



NUTS &

BOLTS

WORKSHOPS TO EXPAND YOUR FACULTY TOOLBOX

UCF FACULTY AWARDS

October 2024

AGENDA

- Overview of Available Awards
 - Eligibility
 - Application Process
- Review Procedures
 - College Level
 - University Level
- Helpful Hints for Application Preparation



HIGHLY PRESTIGIOUS AWARDS:

NOMINATIONS COORDINATED BY CHPS DEAN'S OFFICE

Prestigious Award	Application Period Opens	Application Period Closes	Brief Description
Medal of Societal Impact	Next AY	Next AY	Goal: Recognize Faculty whose Research has Contributed significantly to benefit humankind in science, engineering or medicine <ul style="list-style-type: none">External Review Panel from National Academies.\$50K Research Grant
Trustee Chair Professorships	Dec. 2, 2024	Feb. 7, 2025	Goal: Retain & Attract Outstanding Faculty <ul style="list-style-type: none">Multi-year appointment; \$50K annual budget awarded to employees with an extraordinary record of accomplishment in teaching, research and service.Tenured Professor; Foremost / Preeminent Scholar in Discipline

HIGHLY PRESTIGIOUS AWARDS (CONT'D)

Prestigious Award	Application Period Opens	Application Period Closes	Brief Description
Pegasus Professor Award	Dec. 5, 2024	Jan. 9, 2025	<p>Goal: Recognize Excellence & Exemplary Service at UCF in Teaching, Research, Service for Senior Faculty</p> <ul style="list-style-type: none"> • Highest Lifetime Honor for Current Faculty • Tenured Professor for 5+ Years with Inter/national Impact
Reach for the Stars Award	Dec. 5, 2024	Jan. 9, 2025	<p>Goal: Honor Highly Successful Research for Early Career Faculty</p> <ul style="list-style-type: none"> • Three-Year \$10K Annual Research Grant • Assistant Professors





INCENTIVE AWARDS - RIA

Award \$5K (Recurring) Added to Base Salary	Application Period Opens	Application Period Closes	Brief Description
Research Incentive Awards*	Nov. 4, 2024	Dec. 9, 2024	Goal: Recognize outstanding research, scholarly, or creative activity that advances the body of knowledge in a particular field, including interdisciplinary research and collaborations by Faculty with 4+ Yrs Service
Teaching Incentive Program Awards*	Jan. 27, 2025	Feb. 10, 2025	Goal: Recognize teaching productivity & Excellence by Faculty with 4+ Yrs Service
Scholarship of Teaching and Learning (SoTL)*	Jan. 27, 2025	Feb. 10, 2025	Goal: Recognize discovery, reflection, and using evidence-based methods to research effective teaching and student learning by Faculty with 4+ Yrs Service

EXCELLENCE AWARDS

Award One-Time \$2K	Eligibility for In-Unit Faculty	Criteria	Deadline & Outcomes
Undergraduate Teaching https://facultyexcellence.ucf.edu/award/excellence-in-undergraduate-teaching/	<ul style="list-style-type: none"> - Significant Contribution to Undergrad Educ. - No 🏆 Past 3 AYs 	<ul style="list-style-type: none"> - Innov. to improve undergrad. teaching - Undergrad teaching honors/accomplish. - Evidence of Impact 	<ul style="list-style-type: none"> * Nov 12 Deadline * 2 CHPS 🏆 * 1 UCF 🏆
Graduate Teaching Excellence in Graduate Teaching – In-Unit – Faculty Excellence (ucf.edu)	<ul style="list-style-type: none"> - Significant Contribution to Graduate Educ. - No 🏆 Past 3 AYs 	<ul style="list-style-type: none"> - Innov. to improve graduate teaching - Grad teaching honors/accomplish. - Evidence of Impact 	<ul style="list-style-type: none"> * Nov 12 Deadline * 1 CHPS 🏆 * 1 UCF 🏆
Research Excellence in Research – In-Unit – Faculty Excellence (ucf.edu)	<ul style="list-style-type: none"> - Min. 0.10 FTE Research 2024-25 + prior 3 AYs - No 🏆 Past 3 AYs 	<ul style="list-style-type: none"> - Cumulative value / impact within discipline & society - Recognition of impact by disciplinary peers - Publication, dissemination, presentation research results 	<ul style="list-style-type: none"> * Nov 12 Deadline * 1 CHPS 🏆 * 1 UCF 🏆

EXCELLENCE AWARDS

Award One-Time \$2K	Eligibility for In-Unit Faculty	Criteria	Deadline & Outcomes
<p>Faculty Academic Advising</p> <p>Excellence in Faculty Academic Advising – In-Unit – Faculty Excellence (ucf.edu)</p>	<ul style="list-style-type: none"> - Advise Undergrad Students 2022-23 & prior 3 AYs - No  prior 3 AYs 	<ul style="list-style-type: none"> - Evidence of Extra Effort to Improve Advising - Evidence Students have been Sensitively & Appropriately Informed & Guided re. Career Choices & Academic Opportunities - Evidence Nominee Serves as Role Model 	<p>Nov 12 Deadline</p> <ul style="list-style-type: none"> - CHPS Can Nominate 2 Candidates - 1 UCF  <p>(No formal award at the college level; rather applications are endorsed to go forward to be considered for university level award)</p>
<p>Professional Service</p> <p>https://facultyexcellence.ucf.edu/award/excellence-in-professional-service/</p>	<ul style="list-style-type: none"> - Min. 3 Years Cont. (non-visiting/OPS) Service 2022-23 + prior 3 AYs - Min. 0.10 FTE Service 2022-23 + prior 3 AYs - No  Past 3 AYs 	<ul style="list-style-type: none"> - Effectiveness Evidence - Evidence of Significant Accomplishment in Disciplinary Prof. Org.s - Evidence of Recog. Outreach, Service, Leadership @ UCF 	<p>Nov 12 Deadline</p> <ul style="list-style-type: none"> - CHPS Can Nominate 2 Candidates to - 1 UCF  <p>(No formal award at the college level; rather applications are endorsed to go forward to be considered for university level award)</p>

APPLICATION PROCESS

- The following website provides excellent support and the login button for Interfolio:
 - [Interfolio for UCF Faculty](#)

Interfolio Processes:

- [Excellence Awards](#)
- [Research Incentive Award \(RIA\)](#)
- [Teaching Incentive Program](#)
- [Scholarship of Teaching and Learning Awards \(SoTL\)](#)
- [Promotion and Tenure External Reviews and Dossiers](#)
- [Sabbaticals](#)
- [In-unit Professional Development Program](#)
- [Annual Evaluations](#)

Submission periods and deadlines vary. Check with your college or division about internal deadlines that may apply.

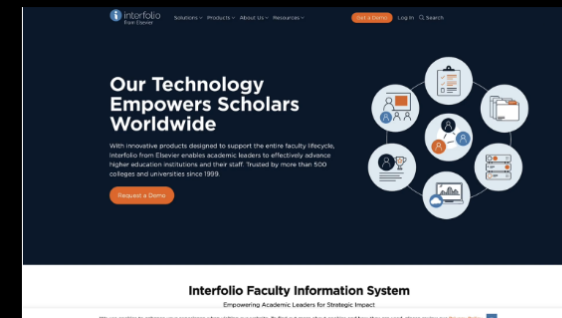
Accessing Interfolio

[ACCESS INTERFOLIO](#)

[Interfolio Product Help](#)

If you have notified your dean's office or unit leadership about plans to apply for promotion, tenure, an award, sabbatical, or the Professional Development Program, access to Interfolio will be given. Once access has been granted, you will receive an email and begin your application. Use your NID and password to sign in.

If you are unable to access your account or have other technical problems, please contact [UCF IT](#). For further questions in general, please reach out to [Faculty Excellence](#).



**RESOURCE LINK
FOR ALL
UPDATED
UCF FACULTY
AWARD DETAILS
& CRITERIA**

[APPLY FOR AWARDS – FACULTY
EXCELLENCE \(UCF.EDU\)](#)





Application Review Process

PROCEDURE

- Charge Meeting (prior to having access to applications)
 - AD Meets with Review Committees to:
 - Review Award Call/Criteria
 - Establish Review Procedures
 - Including Assigning Primary (Out of Unit) & Secondary (In Unit) Reviewers for each application
 - Finalize Rating Approach / Rubric
 - Review & Deliberation Meeting
 - Following Independent Review/Rating of Each Application by Each Committee Member
 - Each Application is Presented & Discussed by 1ary & 2ndary Reviews + All Committee Member Discussion
 - Individual Ratings are Finalized
 - Final Total or Average Scores are Calculated Live to Determine Final Ranking of Applications
 - Strengths / Areas for Further Development in Future Applications are Finalized for Feedback for Each Application & Input in Interfolio + Feedback Memo
 - Recommendations are Submitted in Interfolio & Reviewed by the Dean



Sample Review Procedures

(Developed/Approved/Disseminated by CHPS Faculty when the College Was Established)

UNIVERSITY OF CENTRAL FLORIDA

College of Health Professions and Sciences
Office of Research

Research Proposal & Award Application Review Procedures

The following review procedures will be followed in the College of Health Professions and Sciences (CHPS) for processing of research proposals and research award applications.

1. Review Committee (RC) receives a copy of the Application Guidelines/Materials originally distributed to candidates by the college or university.
2. Prior to reviewing applicant files, the RC meets and the below actions are taken.
 - a. Either:
 - i. Review Criteria in the Application Guidelines/Materials are discussed and operational definitions are extracted from the Guidelines/Materials if they are specified in the Application/Guidelines Packet. Definitions and examples are reviewed and the review procedure process is specified (e.g., how to handle applications that do not comply with the required application guidelines). A vote is taken if necessary and a written summary of the specified Review Criteria & Rating Form is circulated to all RC members.
** OR **
 - ii. Review Criteria are developed by the RC if these are not provided within the Application Guidelines/Materials. Operational definitions and examples are specified as appropriate and the review procedure process is specified (e.g., how to handle applications that do not comply with the required application guidelines). A vote is taken if necessary and a written summary of the specified Review Criteria & Rating Form is circulated to all RC members.
 - b. Primary, Secondary (minimum) & Tertiary (if desired) Reviewers are assigned for each application.
 - i. Note: The Primary Reviewer should not be from the Applicant's home unit; either the secondary or tertiary reviewer should be from the Applicant's home unit if there are reviewers from that home unit on the committee.
3. RC members conduct independent reviews of each candidate application folder.
 - a. Rating Forms are completed (including numerical ratings and written comments).
 - b. Initial Numerical Ratings are submitted to a support staff member who tabulates and summarizes the ratings for each application/file (i.e., a spreadsheet including de-identified individual scores and an average score for each applicant from highest to lowest).

4. RC meets to review Candidate Files.
 - a. Summary (spreadsheet) of Initial Numerical Ratings is distributed to the RC by the support staff person.
 - b. Primary Reviewer presents the application and his/her initial score(s).
 - c. Secondary &/or Tertiary Reviewer supplement the Primary Reviewer's presentation of the file and presents his/her initial score(s).
 - d. All reviewers discuss the application.
 - e. Upon conclusion of the group discussion, Primary, Secondary &/or Tertiary Reviewers indicate two final scores for the file based on the discussion and general consensus of the group – thus establishing the score range within which each committee member will then indicate his/her finalized scores.
 - i. If a committee member objects to the score range set by the Assigned Reviewers, (s)he presents a "Minority Report" in the form of rationale for the need to broaden the score range by either raising the higher score or lowering the lower score. The Assigned Reviewers then again have an opportunity to adjust their final scores. If the Assigned Reviewers are not in agreement with the presented rationale, the score range may remain unchanged.
 - f. All Committee Members submit their final scores (within the specified range) to be input in a spreadsheet to calculate the final average score for purposes of ranking across applications.
 - g. Final Ratings are tabulated during the meeting and the top scoring applications/files are recommended for award based on the number of awards or grants available.
 - h. If applicable within the process and the RC makes the decision to provide feedback to each candidate, Primary Reviewers take responsibility for summarizing feedback for each application/file in a manner that is comprehensible and instructive. Review Summaries are submitted to the Chair of the Review Committee and/or the Associate Dean for Research for editing, approval, and distribution to applicants.



Common Indicators of Excellence Document

(Developed/Approved/Disseminated as a Reference Document by CHPS Faculty when the College Was Established)

UNIVERSITY OF CENTRAL FLORIDA

College of Health Professions and Sciences
Office of Research

Common Indicators of Research Excellence

The following is a compilation of common indicators of excellence considered by College of Health Professions and Sciences (CHPS) review committees when processing research-related award applications.

Area 1. Value and Impact of Research within the Discipline and/or to Society

- Overall Quality & Impact Indicators
 - Citation Rates/Indices
 - E.g., h-factor, M-quotient, i10, RCR (as relevant to the discipline and considered in the context of career stage and discipline-specific comparative norms/information where available/relevant)
 - Evidence of:
 - Practical Application in the Discipline &/or Society
 - Influence on Lines of Research/Inquiry
 - Theoretical/Methodological Influence
 - Community Benefit/Outcomes
 - Invited Applied Presentations / Workshops / Keynotes (e.g., to facilitate practitioners or organizations adopting/applying results of research)

Notes: There are many ways to demonstrate impact. It is incumbent upon the applicant to describe and contextualize the type of impact that has been yielded from his/her research. Citation rates are a commonly considered indicator; if these are provided, it is important to reference the source and make the source publically available (e.g., Thomas Reuters *Web of Science*, *Research Gate* Public Profile, National Institutes of Health *iCite*, *Google Scholar* Public Profile).

Area 2. Recognition of Research by Peers

- Evidence of Honors, Awards & Distinctions
 - Internal, State, National & International (as relevant to rank/career stage)
- Editorial & Related Activities
 - E.g., Editor, Associate Editor, Editorial Review Board Member, Conference Chair, Conference Section Chair, Conference Review Committee Member (as relevant to rank/career stage)
- Internal Research Funding
 - Typically more relevant at the junior level as evidence of research potential.

Notes: The more information provided to describe indicators in this area, the better. For example, if an applicant is an Editor of a given journal, it is helpful to provide information as to the Impact Factor for the journal, whether it is a State, National, or International Journal, etc. As another example, if an award is listed, it is helpful to see a brief description on the parameters by which the person was selected to receive the award, (e.g., based on publication record, funding record etc), how many such awards are granted in a given period, and when it was awarded. These descriptions may appear in the application itself or in the CV if space is limited in the application materials.

*Area 3. Research Publications & Presentations

- Quantity, Quality & Scope of Peer Reviewed Publications
 - E.g., Journal Impact Factors, Acceptance Rates, Rankings & Audiences as relevant to the discipline
 - Consistency/Coherency in Publication Area(s)/Topic(s)
- Quantity & Quality of Other Publications, Dissemination Activities & Presentations
 - E.g., Local vs. (Inter)National Publishers / State, Regional, National, International Conferences / Keynotes, Invited Research Talks etc.
- Authorship
 - E.g., Lead Authorship, Sole Authorship, Collaborative Authorship (as relevant in the discipline)

Notes: Different types of products should be listed separately. For example, peer reviewed publications, book chapters, authored books, edited books, peer reviewed presentations, and other types of presentations should all be listed under separate headings in the application materials and CV. Additionally, the more information provided on journals and publishers (see above), as well as the applicant's strategic publishing plan, the better. For example, if it is important in a given discipline to publish in both high impact research journals and in practitioner-focused publications, it is helpful to include that contextual information in the application narrative.

*Area 4. External Grant & Contract Support to Conduct Research

- Total Number & Dollars in Competitive External Research Grants over Award Period
 - As recorded in ARGIS / PARIS / PeopleSoft
 - Role & FTE – *Should be included in the application materials & CV*
 - E.g., PI, MPI, Co-PI, Co-I, Consultant; Percent Credit; FTE Assigned
 - Funding Scope / Sources
 - E.g., Type/Level of Funding Agency/Source(s) - Such as local, state, national, federal.
 - Current Research Funding &/or Grant Applications Currently Under Review

- Total Number and Dollars in External Contracts over Award Period
 - As recorded via the UCF Foundation, UCF Research Foundation, Other UCF Contract Records

Notes: All items considered in this category must be tied to original data collection activities with linked and/or pending research publications authored by the applicant.

* All items in these categories should be clearly organized to include dates (in either chronological order or reverse chronological order) in the application materials and the CV. Additionally, connections should be made in the application to clearly tie these items to the applicant's overall research agenda. Finally, only required materials will be considered by the committee; if additional materials are received, applicants will have opportunity to remove these materials from electronic and/or hard copy application materials prior to the committee's consideration of the application.

Example of How Committee Used the Award Guidelines to Craft a Review Rubric

Criteria

The criteria for evaluating applicants' files shall include three major categories:

1. Cumulative value and impact of research efforts at UCF within the discipline and to society;
2. Recognition of research impact by the individual's peers in the same or in related disciplines;
3. Publication/dissemination and presentation of research results.

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Notes:

* Each criterion area should be scored from 0 (lowest) to 5 (highest) on level of evidence/indicators included within the proposal.

0	1	2	3	4	5
No Evidence/Indicators	Minimal	Some	Good	Excellent	Exemplary Evidence/Indicators

Summary Comments:

Overall Application Strengths:

(Committee will need to craft one final paragraph to be sent to each applicant following the review meeting.)

Application areas for Consideration to Strengthen:

(Committee will need to craft one final paragraph to be sent to each applicant following the review meeting.)

Review Criteria	Comments/Reviewer Notes	Score*
I. Evidence of cumulative value and impact of research efforts at UCF within the discipline and to society (primary focus on past 3 years). <ul style="list-style-type: none"> ✓ Evidence of the applicant's scholarship advancing science in the discipline for scientific, practical application, policy, theoretical, &/or methodological influence (e.g., new discoveries, major contributions, breakthroughs etc). ✓ Varying measures of research impact may be considered as well as narrative descriptions of impact. 		
II. Evidence of recognition of research by the individual's peers in the same or related disciplines (considered in concert with career stage). <ul style="list-style-type: none"> ✓ Evidence of Honors, Awards & Distinctions (e.g., Internal, State, National, International) ✓ Editorial & Related Activities (e.g., Editor, Associate Editor, Editorial Review Board Member, Conference Chair) ✓ Evidence of External Funding (e.g., competitive nature of funding, scope, source, role, total funding amount considered in context of career stage) 		
III. Evidence of Publication/Dissemination and Presentation of Research <ul style="list-style-type: none"> ✓ Quantity, Quality & Scope of Peer-Reviewed Publications (e.g., Journal Impact Factors, Acceptance Rates, Rankings) ✓ Quantity & Quality of Other Publications, Dissemination Activities & Presentations (e.g., Local vs. Inter/national Publisher/Conference) ✓ Authorship (e.g., lead author, collaborator) 		
Total Score Out of 15 (This is the only score for each candidate that needs to be submitted via email to Mallory prior to meeting; please retain this form with your notes and category scores to guide your discussion at the application review meeting.)		

EXAMPLES OF QUALITY INDICATORS FOR TEACHING AWARD REVIEW

Review Criteria
I. Evidence of Innovations to Improve Graduate Teaching (primary focus on past 3 years). <ul style="list-style-type: none">✓ Evidence of the applicant's scholarship advancing science of teaching (e.g., validation of new pedagogical approaches, major contributions to instructional materials / resources). Quantity & Quality of Publications, Dissemination Activities & Presentations Relating to Teaching may be considered (e.g., <i>Internal, Inter/national Publisher/Conference</i>)✓ Evidence of graduate program, curriculum, course development activities.✓ Evidence of participation and/or offering grad. teaching workshops/continuing ed.✓ Evidence of innovation in presented teaching strategies and materials used to challenge students to achieve excellence and expand their intellectual horizons (e.g., innovative assignments, active learning instructional approaches, such as service-learning etc)

II. Evidence of Graduate Teaching Accomplishments / Honors <ul style="list-style-type: none">✓ Evidence of Honors, Awards & Distinctions Related to Teaching (e.g., <i>Internal, State, National, International</i>); nominations for awards as well as winning awards may be considered; earning advanced designations might be considered (e.g., a specialty clinical certification relevant to teaching content area)✓ Editorial & Related Professional Activities (e.g., <i>Editor, Associate Editor, Editorial Review Board Member, Conference Chair or Presenter for Graduate Teaching Content-Relevant Areas and/or for Scholarship of Teaching and Learning Publications and/or Conferences (e.g., UCF / State/ Inter/ National Conferences, journals, newsletters, books, curriculum series)</i>)✓ Evidence of Internal &/or External Funding to Advance / Enhance Graduate Teaching (e.g., <i>competitive nature of funding, scope, source, role, total funding amount considered in context of career stage</i>)
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III. Evidence of Impact on Graduate Teaching <ul style="list-style-type: none">✓ Quantity, Quality & Scope of Teaching Activities (e.g., <i>consider courses taught, thesis/dissertation activities, syllabi content, enrollment, grade distributions</i>)✓ Varying measures of student learning impact / outcomes may be considered as well as narrative descriptions of impact.

Sample Feedback Memo Sent on Behalf of College/ Committee to Applicant



College of Health Professions and Sciences

TO:



FROM:

Jennifer Kent-Walsh, PhD
*Associate Dean of Research
College of Health Professions and Sciences*

SUBJECT:

Excellence in Graduate Teaching Award Application Feedback

DATE:



Thank you again for your recent CHPS Excellence in Graduate Teaching Award application.



As you likely know, our college award review committee members dedicate considerable time to the application review process. In follow-up to this multi-step review process, I am reaching out to provide the following summary of reviewer comments. This summary is provided as a courtesy and in the hopes that this information could be helpful to you as you prepare future award applications. Please note that the following does not represent a comprehensive list of reviewer discussion or comments; rather, this summary was prepared to reflect score driving factors to the greatest extent possible. Please let me know if you have any questions and thank you again for all you do to advance the mission of the College of Health Professions and Sciences.

Overall Application Strengths:

Candidate presented good evidence of: (a) mentoring students toward publication of research, (b) participating in FCTL activities to enhance teaching, and (c) receiving other internal awards with relevance to teaching, including Tech Fee awards.

Areas to Consider Adjusting/Strengthening for Future Applications:

Aside from one UCF publication, listed publications did not appear to have direct relevance or focus on teaching (beyond advancing the science of discipline which may transfer to student teaching); additional focus on how scientific accomplishments connect to teaching would be helpful.



EXAMPLE UNIVERSITY LEVEL AWARD EVALUATION RUBRIC

Domain	Excellent	Very Good	Good	Emerging
Impact (e.g. citations/metrics, policies, patents, exhibition reach, distribution, news)	International	National	Regional	Local (UCF)
Value (qualitative consideration of human factors, current societal importance, etc.)	International	National	Regional	Local (UCF)
Recognition in field (e.g. awards – internal/external, disciplinary rankings, editorships, keynotes, grant funding, community engagement)	International	National	Regional	Local (UCF)
Research/creative activity outlets (e.g. publications, presentations, exhibits, plays, performances, screenings, etc.)	Very high	High	Satisfactory	Emerging

The above rubric was discussed at Faculty Senate Research Council Meeting on 10.7.24 and according to the meeting minutes is still under development/revision for use in evaluating the college-level nominees for the University Excellence in Research Award.

EXCELLENCE AWARD APPLICATION: COMMITTEES/COUNCILS CONDUCTING REVIEWS

- Graduate Teaching
 - Graduate Council
- Undergraduate Teaching
 - Undergraduate Council
- Research
 - Research Council
- Professional Service & Faculty Academic Advising
 - Faculty Council

Intent to Apply: [Qualtrics Link](#) (as disseminated in Monday Update and via All CHPS Faculty Email):

[Awards \(ucf.edu\)](https://ucf.edu)



**Helpful Hints
For Award
Application
Preparation**

Application Set-Up

- **Format / Style**

- Closely Follow Electronic Table of Contents or Include a Clear Cover Page & Table of Contents (if allowable)
- Choose a Format / Style that you Consistently Use for Each Section of Application
 - E.g., Use A Consistent Header with The Application Section Name & Your Name

- **Make Things Obvious to Reviewers**

- Use the Same Verbiage from Review Criteria in the Application Guidelines to Create Section Headings or Sub-Headings
- Include Required Elements in the Same Order as in Application Guidelines
- List your Word Count below Narratives with Word Count Limits if it is Not a Textbox Entry
- Use Bold / Subtly Colored Text to Draw Attention to Key Accomplishments / Wording

Contextualizing Application Content

- Explain the **meaning** behind any metrics you include to demonstrate the impact of your research, teaching, or service.
 - Don't assume the reader knows how a given metric is calculated or should be interpreted – Choose wording to communicate the meaning directly.
- Include **excerpts** from reviews you receive from leaders in your discipline or other stakeholders (e.g., students) on the impact of your teaching, research, or service activities / accomplishments.
- Provide **annotations** for awards and honors you have received & Courses Taught etc.
 - Include: (a) how many people receive the award/honor over what time period (e.g., one per year), (b) what the award is given for specifically, and (c) what organization bestows the award or honor.

Questions?

Reach Out:

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