tenure and are appointed by the University of Central Florida College of Medicine (COM). Affiliate and Volunteer Faculty may be employed by an affiliated institution or other practice.

APPOINTMENT REQUIREMENTS

Definitions:

AFFILIATE AND VOLUNTEER FACULTY: Faculty who serve without compensation or tenure and are appointed by the University of Central Florida College of Medicine (COM). Affiliate and Volunteer Faculty may be employed by an affiliated institution or other practice.



AFFILIATE AND VOLUNTEER FACULTY RANKS: Affiliate and Volunteer Faculty Ranks include:

Resident Instructor

Instructor

Assistant Professor

Associate Professor

Professor

FACULTY RANK USAGE

Affiliate and Volunteer Faculty may use their UCF College of Medicine Ranks on their business cards and CVs. They may not use their UCF Affiliate and Volunteer Faculty Rank or UCF College of Medicine name or trademarks in advertising their private medical practice, in other commercial or fundraising activities, or in research carried out at a site other than UCF and its affiliated sites. University policy stipulates that Affiliate and Volunteer Faculty may acknowledge their affiliation with the University of Central Florida College of Medicine in print or other media only with respect to work done on the premises of the university or its affiliated institutions under university sponsorship or in collaboration with university full-time faculty. Any written description or discussion of UCF College of Medicine by an Affiliate and Volunteer Faculty member beyond use of Rank as described above must be approved in advance by UCF.

QUALIFYING FACULTY APPOINTMENT ACTIVITIES

Individuals who participate in the following activities qualify for an appointment as Affiliate and Volunteer Faculty:

- Admissions committee member

- Admissions interviewer
- Mock interviewer for M4 students
- Specialty advisor for M2 students
- Student interest group advisor
- Facilitator in the anatomy lab experience,
- E-portfolio advisor, facilitator for small group experiences
- Focused Inquiry and Research Experience (FIRE) mentor
- Preceptor for pre-clinical medical students for the Community of Practice, preceptor for students in the clinical skills/simulation center
- Preceptor for students in the M3/M4 required clerkships including Internal Medicine/Family Medicine, Neurology, Ob/Gyn, Pediatrics, Psychiatry, and Surgery
- Course director and course faculty for an M3 or M4 elective
- Graduate Medical Education (GME) program faculty
- Mentorship of graduate students in the Burnett School of Biomedical Sciences through collaborative research (requires appointment as Graduate Faculty Scholar. See <https://graduate.ucf.edu/graduate-guide/graduate-faculty-and-graduate-faculty-scholars>)
- Mentorship of undergraduate students who need shadowing (or research) experience.

APPOINTMENT RANKS

Appointment as Resident Instructor (Affiliate Faculty)

The rank of resident instructor in the Affiliate Faculty track is designated for individuals completing their graduate medical education at affiliated hospitals. The term of the appointment corresponds to the dates the individual is in the training program. Individuals remaining on staff at affiliated hospitals after completion of residency training will be transitioned to appointment as an Instructor until they become board-certified. Residents who remain in the Central Florida community but are not located at a UCF affiliated institution must



contact the College of Medicine to request appointment as an Instructor. Once board certification is verified, faculty will be appointed at the Assistant Professor rank.

Appointment as Instructor

The rank of instructor is appropriate as an entry rank for candidates who are at the early stage of academic and/or clinical service. The rank of instructor is used for physicians who have not yet attained board certification, for basic scientists who have not completed a post-doctoral fellowship, or for other individuals who do not have a terminal degree in their field.

Appointment as Assistant Professor

Appointment to the rank of Assistant Professor requires an M.D., D.O., Ph.D., or terminal degree in the field of specialization from an accredited institution. For those with an M.D. or D.O. degree, board certification in one's specialty is required. For those with Ph.D. degrees, clinical fellowship training or post-doctoral experience is expected.

The rank of Assistant Professor signifies that the candidate has made or has the potential to make contributions to the teaching, research/scholarly, and clinical patient care missions of the College of Medicine.

Appointment to the rank of Associate Professor

Appointment as an Associate Professor requires an M.D., D.O., Ph.D., or highest degree in the field of specialization from an accredited institution with a demonstrated record of achievement in teaching, research, and service as described below.

The rank of Associate Professor signifies that the candidate has made tangible contributions in at least one area of concentration and that the candidate has achieved regional recognition. As members of the faculty, Associate Professors will exhibit high levels of skill as educators, researchers, and/or practitioners. They will contribute actively to the education



and/or clinical programs of the College of Medicine and will demonstrate the ability to guide student and trainees toward a scholarly approach to research.

Appointment to the rank of Professor

Appointment to the rank of Professor requires M.D., D.O., Ph.D., or terminal degree in the field of specialization from an accredited institution with a demonstrated record of achievement at the national or international level in teaching, research, and service.

Professors will have achieved national recognition as outstanding teachers, researchers, and/or clinicians. They will demonstrate proficiency in design, organization, and presentation of educational content, and contribute significantly to the breadth of educational programs offered by the College. They must demonstrate a more distinguished level of accomplishment in research and/or scholarly activity that is impactful in their chosen field and a longer record of academic involvement than an Associate Professor. Professors must demonstrate excellence in more than one area of concentration.

CRITERIA FOR RENEWAL OF APPOINTMENTS

Volunteer Faculty- A renewal application must be submitted prior to the termination date. Appointment renewals for Volunteer Faculty **require sustained participation** in one or more of the activities described above during the majority of the term of the current appointment for which renewal is being considered. A personal statement with the renewal application is required.

Affiliated faculty- A renewal application must be submitted prior to the termination date. Affiliate Faculty who are employed by an institution or practice with whom the UCF College of Medicine has a current affiliation agreement will be renewed for an additional three (3) year term. A personal statement is not required.



PROMOTION PROCESS FOR AFFILIATE AND VOLUNTEER FACULTY

Promotion cycles for Affiliate and Volunteer Faculty occur twice per year with materials due June 30th (Cycle 1) and December 31st (Cycle 2). Promotion materials are forwarded to the Office of Faculty Affairs for pre-submission review, and then to the Affiliate and Volunteer Faculty Promotion Committee of the College. Recommendations of the Committee are made to the Dean for advancement. The faculty member is notified of the decision, and notification is also sent to Faculty Excellence (UCF Provost's Office). Changes to academic rank become effective January 1 for Promotion Cycle 1, and (July 1) for Promotion Cycle 2.

Process for Promotion

Step 1: Assessment of Promotion Readiness

****Pre-submission meeting** – at least 6 months before submission of materials for promotion, candidates for promotion **MUST** meet with the office of faculty affairs to review promotion readiness and the documentation of evidence of accomplishments they plan to submit with their dossier.

****Note:** The usual time in rank is 5 years before applying for promotion. However, faculty may apply for promotion earlier if accomplishments meet the required criteria. Successful candidates for promotion must demonstrate sustained participation in College of Medicine activities during the majority of time in rank.

Step 2: Submission of Materials

The following materials **MUST** be submitted to the College of Medicine Office of Faculty Affairs



(e-mail address- facultypromotion@ucf.edu) by June 30 (Cycle 1 – promotions effective January 1) or December 31 (Cycle 2 – promotions effective July 1): **NOTE: LATE MATERIALS ARE NOT ABLE TO BE ACCEPTED**

1. Curriculum vitae (CV)- MUST be in UCF format with current academic positions listed (refer to COM Faculty Handbook).
2. Three names of individuals who have academic appointments at or above the academic rank being considered for the candidate. Please include name, institution, and complete contact information. The Faculty Affairs office will contact them with instructions for writing a letter of evaluation which must discuss the evidence for promotion and how the candidate's accomplishments meet the promotion criteria. At least one letter must be from a module, clerkship, or GME program director or equivalent, or clinical site or unit head.

Letter of Evaluation authors should be able to comment on the following:

- The setting in which the evaluator has familiarity with the candidate's work
 - Evaluation of how the candidate's accomplishments meet the promotion criteria for the requested rank
 - Impact made in at the regional, national, or international level in the area(s) of focused achievement as appropriate for the rank being considered.
 - Comment regarding the candidate's abilities as a role model and mentor.
3. Personal statement summarizing evidence of activities, products, or achievements commensurate with promotion rank supported by evidence of activities from time of appointment or last promotion. Successful candidates for promotion must be



active in College of Medicine activities a majority of time for each year of time in rank.

4. Teaching evaluations from activity while in rank are ideal to demonstrate one's trajectory of teaching excellence. These should be submitted individually by year. These may be obtained from the College of Medicine (if available) or may be a site-specific evaluation (i.e. some residency and fellowship programs have site-specific evaluation formats which are archived with the program office). While teaching evaluations are preferable and every effort should be made to have these, if teaching evaluations are not available a letter from the department or unit head, or module, clerkship or program director can be used and must address the candidate's teaching quality during the years in rank with comments describing teaching quality, teaching frequency, and teaching skills development.

Step 3: Review Process:

1. Verification of dossier completeness by the Office of Faculty Affairs
2. Review by the College of Medicine Affiliate and Volunteer Faculty Promotions Committee
3. Review by the Dean, College of Medicine
4. Notification of candidates

CRITERIA FOR PROMOTION

Expectations for Academic Promotion to Associate Professor

For promotion to Associate Professor, focused excellence in ONE area is required:

Areas of Focus:

1. Teaching



2. Research and scholarly activities

Focused Area of Excellence-Teaching:

Evidence must be presented that documents the candidate's quality of teaching.

Required:

- A summary statement that describes teaching activities.
- Evaluations of teaching by medical and/or graduate students, undergraduate students, residents, clinical fellows, or postdoctoral fellows that show a sustained teaching excellence during a minimum of 3 years in rank as Associate Professor. Such evidence should include learner evaluations (either COM based, or institution specific). In the absence of learner evaluations, a letter from the chair, unit head or clinical site director which specifically documents teaching frequency and quality during the majority of time in rank must be submitted.
- Any other documentation of teaching excellence- See Appendix I for examples

Focused Area of Excellence-Research and scholarly activity:

Evidence must be presented that the candidate has contributed to a research program that is of high quality and significance to advancing one's field.

Required:

- A summary that describes research and scholarly activity
- Peer-reviewed publications that demonstrate recent research activities in which the candidate is a significant contributing scholar as shown by authorship in manuscripts.
- Any other documentation of scholarly excellence- See Appendix I for examples

Examples of Expectations for Academic Promotion to Professor

For promotion to Professor, excellence in TWO areas of concentration (teaching or research) is required. A standard element for the academic rank of Professor is evidence of national reputation.

Areas of Focus:

1. Teaching
2. Research and scholarly activities
3. Clinical practice
4. Service

Focused Area of Excellence-Teaching—Evidence must be presented that the candidate has demonstrated sustained excellence in teaching quality and/or educational leadership:

Required:

5. A summary statement that describes sustained teaching activities.
6. Evaluations of teaching by medical and/or graduate students, undergraduate students, residents, clinical fellows, or postdoctoral fellows that show a superior teaching quality during the majority of time in rank as Associate Professor. Evidence should include learner evaluations (either COM based, or institution specific). In the absence of learner evaluations, a letter from the chair, unit head or clinical site director which specifically documents teaching frequency and quality during the time in rank is required.
7. Any other documentation of outstanding teaching accomplishments- See Appendix II for examples.

Focused Area of Excellence-Scholarship and research- Evidence must be presented that the candidate has impactful peer-reviewed research and/or scholarly work that advances his or her field of expertise.

Required:

- A summary statement that describes the impact of the research and scholarly activity on the field of expertise.
- Peer-reviewed publications that demonstrate recent research activities and evidence of an impactful contribution as first or senior /corresponding author.
- Any other documentation of outstanding research and/or scholarly accomplishments See Appendix II for examples

Focused Area of Excellence-Clinical Practice- Evidence must be presented that the candidate demonstrates sustained and impactful contributions to patient care as a national or international expert in their specialty.

Required:

- A summary statement that describes the impact and summarizes the evidence for the candidate's sustained and widespread contributions to advancing patient care in their specialty as a recognized expert on a national and/or international level.
- Evidence of sustained regional, national, or international referrals for a period of time equal to or greater than the time in current rank.
- Evidence that the candidate's patient care contributions have been clearly sustained with high impact to patient care, and are recognized on a national or international level through authorship of textbooks, published manuscripts, published practice guidelines, prestigious invited presentations, visiting professorships, and other extensive peer recognitions as an expert.



Focused Area of Excellence-Service to the College of Medicine, University, or to the profession:

Required:

- A summary statement that describes how the candidate has contributed exemplary service to the College that has advanced the visibility and impact of the UCF College of Medicine at the local, state, regional or national level.
- Documentation of outstanding service activities that demonstrate leadership -See Appendix II for examples.
- Implementation of a new educational program such as a residency program or fellowship

More information on the appointments process, renewal, and promotion process can be found in [Appendix X](#).



**College of Medicine
Faculty Affairs**

University of Central Florida

APPENDIX





APPENDIX A: NON-SALARIED CORE FACULTY APPOINTMENT PROCESS

This document outlines the process for the appointment of affiliated or volunteer faculty as non-salaried core, non-tenure position, within the College of Medicine.

Nominations to recognize faculty with this status are provided by chairs, directors, associate/assistant deans, faculty council, core faculty in educational leadership positions such as module/clerkship/GME program directors, and leaders of affiliated institutions.

The minimum requirements for nominated faculty consist of having an existing affiliated or volunteer faculty for 12 months and be board certified. If minimum requirements are met, the nominee will submit the following documents to COM Faculty Affairs (FA):

- **Updated CV** (current affiliate/volunteer faculty appointment term and professional, academic, clinical and/or research experience must be included in addition to scholarly activities)
- **A personal statement** explaining how they meet the core faculty appointment criteria with respect to UCF effort toward education of students and residents, research, and/or service (Appendix A).

Once COM FA verifies the minimum requirements for NSC appointment are met, the candidate's credentials are reviewed by the appropriate Department Chair for appointment. COMAC (College of Medicine Appointment Committee) will vote on all selected candidates with favorable review by the department Chair for appointment to non-salaried core faculty status.

Exception: COMAC review is waived for nominees who meet a leadership role outlined in Appendix A, Criteria 1. NS Core appointment is granted based on department chair and COM Dean approval.



Both clinical and regular tracks (Non-Tenure Earning-NTE) are available for appointment of NSC faculty. Promotion criteria for the clinical and core faculty tracks in each department in the College will be utilized for NSC faculty.

Must meet a minimum of one (1) criteria



Appointment Criteria: 1 – 3

1. **(Leadership criteria):** Individuals with significant leadership roles at affiliated hospitals who are critical to furthering UCF missions through program development are eligible to be considered. The affiliated hospital will be a key teaching site for medical students or residents. The candidate must meet one of the following:
 - a. Serve as Chief Academic, Educational, Medical, or Research Officer of institution.
 - b. Serve as a department or section chief or equivalent in a clinical specialty in which students or residents rotate on a regular basis.
 - c. Serve as a Program Director or Clerkship/Site Director for UCF-HCA Graduate Medical Education (GME) residency or UCF UME programs

NOTE: Leadership criteria is contingent upon the following: “Non-salaried core faculty must maintain their leadership role during their term of appointment to retain NSC faculty status. All NSC faculty must fulfill the obligations and responsibilities with respect to timely completion of the COM annual evaluation process and compliance training requirements. If a member of the NSC faculty no longer meets leadership criteria and/or fails to fulfill annual evaluation and compliance training requirements, the faculty appointment will be transitioned to affiliate or volunteer faculty status.”

2. Faculty whose primary UCF effort is sustained clinical education of students and residents:
 - a. Core faculty who are essential to achievement of educational objectives for key programs and who have a minimum of 25% direct contact time.
 - b. Faculty who supervises and mentor medical student or resident research projects in addition to other sustained effort contributions to UCF missions such as teaching and committee responsibilities.
3. Faculty with significant sustained UCF-based scholarly activities:
 - a. PI or Co-PI status on funded grants, which are administered through the UCF office of Research and Commercialization (ORC).



- b. VA research faculty-effort contribution will be evaluated based on individual role in COM programs.



APPENDIX B: ANNUAL WORK ASSIGNMENT FOR NON-BURNETT FACULTY
DEPARTMENTS OF CLINICAL SCIENCES, INTERNAL MEDICINE, MEDICAL
EDUCATION and POPULATION HEALTH

College of Medicine
University of Central
Florida

ANNUAL WORK ASSIGNMENT FOR FACULTY

Name:		Assignment for calendar year:	
Date of Initial Appointment:		Department	
Academic Rank:		Years in Rank	
Selected mission of excellence (for promotion):			

This document is a part of the annual goal setting and evaluation process of COM. When you joined the faculty you signed a letter of offer that specified your rank, term, initial salary and your general responsibilities. This is a more specific document that describes your assignment and goals for this year with a focus on progress toward your promotion. It also allows you to list the progress you made during the last year. This document has three parts: your draft of goals, the supervisor's assignment in response to those goals, and end of the year progress report that includes a summary table.

All faculty will demonstrate proficiency in all areas (instruction, research, clinical service, service) of their involvement and this is required for contract renewal. For promotion you will need to demonstrate excellence in the	DRAFT GOALS FOR Calendar Year _____
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------



area (instruction, research, clinical service, service) of your greatest assignment (highest percentage effort). You should familiarize yourself with the standards for demonstrating excellence and proficiency in the areas of instruction, research, clinical and community service so that you are clear on what you need to achieve to be promoted. NAME_____

To be completed by **faculty member**. This is a draft of your proposed percentage effort and goals for the next calendar year.

Activity and percentage	Goals
1. Instructional activities	
_____ %	
2. Research/scholarship	
_____ %	
3. Clinical Service (if appropriate)	
_____ %	
4. Service (univ., community, professional)	
_____ %	



5. Other Assigned Duties	
_____ %	

I will need the following resources for professional development: NAME____	ASSIGNMENT for Calendar Year _____
----------------------------------------------------------------------------	-------------------------------------------

Final Assignment to be completed by **supervisor**.

Activity and percentage	General assignment and specific goals
1. Instructional activities	
_____ %	
2. Research/scholarship	
_____ %	
3. Clinical Service (if appropriate)	
_____ %	
4. Service (univ., community, professional)	



<div>_____ %</div>	
5. Other Assigned Duties	
<div>_____ %</div>	

I will provide the following resources for professional development:

Department Chair or Associate Dean Date

I hereby accept these expectations as outlined.

Faculty Date



APPENDIX C: ANNUAL EVALUATION OF FACULTY PERFORMANCE FOR BURNETT FACULTY

COLLEGE OF MEDICINE
UNIVERSITY OF CENTRAL FLORIDA

The purpose of the annual evaluation is to assess and communicate the nature and extent of an employee's performance of assigned duties. The employee's assignment(s) for the period of evaluation is (are) to be attached to the annual evaluation along with the proposed goals and objectives for the next academic year. This annual evaluation of faculty performance is completed by the faculty member's school director in Part II, after the faculty member indicates his/her annual accomplishments in Part I. Effective 2012, the period of evaluation is the academic year.

Evaluated Faculty	Employee ID#	Rank/Title	Period of Evaluation

PART I - PERFORMANCE PROFILE

CATEGORY	FACULTY ACCOMPLISHMENTS
A. Education	
Annual Average FTE*	
B. Research and -Creative Activities	

Annual Average FTE*	
C. Service (Including Governance)	
Annual Average FTE*	
D. Other Assigned Duties	
Annual Average FTE* _____	

*Weighted FTE for the categories described above over the semester in the evaluation period.

PART II – PERFORMANCE EVALUATION

CATEGORY	EVALUATION RATING**	EVALUATOR'S COMMENTS (including suggestions for improvement or change, if appropriate)
A. Education		

Annual Average FTE*		
B. Research and Creative Activities		
Annual Average FTE*		
C. Service (Including Governance)		
Annual Average FTE*		

*Weighted FTE for the categories described above over the semester in the evaluation period.

****NOTE:** Evaluation choices are: Outstanding, Above Satisfactory, Satisfactory, Conditional, and Unsatisfactory. **Detailed and comprehensive comments on either Outstanding, Conditional, or Unsatisfactory ratings are required.** **



OVERALL EVALUATION ASSESSMENT

SPOKEN ENGLISH LANGUAGE COMPETENCY:

☐ Proficient

☐ Recommended Proficiency
Test

If recommending proficiency test, explain reasons(s):

EVALUATOR SIGNATURE(S)

The signatures below certify that the data outlined in this evaluation has been derived from the following: Faculty, students, self and other university officials, as appropriate.

_____	BSBS, College of Medicine	_____	_____
Print Evaluator's Name	Department/Unit	Signature	Date

COMMENTS BY THE EVALUATED FACULTY MEMBER (optional)

I acknowledge receiving my annual performance evaluation.

Faculty
e

Signature
Dat

College of Medicine

_____	_____	_____	_____
Print Dean's Name	College	Signature	Date

Original: employee's file
(Dean's office) Copy:
employee, department/unit



APPENDIX D – ANNUAL EVALUATION OF FACULTY PERFORMANCE (NON-BURNETT)

DEPARTMENTS OF CLINICAL SCIENCES, INTERNAL MEDICINE, MEDICAL EDUCATION AND POPULATION HEALTH

College of Medicine University of Central Florida

NAME & RANK: _____	PROGRESS REPORT for Calendar Year ____
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Refer to the Final assignment for the past year to review your assigned goals. A list of possible reportable activities is on the next page for reference. Please indicate your progress towards these goals.

Activity and percentage	Progress and achievements
1. Instructional Activities	A. List of Reportable Activities and Accomplishments:
____%	B. Progress on Previously Defined Instructional Activities Goals:
1. Research/Scholarship	A. List of Reportable Activities and Accomplishments:
____%	B. Progress on Previously Defined Research/Scholarship Goals:
3. Clinical Service (if appropriate)	A. List of Reportable Activities and Accomplishments:
____%	B. Progress on Clinical Service Goals:
4. Service (University, Community, Professional)	A. List of Reportable Activities and Accomplishments:
	B. Progress on Service Goals:

___%	
5. Other Assigned Duties or Other Reportable Activities	A. List of Reportable Activities and Accomplishments: B. Progress on Other Assigned Duties Goals:
___%	

This report will be reviewed and evaluated by your supervisor.

Examples of reportable activities to be included in the FACULTY ANNUAL REPORT:

1. Instructional Activity

- Regularly Scheduled Courses
- New Module/Course/Clerkship, Lab Preparations or Development
- Special Module/Course/Clerkship Requirements:
- Teaching Enhancement Activities
- Distributed Learning Activities
- Research Reports Supervised
- Thesis Supervised: *(Name, Status, Thesis Title)*
- Independent Study
- Intern Supervision
- Advising Activities
- List Methods of Course Evaluation Other Than University Student
- Evaluation and Outcome Assessment:
- Other

2. Research and Creative Activities

- Sponsored Research
- Proposal Preparation
- Unsponsored Research
- Other Creative Activities
- Publications of Articles and Books:
 - **ARTICLES:** *(Author(s), Title, Journal, Date, Volume, Page No.)*
 - Refereed National/International
 - Refereed Regional/State:
 - Non-Refereed
 - **BOOK CHAPTERS:** *(Author(s), Chapter Title, Book Title, Editors, Publisher, No. of Pages)*
 - **BOOKS - TEXT:** *(Author(s), Title, Edition, Publisher)*
 - **BOOKS EDITED** *(Author(s), Title, Edition, Publisher)*
- Presentation of Professional Papers: *(Author(s), Title, Meeting/Conference, Date, Location)*
 - Refereed National/International
 - Refereed Regional/State:
 - Non-Refereed
- Other Publications

3. & 4. Service

- Clinical
- University Service: *(include any development related activities)*
University level, College, Department
- List and Briefly Describe Partnership Activities and Community Relations and Outreach: *(Include any agency or organization you are partnered with in any way)*
- List Professional Organization Memberships and Offices Headed/Attendance at Professional Meetings.

5. Other Reportable Activities

Diversity <i>(Workshops/seminars, papers presented, courses taught, student outreach activities, consultations, etc.)</i> International <i>(Courses taught, consultations, conferences attended, papers presented, seminars/workshops, etc.)</i> Paid Consulting Activities NAME _____	PERFORMANCE EVALUATION for Calendar Year ____
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------

Activity and percentage	Evaluation	Evaluator's Comments
1. Instructional activities		
____%		
2. Research/scholarship		
____%		
3. Clinical Service (if appropriate)		

___%		
4. Service (univ., community, professional)		
___%		
5. Other Assigned Duties or other reportable activities		
___%		

Note: Evaluation choices are: Outstanding, Above Satisfactory, Satisfactory, Conditional and Unsatisfactory.

NAME _____	SUMMARY EVALUATION for Calendar Year _____
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Faculty Assignment		Evaluation*	Score	Max Possible Score
Are a	Assignment %			
Instruction				
Research				
Clinical Service				
College, University Professional and Community Service				
Other Assignment				
TOTAL				
OVERALL EVALUATION ASSESSMENT				

*Evaluation: 4 = Outstanding, 3= Above Satisfactory, 2= Satisfactory, 1= Conditional, 0 = Unsatisfactory.

Existing contract: At the end of this academic year, you will have completed _____ years of a _____ year contract.

The current end date of the contract is _____.

Overall, based on your performance this last year, I recommend to the dean:

____ Continuation of existing contract;

____ Extension of contract for a total of _____ years (no more than 3) new end date of _____.

_____	_____	_____
Signature, Department Chair or Associate Dean	Print name	Date

I have reviewed the progress report and goals for next year with my supervisor. I accept the proposed contract terms, and request dean's approval.

_____	_____	_____
Faculty Signature	Print name	Date

I have reviewed the progress report and the recommendation of the supervisor.

____ The current contract will be continued.

____ The contract will be extended for a total of _____ years (≤ 3) with new end date of _____.

_____	_____	_____
Signature, Dean	Print name	Date

APPENDIX E: CURRICULUM VITAE TEMPLATE

Date of Preparation _____

CURRICULUM VITAE

NAME:

ADDRESS:

EMAIL:

PHONE:

CURRENT POSITION:

EDUCATION:

Undergraduate:

College attended, dates (month, year), degree, date of degree

Graduate/Medical School:

College or school attended (inclusive months, years:

e.g., July, 2004-June, 2008), degree, date of degree (month, year) Internship:

Residency:

Postgraduate:

For each of above training levels: Type, location(s), dates (inclusive months, years)

HONORS:

Phi Beta Kappa, AOA, Sigma Xi, etc., institutional, local, regional, national and international awards

MILITARY SERVICE:

Branch, dates served, training in service, current status

BOARD CERTIFICATION:

Board name, date of certification

MEDICAL LICENSURE:

State, number, date issued,

status

SOCIETY MEMBERSHIPS:

UNIVERSITY APPOINTMENTS:
Chronological, from most recent to earliest—type and rank of appointment, University name, location, dates (inclusive months, years)

HOSPITAL APPOINTMENTS:

Chronological, from most recent to earliest name of hospital, type of appointment (active,consultant) offices held

PRACTICE (PROFESSIONAL) EXPERIENCE:

For those at any time in administration or in practice of medicine (not as a faculty member) list chronologically from most recent to earliest. TEACHING EXPERIENCE: (Actual student contact hours and number of students in class) VISITING PROFESSORSHIPS AND INVITED LECTURES: List dates and locations.

EDITORIAL APPOINTMENTS:

Journals, Books, Name of journal, publisher, dates of appointment (or date of publication if single volume)

COMMITTEES AND OFFICES HELD (include dates served):

Include departmental and institutional committees, grant advisory committees, study sections, journal review assignments, offices held in organizations, regional and national committees and offices, consultant

appointments and board examiner or member appointments. Note: Criteria for different ranks include local, regional and national reputation and leadership experiences.

FELLOWS/GRADUATE STUDENTS TRAINED:

Name, degree, inclusive dates, degree awarded, if any, as a result of this training

RESEARCH AND OTHER EXTERNAL SUPPORT:

List agency from which support derived, title of project or program, dollar amount and inclusive dates. Include past and current.

PUBLICATIONS (BOOKS AND BOOK CHAPTERS)

Contributions numbered in chronological sequence; authors in exact order listed; title of paper; name of publication; editors; location of publisher; date of publications; inclusive pages.

PUBLICATIONS (JOURNALS)

Papers numbered in chronological sequence; authors in exact order listed; title of paper; name of journal; volume; inclusive pages, date of publication (month, day, year); note if letter.

PUBLICATIONS (Innovative Interactive Educational Media and Technologies, e.g., multimedia, CAI, Internet, electronic media)

BOOK REVIEWS:

Numbered in chronological sequence. Your name; review of—name of item reviewed; author(s) or editor(s); publisher; location of publisher; name of publication in which review appeared; volume; inclusive pages; date of publication of review (month, day, year)

AD HOC REVIEWS:

Journal, date of appointment

ABSTRACTS PRESENTED AND PUBLISHED:

Authors in exact order listed; title of abstract; where presented (i.e. society or organization); abstract published in—name of publication, volume, inclusive pages, date of publication.

ABSTRACTS PUBLISHED, BUT NOT PRESENTED:

Authors in exact order listed; title; abstract published in—name of publication, volume, inclusive pages, and date of publication.

OTHER PROFESSIONAL SERVICE ACTIVITIES

APPENDIX F: INDUSTRY RELATIONS OUTSIDE ARRANGEMENT SUMMARY SHEET

This summary sheet documents the terms and approvals of all outside arrangements with Industry in accordance with Section 3.2 of the COM Industry Relations Policy.

Name of COM Personnel:

Name of Industry/Company:

Specify Type of Arrangement:

If other, please specify:

Beginning Date of Arrangement:

Ending Date of Arrangement:

Scope of Services:

Liability Coverage (select one of the following):

- ☐ College of Medicine Self Insurance Program (contract must be with UCF COM)
- ☐ Individual (personal) Professional Liability Coverage

Please provide name of company and policy limits:

- ☐ Not Applicable

Time Commitment:

Compensation Fair Market Value Terms (please provide explanation of how compensation amount was determined. It must be reflective of time/effort and/or consistent with customary payment for similar services):

Certification by COM Personnel: _____ Date:

Approved by Supervisor

Name:

Signature: _____

Title:

Date:

Approved by:

Name:

Signature: _____

Title:

Date:

Please furnish a copy of this completed form with approval signatures to COM Compliance prior to the start of the arrangement.

APPENDIX G: GRIEVANCE PROCEDURE FOR NON-UNIT FACULTY

THE PURPOSE OF THIS PROCEDURE IS TO PROMOTE PROMPT AND EFFICIENT INVESTIGATION AND RESOLUTION OF GRIEVANCES FILED BY NON-UNIT FACULTY EMPLOYEES OF THE UNIVERSITY.

- (a) All problems and concerns should be resolved, whenever possible, before the filing of a grievance, and open communication is encouraged so that a formal grievance will not be necessary. Informal resolution of grievances is encouraged and may be continued throughout the grievance process.
- (b) The burden of proof shall be on the University in a grievance alleging violation of any University Regulation requiring that the University have just cause to discipline the grieving employee (see University Regulation UCF-3.0124). In all other grievances, the burden of proof shall be on the grievant.
- (c) An employee who receives written notice of nonrenewal may only grieve the decision because of an alleged violation of a specific University regulation or because of an alleged violation of law.

(2) Resort to Other Procedures. It is the intent of this procedure to provide a complete response to a grievance but not to encourage multiple processing of the same matter. Therefore, if, prior to seeking resolution of a dispute by filing a grievance under this regulation, or while the grievance proceeding is in progress, a grievant seeks resolution of the matter in any other forum, administrative or judicial, the University has no obligation to proceed further with the matter pursuant to this grievance procedure. It is not intended that the grievance procedure be a device for appellate review. The University shall not entertain a grievance based upon the same issue adjudicated in another forum. Nor is it the intent of this procedure to serve as a route of appeal in relation to a Title IX Sexual Harassment matter under the University's Title IX Grievance Policy, UCF Policy 2-012, therefore, this procedure is not available as a mechanism to challenge a determination in a Title IX Sexual Harassment live hearing proceeding.

(3) Time limits. All time limits contained in this regulation may be extended either upon approval by the Office of Contract Compliance and Administrator Support or by mutual written agreement of the University and the grievant. Upon failure of the University or its representatives to provide a decision within the time limits provided in this regulation or

any extension thereof, the grievant may appeal to the next appropriate step. Upon the failure of the grievant or representative to file an appeal within the time limits provided in this regulation or any extension thereof, the grievance shall be deemed to have been resolved at the prior step.

(4) Definitions.

- (a) The term “grievance” shall mean a dispute concerning the interpretation or application of a university or State Board of Governors’ regulation or policy, except that an employee shall not have the right to file a grievance under the provisions of this regulation concerning alleged violations of Regulation 3.001 (Non-Discrimination; Affirmative Action Programs) and/or Policy 2-004 (Prohibition of Discrimination, Harassment and Related Interpersonal Violence), the Uniformed Services Employment and Reemployment Rights Act (USERRA), or the Family and Medical Leave Act (FMLA). The provisions of University Regulation 3.0134 apply to alleged violations of Regulation 3.001 (Non- Discrimination; Affirmative Action Programs) and/or Policy 2-004 (Prohibition of Discrimination, Harassment and Related Interpersonal Violence), and the employee will be expected to follow the procedures therein or, as applicable, the procedures of the University Title IX Grievance Policy, UCF Policy 2-012. With respect to alleged violations of USERRA or FMLA, the employee must present the allegations in writing to Human Resources where such allegations will be subsequently investigated by Human Resources or by other university offices as may be deemed appropriate by Human Resources. The term “grievance” shall not include any appeal under the University’s Title IX Grievance Policy, UCF 2-012, including any appeal of the determination and/or sanction following a Title IX Sexual Harassment live hearing.
- (b) The term “days” shall mean calendar days. In the event an action falls due on Saturday, Sunday, university holiday, or a day on which the university is administratively closed, the action will be considered timely if it is accomplished by 5:00 p.m. on the following business day.
- (c) The term “grievant” shall mean a non-unit faculty employee who has been

directly affected by an act or omission and who has filed a grievance. The term “grievant” shall not mean a former employee, except that a terminated employee may present a grievance within the time limit set forth below following their notice of termination.

- (d) The term “Vice President” shall mean the University of Central Florida Vice President of the division in which the grievant is employed or the President in the case of the President’s Division.
- (e) The term “counsel” shall mean an attorney or lay advisor.

(5) Step One Procedures.

- (a) If informal resolution is not successful, the grievant may initiate a grievance by filing the form below with the Office of Contract Compliance and Administrator Support.
- (b) A Step One written grievance shall be filed no later than 28 days from the date following the act or omission giving rise to the grievance, or 28 days from the date the grievant acquires knowledge or could have reasonably been expected to have acquired knowledge, of the act or omission.
- (c) The grievance will be investigated by a Step One Reviewer appointed by the Vice President. If the act or omission on which the grievance is based is alleged to have been made personally by the grievant’s Vice President, the grievance must be initiated at Step Two.
- (d) The Step One Reviewer shall meet with the grievant and the grievant’s counsel, and others, as appropriate, in order to fully investigate the grievance. The Office of Contract Compliance and Administrator Support will be available to assist. The Step One Reviewer shall provide a written decision within 42 days after meeting with the grievant.

NON-UNIT FACULTY GRIEVANCE FORM

Deliver to the Office of Contract Compliance and Administrator Support MH 338 This grievance was received on _____ (date) by _____ and was delivered by (check one)

() certified or registered, restricted delivery, return receipt requested mail;() personal delivery

GRIEVANT NAME: _____ DATE: _____
DIVISION: _____
DEPARTMENT: _____
HOME ADDRESS: _____
HOME PHONE: _____
CAMPUS AND EMAIL ADDRESS: _____
CAMPUS PHONE: _____

University Policy or Regulation Violated:

Statement of grievance including date of act(s) or omission(s) complained of:

Remedy Sought:

I will be represented in this grievance by: (check one)

() Myself () * Legal Counsel () Other, specify_____.

I understand that this grievance will not be processed if the act(s) or omission(s)

complained of herein are, or become, the subject of any other administrative or judicial proceeding.

Signature of Grievant

* Please provide name, phone, and email address for Legal Counsel:

(6) Step Two Procedures.

- (a) A grievant who considers the Step One decision unsatisfactory may seek review of the response by filing the written grievance and decision, along with a written statement of the reason(s) that the grievant believes the response is incorrect, with the Office of Contract Compliance and Administrator Support. This filing must occur within fourteen days after receiving the Step One decision.
 - (b) The grievance will be investigated by a Step Two Reviewer appointed by the President or designee.
 - (c) The Step Two Reviewer shall meet with the grievant and the grievant's counsel, and others, as appropriate, in order to fully investigate the grievance. The Step Two Reviewer should issue a written decision within 42 days after meeting with the grievant. The Step Two Reviewer's decision shall be final.
- (7) Any grievance meeting shall be informal and shall not be in the nature of an evidentiary hearing. While either party may present information, the rules of evidence shall not apply, and discovery, cross-examination, and similar legal procedures are not permissible. The decision of the grievance reviewers must be based on information presented in the grievance process.
- (8) Once a grievance is filed, no revisions or additions to the grievance are permitted in later steps.

Authority: BOG Regulation 1.001. History—New 4-30-81, Amended 12-27-83, Formerly 6C7-3.132, Amended 3-16-03, 10-18-05; Formerly 6C7-3.0132, Amended 8-10-09, 5-2-16, 2-20-17, 10-22-20.

APPENDIX H: PATENTS, TRADEMARKS, AND TRADE SECRETS

UCF-2.029 Patents, Trademarks and Trade Secrets.

General. (a) This regulation is applicable to all University Personnel (as defined in section (2)(a)). Nothing herein shall be deemed to limit or restrict the University's full exercise of its legal rights and authority. (b) The University possesses all rights to and has the authority, at its option, to take any action necessary and proper to secure Intellectual Property owned by the University, and the University may take all steps necessary and proper to protect and enforce its rights. University profits derived from Intellectual Property subject to this Regulation shall be shared with the Inventor and/or Creator in accordance with this Regulation, University Regulation UCF-2.033, any applicable collective bargaining agreements, and policies or procedures established by the University, including the Office of Research and Commercialization. In the event of a conflict between this regulation and any departmental or university policy, this Regulation shall control. (c) It is a purpose of this Regulation to state University-wide policies governing the ownership, use, and commercialization of Inventions, Trademarks, and Trade Secrets. The University encourages University Personnel to engage in research and scholarly endeavors that may result in Inventions, Trademarks, and Trade Secrets. To that end, the University has developed a robust operation to support University personnel in research endeavors and to commercialize the Intellectual Property that may result from those endeavors. Where the University asserts ownership rights, the University will share proceeds of any commercialization efforts with the appropriate University Personnel. (d) Research is a basic objective of the University, undertaken to educate students, stimulate a spirit of inquiry, solve problems, and create new knowledge. Although the research and teaching missions of the University always take precedence over intellectual property considerations, adequate recognition of and incentive to potential Inventors through the sharing of the financial benefits resulting from the transfer and development of patentable Inventions and other marketable forms of Intellectual Property encourages the creation of such Intellectual Property and serves the public interest. In sharing the proceeds with Inventors, the University recognizes inventorship, encourages and supports research within the University, and recognizes the interests held by outside sponsors of University research. (e) This Regulation addresses only Patents, Trademarks, and Trade Secrets. Copyrights and Works are addressed in University Regulation UCF-2.033 and in applicable collective bargaining agreements. (2) Definitions. For purposes of interpreting and applying the substantive provisions of this Regulation, the following definitions shall apply: (a) "University Personnel" shall mean all full-time and part-time employees of the University, whether or not they are members of a collective bargaining unit, including all faculty, staff, and post-doctoral fellows; appointees of the University who receive University Support (as defined below), including volunteers, adjuncts, and courtesy faculty; persons paid by or through

the University, including contractors and consultants; and anybody working under University auspices and anybody receiving University-Support (as defined below). Students, including undergraduate, graduate and professional students, who are encompassed within any of these categories, shall be considered University Personnel for purposes of this Regulation. (b) "Work" means, in accordance with Title 17 of the U.S. Code, any original work of authorship that is or may be subject to Copyright. "Work" includes but is not limited to printed material (such as books, articles, memoranda, and texts), computer software or databases, audio and visual material, circuit diagrams, architectural and engineering drawings, lecture, musical or dramatic compositions, musical works, dramatic works, motion pictures, multimedia works, web pages, sound recordings, choreography, and pictorial or graphic illustrations or displays, and any creative expression of a Trademark used in connection with these items. "Work" does not include any patentable material, which is encompassed within the definition of an Invention, but an Invention may include a related Work. Rights to Works are addressed in University Regulation UCF-2.033, Copyrights and Works. (c) "Invention" shall include (i) any discovery, invention, process, composition of matter, article of manufacture, know how, design, model, technological development, biological material, strain, variety, culture of any organism, or portion, modification, translation or extension of these items which is or may be patentable or otherwise protected under Title 35 of the United States Code, or that is or may be protected as a Trade Secret, under the Florida Trade Secrets Act, Ch. 688, Fla. Stat. or any similar act of another State, as may be relevant, (ii) any novel variety of plant that is or may be patentable or otherwise protected under the Plant Variety Protection Act (7 U.S.C. §2321 et seq.), (iii) any Trademark, and/or (iv) any directly related know-how used in connection with these items. Instructional Technology Material which is or may be patentable is included in this definition. (d) "Creator" shall mean any University Personnel who create(s) a Work. (e) "Inventor" shall mean any University Personnel who make(s) or discover(s) an Invention. (f) "Makes" or "made" when used in conjunction with any Invention shall mean the conception or constructive or first actual reduction to practice of such Invention. (g) "University Support" shall mean the non-incidental use of University funds, personnel, facilities, equipment, materials, technical information, or students in the creation or making of a Work or Invention; and does not include the inconsequential use of resources made available to the University community for common use. "University Support" includes support provided by other public or private organizations when it is arranged, administered or controlled by the University, including but not limited to research and investigations that are sponsored by the University and/or that are carried out by public funds. (h) "Patent" means a property right granted by the Government of the United States of America to an Inventor to exclude others from making, using, offering for sale, or selling an Invention throughout the United States or importing the Invention into the United States for a limited time in exchange for public disclosure of the Invention. The term also includes patent rights that may be granted by foreign

governments. (i) "Trade Secret" means information, including a formula, pattern, compilation, program, device, method, technique, or process that: (i) derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (ii) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy. (j) "Intellectual Property" refers to Works, Inventions, Trademarks and Trade Secrets. (k) "UCFRF" means the University of Central Florida Research Foundation, Inc., a direct support organization of the University which supports the research and sponsored program activities of the University. (l) "Trademark" means a name, symbol, figure, letter, word or mark adopted and used to designate the source of goods and/or services arising from an Invention or a Work. (m) "Outside Activity" means private practice, private consulting, additional teaching or research, financial interest, or other activity, compensated or uncompensated that: (i) is not part of University Personnel's assigned duties; (ii) is not compensated by the University; and (iii) does not involve University Support. Outside Activity is subject to the requirements of this Regulation and other University Policies and Regulations, including but not limited to University Regulation UCF-3.018. (3) Rights in Inventions, Trademarks, and Trade Secrets. (a) Inventions made as a result of personal endeavors are owned by University Personnel. (i) Inventions made outside the field or discipline in which the Inventor is employed by the University (i.e. the field or discipline in which the Inventor conducts research, teaches, and/or provides service activities for the University), for which the idea came from the Inventor, and for which there has been no University Support (as defined in 2(g)), are the property of the Inventor. (ii) Inventions resulting from Outside Activity. University Personnel, after reporting the details in accordance with applicable University procedures and receiving authorization, may engage in Outside Activity. University Personnel seeking to engage in Outside Activity are advised to review the terms of University Regulation UCF-3.018 and any applicable collective bargaining agreement. University Personnel engaged in Outside Activity should use great care to determine that Intellectual Property clauses in their Outside Activity agreement(s) do not involve conflicts of interest and are not in conflict with sponsored grants or contacts, or with University policy. If the individual seeking to engage in an Outside Activity is asked to sign an agreement relating to the Outside Activity that purports to waive any University right(s) in any Intellectual Property, a copy of this Regulation shall be provided to the person asking for a waiver before the Outside Activity begins. University Personnel are not authorized to waive University rights, and any such waiver is deemed rejected by the University unless specifically accepted by the Vice President of Research & Commercialization or designee. (A) All Inventions arising from authorized Outside Activity and outside the field or discipline of the Inventor are the property of the Inventor. (B) Undisclosed Outside Activity is considered unauthorized. Any Invention arising from undisclosed Outside Activity must be disclosed to the Vice President of Research & Commercialization (see 3(c)). If the Inventor

claims the Invention resulted from Independent Effort(s), then as part of the disclosure, the Inventor shall provide sufficient documentation to substantiate the claim. As used in this section, the term "Independent Effort(s)" means that the Invention is outside the field or discipline of the Inventor and was made without University Support. (C) Upon receipt of written notice from the Vice President of Research & Commercialization confirming the University's decision not to assert a University interest in an Invention resulting from unauthorized Outside Activity, the Inventor shall have the right to determine the disposition of such Invention. However, the Inventor and the Vice President of Research & Commercialization may agree that a patent for such Invention will be pursued by the University; in that event, the Inventor and University shall share in the proceeds of any Invention as provided by this Regulation and any applicable policies or procedures established by the Vice President of Research & Commercialization including applicable UCFRF Guidelines and Procedures for Distribution of Funds or in such other manner as the parties may agree. (b) Inventions Owned by the University. Inventions made in the field in which the Inventor is employed by the University (i.e. the field or discipline in which the Inventor conducts research, teaches, and/or provides service activities for the University), or for which there has been University Support (as defined in 2(g)), are the property of the University, and the Inventor(s) shall share in the proceeds therefrom. Such Inventions and related rights shall be the property of the University and are hereby assigned to the University by the Inventor(s). (4) Disclosure/University Review. University Personnel are required to disclose all Inventions owned by the University and all Inventions resulting from any Outside Activity within the field or discipline of the inventing University Personnel. It is the policy of the University that, in general, research results should be publishable; publication of such results in appropriate venues is encouraged. However, if the publication of research results may reveal an Invention in which the University has an interest, University Personnel should seek advice on how and when to publish the results in order that potential patent rights for the Invention are not compromised. That is, upon the making of an Invention and prior to any publication or public disclosure, University Personnel shall promptly and fully disclose to the Vice President of Research & Commercialization any Invention described in 3(b). (a) The disclosure shall be made on the forms and according to procedures prescribed by the Vice President of Research & Commercialization. At a minimum the disclosure shall: (1) identify each Inventor, (2) provide a brief description of the Invention, and (3) identify and summarize the research project including the participants and applicable funding sources. (b) The Vice President of Research & Commercialization shall inform the Inventor within one hundred twenty (120) days from the date of disclosure whether the University will assert its interest in the Invention and pursue patent, trademark, and/or copyright protection for the Invention and/or define certain elements of the Invention for protection as trade secret. (c) In the event the University elects to obtain a Patent, register a Trademark or a Copyright, or to formally define a Trade Secret to protect the University's rights in the Invention,

University Personnel will execute any and all necessary documents to affirm, publicly formalize, and record the transfer of all rights to the University or to UCFRF. UCFRF is required to comply with the same policies and procedures regarding allocation of proceeds/royalties as the University. (d) In the event the University asserts its rights in the Invention, all costs and expense of patenting, developing, and marketing the Invention and related activities, including those which may lead to active licensing of the Invention, shall be paid by the University. (e) Allocation of proceeds/royalties shall be made in accordance with this Regulation and any applicable policies or procedures established by the Vice President of Research & Commercialization including the applicable UCFRF Guidelines and Procedures for Distribution of Funds. The University's costs and expenses shall be recovered before any division of revenue is made. For any Invention that results from research done in a thesis or dissertation or in connection with a thesis or dissertation related project, the amount allocated to the Inventor(s) shall be divided between the faculty member who directed the research and the graduate student(s) who invented the Invention in a manner that reflects their relative contributions to the Invention as determined by the Vice President of Research & Commercialization. (f) The Inventor shall not commit any act that would tend to defeat the University's or Inventor's interest in the Invention, such as making a public disclosure of the Invention prior to the University obtaining applicable intellectual property protection and shall take any necessary steps to protect such interests. (5) Release of University Rights. If the University elects not to assert its interest in an Invention owned by the University, all rights to the Invention shall be released to the Inventor upon the Inventor's request and subject to any existing third party right. (a) If the University's ownership interest in an Invention is waived, the Inventor must disclose any potential conflict of interest created by the Inventor's ownership of the Invention when proposing research to be conducted using University resources that could reasonably appear to influence the financial value of the Invention. (b) The University's release of the Invention to the Inventor(s) shall be contingent upon the execution of a written agreement with the Inventor(s) that grants to the University: (1) a right to a ten percent (10%) share of proceeds arising from or attributed to the Intellectual Property valuation of the Invention and received by the Inventor from a third-party for commercialization of the Invention or transfer of ownership of the Invention, and (2) a royalty free right to the Invention for educational and research purposes of the University and for the governmental purposes of the State of Florida. (6) University Withdrawal and Transfer of Rights to Inventor. At any stage in the formalizing of Intellectual Property registration (such as making a patent application or maintaining the patent) or in the commercial application of an Invention, the University at its sole discretion may elect to withdraw from further involvement in the protection or commercial application of the Invention. If the University elects to withdraw upon the Inventor's request, the University may transfer the Invention rights not subject to third-party rights to the Inventor. Under these circumstances, the Invention shall become the property of the Inventor and none of

the costs incurred by the University or on its behalf shall be assessed against the Inventor; however, the provisions of paragraph (4) and this paragraph will apply. Where the University assigns or releases its rights to the Inventor, the Invention shall be available royalty-free for governmental purposes of the State of Florida and research or instructional purposes of the University unless otherwise agreed to in writing. Authority: BOG Regulation 1.001, Florida Statutes s. 1004.23. History—New 10-8-75, Amended 7-14-80, Formerly 6C7-2.29, Amended 3-16-03, Formerly 6C7-2.029, Amended 1-24-12.

APPENDIX I: PROMOTION CRITERIA FOR MEDICAL EDUCATION FACULTY

June 2016, rev. Jan 2017

Below are the guidelines for promotion and tenure in the Department of Medical Education at the UCF COM. These criteria should be read in conjunction with [UCF regulation 3.015 - College of Medicine - Promotion and Tenure of Tenured and Tenure-earning Faculty](#) which address Policy, Eligibility, Criteria and Procedures. It should be noted that the criteria for tenure are in addition to the criteria for promotion from Assistant to Associate Professor

- 1 **Promotion Process:** Promotion through the professorial stages reflects the growing impact of a faculty member's academic work and recognizes developing leadership and contributions to their particular discipline. A faculty member's focus on a particular academic area accompanied by local, regional, national and international recognition of their accomplishments in their discipline is central to progression through the academic ranks. Not all faculty members will choose to pursue promotion.

Promotion from Assistant to Associate Professor in a non-Tenure Earning Line.

- 1.1.1 Guiding Principles: Promotion to associate professor recognizes professional development of the faculty member in their area of expertise. In the Department of Medical Education, the faculty member may choose to develop either within their basic or clinical science discipline (e.g., microbiology or nephrology) or in the realm of medical education. Promotion will be considered no earlier than at the end of the fifth year of service.
- 1.1.2 Criteria for promotion: Overall, promotion to associate professor is considered when the assistant professor's contributions are considered significant beyond the institution. Below are examples of this concept presented by mission:
 - 1.1.2.1 Scholarship: The rising associate professor is contributing to scholarship through the methodical accumulation of

knowledge and development of expertise in an area of academic study. This is primarily manifested by the publication of peer reviewed literature, and recognition of the value of these ideas through the award of intra- and/or extramural funding, either as an independent investigator or as a co-investigator. The assistant professor on track for promotion will be recognized at least regionally through invitation to lecture and will participate in or lead workshops. Evidence of the impact of this work may be documented in the adoption of their materials at other centers, external awards for scholarship, and similar.

- To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).

1.1.2.2 Teaching: Excellence in teaching as reflected in teaching awards, and excellent reviews from students and senior faculty are critical in this area. The rising associate professor demonstrates the capacity to lead within courses and modules and is effective and responsive to both students and administration. Evidence of student learning and effectiveness as a teacher will be considered. Our University, and its Colleges, places strong emphasis on making education accessible, and activities that lead to wide distribution of knowledge, novel methods for delivery of knowledge, or enhancements in educational impact are very important.

1.1.2.3 Service: Service is a critical component to the academic life. Since service may compete for valuable time early in the academic career, this should be recognized in service

assignments to assistant professors. The assistant professor transitioning to the associate level will typically be assuming leadership positions in a few important service areas in the department, college or university. Extramural service can be demonstrated by participation, for example, in grant review panels, or steady *ad hoc* editorial board participation.

1.1.2.4 Clinical: The Department's clinicians will typically have a small assignment to clinical practice. If the clinical concentration becomes the focus of the academic direction, the rising associate professor will be publishing in peer reviewed journals in that discipline and there will be recognition of the impact of their clinical work as evidenced by development of clinical practices that enhance patient care options in central Florida, or evidence of growing clinical referral patterns.

1.1.3 Conclusion: Promotion to associate professor signals maturation of the faculty member such that their work is now recognized and valued outside of the institution. Once a faculty member feels that they are ready to go through the promotion process a conversation with their Chair will be mutually informative. The decision ultimately belongs to the faculty member seeking promotion; the Chair guides the process through the administrative steps.

Promotion from Associate Professor to Professor in a non-Tenure Earning Line.

1.1.4 Guiding Principles: The title of professor is the highest academic title within the institution and holds special recognition in the College and academic community. Not all associate professors will seek or reach promotion to professor. Promotion to professor is not awarded based on longevity, but rather because of achievements and recognitions at the national or international

level.

1.1.4.1 Criteria for promotion: Promotion recognizes that the academic work of the individual has now reached a much broader community as evidenced by impact that is national or international in reach. Below are examples presented, by mission: Scholarship: The associate professor being considered for full professor will have developed a track record of contributions to the literature as evidenced by publication in peer-reviewed journals. The impact of articles as reflected in the impact factor of the journal or citation counts will be considered. Recognition of the impact of the work may also be demonstrated by leading or collaborating on grants for funded research or investigations. Leading national grant review panels and editorial board membership are typically appropriate at this career stage.

- To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).

1.1.4.2 Teaching: The rising full professor whose career is focused on teaching will demonstrate success in this arena through national or international teaching awards, or great impact and leadership in the health sciences educational community. Leadership of national or international educational committees, publication or editorial review of large works (texts and compilations), or organizing and leading national or international educational committees and symposia would be expected. Adoption of the rising professor's educational materials, textbooks, or techniques outside the region would be evidence of the required level of impact.

1.1.4.3 Service: Associate professors rising to full professor often lead many important committees within the university and in the state or region. Contribution and leadership in these efforts at the university, national or international level would be expected of those pursuing promotion to Full Professor.

1.1.4.4 Clinical: Clinical faculty in the Department of Medical Education will not typically have the opportunity to develop a clinical enterprise that would, in and of itself, support promotion to full professor. In this regard, a faculty member with a clinical practice may choose to seek promotion via the other aspects of COM's mission including Teaching, Research and Service as described above. A rare faculty member will be able to weave a line through this small clinical practice such that their promotional dossier pivots on the clinical practice, though this is generally prohibitive due to the realities of clinical work. Clinical faculty who wish to pursue that direction may be better served in one of the clinical departments of the COM and should investigate that with their Chair. Appropriate maintenance of licensure and board certification is expected of faculty with clinical practices.

1.1.5 Conclusion: Promotion to professor recognizes the expansion of the impact of a faculty member's work beyond the region to the level of national and/or international recognition. The dossier of a non-tenure earning professor could be quite focused, that is the scholarship, and teaching and service may all be in one narrow field or may be more balanced and include broad contributions across many areas.

Take, for example, a clinical subspecialist who is recognized internationally for a technique that they have developed, has been promoted through a successful record of publication and research activities, and now leads the appropriate international society for

that effort is a viable candidate for full professor. This professor may have not had the opportunity to work on some of the broader needs of the university and Department but is at the peak of their specialty – this is the prototypical clinical professor who is not tenured. The concept and process of tenure is presented next.

- 2 **Tenure Process:** Tenure is granted to individuals whose productivity is sustained and wide- ranging and represents great potential for a sustainable and productive relationship with the university that extends beyond the time of tenure being granted. Excellence in scholarship is a minimum requirement for earning tenure. Commitment to a tenure track occurs upon hire to the Department following a rigorous review of the faculty member's credentials and accomplishments and projecting the promise of future success as a tenured faculty member. Promotion and Tenure processes are described in detail in the University Regulations 3.015. A summary of these processes is attached as Appendix I. Cumulative Progress Evaluations (CPE) will be completed annually to give the candidate feedback on progress towards tenure.

Promotion to Associate Professor in a Tenure-Earning Line:

- 2.1.1 Guiding Principles: The Assistant Professor seeking promotion with tenure in medical education is starting to build a dossier that supports excellence in all of the core missions. Specifically, the faculty member will be receiving guidance and responding to the CPE process and starting to define their scholarly direction and research independence. Grant funding is not as broadly available in medical education as it is in the basic and clinical sciences and this reality is acknowledged as tenure is considered. However, there are numerous outlets for impactful dissemination of medical education research, and opportunities to obtain funding will have a strong positive influence on the tenure decision. Promotion with tenure will be considered after the seventh year in service.

- 2.1.2 Scholarship: As a Medical Education Department, sustained scholarly

investigation and dissemination of educational techniques in the health sciences is fundamental and defining. Faculty are often basic scientists or clinicians, and scholarship in their respective disciplines will be recognized and assessed towards tenure. Excellence in scholarship is required, though it need not be in medical education and may be in the faculty member's basic or clinical discipline. Evidence of a developing track record for excellence in scholarship is necessary for tenure. Presentation of peer-reviewed work in press, online, and in meetings will be expected.

2.1.2.1 To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).

2.1.3 Teaching: Recognition of teaching excellence as reflected in teaching awards, or adoption of teaching techniques by other institutions is evidence that the faculty member is making significant and innovative contributions beyond the institution. Teaching effectiveness including peer evaluations and student performance on national board examinations can be considered. Development of novel educational strategies and invitations to participate and lead educational (or discipline-specific) workshops are similarly valued.

2.1.4 Service:

2.1.4.1 College and University: Tenure-track candidates will contribute to the committees and structures that define the academic life of the College and University. A commitment to participating in these committees is critical for tenure. Committees recognized for their importance to the Department, and the College of Medicine, include the M.D. Program Admissions Committee, the Curriculum Committee and the Program Evaluation Subcommittee of the Curriculum Committee; however, this is only a partial list and the faculty member should work with their Chair in order to develop an appropriate service commitment.

2.1.4.2 Professional: Service contributions to the profession are of value

to the faculty member seeking associate professor status in a tenure line and reflect positively on the Department, College and University. Membership in regional, national or international committees or panels is valued. In general faculty should seek to obtain strong supportive evidence of a building national reputation.

2.1.5 Clinical Activity: The Department of Medical Education is unique in its faculty makeup having diverse faculty members from numerous professional disciplines. The Department attracts individuals with basic science as well as clinical backgrounds, library faculty and others. Our clinical faculty will generally have a small assignment in a clinical practice; however, performance in the clinical arena will be considered as part of the holistic evaluation of tenure. For example, a clinical member of the Department of Medical Education may have a single clinical day a week at a partnering institution, but by doing so provide a critical and complementary program for our partners.

2.2 **Promotion to Professor in a Tenure-Earning Line:** The title of tenured professor represents the recognition that a faculty member is focused on the long-term success of

the Department and the broader university and academic community. The elevation from Associate to Full Professor recognizes that the faculty member's contributions have extended beyond the local community and have reached a broader audience. Building on the previous definitions the tenured professor would demonstrate:

2.2.1 Scholarship: Continued contributions to peer reviewed journals and presentations and evidence of the novelty or impact of the work with invitations to present the material to national and international audiences. Participation on national editorial boards or as ad hoc reviewer for journals and/or conferences, or national committees in education or discipline-specific topics is expected. Obtaining grants or participation in the awarding of grants through national award panel membership will be highly valued in the decision. The award of extramural grants will be very impactful in a decision to promote to professor with tenure as it reflects a broad

recognition of the merit of the work as reviewed by granting agencies, adds to the resources of the institution, and allows the faculty member to expand the impact of their research programs.

2.2.1.1 To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).

2.2.2 Service: Leadership in College, and University committees and leadership in national committees grant review panels or editorial boards is expected and provides important evidence that the faculty member is ready to achieve this final promotional stage. Leadership in professional organizations, whether regional or national or international is recognized as a critical function for a tenure track faculty member. Similarly, the responsibility of organizing committees or sessions for regional, national and international organizations will be positively considered in a tenure decision.

2.3 Conclusion: Tenure represents the recognition that a faculty member is focused not only on his or her own professional development, but also on the long-term success of the Department and the broader College and University community. The decision to proceed on a tenure track reveals a commitment to that relationship early on from the faculty member and places the faculty member on a timed course for evaluation. Progression towards tenure is marked with annual evaluations and formative review and, in the end, the decision for tenure is based on contributions that reflect a broad and enduring relationship between the faculty member and the Department. As such, the tenured faculty represent the long-term direction and success of all of the Department's missions.

Medical Librarians are faculty members in the Department of Medical Education at the UCFCOM.

2.4 Medical librarians are not offered a tenure track. These valuable faculty members typically concentrate on administrative service, teaching and scholarly activity

involving research. To qualify for promotion to a higher rank, medical library faculty members in the department must both demonstrate excellence in library and information sciences and teaching and have a sustained, productive record of scholarship and scholarly activity. Additionally, medical library faculty must also participate in service activities appropriate to their rank (international, national, regional, university, college or departmental). Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area will also be recognized when considering a faculty member's qualifications for promotion.

General Qualifications for Appointment to the Rank of Assistant Medical Librarian. Candidates must have a master's degree in library science from an ALA-accredited institution and zero to five years of experience as a professional librarian or equivalent after completing the master's degree. The usual time in rank as Assistant Medical Librarian is 5 years.

2.5 General Qualifications for Promotion to the Rank of Associate Medical Librarian.

Candidates must have a master's degree in library science from an ALA-accredited institution and at least five years of experience as a professional librarian or equivalent after completing the master's degree. The usual time in rank as Associate Medical Librarian is 5 years. Therefore, requests for promotion to Associate Medical Librarian normally will not be considered until a full five years in the Assistant Medical Librarian rank has been served. Early consideration for promotion to Associate Medical Librarian is inappropriate when all of the criteria that would have been evaluated after a five-year interval are clearly fulfilled in fewer than five years. Years in the equivalent rank at one or more other institutions prior to beginning employment at UCF may be counted when calculating the total number of years in rank. All candidates for promotion to Associate Medical Librarian must demonstrate a sustained record of productive scholarship, scholarly activity and service demonstrating state-wide or regional prominence, e.g., participation in peer-reviewed publications, invitations to present at meetings, service on committees, mastery of one or more fields of library specialization.

- 2.6 **General Qualifications for Promotion to the Rank of University Medical Librarian.** The title of University Medical Librarian represents the highest academic award within the Librarian track and holds special recognition in the College and academic community. Not all Associate Medical Librarians will reach the rank of University Medical Librarian. Promotion to University Medical Librarian is not awarded based on longevity, but rather because of superior achievement at the national level with the promise of continued contribution. The usual minimum time in rank as Associate Medical Librarian is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to University Medical Librarian is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to University Medical Librarian must demonstrate a sustained record of productive scholarly activity, scholarship, and service demonstrating national prominence e.g., participation in grants, peer-reviewed publications, mastery and recognized leadership in one or more fields of library specialization, invited presentations.
- 2.7 **For Medical Librarians Hired Before January 2017.** Library faculty hired with an appointment title of Medical Instructor Librarian, prior to January, 2017, may apply for promotion to Medical Assistant Librarian upon meeting criteria. The title will be retired upon promotion of all Medical Instructor Librarian faculty members.

NON-TENURE-TRACK LIBRARY FACULTY

- 2.8 **General Considerations.** Non-tenure-track faculty members in the Health Sciences Library typically concentrate on administrative service, teaching and scholarly activity involving research. To qualify for promotion to a higher rank, non-tenure-track faculty members in the department must both demonstrate excellence in library and information sciences and teaching and have a sustained, productive record of scholarship and scholarly activity. Additionally, Library faculty must also participate in

service activities appropriate to their rank (national, regional, university, college or departmental). Service activities typically represent a relatively small proportion of any faculty member's assignment; yet, significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.

2.9 Founding Faculty effort with Curriculum Development, Creation of Health Sciences

Library, and Achievement of Full Accreditation. Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. Specific activities of these individuals that differ from other library faculty are outlined in Section 4.1. The founding faculty, in varying degrees, has devoted their efforts to developing the infrastructure and educational program for the MD degree at the expense of having protected time to produce individual scholarly works. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the Liaison Committee on Medical Education (LCME).

2.10 Criteria for Promotion to Non-Tenure-Track Associate Medical Librarian. To receive appointment to non-tenure-track Associate Medical Librarian, a candidate must demonstrate: (1) Academy of Health Information Professions (AHIP) certification (2) mastery of one or more fields of library specialization (3) a productive record of peer-reviewed scholarship and/or research in his/her area(s) of concentration with regional or national reputation, (4) instructional contributions, and (5) substantial service contributions.

2.10.1 Library Service. It is expected that candidates will demonstrate expertise and accomplishments related to one or more fields of specialization. These could include: reference services, electronic resources, technology services, public services, or other specialties relevant to the candidate's position. Evidence of excellence in this area may include: recognition by peers for subject or professional expertise, invitations to serve on regional or national library-related associations or committees and presentations at regional or national meetings. Additionally, the non-tenure-track Associate Medical Librarian

must exhibit autonomy in supporting and leading the Personal Librarian and Library Liaison programs.

2.10.2 *Scholarship in Research.* Promotion to non-tenure-track Associate Medical Librarian in some cases requires the candidate to have established a strong regional or national reputation for scholarship in his/her area(s) of concentration. Examples include but are not limited to acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles or reports for publication in refereed journals, book chapters, books, invited reviews, funded grant submissions, papers and/or presentations at professional associations, speaking at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels.

2.10.2.1 To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).

2.10.3 *Instructional Contributions.* Instructional contributions are an important component of promotion to non-tenure-track Assistant Medical Librarian. Examples of achievement in this area include but are not limited to participating in didactic courses; one-on-one and small group interactions with faculty and/or students; and planning or leading faculty development or continuous professional development training programs.

2.10.4 *Service Activities and Academic Leadership.* Can include the following: Service to regional or national library associations. Membership on committees of affiliated associations including AAMC, AAHSL, HIMSS. Membership on departmental, college, and/or university committees. Participation in activities such as accreditation, assessment, or institutional effectiveness programs.

2.11 **Criteria for Promotion to Non-Tenure-Track University Medical Librarian.** Promotion

is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to University Medical Librarian is inappropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to University Medical Librarian must demonstrate: a sustained record of productive scholarly activity and scholarship demonstrating national prominence. To receive appointment to non-tenure-track University Medical Librarian, a candidate must demonstrate: (1) evidence of continued mastery of one or more fields of library specialization (2) leadership in library and information science (3) a sustained and productive record of peer-reviewed scholarship demonstrating a national or international reputation, (4) continued instructional contributions, and (5) continued significant service contributions.

To the extent possible, faculty should provide evidence of the rigor of the outlets of publications. These may include traditional metrics (e.g., journal impact factor, citation counts) as well as alternatives (e.g., acceptance rate, journal circulation, download counts).

- 3 **Founding Faculty:** Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. The founding faculty member, in varying degrees, has devoted their efforts to developing the infrastructure and educational program for the MD degree at the expense of having protected time to produce individual scholarly works. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the Liaison Committee on Medical Education (LCME).

Activities associated with starting a new medical college could impact the typical development of a professional portfolio. Attention to the criteria for promotion and tenure presented in this

document will be informed with the recognition of the additional responsibilities associated with the founding of the COM by this faculty cohort.

3.1 Founding Library Faculty: Similarly, the responsibilities of Founding Library Faculty differ from other library faculty. National data is available on the performance of the students within the program attesting to the excellence faculty have exhibited in their founding efforts in these initial years. The library was a key component to the success of the curriculum developed. Founding library faculty who were involved in the creation of the Health Sciences Library should therefore be given recognition for their activities during this time. Founding faculty who demonstrate significant involvement in the examples of founding activities including: planning and arranging for interim facilities to support library services; travel to other institutions to observe systems in place for educational and library programs; conceptualization, operation and actual design of library facilities in Lake Nona; creating policies and procedures for faculty and students for a new medical school; creating, designing and delivering orientation sessions for core faculty, volunteer/affiliated faculty, and medical students; search committee responsibilities as faculty were being recruited for establishing foundation of a new medical school; participating in LCME site visit, preparation of documentation for full accreditation and fulfilling criteria for LCME standards; participation in marketing activities for the health sciences library; exploring and implementing mobile technologies for the educational curriculum; acquiring and cataloging of opening day physical and electronic collections; development and implementation of the health sciences library website; negotiating subscription costs and license agreements for electronic resources; development of library public services; establishment of a consumer health services collection; facilitating tours and delivering presentations regarding the new health sciences library, may use these activities as evidence of one component of accomplishment for one step in the promotion process from Medical Assistant to Medical Associate or from Medical Associate to Medical Librarian. It is expected that the founding faculty will also be involved in other activities demonstrating scholarship.

Version History

Library Guidelines

Approved by Faculty in Department of Medical Education 3/4/15

Approved by Office of Faculty Excellence 8/12/15

Modified 1/27/17

General Medical Education Faculty Guidelines

Approved by Faculty in Department of Medical Education

June 2016 Modified 1/30/17

Promotion and Tenure Guidelines at-a-Glance

Department of Medical Education – Promotion and Tenure Guidelines at-a-Glance		
Guiding Principles	Promotion from Assistant to Associate Professor or Associate Medical Librarian	Promotion from Associate to Full Professor or University Medical Librarian
Non-Tenure Earning	<p>Promotion typically is considered at the end of the 5th year of service. Promotion demonstrates professional development in a faculty member's own discipline or within medical education.</p> <p>The dossier will reflect assignments imparted via discussion with the Chair with regard to scholarship, teaching, service and clinical contributions considered individually. Regardless, promotion to associate professor reflects that faculty member's contributions are deemed relevant beyond UCF with at least regional impact.</p> <p>Contracts are renewed every 2 years.</p>	<p>The rank of professor university medical librarian is recognition of achievements at the national or international level.</p> <p>The area of expertise may be narrowly defined; but there must be evidence that the efforts of the individual have reached a broader academic peer audience.</p> <p>Leadership of national scope is expected.</p> <p>Contracts are renewed every 3 years.</p>

<p>Tenure Earning</p>	<p>Decision to enter tenure track is made upon hire. Tenure reflects a long-term commitment between the faculty member and the university. Cumulative Progress Evaluations will be completed annually to give the candidate feedback on progress towards tenure. Normally promotion to associate professor and tenure will be considered simultaneously at the end of the 7th year. Tenure earning faculty may apply for tenure and promotion prior to the 8th year but if not tenured after 8 years will be issued a one-year non-renewal contract.</p> <p>The tenure-earning track is for individuals whose productivity will be wide-ranging and represents great potential for a continued and productive relationship with the university. The tenured associate professor will demonstrate scholarly achievements in their particular discipline or in medical education with impact beyond UCF; additionally, contributions to the department, college and university will be expected. The ability to bring additional resources and/or expertise to the Department will be highly valued.</p> <p>Contracts are renewed annually until the tenure decision is made.</p>	<p>In addition to the non-tenure earning guidelines shown above, the title of tenured professor represents the recognition that a faculty member is focused on the long-term success of the Department and the broader College and University community.</p> <p>Impact, as demonstrated by national or international leadership in their discipline is expected. Scholarly, educational and clinical contributions are all valued and considered within the context of the individual's assignment. The tenured professor makes significant and sustained contributions across the many missions of the Department and is an institutional role model with depth and activity in multiple areas.</p>
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APPENDIX J: PROMOTION CRITERIA FOR INTERNAL MEDICINE TENURE-TRACK FACULTY

TENURE-TRACK FACULTY DEPARTMENT OF INTERNAL MEDICINE

The following criteria shall be used in developing recommendations for promotion and/or the award of tenure for tenure-track faculty in the Department of Internal Medicine.

General Criteria for Promotion and Tenure

Tenure-track faculty members in the Department of Internal Medicine typically concentrate their efforts across four areas including 1) clinical care delivery including direct patient care and laboratory diagnostics, 2) teaching (primarily in undergraduate and graduate medical education), 3) scholarly and creative activity as evidenced by research in their areas of clinical specialty, in other areas of healthcare related research, or in new educational methodologies, and 4) Service. **To qualify for promotion to a higher rank, all tenure-track faculty members in the department must demonstrate substantial and sustained contributions across three of four areas of evaluation.** These may include one area consisting of either 1) clinical care or 2) teaching, and must include the areas of 3) scholarly activity and research and 4) service. A wide range of activities and products may be considered for promotion and tenure as the department encompasses a diverse group of faculty. Cumulative progress evaluations (CPEs) are performed annually beginning with the second year of employment

(or the first year, if tenure credit was given), to review an individual's progress toward achieving promotion to Associate Professor. CPEs are required for promotion from Assistant to Associate Professor, and optional for those applying for promotion to Professor.

Criteria for Promotion to Tenured Associate Professor

To receive promotion to Associate Professor in the Department of Internal Medicine, a candidate must demonstrate sustained and substantial contributions in the three areas of evaluation. Examples of achievement of these criteria include but are not limited to the following.

Clinical Care

Excellence in clinical practice is an important element for promotion to Associate Professor in the tenure track. Evidence of achievement in this area includes but is not limited to documented practice of evidence-based medicine based on national benchmarks or guidelines (e.g. Federal CMS), peer-evaluation at place(s) of practice, patient satisfaction scores and/or other clinical outcome metrics as appropriate for an area of specialty, evidence of a local or regional referral base, effective participation in clinical quality and safety initiatives, and national recognition as a clinical authority in specialties of clinical practice.

Teaching

Excellence in teaching is imperative for promotion to Associate Professor. Teaching activities include but are not limited to leading or participating in didactic courses; mentorship of medical students, supervision of residents, graduate students and postdoctoral fellows; development of novel materials, and teaching in clinical care environments.

Excellence in teaching must be supported by objective, systematic evaluation by students, residents, and fellows trained by the faculty member. Additionally, systematic evaluation by peers within the College and by faculty within other divisions or departments in which the candidate has played an active teaching role are considered. Teaching awards may also be considered as evidence.

Scholarship

Promotion to Associate Professor in the Department of Internal Medicine requires the candidate's peer-reviewed scholarly achievements to have an impact at the national level. Some examples of evidence include: Publication of reviews, chapters, textbooks, peer reviewed original manuscripts, peer-reviewed innovative teaching materials, and national level grant or contract support for research or development of teaching methods (processed through the university's Office of Research and Commercialization or other appropriate university entity such as the UCF Foundation). It is expected that several peer-reviewed publications will be completed within each rank prior to promotion to the next highest rank. Evidence of rigor may be included (e.g. impact factor, rejection rates, etc.). Service as a member of an editorial board or

study section and invitations to present at national and international scientific and/or professional society meetings are additional lines of evidence that the candidate has established a strong national reputation.

Service

The College and department place great emphasis on service. Significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion and tenure. Service may include membership on institutional committees including those at the department, college, or university levels, membership on college mission-related committees and clinical teams at affiliated institutions including quality review, IRB, IACUC safety, and others, and participation in LCME accreditation, assessment, institutional effectiveness programs, and service to the profession which includes active involvement in national professional societies. Community service which aligns with the College missions will also be considered.

Criteria for Promotion to Tenured Professor

Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement and recognition as a leader in one's field. Substantial contributions of a continuing nature in each area evaluated beyond what is expected of an associate professor are necessary. To receive appointment as a tenure track Professor in the Department of Internal Medicine, a candidate must demonstrate:

(1) sustained excellence in teaching as evidenced through evaluation by learners (students, residents, or CME evaluations) or peers, and/or learning outcome measures (student or learner performance on standardized or national board examinations, as appropriate) (2) sustained excellence in clinical care at a national or international level as supported by patient satisfaction indicators and/or peer evaluation, and (3) a sustained and productive record of scholarship demonstrating a national or international reputation, and (4) continued significant service contributions beyond the College or University level.

Considerations for Tenure

In considering tenure, an individual's long-term value to the University is the central issue. Fundamental to the determination of value is academic citizenship which is based on both qualitative and quantitative evaluation (e.g. annual evaluations, peer review, etc.). A variety of factors contribute to achievement of academic citizenship including professional judgment, wisdom, the ability to effectively contribute within a team-based environment, collegiality, professionalism, and the aptitude to mentor the development of colleagues and learners. The award of tenure will be recommended for new faculty members who have achieved the required scholarly accomplishments commensurate with their academic rank.

APPENDIX K: PROMOTION CRITERIA FOR INTERNAL MEDICINE NON-TENURE TRACK FACULTY

INTRODUCTION

The University of Central Florida, College of Medicine promotion and tenure criteria set forth the principles for faculty appointment, promotion, and the award of tenure. These criteria and guidelines expand the University of Central Florida's regulations on promotion and tenure pertaining to the College of Medicine. The document addresses specific criteria for faculty in the Departments of Medical Education, Internal Medicine, Clinical Sciences and in the Burnett School of Biomedical Sciences. Each unit has established criteria for faculty who are in a tenure track position and aspire to be awarded tenure and/or be considered for promotion. Each unit also has developed criteria for promotion of non-tenure track faculty. Separate criteria have also been developed by the Burnett School of Biomedical Sciences for those non-tenure track faculty who function as part of a scientific team of scientists working with a PI.

Promotion Profile

Faculty members in the College of Medicine engage in a range of activities, which may include teaching, research, clinical expertise, academic leadership, service, and/or other activities. Such activities support the academic mission of the college and thereby allow the promotion profile to reflect the unique combination of activities and accomplishments of each faculty member and may vary substantially from one faculty member to another. Moreover, the efforts of some faculty members may be concentrated largely in a single area such as teaching or research (thereby establishing a specialized area of concentration for that person), whereas the efforts of other faculty members may be distributed over two or more areas of concentration.

Aspects to the evaluation of faculty members for promotion in the College of Medicine include:

(1) evidence of scholarship in research, e.g., peer-reviewed publications, educational research, experimental research, clinical trials, population studies, scientific grants, scientific reviews, membership on editorial boards, textbook authorship, service on national committees or in scientific societies, invitations to speak at conferences, (2) evidence of scholarly teaching, e.g., evidence-based classroom teaching, curriculum design, mentorship, teaching awards, and (3), when appropriate (for clinical faculty), evidence of excellence in clinical practice, e.g., innovative clinical treatment, effective clinical outcomes, evidence of patient safety and quality improvement. To facilitate evaluation of a faculty member's activities in all of the areas in which he/she may support the college's academic mission, the college has identified for each of these areas examples of accomplishments that represent evidence of excellence in scholarly activity and scholarship.

Founding Faculty effort with Curriculum Development, Achievement of Full Accreditation and Developing UCF Health

Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. Specific activities of these individuals that differ from other university faculty are outlined in Appendix II. The founding faculty, in varying degrees, has devoted their efforts to developing the educational program for the MD degree at the expense of having protected time to produce individual scholarly works. The highly integrative MD educational program necessitated that the efforts of these faculty were directed to having module or clerkship meetings to develop and integrate the content of these courses. Accreditation standards required the development of integrated formative and summative assessment questions related to overall goals and objectives that required faculty to develop questions in group meetings much like processes of the National Board of Medical Examiners. The LCME has twice commended the college for the internally developed system that evaluates module/clerkship performance as well as that of individual faculty. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the LCME.

National data is available on the performance of the students within the program attesting to the excellence faculty have exhibited in their founding efforts in these initial years. The evaluation of the faculty and the assessment of a particular module/clerkship must be outstanding for faculty to receive credit for this

recognition in their promotion application.”. In addition, evidence will need to be provided concerning the continued productivity of the respective faculty.

Some physicians were hired with the responsibility of developing the UCF Health Practice. Like those faculty who developed the educational program, these individuals have devoted their efforts in making the practice functional. Specific activities in this regard are also found in Appendix II. Quality improvement measures and evidence-based medicine practice will be used for their evaluation and assessment of effectiveness.

Founding faculty who have demonstrated significant involvement as identified in the examples found in Appendix II, may use these activities as evidence of one component of accomplishment for one step in the promotion process, e.g., Assistant to Associate or Associate to full Professor. It is expected that the founding faculty will also be involved in other activities demonstrating scholarship.

Criteria for Promotion to Non-tenure Track Associate Professor

Candidates must have a terminal degree and postdoctoral experience and/or training. Clinician faculty candidates must also have board certification. The usual time in rank as Assistant Professor is five years.

For promotion to Associate Professor, a candidate must demonstrate: (1) excellence in at least one area of concentration (teaching, clinical or research, and competence in the others, (2) a sustained and productive record of peer-reviewed scholarship in his/her area(s) of concentration and, (3) substantial service contributions. Examples of lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix I. In cases where a faculty member plays a significant role in educational leadership (e.g., as module directors or program directors), evidence of excellence in this area is also required for promotion. Moreover, for promotion to Associate Professor, the candidate must have established a strong regional or national reputation for scholarship in his/her area(s) of concentration.

Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, invitations to speak at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels and other lines of evidence can indicate that a candidate has established a strong regional or national reputation for scholarship.

Clinical Practice and Clinical Leadership

Excellence in clinical practice is an important component for promotion to non-tenure track Associate Professor in Internal Medicine. Examples of achievement in this area include but are not limited to founding faculty activities in the establishment of the College's clinical practice, providing measurable excellent clinical productivity and excellent patient care, developing new programs and/or practice methods, demonstrating leadership in quality improvement/assurance or patient safety initiatives, and authoring of guidelines or quality reports and policies. Additionally, evidence of regional or national recognition of clinical accomplishments as demonstrated by attainment of a regional or national reputation as an authority in a clinical specialty (e.g. patient referrals from a regional national or international area) or for leadership in primary care is required. Organization of clinical services to provide a setting for medical education and/or a data base for clinical research will be considered.

Teaching and Educational Leadership

Excellence in teaching is an important component for promotion to non-tenure Associate Professor in Internal Medicine. Examples of this achievement include but are not limited to leading or participating in didactic courses; mentorship of medical students, residents, graduate students and/or postdoctoral fellows; development of novel materials; and teaching in diverse components of the MD and/or GME program. These activities must be supported by objective, systematic evaluation by students and/or residents taught or mentored by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Service Activities and Academic Leadership

Can include:

- Membership on committees of affiliated institutions, such as IRB, IUCUC committee, QI committee, or search committees
- Membership on departmental, college, and/or university committees

- Participation in activities such as accreditation, assessment, or institutional effectiveness programs

Criteria for Promotion to Non-tenure Track Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement at the national level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate a sustained record of productive scholarly activity and scholarship in their area(s) of concentration with evidence of achievement of national prominence. To receive appointment to non-tenure earning Professor in the Department of Internal Medicine, a candidate must demonstrate: (1) continued excellence in his/her primary area of concentration (competence in other areas), (2) a sustained, and productive record of scholarship in his/her area(s) of concentration, and (3) continued significant service contributions. Examples of the lines of evidence that may be used to demonstrate achievement of these criteria besides those listed above can be found in below.

UCF College of Medicine Examples of Evidence of Scholarship and Scholarly Activities

NOTE: The examples of scholarship, teaching, and service listed at each rank below are not exclusive to that rank. In particular, those examples of excellence in scholarly activity and teaching listed under Associate Professor, if sustained, would provide evidence for promotion to the rank of Professor. Founding faculty activities apply only to non-tenure track faculty.

Area	Associate Professor	Professor (In addition to examples for Associate Professor)
Scholarship in Research	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • Experimental studies in basic research or clinical trials • Scientific grants • Publication of original research findings in peer-reviewed journals • Publication of materials in peer-reviewed depositories such as MedEdPORTAL • Publication of book chapters • Publication of teaching tools • Publication of guidelines and/or protocols for patient treatment or delivery of care • Presentations at national/international meetings (with refereed published abstracts) • Invited seminars/lectures at other institutions • Peer evaluation of materials presented at meetings or published in MedEdPORTAL • Peer review of curricular materials • Peer review of manuscripts for major journals • Adoption of innovative educational materials by other institutions 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum practice/research programs only applies to non-tenure track faculty • Citations in peer-reviewed journals • Chairmanship of study sections/peer review groups • Publication of original findings in highest-impact journals within one's field • Publication of invited review articles • Procurement (as PI) of competitive grant funding for research, curriculum development, or other scholarly activities • Authoring entire textbook or other books • Invited presentations at national/international meetings • Editor of text, research, or other types of books • Editor or member of editorial board of journals • Member of grant review panels for major funding agencies (NIH, NSF, AHA, ACS, etc.) • Awards or other recognition for excellence in the scholarship of teaching and learning (SoTL) • Development, enhancement, or management of a model

	<ul style="list-style-type: none"> • Co-investigator on funded grants • Invitations to serve on regional clinical or research study groups • Invitations to serve ad-hoc reviewer for journals • Invitations to serve ad-hoc reviewer for grant proposals • Invitations for consulting (clinical, educational, or research) • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within University of Central Florida College of Medicine • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine 	<p>program that is integral to the success of one's own department or other departments or programs within University of Central Florida College of Medicine</p> <ul style="list-style-type: none"> • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine • Organizing committee member/executive committee/board of scientific organizations
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Teaching and Educational Leadership	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • College/university teaching awards • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents • Participation in thesis committees of masters and Ph.D. level students 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • National/international teaching awards • National recognition for curriculum development, evaluation, and/or integration • Evidence of sustained performance as an outstanding faculty member with demonstrated commitment to teaching, advising, and student welfare
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	<ul style="list-style-type: none"> • Success and accomplishments of trainees • Documentation of effective learning outcomes (student, self-reported outcomes, performance on exams, etc.) • Student performance on NBME subject exams and USMLE Step 1 & Step 2 exams • Demonstrated use of "Best Practices" in pedagogies and instructional materials • Demonstrated effectiveness in curricular integration and/or use of highly innovative approaches • Development of educational technology • Development of effective formative and summative assessment tools • Positive ratings on student, peer, and/or supervisory teaching evaluations • Positive ratings on evaluations of faculty member clerkship, module, course director, or residency program director • Positive ratings on Program Evaluation Subcommittee report • Positive ratings on evaluations of instructional and/or curricular materials • Student or other evaluations of advising and mentoring effectiveness • Contribution to the development or enhancement of a model program that is integral to 	<p>success of one's own department or other departments or programs within the College of Medicine</p> <ul style="list-style-type: none"> • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine. • Adoption of course materials, curricular designs, novel technologies, etc. by other institutions • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents • Participation in thesis committees of masters and Ph.D. level students • Sustained positive ratings on teaching evaluations, teaching evaluations, evaluations of course materials, evaluations of mentoring/advising, etc. • Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the College of Medicine
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Clinical Activity	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty. • Use of innovative clinical treatments • Effective clinical outcomes • Positive patient satisfaction scores • Evidence of safety and quality improvement • Involvement in clinical outreach, as evidenced by regional referrals for care and by recognition as clinical expert • Demonstrated practice of evidence-based medicine • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty. • National recognition for new patient programs and/or clinical innovation • National recognition for safety and quality improvement • Impact on care at national level • National referrals for care • Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the College of Medicine • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials • Collaboration and participation in translational research
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	<ul style="list-style-type: none"> • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials • Collaboration and participation in translational research 	
Service Activities and Academic Leadership	<ul style="list-style-type: none"> • Membership on departmental, college, and/or university committees • Membership on committees of affiliated institutions, such as IRB, QI committee, or residence selection committee • Participation in activities such as accreditation, assessment, or institutional effectiveness programs • Provision of continuing education programs for community and/or university • Recognition for professional service from regional or national societies • Service to local community and community organizations • Development of programs that promote diversity • Officer/leadership of regional academic, medical, or research organizations • Unpaid ad hoc reviewing of journal articles and/or grant proposals • Service as Department Chair 	<ul style="list-style-type: none"> • Membership on national/international academic, medical, or research committees • Chairing of departmental, college, and/or university committees • Officer/leadership of national/international academic, medical, or research organizations • Recognition from national/international societies • Development of mentoring programs for new faculty • Organization of teaching workshops, seminars, and/or professional meetings • Member of accreditation site teams (LCME, SACS, etc.) • Unpaid service as journal editor, book editor, or member of journal editorial board • Service on grant panels for major funding agencies • Service as department chair, assistant dean, or associate dean • Service as director, or associate director in established units

	<ul style="list-style-type: none"> • Service as Assistant or Associate Dean • Service as director of laboratory or practice site (or other practice program-related leadership) • Demonstration of attainment of benchmarks for successful change (i.e., AAMC graduation questions.) 	<ul style="list-style-type: none"> • Representation of COM in official activities
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Founding Faculty Activities in establishing foundation of a new medical school

- Planning and arranging for interim facilities to conduct laboratory experiences in anatomy, histology, pathology, physiology and microbiology for establishing foundation of a new medical school.
- Travel to other institutions to observe systems in place for educational programs
- Establishing interim facilities for establishing foundation of a new medical school.
- Arranging for transportation back and forth to facilities on main campus from Research Park for students and faculty
- Planning and arranging for interim Clinical Skill facilities with Department of Army in Research Park
- Conceptualization, operation and actual design of laboratory facilities in Education Building at Lake Nona from working with architects to contractors.
- Planning, designing and initiating a human body donation program to receive human remains.
- Planning and implementing surgical courses for faculty in Florida, other states and other countries to learn new methods and technologies.
- Design of simulation and clinical skills center in Education Building at Lake Nona
- Recruitment and training of standardized patients to participate in educational program.
- Development of individual preceptor training sites for each medical student to spend 4 hours every other week in the first and second years.
- Conducted personal visits to each preceptor site and provided faculty development and orientation to the educational goals of the college.

- Creating underlying policies and procedures for faculty and students for a new medical school in all aspects
- Participation in orientation sessions conducted for volunteer/affiliated faculty who were going to participate in different modules (N=14) and clerkships (N=10)
- Search committee responsibilities as faculty (N=25) were recruited for establishing foundation of a new medical school
- Hiring of a full component of faculty to teach medical students.
- Participating in the preparation of support materials for the LCME site visits required for the stages leading to full accreditation of the college of medicine.
- Development of acceptable training sites for six core third-year clerkships and four, fourth-year clerkships
- Development of over 100 electives in various disciplines in medicine at multiple hospital and practice locations throughout Central Florida to include Orlando, Titusville, and Melbourne
- Recruitment of mentors for research projects for Focused Individualized Research Experience module. Fulfilling criteria for 135 LCME standards to achieve preliminary, provisional and full accreditation Establishing clinical practice at practice site on University Boulevard
- Participating in the design and space planning for the site Selecting and implementing an electronic medical record Participation in marketing activities for the new practice Establishing a medical staff model
- Developing policies and procedures for the practice Developing quality and safety programs
- Establishing patient satisfaction monitoring program Establishing appropriate workflow at the practice site
- Integrating evidence-based medicine into the electronic medical record

- Planning, designing, implementing and evaluating an integrated medical curriculum
Developing a process for fostering continuous quality improvement of the medical curriculum.
- Exploring and implementing new computer technologies for the educational experiences in the new and evolving medical curriculum
- Training support staff involved in the implementation of the medical curriculum.
- Development of educational and research programs in UME and GME at VAMC-Orlando and Nemours Children's Hospital

APPENDIX L: CLINICAL SCIENCES TENURE PROMOTION CRITERIA FOR TENURE TRACK FACULTY

The following criteria shall be used in developing recommendations for promotion and/or the award of tenure for tenure-track faculty in the Department of Clinical Sciences.

General Criteria for Promotion and Tenure

Tenure-track faculty members in the Department of Clinical Sciences typically concentrate their efforts across four areas including 1) clinical care delivery including direct patient care and laboratory diagnostics, 2) teaching (primarily in undergraduate and graduate medical education),

3) scholarly and creative activity as evidenced by research in their areas of clinical specialty, in other areas of healthcare related research, or in new educational methodologies, and 4) Service. **To qualify for promotion to a higher rank, all tenure-track faculty members in the department must demonstrate substantial and sustained contributions across three of four areas of evaluation.** These may include one area consisting of either 1) clinical care or 2) teaching and must include the areas of 3) scholarly activity and research and 4) service. A wide range of activities and products may be considered for promotion and tenure as the department encompasses a diverse group of faculty. Cumulative progress evaluations (CPEs) are performed annually to review an individual's progress toward achieving promotion to Associate Professor. CPEs are required for promotion from Assistant to Associate Professor, and optional for those applying for promotion to Professor.

Criteria for Promotion to Tenured Associate Professor

To receive promotion to Associate Professor in the Department of Clinical Sciences, a candidate must demonstrate sustained and substantial contributions in the three areas of evaluation. Examples of achievement of these criteria include but are not limited to the following.

Clinical Care

Excellence in clinical practice is an important element for promotion to Associate Professor in the tenure track. Evidence of achievement in this area includes but is not limited to documented practice of evidence-based medicine based on national benchmarks or guidelines (e.g. Federal CMS), peer-evaluation at place(s)

of practice, patient satisfaction scores and/or other clinical outcome metrics as appropriate for an area of specialty, evidence of a local or regional referral base, effective participation in clinical quality and safety initiatives, and national recognition as a clinical authority in specialties of clinical practice.

Teaching

Excellence in teaching is imperative for promotion to Associate Professor. Teaching activities include but are not limited to leading or participating in didactic courses; mentorship of medical students, supervision of residents, graduate students and postdoctoral fellows; development of novel materials, and teaching in clinical care environments. Excellence in teaching must be supported by objective, systematic evaluation by students, residents, and fellows trained by the faculty member. Additionally, systematic evaluation by peers within the College and by faculty within other divisions or departments in which the candidate has played an active teaching role are considered. Teaching awards may also be considered as evidence.

Scholarship

Promotion to Associate Professor in the Department of Clinical Sciences requires the candidate's peer-reviewed scholarly achievements to have an impact at the national level. Some examples of evidence include: Publication of reviews, chapters, textbooks, peer reviewed original manuscripts, peer-reviewed innovative teaching materials, and national level grant or contract support for research or development of teaching methods (processed through the university's Office of Research and Commercialization or other appropriate university entity such as the UCF Foundation). It is expected that several peer-reviewed publications will be completed within each rank prior to promotion to the next highest rank. Evidence of rigor may be included (e.g. impact factor, rejection rates, etc.). Service as a member of an editorial board or study section and invitations to present at national and international scientific and/or professional society meetings are additional lines of evidence that the candidate has established a strong national reputation.

Service

The College and department place great emphasis on service. Significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion and tenure. Service may include membership on institutional committees including those at the department, college, or university levels, membership on College mission-related committees and clinical teams at affiliated institutions including quality review, IRB, IACUC safety, and others, and participation in LCME accreditation, assessment, institutional effectiveness programs, and service to the profession which includes active

involvement in national professional societies. Community service which aligns with the College missions will also be considered.

Criteria for Promotion to Tenured Professor

Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement and recognition as a leader in one's field. Substantial contributions of a continuing nature in each area evaluated beyond what is expected of an associate professor are necessary. To receive appointment as a tenure track Professor in the Department of Clinical Sciences, a candidate must demonstrate: (1) sustained excellence in teaching as evidenced through, for example, evaluation by learners (students, residents, or CME evaluations) or peers, and/or learning outcome measures (student or learner performance on standardized or national board examinations, as appropriate) (2) sustained excellence in clinical care at a national or international level as supported by patient satisfaction indicators and/or peer evaluation, and (3) a sustained and productive record of scholarship demonstrating a national or international reputation, and (4) continued significant service contributions beyond the College or University level.

Considerations for Tenure

In considering tenure, an individual's long-term value to the University is the central issue. Fundamental to the determination of value is academic citizenship which is based on both qualitative and quantitative evaluation (e.g. annual evaluations, peer review, etc.). A variety of factors contribute to achievement of academic citizenship including professional judgment, wisdom, the ability to effectively contribute within a team-based environment, collegiality, professionalism, and the aptitude to mentor the development of colleagues and learners. The award of tenure will be recommended for new faculty members who have achieved the required scholarly accomplishments commensurate with their academic rank.

APPENDIX M: CLINICAL SCIENCES NON-TENURE PROMOTION GUIDELINES

COLLEGE OF MEDICINE GENERAL REQUIREMENTS

Scholarship and Scholarly Activity

The academic mission of the College of Medicine requires all faculty members to engage in scholarship and scholarly activity. Faculty efforts in these areas are reported and assessed during the annual evaluation process and are considered pivotal when a faculty member is considered for promotion.

Scholarship, marked by the methodical accumulation and acquisition of knowledge leads to expert mastery in one or more areas of academic study. The generation and dissemination of new knowledge demonstrates proficiency in a field of study and sets the pace for future generations of professionals and researchers. Scholarship is demonstrated by scientific investigation and publication and is often accompanied by funded research.

Scholarly activity draws from the current literature and, when appropriate, "best practices" in one's field to create new knowledge.

Scholarship and scholarly activity require the dissemination and acceptance of new knowledge by one's peers. Evidence of this can include creative works in teaching, research, academic leadership, clinical expertise, and/or other activities in which the College of Medicine faculty might be engaged. In all cases, the faculty member assumes primary responsibility for dissemination of new knowledge and submission for peer review.

Promotion Profile

Faculty members in the College of Medicine engage in a range of activities, which may include teaching, research, clinical expertise, academic leadership, service, and/or other activities. Such activities support the academic mission of the college and thereby allow the promotion profile to reflect the unique combination of activities and accomplishments of each faculty member and may vary substantially from one faculty member to another. Moreover, the efforts of some faculty members may be concentrated largely in a single area such as teaching or research (thereby establishing a specialized area of concentration for that person), whereas the efforts of other faculty members may be distributed over two or more areas of concentration.

Aspects to the evaluation of faculty members for promotion in the College of Medicine include: (1) evidence of scholarship in research, e.g., peer-reviewed publications, experimental research, clinical trials, population studies, scientific grants, scientific reviews, membership on editorial boards, service on national committees or in scientific societies, (2) evidence of scholarship in teaching, e.g., peer-reviewed publications, classroom teaching, curriculum design, textbook authorship, mentorship, teaching awards, invitations to speak at national conferences, and (3), when appropriate (for clinical faculty), evidence of excellence in clinical practice, e.g., innovative clinical treatment, effective clinical outcomes, evidence of patient safety and quality improvement. To facilitate evaluation of a faculty member's activities in all of the areas in which he/she may support the college's academic mission, the college has identified for each of these areas examples of accomplishments that represent evidence of excellence in scholarly activity and scholarship (see below).

General Qualifications for Promotion to the Rank of Associate Professor

Candidates must have a terminal degree and postdoctoral experience and/or training. Clinician faculty candidates must also have board certification. The usual time in rank as Assistant Professor is five years. Therefore, requests for promotion to Associate Professor normally will not be considered until a full five years in the Assistant Professor rank has been served. Early consideration for promotion to Associate Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are clearly fulfilled in fewer than five years. Years in the equivalent rank at one or more other institutions prior to beginning employment at UCF may be counted when calculating the total number of years in rank. All candidates for promotion to Associate Professor must demonstrate a sustained record of productive scholarship and scholarly activity demonstrating regional or national prominence, e.g., peer-reviewed publications, invitations to present at regional or national meetings, service on editorial boards.

General Qualifications for Promotion to the Rank of Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded based on longevity, but rather because of superior achievement at the national or international level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to Professor is appropriate when all of the criteria that

would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate a sustained record of productive scholarly activity and scholarship, e.g., grants and peer-reviewed publications, demonstrating national or international prominence.

General Considerations

Non-tenure-track faculty members in the Department of Clinical Sciences typically divide their time among the following areas: clinical practice, medical student teaching, and research. They may participate in scholarly activity in any or all of these domains. To qualify for promotion to a higher rank, all non-tenure-track faculty members in the department must both demonstrate excellence in their primary area of concentration and competence in the other areas in which they have responsibilities. In addition, they should be able to show evidence of sustained productivity in scholarship pertaining to their primary area(s) of concentration. Some faculty members in the department in addition to clinical, teaching and research activities, play a significant role in educational leadership (e.g., as module directors or year directors), in which case evidence of excellence in this area is also required for promotion to a higher rank.

Finally, all faculty members in the department participate in service activities. Service activities typically represent a relatively small proportion of any faculty member's assignment; yet significant contributions in this area should also be recognized when considering a faculty member's qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix I) that may be used to demonstrate excellence in clinical activities, teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. These lists of examples are intended to cover the wide range of activities and products that might be associated with a diverse group of faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. The actual mix of examples included as evidence of excellence and achievement in a promotion portfolio may vary widely from one individual to another.

Founding Faculty effort with Curriculum Development, Achievement of Full Accreditation and Developing Pegasus Health

Faculty hired by the College between 2007 and 2013 are designated Founding Faculty. Specific activities of these individuals that differ from other university faculty are outlined in below.

II. The founding faculty, in varying degrees, has devoted their efforts to developing the educational program for the MD degree at the expense of having protected time to produce individual scholarly works. The highly integrative MD educational program necessitated that the efforts of these faculty were directed to having module or clerkship meetings to develop and integrate the content of these courses. Accreditation standards required the development of integrated formative and summative assessment questions related to overall goals and objectives that required faculty to develop questions in group meetings much like processes of the National Board of Medical Examiners. The LCME has twice commended the college for the internally developed system that evaluates module/clerkship performance as well as that of individual faculty. This process of continual quality improvement has been exercised since day one and the result is a dynamic and highly integrated educational program developed and approved by faculty and recognized by the LCME.

National data is available on the performance of the students within the program attesting to the excellence faculty have exhibited in their founding efforts in these initial years. Evaluation of the faculty and the assessment of the particular module/clerkship are paramount and should be outstanding for this recognition in the promotion qualifications. In addition, evidence will need to be provided concerning the continued productivity of the respective faculty.

Some physicians were hired with the responsibility of developing the Pegasus Health Practice. Like those faculty who developed the educational program, these individuals have devoted their efforts in making the practice functional. Specific activities in this regard are also found in Appendix II. Quality improvement measures and evidence-based medicine practice will be used for their evaluation and assessment of effectiveness.

Founding faculty who demonstrate significant involvement in the examples of founding activities which are found in Appendix II may use these activities as evidence of one component of accomplishment for one step in the promotion process either from Assistant to Associate or from Associate to full Professor. It is expected that the founding faculty will also be involved in other activities demonstrating scholarship.

Criteria for Promotion to Non-tenure Track Associate Professor

For promotion to Associate Professor, a candidate must demonstrate: (1) excellence in at least one area of concentration (teaching, clinical or research, and competence in the others, (2) a sustained and productive record of peer-reviewed scholarship in his/her area(s) concentration and, (3) substantial service contributions. Examples of lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix I. Moreover, for promotion to Associate Professor, the candidate must have established a strong regional or national reputation for scholarship in his/her area(s) of concentration.

Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, invitations to speak at regional or national meetings, service as an ad hoc reviewer or on editorial boards, service on regional or national committees or review panels and other lines of evidence can indicate that a candidate has established a strong regional or national reputation for scholarship.

Clinical Practice and Clinical Leadership

Excellence in clinical practice is an important component for promotion to non-tenure track Associate Professor in Clinical Sciences. Examples of achievement in this area include but are not limited to founding faculty activities in the establishment of the College's clinical practice, documented practice of evidence-based medicine, excellent clinical outcomes, high patient satisfaction, establishment of a regional or national referral base, effective participation in clinical quality and safety initiatives and regional or national recognition as a clinical authority.

Teaching and Educational Leadership

Excellence in teaching is an important component for promotion to non-tenure Associate Professor in Clinical Sciences. Examples of this achievement include but are not limited to leading or participating in didactic courses; mentorship of medical students, graduate students and/or postdoctoral fellows; development of novel materials; and teaching in diverse components of the MD program. These activities must be supported by objective, systematic evaluation by students taught or mentored by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Service Activities and Academic Leadership

Can include:

- Membership on committees of affiliated institutions, such as IRB, IUCUC committee, QI committee, or search committees
- Membership on departmental, college, and/or university committees
- Participation in activities such as accreditation, assessment, or institutional effectiveness programs

Criteria for Promotion to Non-tenure Track Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement at the national level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion to Professor must demonstrate: a sustained record of productive scholarly activity and scholarship in their area(s) of concentration leading to national prominence.

To receive appointment to non-tenure earning Professor in the Department of Clinical Sciences, a candidate must demonstrate: (1) continued excellence in his/her primary area of concentration, (2) a sustained, and productive record of scholarship in his/her area(s) of concentration, and (3) continued significant service contributions. Examples of the lines of evidence that may be used to demonstrate achievement of these criteria besides those listed above can be found in Appendix I.

Approved by COM Faculty, December 2011

Approved by UCF Faculty Affairs, April 2012

Approved by Provost, May 2012

Approved by COM Faculty, August-December 2012

Updated: March 4, 2014

APPENDIX N: CLINICAL SCIENCES PROMOTION CRITERIA FOR NON-TENURE TRACK FACULTY

Approved by the College of Medicine Enterprise Committee February 19, 2015

Approved by Faculty Excellence April 15, 2015

General Considerations

Clinical track non-tenure track faculty are those who dedicate the majority of their effort to

1) direct patient care at UCF COM faculty practice sites such as UCF Health and affiliated hospitals, 2) clinical teaching and direct supervision of trainees (medical students and residents) at affiliated hospitals and practice sites, and 3) educational leadership and administrative roles (program, department, and division heads/chairs, CMOs). Clinical track non-tenure track faculty may participate in teaching and scholarly activities in any or all of these domains.

To qualify for promotion to a higher rank, clinical track non-tenure track faculty members are expected to demonstrate excellence in a primary area of focus (clinical practice and clinical leadership, teaching and educational leadership, scholarship and academic leadership), and competence in the other areas in which they have responsibilities. All faculty members participate in institutional service activities that augment the missions of the College (committees, task forces, etc). Service activities typically represent a relatively small proportion of any faculty member's assignment; yet significant contributions in this area should be recognized when considering qualifications for promotion.

The College of Medicine has identified examples of evidence (Appendix V) that may be used to demonstrate excellence in clinical service, teaching, scholarship, leadership, and other activities when a faculty member is considered for promotion to a higher rank. These lists of examples are intended to cover a wide range of activities and work products associated with a diverse faculty. Therefore, a faculty member is not expected to demonstrate every example of evidence listed. Consequently, evidence of excellence and achievement submitted as part of a promotion portfolio may vary significantly from one individual to another.

Criteria for Appointment to Clinical Track Non-Tenure at any Academic Rank

Appointment to Assistant Professor requires the physician to participate in clinical care for at least 50% of their effort.

Criteria for Promotion to Clinical Track Non-Tenure Track Associate Professor

The rank of Associate Professor recognizes accomplishments in:

- 1) clinical practice
- 2) education
- 3) scholarship in area of concentration
- 4) substantial service contributions

Promotion to Associate Professor requires demonstrated **excellence in one of the areas** indicated by numbers 1-3 above, and **competence in the other two areas**. In addition, a record of substantial service contributions is expected. Examples of lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix V. The criteria are not based on the duration of an applicant's rank at the assistant level. National trends indicate that a period of at least 6 years is typical in order to fulfill the criteria; however, faculty may choose to be considered for promotion when they have met the requirements. It is prudent to initiate a promotion review only when a positive outcome can be reasonably assured.

Clinical Practice and Clinical Leadership

Excellence in clinical practice is an important element for promotion to Associate Professor in the clinical track non-tenure track. Examples of achievement in this area include but are not limited to founding faculty activities toward establishment of the College's clinical practice, documented practice of evidence-based medicine, excellent clinical outcomes, high patient satisfaction, establishment of a local or regional referral base, effective participation in clinical quality and safety initiatives, and local or regional recognition as a clinical authority in specialties of clinical practice.

Teaching and Educational Leadership

Excellence in teaching is an important component for promotion to Associate Professor in the clinical track non-tenure track. Examples of this achievement include but are not limited to course and module leadership, leading or participating in didactic sessions, mentorship of medical students, residents, graduate students and/or postdoctoral fellows, development of novel instructive materials, and teaching

in diverse components of the MD and/or GME programs. These activities must be supported by objective, systematic evaluation by students and/or residents taught or mentored by the faculty member. Additionally, systematic evaluations by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has had an active teaching role are considered.

Scholarship and Academic Leadership

Acceptance of educational or other materials in peer-reviewed repositories, acceptance of articles for publication in refereed journals, poster presentations, invitations to speak at regional or national meetings, service as an *ad hoc* reviewer or on editorial boards, service on regional or national committees or review panels, and other similar lines of evidence are indicators that a candidate has established a strong regional or national reputation for scholarship.

Service Activities

Evidence of service to the college and/or university may encompass a broad range of activities including but not limited to the following:

- Membership on committees of affiliated institutions, such as IRBs, IUCUC committees, QI committees, or search committees
- Membership on department, program, college, and/or university committees
- Participation in activities such as accreditation, assessment, or institutional effectiveness programs

Criteria for Promotion to Clinical Track Non-Tenure Track Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic communities. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement with the promise of continued contributions. The usual minimum time in rank as Associate Professor is five years, and there is no limit to the maximum years in rank prior to consideration for promotion. Promotion is not based solely on performance at another university; one must demonstrate productivity at UCF. Early consideration for promotion to Professor is appropriate when all

of the criteria that would have been evaluated after a five-year interval are clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number limitation, and more than five years might be required to establish acceptable credentials.

All candidates for promotion to Professor must demonstrate a record of productive scholarly activity in their area(s) of concentration. To receive appointment to clinical track non-tenure track Professor, a candidate must demonstrate achievements beyond the requirements for Associate Professor as referenced in Appendix III.

Clinical Practice and Clinical Leadership

Continued excellence in his/her primary area of concentration.

Teaching and Educational Leadership

A productive record of scholarship in his/her area(s) of concentration.

Scholarship and Academic Leadership

A productive record of scholarship in his/her area(s) of concentration

Service Activities

Continued significant service contributions.

UCF College of Medicine Examples of Evidence of Scholarship and Scholarly Activities

NOTE: The examples of scholarship, teaching, and service listed at each rank below are not exclusive to that rank. In particular, those examples of excellence in scholarly activity and teaching listed under Associate Professor, if sustained, would provide evidence for promotion to the rank of Professor. Founding faculty activities apply only to non-tenure track faculty.

Area	Associate Professor	Professor (In addition to examples for Associate Professor)
Scholarship in Research	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • Experimental studies in basic research or clinical trials • Scientific grants • Publication of original research findings in peer-reviewed journals • Publication of materials in peer-reviewed depositories such as MedEdPORTAL • Publication of book chapters • Publication of teaching tools • Publication of guidelines and/or protocols for patient treatment or delivery of care • Presentations at national/international meetings (with refereed published abstracts) • Invited seminars/lectures at other institutions • Peer evaluation of materials presented at meetings or published in MedEdPORTAL • Peer review of curricular materials • Peer review of manuscripts for major journals • Adoption of innovative 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum practice/research programs only applies to non-tenure track faculty • Citations in peer-reviewed journals • Chairmanship of study sections/peer review groups • Publication of original findings in highest-impact journals within one's field • Publication of invited review articles • Procurement (as PI) of competitive grant funding for research, curriculum development, or other scholarly activities • Authoring entire textbook or other books • Invited presentations at national/international meetings • Editor of text, research, or other types of books • Editor or member of editorial board of journals • Member of grant review panels for major funding agencies (NIH, NSF, AHA, ACS, etc.) • Awards or other recognition for excellence in the scholarship of teaching and learning (SoTL) • Evidence of sustained

	<p>educational materials by other institutions</p> <ul style="list-style-type: none"> • Co-investigator on funded grants • Invitations to serve on regional clinical or research study groups • Invitations to serve ad-hoc reviewer for journals • Invitations to serve ad-hoc reviewer for grant proposals • Invitations for consulting (clinical, educational, or research) • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within University of Central Florida College of Medicine • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine 	<p>performance as an outstanding faculty member with demonstrated commitment to teaching, advising, and student welfare</p> <ul style="list-style-type: none"> • Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within University of Central Florida College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine • Organizing committee member/executive committee/board of scientific organizations
Teaching and Educational Leadership	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty. • College/university teaching awards • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty. • National/international teaching awards • National recognition for curriculum development, evaluation, and/or integration • Adoption of course materials, curricular designs, novel technologies, etc. by other

	<p>residents</p> <ul style="list-style-type: none"> • Participation in thesis committees of masters and Ph.D. level students • Success and accomplishments of trainees • Documentation of effective learning outcomes (student, self-reported outcomes, performance on exams, etc.) • Student performance on NBME subject exams and USMLE Step 1 & Step 2 exams • Demonstrated use of "Best Practices" in pedagogies and instructional materials • Demonstrated effectiveness in curricular integration and/or use of highly innovative approaches. • Development of educational technology • Development of effective formative and summative assessment tools • High ratings on student, peer, and/or supervisory teaching evaluations • High ratings on evaluations of faculty member clerkship, module, course director, or residency program director • High ratings on Program Evaluation Subcommittee report • High ratings on evaluations of instructional and/or curricular materials • Student or other evaluations of advising and mentoring effectiveness 	<p>institutions</p> <ul style="list-style-type: none"> • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents • Participation in thesis committees of masters and Ph.D. level students • Sustained high ratings on teaching evaluations, teaching evaluations, evaluations of course materials, evaluations of mentoring/advising, etc. • Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the College of Medicine
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	<ul style="list-style-type: none"> • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine 	
Clinical Activity	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • Use of innovative clinical treatments • Effective clinical outcomes • High patient satisfaction scores • Evidence of safety and quality improvement • Involvement in clinical outreach, as evidenced by regional referrals for care and by recognition as clinical expert • Demonstrated practice of evidence-based medicine • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within the College of 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • National recognition for new patient programs and/or clinical innovation • National recognition for safety and quality improvement • Impact on care at national level • National referrals for care • Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the College of Medicine • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials

	<p>Medicine</p> <ul style="list-style-type: none"> • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials • Collaboration and participation in translational research 	<ul style="list-style-type: none"> • Collaboration and participation in translational research
Service Activities and Academic Leadership	<ul style="list-style-type: none"> • Membership on departmental, college, and/or university committees • Membership on committees of affiliated institutions, such as IRB, QI committee, or residence selection committee • Participation in activities such as accreditation, assessment, or institutional effectiveness programs • Provision of continuing education programs for community and/or university • Recognition from regional or national societies • Service to local community and community organizations • Development of programs that promote diversity • Officer/leadership of regional academic, medical, or research organizations 	<ul style="list-style-type: none"> • Membership on national/international academic, medical, or research committees • Chairing of departmental, college, and/or university committees • Officer/leadership of national/international academic, medical, or research organizations • Recognition from national/international societies • Development of mentoring programs for new faculty • Organization of teaching workshops, seminars, and/or professional meetings • Member of accreditation site teams (LCME, SACS, etc.) • Unpaid service as journal editor, book editor, or member of journal editorial board • Unpaid service on grant panels for major funding agencies • Service as department chair, assistant dean, or associate dean • Service as director, or associate director in established units • Representation of COM in official

	<ul style="list-style-type: none"> • Unpaid ad hoc reviewing of journal articles and/or grant proposals • Service as Department Chair • Service as Assistant or Associate Dean • Service as director of laboratory or practice site (or other practice program-related leadership) • Demonstration of attainment of benchmarks for successful change (i.e., AAMC graduation questions.) 	activities
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Founding Faculty Activities in establishing foundation of a new medical school

- Planning and arranging for interim facilities to conduct laboratory experiences in anatomy, histology, pathology, physiology and microbiology for establishing foundation of a new medical school
- Travel to other institutions to observe systems in place for educational programs
- Establishing interim facilities for establishing foundation of a new medical school
- Arranging for transportation back and forth to facilities on main campus from Research Park for students and faculty
- Planning and arranging for interim Clinical Skill facilities with Department of Army in Research Park
- Conceptualization, operation and actual design of laboratory facilities in Education Building at Lake Nona from working with architects to contractors
- Planning, designing and initiating a human body donation program to receive human remains
- Planning and implementing surgical courses for faculty in Florida, other states and other countries to learn new methods and technologies
- Design of simulation and clinical skills center in Education Building at Lake Nona
- Recruitment and training of standardized patients to participate in educational program
- Development of individual preceptor training sites for each medical student to spend 4 hours every other week in the first and second years
- Conducted personal visits to each preceptor site and provided faculty development and orientation to the educational goals of the college
- Creating underlying policies and procedures for faculty and students for a new medical school in all aspects
- Participation in orientation sessions conducted for volunteer/affiliated faculty who were going to participate in different modules (N=14) and clerkships (N=10)
- Search committee responsibilities as faculty (N=25) were recruited for establishing foundation of a new medical school
- Hiring of a full component of faculty to teach medical students
- Participating in the preparation of support materials for the LCME site visits required for the stages leading to full accreditation of the college of medicine

- Development of acceptable training sites for six core third-year clerkships and four, fourth-year clerkships
- Development of over 100 electives in various disciplines in medicine at multiple hospital and practice locations throughout Central Florida to include Orlando, Titusville, and Melbourne
- Recruitment of mentors for research projects for Focused Individualized Research Experience module Fulfilling criteria for 135 LCME standards to achieve preliminary, provisional and full accreditation Establishing clinical practice at practice site on University Boulevard
- Participating in the design and space planning or the site Selecting and implementing an electronic medical record Participation in marketing activities for the new practice Establishing a medical staff model
- Developing policies and procedures for the practice Developing quality and safety programs
- Establishing patient satisfaction monitoring program Establishing appropriate work flow at the practice site
- Integrating evidence based medicine into the electronic medical record
- Planning, designing, implementing and evaluating an integrated medical curriculum Developing a process for fostering continuous quality improvement of the medical curriculum
- Exploring and implementing new computer technologies for the educational experiences in the new and evolving medical curriculum
- Training support staff involved in the implementation of the medical curriculum
- Development of educational and research programs in UME and GME at VAMC-Orlando and Nemours Children's Hospital

Examples of Evidence for Clinical Track Non-Tenure Track

	Associate Professor	Professor (In addition to examples for Associate Professor)
Clinical Activity, Teaching, and Scholarship	<ul style="list-style-type: none"> • Attainment of local reputation for clinical excellence • Founding faculty activities or other significant role in development of the curriculum and practice program • Promotes use of innovative clinical treatments • Effective clinical outcomes • High patient satisfaction scores • Evidence of safety and quality improvement • Demonstrated practice of evidence-based medicine • Contribution to the development or enhancement of programs which enhance the success and reputation of one's department or other departments or programs within the College of Medicine • Participation in evaluation of patient outcomes data or participation in clinical trials. • Participation in LCME or ACGME accreditation activities • Demonstrated activity in professional societies • Invitations to speak at conferences • Evidence of publications which may include case 	<ul style="list-style-type: none"> • Attainment of regional reputation for clinical excellence • Founding faculty or other significant activities in development of the curriculum and practice program • Recognized for new patient programs and/or clinical innovation • Recognition for safety and quality improvement • Regional patient referrals and recognition as an expert in area of clinical practice • Development, enhancement, or management of a program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Designs or participates in clinical trials or translational research • Evidence of research funding • Service as journal editor, book editor, or member of journal editorial board • Service on grant panels for major funding agencies • Participation in national boards and leadership groups within the candidate's field (i.e. board examiner, specialty boards, ACGME, NBME, site visits, inspector [CAP], etc.) • Invitations to present at national conferences or symposia • Evidence of peer-reviewed publications

	studies	<ul style="list-style-type: none"> • Reviews articles submitted to peer-reviewed journals • Participation in committees advisory to government or professional organizations
Service Activities and Academic Leadership	<ul style="list-style-type: none"> • Membership on departmental, college, and/or university committees • Membership on committees of affiliated institutions, such as IRB, IACUC, QI committee, or resident selection committee • Participation in activities such as accreditation, assessment, or institutional effectiveness programs • Provision of continuing education programs for community and/or university • Recognition from regional, state or national societies • Service to local community and community organizations • Development of programs that promote diversity • Reviewer of journal articles and/or grant proposals • Service as division chief, department chair, vice-chair, or equivalent • Service as assistant or associate dean • Service as director of laboratory or practice site (or other practice program-related leadership) • Demonstration of attainment of benchmarks (i.e., AAMC graduation questions.) 	<ul style="list-style-type: none"> • Membership on academic, medical, or research committees • Chairing of departmental, college, and/or university committees • Recognition from state or national societies • Development of mentoring programs for new faculty • Organization of teaching workshops, seminars, and/or professional meetings • Member of accreditation site teams (LCME, SACS, etc.) • Service as department chair, assistant dean, or associate dean • Service as director, or associate director in established units • Representation of COM in official activities

APPENDIX O: POPULATION HEALTH FOR PROMOTION FOR TENURE-TRACK FACULTY

General Criteria for Promotion and Tenure

Criteria used to evaluate the progress of a candidate toward tenure and promotion are primarily focused on the establishment of an independent, successful, and sustainable research program at UCF. In addition, it is expected that the candidate is a successful instructional teacher and mentor to undergraduate, graduate, medical, or post-doctoral scholars. Participation in various service activities within the Department, College, and University, as well as the scientific community, is also highly valued. To qualify for promotion to a higher rank, all faculty members in the department must demonstrate substantial and sustained contributions across all three areas of evaluation. Cumulative progress evaluations (CPEs) are performed annually beginning with the second year of employment (or the first year, if tenure credit was given), to provide feedback on an individual's progress toward achieving tenure and/or promotion based on UCF Regulation 3.010.

Criteria for Promotion to Associate Professor with Tenure

To receive promotion to Associate Professor with tenure in the Department of Population Health Sciences, a candidate must demonstrate substantive contributions in all three areas of evaluation. The expectations for teaching, research/scholarship, and service will differ for each candidate based on their individual effort distribution in teaching, research, and service. Examples of these criteria include, but are not limited to the following:

Teaching:

The faculty member should have established a reputation as an effective teacher/mentor with a demonstrated commitment to teaching, advising, and learner welfare. Teaching activities include but are not limited to leading or participating in didactic courses; mentorship of undergraduate, graduate, or medical students, medical residents, and postdoctoral fellows; providing continuing medical education courses; serving on thesis and dissertation committees, and development of novel instructional materials. Where possible (e.g., didactic courses), excellence in teaching should be supported by objective systematic evaluation by students, residents, or fellows trained by the faculty member. Additionally, systematic evaluation by peers within the College and/or by faculty within other divisions or departments in which the candidate has played an active teaching role are also considered. Alternatively, letters attesting to outstanding mentorship in research and dissertations from past

mentees can document effective teaching/mentoring. Teaching awards may also be considered as evidence of excellence. Contributions to the development of a new academic program (e.g., MPH program) also will be considered evidence of successful teaching activities.

Research / Scholarship:

Candidates must demonstrate they have established an independent research program which is very likely to be sustained into the future. Independence in research does not exclude collaborative, interdisciplinary, or team-science; as such activities are central to the mission of Population Health Sciences. Rather, it includes both traditional independence but also independent contribution to scholarly research teams (e.g., lead statistician, lead methodologist, etc). For promotion to Associate Professor with tenure, faculty are expected to meet all four of the following criteria:

- A. With the exception of those who are hired with tenure, publications considered for tenure must be based on research conducted or published while at UCF (as evidenced by a UCF affiliation of the resulting publication) or at the previous institution for which they were granted tenure credit.
- B. No specific number of scholarly journal publications/books will be considered sufficient for tenure. Rather, tenure will be awarded to those with a research program that has evidence of major scholarly impact through their research. Evidence of this impact will be based on the number, quality, and contribution of research publications. As such, successful candidates should have a substantial number of scholarly research publications that meet the following criteria:
 - If journal articles, these should be published in high quality peer-reviewed journals based on the relative impact factor of journals in that faculty member's field. Articles published in journals without JCR Thompson impact factor ratings (e.g., journal is too new, etc) will also be considered if sponsored by an academic society.
 - If authored books, these should be published by scholarly or academic presses. Self-published, online only, or pay per copy books will not be considered for tenure. Edited books will be considered as evidence of scholarly contribution when published by a high quality scholarly or academic press, but secondary to authored books. Book chapters,

likewise, will be considered as evidence of scholarly contribution if chapters are published in books printed by major scholarly or academic presses, but secondary to peer reviewed journals.

- Senior authorship (i.e., corresponding author, first author, or senior/last author) is an important indication of independent and meaningful contributions to the field. However, publications where faculty are not senior authors but are key contributors as part of collaborative, interdisciplinary, or team-science will also be considered as evidence of success. The expectation is that successful faculty will sometimes lead research teams (resulting in several senior author publications) and other times will be contributing team members (resulting in fewer senior author publications). Likewise, mentoring students, residents, and post-docs in research is critical and often appropriately results in the learner taking lead authorship. Providing opportunities for learners to publish is also valued and will be considered as evidence of success. Nevertheless, successful candidates will be expected to be senior author on approximately 25% of their scholarly publications produced during their appointment at UCF.

Candidates for tenure should provide evidence of success in creating a coherent and meaningful program of research. For tenure, the expectation is for success in obtaining peer-reviewed internal and external funding as Principal Investigator or MPI to support one's plan of research while at UCF. Examples may include a large federally funded grant or a history of multiple smaller state/federal grants, training grants, or foundation grants. The candidate should demonstrate a continued upward trajectory toward attempting to obtain larger external funding. Grants on which faculty are part of successful interdisciplinary teams as a Co-Investigator will also be considered as evidence, especially if the grant provides salary coverage. Ongoing and persistent efforts to obtain external funding (while maintaining outstanding achievements in other areas of research productivity) will be considered as potentially compensating for the absence of meeting the above noted funding expectations.

- C. Candidates will demonstrate national impact of their research in the field as evidenced by letters of reference and citations to the faculty member's work or H-index. Given the different citation patterns in different fields, no specific number of citations or H-index will be considered sufficient for tenure,

but as evidence relative to others in a faculty member's field. Additional evidence of the impact in the field will include the use of their research, theories, or ideas by others for the development of public health policy, interventions, or services in the real-world application, or in legal briefs, bills, or court arguments with significant social or public health policy implications. Awards for scholarly contribution (early career contribution awards), selection for participation in a federal grant review panel, or editorial board membership are also evidence of national and international reputation.

Service:

The College and Department place great emphasis on service. Significant contributions in this area will be recognized when considering a faculty member's qualifications for promotion and tenure. Several types of service are considered as evidence for tenure, including service to the Department (e.g., search committees, curriculum development committee), service to the College of Medicine (e.g., faculty council, award committees), service to the University (e.g., serve on IRB, review internal grant applications), service to the field (e.g., editing a journal, NIH grant section reviewer, journal reviewer, holding office of an academic organization), and service to the community that is consistent with the academic mission of the Department and College (e.g., serving on board of directors of health-orientated community organization, providing research service for little or no funding to local, state, or national health-orientated service organization). Mentorship of junior faculty (both within and external to UCF) both formally (e.g., K01, etc) or informally is a further service to the field that is encouraged.

Candidates for tenure should have evidence of service in several of the above noted categories.

Early Tenure and Promotion:

Faculty who have clearly exceeded all criteria for tenure and promotion may seek to apply for tenure and promotion to Associate Professor prior to the end of their tenure clock.

Criteria for Promotion to Professor

The title of Professor represents the highest academic rank within the institution and holds special recognition within the College and academic community. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of sustained and ongoing achievement in teaching, research, and service. In addition, those

considered for the rank of Professor are expected to have established a national or international reputation with the promise of continued scholarly contribution. The usual time in the rank as Associate Professor is five years.

Teaching:

The faculty member should have a sustained and ongoing record of effective teaching with a demonstrated commitment to teaching, advising, and learner welfare as demonstrated by the examples provided for promotion to Associate Professor.

Research:

The faculty member must be a recognized leader in their field of study to qualify for promotion to Professor. Except for those who are hired at the rank of Professor, publications for promotion to Professor must be based on research conducted or published while at UCF.

A sustained track record of publication in high quality journals is required. These publications should demonstrate a major scholarly impact in their field as evidenced by the number, quality, and contribution to the field. At this level, it is also expected that the faculty member would be providing lead-author publishing opportunities for graduate students, post-doctoral fellows, and junior faculty, in addition to maintaining their own program of published research as senior author.

Candidates for promotion to Professor should provide evidence of sustained success in creating a coherent and meaningful program of research. Faculty also should demonstrate success in obtaining multiple peer-reviewed external grants as Principal Investigator or MPI to support one's research while at UCF following the examples noted in the Associate Professor criteria. At the Professor level, it is expected for faculty to have begun to serve as mentors to students, post-doctoral fellows, and junior faculty in their attempts to obtain funding (e.g., mentors on F grants, K awards, smaller external awards, or internal grants).

External letters from faculty at both domestic and international institutions will be evaluated to determine the faculty member's national and international recognition as a leader in their field. Likewise, the faculty member should be able to document their impact in the field based on citations to their work or H-index. Given the different citation patterns in different fields, no specific number of citations or H-index will be considered sufficient for promotion, but as evidence relative to others in a faculty member's field. Additional evidence of the impact in the field will include the use of their research, theories, or ideas by others, awards for scholarly contribution, selection

for participation in a federal grant review panel, or editorial board memberships. Likewise, serving as an invited speaker at national conferences or grand round talks at other institutions, and invitations to write review articles in major review journals (e.g., Annual review of X) are evidence of impact.

Service:

The College and Department place great emphasis on service. Significant and ongoing contributions in this area are necessary for promotion to Professor. In addition, at the Professor level, faculty are expected to demonstrate leadership on committees and make other service contributions. Several types of service are considered as demonstrated by the examples provided for promotion to Associate Professor.

APPENDIX P: BURNETT CRITERIA FOR PROMOTION FOR TENURE-EARNING FACULTY

General criteria for the granting of tenure, and promotion from Assistant to Associate Professor:

Criteria below used to evaluate the progress of a candidate towards tenure and promotion are primarily focused on the establishment of an independent, successful, and viable research program at UCF. In addition, it is expected that the candidate is a successful instructional teacher and mentor for both graduate and undergraduate students. Participation in various service activities within the School, college and university, as well as the scientific community, is also expected.

Teaching:

The faculty member should have established a reputation as an effective teacher in the classroom with a demonstrated commitment to teaching, advising and student welfare. This would be evident by strong student evaluations which clearly indicate the quality of the teaching. When possible, additional recognition through teaching awards is recommended. Whether a single instructor teaches a course, or a course is team-taught should not matter as long as the total effort of the candidate on an annual basis is equivalent to that of an average teaching load for the unit. How the candidate's teaching load compares to the average teaching load is discussed with the candidate during Annual Evaluations and Cumulative Progress Evaluations.

The faculty member should have demonstrated a commitment to student and/or post-doctoral fellow training, advising, and success. The faculty member should have a substantial record of successful mentoring of undergraduate and graduate students, and/or post-doctoral fellows evidenced by joint publications with the trainees. Evidence of this commitment to mentoring can be through the number and quality of the trainees, as well as the number and quality of publications and presentations made by the trainees.

Research:

Foremost, candidates must demonstrate that they have established an independent research program, which is very likely to be sustained into the future. Below are the minimum criteria for tenure and promotion for all tenure-track faculty:

- 1) Publications must be based on work performed at UCF, or when applicable work performed elsewhere if given years of credit that count towards the tenure clock.
- 2) Substantial number of high- quality primary peer-reviewed publications that meet the following criteria:
 - It is expected that most of these publications are in journals within the top 20% of their respective field (JCR Thompson Reuters), although this may depend on the relative impact factor of journals in the faculty member's field.
 - A successful publication record as senior/corresponding author should be defined by a metric that includes the number of publications multiplied by the ISI impact factor of the journals, which should exceed 20.
- 3) A peer-reviewed grant equivalent to an NIH R01, or multiple smaller federal grants (see below) should be funded during the tenure clock at UCF from work done at UCF as PI, or an equal PI in a multiple PI (MPI) award. At least one of these grants should be active at the time of promotion and tenure.

Examples of R01-equivalents include: R33, U01 or similar NIH awards, NSF Career award or substantial multi-year (3+ year) federal grant.

Examples of the type of smaller federal grants that would be considered: NIH R21, R15, investigator-initiated NSF grants (2 year).

- 4) Co-investigator status in an award is weighted based on the contribution of the faculty member and their laboratory. Obtaining other extramural grants/awards can be important to buoy a candidate's research program; however, this type of funding by itself cannot substitute for the requirements listed in #3, above.

- 5) Internal funding can be very useful to initiate and support new collaborations and projects but cannot be used as evidence of extramural grant support.

Service:

Institutional service is evidenced by active participation on committees at the unit, college, and/or university level. Other activities that contribute service to the institution may also be considered. Professional service is expected and a major consideration for research-active faculty. Examples of such activities include review of manuscripts for journals, grant reviews for federal agencies or foundations, and/or organizations of workshops or conferences.

APPENDIX Q: BURNETT CRITERIA FOR PROMOTION FOR TENURED FACULTY

CRITERIA FOR PROMOTION TO PROFESSOR

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Promotion to Professor is not awarded on the basis of longevity, but rather on the basis of superior achievement at the national or international level with the promise of continued scholarly contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to Professor is appropriate when all of the criteria are clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank.

Teaching:

The faculty member should have established a reputation as an effective teacher in the classroom and a demonstrated commitment to student and/or post-doctoral training, advising, and success. Student evaluations should clearly indicate the quality of the teaching. The faculty member should have a substantial record of successful mentoring of undergraduate and graduate students, and/or post-doctoral fellows.

Research:

The faculty member must be a recognized leader in his or her field of study to qualify for promotion to professor. A strong record of publication in high quality journals is required. At this level it is expected that the faculty member will have published as corresponding author at least 10 papers since promotion to Associate Professor. The majority of these papers should be in journals in the top 20% of their respective field (JCR Thompson Reuters) although this may depend on the relative impact factor of journals in your field. As benchmarks to validate the overall impact of the faculty member's total published work, it is expected that the faculty member will have at least 1000 citations and a minimum H Index of 20. Granted patents can also be included as a measure of research productivity.

A record of sustained and substantial federal extramural support from competitive sources is a requirement. It is expected that the faculty member serves as PI or Co-PI on at least one current federal grant that has at least two years remaining (not including no cost extension) at the time of the application for promotion.

The faculty member should be able to document professional recognition in his/her field by the following criteria: invitations to speak at national and international scientific conferences, invitations to write review articles in high-impact journals and book chapters, invited seminars at other institutions or receipt of national and international awards.

Service:

Institutional service is evidenced by active participation or leading senior level committees at the unit, college and university levels. Extensive and sustained service is expected. Service activities at any level that enhance and promote the academic and research missions of the institution will be valued.

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External professional service is expected and a major consideration for research active faculty. A record of participation in NIH study sections and/or other comparable review panels for major funding agencies is expected. Other external service can include editorial board membership, manuscript review, and/or organizing symposia, workshop or conferences.

APPENDIX R: BURNETT CRITERIA FOR PROMOTION FOR NON-TENURE TRACK FACULTY

General Criteria

Non-tenure track faculty in the Burnett School of Biomedical Sciences devote most of their effort to teaching with a substantial portion of this effort committed to the scholarly education of undergraduate, graduate and medical students. future generations of investigators, e.g. demonstration of ability to evaluate and counsel biomedical, pre-professional health science or graduate students, effective communication and mentorship skills, success and accomplishments of trainees, recruitment, and effective mentorship of postdoctoral fellows. The following promotion guidelines present the timing, procedures and requirements for promotion in the teaching track. Promotion decisions are not merely a totaling of an employee's annual performance evaluations, rather, the University, through its faculty, professional employees, and administrators assesses the employee's potential for growth, high quality teaching, and scholarly contribution as well as meritorious performance.

Beginning with the third year in a rank, an individual is eligible for consideration for promotion and may be appraised of their progress towards it if they desire. The appraisal shall be included as a separate component of the annual evaluation and is intended to provide assistance and counseling to faculty to help them fulfill the necessary requirements to qualify for promotion. The faculty member may request, in writing, a meeting with an administrator at the next higher level to discuss concerns regarding the promotion appraisal, which were not resolved in previous discussion with the evaluator. Promotion decisions shall be a result of meritorious performance as outlined in the promotional criteria.

Criteria for promotion consist of a (1) productive record of scholarly teaching and educational leadership, and (2) demonstrated commitment to service to BSBS, the College, and the University. An individual's achievements in these areas will be evaluated with exceptional performance required for promotion. Faculty are expected to produce scholarship in teaching activities for promotion. Teaching itself, no matter how scholarly, is not scholarship; however, the associated products of scholarly teaching may be, e.g., research of teaching/learning processes that generate new and/or effective methods and approaches.

Criteria for Promotion to Non-tenure Track Associate Professor

Non-tenure track faculty in the Burnett School of Biomedical Sciences must possess an earned doctorate or terminal degree. Promotion from assistant to associate professor requires substantive contributions to scholarship in teaching and educational leadership, as well as appropriate service contributions. Usually 5 years of service at the rank of assistant professor is required. Examples of achievement of these criteria include, but are not limited to the following: effectiveness in instructional activities through outstanding evaluations; development of curricular and instructional materials; web-based or computer-assisted novel learning mechanisms; published refereed journal articles on pedagogic issues; curricular models with peer review; presentations on teaching methods at meetings or professional conferences; membership on committees of affiliated institutions, university, college and department; participation in activities such as accreditation, assessment or institutional effectiveness programs. Additional examples are located in Appendix I under teaching and educational leadership, scholarship in research and service activities.

These activities must be supported by objective, systematic evaluation by students trained by the faculty member. Additionally, systematic evaluation by senior faculty within the department and by faculty within other divisions and/or departments in which the candidate has played an active teaching role are considered.

Criteria for Promotion to Non-tenure Track Professor

The title of Professor represents the highest academic award within the institution and holds special recognition in the College and academic community. Not all Associate Professors will reach the rank of Professor. Promotion to Professor is not awarded based on longevity, but rather because of superior achievement at the national or international level with the promise of continued contribution. The usual minimum time in rank as Associate Professor is five years. There is no limit to the maximum years for consideration. Early consideration for promotion to Professor is appropriate when all of the criteria that would have been evaluated after a five-year interval are all clearly fulfilled in fewer than five years. Years served in the equivalent rank at one or more institutions prior to beginning employment at UCF may be counted when calculating the number of years in rank. However, there is no maximum number; more than five years might be required to establish acceptable credentials. All candidates for promotion from non-tenure track associate professor to non-tenure track Professor must demonstrate: (1) continued excellence in scholarship of teaching and education, (2) a sustained and productive record of scholarship, and (3) continued significant service contributions. Other examples of the lines of evidence that may be used to demonstrate achievement of these criteria are listed in Appendix I under teaching and educational leadership, scholarship in research and service activities.

General Considerations

This track is appropriate for scientists who are engaged primarily in research activities. The individuals are typically part of a scientific team of scientists working with a PI or a unit/department or have achieved independence in a research program and have demonstrated excellence in initiation, direction, and completion of research projects. Research faculty also may have either independent extramural funding in which they are the principal investigator, or their contribution is crucial to the funding of the host laboratory under a mentoring PI or to the sponsoring unit as a co-investigator. Appointments to this track are temporary in nature and the titles may be used for the stated term of the appointment, not to exceed 4 years, with no guarantee or expectation of renewal or promotion. The PI or unit head will establish mutually agreed milestones and outcome measures for this type of position. Non-tenure track research faculty in the Burnett School of Biomedical Sciences will be eligible for consideration for appointment and promotion based on the following criteria.

Promotion Criteria for Non-tenure Track Research Assistant Professor

- A clear proof of research productivity, with a minimum of 3 peer-reviewed publications of results in standard front-line journals in the profession the past 4 years at UCF. The candidate needs to be either first/corresponding/or senior author.
- Documented co-mentoring at least one student at the MS or PhD level.
- Co-investigator or joint principal investigator on one competitively funded federal grant.
- Manage or supervise everyday laboratory activities such as biological, chemical and radiation safety compliance, human subjects and animal use standards, and ordering/budgeting.
- Manage (supervise use and/or maintain) one or more pieces of Core equipment.
- Promotion subject to availability of funds from the appropriate source(s) of funding in the current appointment.

Promotion Criteria for Non-tenure Track Research Associate Professor

- Meet and exceed criteria for Research Assistant Professor.
- A strong record of publication - co-author on a minimum of 5 peer-reviewed publications in front-line journals in the profession in the past 6 years. The candidate needs to be either first/corresponding/or senior author.

- Documented co-mentoring of at least three students at the MS or PhD level.
- Co-investigator on at least one federal-level grant and the PI or joint PI of a federal or non-federal extramural grant award.
- By this time, the faculty member should be able to document professional recognition, such as invitations to speak at national and international symposia or invitations to write review articles and chapters or membership in national panels for review of grants, etc.
- Promotion subject to availability of funds from the appropriate source(s) of funding in the current appointment/grants.

Promotion Criteria for Non-tenure Track Research Associate Professor

- Meet and exceed criteria for Research Associate Professor as exemplified by:
- Documented co-mentoring of at least three students at the MS or PhD level.
- Recognized as a leader in his/her profession by peers with three outside support letters.
- Maintains a strong record of publications - at least 6 total publications in the last 3 years in top-tier peer-reviewed journals, as first/senior/or corresponding author.
- Co-investigator on at least one competitive federal level grant or secures own funding from competitive extramural sources with the role as PI.
- Other types of recognition would include invitations to write reviews in major professional journals, review manuscripts, give addresses at major national and international symposia, and review grants.
- Promotion subject to availability of funds from the appropriate source(s) of funding in the current appointment/grants.
- Promotion from the rank of research associate professor to the rank of research professor: In addition to the above, successful development of independent research program and documented abilities to attract independent extramural funding, collaboration with other PIs within and/or outside the institution, participation in peer review processes (manuscript and grant) reviews, national and international scientific reputation, are essential.

College of Medicine Examples of Evidence of Scholarship and Scholarly Activities

NOTE: The examples of scholarship, teaching, and service listed at each rank below are not exclusive to that rank. In particular, those examples of excellence in scholarly activity and teaching listed under Associate Professor, if sustained, would provide evidence for promotion to the rank of Professor. Founding faculty activities apply only to non-tenure track faculty.

Area	Associate Professor	Professor (In addition to examples for Associate Professor)
Scholarship in Research	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • Experimental studies in basic research or clinical trials • Scientific grants • Publication of original research findings in peer-reviewed journals • Publication of materials in peer-reviewed depositories such as MedEdPORTAL • Publication of book chapters • Publication of teaching tools • Publication of guidelines and/or protocols for patient treatment or delivery of care • Presentations at national/international meetings (with refereed published abstracts) • Invited seminars/lectures at other institutions • Peer evaluation of materials presented at meetings or published in MedEdPORTAL • Peer review of curricular materials • Peer review of manuscripts for major journals • Adoption of innovative 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum practice/research programs only applies to non-tenure track faculty • Citations in peer-reviewed journals • Chairmanship of study sections/peer review groups • Publication of original findings in highest-impact journals within one's field • Publication of invited review articles • Procurement (as PI) of competitive grant funding for research, curriculum development, or other scholarly activities • Authoring entire textbook or other books • Invited presentations at national/international meetings • Editor of text, research, or other types of books • Editor or member of editorial board of journals • Member of grant review panels for major funding agencies (NIH, NSF, AHA, ACS, etc.) • Awards or other recognition for excellence in the scholarship of teaching and learning (SoTL) • Evidence of sustained

	<p>educational materials by other institutions</p> <ul style="list-style-type: none"> • Co-investigator on funded grants • Invitations to serve on regional clinical or research study groups • Invitations to serve ad-hoc reviewer for journals • Invitations to serve ad-hoc reviewer for grant proposals • Invitations for consulting (clinical, educational, or research) • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within University of Central Florida College of Medicine • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine 	<p>performance as an outstanding faculty member with demonstrated commitment to teaching, advising, and student welfare</p> <ul style="list-style-type: none"> • Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within University of Central Florida College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine • Organizing committee member/executive committee/board of scientific organizations
Teaching and Educational Leadership	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • College/university teaching awards • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • National/international teaching awards • National recognition for curriculum development, evaluation, and/or integration • Adoption of course materials, curricular designs, novel technologies, etc. by other

	<p>Residents</p> <ul style="list-style-type: none"> • Participation in thesis committees of masters and Ph.D. level students • Success and accomplishments of trainees • Documentation of effective learning outcomes (student, self-reported outcomes, performance on exams, etc.) • Student performance on NBME subject exams and USMLE Step 1 & Step 2 exams • Demonstrated use of "Best Practices" in pedagogies and instructional materials • Demonstrated effectiveness in curricular integration and/or use of highly innovative approaches • Development of educational technology • Development of effective formative and summative assessment tools • High ratings on student, peer, and/or supervisory teaching evaluations • High ratings on evaluations of faculty member clerkship, module, course director, or residency program director • High ratings on Program Evaluation Subcommittee report • High ratings on evaluations of instructional and/or curricular materials • Student or other evaluations of advising and mentoring effectiveness 	<p>institutions</p> <ul style="list-style-type: none"> • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents • Participation in thesis committees of masters and Ph.D. level students • Sustained high ratings on teaching evaluations, teaching evaluations, evaluations of course materials, evaluations of mentoring/advising, etc. • Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the College of Medicine
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	<ul style="list-style-type: none"> • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine 	
Clinical Activity	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • Use of innovative clinical treatments • Effective clinical outcomes • High patient satisfaction scores • Evidence of safety and quality improvement • Involvement in clinical outreach, as evidenced by regional referrals for care and by recognition as clinical expert • Demonstrated practice of evidence-based medicine • Contribution to the development or enhancement of a model program that is integral to the success of one's own department or other departments or programs within the College of 	<ul style="list-style-type: none"> • Founding faculty activities in development of the curriculum and practice program only applies to non-tenure track faculty • National recognition for new patient programs and/or clinical innovation • National recognition for safety and quality improvement • Impact on care at national level • National referrals for care • Development, enhancement, or management of a model program that is integral to the success of one's own department or other departments or programs within the College of Medicine • Development, enhancement, or management of a program that expands the services, productivity, revenue, and reputation of the College of Medicine • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials

	<p>Medicine</p> <ul style="list-style-type: none"> • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the College of Medicine • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials • Collaboration and participation in translational research 	<ul style="list-style-type: none"> • Collaboration and participation in translational research
Service Activities and Academic Leadership	<ul style="list-style-type: none"> • Membership on departmental, college, and/or university committees • Membership on committees of affiliated institutions, such as IRB, QI committee, or residence selection committee • Participation in activities such as accreditation, assessment, or institutional effectiveness programs • Provision of continuing education programs for community and/or university • Recognition from regional or national societies • Service to local community and community organizations • Development of programs that promote diversity • Officer/leadership of regional academic, medical, or research organizations 	<ul style="list-style-type: none"> • Membership on national/international academic, medical, or research committees • Chairing of departmental, college, and/or university committees • Officer/leadership of national/international academic, medical, or research organizations • Recognition from national/international societies • Development of mentoring programs for new faculty • Organization of teaching workshops, seminars, and/or professional meetings • Member of accreditation site teams (LCME, SACS, etc.) • Unpaid service as journal editor, book editor, or member of journal editorial board • Unpaid service on grant panels for major funding agencies • Service as department chair, assistant dean, or associate dean • Service as director, or associate director in established units • Representation of COM in official

	<ul style="list-style-type: none"> • Unpaid ad hoc reviewing of journal articles and/or grant proposals • Service as Department Chair • Service as Assistant or Associate Dean • Service as director of laboratory or practice site (or other practice program-related leadership) • Demonstration of attainment of benchmarks for successful change (i.e., AAMC graduation questions.) 	activities
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APPENDIX S: BURNETT CRITERIA FOR PROMOTION OF INSTRUCTOR

General Considerations

Instructors and lecturers (I/Ls) are primarily engaged in teaching and educational activities in the school. However, promotion will require that Instructors also participate in scholarship and service activities that are aligned to their position and responsibilities. Instructors and Lecturers in the Burnett School of Biomedical Sciences will be eligible for consideration for promotion, including promotion to Associate Instructor and then Senior Instructor based on the following criteria.

Criteria for Promotion to Associate Instructor/Lecturer

Instructors with a consistent record of excellence in their assigned duties may apply for promotion to Associate Instructor or Lecturer. Promotion will require:

- Demonstrate excellence in teaching, such as:
 - Excellent reviews from students on SPol reviews.
 - Departmental overall annual evaluations which average "Above Satisfactory" or above.
 - Evidence of student learning, rigor in teaching, and effectiveness as a teacher including but not limited to documentation of effective learning outcomes (student, self-reported outcomes, and performance on exams), demonstrated use of "best practices" in pedagogies and instructional materials and/or high ratings on student, peer, and/or supervisory teaching evaluations.
- Demonstrate service as appropriate for responsibilities at the Departmental, College, University, or at the professional level. Examples can include but are not limited to:
 - Serving as a faculty advisor for student organizations.
 - Serving on BSBS or University committees, boards, or task forces.
 - Involvement in outreach programs for K12, High Schools or other Colleges and Universities.
 - Scholarly contributions through service (such as outreach programs, updating and organization of curriculum), revisions of teaching materials (such as exit exams), guidelines, or protocols; or course development that increases the reputation of the department.
 - Involvement in community awareness of BSBS educational activities.

- Involvement in BSBS or university events such as STEM day.
 - Involvement as a member of educational organizations.
 - Student mentorship, advising, guidance, assistance, and promotion of student professional development (such as CV or personal statement reviews, or writing letters of recommendation).
 - Peer-review of the materials presented at local (departmental/university) meetings.
 - Peer-review of manuscripts or abstracts of BSBS undergraduate students.
 - Involvement in faculty professional development.
- Demonstration of some level of scholarly and creative activities. Examples can include but are not limited to:
 - Curriculum or scholarly aspects of course development or improvement.
 - Development or integration of more effective educational approaches.
 - Development or implementation of improved educational technology or summative assessment tools.
 - Involvement in high-impact or research-based undergraduate mentoring.

Criteria for Promotion to Senior Instructor/Lecturer

Associate Instructors and Lecturers who are eligible for promotion to Senior Instructor or Lecturer will have demonstrated additional expectations of leadership and enhanced educational activities at the University and in their area of profession (e.g.: advisor, coordinating the labs, evaluation, recruitment and training of undergraduate and graduate teaching assistants). Successful candidates will have sustained performance at the expectations of the Associate Instructor/Lecturer level, continuously served as an outstanding faculty member, and have continued to demonstrate a high level of excellence in teaching and service. Importantly, successful candidates for Senior Instructor/Lecturer will have evidence in one or more of the following areas:

- Teaching awards such as TIP, SoTL, excellence in undergraduate teaching, or other recognition for excellence at the Department, College, or University level, or other professional recognition.
- Oral/poster presentations at local, national, or international meetings.
- Invited seminars or lectures at other institutions (such as at local high schools).
- Investigator involvement in a departmental educational grant, or consultation on educational material.

- Author or co-author of book chapters, textbooks, lab manuals, or peer-reviewed publications.
- Adaptation of educational materials by other colleagues in BSBS, or at other institutions.

Mentoring a student or mentoring or co-mentoring undergraduate research projects with measurable results, such as a final report, Honors in the Major thesis, or poster presentations local (such as SURE) or national conferences.

APPENDIX T: UCF-3.036 GRIEVANCE PROCEDURE FOR NON-UNIT FACULTY EMPLOYEES.

- (1) The purpose of this procedure is to promote prompt and efficient investigation and resolution of grievances filed by non-unit faculty employees of the University.
 - (a) All problems and concerns should be resolved, whenever possible, before the filing of a grievance, and open communication is encouraged so that a formal grievance will not be necessary. Informal resolution of grievances is encouraged and may be continued throughout the grievance process.
 - (b) The burden of proof shall be on the University in a grievance alleging violation of any University Regulation requiring that the University have just cause to discipline the grieving employee (see University Regulation UCF- 3.0124). In all other grievances, the burden of proof shall be on the grievant.
 - (c) An employee who receives written notice of nonrenewal may only grieve the decision because of an alleged violation of a specific University regulation or because of an alleged violation of law.
- (2) Resort to Other Procedures. It is the intent of this procedure to provide a complete response to a grievance but not to encourage multiple processing of the same matter. Therefore, if, prior to seeking resolution of a dispute by filing a grievance under this regulation, or while the grievance proceeding is in progress, a grievant seeks resolution of the matter in any other forum, administrative or judicial, the University has no obligation to proceed further with the matter pursuant to this grievance procedure. It is not intended that the grievance procedure be a device for appellate review. The University shall not entertain a grievance based upon the same issue adjudicated in another forum. Nor is it the intent of this procedure to serve as a route of appeal in relation to a Title IX Sexual Harassment matter under the University's Title IX Grievance Policy, UCF Policy 2-012, therefore, this procedure is not available as a mechanism to challenge a determination in a Title IX Sexual Harassment live hearing proceeding.
- (3) Time limits. All time limits contained in this regulation may be extended either upon approval by the Office of Contract Compliance and Administrator Support or by mutual written agreement of the University and the

grievant. Upon failure of the University or its representatives to provide a decision within the time limits provided in this regulation or any extension thereof, the grievant may appeal to the next appropriate step. Upon the failure of the grievant or representative to file an appeal within the time limits provided in this regulation or any extension thereof, the grievance shall be deemed to have been resolved at the prior step.

(4) Definitions.

- (a) The term “grievance” shall mean a dispute concerning the interpretation or application of a university or State Board of Governors’ regulation or policy, except that an employee shall not have the right to file a grievance under the provisions of this regulation concerning alleged violations of Regulation 3.001 (Nondiscrimination; Affirmative Action Programs) and/or Policy 2-004 (Prohibition of Discrimination, Harassment and Related Interpersonal Violence), the Uniformed Services Employment and Reemployment Rights Act (USERRA), or the Family and Medical Leave Act (FMLA). The provisions of University Regulation 3.0134 apply to alleged violations of Regulation 3.001 (Non- Discrimination; Affirmative Action Programs) and/or Policy 2-004 (Prohibition of Discrimination, Harassment and Related Interpersonal Violence), and the employee will be expected to follow the procedures therein or, as applicable, the procedures of the University Title IX Grievance Policy, UCF Policy 2-012. With respect to alleged violations of USERRA or FMLA, the employee must present the allegations in writing to Human Resources where such allegations will be subsequently investigated by Human Resources or by other university offices as may be deemed appropriate by Human Resources. The term “grievance” shall not include any appeal under the University’s Title IX Grievance Policy, UCF 2-012, including any appeal of the determination and/or sanction following a Title IX Sexual Harassment live hearing.
- (b) The term “days” shall mean calendar days. In the event an action falls due on Saturday, Sunday, university holiday, or a day on which the university is administratively closed, the action will be considered timely if it is accomplished by 5:00 p.m. on the following business day.
- (c) The term “grievant” shall mean a non-unit faculty employee who has been directly affected by an act or omission and who has filed a grievance. The term “grievant” shall not mean a former employee, except that a terminated employee may present a grievance within the time limit set forth below following their notice of termination.
- (d) The term “Vice President” shall mean the University of Central Florida Vice President of the division in which the grievant is employed or the President in the case of the President’s

Division.

- (e) The term "counsel" shall mean an attorney or lay advisor.

(5) Step One Procedures.

- (a) If informal resolution is not successful, the grievant may initiate a grievance by filing the form below with the Office of Contract Compliance and Administrator Support.
- (b) A Step One written grievance shall be filed no later than 28 days from the date following the act or omission giving rise to the grievance, or 28 days from the date the grievant acquires knowledge or could have reasonably been expected to have acquired knowledge, of the act or omission.
- (c) The grievance will be investigated by a Step One Reviewer appointed by the Vice President. If the act or omission on which the grievance is based is alleged to have been made personally by the grievant's Vice President, the grievance must be initiated at Step Two.
- (d) The Step One Reviewer shall meet with the grievant and the grievant's counsel, and others, as appropriate, in order to fully investigate the grievance. The Office of Contract Compliance and Administrator Support will be available to assist. The Step One Reviewer shall provide a written decision within 42 days after meeting with the grievant.

NON-UNIT FACULTY GRIEVANCE FORM

Deliver to the Office of Contract Compliance and Administrator Support MH 338 This grievance was received on _____ (date) by _____ and was delivered by (check one)

() certified or registered, restricted delivery, return receipt requested mail; () personal delivery

GRIEVANT NAME: _____ DATE: _____

DIVISION: _____

DEPARTMENT: _____ HOME

ADDRESS: _____ HOME

PHONE: _____

CAMPUS AND EMAIL ADDRESS: _____

CAMPUS PHONE: _____

University Policy or Regulation Violated:

Statement of grievance including date of act(s) or omission(s) complained of:

Remedy Sought:

I will be represented in this grievance by: (check one)

() Myself () * Legal Counsel () Other, specify_____.

I understand that this grievance will not be processed if the act(s) or omission(s) complained of herein are, or become, the subject of any other administrative or judicial proceeding.

Signature of Grievant

* Please provide name, phone, and email address for Legal Counsel:

- (a) A grievant who considers the Step One decision unsatisfactory may seek review of the response by filing the written grievance and decision, along with a written statement of the reason(s) that the grievant believes the response is incorrect, with the Office of Contract Compliance and Administrator Support. This filing must occur within fourteen days after receiving the Step One decision.
- (b) The grievance will be investigated by a Step Two Reviewer appointed by the President or designee.
- (c) The Step Two Reviewer shall meet with the grievant and the grievant's counsel, and others, as appropriate, in order to fully investigate the grievance. The Step Two Reviewer should issue a written decision within 42 days after meeting with the grievant. The Step Two Reviewer's decision shall be final.

(7) Any grievance meeting shall be informal and shall not be in the nature of an evidentiary hearing. While either party may present information, the rules of evidence shall not apply, and discovery, cross-examination, and similar legal procedures are not permissible. The decision of the grievance reviewers must be based on information presented in the grievance process.

(8) Once a grievance is filed, no revisions or additions to the grievance are permitted in later steps.

Authority: BOG Regulation 1.001. History—New 4-30-81, Amended 12-27-83, Formerly

6C7-3.132, Amended 3-16-03, 10-18-05; Formerly 6C7-3.0132, Amended 8-10-09, 5-2-16,

2-20-17, 10-22-20.

APPENDIX U: RESIGNATION AND NONRENEWAL OF NON-UNIT FACULTY

UCF-3.0122 RESIGNATION AND NONRENEWAL OF NON-UNIT FACULTY AND ADMINISTRATIVE AND PROFESSIONAL STAFF MEMBERS.

(1) Resignation by the Employee.

- (a) Non-unit Faculty and Administrative and Professional (“A&P”) staff members shall give one month’s written notice of resignation if possible.
- (b) Failure to provide at least two (2) weeks’ written notice of resignation will result in the designation of the employee as ineligible for rehire, except in cases of medical or family emergency, or where the employee’s early departure is approved by the University.
- (c) Employees are required to work their resignation notice period unless on approved leave of absence. Failure to work during the resignation notice period will result in the designation of the employee as ineligible for rehire.

(2) Nonrenewal by the University.

- (a) Non-unit faculty and A&P staff members have no expectation of continued employment beyond the terms listed herein. These employees may be given a notice of nonrenewal for any reason, subject to the notice provisions herein, at any time during their employment, and such notice supersedes any term provisions of an appointment or contract. Notice is provided to allow time for the employee to seek other employment, either with UCF or elsewhere. Any reference to “non-unit faculty” in this Regulation specifically excludes tenured faculty.
- (b) Nonrenewal means an employee is given written notice that his or her employment with the University will end at the time set forth in the written notice.

(3) Terms and Conditions of Notice; Notice Periods

- (a) Non-unit Faculty and A&P staff members with up to 6 months of employment in their current pay plan, may be given two weeks’ notice terminating the employment relationship.
- (b) Non-unit Faculty and A&P staff members with at least six months but fewer than two (2) years of employment in their current pay plan may be given four (4) weeks’ written notice terminating the employment relationship.
- (c) Non-unit Faculty and A&P staff members with at least two (2) years but fewer than five (5) years of employment in their current pay plan, may be given twelve (12) weeks’ written notice terminating

the employment relationship.

- (d) Non-unit Faculty and A&P staff members with at least five (5) years but fewer than ten (10) years of employment in their current pay plan may be given sixteen (16) weeks' written notice terminating the employment relationship.
- (e) Non-unit Faculty and A&P staff members with ten (10) years or more of employment in their current pay plan may be given twenty (20) weeks' written notice terminating the employment relationship.
- (f) Notwithstanding any provision of this regulation, employees hired on or moved to Executive Service appointments may have their employment terminated with sixty (60) days' written notice of nonrenewal, regardless of how long the individual has been employed with the University.

(4) Following receipt of the notice of nonrenewal, the employee may be reassigned to other duties and responsibilities. An employee reassigned during a notice of nonrenewal period is entitled to the same level of salary he or she received prior to reassignment. An employee on notice of nonrenewal shall not receive any pay increase during the notice period.

(5) At the time of or following issuance of a notice of nonrenewal to any employee, the University may elect in its discretion to pay the employee for all or a portion of the notice period, as may be allowed under Florida law. If the University elects this option, it shall pay the employee an amount, less withholding, equal to the salary for that portion of the notice period which the University is paying out, and the employee's employment shall terminate immediately.

(6) Exceptions to Notice Requirements, Special Conditions.

- (a) Employees on "soft money" funded appointments. Notwithstanding paragraphs (2) and (3) above, the University may nonrenew without notice employees who are on "soft money" funded appointments (e.g., contracts and grants, sponsored research funds, and grants and donations trust funds) with less than five continuous years of service on such "soft money" funded appointments. For employees on a "soft money" funded appointment with five years or greater of such continued service, the University shall provide ninety (90) days' notice of nonrenewal if funds are available in the contract, grant or fund.
- (b) Employees on Visiting Appointments. Notwithstanding paragraphs (2) and (3) above, the University may nonrenew an employee on a Visiting Appointment without providing notice.
- (c) Each employee on "soft money" or a Visiting Appointment shall have the following or an equivalent

statement included in an appointment document or employment agreement: “Your employment is a Visiting Appointment or is funded by ‘soft money’ as defined in Regulation UCF-3.0122 and may cease with little or no notice.”

- (d) The decision to nonrenew a University employee shall not be based on constitutionally or statutorily impermissible grounds.

Authority: BOG Regulation 1.001. History—New 4-30-81, Formerly 6C7-3.122, Amended 1-6-93, 4-23-03, 7-16-07; Formerly 6C7-3.0122, Amended 5-7-09, 8-25-14, 10-27-17, 11-14-19.

APPENDIX V: CUMULATIVE PERFORMANCE EVALUTIONS (CPE) PROCEDURES

Background:

Tenure-track faculty eligible for consideration for promotion and award of tenure shall be assessed annually on their progress toward this goal by the unit tenured faculty, the Department Chair/Director or unit head, and the Dean. These Cumulative Progress Evaluations (CPEs) shall be included in the annual evaluation for assistant professors and retained in the faculty evaluation file.

Tenured faculty eligible for consideration for promotion shall be assessed at least once on their progress toward this goal by the unit tenured full professors, the Department Chair or unit head, and the Dean before applying for promotion. These CPEs shall be included in the annual evaluation for associate professors and retained in the faculty evaluation file.

Procedure:

Review Process- CPEs will be reviewed by the department Promotion and Tenure Committees (P&T). Per the UCF regulations, the same department P&T Committee will review both the CPE and promotion for tenured faculty. Departments who do not have sufficient tenured faculty to serve, may utilize faculty from other departments or colleges. Department Chairs will be notified by November 1 of the list of faculty members in their departments for whom a CPE is required. CPE reviews should be conducted by the P & T committee by the third week of January, the chair/director review conducted by the first week of February, and the Dean's review conducted by the third week of February. Departmental committee review, Department Chair review, and Dean review of CPEs must be distributed to faculty by the first week of May.

Frequency of CPE review:

Tenure-track Assistant Professor- Faculty at the rank of Assistant Professor are required to undergo CPE review annually, which will become part of the faculty annual evaluation. During the tenure clock, starting the 2nd year of employment, an annual CPE will be performed. The 4th year of employment will include an annual and cumulative CPE. Annual CPE will also apply to tenure-track faculty at the rank of Associate or full Professor planning to apply for tenure. For tenure-track faculty receiving tenure credit, CPE will begin after the 1st year of employment.

Tenured Associate Professor- Faculty at the rank of tenured Associate Professor who are preparing for promotion to full Professor are recommended to undergo biennial CPE evaluations, however these faculty are required to have a minimum of at least one CPE that should occur the year prior to the cycle in which they plan to apply for promotion.

Preparation:

All faculty who are preparing for CPE review should meet with their chair to discuss any specific departmental processes. In addition, guidance on preparation of a CV can be found here: <https://med.ucf.edu/faculty-affairs/promotion-and-tenure-resources/>.

Preparation of the CPE dossier is an important step in building a dossier for promotion and tenure. Guidance for the preparation of such can be found here: <https://med.ucf.edu/faculty-affairs/promotion-and-tenure-resources/>.



APPENDIX W: COLLEGE OF MEDICINE FACULTY BYLAWS

Adopted by the Faculty December 4,
2009 Revised: April 6, 2012

Revised: December 13, 2013

Revised: August 12, 2015

Revised: July 24, 2017

Revised: August 27, 2018

Reviewed by Faculty Excellence: October 12,
2018

PREAMBLE

The University of Central Florida College of Medicine bylaws are based on the premise that the university and its colleges can function properly when integrity is nurtured and maintained by the president, vice presidents, deans, other administrators, faculty members, staff members, and students. These bylaws establish the governance of the College of Medicine faculty and the means for participation in that governance.

ARTICLE I: PURPOSE

PURPOSE

- a. The purpose of these bylaws is to define guidelines and procedures for the organization and governance of the University of Central Florida College of Medicine faculty so that members

ARTICLE II: THE COLLEGE OF MEDICINE

of the administration and the faculty may understand their mutual responsibilities and faithfully perform their duties in pursuing excellence in education, research, clinical practice, and service.

AUTHORIZATION

- a. The College of Medicine is authorized at the University of Central Florida by Florida Statutes Section 1004.384. The duties, privileges, and responsibilities of the faculty of the college, as stated or implied in these bylaws, shall be exercised in accordance with the regulations, policies and procedures of the university, the University of Central Florida Board of Trustees, the rules of the Board of Governors, and the provisions of the Florida Administrative Code and the Florida Statutes.

ARTICLE III: ORGANIZATION OF THE COLLEGE OF MEDICINE

COLLEGE ADMINISTRATION

- a. The Dean is the chief academic and administrative officer of the College of Medicine and is responsible for the development, approval, and implementation of its policies. The Dean may appoint Chairs, Associate Deans, Assistant Deans, and Directors to assist in discharging these duties.
- b. The college is administratively composed of departments, schools, centers, and administrative sections. Each unit reports directly or indirectly to the Dean. Each department, school, and center is administered by a Chair or Director who is responsible for the organization and implementation of its programs and reports to the Dean.
- c. The Burnett School of Biomedical Sciences shall be treated as a department for purposes of representation in these bylaws.

THE EXECUTIVE FACULTY

- d. The Executive Faculty (EF) shall be composed of the Dean, Department Chairs, the Director of the Burnett School of Biomedical Sciences, the Associate Dean for Faculty and Academic Affairs, the Associate Dean for Clinical Affairs, the Associate Dean for Research, and Faculty Council President, Vice-President, and Immediate Past President.
 - i. An Administrative Session, that does not include the Faculty Council members, maybe called by the Dean as needed.
- e. The EF has the responsibility to discuss and consider issues affecting the College of Medicine and its faculty.
- f. The EF shall be chaired by the Dean and shall meet monthly to discuss as its agenda all matters brought before it by any of its members.
- g. It is the responsibility of the EF to discuss and consider issues affecting the College of Medicine and its faculty. The Executive Faculty shall, by majority vote, make recommendations to or advise the Dean on these matters.
- h. Special meetings of the EF may be called by the Dean.

THE COLLEGE OF MEDICINE ENTERPRISE (COME)

- i. The College of Medicine Enterprise (COME) shall be composed of the Dean, the Executive Faculty, the Associate Deans, and other administrative personnel as determined by the Dean.
- j. The COME is the medical school's executive committee. The committee makes recommendations to or advises the dean on medical school policy-making processes and governance matters.
- k. The COME shall be chaired by the Dean and shall meet on a regular basis to discuss as its agenda all matters brought before it by any of its members, the standing committees of the college, or the Faculty Council.
- l. The COME shall, by majority vote, make recommendations to or advise the Dean on

thesematters.

- m. The Dean may appoint subcommittees within COME for specific purposes.

ARTICLE IV: THE FACULTY

FACULTY RESPONSIBILITIES

- a. The College of Medicine faculty is an advisory body to the Dean of the College of Medicine and shall consist of all individuals appointed as faculty members.
- b. With respect to the governance of the organization, the faculty of the College of Medicine are authorized to:
 - i. develop and recommend policies that govern the educational and operational activities including development and evaluation of the curricula for all degree programs as well as the GME programs within the College of Medicine,
 - ii. develop and recommend admission, promotion, and degree requirements for students within the College of Medicine,
 - iii. act upon reports from and make recommendations to the Dean, faculty committees, Faculty Council, Departments, Schools, and other academic Units of the College of Medicine,
 - iv. communicate with the Faculty Council of the College of Medicine, and
 - v. provide service to Unit, College, Faculty Council, and University level committees.

CORE FACULTY OF THE COLLEGE OF MEDICINE

- c. The Core Faculty of the College of Medicine shall include:
 - i. Eligible faculty who are employed by UCF College of Medicine including:
 - 1. All UCF-based faculty employed at a minimum of at least 0.5 FTE by the College of Medicine and who are appointed as tenure track (TT)

faculty or non-tenure track (NTT) faculty.

2. Faculty who receive some but less than 0.5 FTE from UCF College of Medicine if they meet UCF mission based criteria found in the COM Faculty Handbook and are approved by College of Medicine Appointment Committee (COMAC).
3. Adjunct faculty who meet UCF mission based criteria found in COM Faculty Handbook and are approved by COMAC, including those who are compensated to function as a module/clerkship director.

and

- ii. Non-salaried Core faculty who fulfill UCF COM mission based duties, responsibilities and functions as detailed in COM Faculty Handbook, following recommendation and successful completion of procedures established by COMAC.
- d. All core faculty must comply with UCF and COM policies and guidelines. Each faculty will be integrated into an academic department within COM.
- e. Core Faculty members are:
- i. members of the Faculty Council (discussed below),
 - ii. may be eligible to be considered for tenure (award of tenure or tenure of title) based on their appointment classification
 - iii. may serve on COM committees that require Core Faculty members.

ARTICLE V: UCF COM FACULTY COMMITMENT TO PROFESSIONALISM

The College of Medicine places a high value on professionalism and institutional citizenship. Modified from Swick's definition of Medical Professionalism, the following behaviors reflect a sincere commitment to professionalism:

- a. Conducting academic work, research and patient care with integrity, adhering to institutional and federal policies
- b. Avoiding conflict of interests in academics, research and patient care.
- c. Adherence to high ethical and moral standards
- d. Responding to societal needs
- e. Demonstration of humanistic values including caring and compassion, altruism and empathy, respect for others, and trustworthiness
- f. Exercising accountability for oneself and one's colleagues
- g. Demonstration of a continuing commitment to excellence, including self-reflection
- h. Demonstration of a continuing commitment to scholarship and advancing the field

Members of the faculty possess a sincere interest in the welfare of students, staff, residents, patients and colleagues and understand they serve as models of professionalism, exhibiting a commitment to service, honesty, lifelong learning and open and respectful communication.

ARTICLE VI: THE FACULTY COUNCIL

FACULTY COUNCIL MEMBERSHIP

- a. The College of Medicine Faculty Council will consist of all COM Core faculty members.

FACULTY COUNCIL PURPOSE

- b. The purpose of the Faculty Council shall be to represent and serve as a voice for the faculty of the College of Medicine. The Faculty Council shall provide a forum for discussion and communication and shall collaborate with and advise the Dean, academic leadership, and

other appropriate individuals or committees on matters related to the well-being and future of the College of Medicine as well as its faculty and students. The Faculty Council will report to and be accountable to the faculty and will carry out its responsibilities in collaboration with the Dean and the leadership of the College.

- c. The Faculty Council shall on its own initiative consider matters of concern to the College of Medicine and shall also consider any matter brought before it by the faculty, the Dean, or other College of Medicine committees. Faculty Council will find facts relative to such matters, and formulate principles and objectives so as to report its proposals and recommendations or advise the Dean, or other individuals or groups as appropriate.

FACULTY COUNCIL OFFICERS

- d. The officers of the Faculty Council shall consist of a president, a vice president, and the immediate past president who comprise the Leadership Committee of the Council. Terms of office of officers shall begin on September 1st and end on August 31st of the following year.
- e. Officers of the Faculty Council shall be members of the UCF-based COM Core Faculty. Associate Deans, Chairs of Departments, and the Director of the Burnett School of Biomedical Sciences are not eligible for these positions.

THE PRESIDENT

1. The president of the Faculty Council shall preside at meetings of the Faculty Council.
2. The president shall be a member of all Faculty Council committees, but may vote only to break a tie.

3. The president shall appoint, with the approval of the Leadership Committee of the Faculty Council (see Article VII.2 below), chairs of all Faculty Council committees, unless otherwise specified herein.
4. The president may appoint ad hoc committees to the Faculty Council.
5. The president shall serve for a term of one year. If the president is unable to complete the term, the vice president shall assume the office and remain in that office for the subsequent term.

THE VICE PRESIDENT

6. The vice president of the Faculty Council shall preside at meetings of the Faculty Council in the president's absence.
7. The vice president position shall alternate between faculty in departments focusing on undergraduate/graduate programs based in BSBS, faculty in medical education, and faculty in clinical departments focused on MD and GME programs.
8. The vice president shall serve for a term of one year and automatically succeed to the presidency.
9. The vice president shall serve as chair of the Committee on Committees.
10. A vacancy in the office of vice president shall be filled through a special election held within 90 days of the vacancy.

THE IMMEDIATE PAST PRESIDENT

11. The immediate past president shall chair the Nominating Committee.

FACULTY COUNCIL MEETINGS

- f. The annual meeting of the Faculty Council shall be held by October 31st of each year. Written notice of the annual meeting shall be sent to the faculty and the Dean at least 21 days prior to the date of the scheduled meeting. Such notice shall include the time and location of the meeting and a tentative agenda.
- g. The annual meeting of the Faculty Council shall include reports from the officers of the Faculty Council, the standing committees of the Faculty Council listed in Article VII, and other committees as appropriate. The immediate past president shall include a report of the accomplishments for the previous year.
- h. The Core Faculty shall be empowered to vote on any proposal, resolution, or referendum presented to the faculty that requires a vote. Each Core Faculty member shall be entitled to one vote. For voting purposes, a quorum will be reached if over 50% of the Core Faculty council members are present at a meeting in person or by telecommunications. If a quorum is not present, electronic voting will be utilized. Matters of vote will be decided by a majority of those voting within the allotted time period.
- i. Any member of the Core Faculty, if unable to attend a Faculty Council meeting, may vote by proxy on specific motions identified in the agenda for which a "vote" is required. The absent Core Faculty member must request, in writing or via email to COMfacultycouncil@ucf.edu, that this or her vote will be by proxy, stating on which motion the proxy vote is to be used and whether the proxy vote is for or against the motion. The written request must be submitted to and verified by a member of the Faculty Council Leadership prior to the meeting at which the proxy vote is to be used. The vice president shall hold all proxy votes at Faculty Council meetings.
- j. Special Faculty Council meetings may be called by the president of the Faculty Council or the

Dean. In addition, a special Faculty Council meeting may be called by the Faculty Council upon the request, in writing, by 10% of Core Faculty members. Notice of a special meeting, specifying its purpose, shall ordinarily be sent to all faculty members and to the Dean not less than 15 days before such meeting. On rare occasions, the 15-day notification period may not be possible, in which case both the faculty and the Dean will be notified as soon as possible of the meeting.

FACULTY COUNCIL ELECTIONS AND MATTERS REQUIRING A VOTE

- k. The Leadership Committee (as described in Article VII.2) shall compose elections, shall inform the faculty of all candidates for elections, and shall inform the faculty of the outcome of all elections.
- l. The Leadership Committee shall oversee all votes of proposals, resolutions, or referenda by the Faculty Council.
- m. Electronic-based voting can be used for all Faculty Council elections or for other matters requiring a vote. All matters being brought for vote will be decided by a majority of those voting within the allotted time period.
- n. All core faculty may vote on positions that represent the entire COM faculty. If an elected position represents a smaller unit, that specific constituency will vote for that representative.
- o. For all elected committees (University, College, Unit, and Faculty Council), write-in candidates are permitted only if the entire faculty body has been given the opportunity to vote on such candidates during the election process.

FACULTY COUNCIL FINANCES

SUPPORT

- i. The Dean shall provide financial and dedicated administrative support to the Faculty Council to enable it to carry out its duties and responsibilities, including but not limited to the taking and transcribing of Faculty Council minutes, the maintenance and update of a Faculty Council website, and the preparation and distribution of faculty directories, handbooks, newsletters, ballots, announcements, and any other documents or resources deemed appropriate by the Faculty Council.
- ii. The budget available to the Faculty Council shall be determined annually by the Dean in consultation with the Leadership Committee of the Faculty Council and shall be reported at the annual Faculty Council meeting.

ARTICLE VII: FACULTY COUNCIL COMMITTEES

GENERAL COMMITTEE FUNCTIONS

- a. The president shall appoint chairs of all Faculty Council committees, unless as otherwise designated.
- b. The president, in consultation with each Faculty Council committee chair and the Committee on Committees, shall recommend to the Leadership Committee of the Faculty Council individuals from among the Faculty Council to be appointed to Faculty Council committees with appointed members.
- c. Members of committees shall serve terms of three years (unless otherwise noted), with one-third of the members appointed each year. Terms shall begin on September 1st and end on August 31st of the appropriate year.

- d. Committee chairs shall submit annual reports of committee activities to the Leadership Committee of the Faculty Council prior to the annual meeting of the Faculty Council.

FACULTY COUNCIL LEADERSHIP COMMITTEE

- e. The Leadership Committee of the Faculty Council shall be composed of the president, the vice- president, and the immediate past president of the Faculty Council. The Leadership Committee is chaired by the president.
- f. The Leadership Committee shall be empowered to act on behalf of the Faculty Council during the interval between Faculty Council meetings and shall report such actions at the subsequent meeting of the Faculty Council.
- g. The Leadership Committee of the Faculty Council will meet monthly with the Dean of the College of Medicine to discuss all issues and matters of interest to the College of Medicine. The Leadership Committee will be advisory to the Dean.
- h. The Leadership Committee of the Faculty Council will represent faculty interests at Executive Faculty and COME meetings.
- i. Each Leadership Committee member is a standing member of the Executive Faculty and COME.

FACULTY COUNCIL REPRESENTATIVE COMMITTEE

- j. The Faculty Council Representative Committee shall be composed of the Faculty Council Leadership Committee and elected Core Faculty representatives from appropriate units as discussed below. The Faculty Council Representative Committee will be chaired by the president.

- k. The Faculty Council Nominating committee will recruit candidates for these representative positions. Two representatives will come from the Burnett School of Biomedical Sciences: one from the Lake Nona campus and one from the main campus/annex. One representative will come from the Medical Education Department. Two representatives will come from the clinicalscience departments: one faculty member from UCF Health and one faculty member not from UCF Health. As the College of Medicine develops more departments or units, additional representative positions will be added to the Faculty Council Representative Committee on a proportional basis. At the discretion of the Leadership Committees, up to two additional members can be added to Representative Committee without requiring a bylaws change.
- l. Faculty Council representatives shall be members of the Core Faculty of their respective units. Associate Deans, Chairs of departments, and the Director of the Burnett School of Biomedical Sciences are not eligible for Faculty Council representative positions.
- m. Representatives will be elected to staggered two-year terms by a vote of those faculty in the group being represented. If an elected representative is unable to complete his or her term, a new election will be carried out within three months to identify a new representative.
- n. The Faculty Council Representative Committee shall consider and formulate short-range and long-range goals of the Faculty Council and of the College of Medicine.
- o. The Faculty Council Leadership will update Council Representative Committee on all issues relating to faculty that are discussed in Executive Faculty and COME meetings.
- p. The Dean will be invited as needed to attend Faculty Council Representative Committee meetings to inform and discuss specific issues with the committee. In addition, the Dean may request to meet with the Faculty Council Representative committee to discuss issues with the committee.

- q. In order for the Faculty Council Representative committee to integrate information from various areas of the College of Medicine, the Faculty Council Representative committee may request information from the administration, the COME, and the standing COM committees detailed in Article VIII. Reports will be solicited from College of Medicine representatives to the UCF Senate and AAMC Council of Faculty and Academic Societies (CFAS) representatives.
- r. The actions of the Faculty Council Representative committee shall be reported to the Faculty Council at the annual meeting by the Faculty Council President. At their respective departmental faculty meetings, representatives should inform the faculty of the proceedings of the committee as well as solicit input on appropriate topics under consideration by the committee.
- s. For voting purposes, a quorum of the Faculty Council Representative committee will be reached if over 50% of its members are present in person or via teleconference. Matters of vote will be decided by a majority of those voting within the allotted time period.
- t. Any member of the Faculty Council Representative committee, if unable to attend a Faculty Council Representative committee meeting, may vote by proxy on specific motions identified in the agenda for which a "vote" is required. The absent representative must request, in writing or via email to COMfacultycouncil@ucf.edu, that his or her vote will be by proxy, stating on which motion the proxy vote is to be used and whether the proxy vote is for or against the motion. The written request must be submitted to and verified by a member of the Faculty Council Leadership prior to the meeting at which the proxy vote is to be used. The vice president shall hold all proxy votes at meetings.

FACULTY COUNCIL NOMINATING COMMITTEE

- u. Members of the Nominating Committee are appointed by the Leadership Committee with four members named to include two representatives from the Burnett School of Biomedical Sciences and two from other Departments within the College of Medicine. The chair of this

committee shall be the immediate past president of the Faculty Council. Members shall serve staggered three-year terms.

- v. The Nominating Committee shall have the responsibility of preparing a slate of candidates from among the Core Faculty for the office of vice president, for the elected members of the Faculty Advocate Committee, and for the positions for the Faculty Council Representative committee. To promote a broad viewpoint in all issues affecting faculty, the committee will consider all forms of diversity in its identification of candidates for open positions. Members of the Nominating Committee may not be candidates for these positions.
- w. Nominations may be solicited via written or electronic correspondence, or in person. The Nominating Committee shall confirm the willingness of nominated faculty to serve in positions prior to elections.
- x. The Nominating Committee of the Faculty Council shall report to the Leadership Committee the names of confirmed candidates for these positions to be filled by May 15, prior to the start of the term of the open position(s).

COMMITTEE ON COMMITTEES

- y. The vice president of the faculty council shall serve as the chair of the Committee on Committees.
- z. The committee shall be composed of four additional Faculty Council members appointed by the Leadership Committee for appropriate representation from the School(s) and Departments within the College of Medicine. Members will serve staggered three-year terms.
- aa. The Committee on Committees shall seek candidates from among the faculty to fill vacancies on policy and administrative committees of the college. Whenever time permits, the open positions shall be conveyed to the faculty so that interested individuals can be identified or recruited. To promote a broad viewpoint in all issues affecting faculty, the committee will consider all forms of diversity in its identification of candidates for open positions.
- bb. For appointed positions, following a vote of approval by the Leadership Committee of the

Faculty Council, the names of the recommended appointees shall be submitted to the Dean or other appropriate administrator for consideration and approval.

- cc. For elected positions, the names of the recommended representatives will be forwarded to the Leadership Committee, and then voted on by the appropriate constituency in an election process.
- dd. This committee may also be utilized to identify and recruit faculty members for additional elected or appointed positions whenever faculty council input into those positions is desired or appropriate.

FACULTY ADVOCATE COMMITTEE

- ee. The Faculty Advocate Committee shall receive, hear and make recommendations to individual faculty and to the faculty council leadership committee on unresolved issues from that faculty member. Only issues that were previously addressed at the unit level and remain unresolved may be brought to this committee. The committee shall determine whether any matter is appropriate for its review. The Faculty Advocate Committee shall provide guidance to faculty members as to whether issues brought to it are appropriate to bring through the UCF Faculty Grievance process.
- ff. The Committee shall be composed of six members. Three members will be elected from a slate of candidates identified by the Faculty Council Nominating Committee. The electorate for these positions will be the entire Core Faculty. Staggered three-year terms will be renewable once for a total of six years of service, with one of the members replaced each year.
- gg. The remaining three members will be appointed by the Faculty Council Leadership Committee. The three appointed members will be identified on a case-by-case basis and only serve for the duration of that case.
- hh. The members of this committee will elect their own chair from among the members.
- ii. At the faculty member's request, the committee shall use its discretion in maintaining confidentiality as much as possible.

FACULTY COUNCIL BYLAWS COMMITTEE

- jj. The Faculty Council Bylaws Committee shall review these bylaws every two years or as needed and shall consider proposed changes brought to it as well as changes proposed by its own members. The Faculty Council Bylaws Committee will make recommendations regarding such changes to the Faculty Council Leadership.
- kk. The committee shall be composed of members of the faculty with proportional representatives from the units within the College of Medicine.
- ll. The committee will have five members and its members will be appointed by the Faculty Council Leadership committee after consultation with the Committee on Committees. The President of the Faculty Council shall designate the Chair of the Bylaws Committee.

COM FACULTY AWARD COMMITTEE

- mm. The COM Faculty Award Committee shall be responsible for COM faculty-based awards including the identification of new awards, establishment of criteria, and review of award applications.
They will also review all recognition opportunities available for COM faculty identifying any gaps and recommending additional awards or opportunities for recognition.
- nn. The committee will serve as reviewers for UCF COM Excellence awards.
- oo. The committee shall be composed of members of the faculty with proportional representatives from the units within the College of Medicine with one at-large member.
- pp. The committee will have 5 representatives that are identified by the Committee on Committees, and elected by the faculty.

- qq. The President of the Faculty Council shall designate the Chair of the committee.
- rr. The chair of the committee reports significant recommended changes in award structure to the Faculty Council leadership. Given that the committee may require resources beyond their scope, Faculty Council leadership will represent them at COME or Executive Faculty as appropriate.

AD HOC COMMITTEES

1. The president may recommend ad hoc Faculty Council committees, task forces, and working groups, as appropriate, and shall inform the Faculty Council and the Dean of the membership and purpose at the time of the committee's appointment

ARTICLE VIII: COLLEGE OF MEDICINE COMMITTEES

COLLEGE OF MEDICINE PROMOTION AND TENURE COMMITTEE

- a. Faculty members in the College of Medicine are appointed as tenure track (TT) faculty, non-tenure track (NTT) faculty, multi-year NTT faculty, medical librarian, instructor, lecturer, non-salaried core faculty, non-salaried core faculty with tenure of title, affiliated faculty, and volunteer faculty. Faculty appointed as Assistant Professor and Associate Professor will be considered for promotion and/or tenure in accordance with specific Unit, College and University standards and policies.
- b. The committee shall be composed of faculty members holding an equivalent or higher rank as the rank being considered. For example, Associate and Full Professors are eligible to sit on a committee where a faculty member is coming up for promotion to an Associate Professor position. Further details on the Promotion and Tenure Committee can be found in the UCF Promotion and Tenure Guidelines.

ADDITIONAL COMMITTEES

- c. The College of Medicine shall have standing committees for all degree programs. Additional information on each committee can be found in respective policy manuals. The college's selection process for faculty committees ensures that there is input from the general faculty in the governance process and the committees are composed of individuals whose perspectives are independent from the college leadership. For most committees, faculty are either elected by the core faculty, recommended or appointed by the Faculty Council Leadership, who in turn are elected by the core faculty, to serve on the college's standing committees. The M.D. committees include those described below.

Admissions Committee: The Admissions Committee implements the policies related to the application/admissions process. The committee is composed of faculty and student representatives. The Chair of the Admissions Committee is elected by the Faculty. The Faculty elect 2 faculty members of the Admissions Committee with the Chair appointing the remaining faculty members. The Chair of the Admissions Committee and the appointees evaluate all completed applications to the College of Medicine and select applicants to be interviewed. The final decision about admissions is made by the Admissions Committee, which has the independent responsibility for selection of students. Committee decisions are implemented by the Director of Admissions. Committee members include College of Medicine faculty and students.

Curriculum Committee: The Curriculum Committee has the responsibility to review, advise, and make policy on matters related to the design, delivery and evaluation of the undergraduate medical education program. The Committee is composed of faculty and students elected by the Faculty, and the entire student body respectively. The Committee also has representatives from Faculty Development, the Medical Library, Student Affairs, and Planning and Knowledge Management appointed to serve as non-voting, ex officio members.

Student Evaluation and Promotion Committee: This committee, acting for the faculty, makes

recommendations to the Dean regarding each student's enrollment and/or academic progress in the College of Medicine, including continuation, promotion to the next academic year, remediation, dismissal, or any variation thereof that in the opinion of the Committee is appropriate. The Faculty Council recommends faculty members to serve on this committee and faculty are appointed by the Associate Dean for Students to ensure broad representation and meet criteria for membership. The SEPC follows students from matriculation to graduation.

Continuous Professional Development (CPD) Committee: This committee evaluates and approves or denies CPD educational activities. The Committee also reviews presentations that may pose a potential conflict of interest. Committee members are appointed by the dean.

Graduate Medical Education (GME) Committee: This committee has oversight of Accreditation Council for GME (ACGME)-accredited medical residency programs according to ACGME institutional requirements as well as selected non-accredited fellowships. These responsibilities include accreditation status, quality of educational experiences, learning and working environment, and learning outcomes.

AD HOC COMMITTEES

- d. The Dean may appoint ad hoc committees, including administrative planning, assessment, research, employment search, space planning, strategic planning, and technology planning. The Faculty Council Leadership will inform the Faculty Council of the membership and purpose at the time of the committee's appointment.

ARTICLE IX: UNIVERSITY COMMITTEES

1. Core Faculty of the College may serve as COM members of University committees. The Leadership Committee of the Faculty Council shall be consulted wherever possible regarding

appointments to such committees where regulations and procedures permit.

2. Election of faculty to serve on University committees will follow University procedures with the election of faculty on the basis of apportionment to the College units.
3. Senators for Faculty Senate will be elected in proportion to eligible faculty within the college units.

ARTICLE X: RULES OF ORDER

RULES OF ORDER

- a. Robert's Rules of Order, Newly Revised, shall prevail at the meetings of the Faculty Council, and the committees of the college, unless otherwise stated in these bylaws. The president of the Faculty Council may appoint a parliamentarian for the Faculty Council.

ARTICLE XI: AMENDMENTS

AMENDMENTS TO THE BYLAWS

- a. Proposals to amend these bylaws may be initiated by the Bylaws Committee, the Faculty Council, or the Dean. A proposed amendment to the bylaws must be approved by a majority vote of the Faculty Council, and then approved by the Dean before it is incorporated into the bylaws.
- b. The bylaws of the college shall automatically stand amended as necessary to comply with the rules, regulations, policies, and procedures of the University, the UCF Board of Trustees, the Board of Governors, and the State of Florida.

APPENDIX X: AFFILIATE AND VOLUNTEER PROMOTION CRITERIA

College of Medicine Appointment and Promotion Requirements for Affiliate and Volunteer Faculty

July 2023

INTRODUCTION

The University of Central Florida College of Medicine values the contributions made by Affiliate and Volunteer Faculty (Courtesy Faculty) who are practicing at affiliated hospitals and other practices throughout the community. The policies for appointment and promotion of Affiliate and Volunteer Faculty contained in this document are designed to foster faculty excellence and to recognize the essential contributions of Affiliate and Volunteer Faculty to advancing the UCF College of Medicine.

Requirements for Appointment as an Affiliate and Volunteer Faculty Member

Definitions:

AFFILIATE AND VOLUNTEER FACULTY: Faculty who serve without compensation or tenure and are appointed by the University of Central Florida College of Medicine (COM). Affiliate and Volunteer Faculty may be employed by an affiliated institution or other practice.

AFFILIATE AND VOLUNTEER FACULTY RANKS: Affiliate and Volunteer Faculty Ranks include:

Resident Instructor

Instructor

Assistant Professor

Associate Professor

Professor

USE OF AFFILIATE AND VOLUNTEER FACULTY RANKS:

Affiliate and Volunteer Faculty may use their UCF College of Medicine Ranks on their business cards and CVs. They may not use their UCF Affiliate and Volunteer Faculty Rank or UCF College of Medicine name or trademarks in advertising their private medical practice, in other commercial or fundraising activities, or in research carried out at a site other than UCF and its affiliated sites. University policy stipulates that Affiliate and Volunteer Faculty may acknowledge their affiliation with the University of Central Florida College of Medicine in print or other media only with respect to work done on the premises of the university or its affiliated institutions under university sponsorship or in collaboration with university full-time faculty. Any written description or discussion of UCF College of Medicine by an Affiliate and Volunteer Faculty member beyond use of Rank as described above must be approved in advance by UCF.

Activities which qualify for an Affiliate and Volunteer Faculty Appointment:

Individuals who participate in the following activities qualify for an appointment as Affiliate and Volunteer Faculty:

- Admissions committee member
- Admissions interviewer
- Mock interviewer for M4 students
- Specialty advisor for M2 students
- Student interest group advisor
- Facilitator in the anatomy lab experience,
- E-portfolio advisor, facilitator for small group experiences
- Focused Inquiry and Research Experience (FIRE) mentor
- Preceptor for pre-clinical medical students for the Community of Practice, preceptor for students in the clinical skills/simulation center
- Preceptor for students in the M3/M4 required clerkships including Internal Medicine/Family Medicine, Neurology, Ob/Gyn, Pediatrics, Psychiatry, and Surgery
- Course director and course faculty for an M3 or M4 elective
- Graduate Medical Education (GME) program faculty
- Mentorship of graduate students in the Burnett School of Biomedical Sciences through collaborative research (requires appointment as Graduate Faculty Scholar. See <https://graduate.ucf.edu/graduate-guide/graduate-faculty-and-graduate-faculty-scholars>)
- Mentorship of undergraduate students who need shadowing (or research) experience.

Appointment Ranks:

Appointment as Resident Instructor (Affiliate Faculty)

The rank of resident instructor in the Affiliate Faculty track is designated for individuals completing their graduate medical education at affiliated hospitals. The term of the appointment corresponds to the dates the individual is in the training program. Individuals remaining on staff at affiliated hospitals after completion of residency training will be transitioned to appointment as an Instructor until they become board-certified. Residents who remain in the Central Florida community but are not located at a UCF affiliated institution must contact the College of Medicine

to request appointment as an Instructor. Once board certification is verified, faculty will be appointed at the Assistant Professor rank.

Appointment as Instructor

The rank of instructor is appropriate as an entry rank for candidates who are at the early stage of academic and/or clinical service. The rank of instructor is used for physicians who have not yet attained board certification, for basic scientists who have not completed a post-doctoral fellowship, or for other individuals who do not have a terminal degree in their field.

Appointment as Assistant Professor

Appointment to the rank of Assistant Professor requires an M.D., D.O., Ph.D., or terminal degree in the field of specialization from an accredited institution. For those with an M.D. or D.O. degree, board certification in one's specialty is required. For those with Ph.D. degrees, clinical fellowship training or post-doctoral experience is expected.

The rank of Assistant Professor signifies that the candidate has made or has the potential to make contributions to the teaching, research/scholarly, and clinical patient care missions of the College of Medicine.

Appointment to the rank of Associate Professor

Appointment as an Associate Professor requires an M.D., D.O., Ph.D., or highest degree in the field of specialization from an accredited institution with a demonstrated record of achievement in teaching, research, and service as described below.

The rank of Associate Professor signifies that the candidate has made tangible contributions in at least one area of concentration and that the candidate has achieved regional recognition. As members of the faculty, Associate Professors will exhibit high levels of skill as educators, researchers, and/or practitioners. They will contribute actively to the education and/or clinical programs of the College of Medicine and will demonstrate the ability to guide student and trainees toward a scholarly approach to research.

Appointment to the rank of Professor

Appointment to the rank of Professor requires M.D., D.O., Ph.D., or terminal degree in the field of specialization from an accredited institution with a demonstrated record of achievement at the national or international level in teaching, research, and service.

Professors will have achieved national recognition as outstanding teachers, researchers, and/or clinicians. They will demonstrate proficiency in design, organization, and presentation of educational content, and contribute significantly to the breadth of educational programs offered by the College. They must demonstrate a more distinguished level of accomplishment in research and/or scholarly activity that is impactful in their chosen field and a longer record of academic involvement than an Associate Professor. Professors must demonstrate excellence in more than one area of concentration.

Criteria for Renewal of Appointments

Volunteer Faculty- A renewal application must be submitted prior to the termination date. Appointment renewals for Volunteer Faculty **require sustained participation** in one or more of the activities described above during the majority of the term of the current appointment for which renewal is being considered.

Affiliated faculty who are employed by an institution or practice with whom the UCF College of Medicine has a current affiliation agreement will be renewed for an additional three (3) year term.

Promotion Process for Affiliate and Volunteer Faculty

Promotion cycles for Affiliate and Volunteer Faculty occur twice per year with materials due June

30th (Cycle 1) and December 31st (Cycle 2). Promotion materials are forwarded to the Office of Faculty Affairs for pre-submission review, and then to the Affiliate and Volunteer Faculty

Promotion Committee of the College. Recommendations of the Committee are made to the Dean for advancement. The faculty member is notified of the decision, and notification is also sent to Faculty Excellence

(UCF Provost's Office). Changes to academic rank become effective January 1 for Promotion Cycle 1, and (July 1) for Promotion Cycle 2.

Process for Promotion

Step 1: Assessment of Promotion Readiness

****Pre-submission meeting** – at least 6 months before submission of materials for promotion, candidates for promotion **MUST** meet with the office of faculty affairs to review promotion readiness and the documentation of evidence of accomplishments they plan to submit with their dossier.

****Note:** The usual time in rank is 5 years before applying for promotion. However, faculty may apply for promotion earlier if accomplishments meet the required criteria. Successful candidates for promotion must demonstrate sustained participation in College of Medicine activities during the majority of time in rank.

Step 2: Submission of Materials

The following materials **MUST** be submitted to the College of Medicine Office of Faculty Affairs

(e-mail address- FAAdmin@ucf.edu) by June 30 (Cycle 1 – promotions effective

January 1) or December 31 (Cycle 2 – promotions effective July 1): **NOTE: LATE MATERIALS ARE NOT ABLE TO BE ACCEPTED**

5. Curriculum vitae (CV)- **MUST** be in UCF format with current academic positions listed (refer to COM Faculty Handbook).
6. Three names of individuals who have academic appointments at or above the academic rank being considered for the candidate. Please include name, institution, and complete contact information. The Faculty Affairs office will contact them with instructions for writing a letter of evaluation which must discuss the evidence for promotion and how the candidate's accomplishments meet the promotion

criteria. At least one letter must be from a module, clerkship, or GME program director or equivalent, or clinical site or unit head.

Letter of Evaluation authors should be able to comment on the following:

- The setting in which the evaluator has familiarity with the candidate's work
 - Evaluation of how the candidate's accomplishments meet the promotion criteria for the requested rank
 - Impact made in at the regional, national, or international level in the area(s) of focused achievement as appropriate for the rank being considered.
 - Comment regarding the candidate's abilities as a role model and mentor.
7. Personal statement summarizing evidence of activities, products, or achievements commensurate with promotion rank supported by evidence of activities from time of appointment or last promotion. Successful candidates for promotion must be active in College of Medicine activities a majority of time for each year of time in rank.
8. Teaching evaluations from activity while in rank are ideal to demonstrate one's trajectory of teaching excellence. These should be submitted individually by year. These may be obtained from the College of Medicine (if available) or may be a site-specific evaluation (i.e. some residency and fellowship programs have site-specific evaluation formats which are archived with the program office). While teaching evaluations are preferable and every effort should be made to have these, if teaching evaluations are not available a letter from the department or unit head, or module, clerkship or program director can be used and must address the candidate's teaching quality during the years in rank with comments describing teaching quality, teaching frequency, and teaching skills development.

Step 3: Review Process:

5. Verification of dossier completeness by the Office of Faculty Affairs
6. Review by the College of Medicine Affiliate and Volunteer Faculty Promotions Committee
7. Review by the Dean, College of Medicine
8. Notification of candidates

Criteria for Promotion

Expectations for Academic Promotion to Associate Professor

For promotion to Associate Professor, focused excellence in ONE area is required:

Areas of Focus:

3. Teaching
4. Research and scholarly activities

Focused Area of Excellence-Teaching:

Evidence must be presented that documents the candidate's quality of teaching.

Required:

- A summary statement that describes teaching activities.
- Evaluations of teaching by medical and/or graduate students, undergraduate students, residents, clinical fellows, or postdoctoral fellows that show a sustained teaching excellence during a minimum of 3 years in rank as Associate Professor. Such evidence should include learner evaluations (either COM based, or institution specific). In the absence of learner evaluations, a letter from the chair, unit head or clinical site director which specifically documents teaching frequency and quality during the majority of time in rank must be submitted.
- Any other documentation of teaching excellence- See Appendix I for examples

Focused Area of Excellence-Research and scholarly activity:

Evidence must be presented that the candidate has contributed to a research program that is of high quality and significance to advancing one's field.

Required:

- A summary that describes research and scholarly activity
- Peer-reviewed publications that demonstrate recent research activities in which the candidate is a significant contributing scholar as shown by authorship in manuscripts.
- Any other documentation of scholarly excellence- See Appendix I for examples

Examples of Expectations for Academic Promotion to Professor

For promotion to Professor, excellence in TWO areas of concentration (teaching or research) is required. A standard element for the academic rank of Professor is evidence of national reputation.

Areas of Focus:

1. Teaching
2. Research and scholarly activities
3. Clinical practice
4. Service

Focused Area of Excellence-Teaching—Evidence must be presented that the candidate has demonstrated sustained excellence in teaching quality and/or educational leadership:

Required:

- A summary statement that describes sustained teaching activities.
- Evaluations of teaching by medical and/or graduate students, undergraduate students, residents, clinical fellows, or postdoctoral fellows that show a superior teaching quality during the majority of time in rank as Associate Professor. Evidence should include learner evaluations (either COM based, or institution specific). In the absence of learner evaluations, a letter from the chair, unit head or clinical site director which specifically documents teaching frequency and quality during the time in rank is required.

- Any other documentation of outstanding teaching accomplishments- See Appendix II for examples.

Focused Area of Excellence-Scholarship and research- Evidence must be presented that the candidate has impactful peer-reviewed research and/or scholarly work that advances his or her field of expertise .

Required:

- A summary statement that describes the impact of the research and scholarly activity on the field of expertise.
- Peer-reviewed publications that demonstrate recent research activities and evidence of an impactful contribution as first or senior /corresponding author.
- Any other documentation of outstanding research and/or scholarly accomplishments See Appendix II for examples

Focused Area of Excellence-Clinical Practice- Evidence must be presented that the candidate demonstrates sustained and impactful contributions to patient care as a national or international expert in their specialty.

Required:

- A summary statement that describes the impact and summarizes the evidence for the candidate's sustained and widespread contributions to advancing patient care in their specialty as a recognized expert on a national and/or international level.
- Evidence of sustained regional, national, or international referrals for a period of time equal to or greater than the time in current rank.
- Evidence that the candidate's patient care contributions have been clearly sustained with high impact to patient care, and are recognized on a national or international level through authorship of textbooks, published manuscripts, published practice guidelines, prestigious invited presentations, visiting professorships, and other extensive peer recognitions as an expert.

Focused Area of Excellence-Service to the College of Medicine, University, or to the profession:

Required:

- A summary statement that describes how the candidate has contributed exemplary service to the College that has advanced the visibility and impact of the UCF College of Medicine at the local, state, regional or national level.
- Documentation of outstanding service activities that demonstrate leadership -See Appendix II for examples.
- Implementation of a new educational program such as a residency program or fellowship

Examples of Professional Activities and Achievements Considered for Promotion to Associate Professor	
Teaching	Scholarship/Creative Activity

<ul style="list-style-type: none"> • Excellent learner evaluations from students, residents, fellows • Excellent peer evaluation of teaching abilities • Successful GME Program Director or Assistant Directorship • Documented effectiveness in research training and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents and fellows • Participation in thesis and dissertation committees of M.S. and Ph.D. students • Teaching effectiveness as evidenced by student performance on NBME subject exams and USMLE Step 1 and Step 2 exams • Demonstrated effectiveness in curricular integration and/or use of highly innovative teaching approaches • Development of effective formative and summative assessment tools • Development and implementation of curriculum focused on health 	<ul style="list-style-type: none"> • Participation in clinical research studies • Publication of peer-reviewed research manuscripts for PubMed indexed journals as contributing author • Submission of grants for extramural funding as Co-I, consultant • Publication of book chapters • Presentations at national/international meetings (with refereed published abstracts) including oral or poster presentations • Invited seminars/presentations at regional meetings • Invited seminars/presentations at national professional society meetings • Invitations to serve as a reviewer for grant proposals for government and private grant agencies • Contribution to the development of a program that expands the services, productivity, revenue, and reputation of the University of Central Florida College of Medicine • Service on journal editorial board • Peer reviewer for journals • Research activities focused on
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<ul style="list-style-type: none"> • disparities and health equity Documented integration of health equity focusses into didactic or bedside teaching • Evidence of contributions to educational administration, curriculum planning and development or analysis within the educational programs • Publication of innovative teaching methods 	<p>historically marginalized populations (e.g. Black, Hispanic, Indigenous, Native Hawaiian, LGBTQI)</p> <p>Intentional recruitment efforts for</p> <ul style="list-style-type: none"> • diverse research subjects Activities to partner with and establish • collaborations with coinvestigators from underrepresented populations • Research recognition such as institutional or regional awards • Leadership role in appropriate committees related to research such as IRB and IACUC • Patents or other evidence of acceptance of devices or procedures
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Examples of Professional Activities and Achievements Considered for Promotion to Professor

<p style="text-align: center;">Teaching</p> <p style="text-align: center;">In addition to examples of evidence listed in Appendix I for Associate Professor</p>	<p style="text-align: center;">Scholarship and Research</p> <p style="text-align: center;">In addition to examples of evidence listed in Appendix I for Associate Professor</p>
<ul style="list-style-type: none"> • Documented excellent, impactful teaching and mentorship of medical students, graduate students, postdoctoral fellows, and/or residents/clinical fellows as evidenced by learner and peer evaluations and research and/or clinical success of trainees • National or international teaching awards/recognition • Writing or editing textbooks or equivalent resources adopted by other institutions • Acting as an education consultant to national organizations or a reviewer for national grants in education • Playing a major role in the organization, implementation and evaluation of a national or international educational activity • Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally 	<ul style="list-style-type: none"> • Chairperson of grant study sections for funding agencies • Participation in multi-center clinical trials, initiation of new clinical trials • Procurement of extramural support for clinical trials and/or research grants as a PI or co-PI • Leads collaborative research teams for clinical or translational research • Contribution to the development or enhancement of a program that is integral to the success of one's own department or other departments or programs in the College of Medicine • Publication of invited review articles • Authoring entire textbook or other books • Invited presentations at national/international meetings • Editor of books • Editor or member of editorial board for journals relevant to one's field • Substantial and significant published papers

	<ul style="list-style-type: none"> • Significant contributions to the development of other scholars and researchers (evidence of mentoring must be provided from the mentees as well as from colleagues and the Department Chair). • Leadership role in appropriate committees related to research such as IRB and IACUC • Regular member or leader of a study section or equivalent review committee • Contributing editor or regular writer for a major scientific publication • Member of an editorial board of a major scientific publication.
Clinical Practice	Service to the College, University or Profession In addition to examples of evidence listed in Appendix I for Associate Professor

<p>☐ Sustained regional, national, or international referrals for a period of time equal to or greater than the time in current rank.</p> <p>Evidence of high impact to patient care, with recognition on a national or international level through authorship of textbooks, published manuscripts, published practice guidelines, prestigious invited presentations, visiting professorships, and other extensive peer recognitions as an expert.</p>	<ul style="list-style-type: none"> • Leadership/Senior Membership on national/international academic, medical, or research committees • Chairs committees of national or international professional societies • Chairing of departmental, college, and/or university committees • Officer/leadership of national/international academic, medical, or research organizations • Recognition from national/international societies • Development of mentoring programs for new faculty • Organization of teaching workshops, seminars, and/or professional meetings • Member of accreditation site teams (LCME, SACS, ACGME etc.)
	<ul style="list-style-type: none"> • Representation of COM in official activities • Leadership and substantial, impactful contributions to committees and working groups of the College, University, and national/international professional societies. Evidence must include committee assignments, as well as the candidate's role and time commitment on the committee. • Service on a national or international committee or advisory group that substantially impacts health/scientific issues • Leadership role in national or international professional organization. • Significant contribution to development of national standards in area of expertise.



APPENDIX Y: UCF COLLEGE OF MEDICINE STRATEGIC PLAN 2021-2026



Message from the Dean

I am pleased to share with you the 2021 UCF College of Medicine Strategic Plan and am inspired by the dedication and inclusiveness our faculty and staff demonstrated in creating it. A diverse group served on taskforces to identify priorities in key areas of focus – education, research, patient care, and community. Many attended open fora at each of our college's main sites to provide additional perspectives and input. The result of this collaboration is a document that clearly identifies our goals for continued growth as we move forward.

This plan was conceived prior to the COVID-19 pandemic and subsequent economic decline. Our changing economic reality, our country's renewed commitment to diversity equity and inclusion, and our new technology innovations will be additional strong contributors to our future goals. UCF President Alexander N. Cartwright has requested a strategic plan for the UCF Academic Health Sciences Center (AHSC) with engagement of a national consultant to guide us in the creation of the plan. The College of Medicine strategic plan will be an important resource in the creation of the Academic Health Sciences Center plan. With a rapidly changing environment and a new direction for the AHSC, of which we are a part, we will commit to reviewing the College of Medicine plan in no less than two years.

As you can see, the 2021-2026 Strategic Plan is organized into four strategies that represent the specific areas necessary for achieving our vision. Each strategy is composed of several initiatives. These strategies and initiatives all tie into our five goals and six strategic priorities. They are based on what we know today. We will begin implementing this plan with leaders for each initiative and a Strategic Plan Implementation Steering Committee to ensure we are making progress in all areas. In a year, we will revisit this plan to ensure it continues to represent the way forward and leverages findings and suggestions from the AHSC consultant. In this way, our plan will be

a living document that will allow us to be nimble, flexible, and strategic for whatever the future brings.

I encourage you to read our 2021-2026 Strategic Plan and use it as a guide to prepare for the next phase of our development as we advance our college's mission, vision, and goals.

Deborah C. German

Deborah C. German, M.D.

Vice President for UCF Health
Affairs Dean, College of Medicine



About the UCF College of Medicine

Established in 2006 as a new medical school, UCF's College of Medicine is built on innovation, high-tech learning tools, and a pioneering spirit to educate new doctors and scientists.

As part of a major metropolitan research university, the UCF College of Medicine is fully committed to serving its community and playing a key role in its economic development and quality of life. The college seeks to be extraordinary in all areas of our mission – education, research, patient care, and service – with diversity enhancing everything we do. The creation of the college was a true community effort as we built our medical school—belonging to and supporting the Central Florida community. The UCF College of Medicine is a forward-looking medical school with a culture based on partnerships and collaboration, consistent with UCF's goal to *be America's leading partnership university*.

The strategies and initiatives articulated in the UCF College of Medicine 2021-2026 Strategic Plan prescribe the general blueprint for the next phase of growth for the college. This strategic plan builds on the first two COM strategic plans. The college's mission is comprehensive, its vision ambitious, its goals challenging, and its core values unambiguous. This strategic plan is a map for the future of education, research, and patient care which will continue to direct the college in realizing its aspirations.

About the Strategic Plan

The 2021 Strategic Plan represents the collective aspirations of those in the college. The premise of the plan is to focus on initiatives that are strategic while recognizing that we are in unprecedented times and facing uncertainty about the future. The process for developing the strategic plan was initiated in 2019 prior to the current challenges. Additionally, the university is initiating a comprehensive process that includes a national consultant to develop the initial strategic plan for the Academic Health Sciences Center. The priorities and initiatives identified in

the 2021 Strategic Plan do not necessarily reflect the current situation. However, the Strategic Planning Steering Committee recognizes the tremendous effort put forth by the taskforces to identify the path forward for the UCF College of Medicine. And, as thus, the Enterprise decided to approve the 2021-2026 Strategic Plan and revisit the plan in a year to reflect on and update the plan, as needed.

In the 2021 Strategic Plan, some areas may be more operational in nature, while others are more long-term and aspirational. The plan is driven by the college's five goals and six priority areas. Many of its initiatives help address multiple priorities, in keeping with the college's culture of working together for a common good. The college's five goals are closely aligned with the university's goals.

An inclusive process was used to develop the plan and is described in a later section. The next phase in the strategic planning process is to develop the implementation and monitoring for the strategic plan. As a first step, leaders of each initiative will be identified to lead the college's efforts in each specific area. Additionally, the Strategic Plan Implementation Steering Committee will continue to monitor the strategic planning process over its lifecycle.

The plan is organized into six priority areas that provide overarching areas of focus for the college. The taskforces identified fourteen strategic initiatives that represent specific areas of focus necessary for achieving the ambition of becoming the nation's premier college of medicine. These strategic initiatives are the foundation for the strategic plan and each supports more than one of the college's goals. They have been mapped to the strategic priority areas. A summary chart is also provided. For each strategic initiative, several strategies to achieve the initiative have been identified. The numbering of the initiatives and strategies does not represent a priority listing.

The mission, vision, goals, strategic priority areas, strategic initiatives, and strategies are presented in the following sections.



UCF College of Medicine Vision

The University of Central Florida College of Medicine aspires to be the nation's premier 21st century college of medicine.

The UCF College of Medicine will be a national leader in education, research, and patient care, recognized for supporting and empowering its learners and faculty to realize their passion for discovery, healing, health, and life, and for its ability to create partnerships to transform medical education, health care, and research.

UCF College of Medicine Mission

The University of Central Florida College of Medicine educates and inspires individuals to be exemplary physicians and scientists, leaders in medicine, scholars in discovery, and adopters of innovative technology to improve the health and well-being of all.

Our patient-centered mission is achieved by outstanding health care and services, groundbreaking research, and leading edge medical and biomedical education in an environment enriched by diversity and partnership.

UCF College of Medicine Goals

Goal 1: *Excel in Medical and Biomedical Education*



Goal 2: *Excel in Research and Discovery in: Biomedical Sciences, Medical Education, Health Care, and Population Sciences*

Goal 3: *Provide Outstanding, Innovative, Patient-Centered Care While Transforming Health Care Delivery*

To achieve excellence in each of these goals, identify and develop a diversified, self-sustaining infrastructure in an environment that fosters community, diversity, partnership, and collaboration.

UCF College of Medicine Values

We value the individual worth, dignity, and well-being of those with whom we teach, study, work, and serve. The core values that guide our conduct, performance, and decisions and that form the foundation for our relationships are:

- Excellence—to achieve the highest standards in everything we do
- Integrity—to be honest, ethical, and consistent in our actions
- Patient-centricity—to focus on the health and wellness of patients in all that we do
- Knowledge-centricity—to discover, create, value, evaluate, and share knowledge
- Creativity—to be curious, open, and innovative
- Collaboration—to work together regardless of organizational boundaries
- Communication—to listen and be open and transparent with students, patients, and colleagues
- Diversity—to be inclusive and value differences
- Reverence—to treat each person with respect and dignity and value his or her being
- Compassion—to treat others with kindness and empathy
- Dedication—to maintain commitment to the mission
- Service—to understand and respond to the needs of individuals and the community

UCF College of Medicine Strategic Priority Areas

1. Ensure preparation of medical professionals and scientists for the future and rapidly changing environment
2. Develop areas of excellence that cross and integrate the UCF College of Medicine's missions – education, research, and patient care
3. Reaffirm our commitment to a culture of diversity and inclusiveness within the College of Medicine and among our faculty, staff, and learners
4. Create engagement and integration across the three core missions of the college within the College of Medicine, university, and community at large
5. Expand mechanisms for mentoring and development of careers for faculty, staff, and learners
6. Invest, realign, and expand resources to build infrastructure and mechanisms for sustainability and growth of the UCF College of Medicine (UCF COM)



UCF College of Medicine Strategic Initiatives and Strategies

STRATEGIC INITIATIVE R1:

- Increase visibility of the COM research enterprise.

STRATEGIES:

R1S1: Develop a larger digital presence, including modernizing the COM website, and enhancing socialmedia.

R1S2: Improve the identity of specific COM research groups by investing in areas of excellence. R1S3: Increase funding for faculty travel and state and national conferences hosted at COM.

R1S4: Increase cross institute collaborative research projects (e.g. Nemours, VA, Engineering, Tavistock, HCA, and Sarah Cannon Research Institute (SCRI)).

R1S5: Strengthen alumni and donor engagement, marketing, and branding of COM researchers.

STRATEGIC INITIATIVE R2:

- Invest in and optimize cutting-edge research infrastructure

STRATEGIES:

R2S1: Provide dedicated research time to all appropriate faculty. R2S2: Increase philanthropic support for the research enterprise.

R2S3: Build discretionary recurring monies into the budget to enhance research facilities and operations.

R2S4: Align active researchers into optimal locations.

R2S5: Position COM for Big Data research (e.g., AI) and bioinformatics.

R2S6: Create a division of COM Learner Research (e.g., IRB, biostatistics, oversight, etc.). R2S7: Increase Health IT efforts and invest in technical tools for the research enterprise.

STRATEGIC INITIATIVE R3:

- Enhance career development within the research workforce

STRATEGIES:

R3S1: Increase opportunities and clarify pathways for personal and career development for COM staff and learners.

R3S2: Re-evaluate the effectiveness of our graduate programs, including career advising.

R3S3: Develop and implement mechanisms to reward, incentivize, and retain research-intensive faculty.

R3S4: Increase effective mentoring at all levels to include fellowships, minority supplements, and Kgrants.

R3S5: Develop strategies and opportunities to engage COM non-core faculty and non-salary core faculty in research.



STRATEGIC INITIATIVE R4:

- *Expand human subjects research*

STRATEGIES:

- R4S1: Develop plans for expanding human subject research at the Lake Nona Cancer Center, UCF Teaching Hospital, UCF Health, HCA and SCRI.
- R4S2: Create the infrastructure for strong population health, including an Office of Clinical Research and mechanisms for human subject data collection.
- R4S3: Strengthen the research focus and research productivity of clinical faculty as part of a new culture of COM.

STRATEGIC INITIATIVE E1:

- *Ensure preparation of medical professionals and scientists for the future and rapidly changing environment: Optimize learners'/trainees' readiness for next phase of education/training*

STRATEGIES:

- E1S1: Develop tools and metrics to track longitudinal outcomes.
- E1S2: Establish Educational Ecosystem Council (EEC) to enable inter-institutional collaborations on medical/health professions education and training.

E1S3: Establish a coaching model across the educational continuum to optimize student and trainee achievement.

E1S4: Implement longitudinal career advising/mentoring programs to help undergraduate, graduate, and medical students maximize their potential.

E1S5: Enhance pipeline programs throughout the continuum from pre-professional student to professional role.

STRATEGIC INITIATIVE E2:

- *Ensure preparation of medical professionals and scientists for the future and rapidly changing environment: complete the M.D. program curriculum transformation planning proposal and detail resources needed for successful implementation*

E2S1: Expand and realign existing resources to enable essential efforts in M.D. program curriculum transformation.

E2S2: Ensure that there are sufficient resources for clinical instruction.

E2S3: Enhance the capacity of inter-professional and service-learning clinical experiences.



STRATEGIC INITIATIVE E3:

- Create engagement and vitality plan to promote well-being, career success, as well as enhance recruitment and retention of faculty and staff

STRATEGIES:

E3S1: Improve faculty and staff perception of work environment.

E3S2: Determine faculty numbers and disciplines needed and establish succession planning. E3S3: Optimize productivity by measuring workload correlated with FTEs for role and assignment. E3S4: Develop metrics to measure workload and achievement.

E3S5: Implement a retention strategy for faculty and staff.

STRATEGIC INITIATIVE PC1:

- *Grow and sustain UCF Health patient-centered faculty practice*

STRATEGIES:

PC1S1: Expansion of clinical care locations and services

PC1S2: Create comprehensive telehealth and digital services. PC1S3: Develop centers of excellence.

PC1S4: Identify additional revenue sources.

PC1S5: Enhance value and great patient experience.



STRATEGIC INITIATIVE PC2:

- Expand UCF COM's patient-care footprint in Central Florida through partnerships and collaborations

STRATEGIES:

PC2S1: Develop and expand collaborations and integration within the UCF Academic Health Sciences Center (AHSC) and with hospital partners in the community and nationally.

PC2S2: Create a patient care network that would be UCF Health-based and branded.

PC2S3: Develop and expand community and national partnerships.

STRATEGIC INITIATIVE PC3:

- Organizational structure: refine the academic clinical organization structure to advance the premier academic clinical enterprise

STRATEGIES:

PC3S1: Review and adopt/create a new structure for academic clinical departments and divisions in order to create an organizational structure that is clear and can grow in alignment with hospital partners (this will include service line alignments across network institutions).

STRATEGIC INITIATIVE PC4:

- *Develop a shared model for the Lake Nona Medical Center (LNMC) that ensures improved integration with the college's missions – formalize relationships within an integrated system*

STRATEGIES:

PC4S1: Identify strategies for a shared model.

PC4S2: Clinical integration of UCF Health and partners.

PC4S3: Creation of dedicated teaching faculty at hospital to enhance participation in UME and GME missions of the COM.

PC4S4: Expansion of GME opportunities.

STRATEGIC INITIATIVE C1:

- Increase the impact of service, research, and educational activities that engage our community partners locally, regionally, and globally

STRATEGIES:

C1S1: Formation of an Office of Community Engagement at UCF COM to develop and maintain the infrastructure for service learning and research with community stakeholders.

C1S2: Strengthen the role of community-based research, including Community-based Participatory Research (CBPR), to drive research-based initiatives designed to improve the community's social health, well-being, and overall functioning.



C1S3: Incorporate community-based service learning and participatory research in the COM formal curriculum.

C1S4: Expand our clinical services and incorporate other models of care for medically underserved populations in Central Florida.

STRATEGIC INITIATIVE C2:

- *Enhance productivity, retention, and morale through support of a positive work climate for all stakeholder groups at COM (staff, students, faculty, residents, and affiliate/volunteer faculty)*

STRATEGIES:

C2S1: Assess the work climate at UCF COM to identify strengths and opportunities to enhance our organizational culture and processes.

C2S2: Expand the COM Life Office to direct and organize encounters, processes, and policies aimed at improving COM culture and interactions with stakeholders.

C2S3: Identify major areas of work, tasks, and projects where faculty, staff, and learners encounter difficulty, and identify accountable teams/individuals to address challenges within these domains.

STRATEGIC INITIATIVE C3:

- Strengthen the recruitment, retention, support, and promotion of under-represented minority groups to enhance equity, education and employment at COM

STRATEGIES:

C3S1: Increase the number of underrepresented minority students (especially Black/African American students) matriculating at the COM to ensure the college is representative of the community it serves.

C3S2: Strengthen support of Black/African American and LGBTQ+ students, faculty, and staff to enrich the learning and work environment.

C3S3: Enhance retention of valuable staff through equity in compensation, hiring, and promotion.



STRATEGIC INITIATIVES ASSIGNMENT

Strategic Initiative		Responsible Individuals
R1	Increase visibility of the COM research enterprise	G. Parks/E. Ross/E. Schrimshaw
R2	Invest in and optimize cutting-edge research infrastructure	
R3	Enhance career development within the research workforce	
R4	Expand human subjects research	
E1	Optimize learners'/trainees' readiness for next phase of education/training	J. Cendan/C. Hernandez/J. La-Rochelle/R. Peppler/B. Self
E2	Complete the M.D. program curriculum transformation planning proposal and detail resources needed for successful implementation	
E3	Create engagement and vitality plan to promote well-being, career success, as well as enhance recruitment and retention of faculty and staff	
PC1	Growth and Sustainability: Grow and sustain UCF Health patient-centered faculty practice	D. German/J. Gibson/M. Katz/E. Ross/J. Schreiber
PC2	Partnerships: Expand UCF COM's patient-care footprint in Central Florida through partnerships and collaborations	
PC3	Organizational Structure: Refine the academic clinical organization structure to advance the premier academic clinical enterprise	
PC4	Develop a shared model for the Lake Nona Medical Center (LNMC) that ensures improved integration with the college's missions – formalize relationships within an integrated system	

C1	Increase the impact of service, research, and educational activities that engage our community partners locally, regionally, and globally	S. Rahman/J. Simms- Cendan
C2	Enhance productivity, retention, and morale through support of a positive work climate for all stakeholder groups at COM (staff, students, faculty, residents, and affiliate/volunteer faculty)	
C3	Strengthen the recruitment, retention, support, and promotion of under-represented minority groups to enhance equity, education, and employment at COM	



STRATEGIC INITIATIVES/STRATEGIES		STRATEGIC PRIORITY					
		1	2	3	4	5	6
R1	Increase visibility of the COM research enterprise	X	X		X		X
R1 S1	Develop a larger digital presence, including modernizing the COM website, and enhancing social media.						X
R1 S2	Improve the identity of specific COM research groups by investing in areas of excellence.	X	X				X
R1 S3	Increase funding for faculty travel and state and national conferences hosted at COM.				X		X
R1 S4	Increase cross institute collaborative research projects (e.g. Nemours, VA, Engineering, Tavistock, HCA, and SCRI).	X			X		
R1 S5	Strengthen alumni and donor engagement, marketing, and branding of COM researchers.				X		X
R2	Invest in and optimize cutting-edge research infrastructure	X	X	X	X	X	X
R2 S1	Provide dedicated research time to all appropriate faculty.	X				X	X
R2 S2	Increase philanthropic support for the research enterprise.		X	X			
R2 S3	Build discretionary recurring monies into the budget to enhance research facilities and operations.						X
R2 S4	Align active researchers into optimal locations.	X	X		X		X
R2 S5	Position COM for Big Data research (e.g. AI) and bioinformatics.	X	X		X		
R2 S6	Create a division of COM Learner Research (e.g., IRB, biostatistics, oversight, etc)	X					X

R2 S7	Increase Health IT efforts and invest in technical tools for the research enterprise.	X					X
R3	Enhance career development within the research workforce	X	X	X	X	X	X
R3 S1	Increase opportunities and clarify pathways for personal and career development for COM staff and learners.	X		X		X	X
R3 S2	Re-evaluate the effectiveness of our graduate programs, including career advising.	X	X	X		X	
R3 S3	Develop and implement mechanisms to reward, incentivize and retain research-intensive faculty.		X			X	X
R3 S4	Increase effective mentoring at all levels to include fellowships, minority supplements, and K grants.	X		X		X	
R3 S5	Develop strategies and opportunities to engage COM non-core faculty and non-salary core faculty in research.				X	X	
R4	Expand human subjects research	X		X	X	X	X
R4 S1	Develop plans for expanding human subject research at the Lake Nona Cancer Center, UCF Teaching Hospital, UCF Health, HCA, and SCRI.	X		X	X		X
R4 S2	Create the infrastructure for strong population health, including an Office of Clinical Research and mechanisms for human Subject data collection.	X		X	X		X
R4 S3	Strengthen the research focus and research productivity of clinical faculty as part of a new culture of COM.	X			X	X	



STRATEGIC INITIATIVES/STRATEGIES		STRATEGIC PRIORITY					
		1	2	3	4	5	6
E1	Optimize learners'/trainees' readiness for next phase of education/training	X	X	X	X	X	X
E1 S1	Develop tools and metrics to track longitudinal outcomes.	X	X				
E1 S2	Establish Educational Ecosystem Council (EEC) to enable inter-institutional collaborations on medical/health professions education and training.	X			X		X
E1 S3	Establish a coaching model across the educational continuum to optimize student and trainee achievement.	X		X		X	
E1 S4	Implement longitudinal career advising/mentoring programs to help undergraduate, graduate, and medical students maximize their potential.	X		X		X	
E1 S5	Enhance pipeline programs throughout the continuum from pre-professional student to professional role.	X		X	X		
E2	Complete the M.D. program curriculum transformation planning proposal and detail resources needed for successful implementation.	X		X	X		X
E2 S1	Expand and realign existing resources to enable essential efforts in M.D. program curriculum transformation.						X
E2 S2	Ensure that there are sufficient resources for clinical instruction.	X					X
E2 S3	Enhance the capacity of inter-professional and service-learning clinical experiences.	X		X	X		
E3	Create engagement and vitality plan to promote well-being, career success, as well as enhance recruitment and retention of faculty and staff.	X		X		X	X
E3 S1	Improve faculty and staff perception of work environment.			X		X	
E3 S2	Determine faculty numbers and disciplines needed and establish succession planning.	X		X		X	
E3 S3	Optimize productivity by measuring workload correlated with FTEs for role and					X	X

	assignment.						
E3 S4	Develop metrics to measure workload and achievement.						X
E3 S5	Implement a retention strategy for faculty and staff.	X		X		X	
PC1	Growth and Sustainability: Grow and sustain UCF Health patient-centered faculty practice	X	X	X	X		X
PC1 S1	Expansion of clinical care locations and services.	X	X	X	X		X
PC1 S2	Create comprehensive telehealth and digital services.	X	X	X			
PC1 S3	Develop centers of excellence.	X	X	X			
PC1 S4	Identify additional revenue sources.	X			X		X
PC1 S5	Enhance value and great patient experience.			X	X		



STRATEGIC INITIATIVES/STRATEGIES		STRATEGIC PRIORITY					
		1	2	3	4	5	6
PC2	Partnerships: Expand UCF COM's patient-care footprint in Central Florida through partnerships and collaborations	X	X	X	X		X
PC 2 S1	Develop and expand collaborations and integration within the UCF Academic Health Sciences Center (AHSC) and with hospital partners in the community and nationally.	X		X	X		
PC2 S2	Create a patient care network that would be UCF Health-based and branded.	X	X		X		
PC2 S3	Develop and expand community and national partnerships.	X			X		
PC3	Organizational Structure: Refine the academic clinical organization structure to advance the premier academic clinical enterprise				X		X
PC 3 S1	Review and adopt/create a new structure for academic clinical departments and divisions in order to create an organizational structure that is clear and can grow in alignment with hospital partners (this will include service line alignments across network institutions).				X		X
PC4	Develop a shared model for the Lake Nona Medical Center (LNMC) that ensures improved integration with the college's missions – formalize relationships within an integrated system.	X	X	X	X		X
PC4 S1	Identify strategies for a shared model.	X		X	X		X
PC4 S2	Clinical integration of UCF Health and partners.	X	X		X		X
PC4 S3	Creation of dedicated teaching faculty at hospital to enhance participation in UME and GME missions of the COM.	X		X	X		X
PC4 S4	Expansion of GME opportunities.		X	X	X		
C1	Increase the impact of service, research, and educational activities that engage our community partners locally, regionally, and globally	X	X	X	X		X

C1S1	Formation of an Office of Community Engagement at UCF COM to develop and maintain the infrastructure for service learning and research with community stakeholders.	X					X
C1S2	Strengthen the role of community-based research, including Community-based Participatory Research (CBPR), to drive research-based initiatives designed to improve the community's social health, well-being, and overall functioning.	X	X	X	X		
C1S3	Incorporate community-based service learning and participatory research in the COM formal curriculum.	X		X	X		
C1S4	Expand our clinical services and incorporate other models of care for medically underserved populations in Central Florida.	X		X	X		X
C2	Enhance productivity, retention, and morale through support of a positive work climate for all stakeholder groups at COM (staff, students, faculty, residents, and affiliate/volunteer faculty)	X		X	X	X	X
C2S1	Assess the work climate at UCF COM to identify strengths and opportunities to enhance our organizational culture and processes.	X		X		X	X
C2S2	Enable COM Life Office to direct and organize encounters, processes, and policies aimed at improving COM culture and interactions with stakeholders.					X	X



STRATEGIC INITIATIVES/STRATEGIES		STRATEGIC PRIORITY					
		1	2	3	4	5	6
C 2 S 3	Identify major areas of work, tasks, and projects where faculty, staff, and learners encounter difficulty, and identify accountable teams/individuals to address challenges within these domains.				X	X	
C3	Strengthen the recruitment, retention, support, and promotion of under-represented minority groups to enhance equity, education, and employment at COM	X		X		X	X
C 3 S 1	Increase the number of underrepresented minority students (especially Black/African American students) matriculating at the COM to ensure the college is representative of the community it serves.	X		X			X
C3 S2	Strengthen support of Black/African American and LGBTQ+ students, faculty, and staff to enrich the learning and work environment.	X		X		X	X
C3 S3	Enhance retention of valuable staff through equity in compensation, hiring, and promotion.	X		X		X	X



How the Strategic Plan Was Developed

The UCF College of Medicine 2021 Strategic Plan was developed through an extensive and inclusive process. The college leadership reviewed and revised the college's mission, vision, and goals. The leadership team then reviewed the 2015-2020 Strategic Plan with the purpose of identifying strategic areas that remain relevant to the focus of the college. Through planning meetings and discussion, the leadership team identified four areas of focus for the strategic plan – Education, Research, Patient Care, and Community. These represent each of the college's missions.

Four taskforces were initiated to lead the recommendation and development of initiatives in each of these areas. Each taskforce was charged with developing three to five initiatives for its specific area of focus, with an eye for integration of the missions and identifying opportunities for collaboration and partnership.

Faculty and staff were invited to participate in the taskforces through self-nomination or were nominated by others. The membership was selected to ensure diverse and comprehensive representation from across the college and included faculty, staff, and learners (undergraduate, graduate, and medical students and residents). The taskforce members also served as “ambassadors” of the strategic plan – all faculty and staff members were encouraged to share their ideas and thoughts with any of the taskforce members.

Concurrently, several open fora were facilitated by the Dean of the College of Medicine and Vice President for Health Affairs, at each of the college's main sites (Lake Nona, Main Campus, and UCF Health) to provide additional opportunity for faculty, staff, and students to participate in the strategic planning process. The discussions from the open fora were also shared with the appropriate taskforces to help inform the selection and development of the proposed strategic initiatives. These comprehensive discussions culminated with the recommendation of 14 strategic initiatives and strategies to achieve each initiative.

The Strategic Planning Steering Committee, which consists of the Enterprise and the Chairs of each of these taskforces, reviewed, ranked, and consolidated the proposed initiatives with the purpose of finalizing the selection of initiatives to constitute the 2021 Strategic Plan. This committee was responsible for recommending the final plan to the Dean of the College of Medicine and Vice President for Health Affairs.

APPENDIX Z: UCF COLLEGE OF MEDICINE CORE FACULTY AWARDS

GENERAL CRITERIA

In order to be considered for any of the core faculty award categories, applicants must have been in their role at the College of Medicine for at least one year. All nominees must have a University-based faculty appointment as core (salaried, non-salaried, or GME) faculty, and may work full-time or part-time. Nominees shall not be a current department chair, dean, or members of the COM Faculty Awards Review Committee. No faculty member may receive the same award more than once every three years. If the applicant has previously won an award, they will need to provide evidence of new achievements to qualify for the same award again.

While certain awards allow self-nomination, the committee strongly encourages nominations from colleagues or leadership. The committee prefers narrative format for applications, and discourages the extensive use of bullet points. All documentation related to award categories must be limited and follow the guidelines associated with each award. In cases where there are no qualified applicants, an award may not be given. Award winners will be recognized at the COM Awards program in November. Questions? Contact FAAdmin@ucf.edu.

All applications must be submitted in the online portal by 11:59 PM on Friday, August 20th, 2021 to be considered.

TEACHING & EDUCATIONAL LEADERSHIP AWARDS

Innovative Teaching Award

(1 award/Category: Undergraduate, Graduate, Pre-Clinical, Clinical Curriculum, and GME)5 awards

The Innovative Teaching Award recognizes faculty who are outstanding teachers and who employ novel and innovative teaching methods to achieve success in student/trainee learning.

Selection criteria

- Recognition as an outstanding teacher.

- Evidence of continued and effective use of innovative teaching methods. Innovations may include, but are not limited to, use of electronic resources, social media or experiential activities.
- Evidence of the impact of the nominee's work on students or other faculty as demonstrated by outcome assessments, scholarly contributions or presentations, or other means.

Nomination Process and Documentation requirements

Faculty members may be nominated by a colleague or self-nomination.

The following materials should be included in the nomination packet:

- 1-2 page narrative and support materials that document the effectiveness of the nominee's innovation, such as:
 - Examples of teaching materials (e.g., portfolio, web links, video clips, simulation cases, TBL, PBL, peer teaching exercises) and degree of innovation (self-developed, adapted, borrowed)
 - Description of innovative modality
 - Current Curriculum Vitae of applicant
 - Evidence of impact on student learning and attitudes, including letters of support from supervisor or Assistant Dean for Medical Education or Associate Dean for Medical Education.

Early Career Educator Award

(1 award/Category: Undergraduate, Graduate, Pre-Clinical, Clinical Curriculum, and GME)

5 awards

The Early Career Educator Award recognizes excellence in teaching and education in faculty who are within the first five years of their professional career.

Selection criteria

- Significant contributions to educational endeavors at the college and/or in previous positions.
- Aptitude to excel in education or educational leadership.

Nomination Process and Documentation requirements

Faculty members may be nominated by a colleague or by self-nomination.

The following materials should be included in the nomination packet:

- 1-2 page narrative that describes:
 - An exemplary success or successes the educator has experienced in their early career.
 - Characteristics of the teacher that make her or him exemplary.
 - Examples of the teacher's work with students or trainees.
 - Examples of the teacher's work with colleagues or in the profession.
- Letter of recommendation from the applicant's supervisor that addresses the selection criteria.

Educational Leadership Awards

(1 award/Category: Undergraduate, Graduate, Pre-Clinical, Clinical Curriculum, and GME)

5 awards

The Educational Leadership Award categories are designed to recognize curricular leaders who have demonstrated successful implementation of courses or curricula in the Undergraduate, Graduate, Pre-Clinical, Clinical, or GME curriculum.

Selection criteria

- Evidence of active learning strategies throughout the course or curricula
- Evidence of impact on student learning and/or attitudes

Nomination Process and Documentation requirements

Faculty members may be nominated by a colleague or by self-nomination.

The following materials should be included in the nomination packet:

- Current curriculum vitae of applicant
- 1-2 page narrative that discusses:
 - Accomplishments related to the successful implementation of a course (student evaluation or outcome data)
 - Nominee's ability to effectively manage the course team (if applicable)
 - Nominee's ability to incorporate active learning strategies throughout the course
 - Students' achievements such as publications, presentations, symposium accomplishments related to the Director's course or curricula (if applicable).

SERVICE AWARDS

Faculty College of Medicine Service Award

(1 award)

Faculty service is critical to the effective functioning of the College. The purpose of this award is to annually acknowledge a faculty member who has made a significant and sustained contribution to the College of Medicine in the area of service.

Selection criteria

Nominees should have a record of multiple service activities, or a single major activity, over a sustained period. The primary type of service for which this award is intended includes **non-compensated work** on, for example, committees and ad hoc projects, and other types of efforts undertaken for the benefit of the College of Medicine.

Nomination Process and Documentation requirements:

Faculty members may *not* nominate themselves.

The following materials should be included in the nomination packet:

- A letter from the primary nominator, recounting the nominee's qualifications
- The curriculum vitae of the nominee

Faculty Community Service Award

(1 award)

The Community Service Award recognizes a member of the faculty whose contributions to the local, regional, and/or global community exemplifies a commitment to improving the welfare of all people.

Selection criteria

- Nominees should be faculty members whose commitment to and service in the community has made a positive impact on the lives of people locally, nationally, and/or internationally.
- The primary type of service for which this award is intended includes non-compensated work. For

example, volunteering for community health events, disaster relief, international health trips, community education through invited workshops, etc.

Nomination Process and Documentation requirements:

Faculty members may be nominated by a colleague or by self-nomination.

The following materials should be included in the nomination packet:

- A letter from the primary nominator, recounting the nominee's qualifications
- The curriculum vitae of the nominee

RESEARCH AWARDS

Early Career Investigator Award for Achievement in Research

(1 award)

This award recognizes junior faculty for outstanding research directed toward more robust scientific knowledge or understanding of an area of biomedical, behavioral, population health, clinical, or medical research.

Selection criteria

- Evidence of significant growth and impact in research in one or more subject areas.
- Evidence of leadership potential and scholarly contributions to a relevant scientific field or discipline (e.g., student involvement in research, funding/support received for research, dissemination of research results, impact of research on a discipline, research creativity/innovation, potential contribution/impact to the advancement of a discipline).
- Nominees must be a faculty member in the UCF COM for at least three years and an Assistant Professor

at the time of nomination to be eligible for the award (a nominee's record of research and publication while at UCF will be given the greatest weight).

Nomination Process and Documentation requirements

Faculty members may not nominate themselves.

The following materials should be included in the nomination packet:

- A 1-2 page narrative that details the nominee's research accomplishments and reasons the individual should be considered for the award.
- A complete curriculum vitae, including a list of nominee's publications and research funding.
- At least one letter of support from someone within the University assessing the research submitted for consideration.

Research Career Achievement Award

(1 award)

This award recognizes the outstanding achievements of an investigator who has made significant and career-long contributions to the advancement of an area of biomedical, behavioral, population health, clinical, or medical research.

Selection criteria

- Evidence of exceptional leadership in and scholarly contributions to a relevant scientific field or discipline over the span of an academic career.
- Demonstrated record of nationally and internationally recognized research.
- Evidence that a nominee's scholarship has provided a significant contribution to his/her profession/discipline.
- Nominee must be a faculty member in the UCF COM for at least three years and an Associate/Full

Professor at the time of nomination to be eligible for the award (a nominee's record of research and publication while at UCF will be given the greatest weight).

Nomination Process and Documentation requirements

Faculty members may not nominate themselves.

The following materials should be included in the nomination packet:

- A 1-2 page narrative that details the nominee's research accomplishments and the reasons the individual should be considered for the award, including the quality/uniqueness of scholarly work, reputation of the journals in which the nominee published and juried events at which he/she presented, importance of the nominee's research nationally and internationally, and contribution of his/her work to the advancement of a discipline.
- A complete curriculum vitae, including a list of nominee's publications and research funding.
- At least one letter of support from someone either within the University assessing the research submitted for consideration or an evaluator outside of the University, who is qualified to evaluate the subject matter of the research submitted for consideration.

OUTSTANDING FACULTY AWARDS

Outstanding Peer Mentorship Award

(1 award)

The Outstanding Peer Mentorship Award recognizes a faculty member who has served as an outstanding mentor to a junior faculty, postdoctoral associate, or other early-career scientist at the College of Medicine. This award

recognizes the process by which a mentor serves as a role model for other researchers, as well as helps promote the professional development of peers and create a supportive, positive working environment.

Selection criteria

- Evidence of effective mentoring by a UCF COM faculty member of a UCF junior faculty member, postdoctoral associate, or other early-career scientist
- Evidence of the high-quality of the mentoring relationship
- Evidence of career development outcomes of the mentoring relationship

Nomination Process and Documentation requirements

Faculty members may not nominate themselves.

The following materials should be included in the nomination packet:

- 1-2 page letter of nomination
- Letter of support from mentees or Chair
- The curriculum vitae of the nominee

Some suggestions for the nomination letter and support letters from mentees:

- Write an essay describing what role the mentor played in your career development
- Describe your interactions with the mentor and their significance to your career development
- Cite examples of mentoring activities and products of the mentoring relationships

DIVERSITY, EQUITY, & INCLUSION (DEI) AWARD

The Diversity, Equity, and Inclusion (DEI) Award is presented to a faculty member who demonstrates extraordinary compassion and commitment to promoting diversity, equity, and inclusion initiatives at the College and in the community within the last two years. This faculty serves as an excellent role models to peers, and models scholarship, social awareness, and dedication to excellence.

Selection criteria:

- Evidence of diversity-related service outside the faculty's role or position within the College.
- Evidence of campus and off campus services and activities which demonstrate outstanding leadership, courage, and support in the areas of social justice, diversity, equity, and inclusion or cultural competence initiatives.

Some examples of eligible activities or accomplishments for which an individual may be considered for the award include:

- Active involvement in organizations that foster diversity awareness
- Promotion of diversity in teaching, research or service to/within the college or community
- Assistance with diversity events and programs or participation (including attendance) in other activities that display a commitment to a welcoming and inclusive environment

Nomination Process and Documentation requirements

Faculty members may be nominated by a colleague or self-nomination. The following materials should be included in the nomination packet:

- 1-2 page letter of nomination which clearly outlines why the nominee is deserving of the award
- The curriculum vitae of the nominee

Outstanding Faculty Member Award

(1 award)

The Outstanding Faculty Member Award recognizes the finest among UCF College of Medicine faculty for their excellence in teaching, research and service.

Selection criteria

Nominees must have a demonstrated record of superior accomplishments in teaching, research, and service.

Nomination Process and Documentation requirements

Faculty members may not nominate themselves.

The following materials should be included in the nomination packet:

- 1-2 page narrative that highlights the nominee's:
 - Accomplishments
 - Strengths related to teaching, research, and service
- Letter of recommendation from the applicant's supervisor that addresses the selection criteria.
- Current curriculum vitae of applicant

CLINICAL ACHIEVEMENT AWARDS

GME Clinical Teaching and Mentorship Award

(1 award)

The Graduate Medical Education (GME) Clinical Teaching Award is presented to a faculty member who demonstrates excellence in clinical teaching and mentorship of residents, fellows, and students over the past 2 years. The faculty should show evidence of providing significant mentorship to one or more resident/fellow trainees with evidence of tangible outcomes (examples could include a trainee matching into a fellowship program with help of mentorship, publishing a case report, presenting at a meeting with trainee, or trainee obtaining employment in academia after graduation due to support and mentorship from the faculty).

The applicant should provide evidence of excellence in at least 2 of the below activities/accomplishments.

Selection criteria

- Evaluations from residents and fellows demonstrating exemplary teaching
- Consistent participation in faculty development activities either locally or nationally to enhance one's teaching skills**
- Development of curricula for residents and fellows specifically oriented for clinical teaching (case conferences, teaching rounds etc)
- Significant time spent doing clinical teaching of trainees

Nomination Process and Documentation requirements

Faculty members may be nominated by a colleague or by self-nomination.

The following materials should be included in the nomination packet:

- A letter of support from Program Director or Departmental Chair attesting to significant

achievement in at least two of the above selection criteria.

- Current curricula vitae of applicant

Clinical Achievement Award

(1 award)

The Clinical Achievement Award is presented to a faculty member who demonstrates advancement of knowledge in clinical education and/or practices as evidenced by significant accomplishment within the last three years in clinical service. There are no limitations on the particular type of clinical achievement or activity. Some examples of eligible activities or accomplishments for which an individual may be considered for the award include:

- Achievement in patient care delivery.
- Development of an innovative, effective training for patients, clinicians, students, and/or staff.
- Program development.

Selection criteria

- Evidence of unique or innovative programs/practices/policies that impact patient care.
- Significant scope of impact

Nomination Process and Documentation requirements

Faculty members may be nominated by a colleague or by self-nomination.

The following materials should be included in the nomination packet:

- 1-2 page narrative that describes significant accomplishments related to clinical practice including evidence of positive patient outcomes or patient satisfaction data.
- Current curriculum vitae of applicant.

LIBRARIANSHIP AWARDS

Award for Excellence in Medical Librarianship

(1 award)

The College of Medicine sponsors the Excellence in Librarianship Award to recognize the outstanding contributions and support given to UCF College of Medicine's faculty and students by its medical library faculty members.

Selection criteria

Demonstrated record of providing outstanding library service and support to students and faculty; and of excellence in the library profession (e.g., service to professional medical library organizations, presentations at conferences and scholarly contributions)

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Nomination Process and Documentation requirements

Faculty members may be nominated by a colleague or self-nomination. The following materials should be included in the nomination packet:

- 1-2-page narrative that highlights the nominee's:
 - Library service supporting COM students and faculty
 - Excellence in the library profession
- Letter of recommendation from the nominee's supervisor that addresses the selection criteria.

APPENDIX AA: UCF COLLEGE OF MEDICINE INDUSTRY RELATIONS POLICY

University of Central Florida College of Medicine Industry Relations Policy and Guidelines

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1. Introduction and Scope of Policy

The UCF College of Medicine (COM) strives to be a leader in assuring the highest levels of ethics and professionalism in all dealings with the health care industry, which includes, but is not limited to, the pharmaceutical, biotechnology, medical device, and medical equipment supply industry (“Industry”), and in establishing a culture of ethical behavior and accountability for its administrators, faculty, staff, students, residents, and fellows (“COM Personnel”). The COM greatly values its Industry partners and works openly in collaboration with these partners and vendors to promote positive, productive, and ethical relationships. As leaders in science and medicine, COM experts participate in appropriate Industry advisory roles, Industry-funded scientific studies, and development of new health care discoveries and resources. As a leader in health care transformation, the COM develops collaborative partnerships and business arrangements with Industry partners. As a non-profit educational institution, the COM seeks and accepts philanthropic support from Industry. This policy will guide all COM Personnel in structuring and participating in Industry relationships to assure integrity of professional judgment, the highest ethical behaviors, and the objectivity of medical education.

This policy applies to all individual and institutional financial relationships, business arrangements, and interactions with Industry vendors and developers of products and services that are marketed and sold to medical schools, academic health science centers, researchers, educators, and clinicians. This policy applies to all COM Personnel and covers relationships and activities that occur during both work and non-work hours.

Indirect minority investment interests, such as investments in a mutual fund that owns shares in a pharmaceutical company, are not considered conflicting interests for purposes of this policy.

2. Statement of Policy

It is the intent of the COM to work collaboratively with Industry partners that share a heightened commitment to maintaining the highest ethical standards. All COM relationships and interactions with Industry will be structured, managed, and monitored to assure adherence to such ethical standards. Individual and institutional decisions, actions, and relationships must be free from even the appearance of bias relating to vendor/Industry relationships. Clinical judgments, business agreements, education, and research activities must not be impacted by undue influence resulting from financial relationships with, or gifts provided by, Industry. All collaborations and financial relationships with Industry must be based on the goals of advancing science, education, and clinical care consistent with the COM mission and values.

For questions or further guidance, COM Personnel should consult with a member of the COM Industry Relations Committee (the “Committee”) or with the Dean. It is the responsibility of each individual to seek necessary guidance and approvals in advance of participating in an Industry relationship. Philanthropic gifts provided by Industry are subject to this Policy and may be subject to additional policies of the COM or affiliated entities or foundations fundraising on its behalf. In addition to review for ethical issues, all financial and business relationships with Industry must be carefully reviewed for compliance with all applicable legal, regulatory, reimbursement, and accreditation requirements. Associated contracts must be reviewed, approved and signed in accordance with COM and University procedures.

3. Gifts and Individual Financial Relationships with Industry

3.1 Gifts and Meals

COM Personnel shall not accept or use personal gifts (including food) from representatives of Industry, regardless of the nature or dollar value of the gift.

Gifts from Industry that incorporate a product or company logo on the gift (e.g., pens, notepads, or office items such as clocks) introduce a commercial, marketing presence that is not appropriate to a non-profit educational and healthcare system¹. However, food provided in connection with an educational program

accredited by the Accreditation Council for Continuing Medical Education (ACCME) or a professional society-sponsored meeting with paid registration may be accepted.

Meals or other food and hospitality funded directly by Industry may not be offered in any COM facility. COM Personnel may not accept free meals or other food or hospitality funded by Industry, whether on-campus or off-campus, and may not accept complimentary tickets to sporting or other events or other such benefits from Industry, unless otherwise provided in this policy.

3.2 Consulting Relationships

COM Personnel may engage in consulting arrangements provided such activities further COM's mission and do not conflict with the individual's duties, responsibilities and obligations to COM. Consulting arrangements with Industry must be reviewed in accordance with this policy and approved in advance by the individual's Chair, Director, or Associate Dean or the Dean or the Dean's Designee.

Consulting arrangements must be set forth in written agreements, or narrative description if agreement is not available, clearly specifying expert services to be paid for at fair market value. Participation on Industry advisory boards is permitted so long as the board regularly meets and provides scientific advice and other guidance that advances academic values and promotes ethical relationships between academic health sciences and Industry. Agreements must be reviewed, approved and signed through usual COM procedures. COM Compliance will periodically audit consulting agreements for compliance with this provision. A list of Industry consulting agreements of COM employees shall be made available annually to the Committee. These procedures apply whether the consulting fees are received by COM or the individual or donated to another organization.

For individual consulting relationships with fees that exceed \$10,000 per company per year, annual reports describing activities, payments, and time spent must be submitted to COM Compliance as long as the relationship lasts.

¹ Exception: This provision does not prohibit acceptance of items bearing Industry logos provided as part of an off-site educational program (such as a meeting of a professional society), including name tag lanyards and totes where the items are provided and used incidental to attendance, the items are of nominal value, and the items are not used in any COM facilities.

3.3 Industry Funded Speaking Relationships, Meetings, and Publications

COM Personnel must assure that participation in Industry-funded speaking relationships, meetings, and publications serves to advance scientific knowledge and patient care and are not primarily Industry marketing activities. Industry funded speaking arrangements must be approved in advance by the individual's Chair, Director, or Associate Dean or the Dean or the Dean's Designee. Honoraria for speaking engagements, whether received by the individual or by the COM, must be modest and consistent with fair market value of the time spent in preparing and presenting the talk and reasonable travel expenses.

COM Personnel are responsible for the scientific integrity of material presented in any talk or publication and shall decline to participate in educational presentations or scientific publications if the content is controlled by or requires prior approval by Industry, if the content is not based on the best available scientific evidence, or if significant portions are written by someone who is not an author or otherwise properly acknowledged.

Participation by COM Personnel in "Speakers' Bureau Activity" is prohibited. "Speakers' Bureau Activity" means any speaking engagement in which COM Personnel would be speaking on behalf of Industry where the content of the talk is not original to the COM Personnel or is subject to Industry approval, or the attendees to the event are selected by Industry or are provided a gift or stipend. COM shall not sponsor and/or host any Speakers' Bureau Activities.

COM Personnel may participate in Industry-sponsored meetings where investigators are presenting results of their Industry-sponsored studies to peers and there is opportunity for critical exchange. If an individual is speaking at such an Industry-sponsored meeting, acceptance of a modest honorarium and travel expenses is permitted as described above. Otherwise, COM personnel may not accept payment, gifts, or financial support from Industry to attend lectures and meetings other than through an approved consulting or business arrangement.

3.4 Travel Fund

COM shall allow Industry and others that wish to do so to contribute, through the University of Central Florida Foundation, to (i) a central COM fund to be used at the Dean's discretion to provide travel assistance to COM personnel, including students, for professional development; or (ii) other approved Department account for use at the particular Department Chair's discretion to provide travel assistance to Department personnel, including students, for professional development. Contributions to such fund shall be disclosed and acknowledged.

3.5 Educational Symposia Fund

COM shall allow Industry and others to contribute, through the University of Central Florida Foundation, to (i) a central COM fund to be used in the Dean's discretion to provide COM-sponsored educational programs and symposia; or (ii) other approved Department account for use at the particular Department Chair's discretion for the Department-sponsored educational programs and symposia. Contributions to such fund shall be disclosed and acknowledged.

3.6 Disclosure of Financial Interests and Outside Activities regarding Industry

COM Personnel wishing to engage in outside activities or hold financial interests relating to Industry that are required to be reported to the University must receive prior approval from their supervisor for such interests or activities and assure that such activities do not conflict with their duties, responsibilities and obligations to COM or University. COM Personnel may not use COM or the University's resources, including its names or logos for Industry or outside activities, without the express written approval of the Dean or the Dean's designee. COM Personnel shall report their outside relationships with Industry through the regular University conflicts of interest disclosure process, using the Request for an Exemption/Disclosure Under Section 112.313(12)(h), Florida Statutes, online at <http://www.coi.ucf.edu/forms.html>, at least annually and more often as needed to disclose new relationships. All such reports are open to the public. The general conflicts of interest review process will identify personal financial relationships with health care vendors, including pharmaceutical, medical device, and biotechnology companies, equipment companies, and other health care vendors.

COM Personnel shall disclose all relevant Industry, business or consulting relationships and financial interests, including financial interests of immediate family, in speaking engagements and scholarly publications and when presenting to students, residents or colleagues (e.g., showing a slide during each lecture/presentation). Disclosure of such relationships and financial interests should also be made to patients to enable patients to make informed decisions respecting their medical care; such disclosures should specify that the COM Personnel is participating in an individual capacity and not on behalf of the COM or University.

Individuals having a direct role in making institutional decisions on equipment, drug or medical device procurement must disclose to the purchasing unit or selection committee, prior to making any such decision, any financial interest they or their immediate family have in companies that might substantially benefit from the decision and shall be recused from involvement in purchasing decisions relevant to the conflicting interests.

4. Pharmaceutical and Medical Device Samples

The COM prohibits acceptance of samples of pharmaceuticals or medical devices by COM practitioners or faculty members except in limited circumstances as provided in this policy. Samples of pharmaceuticals or medical devices may be accepted (i) for use in research, provided such use is in a manner that assures full clinical evaluation of its use and adheres to applicable protocols, and

(ii) under circumstances involving a vulnerable patient population when a COM physician believes lack of provision of samples to their patient would jeopardize their patient's health, only after the COM physician has requested, and received, a waiver from the medical director. The request must outline a clear and convincing benefit to the patient and provide safeguards for the appropriate distribution and control of samples. No sample may be used personally by COM Personnel or their families.

5. Purchasing and Formularies

COM Personnel are not eligible to participate in Pharmacy and Therapeutics or product evaluation decisions if they or members of their immediate family have, or have had within the prior 5 years, a personal financial relationship or funded research with a related pharmaceutical or medical device company that is being considered or discussed. Committee members who have conflicting interests may share informed opinions regarding the drug or device, provided that the conflict is fully disclosed in advance and the member is recused from participating in the decision.

6. Site Access to Industry Sales Representatives

Visits to COM facilities by representatives of Industry may be appropriate for exchange of scientifically valid information and other data, improving patient care, and providing essential training and instruction in use of medical equipment and devices. COM does not allow use of its facilities or other resources for Industry marketing activities.

Sales or marketing representatives of Industry may access COM facilities only if their company has registered with the COM and they have been specifically invited to meet with a COM representative for a particular purpose. Individual physicians or other COM Personnel may request a presentation by or other information from a particular company. While in the COM facilities, all Industry representatives must sign in and out and must be identified by name and current company affiliation. All Industry representatives with access to COM, Pegasus Health clinical facilities, and COM Personnel must comply with COM policies and procedures. Failure to register or to follow COM policies or procedures shall result in penalties up to and including denial of access. Meetings with sales and marketing Industry representatives shall not be held in direct patient care areas and education areas. Involvement of students or trainees in meetings with Industry Representatives should occur only for educational or training purposes and only under the supervision of a faculty member.

Access by medical device or equipment representatives to patient care areas is permitted when (1) a COM representative requests essential instruction in use of the equipment or device, (2) the representative is appropriately credentialed by Pegasus Health, and (3) all necessary patient consents have been obtained and documented. Educational materials or product information may not be placed in patient care areas or waiting rooms but clinical staff may accept materials or information for sharing with patients, as appropriate.

All Industry personnel seeking sales or vendor relationships must work directly with their designated COM representative and shall not solicit other COM Personnel.

7. Education

7.1 Support of Continuing Medical Education and On-site Educational Activities

All continuing medical education (CME) events hosted or sponsored by the COM must comply with the Accreditation Council for Continuing Medical Education (ACCME) Standards for Commercial Support of Educational Programs (or other similarly rigorous, applicable standards required by other health professions), whether or not CME credit is awarded for attendance at the event. The COM will maintain

a central CME office through which all requests for Industry support and receipt of funds for CME activity are coordinated and overseen and programs are periodically audited for compliance with ACCME requirements and standards.

If Industry is interested in sponsoring a CME program hosted by COM, the strongly preferred structure is through a contribution to the COM Educational Symposia Fund, enabling a COM-sponsored program. Presentations structured and presented by COM through this Fund may include modest food and beverage.

All CME programs hosted by COM must be academically oriented. Industry may not restrict program content or specify who is selected as presenters. Industry funding sources should be directly acknowledged in all announcements and literature about particular CME offering.

Industry funding may not be accepted for social events that do not have an educational component. Industry funding may not be accepted to sponsor COM meetings or retreats (either on or off-campus). Such meetings and events may be supported through a general Dean's discretionary fund, and Industry is encouraged to contribute to the Dean's Discretionary Fund.

COM facilities (clinical and non-clinical) may not be rented by or used for Industry funded and/or directed programs, except for programs structured in accordance with this policy.

7.2 Industry Support for Scholarships, Fellowships, and Other Support for Trainees

The COM solicits and welcomes Industry contributions for scholarships, fellowships, and other support for trainees, so long as the funds are given centrally to the administration of the COM, either directly or through an affiliated entity or foundation; there is no expectation of benefit to the donor; the evaluation

and selection of recipients is in the sole discretion of the COM; and the allocation and distribution of funds is managed by the COM.

7.3 Training of COM Personnel

The COM medical school curriculum includes instruction for medical students in understanding and addressing individual and institutional conflicts of interest in interactions with Industry and how the potential for conflicts of interest impacts/influences education, research and patient care/clinical judgment. Medical students at COM receive specific instruction regarding this policy through attending a live session, and a copy of the policy and the training materials are posted online for easy reference by the students.

Other COM Personnel are provided online access to the policy on vendor interactions and how to manage Industry relationships, as well as training materials.

7.4 Education of COM Industry Partners and Vendors

COM Industry Partners and vendors shall be provided copies of this policy and instructions regarding appropriate COM contracts and registrations procedures.

7.5 Industry Educational Materials

Educational materials for COM faculty, residents, staff and students or for patients supplied by Industry representatives or vendors is permitted provided such materials are preapproved by the Module Director or Clerkship Director, and are not “branded” by the supplier of the materials. Such materials may not be distributed directly to COM faculty, residents, staff and students or to patients by Industry

representatives or vendors. Any questions regarding the appropriateness of such materials may be directed to the individual's Director.

8. Philanthropy

The COM welcomes and solicits charitable donations from Industry that support the COM missions. The UCF Foundation and other tax exempt entities will assist COM in soliciting, receiving, and managing funds. Such donations must be free of any implication or expectation of a benefit to the donor, not tied to any purchase or business arrangement, and openly acknowledged. Each donation from Industry will be reviewed in accordance with this policy and any additional standards that may be developed by the COM Industry Relations Committee and approved by the Dean, and the Committee may recommend to the Dean steps needed in structuring and acknowledging such gifts to avoid or minimize conflicts of interest or the appearance of conflicts. Information regarding donations and gifts from Industry shall be provided to COM Compliance. In addition, information regarding all donations and gifts over \$10,000 shall be submitted to the COM Development office, which will review it with the Dean's Office.

9. Partnerships and Business Arrangements

The COM may enter into a variety of business arrangements and partnerships with Industry when such arrangements advance the COM missions. These are relationships that extend beyond purchasing the standard Industry product or service and may include, for example, shared research, development, and/or ownership of a health care product or service. As in purchasing, any individuals with a conflicting personal financial relationship or interest must disclose such interests and may not vote on adopting by COM of a proposed Industry partnership or business arrangement. Each proposed partnership or business arrangement will be reviewed in accordance with this policy and any additional standards that may be developed by the COM Industry Relations Committee and approved by the Dean, and the Committee may recommend to the Dean any steps needed in structuring the partnership or business arrangement to avoid or minimize conflicts of interest or the appearance of conflicts.

10. Research with Human Subjects

COM Personnel may not conduct research with human participants if such personnel have a significant financial interest in an existing or potential product or a company that could be affected by the outcome of the research. Any exceptions to this policy must be reviewed by the COM Industry Relations Committee and the responsible Institutional Review Board (IRB) and approved by the Dean, and may be permitted only if (a) the individual's participation is essential for the conduct of the research and (b) an effective mechanism is established for managing the conflict and protecting the integrity of the research. A significant financial interest is defined as \$10,000 or more based on Association of American Medical Colleges (AAMC) recommendations, or such lesser amount that may be determined in a specific study by the University of Central Florida IRB or other IRB that approves the study.

11. Enforcement

Suspected violations of this policy shall be referred to the individual's Dean, Associate Dean, and immediate supervisor, who shall review the matter and determine what actions, if any, shall be taken. Alleged violations of this policy within the COM shall be investigated by COM Compliance, which shall advise the Dean on proposed enforcement actions. Violations of this policy by COM Personnel may result in the following actions (or in any combination), depending upon the seriousness of the violation, whether the violation is a first or repeat offense, whether the violator knowingly violated the policy or attempted to hide the violation and other appropriate considerations: (a) counseling of the individual involved; (b) written reprimand, entered into the violator's employment or faculty record; (c) banning the violator from any further outside engagements for a period of time; (d) requiring that the violator return any monies received from the improper outside relationship; (e) requiring the violator to complete additional training on conflicts of interest; (f) removing the violator from supervision of trainees or students; (g) revoking the individual's Pegasus Health clinical privileges; (h) fines; and/or (i) termination for cause.

12. COM Industry Relations Committee

The Dean shall appoint an advisory COM Industry Relations Committee to assist in implementation of this policy and management of COM Industry relations. The Committee shall include faculty members representative of COM. *Ex officio* voting Committee members shall consist of the Associate Vice President for Medical Affairs, the COM Associate Dean for Clinical Affairs, the COM Associate Dean for Finance and Administration and the COM Associate Dean for Research. Committee members, other than the *ex officio* Committee members, and a chair or co-chairs shall be appointed by the Dean for three-year terms. An *ex officio* Committee member may be appointed as a chair or co-chair for three-year terms. The Committee shall meet at least two times per year, or more often as needed, to review, monitor, and advise the Dean regarding implementation and enforcement of this policy and the financial and business arrangements that require review. The Committee shall keep minutes and records of its reviews and recommendations. The Committee shall review the policy regularly and propose updates as appropriate.

13. Continuing Evolution of COM Industry Relations Policy

The COM recognizes that oversight, guidance and debate around Industry relationships and conflicts of interest must continue to evolve at local and national levels. This policy will continue to evolve as it is implemented and issues are considered further by the College and the Committee. At the time that the proposed financial conflict of interest regulations of the National Institutes of Health (NIH) are finalized, this policy will be updated to incorporate any relevant provisions.

Approved and Adopted

Deborah C. German, M.D.

Vice President for Medical Affairs Dean,
College of Medicine August 16, 2010

Revisions Approved and Adopted: March 1,
2012

October 22, 2012

APPENDIX AB: TRAVEL MANUAL

UNIVERSITY OF CENTRAL FLORIDA

TRAVEL MANUAL

Procedures for compliance with UCF travel guidelines.

June 29, 2022 • Financial Affairs

Introduction

The intent of the travel manual is to familiarize university employees with the travel provisions of Florida Statute 112.061, Florida Administrative Code 69I-42 and UCF policies [3-205.3](#) and 2-903.3. It is the responsibility of the Finance Business Center to inform all travelers, both employee and non-employee, who will seek reimbursement from the university of the various travel requirements.

All facets of travel are to be by the most efficient and economical means. Expense Reports are processed by UCF in compliance with Florida laws and the university's policies and procedures. Additional documentation or justification may be required to support the reimbursement of expenses claimed. Finance Business Centers or the Knights Experience Team (kNEXT) may make positive or negative adjustments to reimbursement requests, as necessary, to comply with applicable statutes, policies and procedures.

If the receipts described in the manual are unavailable; other forms of backup may be permissible, with justification, for the reimbursement of the expense to take place. kNEXT will make all reasonable efforts to approve reimbursement to the traveler.

All travel is contingent upon available budget and cost center approval. The travel manual in no way obligates the university to reimburse all allowable expenditures in connection with approved travel.

Travel Class

Per Florida Statute §112.061, travel is broken into three classes:

Class A Travel	Continuous travel of 24 hours or more away from official headquarters.
Class B Travel	Continuous travel of less than 24 hours, which involves an overnight absence from official headquarters.
Class C Travel	Travel for short or day trips where the traveler is not away from their official headquarters overnight.

The university does not provide a subsistence allowance nor per diem for Class C travel.

Online Travel Booking

Financial Affairs encourages anyone booking UCF-related travel to do so using Concur, the university's online travel booking tool. To access Concur, go to www.fa.ucf.edu and click on the Book Your Travel via Concur Solutions link. Employees log in with their UCF single sign on information. To use this tool, a user profile must be setup within Concur. [Instructions for creating a profile](#) can be found at on the travel FAQ page. Booking through Concur makes following state and university travel policies easier. Travelers are provided with a warning if their travel selection violates a travel policy.

Spend Authorizations and Expense Reports for Non-Workers

Spend Authorizations and Expense Reports may be created on behalf of non-workers in Workday. In order to do so, the non-worker must be set up as an "External Committee Member" in Workday. A non-worker may belong to one of the following committees.

Committees

Students: This committee is used for students that are US citizens who are incurring expenses unrelated to their employment with the university. If traveling, or incurring other expenses, on behalf of the university related to their employment these payments and Spend Authorizations should be on behalf of a worker or by the student employee as themselves.

NRA-Students: This committee is for students that are non-US citizens who are incurring expenses unrelated to their employment with the university. If traveling, or incurring other expenses on behalf of the university, related to their employment these payments and Spend Authorizations should be on behalf of a worker or by the student employee as themselves.

Prospective Employee: This committee is used for interview candidate and for employee relocation stipends paid to an employee prior to their start date.

External Payee (Expenses Only): This committee is used if an individual who is not an employee, prospective employee, or student is being reimbursed for only travel expenses. This committee may not be used if the individual will receive any other payments (e.g., a guest speaker who is receiving a

speaking fee and being reimbursed for travel expenses). If receiving payments in addition to the travel reimbursement the individual must be set up as a supplier and the payments must be processed via a supplier invoice.

Non-Resident Alien (NRA) Students

NRA (foreign) students must be added to the NRA Student committee to create a Spend Authorization if the travel is unrelated to employment. The student must be added as a supplier to process travel payments via Supplier Invoice. A completed Travel Reimbursement form with all receipts in order by date incurred must be attached to the supplier invoice in Workday. A link to the form is available in the appendix.

PhD Non-US Citizen Student Employees

Payments for travel expenses, related to employment, to non-US citizen PhD student employees should be submitted on an Expense Report or Expense Report on Behalf of Worker. A copy of UCF Global's review of taxability must be attached to the Expense report. If the travel does not relate to employment, the student must be added to the NRA Student committee to create a Spend Authorization and the student must be added as a supplier and the payment processed on a Supplier Invoice. A completed Travel Reimbursement form with all receipts in order by date incurred must be attached to the supplier invoice in Workday. A link to the form is available in the appendix.

Spend Authorization

A Spend Authorization is the university's formal document for the approval to incur travel expenses and request travel and field advances. A Spend Authorization should be prepared in the name of the traveler. In the case of group travel, the Spend Authorization should be in the name of the group leader. All anticipated costs associated with the travel should be included. Anticipated costs should be broken out on their corresponding Spend Authorization line. All costs should not be included on a single Spend Authorization line.

Only one Spend Authorization should be created per trip. A combination of Cost Centers, Grants, Gifts, Projects and Designations may be included on a single Spend Authorization. However, if the Spend

Authorization includes a request for an advance, only a single funding source may be used on the Spend Authorization, otherwise you will receive an error.

All Spend Authorizations and Expense Reports will route through appropriate approvals in Workday based on the worktags. Spend Authorizations must have a status of Approved in Workday before any expenses associated with the travel may be incurred.

A Spend Authorization is required even if no travel expenses will be incurred by the university. The university has state reporting requirements when travel expenses are paid for by a third party. Additionally, Spend Authorizations created in Workday automatically generate an itinerary in Terra Dotta. Since the university will not incur any expenses associated with the travel, you will enter a dollar amount of \$1 on the Spend Authorization lines. At a minimum, the Spend Authorization should include the following Expense Items: Hotel (conference, non-conference, or State of Florida Sponsored Event), Airfare, Train, and Registration. In the justification on the Spend Authorization header enter the benefit to the university and information about why no expenses are being incurred and who is paying for the expenses.

Types of Travel Spend Authorization

Blanket Spend Authorization

A blanket Spend Authorization may be set up when an employee performs numerous trips to the same destination or for vicinity travel within the state of Florida. A blanket Spend Authorization may be set up for a fiscal year, or for a shorter period. However, all blanket Spend Authorization will expire at the end of the fiscal year (June 30).

Spend Authorizations for Individual Trips

A Spend Authorization created for a one-time trip for a single individual. A trip consists of travel from their headquarters to the destination(s) and return to headquarters.

Spend Authorizations for Group Travel

A Spend Authorization for group travel will cover a one-time trip for two or more individuals traveling at the same time to and from the same location for the same purpose. A group travel leader is

responsible in handling all the travel related expenses for the whole group. Each attendee should be added to the Spend Authorization using the Attendee field. Student attendees should be set up as External Committee Members in Workday before being added as attendees. The attendees do not have to be added to every line of the Spend Authorization. However, they must be added to the Hotel line. If the travelers will be changing destinations during the trip, the attendees must be added to any Spend Authorization line with a different destination.

Failing to do so will create inaccurate itineraries in Terra Dotta which can limit the university's ability to assist travelers in the event of an emergency.

University Expense Card

UCF strongly encourages its faculty and staff to use UCF Expense Cards. An Expense Card is a Visa card issued in the individual's name; however the university is responsible for paying the charges. Upon receiving appropriate approvals in Workday, the employee will be issued an Expense Card through Bank of America in their name. An Expense Card with travel authorization may be used for the usual travel expenses such as registrations, airline tickets, hotels, taxis/ride share, and parking. Meals may not be purchased using a university Expense Card. More detailed information about Expense Cards can be found at the [PCard website](#).

Purchases made with an Expense Card within Florida are exempt from Florida sales tax. A university Expense Card may not be used for personal expenses.

Travel Arrangements

Travelers are strongly encouraged to utilize the university's online travel booking tool, Concur. Doing so will make it easier for travelers to comply with university travel policies and allow travelers to take advantage of preferred pricing and to work with a dedicated travel team for any travel needs.

Airfare/Common Carrier

Travelers are authorized to make their own travel arrangements. Airline tickets must be non-refundable economy or coach class. A paid receipt must be submitted, including all reasonable

costs associated with economy or coach. Reasonable costs include, but are not limited to, baggage fees and seat selection fees. Seatselection fees include Southwest Airlines Early-Bird Check-In.

Upgraded Airline Tickets

Travelers preferring to secure upgraded accommodations will be required to pay the difference between thenon-refundable economy/coach rate and the upgraded rate. The cost of an upgraded ticket cannot be reimbursed unless justified in detail and approved by kNEXT.

First class transportation, or higher, is not allowed. Business class travel is only acceptable if at least one segment of the flight shown on the purchased tickets is nine hours or longer and full-time business activity begins within 24 hours of arrival at the destination and/or return to headquarters. Cost considerations should be exercised when making reservations and must be approved by the Cost Center Manager, applicable worktagmanagers, and the appropriate Vice President. Please be mindful that not all airlines use the terminology "Business Class." Business class is deemed to be the class between economy and first class. If a traveler has questions regarding allowable upgrades, they should contact their respective Finance Business Center or kNEXT prior to booking the flight.

Changing or Cancelling Airline Tickets

Once a ticket has been purchased via university funds, it is the responsibility of the Finance Business Center/traveler to check with the airline regarding its policies on flight cancellations or changes. Any costs incurred by UCF for changes to an airline ticket should be justified. If a trip is cancelled, the traveler is to return all unused airline tickets purchased by the university to the Finance Business Center with a memorandum explaining the cancellation of the trip. The traveler should submit both the original and revised ticket itineraries and receipts with their Expense Report, if requesting reimbursement or if paid viaan Expense Card. Credits for cancelled flights booked through Concur for business travel will be available inthe traveler's profile. The university may assign credits for cancelled flights to another employee by contacting Concur travel agents. Applicable airline charges will apply.

If a credit issued is associated with a sponsored award, the credit should be tracked to ensure it is used to directly benefit the same sponsored award that incurred the original cost. If you plan to use the credit for travel in support of another sponsored award or another university activity, the original travel charge mustbe removed and transferred to the appropriate funding source that will benefit from the travel.

Receipts

A copy of the airline ticket itinerary showing the dates and time of arrival and departure, fare class and payment should be attached to the airfare line of the Expense Report. Travelers booking through Concur can easily locate this information in their trip library.

Travel Time

A traveler is allowed up to three hours before a flight and up to two hours after a flight returns as travel time for both domestic and foreign travel. UCF business should begin the day of or the day following a traveler's arrival at their destination. The traveler should return to headquarters the day of or the day following the end of business.

Vehicle Rental

The state of Florida has a contract with Avis/Budget. Avis/Budget provides discounted rates for both in-state and out-of-state vehicle rentals. The university has also a contract with Enterprise/National to provide travelers with greater flexibility. Enterprise/National's out-of-state rentals are comparable with the Avis/Budget out-of-state rates. When booking business travel through Concur, travelers will only be provided with Avis, Budget, Enterprise, and National options, assuming that they are available at the rental location. Travelers will automatically be provided with the negotiated rates when booking a rental car with Avis, Budget, Enterprise or National through the Concur website. For more information regarding vehicle rental booking guideline, please visit <https://fa.ucf.edu/travel-payables-useful-links/>

Vehicle Class

Under normal travel conditions, the vehicle sizes listed below should be used. If there is a deviation from the size charge, a justification must be provided on the applicable Expense Line on the Expense Report.

Vehicle Class	Number of Travelers
Economy or Compact	1-2
Intermediate	3-4

Full Size	5
Minivan	5-7
Regular Van	8+

Personal Vehicle Rental

UCF employees age 25 and older may rent vehicles for personal use using the Avis/Budget or Enterprise/National contracted rates. Personal rentals by employees do not include collision damage waiver insurance. UCF employees must have their employee ID available to show the Avis/Budget or Enterprise/National representative at the time of rental. The rental of vehicles for personal use can either be done through Concur or using the personal rental code. Instructions on how to book personal rentals can be found on the travel website. The university will not pay for any personal rentals.

Collision Damage Waiver (CDW)

A traveler will not be reimbursed for accepting CDW when using the state of Florida Avis/Budget or Enterprise/National contract, as this coverage is included in the contract. When circumstances require the use of another rental car agency, CDW should be accepted if the coverage is not already included in the rental agreement. When renting vehicles from Avis/Budget or Enterprise/National, outside the United States, the traveler should accept CDW when available.

Personal Accident Insurance (PAI)/Additional Liability Insurance (ALI)

A traveler will not be reimbursed for additional insurance as insurance coverage is already included in the Avis/Budget and Enterprise/National contract.

Accidents

The state of Florida Avis/Budget and Enterprise/National rental contract includes 100% coverage for all collision damage to vehicles. If you are in an accident, promptly take the following steps:

1. Report the accident to the rental vendor
2. Obtain a police report
3. Advise the traveler's UCF department, who should advise UCF Compliance, Ethics and Risk Office at 407-823-6263.
4. If a UCF employee is injured, contact Human Resources at 407-823-2771.

Eligible vehicle renter

If a driver of the vehicle is under the age of 25, but over 18, the individual must be the renter and the rental must be paid with a UCF Expense Card through assigned unique billing number with

corresponding rental company. Per the State contract renters can be 18 years of age or older but must be employed by the university (on university payroll) or a student traveling on behalf of the university. A person under the age of 18 is not allowed to rent a car regardless of employment with UCF.

Use of Other Vehicle Rental Companies

The Avis/Budget and Enterprise/National contract does not prohibit the use of other rental vehicle companies. Collision damage waiver insurance should be purchased when vehicles are rented from a company other than Avis/Budget or Enterprise/National.

Use of Other Vehicle Rental Companies other than Avis/Budget and Enterprise/National is allowable when at least one of the following conditions apply:

1. Other vehicle rental companies offer a lower total rate, inclusive of primary insurance coverage;
2. When Avis/Budget or Enterprise/National do not have vehicles available for rental at the time and location required to conduct business;
3. The time/distance to the nearest Avis/Budget or Enterprise/National location is not cost effective or practical in conducting efficient UCF business;
4. When Avis/Budget or Enterprise/National do not have a location at the traveler's destination.

UCF requires justification be provided on the Expense Report in Workday if an agency other than Avis/Budget or Enterprise/National is used domestically. Additionally, documentation showing that Avis/Budget or Enterprise/National did not have vehicles available, comparison rates, or information regarding the impracticality of the Avis/Budget or Enterprise/National location must be attached to the Expense Line of the Expense Report. It is recommended that this approval is sought prior to booking.

Lodging

50 Mile Rule

A traveler may not claim reimbursement for meals or lodging for overnight travel within 50 miles of the traveler's headquarters or residence, whichever is closer to the traveler's destination, unless approved by the vice president or provost. A link to the Hotel Accommodations within 50 mile approval memo form can be found in the appendix.

Hotel Accommodations

Lodging expenses qualify for reimbursement at a single-occupancy rate and must be substantiated by itemized paid receipts. Lodging rates should be reasonable for the area of the country in which the travel occurs. A traveler may not be paid for more than one lodging expense per night.

Reimbursements are paid based on actual lodging and meal allowance or at the per diem rate of \$80 per day (which includes lodging and meals).

A lodging limit of a base rate of \$200 per night (not including taxes and fees) applies to cities within the United States for hotel, Airbnb, and VRBO accommodation, unless a conference hotel is used. When booking through Concur, travelers will receive a warning if they attempt to book a hotel with a base rate more than

\$200 per night.

Pursuant to Florida Bill 2502, for Fiscal Year 2022, costs for lodging associated with a meeting, conference, or convention organized or sponsored in whole or in part by a state agency or the judicial branch may not exceed \$175 per day. An employee may expend their own funds for any lodging expenses in excess of

\$175 per day. For this purpose, a meeting does not include travel activities for conducting an audit, examination, inspection, or investigation or travel activities related to a litigation or emergency response.

Conference Hotels

Conference hotels (not pursuant to Florida Bill 2502) are not subject to the \$200 per night limit. If a conference hotel is offering a conference rate or if a conference code is needed for booking, it is not recommended that the reservation be made via Concur. To allow for easier booking of conference hotels, Financial Affairs recommends that these reservations are made through the conference booking site.

Hotel Travel Exceptions

If a non-conference hotel is booked at a rate of more than the \$200 per night base rate limit, a justification must be provided for the reimbursement in excess of the base rate to be processed. In addition to the justification, the traveler must provide quotes for other hotels in the area. Failure to do so will result in the reimbursement being limited to the base rate of \$200 per night. Acceptable documentation includes screenshots of the rates for other hotels in the area. This can easily be done at the time of booking when making reservations through the Concur website. Exceptions cannot be made if this information is not provided. Exceptions are subject to review and approval by kNEXT and/or the Travel office.

Exceptions cannot be provided for hotels for State of Florida Sponsored Events that exceed \$175 per night.

Conferences and Conventions

Travelers attending a conference should submit the following documentation along with their Expense Report: registration form, a receipt showing the registration payment and the conference agenda or conference information showing the conference location, conference dates, and what is included in the cost of registration (e.g., meals, lodging etc.).

Meetings

Travelers attending a meeting should provide a copy of the meeting agenda along with their reimbursement request. If the meeting did not include an agenda, a completed Meeting Information Form should be attached in the attachments tab of the Expense Report. A link to the Meeting Information Form is included in the Appendix.

Registration Fees

Advance payment of registration fees to attend a conference, convention, or other event is frequently required prior to the date of the event. An approved Spend Authorization must be in place before advance payment can be made by kNEXT. The traveler must submit a Supplier Invoice Request in Workday or Finance Business Center must submit a Supplier Invoice at least three (3) weeks prior to the due date of the registration fee in order for it to be paid in a timely manner. A copy of the registration invoice should be attached to the Supplier Invoice Request or Supplier Invoice in Workday. The Spend Authorization number should be included in the Memo field on the Supplier Invoice.

If the registration is paid by the traveler, the cost of registration should be included on the Expense Report under the Expense Item "Registration." For conference registrations that do not include travel (e.g., webinars), the expense item "Education & Training Services" should be used.

Travelers may not claim meals and/or lodging expenses that are included in the registration fee, even if the traveler decides not to eat the meals. Dietary needs should be addressed with the conference at the time of registration. The traveler should confirm with the conference that alternative meals will be provided. The cost of a meal function or special event that is not included in the registration fee may be reimbursed if a business justification for attending is provided.

Travel Exceptions

When customarily approved travel methods are not available, the traveler or the designee making travel arrangements, must document the justification for not following state and university travel guidelines. Examples of appropriate supporting documentation to be provided along with the justification include screen shots of available travel options at the time of booking. University regulations permit exceptions for medical reasons, on a case-by-case basis. A memo of approval from the UCF Office of Institutional Equity (OIE) should be attached to the Expense Report. Failure to provide supporting documents with the exception justification will result in a denial of the exception.

Use of Personal Vehicle

The cost of operation, maintenance and ownership of a personal vehicle is the responsibility of the traveler. The university is not authorized to reimburse a traveler for repairs or other related costs incurred while traveling on official business. A traveler may not claim a reimbursement for transportation expenses when the traveler is transported by another individual. A traveler cannot claim mileage from the traveler's home to their place of employment.

Mileage Allowance

Travelers using a personal vehicle are authorized to be reimbursed at a rate of \$0.445 per mile plus tolls. If a traveler chooses to drive rather than fly, the amount of the reimbursement is limited to the amount it would have cost to fly, in accordance with Florida Statute 112.061. Supporting documentation must be attached to the Expense Report showing the comparable transportation costs.

Computing Mileage

When leaving from your residence to travel to a work assignment, other than your headquarters, or to the airport Monday through Friday with a departure time before 7a.m.; actual mileage from the traveler's residence may be claimed. When returning from travel after 6p.m., a traveler may claim actual mileage to their residence. For all other times of the day, mileage should be calculated from a traveler's official headquarters or residence, whichever is less. If traveling on a weekend or a university holiday, mileage should be the actual mileage to or from the traveler's residence. If a family member drives you to the airport in your personal vehicle, round trip mileage and tolls from the traveler's residence to the airport are permissible.

Temporary Work Location

A temporary work location is a place where your work assignment is realistically expected to, and does in fact last, one year or less. If an employee is assigned to a temporary work location while still

having a regular place of business, travel expenses between the employee's home and the temporary work location and travel expenses between their regular work location and the temporary work location are reimbursable. Travel expenses between the temporary and regular work location are not reimbursable if a university vehicle is used.

Example

An employee's regular work location is at the UCF main campus. The employee is temporarily working at the downtown campus for a month to assist with the establishment of a new program. The employee's travel expenses between home and the downtown campus are reimbursable to the extent that the travel from home to downtown is greater than travel from home to main campus. Travel between main campus and downtown are reimbursable.

Secondary Work Location

If an employee regularly works at two locations in one day, the transportation expenses incurred to get from one workplace to another are reimbursable. However, expenses incurred by the employee to travel to or from their home to their secondary work location are not reimbursable. Travel expenses between the regular and secondary location are not reimbursable if a university vehicle is used.

Example

An employee regularly works three days a week at the UCF main campus and two days a week at the UCF downtown campus. The employee may be required to travel to meetings at the downtown campus on days that they are at the main campus. The transportation expenses incurred for travel between UCF main campus and UCF downtown campus are reimbursable. However, transportation expenses to and from the employee's home to either campus are not reimbursable.

Travel Between UCF Campuses

A department may reimburse for mileage to and from an employee's primary work location and another UCF campus where the employee has a meeting or other temporary duties. A department may not reimburse for mileage between any Orlando UCF campus and the traveler's home, regardless of the time at which the duties end at the UCF campus where the meeting is being held. Mileage is not reimbursable if a university vehicle is used.

Example

An employee's main work location is UCF main campus. The employee has a meeting from 4p.m-5p.m at UCF Downtown campus. The employee uses their personal vehicle and drives home from the meeting. The department may reimburse for mileage between UCF main campus and UCF

Downtown. The employee is not eligible for mileage reimbursement from UCF Downtown to their home.

Per Diem and Meal Allowances

For a traveler to be paid per diem or meal allowances, travel must be overnight. Day trip meals are not reimbursable. A traveler may choose whether to be reimbursed using a meal allowance plus the cost of lodging or a straight per diem.

Meal Allowance Plus Lodging

This method is used to reimburse travelers who claim the actual cost of lodging plus the meal allowance. The maximum meal allowance is \$36 per day (\$6 breakfast, \$11 lunch & \$19 dinner). The cost of the hotel will be reimbursed if the hotel rate policies have been followed. A receipt must be provided for the hotel; however, a receipt is not required for the meals. The meal allowance is based on the following schedule:

	Meal Allowance Amount	Day of Departure	Day of Return
Breakfast	\$6	When travel begins before 6AM	When travel ends after 8AM
Lunch	\$11	When travel begins before 12PM	When travel ends after 2PM
Dinner	\$19	When travel begins before 6PM	When travel ends after 8PM

Straight Per Diem

This method provides for a flat \$80 per day rate to cover the cost of meals and lodging. Neither meal nor lodging receipts are required under this method. Per diem is the subsistence allowance that a traveler is authorized to receive when traveling within the United States or Puerto Rico. The calculation is based on four quarters of the day, providing \$20 for each quarter. The quarter periods used are as follows: midnight to 6a.m., 6a.m. to noon, noon to 6p.m. and 6p.m. to midnight.



Paying a Lesser Amount

If a traveler claims less than the full meal allowance or per diem authorized by Florida Statute 112.061(6), the traveler is required to attach to their Expense Report a statement of understanding their entitlement to the full meal allowance provided by law, but that they have voluntarily chosen to claim a lesser amount.

Combination of Methods

A traveler who chooses to claim reimbursement for actual lodging at a single occupancy rate plus meals for some periods and straight per diem for other periods on the same trip, may only change methods on a travel day basis (midnight-to-midnight). The choice of per diem or lodging plus meals for each day of the trip is the option of the traveler.

Incidental Travel Expenses

Travelers may be reimbursed for expenses that are incurred in addition to authorized meals and lodging or per diem. Receipts must be attached to the Expense Report.

Lost Receipts

If the required receipt is not available, the traveler should attach a signed statement to the corresponding Expense Line of their Expense Report certifying that the expense was incurred. The statement must contain the following details:

- Description of items purchased
- Purpose of the item
- The date incurred
- The amount

Keep in mind that reimbursement without a receipt is not guaranteed.

Reimbursable Expenses

When a traveler is claiming a reimbursement for incidental expenses, the following documentation should be attached to the reimbursement voucher.

Taxi/rideshare/bus/limo/shuttle

Receipts are required for taxi, rideshare, bus, limo and shuttle charges over \$25. Gratuities will only be reimbursed up to 15% of the fare, rounded up to the nearest dollar. Reimbursements for transportation expenses under \$25 without a receipt, are inclusive of gratuities.

Storage and Parking Fees

Receipts are required for storage or parking fees more than \$25.

Tolls

Receipts are required for tolls in excess of \$25. A toll calculation from the tolling authority's website is acceptable for tolls under \$25.

Communication Expenses

A statement that any communication expense being claimed, including Internet service, was for university business should be provided on the Expense Report. Communication expenses incurred to contact the traveler's family or other non-business purposes are not eligible for reimbursement.

Tips

Reasonable tips and gratuities may be reimbursed as follows:

- Actual tips paid to a taxi/bus/limo/rideshare/shuttle service may not exceed 15% of the fare, rounded up to the next dollar. Receipts are required for any transportation expense more than \$25, including tip. Tips need to be itemized on the expense line in Workday.
- Actual tips paid in association with a restaurant/meals/catering may not exceed 15% of the total, rounded up to the next dollar. Tips need to be itemized on the expense line in

Workday. Gratuities that are in excess of 15% that are added by the restaurant/caterer may be reimbursed.

- Actual gratuity paid for mandatory valet parking, which was necessary in the performance of business, not to exceed \$1 per occurrence.
- Actual portage charges paid, not to exceed \$1 per bag or \$5 per occurrence.

Other Incidental Expenses

The following incidental traveling expenses may be reimbursed upon submitting a receipt:

Laundry and Pressing

When official business is more than seven days, and such expenses are necessarily incurred to complete official business portion of the trip.

Passport and Visa Fees

When required for travel on official business.

Fees for Traveler's Checks and Currency Exchange Fees

Actual fees charged to purchase traveler's checks/exchange currency for foreign travel expenses that are part of official business.

Maps

Actual cost of maps necessary for conducting official business.

Gasoline

Gasoline purchases for rental or university vehicles.

Medical Test

Medical test required by external party such as airline, destination country, conference in the case that without such test, traveler will be prohibited from traveling or attending.

Miscellaneous

Purchases of goods or services that are necessary for official business.

Non-reimbursable Expenses

The following are examples of travel expenses that are not reimbursable:

- Personal travel insurance;
- Rental car insurance options when using Avis/Budget or Enterprise/National domestically;
- Personal expenses (including personal phone calls or gas for a personal vehicle);
- Mileage between home and official place of work,
- Parking fines,
- Traffic violation tickets,
- Any form of room services,
- Movie rentals,
- Alcoholic beverages,
- Loss or damage to personal items,
- Tips for hotel cleaning staff.

Complimentary Travel

A traveler is not authorized to be reimbursed by the university for any expenses that were provided by another source, reimbursed by a third party or which were included as part of a registration fee.

Foreign Travel

State of Florida laws and university policies described in this manual apply equally to travelers visiting foreign countries, except for the rate authorized for meals and lodging. The state of Florida authorizes the same rate that is established by the Federal Government for foreign travel. These rates are updated on the first of every month. This information can be obtained from the U.S. Department of State's Foreign PerDiem website. Travelers must complete the foreign per diem worksheet for the applicable month(s) of travel. Links to the previous three months' worksheets are posted on the Travel website. If a traveler needs a worksheet outside of the months posted, they should contact kNEXT. A completed foreign per diem worksheet should be attached to the Foreign Per Diem expense line on the Expense Report.

Foreign currency conversions should be obtained from the Oanda currency converter website and attached to the Expense Report. If a currency conversion was done on the credit card the charge was made on, that should be included in lieu of the Oanda conversion calculation.

Registering Foreign Travel

When traveling outside the United States, you must register each trip with the [UCF Travel Registry through UCF Global](#). Travel, accident and sickness insurance is provided by the university to all faculty and staff traveling abroad on university business. However, this coverage is not effective until a trip is registered. This insurance provides emergency medical; evacuations for medical, military or political unrest and natural disasters; repatriation and accidental death and dismemberment benefits. Additional information regarding travel insurance can be found at the website for the [UCF Compliance, Ethics, and Risk Office](#).

When registering a trip, all travel destinations should be included in your itinerary. This includes destinations that are for personal travel and not reimbursable as university business. Coverage may be provided by the travel accident and insurance policy. For example, you are attending a conference in Germany, you decide to stay an additional five days to vacation in France. Though your travel in France is not reimbursable since it is personal in nature, you may still have coverage under the travel insurance policy for the personal deviation.

Fly America Act

The Fly America Act (41 CFR 301-10.131 through 301-10.143) requires that all federally funded travel be on a US flag carrier or US flag carrier service provided under a code-share agreement, except under specific situations.

When booking international travel, the Principal Investigator of the award to be charged is responsible for complying with the Fly America Act. Note: Most travel agents are not familiar with these regulations.

Documentation of compliance is the appearance of the US flag on the air carrier's designator code and flight number on tickets or associated documentation (e-Ticket itinerary) for all legs of a trip. The cost of travel subject to the Fly America Act that does not adhere to this regulation will be borne by the Principal Investigator's cost center or will be moved to a suitable nonfederal funding source.

When booking travel through Concur, Fly America Compliant flights are designated with a picture of a shield with a check mark.

Exceptions must be documented through completion of the UCF Fly America Act Exception Form (available from the Office of Research) and attached to the Airfare line of the Expense Report. Failure to complete UCF Fly America Act documentation will result in the expense being disallowed from federally funded accounts.

Expense Reports that contain an airfare expense line and include a federal grant worktag will include instructions at the top of the Expense Report when routed to the Cost Center Sponsored Programs Coordinator and Award Contract Owner (Grants) security roles reminding them to check for compliance with Fly America Act.

In no case is the use of a foreign air carrier justified because of cost, convenience, or traveler preference.

Permitted Exceptions to the Fly America Act

If a U.S. flag air carrier offers nonstop or direct service (no aircraft change) from your origin to your destination, you must use the U.S. flag air carrier service unless such use would extend your travel time, including delay at origin, by 24 hours or more.

If a U.S. flag air carrier does not offer nonstop or direct service (no aircraft change) between your origin and your destination, you must use a U.S. flag air carrier on every portion of the route where it provides service unless, when compared to using a foreign air carrier, such use would:

1. Increase the number of aircraft changes you must make outside of the U.S. by two or more; or
2. Extend your travel time by at least 6 hours or more; or
3. Require a connecting time of 4 hours or more at an overseas interchange point.

For travel outside the U.S., if a U.S. flag air carrier provides service between your origin and destination, you must always use a U.S. flag carrier for such travel unless, when compared to using a foreign air carrier, such use would:

1. Increase the number of aircraft changes you must make en route by two or more; or
2. Extend your travel time by six hours or more; or
3. Require a connecting time of four hours or more at an overseas interchange point.

If an exemption is needed:

1. Complete the form indicating the reason for the exemption.
2. Attach a proposed itinerary of the trip with the completed form to the Spend Authorization and Expense Report. Approval should be obtained prior to booking travel.

The Cost Center Sponsored Programs Coordinator and Award Contract Owner (Grants)

Workday security roles will review exceptions.

The [Fly America Exception Form](#) can be found on the Office of Research's website.

Foreign Travel Warnings

When traveling to a foreign country, it is of the utmost importance that the traveler be aware of the U.S. Department of State travel warnings by calling the hotline for American travelers at 888-408-4747. It is recommended that the travelers know the location of the U.S. Embassy and U.S. Consulate General Offices. Travel is not allowed, under any circumstances, to areas that the U.S. Department of State considers a "terrorist state." For current information regarding travel advisories, travelers should visit the [U.S. Department of State's Travel Advisory](#) website.

Foreign Reimbursement Rates

Foreign travel reimbursements are based on actual lodging and foreign meal per diem or the \$80 state of Florida per diem rate. The State Department's foreign lodging rates are the maximum allowable reimbursement rates, unless staying at the conference (or organized activity equivalent to a conference) hotel. Hotel receipts are required when requesting reimbursement for foreign hotel stays. The foreign per diem rate by location can be located on the [State Department's website](#). This site includes the maximum lodging reimbursement rates as well the allowable meal per diem rates. Since the state of Florida allows for the payment of incidental expenses in addition to the payment of per diem for meals, the amount established by the Federal Government as incidental expenses should be deducted from the per diem for meals and incidental expenses (MI&E) to arrive at the university's allowable foreign rate since Florida Statute allows for the reimbursement of incidental expenses. A breakdown of foreign meals and incidentals can also be found at the [State Department's website](#).

Foreign Per Diem Example

London, UK	
Lodging	\$299
Meals & Incidental Expenses (M&IE)	<u>\$183</u>
Federal Maximum Rate	\$482
M&IE Detail	
Breakfast	\$27
Lunch	\$46
Dinner	\$73
Incidentals	<u>\$37</u>
Total	\$183
UCF Allowable Per Diem for Meals	\$146

Travelers may be reimbursed for either the actual lodging and foreign meal allowance or \$80 per diem cost. The state of Florida per diem rate may not be combined with reimbursement of foreign travel costs pursuant to the allowances under the federal guidelines for the same travel day. The two methods of reimbursement, state per diem and foreign allowances cannot be claimed on the same travel day. Actual hotel expenses may not exceed the federal foreign per diem rate for that location, unless staying at a conference hotel. A conference hotel booked using the conference rate will be reimbursed at an actual cost up to 300% above the prevailing foreign per diem lodging amount provided by the State Department. The actual daily rate for a conference hotel must be supported by the conference documentation and included in the Expense Report. Any rate more than the published conference hotel rates will not be reimbursed. Itemized paid lodging receipts must be provided. All meals, while in foreign locations, will be reimbursed at the rate applicable to those locations.

Payment of Foreign Per Diem Rates

Rates for foreign travel should not begin until the date and time of arrival in a foreign country from the United States and should terminate on the date and time of departure from a foreign country to the United States.

Foreign Receipts

Receipts issued in a foreign currency should show a computation converting the amount into U.S. dollars. All claims on the Expense Report must be submitted in U.S. dollars. When converting foreign transactions into

U.S. dollars, the conversion date should be the same as the transaction date. Foreign currency conversions should be obtained from the [Oanda](#) currency converter website and attached to the Expense Report. If a currency conversion was done on the credit card the charge was made on, that can be included in lieu of an Oanda calculation.

Travel to Multiple Geographic Locations

When a traveler is traveling from one foreign location to another within a meal period, reimbursement should be calculated at the applicable rate where the traveler departed from. Meal periods are considered to be breakfast until 8a.m., lunch until 2p.m. and dinner until 8p.m. Travelers should track the time of departure and return to ensure that meals are reimbursed at the appropriate rates. The foreign per diem worksheet located on the Travel Payables section of the Financial Affairs website should be used to track meals when in a foreign locale and should be submitted with the Expense Report.

Travel Under Special Circumstances

Travel under the following circumstances require additional levels of approval. The traveler should contact FA Travels Payable for additional information (Email: travelfa@ucf.edu or Phone: 407-882-1000).

- Emergency situation
- Traveler becomes sick or injured while on university business
- Reasonable accommodations under the Americans with Disabilities Act

Travel in Excess of 30 Calendar Days Rule

Employee travel for more than thirty (30) days to a single location requires approval from the provost or appropriate vice president. A link to the 30 Day Travel Approval Memo Form is included in the appendix.

Travel on a Sponsored Award (Research, Service or Other)

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses; must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the University in its regular operations as the result of UCF's written travel policy. Additionally, if these costs are charged directly to a sponsored award, documentation must justify that: (1) the participation is necessary to the federal award, and (2) the costs are reasonable and consistent with the non-federal entity's travel policy.

When assigning travel costs to a sponsored award verify the type of sponsor (Federal, private, State & local government, foundation, etc.) and apply the sponsor's travel terms and conditions accordingly. Federal sponsors require the university to meet Uniform Guidance travel regulation 2 CFR, 200.474(b) and specific agency (NSF, NIH, DoD, DoE, NASA, etc.) travel terms and conditions.

Group Travel

Group travel Spend Authorizations should be submitted via Workday. The names of the travelers should be provided in the Attendees field on the Spend Authorization. Refer to the job aid on Creating a Spend Authorization for additional information. When submitting an Expense Report for group travel, it is necessary to provide a roster of the travelers in the group. The roster of travelers on an Expense Report may either be attached in the attachments section of the Expense Report or included in the Attendees field on the expense line. The Expense Report should be completed in the group leader's name and have a Business Purpose of Group Travel. Only the group leader is eligible to be reimbursed. It is the group leader's responsibility to make payment to the other members of the group, if necessary.

If a meal allowance lesser than the allowable per diem rate is reimbursed to the travelers, the following statement should be attached to the Expense Report and signed and dated by the group leader.

"...The Group has been notified that while each individual is entitled to the full meal allowance provided by law, they have volunteered to receive a lesser amount..."

Travel Advances

Advances

Only UCF employees can request travel advances. The following conditions are required to process a travel advance:

- The travel period must be for a duration of five or more days.
- The advance may not exceed 80% of the estimated meals and lodging expenses that will ultimately be reimbursed to the traveler.
- A traveler may not have more than one travel advance outstanding at any time.
- An advance request must be submitted through spend authorization in Workday at least 21 days prior to the trip start date
- An Expense Report is required to be completed within ten (10) business days after the end of the trip, per Florida Administrative Code- 69I-42.005.
- If the advanced funds are more than the total expenses of the travel, the excess should be deposited with the Cashier's Office by the Finance Business Center within ten (10) business days of the trip's end date. Refer to the Workday training on returning cash advances.

Field Advances Funded by Sponsored Research

In accordance with [Florida Statute 1004.22\(12\)](#), field advances can be obtained by a Principal Investigator (PI) to perform research at a remote site that is so far removed from the university as to render normal purchasing and payroll functions ineffective. A field advance form approved by the provost, or the provost's designee and a power of attorney from the PI are required to receive a Field Advance. Any special circumstances, such as incremental disbursement of the advance, should be included in the memorandum of approval for the advance. The memorandum of approval for the advance must be attached to the Spend Authorization.

The total amount of the advance is to be reconciled within ten (10) business days of return to UCF from the remote site or within ten business days of the end of the activity requiring an advance. A second advance will not be issued until the previous advance has been settled and reconciled by the PI. Receipts should be maintained and submitted for any currency exchanges along with supported USD conversion.

Reimbursement Request of Travel Expenses

Reimbursements for travel expenses are submitted through an Expense Report in Workday. The Expense Report should include all expenses incurred in connection with the travel. Reimbursements may not be made until after travel has been completed.

Expenses incurred via a university Expense Card must be submitted within 20 days of posting in Workday or by the tenth day of the following month, whichever is sooner, via an Expense Report in Workday.

Expense Card transactions incurred prior to travel (e.g., airfare, registration) must be submitted via an Expense Report tied to the Spend Authorization prior to travel taking place. This may mean that multiple Expense Reports are submitted for the same trip.

Supplemental Reimbursement Request

If after a reimbursement voucher has been paid, it is discovered that a reimbursement item(s) was omitted, an additional Expense Report may be submitted. The Expense Report should be created from a Spend Authorization.

Accountable Plan

In recognition of the Internal Revenue Code requirements of an accountable plan, all payments of allowances, advances or reimbursements will be reviewed for all of the following criteria:

1. Business connection to UCF;
2. Adequate substantiation of expenses within a reasonable amount of time; and
3. Requirement to return amounts paid in excess of expenses.

Reasonable Amount of Time

For advances, substantiation must be provided 30 days prior to the start of travel or when an expense is paid or incurred; whichever is earlier. Substantiation must be provided for reimbursement no later than 60 days after the end of travel or when an expense is paid or incurred; whichever is later. Any return of excess advances or reimbursements must occur no later than 120 days after the end of travel or when an expense is paid or incurred; whichever is later. Disbursement recipients must return to UCF any amount paid in excess of the expenses substantiated within ten business days after the end of travel or when the expense is paid or incurred; whichever is later. Amounts not returned are subject to withholding from employee's paychecks. If for any reason the amounts are not fully returned within 120 days, they will be considered paid under a nonaccountable plan.

If any advance, allowance, or reimbursement does not meet all three criteria listed above, the payment will be considered to be under a nonaccountable plan. Nonaccountable plan payments are considered income and subject to taxation. For additional information, please read the [Formalization of the University's Accountable Plan](#).

Personal Travel

At times, travelers extend their travel beyond the period required to complete official university business. Travelers are not authorized to be reimbursed for expenses incurred beyond the time required to complete the official business of the university. The Expense Report should include a statement documenting the dates and time that the traveler was on personal business. If the airfare includes locations other than where official business was conducted, the traveler should reimburse the university for the personal portion of the airfare, if it was paid for using university funds. Personal portions of expenses may be documented on the Expense Report in Workday and reduce the traveler's reimbursement. Travelers should be mindful that under IRS rules, if the personal portion of the travel is determined to be more than a minimal amount, a portion or all the travel costs could be taxable to the traveler. A business purpose for personal days must be substantiated with supporting documents. If a traveler has more than seven personal days on a trip, a completed copy of the Taxable Personal Travel Form should be submitted with the travel expense report. A link to the form is provided in the appendix. The Finance Business Center should update the travel type to "Foreign Needs COE Review". This will route the Expense Report to Financial Affairs for review. The Taxable Personal Travel Form allows for an analysis of the taxability of personal travel expenses.

When seeking reimbursement for a trip that includes personal time, the traveler will only be reimbursed for the portion of the trip where he was on official university business. UCF business should begin the day of or the day following the traveler's arrival at their destination. Traveler must attach a document in the attachments section of the Expense Report stating the hours they were on and off state-time to properly determine appropriate meals and lodging allowance.

In the example below, the traveler arrived two days prior to the conference. Therefore, the traveler must go off state time when the flight lands and will therefore not be reimbursed for expenses incurred prior to going back on state time. The traveler will go back on state time at the same time the day prior to the conference.

Date	Description	Expense Requested	Reimbursable Expense
09/10/18	Arrive at airport at 9:10a.m. & arrives at destination at 2:30p.m.	\$250 airfare, \$30 meal allowance, \$200 hotel	\$250 airfare, \$11 meal allowance, \$0 hotel
	Traveler goes off state time at 2:30p.m. when flight lands		
9/11/18	Traveler goes on state time at 2:30p.m. the day prior to the conference		
		\$36 meal allowance, \$200 hotel	\$19 meal allowance, \$200 hotel
9/12/18	Conference Starts	\$36 meal allowance, \$200 hotel	\$36 meal allowance, \$200 hotel

9/13/18		\$36 meal allowance, \$200 hotel	\$36 meal allowance, \$200 hotel
9/14/18	Conference Ends Flight departs at 2:00p.m. traveler returns home at 6:00p.m.	\$17 meal allowance	\$17 meal allowance
Total		\$1,205	\$969

Expenses incurred while back on state time are reimbursable, unless paid for by a third party. If the traveler arrives at a destination more than one day before official university business or returned to headquarters more than one day after the conclusion of official university business, airfare quotes must be included in the Expense Report documenting the cost of airfare if booked for arrival one day prior to university business and return one day after university business.

Appendix

Meeting Information Form

[41-907.pdf \(ucf.edu\)](#)

Travel over 30 Days Approval Memo

https://fa.ucf.edu/wp-content/uploads/sites/2/30_Day_Approval_Memo_Exhibit_M.pdf

Lodging within 50 miles Approval Memo

https://fa.ucf.edu/wp-content/uploads/sites/2/Hotel_Accommodations_Within_50_Miles.pdf

Form 41-907 Meeting Information Form

<https://fa.ucf.edu/wp-content/uploads/sites/2/41-907.pdf>

Form 41-978 Approval of Field Advance for Sponsored Research Agreements Form

<https://fa.ucf.edu/wp-content/uploads/sites/2/41-978.pdf>

Fly America Act Exception Form

[cg_FlyAmericaActExceptionForm.pdf \(ucf.edu\)](#)

Taxable Personal Travel Calculation

[Travel Payables: Forms | Financial Affairs \(ucf.edu\)](#)

Foreign Per Diem Calculation

[Travel Payables: Forms | Financial Affairs \(ucf.edu\)](#)

APPENDIX AC: SICK LEAVE

Accrual of Sick Leave:

USPS (exempt and non-exempt), A&P and Faculty (12M and 9M) Employees

- If full-time, accrue Sick Leave at a rate of 4 hours per biweekly payperiod.

Executive Service Employees

- If full-time, twelve-month executive service employees accrue SickLeave at a rate of 5 hours per biweekly pay period

Employees who are in pay status for less than a full pay period due to initial employment or separation during a pay period, leave of absence without pay or educational leave with pay, shall earn Sick Leave for the number of hours in pay status (hours worked plus leave with pay hours) during that pay period in direct proportion to the Sick Leave earned for hours worked in a full pay period.

The following calculation shall be used to determine the amount of accrual:

1. Divide the number of hours in pay status by the number of hours in the full pay period,
and
2. Multiply the quotient of (1.) above by the accrual rate for the full payperiod, rounding the product to two decimal places.

For example, if an employee who earns 4 hours of Sick Leave actually worked 25 hours and used 4 hours of Annual Leave and 4 hours of SickLeave, calculate the accrual rate for the

pay period as follows:

$$\frac{33}{80} \times 4 = 1.65 \text{ hours}$$

Part-time employees accrue Sick Leave in proportion to their actual time worked and/or in pay status per biweekly pay period.

Use of Sick Leave

- Sick Leave is intended for use for the employee's personal illness, injury, exposure to a contagious disease, a disability where the employee is unable to perform his/her assigned duties, or the employee's appointments with health care providers. Personal illness includes disability caused or contributed to by pregnancy, miscarriage, abortion, childbirth, or recovery therefrom.

As a result of the Families First Coronavirus Response Act (COVID-19), sick leave usage reasons have been expanded. Effective 04/01/2020, if an employee is unable to work (on or off-site) or is working a reduced work schedule, sick leave may be used to supplement pay if the employee:

- **is subject to a Federal, State, or local quarantine or isolation order related to COVID-19**
- **is caring for his or her child whose school or place of care is closed (or childcare provider is unavailable) due to COVID-19 related reasons**
- An employee may also use sick leave for an immediate family member's illness, injury, or appointments with health care providers; or for the death of an employee's immediate family member.
- Immediate family member is defined as the spouse, grandparents, parents, brothers, sisters,

children and grandchildren of both the employee and employee's spouse.

- An employee must make every effort to notify his/her supervisor, as soon as possible, after the start of the workday when he/she is unable to report to work due to his/her personal illness or injury, or the illness/injury of an immediate family member.
- After absence for three workdays in any 30-day period, an employee's supervisor may request a medical certification before authorizing any additional use of Sick Leave. This is at the discretion of the supervisor and will be used only as the situation may warrant.
- An employee may only use the amount of Sick Leave that is necessary to bring the employee's hours up to 40 hours for the workweek.
- Requests to use Sick Leave for the employee's appointments with health care providers or the employee's immediate family member's appointments with health care providers must be submitted to the employee's supervisor, in advance, when possible.
- An employee who becomes eligible for the use of sick leave while on approved Annual Leave shall, upon notifying the supervisor, substitute the use of accrued sick leave to cover such circumstances.
- Sick Leave is earned and accrued when the employee is in pay status and is credited to the employee on the last day of the pay period.
- Sick Leave may not be used before it is earned and accrued.
- There is no maximum on the amount of Sick Leave an employee may accrue.

Payment of Sick Leave

*[May be subject to the UCF 401\(a\) Special Pay Plan](#)

- Upon separation from the University, an employee with 10 or more continuous years of creditable UCF service shall be compensated for the unused sick leave at the employee's current, regular hourly rate of pay for one-fourth of all unused sick leave accrued, provided that one-fourth of the unused sick leave does not exceed 480 hours.
- Employees with less than 10 years of continuous creditable service are not eligible for payment for unused Sick Leave.

APPENDIX AD: FAMILY MEDICAL LEAVE ACT AND PARENTAL LEAVE ABSENCE

What is FMLA?

The Family and Medical Leave Act (FMLA), a law that was passed in 1993, allows you to balance your work and family life by taking job-protected unpaid leave for certain family and medical reasons due to a serious health condition. Under FMLA you are entitled to unpaid leave and the maintenance of your health benefits during the leave.

Who is eligible for FMLA leave?

All employees are eligible to take FMLA leave if they have worked for the University for at least 12 months (in the prior 7 years), have worked for at least 1,250 hours in the 12 months prior to your leave start date, and work at a location with at least 50 employees within 75 miles of the worksite.

How does FMLA protect me?

When you have been approved for FMLA, the time that you take off due to a serious health condition cannot be counted against you on your performance appraisal. A faculty member may request that their tenure clock be extended. Upon return from FMLA leave, most employees are entitled to be returned to the same or an equivalent position.

Is FMLA confidential?

Medical information for you and your family members is confidential and maintained as such.

How is FMLA counted?

FMLA provides 12 weeks of job protected leave in a 12-month period or “plan year.” Effective 07/01/2023, our FMLA plan year changes from the UCF fiscal year to a “rolling” calendar year. Under this plan, each time an employee takes FMLA leave, the remaining leave entitlement would be the balance of the 12 weeks which has not been used during the immediately preceding 12 months. Workday will track your FMLA use and balance automatically. For tracking purposes, your entitlement can be converted to hours using your weekly standard hours.

What are the reasons that may entitle me to FMLA protection?

The reasons for FMLA protection can be for one or more of the following reasons:

- the birth of a son or daughter or placement of a son or daughter with the employee for adoption or foster care
- to care for a spouse, son, daughter, or parent who has a serious health condition
- for a serious health condition that makes the employee unable to perform the essential functions of his or her job
- for any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is a military member on covered active duty or call to covered active-duty status, or to care for a covered service member

What is a serious health condition?

A serious health condition means an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents you from performing the functions of your job or prevents your qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

What types of leaves are available to me?

- Continuous Leave: When on a continuous (or full) leave, you are not working at all. The leave is unpaid unless you choose to use your available accrued leave. Accrued time off shall be used in accordance with UCF's practices.
- Intermittent Leave (not available for non-FMLA or parental leaves): Intermittent leave may be taken for specific medical reasons confirmed by a health care provider. Time may be taken periodically for one or more hours or for up to 10 days. Examples of intermittent leave include leave taken on an occasional basis for medical appointments/treatments or leave taken several days at a time, such as for chemotherapy. When not working, you will not be paid unless you request accrued time off in Workday. *For planned medical visits, you should make a reasonable effort to schedule the visit so as not to unduly disrupt your department's operations.*
- Reduced Work Schedule Leave (RWS): When on an RWS leave, you may work less than your normal work schedule. The proposed work schedule must be agreed upon by your department. When not working, you will not be paid unless you request accrued time off in Workday. An example of an RWS leave is someone recovering from a serious health condition and not medically able to work their normal work schedule.

How much time can I take for a medical leave?

The duration is based on the documentation provided on the Certification of Health Care Provider (CHCP) Form the physician must complete. The FMLA entitlement is 12 weeks per plan year.

How much time can I take for a parental leave?

UCF allows employees up to six months of parental leave to be taken during the first 12 months after your child arrives.

How does FMLA work with a medical or parental leave of absence?

The first 12 weeks of your approved medical or parental leave will count towards your FMLA entitlement.

Does FMLA guarantee paid Time Off?

No. The FMLA only requires unpaid leave. However, the law does allow you to use accrued paid Time Off (such as accrued annual Time Off, accrued sick Time Off, or compensatory Time Off) for any FMLA absence. Accrued Time Off shall be used in accordance with UCF's practices. If you expect to be unable to work for an extended period, you should consider filing a claim if you have disability insurance or file for Social Security Disability.

How does FMLA impact tenure for Faculty members with a leave of absence?

Time spent on paid or unpaid leave for over 160 hours extends an employee's tenure clock. Faculty members, *particularly Assistant or Associate Professors*, interested in adjusting their tenure clock or who have questions about it, should contact Faculty Excellence at FacultyExcellence@ucf.edu or (407) 823-1113.

Can leave taken due to pregnancy complications count against my FMLA for the birth and care of my child?

Yes. If you use medical leave for another reason, including a difficult pregnancy, it may be counted as part of your 12 week FMLA entitlement. A pregnant employee may apply for medical leave for use intermittently for prenatal examinations or for complications, such as for periods of morning sickness. Medical Leave does not reduce your parental leave allowance.

Does workers' compensation leave count against my FMLA leave entitlement?

Yes. FMLA leave and time off work due to workers' compensation can be concurrent provided the reason for the absence is due to a qualifying serious illness or injury.

How are my insurance deductions affected when I am on medical or parental leave?

- Insurance deductions will only be affected when you are not paid sufficient hours to cover your biweekly benefits premiums. If you choose to use accrued Time Off, you are required to use a minimum of ten (10) accrued Time Off hours weekly (if available) per UCF Regulation 3.040.
- If you do not receive any pay, your insurance deductions cannot be payroll-deducted. Please contact HR Benefits at 407- 823-2771 to arrange your premium payments. If you do not pay your premiums, your benefits will be suspended. To reinstate your benefits, you must pay all outstanding premiums. It may take up to ten (10) days to process late payments and reinstate your benefits during which time you will not have active coverage.

When must I submit my request for medical or parental leave?

We recommend that you submit your request in Workday at least 30 days in advance for a foreseeable leave or as soon as practicable for an unforeseeable leave. You will be allowed 15 calendar days to provide a completed Certification of Health Care Provider (CHCP) Form. The CHCP is needed to confirm your qualifying reason and to document the use of sick time off. For Military Exigency please provide reason/documentation for support.

Faculty: For specific information related to Faculty employees including FAQs, modified instructional duties, and paid parental leave, refer to the Faculty Excellence website at: [Faculty Excellence-Paid Parental Leave](#).

Graduate Assistants: For specific information related to Graduate Assistants and paid parental leave, reference the UCF Graduate Student Catalog at: [Parental Leave for Graduate Assistants](#).

What am I required to submit when returning to work from a leave of absence?

In all cases, you must confirm your Intent to Return to Work in Workday. If your absence was due to your own pregnancy (less than the 6-8 week standard of care), your own injury, or your own illness, you must provide a completed [Medical Release Form](#) signed by your health care provider prior to returning to work.

The form may be uploaded directly to Workday (*Request Return from Leave of Absence*), faxed to (407) 882-9023 or scanned to loaandworkcomp@ucf.edu.

What if I need a job accommodation to return to work?

For temporary accommodations on a limited basis, UCF Leave Administration may be able to assist with an informal conversation with your supervisor. In situations where additional medical documentation is required or the department (or requesting employee) requires further information before responding to an accommodation request, complete a Reasonable Accommodation Request Form for the Office of Institutional Equity (OIE). Submit the OIE medical form completed by your health care provider to oie@ucf.edu. Documentation of your disabling condition and the need for an accommodation is generally required unless the condition and the need for the requested accommodation is obvious. ***For specific information on job accommodations at UCF, reference the Office of Institutional Equity website at: oie.ucf.edu and [Accommodations in Employment.pdf](#).***

Who do I contact if I have other questions regarding FMLA:

Please contact HR-Leave Administration directly at loaandworkcomp@ucf.edu or (407) 823-2771.

REV- 04/2023

APPENDIX AE: PROPERTY ACCOUNTABILITY AND INVENTORY CONTROL

Definitions

Property

Property is equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature with a value or acquisition cost of \$5,000 or more and a normal expected life of one year or more. (Reference Florida Board of Governors Regulations 9.001, 9.002, and 9.003.)

Library Resources

Property also includes library resources that are circulated to students or the general public such as books, journals, periodicals, audio/visual media, computer-based information, manuscripts, maps, documents, and similar items, which provide information essential to the learning process or that enhance the quality of academic, professional, or research libraries. The threshold for library resources is an acquisition cost or value of \$250 or more and having a useful life of one year or more.

Capitalized Property (Assets)

Property items can be classified as either capitalized or non-capitalized. Capitalized property is any tangible, non-consumable/non-expendable item with a life expectancy of one year or more. For property to be considered a capitalized asset, the value or cost to acquire the item should be

\$5,000 or more (i.e., invoice price plus freight, shipping, handling, and/or installation charges, required warranties, less discounts). Capitalized assets include peripherals or software that are required for the main piece of equipment to operate. For example, modular workstations that are joined by a wall panel with a total cost of \$5,000 or more are considered capitalized property.

The capitalization threshold for intangible assets is \$4 million. This includes the following: software purchased, licensed, or internally generated; easements; land-use rights; patents; copyrights; and trademarks.

Non-capitalized Property (Expenses)

In contrast, non-capitalized property items (expenses) are those that do not meet the cost or useful life threshold limits mentioned above (e.g., parts, optional extended warranties).

Structure

Asset Management System

The Asset Management module is used to manage all of the university's assets. This module is a subsystem of the UCF Financials system. It maintains the details for an asset such as its cost, acquisition date, category, profile, useful life, photo, etc. The Asset Management System puts information into the General Ledger; therefore, the two must be reconciled against each other.

Property Custodians

The dean, director, or chair (DDC) or the responsible fiscal officer (RFO) will designate one employee to be a property custodian (PCT) for each department or project for which the DDC or RFO holds responsibility. Each PCT is responsible for identifying university property and maintaining the property records for the department(s) or project(s) for which he or she is responsible. However, assigning this responsibility to a PCT does not relieve the DDC or RFO from accountability for the property assigned to his or her area. The PCT must be added to the Departmental Authorization List (DAL) and have access to UCF Financials.

Property Codes

Account Code

The account code identifies the type of asset. This code is added to the university property records and is assigned for the total amount of the asset. Upgrades to existing furniture or equipment already valued at \$5,000 or more should be added to the original cost of the item

if the cost of the upgrade is \$5,000 or more and it adds capacity, life, or efficiency. Assets must have an account code that begins 75XXXX and an alternate account code of 721000 (see list of accounts at the end of this document).

Profile ID

The Profile ID determines the useful life of the asset. The Profile ID should correlate with the description of the asset.

Asset Information on Requisitions and Purchase Orders

Requisitions and purchase orders (POs) should include an asset's account code and Profile ID. When a requisition is created, it is important to select the proper asset category as the account code and Profile ID will be linked to the category when the requisition is processed. In addition, a requisition should include the asset's correct location and the name of the person to contact regarding the asset.

Property Decals

Marking Property

Tagged assets are marked with a pre-numbered decal assigned by the property assistant for the main campus or the appropriate property personnel at branch campuses.

Decal Number Assignment

Decal numbers are assigned by asset ownership as follows:

CF XXXXXX	Main and Area Campuses
US XXXXXX	Federal Assets
CG XXXXXX	Contracts and Grants
UL XXXXXX	Assets Loaned from Federal Government
CL XXXXXX	Assets Loaned from Private Grantors

Assets Acquired from Contract or Grant

Assets acquired from a contract or grant should use a specific decal depending on the vesting rights of the agreement/contract (i.e., prefix 4940CF for university owned, 4940US for federal government owned, and 4940CG for private). The Office of Research and Commercialization should provide Finance and Accounting's Property and Inventory Control department with a comment on the requisition/PO that specifies the type of decal to use.

Items That Cannot Be Marked

Items that would be defaced if tagged, that are too small to receive a decal, or would be impractical to tag for another reason will be assigned a decal number. In these instances, the decal will be affixed to a 3 x 5 inch notecard, which includes a color photo of the asset and adequate detail to locate the item later. The card will be retained by the PCT for the department or project. A copy of the card and a photo of the asset will also be stored in the Asset Management system.

Fee

A fee of \$50 per month will be charged to departments that have not tagged their property within twenty (20) business days after receiving the property.

Inventory

Process

The property manager in the Finance and Accounting department is responsible for maintaining an adequate record of the university's tangible personal property. Beginning in July of each year, the property manager will use optical scanning equipment to conduct an annual inventory of all tagged assets. The inventory process will continue on a departmental basis until all property items on the main campus and all branch/satellite locations have been scanned. A follow-up to the first-pass of scanning will then be performed to scan any items that were not scanned during the first round.

Department's Responsibilities in the Inventory Process

A department's responsibilities in the inventory process are established with property personnel before the inventory process begins. To obtain accurate and efficient inventory, the PCT of the department or project should accompany Property staff throughout the scanning process. After each inventory appointment, the Property staff will notify the PCT of any assets that remain unaccounted for. The PCT must locate the remaining items as soon as possible and contact the Finance and Accounting Property and Inventory Control department to schedule an appointment to scan the additional items. After the first-pass scan and follow-up appointments have been completed, the property manager will begin generating missing item lists from the Asset Management system and forward these lists to the respective DDC, RFO, and PCT of the department/project as notification of inventory non-compliance.

PCTs should have all university-owned property, for which they are responsible, made available for scanning at the designated time(s). Departments are responsible for any items not located and for completing the appropriate forms to reconcile the item(s) for the annual inventory process before the end of the current fiscal year. A report of any assets not presented for inventory or reconciled with an off-campus or lost form will be delivered to the assistant controller who will contact the DDC or RFO of the non-compliant department for reconciliation.

Federally Owned Property

A separate list that identifies federally owned assets and the location of these items is provided to PCTs, DDCs, and RFOs. Federally owned assets will be included in the annual university inventory. If an item cannot be located and is determined to be lost/stolen, the federal government should be notified immediately. To accomplish this task, a form titled "Request for Relief of Responsibility for Property Lost or Stolen" will be prepared by the Office of Research and Commercialization. The form will be submitted to the appropriate federal agency along with a request for disposition instructions.

Property Delivered to Central Receiving

Delivery

When a delivery is made to Central Receiving, Central Receiving retrieves the PO that corresponds to the information shown on the outside of the package. The package's contents are then carefully verified and

checked for damage. Then the receiving report is completed and dated. In the event of a partial order, only the items received are dated, and the remaining items are back ordered and thus marked B/O.

Matching Process

The account code column on the PO is checked to determine if the item requires a property decal. If so, the tagging property accountant is notified. The appropriate information is then recorded in the Asset Management system.

Unmarked Items

If the item cannot be matched with a requisition, PO, or voucher, the department acquiring the asset should be contacted.

Property Delivered Directly to a Department

If university-owned property is delivered directly to a department instead of Central Receiving, the Finance and Accounting property accountant should be notified immediately so the item(s) can be decalated and added to the university's Asset Management system.

Capitalization of Constructed Equipment

Requirements

Equipment is assembled and/or produced at the university as the need arises, particularly in research areas which have special equipment needs for items that are not produced commercially. All equipment assembled and/or produced with an expected useful life of a year or more and a total component cost of \$5,000 or more should be capitalized and have a university decal assigned and affixed to the item within 20 days after the item has been completed. The individual in charge of the construction/assembly process is responsible for notifying Property and supplying all pertinent information so the item can be properly capitalized. A description of the asset (to assist in identifying the item during future inventories) as well as the asset's location and the department/project number to which the item belongs should be included.

A spreadsheet detailing all components included in construction of the asset along with their cost, voucher numbers, and PO numbers should be provided to the Property and Inventory Control department upon

completion of the asset. An Asset Build Template is available for use at the [Guidelines](#) section of the Property website. Include the asset name on all invoices in order to assist Finance and Accounting staff with tracking the asset build. Once construction is complete, the Finance and Accounting office will reconcile the information provided by the department with expenses that have been recorded in the asset account.

Constructed assets that are not tagged within twenty (20) business days after the item has been completed will be subject to the \$50 fee discussed in the Property Decals section of this document.

Costs

The cost of all items used in the assembly should be included when determining a constructed item's value. When available, copies of invoices should be forwarded to the Property office with the component prices highlighted. Since actual prices frequently vary, PO prices should only be used when invoices are unavailable. When both invoices and POs are unavailable, a written estimate of the cost of the item should be provided along with a grand total summary of all components by item.

Capitalization of Leased Equipment

Requirements

Equipment leases of \$5,000 or more must be sent to the asset management accounting coordinator in Finance and Accounting who will determine whether the lease is a capital or operating lease. Examples of leased equipment that should be evaluated include but are not limited to vehicles, copy machines, servers, etc. The accounting coordinator should be provided with the lease agreement and any other supporting documentation that contains the value of the asset, the payment amounts and how often they will be made, the length of the lease, and the interest rate.

The accounting coordinator will evaluate the lease for the following criteria. If any one of the following criteria is met, the lease will be deemed a capital lease.

The lease transfers ownership at the end of the lease.

The lease contains a bargain purchase option.

The lease term equals 75 percent or more of the estimated useful life of the leased asset.

The present value of the minimum lease payments equals 90 percent or more of the fairvalue of the leased asset.

If a lease is determined to be a capital lease, the accounting coordinator will provide the department with an amortization schedule, if one was not provided by the vendor. The value of the asset will match the total principal payments on the schedule. Once the leased asset is received, the department will contact the Property department to have the asset tagged.

Donated Property

The Property and Inventory Control department should be notified immediately when an item that meets the criteria necessary to be considered a capitalized asset is donated to the university. The item's description, condition, and cost should be provided. If the cost is not available, the item's estimated market value should be supplied. The Property staff will record the item in the Asset Management system and request the accounting coordinator record an adjusting entry as a donation in the General Ledger.

Property Reported Lost or Stolen

Lost/Stolen

If state-owned property is known to be lost or stolen or has not been located after the inventory has been completed, it should be reported as lost using the online system for lost property, or the stolen property form should be completed. A copy of the police report is required for items reported as stolen.

For more information please review the [Addy Note "Creating a Request to Declare an Asset Lost"](#)

on the Property and Inventory Control website.

Police Department Notification

As based on the property manager's judgment, a copy of the lost property report should be sent to the university's Police Department for any attractive item or item with a high cost that is reported as lost.

Removal from Inventory

Property that is identified as lost will stay on the university's books for two fiscal years. If the property has not been located after this period, the property will be included in a list of property items to be written off and sent to the president's office for approval. A fee will be charged to departments two fiscal years after reporting an item lost if the asset was less than ten years old at the time it was reported lost. A list of lost property for the previous two fiscal years will be prepared annually by the property accountant and reviewed by the assistant controller, or the controller's designee, and sent to the associate vice president for finance and the controller. After the controller reviews the list, it will be sent to the associate vice president of Administration and Finance to obtain the appropriate signatures from the president's office. After the president's office has approved the disposal request, the item(s) will be removed from the university's books.

Property Transfers

To transfer property from one department to another, use the online system. For instructions, please see the [Addy Note "Creating an Asset Transfer Request"](#) on the Property and Inventory Control website.

Transfers between departments and projects must use [form #41-811](#). After the appropriate authorized signatures (which include DDCs, RFOs, or PCTs from both the transferring and the receiving department or project) have been obtained, the completed form should be sent to the Property office.

Contracts and Grants

If the transfer involves a contract or grant, the Office of Research and Commercialization will send an email to the Property office requesting the transfer. The email should include the asset decal number, the description of the asset from PeopleSoft, the project number from which the asset is being transferred, and the department/project number to which the asset is being transferred.

The PCTs of the transferring and receiving departments/projects should be included on this email and should provide the Property office with the asset's new location.

Relocated Property

If the received property will be located in an area other than the one listed on the PO, the department head should provide this information on the appropriate Property transfer form and send the completed form to Property with the authorized signatures.

New Construction

When a property item used for new construction, such as equipment, has been purchased from a construction account, the Facilities and Safety Office does not need receiver approval for the property to be transferred.

University Property Board

Purpose and Composition

The University Property Board (Property Board) meets as needed or at the call of its chairperson to make recommendations on reports of damaged property, lost property, surplus property, property for trade-in purposes, donations, etc. The vice president of Administration and Finance appoints the members of the board. These members consist of the following:

A faculty or staff member as chairperson

Three faculty or staff members as voting members

One faculty or staff member as a non-voting member

Actions by Property Accountant

The property accountant will attend Property Board meetings in order to remain knowledgeable about ongoing disposal issues. Additionally, the property accountant will seek feedback, as needed, from the Property Board regarding the improper disposal of university property.

Property Dispositions

Surplus (Managed by the Surplus Section of Resource Management)

Surplus Property Website

Surplus, damaged, and unusable property should be reported through the [UCF Surplus Property website](#). For information on how to surplus property, see the *Surplus Property Program Online Database: Property Custodian User's Manual* at the following link: [Surplus Property Program Online Database Property Custodian User's Manual](#).

Disposition Actions

All property dispositions need Property Board approval before the property can be removed from the Property records. The following disposition actions can be taken:

Scrap or cannibalize – Property for which cannibalization has been requested and its component parts that are to be used for the repair of property.

Dispose as waste – Property that has a repair cost exceeding the value of the property and has no resale value.

Surplus – Property slated to be disposed after the items, submitted through the surplus system by the PCT, have been approved by the Property Board.

Disposition Proceeds for Property Acquired through Non-federal Contract or Grant

Disposition proceeds for assets acquired through a non-federal contract or grant source will be governed by the applicable rules and regulations of the funding authority. If no rules or regulations are available for the authority, the property will be managed according to the rules for state-owned property.

Exchange or Sale of Surplus Property

Property may be exchanged (traded-in) to purchase new property or be sold outright when it is deemed financially advantageous to the state. Property that is traded-in for new property must be submitted to the Property Board for approval via [form 41-812B](#). Other methods of disposal of surplus property will proceed according to Florida Statutes 273.05, 273.055.

Cannibalized Property

Property Board approval is required in advance before cannibalizing any decaled equipment (e.g., removing parts from older computers and/or pieces of machinery). Requests for cannibalization must be submitted to the Property Board via [form 41-812B](#). Once approval has been obtained and the cannibalization has been completed, the responsible individual should contact the Property office and supply the decal numbers of all the property items cannibalized and a copy of the Property Board approval. An estimate of the current market value of the newly assembled item, its description, the department number to which the item will be assigned, and the asset's location should be provided. A new decal number will then be assigned and affixed to the newly assembled unit.

Accidentally Destroyed Property

If an item is accidentally destroyed, the vice president, dean, or director who has been assigned responsibility for the item should immediately send a memo, which can be sent via email, reporting the incident to the Property office. The Property office will then forward the memo to the Property Board for its approval. After receiving the Property Board's approval, the property manager will remove the item from the department's inventory.

Glossary

AM – Asset Management system used by UCF Financials.

BO – A back-ordered item.

Cannibalization – Use of an asset's components for repair or use in another piece of university property. The parts may be removed and used for legitimate university purposes only (not given to students, faculty or staff for personal use).

Cannibalized – An item whose parts were used to repair another piece of property.

Corrections of Account Codes – Any correction to asset charges with accounts beginning with 75XXXX and alternate account 721000. This type of correction should not be processed using a journal transfer (i.e., ID Transfer). Instead, the correction should be processed either by Accounts Payable or by PCard administration to ensure the charges are properly linked to the specific asset ID and that the correction

updates the Asset Management module. Additionally, this procedure provides a better audit trail. Accounts Payable or PCard administration should be contacted for assistance.

First-pass Scanning – The process of scanning property items, on a departmental basis, with the goal of locating as many items as possible for the annual inventory.

First-pass Scanning Follow-up – The process of reviewing the unscanned items list after first-pass scanning has been completed to determine if a large number of items in a given department were missed. The purpose of follow-up is to locate and scan assets previously missed during first-pass scanning.

Lost – An item determined to be lost from its assigned location after a diligent search has been made to locate the item.

Manufactured Items – An asset that is assembled or produced at the university; see Capitalization of Constructed Equipment section of this document.

Off-campus Item – An item removed from an official university location. Prior to removing the item, an Authorization for Off-campus Use of State Owned Property, [form 41-814](#), should be completed, and an authorized person must approve the removal. A copy of the approved form must accompany the removed property at all times until it is officially returned to the university.

PO – Purchase Order.

Receipt of Gifts – Property donated to the university by other entities, primarily used by the UCF Foundation for donated items.

Scanning – A system using optical scanners and bar code technology to locate and record inventory items for the annual inventory.

Scrap – Sale of equipment for the value of its component parts. **Surplus** – Items deemed to be unusable/excess in a given area. **Trade-in** – An item used as a trade-in on new equipment.

Transfer – An item transferred from its original location for more than 30 days and/or having a transfer of ownership to another department; either of these transfers must be reported using the appropriate *Request for Transfer and Receipt* method.

University Property Board – A board established by the Florida Administrative Code, appointed by the vice president of Administration and Finance, and given the authority to approvedisposition of university property.

List of Tagable Asset Accounts

Account	Alternate Account	Account Description
751101	721000	BOOKS & LIBRARY RES TAGABLE
751109	721000	ELECTRONIC LIBRARY RES TAGABLE
752101	721000	FURNITURE AND EQUIP TAGABLE
752105	721000	JANITORIAL EQ TAGABLE
752205	721000	FURN & FIXTURES TAGABLE
752206	721000	EQUIP & MACHINERY TAGABLE
752207	721000	COMPUTER SERVERS TAGABLE
753103	721000	SCIENTIFIC EQ TAGABLE
753105	721000	MEDICAL/DENTAL EQUIP TAGABLE
753111	721000	DATA PROCESSING EQPT TAGABLE
754201	721000	CMP MAIN FR ASOC EQ TAGABLE
754203	721000	CMP MINI ASSOC EQPT TAGABLE

754205	721000	PC ASSOCIATED EQUIP TAGABLE
754207	721000	COMPUTER SOFTWARE TAGABLE
754209	721000	DATA COMM DEVICES TAGABLE
754301	721000	MOTOR VEHICLES TAGABLE
754901	721000	ARTWORK TAGABLE DEPRECIABLE
754902	721000	ARTWORK TAG NONDEPRECIABLE
755101	721000	MODULAR BUILDING STRUCTURES
756299	721000	MISC EXPENDITURES

Revised: November 30, 2017

APPENDIX AF: ANNUAL EVALUTION STANDARDS AND PROCEDURES (AESP)

CLINICAL SCIENCES

Introduction

The annual review process is designed to be fair, consistent, and useful in providing guidance to faculty, as well as an equitable opportunity to achieve successful academic promotion, earn merit increases, and develop exceptional faculty who will play essential roles in the advancement of the University of Central Florida and College of Medicine missions. The Department recognizes the importance of teaching, research, patient care and service, while honoring diverse patterns of activity and productivity. To allow for diversity of achievement, discretion is allowed during the annual review process for the chair and the individual faculty member to discuss adjustment of effort percentages for teaching, research, patient care and service. Faculty submit their Annual Report (Evaluation Materials) at the end of the reporting period, as specified by the university. The report summarizes accomplishments in teaching, research, clinical care and service during the review period.

Chair Review and Final Ratings

The department chair determines the final performance ratings. The chair meets with each faculty member individually to discuss performance ratings and the rationale for such

Teaching

Methods of assessing teaching quality includes both learner and peer evaluations. Teaching may take place in the classroom or in clinical environments. Faculty may also provide other materials including informal and formal peer evaluations, and materials (i.e., novel methodologies) to demonstrate additional factors which may influence their evaluations.

The minimum standards to receive a satisfactory rating for faculty assigned the minimum of one lecture class during the reporting period regardless of research assignment include the following:

1. Teaches as scheduled. 2. Provides opportunities for students to ask questions. 3. Replies in a timely fashion to student inquiries, normally within 2 business days. 4. Serves as a student advisor when applicable accurate and effective advisement when requested. 5. Provides regular and timely evaluative feedback on student assignments. 6. Submits grades on time. 7. Provides evidence that courses are taught with appropriate content, learning objectives, and rigor.

- a. **Outstanding:** Provides strong evidence of teaching effectiveness by highlighting student learning, the use of evidence-based pedagogy, etc. Conscientious and dedicated performance as an instructor including but not limited to student ratings that are predominately (i.e. 80% or more) in the top two categories of the rating scale (“Excellent” and “Very Good”) in addition to providing exemplary learner advising/mentorship.
- b. **Above satisfactory:** Conscientious and dedicated performance as an instructor including, but not limited to student ratings that are between 60-80% in the top two categories (“Excellent” or “Very Good”) categories in the rating scale. Provides very good learner advising/mentorship.
- c. **Satisfactory:** Acceptable performance as an instructor including but not limited to student ratings that are 50% or more in the “Good” category, but not in the “Excellent” or “Very Good” category. Acceptable advisement of students.
- d. **Conditional:** Substantial shortcomings in teaching performance and/or learner advising.
- Unsatisfactory:** Two consecutive years of conditional ratings in teaching performance.

Research and Other Scholarly Activities

In evaluating faculty research, the department looks for evidence that the research or scholarly/creative work has or will have significant impact on the field. Documentation of scholarly productivity will be provided on the Faculty Annual Report in the form of a list of publications, presentations, grant proposals submitted and grants/contracts awarded during the year.

Faculty are also encouraged to provide other documents that will allow assessment of quality and quantity of research activities. These might include letters from editors or reviewers, and published reviews of books.

The department expects all tenured and tenure earning faculty to demonstrate a sustained record of scholarly achievement that demonstrates impact to their field. This may include but is not limited to peer reviewed publications in respected journals within a faculty member’s specialty, book chapters, and dissemination of curricula. The evaluation of research excellence involves an examination of a number of standards. There is the evaluation of productivity and research quality, its impact on the broader discipline, and the continuity of the faculty member’s research program.

Service:

All faculty are expected to provide service to the Department, the College, the University, and

their professions. Institutional service may include serving on committees or task forces, writing reports and other internal documents, mentoring junior faculty, attending UCF commencement exercises, and accepting major administrative assignments inside or outside the Department. Service to the profession may include reviewing manuscripts and grant proposals, serving in an official capacity within a professional organization, serving as an editor or member of an editorial board, and serving as an external reviewer for another institution. Faculty may also choose to provide professional service to the community, for example by serving on community boards or task forces, by consulting to public and private organizations, and by providing training or professional services to the members of the community. To be considered part of a faculty member's professional performance, community service should involve the application of professional expertise, not simply the contribution of time and effort. In general, service contributions may be documented by a list of activities undertaken during the year under review. Service to professional organizations is a component of service excellence and can involve activities as offices held in state, national or international societies.

The minimum standards to receive a satisfactory rating for service include the following:

1. Holds membership in at least 2 college committees (full time faculty). Faculty who are less than full time should hold membership in at least one college committee.
2. Regularly attends meetings of the committee(s) assigned.
3. If tenured, provides evidence of contributions to at least one other form of institutional and/or community service (e.g., at least one college, university, or profession committee, serves on an editorial board).

a. **Outstanding:** Sustained service contributions to three of the following areas: university, college, department, and profession.

b. **Above satisfactory:** Sustained service contributions to two of the following areas:, university, college, department, or profession.

c. **Satisfactory:** Acceptable service including membership in one of the following areas:

university, college, department, or profession.

d. **Conditional:** a deficient record of service.

e. **Unsatisfactory:** two consecutive years of conditional ratings in service.

Clinical Service

Faculty members providing clinical patient care are expected to practice in a manner consistent with the profession's ethical and professional standards. It is expected that the direct delivery of care will include learners whenever possible.

Standards to be evaluated annually for faculty providing patient care include at a minimum the following?

1. Practices in a manner consistent with state and national ethical guidelines.
2. Provides patient care as scheduled
3. Replies in a timely fashion to patient inquiries
4. Completes patient charts in a timely manner consistent with clinical practice site requirements.
5. Complies with all rules for maintaining credentials at clinical sites
6. Good patient satisfaction ratings
7. Exhibits acceptable professionalism in all interactions with faculty, staff, and patients
8. UCF Health faculty must meet productivity targets.
9. Faculty practicing at other non-UCF sites may provide evidence of satisfactory clinical performance including site evaluations, patient satisfaction scores, etc.

a. **Outstanding:** Clearly exceptional achievements in the delivery of clinical services. This includes satisfying all each of the standards for satisfactory performance as described above.

b. **Above Satisfactory:** Above satisfactory achievements in the delivery of clinical services. This includes satisfying six of the minimum standards for satisfactory performance as described above.

c. **Satisfactory:** Satisfactory achievements in the delivery of clinical services. This includes satisfying 5 of the minimum standards for satisfactory performance as described above.

d. **Conditional:** A deficient record in the delivery of clinical service as evidenced by satisfying 5 or less of the minimum standards set forth above.

e. **Unsatisfactory:** two consecutive years of conditional ratings in Other Duties – Clinical Service.

BURNETT SCHOOL OF BIOMEDICAL SCIENCES (BSBS)

Annual Review

The evaluation of BSBS faculty is based on a balanced review of their assigned responsibilities in teaching, research, and service, which is conducted annually. The goal of the evaluation is to cultivate excellence and provide feedback as aligned with the strategic plans of the College of Medicine (COM) and the University of Central Florida (UCF).

Steps of the Annual Review Process

The *Assignment of Duties*, in which percent effort is allocated to teaching, research, and service for each faculty member, is decided by the Director of BSBS, after discussion with the faculty member, with consideration to the needs of the unit and the career trajectory of the faculty member. Additional administrative duties may be added at the discretion of the Director.

At the end of the reporting period, the faculty member submits three documents – a) Annual Report, b) Annual Evaluation and c) Goals for Next Year. The *Annual Report* in the format specified by the Director describes performance and accomplishments. The report should contain specific details on teaching, research, and service activities completed during the reporting period. The *Annual Evaluation* form includes a self-populated section on self-evaluation of accomplishments toward goals for the year. A narrative summary should be included that describes the impact of accomplishments in teaching, research, or service and explains any challenges that affected the faculty member's performance. The Goals document briefly describes concrete goals for next academic year in teaching, research and service.

Adverse conditions that have affected a faculty member's overall job performance should be documented by the affected faculty member in their Annual Evaluation form, and addressed by the Director during their evaluation of the faculty member's performance.

The Director reviews and signs the *Annual Evaluation* for each faculty member, providing performance evaluations and written feedback as appropriate.

The *Evaluation* is returned to the faculty member, who is given the opportunity to discuss the report with the Director and plan a strategy to improve performance as needed or address challenges. Plans for the *Assignment of Duties* in the coming year are also reviewed.

The *Evaluation* is signed by the Dean of COM and filed with the appropriate administrative departments in COM. A signed copy is returned to the faculty member.

Performance Evaluation

Assignments

The assignment of duties and percent efforts dedicated to teaching, research, and service (and administration) are taken into consideration when weighing the relative importance or impact of reported activities.

A typical assignment for a research-intensive faculty member could be 50-80% research, with corresponding adjustments in teaching and service.

A typical assignment for an instruction-intensive faculty member could be 80-95% teaching, with corresponding adjustments in research and service

The above efforts could change based on research productivity, changes in curriculum, new service duties, and other factors. Adjustments of duties can occur that take into consideration changes in research, teaching, or service efforts based on the faculty member's career trajectory and the needs of the unit.

Expectations based on rank.

Non-Tenure Earning (NTE) Track

For the Instructor/Lecturer (associate/senior), the primary responsibility is effective teaching. Scholarly pursuits are encouraged and can be considered when determining performance. Service activities are recommended that will enhance the career development of the instructor and meet the needs of the unit.

For the teaching-track assistant professor, instructional efforts are their primary focus. The education of undergraduate, graduate, and/or medical students is their purview. Expectations are to build a productive

record of scholarship. Promotion to associate professor will require the demonstration of a commitment to sustained performance in teaching activities, scholarship, and service.

For the teaching-track associate professor, substantive scholarship in teaching and education leadership is expected. Accomplishments should be documented by student and/or peer evaluations. Participation in university and professional service is expected. For the teaching-track professor, superior achievement in scholarship at the national or international level is the norm, along with sustained productivity and excellence in teaching and scholarly activities. Significant service contributions are also expected.

For the research-track assistant/associate/ professor, research efforts are their primary focus. Excellence in research activities is expected, through maintenance of a productive research program with extramural support, and contributions to scholarship that elevate the quality of research and training. When appropriate, mentorship of trainees through career development and research training is an additional factor in evaluation.

Tenure Earning/Tenured (TE/T) Track

For the tenure-track assistant professor, the emphasis is on establishing their independent research program through senior-author publications and grant awards. The development of their teaching skills through didactic and classroom teaching is also expected. Performance is expected in research and teaching which meets or exceeds the approved promotion criteria for the School. Service activities should demonstrate engagement with the unit, college, and university communities and the building of a national reputation in their field.

For the tenured associate professor, the pursuit of significant achievements in research and teaching is expected, such as a track record of senior author publications, the mentoring of graduate and post-graduate trainees, sustained and substantive funding, and positive teaching evaluations. Performance is expected in research and teaching which meets or exceeds the approved promotion criteria for the School.

For the tenured professor, sustained excellence in research and teaching activities is expected, through maintenance of a productive research program and contributions to teaching that elevate the quality of

educational pursuits. Full professors are expected to mentor trainees through career development and contribute to the excellence of the unit, college, and university through leadership roles, such as chairing committees, mentoring junior faculty or heading collaborative team research collaborations. Professors are also expected to make significant contributions to their profession through society, editorial, or grant review endeavors.

Rating scale for Evaluation (applicable to current rank).

Expectations for performance in areas is adjusted for the distribution of percent FTE. The below are examples of evaluation criteria for each area. Overall evaluation is a composite of performance in the three areas of research, teaching and service.

For teaching-intensive faculty.

Outstanding: **Teaching:** Exceptional performance in the instruction and/or mentoring of students. Teaching effectiveness is demonstrated by developing new courses, new teaching modalities, or other tools that address the educational needs of the unit. This includes achieving student ratings that are consistently at or above the School mean and supported by positive comments from students, or other measures of student learning outcomes. **Research:** Efforts in mentoring students in research, such as chairing capstone projects, HIM or HUT committees, presentations in conferences, or authoring of papers are anticipated. **Service:** Varied service activities that support the unit's growth are also valued as are professional activities.

Above Satisfactory. **Teaching:** Good performance in the education and/or mentoring of students, achieving consistent student ratings for classroom instruction that are comparable to the School mean and/or positive student evaluations. Improvement of course content as needed to sustain the quality of classroom instruction. **Research/Service:** Engagement in multiple research and service activities and/or advisement of students.

Satisfactory: **Teaching:** Acceptable performance in the education and/or mentoring of students, achieving student ratings for classroom instruction that are at the School mean. **Research/Service:** Acceptable research and service activities.

Conditional: Significant shortcomings in teaching performance documented through student evaluations that are consistently below the School mean that requires development of a remediation plan. Minimal engagement in research or service activities.

Unsatisfactory: Two consecutive years of overall conditional ratings in annual performance without attempts for remediation.

For research-intensive faculty.

Outstanding: **Teaching:** Performance at or above the School mean and/or supported by positive comments from students and/or demonstration of efforts for teaching enhancement. Successful mentoring of research trainees that results in presentations or publications and advances the career development of the trainees. **Research:** Evidence of scholarly achievement in the form of senior-author peer-reviewed publications and sustained funding to support their research program. Having an active external grant from state and/or federal organizations or foundations, or other research productivity (e.g., patents). **Service:** Impactful service activities at the unit, college, or university and for the profession.

Above satisfactory: **Teaching:** Performance at or above the School mean and/or positive student comments. Mentoring of research trainees that results in presentations or publications and advances the career development of the trainees. **Research:** Building of a collaborative research network. Senior author peer-review publications in press or submitted. Receipt of internal grants or small awards (e.g., pilot grants). Submission of external grant proposals to state and federal organizations, or foundations. **Service:** Involvement in multiple service activities at the unit, college, or university level and demonstration of multiple professional service activities.

Satisfactory: **Teaching:** Acceptable teaching performance near the School mean. Mentoring of research trainees. **Research:** Senior author peer-review publications planned or in preparation. Plans for submission of internal grants or external grant proposals to state and federal organizations, or foundations. **Service:** Acceptable involvement in service activities at the unit, college, or university level and demonstration of some professional service activities.

Conditional: Significant shortcomings in teaching and research performance documented through student evaluations that are consistently below the School mean that requires remedial action or the absence of grant funding or grant submissions that is indicative of minimal engagement in research. Few or no internal or external service activities

Unsatisfactory: Two consecutive years of overall conditional ratings in annual performance without attempts for remediation.

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INTERNAL MEDICINE

INTRODUCTION

The annual review process is designed to be fair, consistent, and useful in providing guidance to faculty, as well as an equitable opportunity to achieve successful academic promotion, earn merit increases, and develop exceptional faculty who will play essential roles in the advancement of the University of Central Florida and College of Medicine missions. The Department recognizes the importance of teaching, research, patient care, and service, while honoring diverse patterns of activity and productivity. To allow for diversity of achievement, discretion is allowed during the annual review process for the chair and the individual faculty member to discuss adjustment of effort percentages for teaching, research, patient care, and service. Faculty submit their Annual Report (Evaluation Materials) at the end of the reporting period, as specified by the university. The report summarizes accomplishments in teaching, research, clinical care, and service during review period.

Chair Review and Final Ratings

The department chair determines the final performance ratings. The chair meets with faculty members individually to discuss performance ratings and rationale for such.

At the assistant professor rank, promotion and/or tenure requires an outstanding record and clear potential to develop a recognized reputation as an expert in one's field. At the level of Assistant Professor, the individual is expected to begin to develop into an effective instructor in the classroom, laboratory, and/or clinic with improving annual evaluations from students and peers when available. While service is expected at this level, it should be held to a minimum pre-tenure to allow the individual to attend to teaching and research goals. Such service may take many forms from the department, college or national level as appropriate.

At the associate professor rank, the expectation is that consistent and increasingly significant achievements must be evidenced. There is no specific time-period specified for the establishment of a pattern of performance consistent with achievement of the rank of Professor. A hallmark suggesting

readiness for the submission of a promotion dossier is a record of sustained excellence and nationally recognized contributions to the field. One might also expect that those who achieve the rank of associate professor have proven themselves to be effective teachers, therefore sustained evidence of teaching effectiveness is also necessary. Associate professors are expected to become more involved in service within and beyond the department (i.e., the college, university, and/or the profession).

At the professor rank, the expectation is that the individual will continue to have sustained productivity with respect to teaching and scholarly/creative work. Professors are expected to provide service through leadership roles within and beyond the department (i.e., the college, university, and/or the profession).

TEACHING

The department acknowledges the limitations of student evaluations as the sole means of evaluating teaching. In addition to the classroom environment, teaching may take place in the research laboratory or clinical environments. Faculty may also provide other materials including informal and formal peer evaluations, and materials (i.e., novel methodologies) to demonstrate additional factors which may influence their evaluations. Because teaching opportunities may not be readily available for all faculty members, evaluations of one's research mentoring or clinical supervisory skills using metrics of student success may contribute to the overall evaluation of teaching effectiveness.

While the department recognizes the limited availability of courses available for basic science faculty to teach, the minimum standards to receive a satisfactory rating for faculty that are assigned a minimum of one lecture class during the reporting period regardless of research assignment include the following:

Teaches as scheduled.

Provides opportunities for students to ask questions.

Replies in a timely fashion to student inquiries, normally within 2 business days.

Provides accurate and effective advisement when requested.

Provides regular and timely evaluative feedback on student assignments.

Submit grades on time.

Provides evidence that courses are taught with appropriate content, learning objectives, and rigor.

Outstanding: Provides robust evidence of teaching effectiveness by highlighting student learning, the use of evidence-based pedagogy, etc. Conscientious and dedicated performance as an instructor including but not limited to student ratings in the majority of the metrics/questions that are predominately (i.e., 75% or more) in the top two categories of the rating scale ("Excellent" and "Very Good") in addition to providing exemplary learner advising/mentorship.

Above satisfactory: Conscientious and dedicated performance as an instructor including, but not limited to student ratings in the majority of the metrics/questions that are between 50-75% in the top two categories ("Excellent" or "Very Good") categories in the rating scale. Provides very good learner advising/mentorship.

Satisfactory: Acceptable performance as an instructor including but not limited to student ratings in the majority of the metrics/questions that are 70% or more in a some combination of "Good", "Very Good" and "Excellent" categories, but do not fall into the criteria for a and b above. Acceptable advisement of students.

Conditional: Substantial shortcomings in teaching performance and learner/student advising including but not limited to student ratings in the majority of the metrics/questions that are 50% or more in some combination of "Fair" and "Poor" categories.

Unsatisfactory: Two consecutive years of conditional ratings in teaching performance.

RESEARCH AND OTHER SCHOLARLY ACTIVITIES

In evaluating faculty research, the department looks for evidence that the research or scholarly/creative work has or will have significant impact on the field. Documentation of scholarly productivity will be provided in the Faculty Annual Report as a list of publications, presentations, grant proposals submitted, and grants/contracts awarded during the year.

Faculty are also encouraged to provide other documents that will allow assessment of the quality and quantity of research activities. These might include letters from editors or reviewers, and published reviews of books.

The department expects all tenured and tenure-earning faculty to demonstrate a sustained record of scholarly achievement. The evaluation of research excellence involves examining several standards. There is the evaluation of productivity and research quality, its impact on the broader discipline, and the continuity of the faculty member's research program.

Consistent with the assigned effort level of the research role of the individual, the minimum standards to receive a satisfactory rating for research include the following:

Clear demonstration of sustained research effort and productivity through generation of publications, presentations, and grant applications.

Making observable progress to develop an independent research area.

Participation in active research projects as Principal Investigator or Co-investigator.

Evidence of successful research mentoring.

Absence of long-term gaps (>1-2 years) in the above research metrics.

Outstanding: Publishes high quality manuscripts in top-tier journals at a rate generally exceeding the level of their individual research effort. Successfully attracts or maintains ongoing research support suitable to carry out independent research. Presents research as contributing author at national or international meetings.

Above satisfactory: Maintains a steady publication rate and has continuing research support as PI or CoI to help support research efforts. Makes consistent efforts to attract additional research funding. Continues to present current research data in regional or national venues.

Satisfactory: Maintains research activity at a level consistent with their assigned effort that results in publications and presentations. Makes regular efforts to attract research funding to support their relative research effort. May have publications in various stages of completion.

Conditional: Has a demonstrated lapse in research productivity through the absence of recent publications, limited or no research support, and minimal efforts to attract funding or to disseminate data.

Unsatisfactory: Consistently fails to make productive strides in their research through the aforementioned research metrics. Has been in conditional status for two or more years.

CLINICAL SERVICE

Faculty members providing Clinical Service are expected to practice in a manner consistent with the profession's ethical and professional standards. It is expected that the direct delivery of care will include learners whenever possible.

The minimum standards to receive a satisfactory rating for service include the following:

Practices consistently with state and national ethical guidelines.

Provides patient care as scheduled

Replies in a timely fashion to patient inquiries

Complies with all rules for maintaining credentials at clinical sites

Good patient satisfaction ratings

Exhibits acceptable professionalism in all interactions with faculty, staff, and patients

Outstanding: Clearly exceptional achievements in the delivery of clinical services. This includes satisfying each of the minimum standards for satisfactory performance as described above.

Above Satisfactory: Above satisfactory achievements in the delivery of clinical services. This includes satisfying each of the minimum standards for satisfactory performance as described above.

Satisfactory: Satisfactory achievements in the delivery of clinical services. This includes satisfying each of the minimum standards for satisfactory performance as described above.

Conditional: A deficient record in the delivery of clinical service as evidenced by a failure to satisfy one or more of the minimum standards set forth above.

Unsatisfactory: two consecutive years of conditional ratings in Other Duties – Clinical Service.

SERVICE

All faculty are expected to provide service to the Department, the College, the University, and their professions. Institutional service may include serving on committees or task forces, drafting reports and other internal documents, mentoring junior faculty, attending UCF commencement exercises, and accepting major administrative assignments inside or outside the Department. Service to the profession may include reviewing manuscripts and grant proposals, serving in an official capacity within a professional organization, serving as an editor or member of an editorial board, and serving as an external reviewer for another institution. Faculty may also choose to provide professional service to the community, for example by serving on community boards or task forces, by consulting to public and private organizations, and by providing training or

professional services to the members of the community. To be considered part of a faculty member's professional performance, community service should involve the application of professional expertise, not simply the contribution of time and effort. In general, service contributions may be documented by a list of activities undertaken during the year under review. Service to professional organizations is a component of service excellence and can involve activities as offices held in state, national or international societies.

The minimum standards to receive a satisfactory rating for service include the following:

Participate/engagement in service activities proportional to annual service assignment.

Regular attendance/engagement and meaningful contribution to assigned committee(s) and/or service activities.

If tenured, provides evidence of contributions to at least one other form of institutional, professional and/or community service (e.g., at least one college, university, or professional committee, serves on an editorial board).

Outstanding: Concurrent service contributions to the university, college, department, and profession (e.g., membership on committees, reviewing/editorial board, professional society activities and community service).

Above satisfactory: Above average contributions to the university, college, or department and/or discipline.

Satisfactory: Service including membership on a university, college or department committee or participation in a professional organization or engagement in other Service activities (e.g., reviewing, mentoring) or combinations therein proportionally to the annual Service Assignment.

Conditional: a deficient record of service.

Unsatisfactory: two consecutive years of conditional ratings in service.

MEDICAL EDUCATION (TBD)
TBD

POPULATION HEALTH (TBD)

TBD