

UNIVERSITY OF CENTRAL FLORIDA
OFFICE OF THE PROVOST AND VICE PRESIDENT



Faculty Handbook

This document was prepared and is maintained by the

[Office of Faculty Excellence](#)

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Preamble

Welcome to the University of Central Florida!

The purpose of this handbook is to serve as a reference guide to provide for new and continuing faculty. Information contained in this handbook is intended to serve as a guide for faculty throughout their career here at the university.

UCF Overview

University History

The need for a university in the central part of the state began in the late 1950s when forecasts predicted tremendous growth in college enrollment. In 1963, the [University of Central Florida](#) (UCF) became the seventh of the twelve state universities to be established.

"The University of Central Florida" was one of the first names suggested for the new university, but the Orlando community preferred the name "Florida Technological University," which reflected the space coast area's need for programs in engineering and the physical sciences. Originally, the university opened with schools of Business Administration, Education, Arts and Sciences, and General Education, and but in 1966, the Board of Regents approved a College of Engineering as well. Classes began October 7, 1968, with an enrollment of 1,948 students. To reflect its mission as a university with a wide range of academic programs, on December 6, 1978, the Florida Legislature approved a change of name to the "University of Central Florida" (for more information, please see [UCF's legacy and 50th Anniversary](#)).

University Mission

The Strategic Planning Council originally developed UCF's mission statement. The UCF Board of Trustees then endorsed the mission statement, at which point it became the official statement used in catalogs, degree proposals, and other academic documents.

Mission Statement

The Strategic Planning Council originally developed UCF's mission statement, presented below. The UCF Board of Trustees then endorsed the mission statement, at which point it became the official statement used in catalogs, degree proposals, and other academic documents.

The university is a public multi-campus, metropolitan research school that stands for opportunity. The university anchors the Central Florida city-state in meeting its economic, cultural, intellectual, environmental and societal needs by providing high-quality, broad-based education and experienced-based learning; pioneering scholarship and impactful research; enriched student development and leadership growth; and highly relevant continuing education and public service initiatives that address pressing local, state, national, and international issues in support of the global community.

University Vision

The university has embarked on a bold venture to become a new kind of school that provides leadership and service to the Central Florida city-state. While sustaining bedrock capabilities in the future, the university will purposely pursue new strengths by leveraging innovative partnerships, effective interdisciplinarity, and a culture of sustainability highlighted by a steadfast commitment to inclusiveness, excellence, and opportunity for all.

America's Partnership University

In 2013, UCF secured the trademarks for the slogans of "[America's Partnership University](#)" and "America's Leading Partnership University." But, more than anything else, it's the steady pursuit of partnerships that makes UCF a special place to study, work, and make great things happen – just as President Hitt vowed it would be in 1992.

The University Creed

The university's values (i.e. creed) comprise the foundational principles that guide the conduct, performance, and decisions of its students and its employees.

“Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.”

Integrity: I will practice and defend academic and personal honesty.

Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity: I will use my talents to enrich the human experience.

Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Goals

The goals of the university are the following:

1. Offer the best undergraduate education available in Florida.
2. Achieve international prominence in key programs of graduate study and research.
3. Provide international focus to our curricula and research programs.
4. Become more inclusive and diverse.
5. Be America's leading partnership university.

Institutional Profile

In the fall of 2014, student enrollment increased to 60,821 maintaining UCF as the second largest public university in the nation. Nearly 1,961 faculty and adjuncts offer instruction in 92 baccalaureate programs, 83 master's programs, and 31 doctoral programs. Additionally, the university offers 3 specialist programs and 1 professional degree in Medicine.

The university currently houses twelve colleges: [College of Arts & Humanities](#), the [Burnett Honors College](#), [College of Business Administration](#), [College of Education and Human Performance](#), [College of Engineering and Computer Science](#), [College of Graduate Studies](#), [College of Health and Public Affairs](#), [College of Medicine](#), [College of Nursing](#), [College of Optics and Photonics](#), [College of Sciences](#), [Rosen College of Hospitality Management](#), and the Office of [Interdisciplinary Studies](#) ([Office of Institutional Knowledge Management](#), 2014).

Central Florida is a high-technology center, the number one tourist destination in the world, an international port of entry, and a fast-growing, multicultural community with all of the opportunities and challenges that face such population centers. The university's mission and programs reflect these realities. The university works actively to build partnerships that promote development of Central Florida's economy through carefully targeted programs of graduate study and research. Partnerships with high-technology industry have emerged in various centers and institutes including the Institute for Simulation and Training, Center for Research and Education in Optics and Lasers Florida Space Institute, the Burnett School of Biomedical Sciences, and the Florida Interactive Entertainment Academy. The Central Florida Research Park is both an incubator for a growing number of high-technology startup firms and a national center for Department of Defense simulation and training activities. Additionally, the College of Education and Human Performance's partnership with Lockheed Martin enhances education and training of K-8 mathematics and science teachers.

The College of Medicine acts as the focal point of a new Orlando medical city at Lake Nona. The medical city includes the Burnham Institute for Medical Research, Nemours Children's Hospital, M.D. Anderson Cancer Center Orlando, and the Orlando VA Medical Center.

UCF is actively working with the City of Orlando and other partners on a plan for the 68 acres freed up when the NBA's Orlando Magic moved its arena and headquarters about a mile away. This developable area, adjacent to Interstate 4 and the historic Parramore Community, is the home of Creative Village.

Creative Village, the largest mixed-use project in downtown Orlando, will provide space for K-12 education, residential units, retail, commercial, office space, hotel, public parks and civic space. And for higher education, where approximately 15 acres have been zoned for UCF and Valencia College.

According to early estimates, between 10,000 and 13,000 students from both schools will add to the creativity and vitality of the area, creating a bridge of common interest and purpose with established neighborhoods (for more information, please see [UCF Downtown](#)).

In conjunction with the university's efforts to provide high-quality academic opportunities and the development of mutually rewarding partnerships is a strong commitment to diversity and inclusivity. To this end UCF's Office of Diversity Initiatives provides information and training to faculty, staff, and students about diversity within the United States. In addition, specific programs located within the College of Arts & Humanities, such as Africana Studies and Women's Studies, further reflect the university's emphasis on diversity.

In all of its teaching, research, and service programs, the university continually reaffirms its commitment to become one of America's great public, metropolitan research institutions.

Strategic Planning at UCF

UCF has embarked on a bold venture to become a new kind of university, one that leads as well as serves its region, its city-state. That is our goal. Our strategic plan must identify tactics that will enable us to achieve it in a competitive environment. As Florida and our nation confront a new era of economic turmoil and uncertainty, one may question whether this is the time for a new strategic vision that projects the university into such a demanding role. It

is our view that this is precisely the time for the larger view that true strategic planning requires. From very humble beginnings, UCF has progressed to become a major metropolitan research university. We will sustain our bedrock capabilities and continue to be “the people’s university,” offering access to a great university with a clear sense of itself and its role to offer an affordable, high-quality education to those with the ability, energy, and enterprise to pursue it. We will continue to champion and support a wide range of scholarship in the classic disciplines and emerging fields. We will sustain our abiding commitments to inclusiveness, excellence in all endeavors, and opportunity for all. We will be at the forefront of efforts to address the economic, cultural, intellectual, and societal needs of the Central Florida city-state (for more information on strategic initiatives at UCF, please visit the [Office of the President](#)).

UCF Board of Trustees

The UCF Board of Trustees was established in 2001 with the responsibility of setting policy and serving as the university’s legal owner with the final authority over efficient and effective use of resources through:

- cost-effective policy decisions appropriate to the university’s mission
- implementation and maintenance of high quality education programs within law and rules of the State Board of Education
- the measurement of university performance
- the reporting of university-related information, and
- the provision of input regarding state policy, budgeting, and education standards.

Office of the President and Direct Reports

The Board of Trustees appoints the president of the university who is ultimately responsible for every aspect of university operations. The president appoints the other officers of the university and determines their authority and respective responsibilities. As such, all university units report to the president, most often through the respective vice presidents. Those reporting directly to the Office of the President include the following offices:

- Provost and Vice President for Academic Affairs
- Vice President for Medical Affairs and Dean, College of Medicine
- Vice President and Chief of Staff
- Vice President for Administration and Finance
- Vice President for University Relations
- Vice President for Community Relations
- Vice President for Alumni Relations and Development and CEO, UCF Foundation, Inc.
- Vice President for Communications, and Marketing
- Vice President and General Counsel
- Vice President and Director of Athletics

Provost and Vice President for Academic Affairs

A. Dale Whittaker became the University of Central Florida's Provost and Vice President for Academic Affairs on Aug. 1, 2014. He reports directly to the president and is second in command at the university. He is a UCF professor of agricultural and biological engineering. Dr. Whittaker holds a master's degree and Ph.D. in agricultural engineering from Purdue and a bachelor's degree in the same field from Texas A&M. Provost Whittaker has served in multiple faculty and leadership positions at Purdue and Texas A&M universities. He most recently served as Purdue's acting vice president for student affairs and was vice provost for undergraduate academic affairs since 2010.

Vice President for Medical Affairs and Dean, College of Medicine

The vice president for medical affairs and dean, College of Medicine, oversees both the medical education (M.D.) program and the Burnett School of Biomedical Sciences.

Vice President and Chief of Staff

The vice president and chief of staff reports directly to the president and serves as liaison to the university's [BOT](#). In addition, he manages the personnel, operations, and budget of the [Office of the President](#) and has responsibility for the following units: [Office of Diversity Initiatives](#), [University Office of Compliance, Ethics, and Risk](#), [Office of Equal Opportunity and Affirmative Action Programs](#), [Ombuds Office](#) and [University Audit](#).

Office of Diversity and Inclusion

The Office of Diversity and Inclusion works with the University of Central Florida community to encourage and support the university's goal of inclusion and diversity. Our efforts lead and inspire a welcoming and respectful campus culture through the following goals:

1. To encourage and support the goal to be more inclusive and diverse across the university community.
2. To develop, collect, analyze, retain, and disseminate information pertinent for all areas of the university community to advance the goal to become more inclusive and diverse.
3. To sponsor, support, and assess university programs and activities that promote the goal to make the university community more inclusive and diverse.
4. To establish and to facilitate advisory bodies internal and external to the university to design, implement, support, assess, and challenge strategies of the university community and the Office of Diversity and Inclusion to achieve the university goal of becoming more inclusive and diverse.
5. To create, sustain, and assess effective communications between the Office of Diversity and Inclusion and all areas of the university community that will encourage and support the UCF goal to become more inclusive and diverse.

University Compliance, Ethics and Risk, Compliance, Ethics and Risk

University Compliance, Ethics, and Risk provides centralized and coordinated oversight of UCF's ethics, compliance, and risk mitigation efforts through policy development, education and training, communications, monitoring, risk assessments, and responses to compliance and ethics violations.

Ethical behavior and compliance with laws, regulations, policies, procedures, and standards of conduct rests with each of us at UCF. The University Compliance, Ethics, and Risk office provides guidance and support to assist faculty in meeting ethical and compliance obligations and with their responsibility for conflict of interest and commitment disclosure. Resources on compliance, ethics, and risk related topics are available at www.compliance.ucf.edu.

University Compliance, Ethics, and Risk staff are available for general compliance and ethics inquiries at complianceandethics@ucf.edu, or inquiries regarding potential conflict of interest or commitments at PCA@UCF.edu.

Office of Equal Opportunity and Affirmative Action Programs

UCF Office of Equal Opportunity and Affirmative Action (EOAA) is responsible for ensuring that the university complies with federal law and university regulations that prohibit discrimination on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, gender expression, and veteran status (as protected under the Vietnam Era Veterans' Readjustment Assistance Act) and retaliation against anyone for reporting discrimination or participating in a discrimination investigation. EOAA conducts training and outreach to prevent discrimination before it occurs. EOAA also investigates complaints of discrimination or retaliation. EOAA will determine whether there is a violation of law or regulation. If there is a violation, or if there is misconduct that can, if it continues, constitute a violation, EOAA will make recommendations for corrective action. EOAA does not make disciplinary decisions.

Ombuds Office

The University Ombuds Office provides all members of the university community (students, staff, faculty, and others) an informal, independent, confidential, neutral office

that offers assistance and impartial advice regarding concerns related to the University. The University Ombuds Officer will listen to concerns and will facilitate resolution of problems. All proceedings in individual cases will be held confidential by the Ombuds Officer, unless authorized by the complainant or otherwise required by applicable law, including without limitation, Chapter 119, Florida Statutes.

University Audit

University Audit serves as the university's internal auditor, providing internal audits and reviews, management consulting and advisory services, investigations of fraud and abuse, follow-up of audit recommendations, evaluation of the processes of risk management and governance, and coordination with external auditors.

Vice President for Administration and Finance and Chief Financial Officer

The vice president for administration and finance and chief financial officer serves as the university's chief business officer and has management responsibility for the following administrative units: [Business Services](#), [Environmental Health & Safety](#), [Facilities Planning & Construction](#), [Finance & Accounting](#), [Human Resources](#), [Landscape and Natural Resources](#), [Parking and Transportation Services](#), [Facilities Operations](#), [Sustainability & Energy Management](#), [University Police](#), and [Purchasing](#).

Vice President for Community Relations

The [vice president for community relations](#) oversees the cultivation, maintenance, and enhancement of links between the university and the various publics that it serves. This includes the creation and implementation of community-based programs to increase knowledge and understanding of the university within key external communities. The vice president for community relations is responsible for the following units: [the Office of Constituent Relations](#), [the Office of Community Relations](#), the [Metropolitan Center for Regional Studies](#), and the [Office of the Special Assistant to the President for Global Perspectives](#).

Vice President for Alumni Relations and Development and CEO

The vice president for alumni relations and development and CEO is responsible for enhancing relationships with university alumni, friends, faculty, staff, and community partners. As such, the [vice president for development and alumni relations](#) is also CEO of the UCF Foundation, Inc., the official fundraising organization and recipient of gifts for the university.

UCF Foundation

Founded in 1969, the UCF Foundation, Inc., is a 501(c)(3) nonprofit organization with a mission to encourage, steward and celebrate charitable contributions from alumni and friends to support the University of Central Florida.

Led by a volunteer board of directors and staffed by more than 100 professionals including development officers, information experts, accountants, communicators and more, today's foundation works with a tremendous variety of donors to help them maximize the impact of gifts ranging from \$5 to many millions. Gifts are used to fund student scholarships, invest in faculty excellence, construct new facilities, and expand important programs.

Vice President for Communications, and Marketing

The [vice president for communications, and marketing](#) is responsible for communicating the success of the university through an integrated communications program, the coordination of media relations, the employment of creative broadcast services. The following units report to the vice president for communications, and marketing: [News & Information](#), [UCF Marketing](#), and [W-UCF TV](#).

Vice President and General Counsel

The vice president and general counsel of the UCF General Counsel's Office functions primarily in an advisory capacity and reports directly to the president. The attorneys in the [Office of the General Counsel](#) represent the university in all legal matters (judicial, administrative, and other legal proceedings). The office provides legal advice to the university in a wide variety of areas including business law, contracts, education law, labor/employment, environmental law, athletics, constitutional law, research/intellectual

property law, and tort. The office also provides legal representation to employees in need of service as a result from acting within the scope and course of their employment.

Vice President and Director of Athletics

Under the general supervision of the [vice president and director of athletics](#), the UCF Athletic Department's coaches and support staff coordinate the university's athletic programs.

Office of the Provost and Vice President for Academic Affairs and Direct Reports

The provost and vice president for academic affairs provides leadership for the Division of Academic Affairs. Briefly stated, the mission of the Division of Academic Affairs is to create and support an environment that promotes the university's academic endeavors as one of the state's most comprehensive and diversified institutions of higher education. In addition to the Deans of UCF's twelve colleges, the following report directly to this individual:

- Vice Provost for Academic Program Quality
- Vice Provost for International Affairs and Global Strategies
- Vice Provost for Faculty Excellence
- Vice Provost for Information Technology and Administration
- Vice Provost for Teaching and Learning
- Vice Provost of Regional Campuses
- Vice President of Research and Commercialization
- Vice President Student Development and Enrollment Services
- Associate Provost and Director of Operations
- Associate Provost and Associate Vice President for Budget, Planning, and Administration

Vice Provost for Academic Program Quality

The Vice Provost for Academic Program Quality leads university efforts to ensure the quality and relevance of all academic programs at the university. This position is charged with

overseeing the university's accreditation, program assessment and institutional effectiveness, in addition to evaluating existing academic programs and ensuring that new academic programs are innovative, relevant and will advance UCF's academic mission. The Vice Provost for Academic Program Quality reviews and develops university-wide policies related to academic programming that support the university's strategic goals while demonstrating the quality of UCF programs to external constituents such as accreditation agencies and internal stakeholders such as faculty, administration and trustees. The Vice Provost for Academic Program Quality is UCF's liaison to the Board of Governors and State University System on all matters related to academic programming.

Vice Provost for International Affairs and Global Strategies

The Vice Provost for International Affairs and Global Strategies leads UCF's efforts to raise its global profile and develop a coherent, aspirational vision for the university's international activities, to include strategic partnerships that extend, enhance and integrate a rich network of international relationships and activities in service to UCF's mission of research, teaching and scholarship. This position is the university's senior academic international affairs officer and works closely with the Provost and other university leaders to strategically increase UCF's outreach, impact and visibility around the world. This position also is charged with "globalizing" the classroom and enhancing student learning and international aspects of curricula, in partnership with the Vice Provost for Teaching and Learning. The Vice Provost for International Affairs and Global Strategies designs and administers partnerships, policies and programs that advance the international dimension of UCF's research and teaching missions, and enhance the university's global connections and internationally focused resources.

Vice Provost for Faculty Excellence

The Vice Provost for Faculty Excellence leads university-wide initiatives and programs that strengthen faculty support, encourage interdisciplinary collaboration and inspire faculty excellence to advance UCF's mission of research, teaching and scholarship. This position is charged with developing academic leadership and mentoring programs for faculty at every level and innovation in faculty recruitment and retention, to include hiring programs that encourage diversity reflective of our student body and community, as well as programs of

targeted opportunity. The Vice Provost for Faculty Excellence is Academic Affairs' liaison to the Faculty Senate, the Office of Equal Opportunity and Affirmative Action Programs and the Office of Diversity and Inclusion, and oversees the Center for Success of Women Faculty, promotion and tenure policies, faculty excellence and faculty development.

Faculty Excellence

The Office of Faculty Excellence supports the strengthening of UCF's Faculty. The primary responsibilities of Faculty Excellence are Faculty Processes (Promotion and/or Tenure, Evaluations, Leaves (Sick, Sabbatical, and Professional Development Leave), Faculty Awards, Faculty Development and Mentoring, Allocation of New Tenure Track Hires, Academic Leadership Development, and communication with Faculty.

Center for Success of Women Faculty

The Center for Success of Women Faculty promotes the success of women and all faculty at the University of Central Florida. The office achieves this through active mentoring; sponsored events designed to help faculty maximize their research, instructional, and professional capabilities; advocacy; and providing resources to assist faculty to balance life and work.

Vice Provost for Information Technology and Administration

The Vice Provost for Information Technology and Administration is the university's chief information officer and provides vision and leadership for advancing UCF's mission through technology. This position develops and implements innovative information technology initiatives and enterprise IT systems in accordance with the university's core values and purposes. This position also leads the articulation and implementation of administrative initiatives, including the UCF Library and space planning and allocation, in support of the university's academic programs to enhance all modes of learning, research and academic engagement. The Vice Provost for Information Technology and Administration leads UCF's distance learning programs and its Center for Distributed Learning, working with the Vice Provost for Teaching and Learning on university-wide online learning initiatives across all existing and new academic programs, as well as on oversight for the development of instructional technology.

Space Planning, Analysis, and Administration

The [Space Planning, Analysis, and Administration \(SPAA\)](#) department facilitates the university's space request and allocation process, maintains an accurate space inventory for internal and external reporting purposes, and provides analyses and information that support the instructional, research, and administrative space needs of the university and its respective colleges and divisions. SPAA works closely with UCF Facilities Planning.

Vice Provost for Teaching and Learning

The Vice Provost for Teaching and Learning is a visionary thinker committed to student academic success, innovative educational experiences and outstanding learning outcomes. This position and its units lead university-wide curricular innovations, acting as an incubator for new pedagogies and curricula and applying research-based results to institutionalize best practices in learning. This position ensures the delivery of academic programming and support services, advances inclusive excellence in student learning and provides students and faculty with resources that promote academic excellence. The Vice Provost for Teaching and Learning oversees a range of programs including interdisciplinary studies, experiential and service learning and undergraduate research, and the Faculty Center for Teaching and Learning, along with new initiatives designed to encourage community engagement and bring in thought leaders and experiences from outside the university. This position also works closely with the Vice Provost for Information Technology and Administration on technology-enhanced education, including online learning initiatives and innovative learning spaces, and with the Vice Provost for International Affairs and Global Strategies on internationalizing the curricula.

Karen L. Smith Faculty Center for Teaching and Learning

The Karen L. Smith Faculty Center for Teaching and Learning (FCTL) office reports to the Vice Provost of Teaching and Learning within the Division of Academic Affairs. The center supports all full-time faculty members as well as adjuncts and graduate teaching assistants with all matters relating to pedagogy and instruction at the university. The Center promotes integration of new ideas and effective pedagogy into courses, programs, and curricula through events and provides a space for on-going discussions of teaching innovations.

Vice Provost of Regional Campuses

The [regional campuses](#) system leads a partnership-driven organization strategically located to extend the university's reach to the communities of Central Florida. Regional campuses provide access to quality higher education for students who, because of time, distance, preference, or life circumstance, might not otherwise have the opportunity to pursue a baccalaureate or graduate degree.

Vice President of Research and Commercialization

The Office of the Vice President for Research & Commercialization (ORC) serves UCF scholars as the official liaison between UCF and funding sources and by helping faculty work through the proposal and contract management process. The office provides information to assist university scholars through the development of opportunities, submission of proposals and post-award stages. The ORC familiarizes prospective partners with the breadth of funded research conducted at the university, protects and manages intellectual property developed by our faculty, staff, and students, and promotes the commercialization of research findings, including incubation of spinoff companies.

Vice President of Student Development and Enrollment Services

The vice president for Student Development and Enrollment Services (SDES) provides leadership and support for a comprehensive division that engages students in the total collegiate experience; from identification, recruitment, matriculation and investment, to successful progression, graduation, and employment or advanced education. This is accomplished by providing opportunities for enriched student development, leadership growth, experience-based learning, values education and civic engagement leading to overall student success. SDES consists of the following areas:

Enrollment Services

- Undergraduate Admissions
- Student Financial Assistance
- Student Outreach Services

- Registrar's Office

First Year Transition

- First Year Experience
- First Year Advising and Exploration
- Sophomore and Second Year Services
- Transfer and Transition Services

Learning Support

- Student Academic Resources
- Student Accessibility Services
- Inclusive Education Services
- University Testing Services
- Academic Services for Student Athletes
- Veteran's Academic Resource Center
- Career Services

Community Support

- Multicultural Academic Support Services
- Social Justice and Advocacy
- LGBTQ+ Services
- Multicultural Student Center
- PRIME STEM Project

Student Life

- Student Government Association
- Office of Student Involvement
- Fraternity and Sorority Life
- LEAD Scholars Academy
- Student Union
- Recreation and Wellness Center

- Activity and Service Fee Business Office

Wellness

- Student Health Services
- Counseling and Psychological Services
- Wellness and Health Promotion
- Student Care Services
- Alcohol and Other Drug Programs

Student Rights and Responsibilities

- Dean of Students
- Student Conduct
- Integrity and Ethical Development
- Student Legal Services

Support Services

- Creative School for Children
- Student Neighborhood Relations and Safety Education
- Housing and Residence Life

Associate Provost and Director of Operations

The Associate Provost and Director of Operations is responsible for the effective functioning and operations of the Provost's Office. This includes operations related to the management of the office, including staffing, budgeting and personnel issues, space within the Provost's Office, strategic planning, and communications of the Provost's Office, as well as coordination with Institutional Knowledge Management. The Associate Provost and Director of Operations is also responsible for project management and support for all aspects of projects within the Provost's Office — including planning, organizing, management and monitoring current and anticipated projects. This position is responsible for working behind the scenes to anticipate, mediate and resolve issues before they are brought to the Provost, and serves as a top advisor and sounding board for the Provost on new ideas, initiatives and strategic priorities. This position also serves as the Provost's delegate in relationship management and setting expectations with stakeholders both externally and internally.

Colleges, Centers, and Institutes

UCF Colleges

The university has a total of twelve colleges: [Burnett Honors College](#); [College of Arts & Humanities](#); [College of Business Administration](#); [College of Education and Human Performance](#); [College of Engineering and Computer Science](#); [College of Graduate Studies](#); [College of Health and Public Affairs](#); [College of Medicine](#); [College of Nursing](#); [College of Optics and Photonics](#); [College of Sciences](#); and [Rosen College of Hospitality Management](#). The dean of each college reports to the [provost and vice president for academic affairs](#). Reporting structure of associate and assistant deans, department chairs, school directors, program directors, and others varies by each particular college. In addition to offering degree programs on the Orlando campus, various degree programs and coursework are also offered at the university's [regional campuses](#).

Academic Centers and Institutes

Institutes or centers are university entities established to coordinate intra- and inter-institutional research, service, and/or training activities that supplement and extend existing instruction, research, and service at the institution. In some cases, institutes and/or centers are created to provide the infrastructure needed to coordinate and support activities across the State University System (e.g., Florida Center for Library Automation, University Press). Operating entities with the term "institute" or "center" in their titles that provide services, such as SARC or FCTL, are not covered under these policies and are not intended to be covered by this memorandum.

State of Florida Institute or Center

- Has a statewide mission
- Includes two or more state universities
- Must be approved by the Florida Board of Governors
- Has a Memorandum of Understanding among the Presidents or their designees from all participating universities and the chancellor (or his/her designee) that outlines operational procedures for the institute or center
- Has an advisory board with membership as designated in the Memorandum of Understanding
- Has a separate unit account in the host university's operating budget
- May spend state funds appropriated to the institute or center according to Legislative and/or university decisions
- May spend "other" funds (e.g., fees; contracts and grants—including private, federal, and state contracts)

University Institute or Center

- Established by a single university
- May expend state funds appropriated to the institute or center according to Legislative and/or university decisions
- May expend "other" funds according to appropriate university and state policy and procedures (e.g., fees; contracts and grants—including private, federal, and state contracts and grants not appropriated through the educational and general budget entity)
- See Institutes and Centers for a list of current college, institute, or centers conducting research. For additional information on some of the university's nationally and internationally recognized institutes, please reference the Office of Research and Commercialization.

University Governance

Faculty Senate

The UCF Faculty Senate is the basic legislative body of the university. Within the legal structure of the university and in cognizance of the reality that the school can only function properly when goodwill is nurtured and maintained by the president, administrators, and faculty, the faculty senate constitution establishes the means for faculty participation in the

governance of the university. In addition, the chair of the Faculty Senate serves in a non-unit capacity as a member of the Board of Trustees (BOT).

The Faculty Senate shall address itself to academic and related matters that concern more than one college and to general educational policies. As the elected body of the Faculty Assembly, the Faculty Senate may formulate its opinion upon any subject of interest to the university and adopt appropriate resolutions. Resolutions addressing those areas of authority legally reserved to the president and the Board of Trustees are advisory in nature only. Each resolution adopted by the Faculty Senate is forwarded to the provost and vice president who shall act upon the recommendation within 60 days. The provost and vice president shall have veto power over any action by the Senate. The veto with rationale shall be communicated in writing to the secretary of the Faculty Senate and to the chair of the Faculty Senate. If the provost and vice president does not act within 60 days, this shall be considered a veto. The Senate, by a two-thirds majority vote, may appeal to the president any action so vetoed. A subsequent veto by the president shall be communicated in writing to the secretary of the Faculty Senate and to the chair of the Faculty Senate. If the president does not act within 60 days, this shall be considered a veto. The Senate, by a two-thirds majority vote, may appeal to the BOT any action so vetoed. A decision by the BOT is final.

The Faculty Senate shall consist of the provost and vice president, elected members, and the immediate past chair of the Faculty Senate as an ex officio member. The term of office for an elected member shall be two years, with approximately one-half of the members being elected each year. An ex officio member is a person who holds an appointment by virtue of office. This individual is a contributing member who takes part in all discussions and serves as a resource person, but is non-voting and cannot serve as the chair of a committee unless specified otherwise.

Academic Employment Information

Recruitment and Appointment

Faculty search administrators should consult the UCF [Faculty Hiring Guide](#) when seeking to recruit and appoint new faculty members. The chair of a department/unit/program, in consultation with their respective college/school/division, generally recommends

appointment of faculty to the university through the appropriate administrative channels.

Promotion and Tenure

Promotion and tenure guidelines are available on the [Faculty Excellence](#) website as well as other pertinent promotion and tenure information.

Faculty Cluster Initiative

Included in the University of Central Florida's five goals is achieving international prominence in research and key programs of graduate study and strengthening undergraduate programs. To help realize these goals, we must establish new models of research, teaching, and learning that blur the boundaries of traditional disciplines to allow for discovery in critical areas of excellence that reflect UCF's academic priorities and enhance our unique potential for impact (for more information, please see [Faculty Cluster Initiatives](#)).

Joint and Secondary Joint Appointments

Education requires the availability of highly competent individuals with specialized skills who share their competence in more than a single area. Therefore, the university is committed to encouraging, facilitating, and rewarding interdisciplinary, multi-disciplinary, and cross-disciplinary educational and scholarly activities. Appointments of faculty and staff members in more than one department, school, center, in Joint and secondary joint appointments specifically facilitate these activities. These appointments may involve appointments across two or more academic units, or an academic unit and a center or institute. Joint or Secondary Joint appointments require the approval of all participating units (home and host units), applicable school, college, center or institute administrators and the provost and vice president.

Administrators should notify the College of Graduate Studies when joint appointments are established. All joint and secondary joint appointees who will be the instructors of record for lectures, laboratories, independent studies, internships, clinical, or any other credit-bearing experience must meet the SACS criteria for faculty.

Other important points of information regarding appointments (both types unless otherwise specified) are:

Appointees can only hold tenure in their home department unless otherwise addressed by the home and host units.

Annual evaluations will be the sole responsibility of the home department for secondary joint appointments. Joint appointments, where salary cost is shared, may be evaluated annually by both home and host units. Such evaluation procedures will be detailed in the letter of appointment.

Appointments are made for the duration of appointees' tenure in their home department.

An appointment can be rescinded by request of the home unit or the host unit detailing cause and with the consent of the provost and vice president.

Appointments will end on June 30 of the year the appointment ends.

Academic duties, responsibilities, and privileges will be agreed to by the home unit, the host unit, and the appointee. Substantive duties, responsibilities, and privileges will be detailed in the letter of appointment.

Courtesy Appointments

Most courtesy appointees will hold terminal degrees, but persons may be considered for nomination based upon their exceptional experience or special scholarly achievements. These appointments are made for a maximum of five years and will end on June 30 of the year the appointment expires. They can be renewed for additional five-year terms by the mutual agreement of all parties. Academic duties, responsibilities, and privileges will be agreed to by the host unit and the courtesy appointee. In formal settings, such as publications and grants, the appointee will use the "courtesy" term in the designation of his or her title, i.e., "Courtesy Clinical Associate Professor" or "the author holds a courtesy appointment as Clinical Associate Professor at the University of Central Florida." This appointment may also be rescinded at any time by request of the host unit detailing cause and with the approval of the provost and vice president.

Courtesy appointees may contribute to the host unit in a variety of ways, including but not restricted to guest lectures, advising, mentoring, curriculum development, research, and grant writing. By invitation of the host unit, they may serve on committees in the host unit,

except for promotion, tenure, and merit committees. These appointees may serve as members or co-chairs of thesis and dissertation committees, but may not serve as the sole chair of thesis or dissertation committees. They can be granted access to host unit resources as agreed to by the host unit. All courtesy appointees are eligible for a UCF Identification Card, which qualifies them to receive library, parking, and other university services provided to holders of UCF ID Cards.

College of Medicine Volunteer and Affiliate Appointments

Requirements to serve on a volunteer and/or affiliated faculty appointment in the University of Central Florida, College of Medicine (UCFCOM) are outlined in the Volunteer and Affiliated Faculty handbook. These unpaid appointments do not provide tenure or tenure-earning status, but are available to both clinicians and basic scientists. Appointment as a volunteer and/or affiliated faculty requires that the candidate hold a M.D., D.O. and/or Ph.D. degree, or equivalent. In circumstances in which another degree is considered the terminal degree in the candidate's field, holding that degree may be acceptable. Appointments require evidence of professional expertise, willingness, and ability to perform the proposed activity, as well as potential as a role model and colleague. For clinicians, specialty or subspecialty board certification plus current state licensure or their equivalent are expected. For basic scientists, post-doctoral experience and research funding are expected. Volunteer or affiliated appointments will not carry a modifier such as "clinical" or "research," but will instead hold the same titles as regular faculty members. In cases where a candidate for volunteer or affiliated faculty status has not received a terminal degree in her/his field, the rank of Instructor may be appropriate. Individual departments or units may have additional requirements for volunteer or affiliated faculty appointment. Letters of appointment and systems of regular review must document the expected role of each faculty member.

College of Medicine Core Faculty Appointments

(Non-paid appointment) Affiliated faculty who are nominated by COM leadership including 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. Core faculty are essential for supporting the teaching mission of the college.

Tenure of Title

(Non-paid appointment) Core faculty who are highly respected in their field and have demonstrated sustained excellence in scholarly activity, teaching and professional/collegiate service. In addition, these faculty meet or exceed the tenure requirements for the department/school in which the faculty member has his/her primary appointment. This title requires nomination by COM leadership including 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.

Faculty Conduct and Responsibilities, Assignment of Duties, and Policies

Academic Freedom and Responsibility

Academic Freedom

Academic Freedom is to be understood as defined by the AAUP in its 1949 formulation:

Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution (for more information please see, [Faculty Senate Resolution 2003-2004-8 Academic Freedom, 1940 Statement of Principles on Academic Freedom and Tenure](#)).

Ethical Conduct of the University Community

The university acknowledges a concern for values and ethics that are important to the complete educational experience. A faculty member is expected to show an awareness that membership in the academic profession carries with it special responsibilities. The following are responsibilities of faculty members (cited from: American Association of University Professors (AAUP) Statement on Professional Ethics):

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective

teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

Morals and Influence

The university will select faculty members of good moral character and of the highest educational background. The university is also concerned with the careful selection of students and with their continuing social, economic, moral, and spiritual welfare. In order to assure a wholesome educational environment at the university, the following are adopted standards:

Citizenship and Conduct – The university will continue to examine the qualifications and records of those individuals who are candidates for employment or employed by it, not only with regard to their professional and academic competency, but also with regard to their general character and their moral conduct. Furthermore, the university will continue to exercise due care in the selection of students, taking into account not only their academic ability to perform satisfactorily, but also their character and moral behavior

Religion - Religion plays a vital role in our American way of life and, inevitably, this subject will arise in classroom discussions. Critically analysis of religion should take place in classroom discussions as appropriate to the subject matter. The professor bears the

responsibility of pursuing such discussions objectively and impartially, without advocacy or indoctrination and with due respect for the religious beliefs of all concerned.

Books and Teaching Materials – The university continues its concern that students utilize the best in books and teaching materials. While recognizing the right and responsibility of the individual scholar to choose teaching materials, the university enjoins each member of the faculty to select materials that are among the best available, germane, and in good taste within the context of the educational or scientific purpose.

Implementation of Policy

The university will adhere to the above standards within an atmosphere of academic excellence, freedom, and responsibility. In reemphasizing its policy and the above requirements for its execution, the university wishes to make completely clear its confidence in the high quality of the administration, faculty, and students at the university. The intent and spirit of this policy preserves the university's high quality education on a continuing basis.

Standards of Conduct for Public Employees

In addition to aforementioned standards, university employees must also abide by the standards of conduct for public employees. These standards are located in Section 112.313 of Florida Statutes, which outlines certain prohibited actions and responsibilities of public employees.

Potential Conflict of Interest and Commitment

A conflict of interest can occur when one or more parties have interests that interfere with their university responsibility. No employee shall corruptly use or attempt to use his or her official position or any property or resource which may be within his or her trust, or perform his or her official duties, to secure a special privilege, benefit, or exemption for himself, herself, or others. Although most conflicts are manageable, it is the collaborative responsibility of the home department/unit/program, and the University Compliance, Ethics, and Risk Office to provide oversight of the management of certain activities or request the immediate cessation of activities.

The purpose of completing the online Potential Outside Activity, Employment, and Conflict of Interest and Commitment Disclosure (AA-21) form is to ensure that no conflict exists between primary university commitments and outside activities, interests, and commitments. This statement conforms with Florida Statutes; policies of the Board of Governors (BOG) and the University of Central Florida (UCF); provisions of the Board of Trustees-United Faculty of Florida Collective Bargaining Agreement; and current federal guidelines requiring disclosure for professional activities of faculty members, administrators, and investigators.

This disclosure provides the facts necessary to help supervisors and other appropriate university officials determine whether a potential conflict exists so they can manage or eliminate the problem when possible. If a conflict is identified through the review by supervisors or other appropriate university officials, affected employees are notified and assisted with any resolution.

Employment of Relatives

The overall employment policy of the university supports equal opportunity and affirmative action and UCF is committed to maintaining a fair and professional work environment free of conflicts of interest. Because the employment of any relative creates a potential or real conflict of interest, no relatives shall be employed by, transferred to, or promoted within a single unit, department, or college where a direct or indirect supervisory relationship or conflict of interest exists, or any situation which places relatives in a foreseeable conflict between the interests of the university and the interests of the relatives. UCF does not permit the appointment, transfer, or promotion of relatives within the same chain of command. A relative is defined as anyone related to an employee in the following ways, and includes those within these categories who are referred to as adopted, step-, foster, grand-, half-, in-law, spouse of, or great- parent, child, sibling, uncle or aunt, first cousin, nephew or niece, and spouse, domestic partner, significant other. Persons who intend to marry, or with whom the employee intends to form a domestic partnership or other intimate relationship are included in this definition of relative.

Any relatives of current UCF employees seeking appointment, or considered for promotion or transfer into a position in the same unit, department, or college of the UCF employee to whom

they are related requires a completed and signed Employment of Relatives form (<http://hr.ucf.edu/files/EmploymentofRelativesForm.pdf>) to be forwarded for final action as follows:

Faculty appointments (including adjunct faculty members) along with teaching and research undergraduate or graduate student assistantships on contract are forwarded for final action to the Office of Faculty Excellence. A&P, USPS, and OPS (including student employee) appointments are forwarded to Human Resources for final action.

All approvals must be received prior to extending an offer of employment, promotion or transfer of any relative.

Faculty Assignment of Responsibilities

In-unit faculty members shall receive assignments of duties in writing at the beginning of each year of employment from their department chair or unit supervisor. In general, assignments include instruction, research, and service activities (for more information, please see [Article 9: UCF BOT/ UFF Collective Bargaining Agreement](#)).

Florida's 12-Hour Teaching Law

Florida law prescribes the number of classroom contact hours required of university faculty members. The following points are taken from Section 1012.945 of the Florida Statutes which can be referenced for the full Statute:

"State funds" means those funds appropriated annually in the General Appropriations Act.

"Classroom contact hour" means a university approved regularly scheduled 1-hour period of classroom activity in a course of instruction.

Each full-time equivalent teaching faculty member at a university paid entirely from state funds shall teach a minimum of 12 classroom contact hours per week at such university.

Any faculty member assigned to professional responsibilities and duties in furtherance of the mission of the university shall teach a minimum number of classroom contact hours in proportion to 12 classroom hours per week as such especially assigned aforementioned duties and responsibilities bear to 12 classroom contact hours per week.

Any full-time faculty member who is paid partly from state funds and partly from other funds or appropriations shall teach a minimum number of classroom contact hours in such proportion to 12 classroom contact hours per week as his or her salary paid from state funds bears to his or her total salary.

UCF Minimum Faculty Teaching Qualifications Guidelines

The following UCF Minimum Teaching Qualifications Guidelines are specific to the university but draw heavily from and are in alignment with SACS Comprehensive Standard 3.7.1 and corresponding SACS guidelines for compliance with this Comprehensive Standard. The guidelines apply to all instructors of record at the university, regardless of contract type (e.g., full-time faculty, adjuncts, volunteers, GTAs, etc.).

As part of its strategic planning initiative, specific goals for the university are established that express what it will take to achieve the university's vision of prominence. The goals articulate the university's commitment to achieving its vision through providing high quality undergraduate and graduate education. Accordingly, the university is committed to employing high quality faculty members to achieve standards of excellence.

The institution is required to justify and document the qualifications of its faculty as part of its accreditation process under the Southern Association of Colleges and Schools Commission on Colleges (SACS-CoC); in particular, to demonstrate compliance with SACS Comprehensive Standard 3.7.1 (Faculty Competence). To this end, the department chair or comparable unit head must make a clear and compelling case to support each faculty hire and teaching assignment within his or her unit. Appropriate supporting documentation must also be provided as evidence of the faculty member's (or Graduate Teaching Associate's) qualifications. All hiring decisions and teaching assignments should consider competence, effectiveness, and capacity.

The following two routes may qualify an individual to serve as an instructor of record for credit bearing courses at the university:

1. by academic credential(s) (degrees and coursework) alone or
2. by qualifications other than academic credentials (or combined with credentials) that are appropriate for teaching particular courses (Does not apply for GTAs).

When making hiring decisions and teaching assignments, primary consideration should be the highest earned degree in the teaching discipline or related discipline in accordance with the academic credential guidelines outlined below.

1. Faculty teaching baccalaureate courses may be qualified by:

Qualification by Academic Credential(s): Master's degree or higher in the teaching discipline or a related discipline

OR

Concentration - Master's and 18 hours: Master's degree or higher (in any discipline) with a concentration (minimum of 18 graduate semester hours) in the teaching discipline or related discipline.

OR

Master's Degree Equivalency: In the absence of a completed master's degree, a concentration may also be established via acceptable documentation confirming that 1.) as part of the individual's doctoral or terminal degree program, master's degree equivalency was achieved and 2.) at least 18 graduate semester hours in the teaching discipline or related discipline have been successfully completed.

2. Faculty teaching graduate coursework and first professional degree coursework, as in the case of faculty teaching in the Medical College, may be qualified by:

Qualification by Academic Credential(s): Earned doctorate or terminal degree in the teaching discipline or a related discipline

3. Graduate teaching associates (GTAs) may be qualified by:

Qualification by Academic Credential(s): Master's degree or higher in the teaching discipline or related discipline

OR

Concentration - 18 hours: Minimum of 18 graduate semester hours in the teaching discipline with the following provisions:

- Whether qualified by degree alone or by concentration, GTAs must receive direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations.
- In order to serve as an instructor of record, acceptance into a degree program as well as full-time enrollment is required. The graduate student must also meet appropriate training and English speaking requirements as outlined by the College of Graduate Studies (for more information, please see [Graduate Teaching Requirements](#)).

Qualification by "Other" Demonstrated Competencies & Achievements: The academic credential guidelines above should be used as the primary means of qualification for all instructors of record at the university, regardless of contract type, at all levels (undergraduate and graduate), in all programs, and at all campuses. However, qualifications other than academic credentials (or combined with credentials) may be appropriate for teaching particular courses. Consideration of other teaching qualifications either in conjunction with or in lieu of academic credentials occurs on a case-by-case basis. Such cases should be exceptional and the evidence of other demonstrated competencies and achievements provided must be compelling. It should also show substantial and significant evidence of professional progress as related to the faculty member's teaching assignment.

Textbook Adoption Compliance

The Higher Education Opportunity Act (HEOA) of 2008, Florida Statute 1004.085, Board of Governors Regulation 8.003, and UCF Regulation 2.032 regarding textbook adoption have the intended goal of reducing the expense of instructional materials to students by providing them information on required purchases with sufficient time for them to shop for good prices. In order to meet compliance requirements, all textbook orders and course pack information must be submitted to the university bookstore (regardless of the location or modality of the course) at least 35 days prior to the first day of classes each term and posted in a single online location (by the university bookstore) at least 30 days prior to the first day of classes. Textbook order deadlines will be at least two weeks prior to this date and students may choose to purchase their instructional materials from any vendor they choose.

Textbook (or other instructional material) Royalties

In accordance with UCF Regulation 2.032, requiring the use of a textbook or other instructional material written by the instructor of the course, by a relative of the instructor, or by a team of authors which includes the instructor where the author/instructor anticipates receiving royalties from books or materials purchased by students enrolled in her/his course is considered a conflict of interest. The author/instructor must report the use of his/her educational materials under these circumstances in the online Potential Outside Activity, Employment, and Conflict of Interest and Commitment Disclosure AA-21 form and take action to mitigate the conflict of interest created, following university procedures (for more information, please see [Textbook Adoption](#)).

Policies Regarding Information Technologies and Resources

Information and policies related to email, the Internet, Web pages, computer security, telecommunication services, user responsibilities', and other related information are available from the Division of [Information Technologies and Resources](#) (IT&R).

Student-Related Academic Policies and Procedures

Information on student-related academic policies and procedures are found via the following sources: [Golden Rule Student Handbook](#), Undergraduate Catalog, and Graduate Catalog.

Drug-Free Workplace/Drug-Free Schools Policy Statement

The following excerpt is from UCF's [Drug-Free Workplace/Drug-Free Schools Policy Statement](#), located in its entirety in the current Golden Rule.

The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or the unlawful possession and use of alcohol is wrong, harmful, and prohibited in and on university owned and controlled property or as part of any of its activities. Any university employee or student determined to have violated this policy shall be subject to disciplinary action for misconduct, which action may include termination/expulsion and referral for criminal prosecution. No employee/student is to report to work/class or any university activity while under the influence of illegal drugs or alcohol. Violation of these policies by an employee/student will be reason for evaluation and treatment for drug/alcohol use disorder and referral for disciplinary action up to and including termination/expulsion, and/or referral for prosecution consistent with local, state, and federal law.

Religious Observances

It is the practice of the university to accommodate the religious observances, practices, and beliefs of individuals in regards to admissions, class attendance, and the scheduling of examinations and assignments. A student who desires to observe a religious holy day of his or her religious faith will notify all of his/her instructors and be excused from classes to observe the religious holy day. The student must notify the instructor at the beginning of the term about the intended religious observance (for more information, please see [Major Religious Holidays](#)).

The student is responsible for any material covered during the excused absence, but is permitted a reasonable amount of time to complete any work missed. Where practicable, major examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day.

Students who are absent from academic or social activities because of religious observances will not be penalized. A student who believes that he/she has been unreasonably denied an educational benefit due to his/her religious belief or practices may seek redress in accordance with the Student Grievance Procedure, as listed in The Golden Rule.

Campus Smoking Policy

In recognition of the health risks caused by smoking, the University of Central Florida provides a smoke-free environment for its faculty, staff, students and visitors (for more information, please see [UCF is Proud to be Smoke Free](#)).

University Closings

In the event of some extraordinary event (such as a natural disaster or prolonged power outage), the president will determine whether it is necessary to cancel classes and approve administrative leave for employees in affected areas. With respect to final examinations and other academic matters, department chairs, in consultation with their faculty and with the college dean, will determine appropriate policy (for more information, please see [Leave and Attendance](#)).

Lost and Found

“Lost and Found” articles should be centrally located within each building at either the main office of that location’s Building Manager or a general information desk (if available).

Miscellaneous Employment Information

Your Paycheck

UCF employees may access their payment statement via MyUCF by following the noted path: Log on to MyUCF>Employee Self-Service>Payroll and Compensation>View Paycheck (for more information, please see [General Payroll Information](#)).

Child Care

The UCF [Creative School for Children](#) offers reduced cost childcare assistance to children of UCF students, faculty, staff, Research Park employees, alumni, and the community.

Assessment Reports and Evaluations

Annual Assignment

The period of an instructional assignment during an academic year shall not exceed an average of seventy-five (75) days per semester and the period for testing, advisement, and other scheduled assignments shall not exceed an average of ten (10) days per semester. Within each semester, activities referred to above shall be scheduled during contiguous weeks with the exception of spring break, if any. The course assignment shall be communicated to employees no later than six (6) weeks in advance of its starting date, if practicable (for more information, please see [Article 9.3 Annual Assignment - UCF BOT/UFF Collective Bargaining Agreement](#), [UCF Regulation 3.032 Faculty Assignments](#)).

Student Perception of Instruction

Students will be given the opportunity to complete an online Student Perception of Instruction form for each of their classes near the end of each semester. The students are notified of the need to complete the form(s) when they access the [myUCF](#) portal. Student responses are anonymous and are not provided to the colleges and faculty members until after the semester is over. We recommend you speak to the chair of your department to find out how the results are used in your evaluations (for more information, please see [Faculty Evaluation and Improvement](#)).

Faculty Annual Report

Each faculty member is to provide an annual report of his or her activities performed throughout the course of the year. The annual report format will vary by college to account for different expectations. In accordance with this requirement, faculty members should keep a record of activities engaged in throughout the academic year. The department chair or director - when completing the annual evaluations of the faculty - shall use each faculty member's annual report (for more information, please see [Article 10.1g\(5\) Written Evaluation - UCF BOT/UFF Collective Bargaining Agreement](#), [Faculty Evaluation and Improvement: Annual Evaluation](#)).

Faculty Annual Evaluations

Performance evaluations are primarily intended to communicate to an employee a qualitative assessment of that employee's performance of assigned duties by providing written constructive feedback that will assist in improving the employee's performance and expertise. Evaluations may be considered in employment related decisions such as salary, retention, assignments, awards, tenure, and promotion. Each employee's performance shall be evaluated in writing at least once annually. Employees shall be evaluated solely according to the University Criteria for Annual Performance Evaluations and the clarifications thereof provided by the Annual Evaluation Standards and Procedures for their department or unit that were approved most recently but prior to the beginning of the evaluation period (for more information, please see [Article 10.1 Annual Evaluation - UCF BOT/UFF Collective Bargaining Agreement](#), [UCF Regulation 3.010 Faculty Evaluation and Improvement](#)).

Faculty Cumulative Progress Evaluations

Beginning with the second year of employment (or the first year, if tenure credit was given) and continuing annually, an employee who is eligible for tenure and/or promotion to the rank of associate professor shall receive a cumulative progress evaluation by the unit tenured faculty; the department chair, school director, or unit head; and the dean. All cumulative progress evaluations shall be completed during the spring semester. Cumulative progress evaluations are intended to provide an accurate assessment of cumulative performance leading to the attainment of promotion and/or tenure. Employees eligible for promotion to full professor may, at their option and upon written request, be similarly apprised of their progress toward promotion (for more information, please see [UCF-3.010 Faculty Evaluation and Improvement \(1\) c - Cumulative Progress Evaluation](#)).

Sustained Performance Evaluations

University of Central Florida tenured faculty shall receive a sustained performance evaluation once every seven years following the award of tenure, or seven years following their most recent promotion, and each subsequent seven year period. The purpose of this evaluation is to assess and document sustained performance during the previous seven years of assigned duties and to evaluate continued professional growth and development. Tenured faculty with

administrative appointments at the level of chair and above shall not receive a sustained performance evaluation, and will not be reviewed until they return to faculty status for the required seven-year period (for more information, please see [Article 10.3 Sustained Performance Evaluation - UCF BOT/UFF Collective Bargaining Agreement](#), [UCF-3.010 Faculty Evaluation and Improvement \(1\) b – Sustained Performance Evaluation](#)).

Employee Evaluation File

Faculty evaluation files shall be maintained in the college dean's office. In some cases, the department may also keep copies of these files. Written materials used in the annual evaluative process should be contained in this file. An employee may examine his or her evaluation file, upon reasonable advance notice, during the regular business hours. Normally the file will be available during the same business day as the employee requests to see it, and under such conditions as are necessary to insure its integrity and safekeeping. Upon request, an employee may paginate with successive whole numbers the materials in the file, and may attach a concise statement in response to any item therein. Employees are also entitled to one (1) free copy of any material in the evaluation file. Additional copies may be obtained upon the payment of a reasonable fee for photocopying. A person designated by the employee may also examine the employee's evaluation file with the written authorization of the employee, and subject to the same limitations on access that apply to the employee.

Adjunct Performance Evaluations

Persons employed by the university on an adjunct contract for over 90 calendar days are evaluated by their supervisor on their overall performance in fulfilling their assigned duties during the evaluation period. Supervisors must complete the evaluations within 90 calendar days of the end of the evaluation period (calendar year) as dictated in the university's [Adjunct Faculty Performance Evaluation](#) (for more information, please see [UCF-3.010 Faculty Evaluation and Improvement](#)).

Administrative Positions and Evaluations

All schools/departments must have a full-time director/department chair.

Service Eligibility

A school/department's director/chair serves a term of five years although the appointment is renewable annually. Normally, a director/department chair will not serve more than two successive five-year terms. Except under special circumstances, no one with another administrative appointment should serve concurrently as a director/department chair, and no director/department chair should serve concurrently in any other administrative position. Where an outside faculty member is considered for director/department chair appointment, customary academic search procedures should be followed.

Administrative Appointment

Each college dean, upon consultation with that college's faculty, will establish a procedure for the appointment and reappointment of directors/department chairs. After due consideration, as hiring agent, the dean will select a candidate for director/department chair, whose appointment is subject to approval by the provost and vice president and the president.

Review & Reappointment

The faculty of the school/department will evaluate directors/department chairs annually. Department/school faculty and others whom the dean deems appropriate will conduct the review. A full review for reappointment will take place during the fifth year. The dean at his or her own initiative (or because of a request by the school/department faculty) can institute an interim review (for more information, please see [UCF Regulation 3.034 Evaluations](#)).

Evaluation of Deans

A review of the dean occurs after five years of service and involves faculty as well as administrators. Faculty and administrators review the dean's performance, with input from employees in the administrative unit, appropriate community leaders, and the dean him/herself. (for more information, please see [UCF Regulation 3.034 Evaluations](#))

Leave Programs, Awards, Honors, and Recognition

Sabbaticals

[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. In-Unit and non-unit sabbatical leaves for professional development are available to full-time, tenured, and multi-year faculty members who have at least six years of continuous service at the university. Eligible faculty may apply for a competitive (one semester at full pay or two semesters at $\frac{3}{4}$ pay) or noncompetitive (two semesters at half pay) sabbatical. Sabbatical decisions occur at the college level. Once a sabbatical is awarded, the awardee needs to sign a Memorandum of Understanding, which must be submitted to the Office of Faculty Excellence.

Professional Development Leave

Professional development leaves are available to [in-unit](#) and [non-unit](#) employees with six or more years of full-time continuous university service and who are not tenured or tenure earning. Eligible employees may apply for a professional development leave consisting of one semester at full pay, two semesters at $\frac{3}{4}$ pay, or two semesters at half pay. In-unit and non-unit employees may obtain additional information from the Office of Faculty Excellence.

Request for Leave of Absence – Excluding Requests for Medical Leave

Faculty can apply for leaves of absence by submitting the [request](#) and supporting documentation to the department chair, which will approve/disapprove the request. After the department chair's review, the request is forwarded to the dean for approval/disapproval and then to the provost and vice president for the final decision.

Sick Leave Pool

Faculty and A&P personnel are eligible to join the [Sick Leave Pool](#), which has open enrollment periods each March and September. Joining this Sick Leave Pool requires continuous employment with the university in a benefits-earning position for more than one year. In addition, applicants are required to have a balance of at least 64 hours of unused sick leave from which 16 must be donated upon acceptance into the Sick Leave Pool. The Office of Faculty Excellence manages the Sick Leave Pool and interested employees may reference the full policy at that website (for more information, please see [UCF Faculty Regulation 3.0261 Faculty and A&P Sick Leave Pool](#)).

Teaching Incentive Program Awards

The university's [Teaching Incentive Program](#) (TIP) rewards sustained high levels of teaching effectiveness. The university awards as many as 40 new TIPs to the colleges each year. The number of TIP awards available in a college is based on the total number of eligible faculty in any given year. Winners receive a \$5,000 increase to their base salary.

Eligible faculty must have been employed by UCF for at least four (4) years prior to the award year and meet/exceed total credit hour productivity (CHP*) at or above the department or college median OR total graduate hour productivity (GHP**) at or above the department or college median.

*Total Credit Hour Productivity (CHP) is the total of undergraduate plus graduate Student Credit Hours (SCH) of classroom, web and media-enhanced credit hours generated for the last eight (8) fall and spring semesters.

**Total Graduate Hour Productivity (GHP) is the sum of only graduate hours of classroom, web and media-enhanced SCH generated for the last eight (8) fall and spring semesters.

SCH excludes student credit hours for individualized instruction such as independent studies, practicums, internships, supervised research, dissertations, and theses. SCH also excludes student credit hours for overload assignments.

Research Incentive Awards

The university's [Research Incentive Program](#) rewards sustained high levels of teaching effectiveness and was established as a new initiative in 2000-2001. Interested members may reference the RIA policy located on the Office of Faculty Excellence. Winners receive a \$5,000 increase to their base salary.

Scholarship of Teaching and Learning Awards

The university's [Scholarship of Teaching and Learning](#) (UCF-SoTL) awards reward outstanding achievements in research and other scholarly and creative activities that focus on the effectiveness of teaching methods. Awardees from this program may also receive university support to attend and present papers at the International Conference on Teaching and Learning or other Teaching and Learning conferences. Interested faculty members may reference the SoTL policy located on the Office of Faculty Excellence. Winners receive a \$5,000 increase to their base salary.

Reach for the Stars

UCF Reach for the Stars Award honors and rewards highly successful research and creative activity accomplished by early-career university professionals. Recipients shall receive a \$10,000 annual research grant for three years.

Founder's Day Excellence Awards

In the spring semester of each year, the university pays tribute to faculty and students for their academic accomplishments in a Founders' Day convocation. Faculty recipients of [awards for excellence](#) in teaching, research, service, advising, and librarianship are honored in this special ceremony. Winners receive a \$2,000 one-time payment. The following awards are offered to recognize excellence:

Excellence in Undergraduate Teaching – College and University

There are twenty college-level awards for excellence in undergraduate teaching. The recipients of the college-level award of Excellence in Undergraduate Teaching are considered for the University Excellence in Undergraduate Teaching award to be recognized on Founder's Day in the spring term.

University Excellence in Graduate Teaching – College and University

There are ten college-level awards for excellence in graduate teaching. The recipients of the college-level award for Excellence in Graduate Teaching are considered for the University Excellence in Graduate Teaching award to be recognized during Founder’s Day in spring term.

Distinguished Researcher Award – College and University

There are eleven college-level awards to for excellence in research. The recipients of the college-level award for the Distinguished Researcher Award are considered for the University Distinguished Researcher Award that is recognized during Founder’s Day in spring term.

Excellence in Research

The University Research Council and the Office of Vice President for Research & Commercialization are pleased to announce the Excellence in Research Awards. Each college may select one research award recipient. One Excellence in Research award is available to the combined research staff in those institutes and centers not directly associated with an academic college. Each researcher selected will be considered for an additional University Excellence in Research Award.

Excellence in Librarianship Award

The university sponsors the Excellence in Librarianship Award to recognize the outstanding contributions and support given to faculty and students by its library faculty.

University Excellence in Undergraduate Faculty Academic Advising

The university sponsors the University Excellence in Undergraduate Faculty Advising awards to recognize the outstanding efforts of its faculty advisors in retaining undergraduate students, improving communication of information to peers and students, and helping undergraduate students realize their potential.

University Excellence in Professional Academic Advising

The university sponsors the University Award for Excellence in Professional Academic Advising to recognize the outstanding efforts that professional advisors play in retaining students, providing accurate and timely information to students, creating a caring and supportive environment, and helping students realize their potential.

University Excellence in Professional Service

The university sponsors the University Excellence in Professional Service awards to recognize the outstanding service contributions of employees to the institution, their discipline, the profession, and the community. There are two awards and each college may nominate up to two candidates for them.

Pegasus Professor Award

The [Pegasus Professor Award](#) recognizes outstanding teaching, research, and service. The award is the highest honor that the university gives to a faculty member.

Provost Faculty Fellows Program

The [Provost Fellows Program](#) is designed to develop leadership skills at the university level for our most accomplished faculty. Fellows participate in a range of mentoring and learning opportunities, collaborate with colleagues in the Office of the Provost and in other academic and administrative offices across campus, and assume leadership roles on critical campus strategic initiatives and projects, designed in conjunction with fellows' individual interests and longer-range career goals.