

EFFORT ASSIGNMENT AND EVALUATION GUIDELINES, INCENTIVE PROGRAM, AND AWARDS

The purpose of the incentive program is to incentivize high-achieving faculty who are making substantial contributions to the college that impact the lives and quality of education of our students, advance our scholarly mission, and impact our standing as a college. This program will include a series of college-level awards, along with incentive/bonus opportunities for faculty.

In order to qualify for merit pay, an award, or an incentive in this program, the faculty member must not have had a “needs improvement” in any assignment area, no matter how small a percentage in that assignment area. Likewise, no one with a current disciplinary action in their personnel file will be eligible for merit raises, awards, or incentive bonuses. Faculty must still be employed with the college when incentives are paid (typically before mid-December) to receive payment.

All faculty members with a “professor” title (excluding instructional professors and a small percentage of administrative appointees) must have a scholarly assignment; typically, the smallest assigned effort in scholarship will be 10%. Excluding those in the research and instructional professor tracks (and a small percentage of administrative appointees), it is expected that all faculty with the professor title will have assignments in teaching, scholarship, and service. Clinical faculty with funded clinical effort will also have a clinical practice assignment. In the absence of an administrative post, it will be uncommon for someone to have a service assignment that exceeds 10%.

Effort definition

Effort will be defined through a standardized process across the college using the COP workload/effort tool. This will help chairs identify, in a consistent way across the college, those faculty who are under-assigned, as it will define the maximum claimable effort in the various categories. It will also identify faculty who are excelling, and therefore eligible for incentive pay.

Annual evaluation guidelines

The following criteria will be used for annual evaluations. Scores attached to the specific descriptors will be used to define rankings for merit raises when available, with a faculty member’s overall score defined by their performance in each assignment area multiplied by the percent effort in that area. Faculty with a ranking in the “unsatisfactory/needs improvement” category will not be eligible for merit or incentive pay or a college-level award. Scores may be assigned in 0.5 increments. Scores of 4 should be reserved only for exceptional performance that would compare favorably with the top 15% nationally.

- 4 Exceptional, excellent, greatly exceeds expectations
- 3, 3.5 Very good, exceeds expectations
- 2, 2.5 Good, meets expectations
- 1, 1.5 Unsatisfactory, needs improvements, not meeting expectations

INCENTIVE PROGRAMS

There are several mechanisms by which faculty may earn productivity pay, and the details are provided below. Collectively, the productivity pay cannot exceed 20% of salary (or 20% of the current NIH salary cap if applicable). The mechanisms for determining the productivity pay include the Teaching and Service Incentive Program, the Research Incentive Program, and the Self-funded Educational Programs Incentive Program.

TEACHING AND SERVICE INCENTIVE PROGRAM

The purpose of this program is to reward excellence in teaching and service (to the college, university, or beyond) and to recognize those who help to shine a bright light on the College of Pharmacy. For **tenure-track faculty**, scholarly accomplishments are not considered in the selection for this incentive (though someone receiving this incentive is expected to have a solid annual evaluation in research). For **non-tenure-track faculty**, scholarly contributions are considered if research effort is assigned. Generally, this incentive award will be made to the top 10-15% of faculty in the areas of teaching and service.

Process of selection for an award in the teaching and service incentive program

- Call for nominations made by the dean's office. Nominations are made to the chair, and can be made by a dean, chair, or faculty member. If anyone wishes to nominate a chair, these nominations should be made to the dean's office. Self-nominations are not allowed.
- Chairs will receive nominations, select those they view as most competitive and invite those faculty members to prepare a one-page summary of accomplishments in teaching, service, and general citizenship that make them exceptional candidates for this incentive award. The nomination packet will also include their annual report and annual evaluation letter.
- Chairs will receive the one-page summary and expand on anything they think is missing, and forward it to the Executive Committee, who will select the recipients.

Criteria to be considered for selection as a teaching and service incentive winner are provided below. A recipient need not meet all these criteria to be selected but should have more than one and should not have weaknesses in any of their assigned areas.

- Goes above and beyond, steps up when needed
- Good citizen in college
- Bringing positive national spotlight to the college
- Exceptional teaching in the PharmD and/or PhD program
- Strong leadership in course management, team-based learning, or graduate programs
- Novel and innovative teaching approaches
- Exceptional service to college, university, or nation/profession
- Nontenure track faculty with effort assigned in research: record of scholarship

Eligibility: Associate Deans, unless the award is being made for something clearly outside their Associate Dean duties (not eligible). Others with administrative roles (e.g., Chairs and Center Directors) are eligible, but this award will not be based on efforts associated with that role.

Incentive payments will be \$5,000 each

RESEARCH INCENTIVE PROGRAM

In order to qualify, faculty must be appointed on >50% state funding (i.e., research track/soft funded faculty are not eligible); have >30% research assignment, and must not be rated as “not meeting expectations or unsatisfactory” in any area of assignment. The percent bonus is based on actual salary (in the College of Pharmacy) unless salary exceeds the current NIH salary cap in force at the time. If salary exceeds the NIH salary cap, the bonus is based on a percent of the NIH cap. The total bonus may not exceed 20% of salary (20% of NIH salary cap if above salary cap). For those faculty with dual appointments in the COP and another college, all determinations will be based on their COP salary (i.e., productivity pay based on COP salary, 30% salary recovery of COP salary, etc.).

The program is intended to incentivize, based on the college’s research strategic plan:

- Salary recovery ≥ 30% (30% of NIH cap, if applicable)
- P, U, T awards as PI/MPI
- Project PI on P or U award with > \$250K annual budget
- Competitive individual extramural funding for graduate students (> 50% of stipend) or postdocs
- Large overall research program

Category	Percent bonus
<i>Salary recovery (based on NIH cap, if salary above the cap)</i>	
30% to < 40%	4%
40% to < 50%	6%
50%to < 60%	8%
60%to < 70%	9%
70% or more	10%
 <i>PI on U or P grant</i>	 4%
 <i>Subproject PI on P or U grant</i>	 2%
 <i>PI on T grant</i>	 5%
 <i>Graduate student or postdoc competitive extramural funding</i>	 1% per trainee funded
Funding must be through an <u>individual</u> competitive award and must provide > 50% of the stipend. This does not include the appointment of a trainee to a T award or similar group training award.	
 <i>Overall direct cost funding (as of June 30)*:</i>	
<i>In excess of \$600,000 per year</i>	3%
<i>In excess of \$1M per year</i>	6%

*Funding cannot be counted by multiple people; funding level based on awards through DSR under investigator name; if multiple investigators, they must agree to the \$ amounts attributed to each person. An exception is P or U awards that have clearly articulated projects (i.e., where NIH lists the project on NIH Reporter). In this case, the PI will have the entire award attributed to them, and project PIs will have the project budget attributed to them. In order for an award to count, at least 25% of the grant award must remain within UF.

Clinical Faculty with Salary Recovery on Grants

Clinical faculty also have a 30% salary recovery expectation, typically from clinical efforts. For clinical faculty who also have salary recovery on research/external funding, an incentive can be earned when they have at least 30% of salary recovery on clinical and research efforts:

- At least 30% salary recovery on clinical and research efforts; research effort (and relevant research salary recovery) must exist, those with clinical practice salary recovery only are not eligible for the research incentive
- Up to 30% of the clinical salary recovery can be counted toward the percent bonus scale (above)
- Incentives are earned at 50% of the rate used for tenure-track faculty since typically, the majority of the salary recovery is from clinical service

Examples

- Example 1: Professor X has 25% clinical salary recovery + 16% research salary recovery for a total of 41% salary recovery. This falls in the second tier of the percent bonus scale (40% or more at 6% incentive). Professor X will earn a 3% incentive (1/2 of 6%).
- Example 2: Professor Y has 35% clinical salary recovery + 6% research salary recovery for a total of 41% salary recovery. Only 30% of the clinical salary recovery can be factored (i.e., 30% + 6% = 36%); this falls in the first tier of the percent bonus scale (30% or more at 4% incentive). Professor Y will earn a 2% incentive (1/2 of 4%).

SELF-FUNDED TEACHING/PROGRAM DEVELOPMENT INCENTIVE PROGRAM

The following plan is developed to prevent college employees from being paid from self-funded programs and state appropriations at the same time for the same activity. Such “double-dipping” would put both the employee and the college in violation of state and university regulations. This plan serves to protect the employees and the college from the risk and appearance of non-compliance.

Continuing Education (CE) Programs:

- Payments of \$2,000 or less to employees for teaching and lectures for courses and conferences are made directly to the individual faculty (not their department) at the end of the semester. Proposals for payments exceeding \$2000 will require review and approval by the dean’s office.
- Work performed is often on weekends or after hours. For work performed during normal business hours:
 - Five hours or less – work performed totaling five (5) hours or less in any one work week (Friday through Thursday) during normal business hours – it will be expected that the employee will make up the time for their normal job duties after hours (or use the necessary amount of personal leave as needed).
 - More than 5 hours – work performed in excess of five (5) hours in any one workweek (Friday through Thursday) during normal business hours – the employee will be required to use personal leave for the time worked on the self-funded engagement, if accepting payment.

Other Self-funded Programs (e.g., online graduate certificate and MS programs):

One-time/limited appearances

- One-time appearances (lecture, guest participation, conference presentation) of \$2,000 or less can be paid directly to the individual, following the same rules as for CE (above).

Assigned Teaching by Department Chair:

Department chairs have the discretion to assign teaching effort in a self-funded program. The appropriate amount of effort is distributed to / paid for by the self-funded program. No personal incentive is earned.

- Effort for teaching a course should be an effort assignment determined by the chart below. A corresponding salary distribution for the effort will be made to compensate the faculty member’s department (salary offset).

Percentage Effort:

Credits	Number of students		
	<25	25-75	>75
1	3%	3%	3%
2	3%	5%	7%
3	5%	7%	10%
4	7%	10%	12%

- The salary offset by the program is applied toward the department's discretionary budget calculation for the following year (unless the chair elected to fund part of the position from the program).
- For tenure-track faculty, the 30% grant offset expectation is only on non-self-funded program salary. For example, Prof X assigned 20% to a self-funded program. Grant salary offset expectation would be 30% of 80% of Prof X's salary.

Assigned as Program Director (<80% effort)

Faculty directing self-funded programs with less than 80% effort assigned to the program can earn an incentive based on the quality, growth, and success of the program.

Quality, Growth, and Success: A 10% discretionary incentive can be earned based on teaching evaluations and various aspects of the program's overall success, including but not limited to financial performance, growth, and quality. This portion will be determined by the department chair, Associate Dean for Entrepreneurial Programs, and the College Dean.

For established programs (four or more years of operation), the program must break even financially for the fiscal year and can only make incentive payments that will not lead to or create a net loss.

Specifically, the program's net revenue must at least exceed the program's total costs for the fiscal year by the amount of incentive payments. If the program does not generate enough funding to cover the full incentive payments, a reduced amount can be paid, provided the program's net financial results for the fiscal year remain breakeven or better. This payment would be made in the fall for the prior fiscal year, pending financial review and approval.

Reserve funds (past or future) cannot be used to make incentive payments.

Primary Assignment (80%+)

Faculty whose primary assignment is with a self-funded program are instrumental to the overall success of the program. There has to be some incentive to continue to grow programs since this benefits the college and university through overhead, as well as the programs themselves.

Teaching faculty with 80%+ Effort (up to 20% incentive, limited to effort and salary covered by the program): The incentive will be based on productivity (up to 15%) as well as quality, growth, and overall success of the program (discretionary, up to 5%).

Productivity: Up to 15% incentive based on teaching workload, using a weighted 18-hour rule. Online courses offered repeatedly are expected to take less instructor effort than live courses, particularly when utilizing teaching assistants, thus a weighted 18-credit hour workload will be considered 'standard.' Teaching workloads meeting or exceeding 18 hours (weighted for enrollments) will be considered overload and contribute to an incentive. Payments made at the end of each semester will equate to one-third of the maximum annual incentive listed below.

The weighted workload calculation will be as follows:

- 1x the course credit hour(s) for enrollment <25 students
- 1.5x the course credit hour(s) for enrollment of 25-75 students
- 2x the course credit hour(s) for enrollment >75 students

The incentive calculation will use the following scale:

Weighted Credit Hours	Annual Incentive %
18.0 – 19.5	2.5%
20.0 – 21.5	5.0%
22.0 – 23.5	7.5%
24.0 – 25.5	10.0%
26.0 – 27.5	12.5%
28.0 or more	15.0%

Prorating for effort – for faculty assigned <100% on the program (but still at least 80%), the weighted credit hours will be divided by their program effort to create a full-time, 100% equivalent. For example, for a professor who is assigned 85% effort to the program and had 16 weighted credit hours, the adjusted weighted credit hours will be 18.8 (16 / 85%).

Quality, Growth, and Success: Up to an additional 5% discretionary incentive can be earned based on teaching evaluations, the success of the track/degree/program, teaching innovations, etc. This portion will be determined by the program director, department chair, Associate Dean for Entrepreneurial Programs, and the College Dean. This portion of the incentive will be determined at the end of the fiscal year and paid when other college faculty incentives are paid.

The overall incentive cannot exceed 20% of the annual program-covered salary.

Program Directors with 80%+ Effort (up to 20% incentive, limited to effort and salary covered by the program)

Productivity: Up to 15% incentive based on teaching workload, using the weighted 18-hour rule. This will be calculated as described above.

Quality, Growth, and Success: Up to an additional 10% discretionary incentive can be earned based on teaching evaluations and various aspects of the program’s overall success, including but not limited to financial performance, growth, and quality. This portion will be determined by the department chair, Associate Dean for Entrepreneurial Programs, and the College Dean. This payment would be made in the fall for the prior fiscal year, pending financial review and approval.

The overall incentive cannot exceed 20% of the annual program-covered salary. For example, if calculated productivity + discretionary = 22%, the incentive will be capped at 20%.

For established programs (four or more years of operation), the program must break even financially for the fiscal year and can only make incentive payments that will not lead to or create a net loss. Specifically, the program’s net revenue must at least exceed the program’s total costs for the fiscal year by the amount of incentive payments. If the program does not generate enough funding to cover the full incentive payments, a reduced amount can be paid, provided the program’s net financial results for the fiscal year remain breakeven or better.

Prorated “Productivity” incentive payments can be made after each semester, pending financial review and approval that the program is projected to remain breakeven or better for the fiscal year. If that is not the case, payments will be delayed until the program is projected or proven to be breakeven or better for the fiscal year. Operating costs of the program cannot be significantly delayed in order to

simulate stronger financial results. Incentive payments must be earned and paid for within the current fiscal year. Reserve funds (past or future) cannot be used to make incentive payments.

Overload (for faculty <80% effort in self-funded programs)

Some faculty may teach in a self-funded program while already having a full assignment from their chair that does not include self-funded program effort. These engagements are considered “overload” or beyond their regular assignment and duties and may result in a direct payment from the program to the faculty for their teaching effort per course.

- Faculty unable to meet a 30% clinical or research salary offset expectation may have self-funded teaching effort assigned by the department chair. The chair should approve all engagements. See the previous section “Assigned Teaching by Department Chair.”
- Overload compensation can be paid directly from the program to the faculty at the end of the semester and will typically range from \$2,000 to \$7,500. This is determined at the discretion of the program based on the course enrollment levels and overall financial position of the program. Payments above \$7,500 need Dean’s Office review/approval.

Procedures:

Before starting an engagement with a faculty member, the Program Director or Manager will initiate preparing the College’s Self-funded Programs Activity Form. This is an online form created by COP HR to document the details of the engagement. Once completed by the Program Director/Manager, the form will route to the faculty member and their Department Chair to confirm and agree to the details.

Recurring engagements – if marked on the form as recurring, HR will inquire each semester to confirm the engagement is continuing. If any details (payment amount, effort amount, etc.) of the recurring engagement change, an updated Activity Form will be required.

Summer payroll distributions – due to the timing of the summer semester, payroll distributions might be delayed until the following fiscal year. Potential incentives for that effort would be considered by the Department Chair after the end of fiscal year that includes the distribution.

DISCLAIMER: This incentive program can be suspended at any time by the Dean based on financial exigencies facing the college. Also, any proposed incentive payment must receive final approval from the Senior Vice President of the Health Science Center and the Vice President for Human Resources.

COP-LEVEL AWARDS

NOTE: Faculty are eligible to receive more than one award in a single academic year. While each award will be typically given annually, the naming of an award is dependent on meritorious candidates.

Teacher of the Year Award

Purpose: Recognize the full-time faculty member who demonstrates excellence in teaching and a scholarly approach to their teaching.

Awards: One Award

Deadlines: Student and Faculty Nominations – Deadlines are April 30 and November 30 in each calendar year; Finalist’s Portfolio submission deadline – the first Friday of January.

Selection Criteria & Process

Selection Criteria:

- Recognized as an excellent teacher in one or more Doctor of Pharmacy courses by students and faculty members.
- Demonstrates a scholarly approach to their teaching as evidenced by the following components of a teaching portfolio: teaching philosophy, teaching innovations, evidence of course effectiveness, and examples of teaching and assessment.

Process:

- During April and November, the Assistant Dean of Curricular Affairs will seek nominations from the students of each class year and faculty using an electronic survey.
- The Assistant Dean for Curricular Affairs and the Curriculum Committee Chair (or designee) will review and tabulate the student and faculty nominations. Nominations must be submitted by at least three individuals for a given faculty member to be eligible for consideration as an award finalist. At least one of the nominators must be a student.
- In early December, finalists will be notified and invited to submit a teaching portfolio. They will be provided the guidelines for the portfolio, including the rubric used by the Curriculum Committee to select the Teacher of the Year.
- During the second or third week of January, the Curriculum Committee will evaluate the submitted teaching portfolios and select the Teacher of the Year using the established rubric.
- The awardee is exempt from being eligible for the Teacher of the Year award during the two academic years following receipt of the award.

Recognition: The awardee will receive a \$3,000 honorarium and approximately \$2,600 in discretionary spending from the Paul Doering Teaching Excellence Endowment, plus travel support to attend the AACP Annual Meeting. In addition, the awardee will be able to use the title “Paul Doering Teaching Excellence Professor” for the academic year of the award and will be honored as a Teacher of the Year at the AACP Annual Meeting. The awardee will also be recognized with a plaque at a UF ceremony. In addition, the awardee will be recognized during the May graduation ceremony.

Eligibility: Associate Dean for Professional Education (not eligible)
Assistant Dean for Curricular Affairs (not eligible)

Exemplary Teacher Award

Purpose: Recognize faculty members who are exemplary in teaching.

Awards: Up to 5 awards per year

Deadlines: Student and Faculty Nominations deadline – April 30 and November 30 in each calendar year; Finalist’s Portfolio submission – First Friday of January.

Selection Process & Criteria:

Selection Criteria:

- Recognized as an excellent teacher in one or more Doctor of Pharmacy courses by students and faculty members.
- Demonstrates a thoughtful approach to teaching as evidenced by the following components of a teaching portfolio: teaching philosophy, teaching innovations, evidence of course effectiveness, and examples of teaching and assessment.

Process:

- During April and November, the Assistant Dean of Curricular Affairs will seek nominations from the students of each class year and faculty using an electronic survey.
- The Assistant Dean for Curricular Affairs and the Curriculum Committee Chair (or designee) will review and tabulate the student and faculty nominations. Nominations must be submitted by at least three individuals for a given faculty member to be eligible for consideration as an award finalist. At least one of the nominators must be a student.
- The Assistant Dean for Curricular Affairs and the Curriculum Committee Chair (or designee) will review and tabulate the student and faculty nominations. Faculty nominations will be weighted double. Individuals with nomination counts of at least five and at least one student nomination will be finalists for the Teacher of the Year Award.
- In early December, finalists are notified and invited to submit a teaching portfolio. They are provided the guidelines for the portfolio, including the rubric used by the Curriculum Committee to select the Teacher of the Year.
- During the second or third week of January, the Curriculum Committee will evaluate the submitted teaching portfolios.
- Faculty members who submit a teaching portfolio that exemplifies a thoughtful approach to their teaching and who are not selected as Teacher of the Year will receive the Exemplary Teacher Award.

Recognition: The awardee will receive a \$500 honorarium and a plaque at the annual faculty retreat each May.

Eligibility: Associate Dean for Professional Education (not eligible)
Assistant Dean for Curricular Affairs (not eligible)

Outstanding Teaching Team Award

Purpose: Recognize the Faculty comprising a teaching partnership that exemplifies teamwork in developing and delivering application exercises within a module of a required course. This award recognizes excellence in developing cases/problems that integrate all disciplines that are part of the team and collaboration in both planning and classroom engagement.

Awards: Three Awards (first year, second year, and third year required courses)

Deadlines: Student and Faculty Nominations – December 15 and April 30 of each academic year; one-page summary by team finalists – first week of May; Final Selection by the end of May.

Criteria:

- The team provided content that was consistent across all lectures given by faculty teaching in the course/module.
- Cases or problems used in the active learning sessions provided application of all disciplines and transcending concepts that were part of the course/module. Year 1 courses and courses 1-2 weeks in length will likely be considered at the course level. For these courses, consideration should be given to the active learning session(s) that engaged most or all course faculty.
- All faculty who are members of the teaching partnership contributed to the discussion about the cases/problems.
- The team exemplified the attributes of a collaborative team during the active learning session.

Process:

- During the second week of April, the Assistant Dean for Curricular Affairs will first seek nominations from the students of each class year and faculty using an electronic survey.
- The Assistant Dean for Curricular Affairs and the Curriculum Committee Chair (or designee) will review and tabulate the student and faculty nominations. Self-nominations are permitted if the individual submitting the nomination is a member of at least two teams. Only one self-nomination is permitted per team. Teams with nomination counts of at least three, with at least one student nomination, will be finalists for the Outstanding Teaching Team Award.
- Finalist teams will submit a 1-page summary highlighting how their team exemplifies the criteria above.
- The Outstanding Teaching Teams will be selected by a faculty committee consisting of past winners of the Outstanding Teaching Team Award. The committee will be provided access to the Canvas site (course/module site, video lectures, and discussion board) and videos of the active learning sessions.
- The awardees are exempt from being eligible for the Outstanding Teaching Team award during the two academic years following receipt of the award.

Recognition: Each team member will receive \$500, not to exceed \$2,500 for the entire team total. Each team will be listed on a perpetual plaque in the MDL and receive a certificate at the annual Faculty Retreat in May.

Doctoral Dissertation Mentoring Award

Purpose: The UF Graduate School's annual Doctoral Dissertation Mentoring Award encourages and rewards excellence, innovation and effectiveness in mentoring doctoral students through their final dissertation.

Awards: Five awards are given at the University level. The college can nominate one individual per year. The faculty member moved forward for the competition at the University level is also the winner of the College's Doctoral Dissertation Mentoring Award.

Deadlines: Nominations due to the College by October 17; applications are due to the Graduate School in mid-January.

Selection Process and Criteria:

- The Associate Dean for Research and Graduate education will determine the eligible faculty based on Graduate School rules for the award. The Associate Dean will then seek nominations for the award from current graduate students, graduate alumni, faculty members, graduate coordinators, department chairs, and deans.
- Nominations will include a statement of the faculty contributions to graduate education and will include notable graduate education accomplishments and mentoring record (# students mentored, # graduated).
- The College nominee will be selected by a committee composed of the Associate Deans for Graduate Education and for Faculty Development and the Dean of the College.
- The College nominee will submit a full packet of required information including three letters of support from current or former students, a letter of support from the Chair and the GIMS report for supervisory committee activity. The Dean or Associate Dean will also provide a letter of endorsement for the nominee.
- The awardee is exempt from being eligible for the Doctoral Dissertation Mentoring Award during the two academic years following receipt of the award.

Recognition: The College nominee will be recognized as the College of Pharmacy Doctoral Dissertation Mentoring Awardee. The College awardee will receive a certificate and be announced at the annual Faculty Retreat in May. The awardee will receive a \$3,000 award from the College, with an additional \$2,000 fund for use in supporting doctoral education. Those chosen to receive the award at the University level will receive an additional \$3,000 award from the University, with an additional \$1,000 fund from the University for use in supporting doctoral education.

Eligibility: Associate Dean for Research and Graduate Programs (not eligible)

Exemplary Clinician Award

Purpose: This award recognizes a clinical faculty member who demonstrates exceptional clinical skills, as well as individuals who have implemented innovative and collaborative clinical programs and/or is recognized as an outstanding clinical practice role model for 4th year pharmacy students.

Award: There will be one award each year to recognize superior accomplishments among full-time faculty. (≥ 0.5 FTE).

Deadlines:

Nominations due no later than **March 1**.

Completed applications due no later than **April 1**.

Selection process completed no later than **April 15**.

Selection Process and Criteria: The Associate Dean for Clinical and Administrative Affairs will seek nominations from 4th year pharmacy students, clinical faculty members in the Department of Pharmacotherapy and Translational Research (PTR), or by the chair of PTR. Nominees will be contacted and asked to submit the following materials (not counting the letters of support, the total application should not exceed five single-sided pages.):

- Documentation of the development and/or implementation of innovative and collaborative practice models for clinical pharmacists
- Recognition of outstanding clinical skills delivered as part of a direct patient care practice environment
- 3 letters of support from 4th year pharmacy students and/or clinical or adjunct clinical faculty
- Updated biographical sketch

The recipient of the exemplary clinician award will be selected by a committee of faculty from the PTR department trained clinically but who no longer provide clinical services as part of their faculty responsibilities.

Recent award recipients (within 2 years) are not eligible to apply.

Recognition: The award recipient will be recognized each year at the College of Pharmacy retreat and will receive the following:

- Honorarium of \$500
- Individual Plaque
- Name added to a perpetual plaque located in the College of Pharmacy

Eligibility: Associate Dean for Clinical and Administrative Affairs (not eligible)

Exemplary Faculty Mentoring Award

Purpose: The UF COP Exemplary Faculty Mentoring Award encourages and rewards excellence, innovation, and effectiveness in senior faculty mentoring junior Faculty. The award is intended to support a "culture of mentoring" in the college and recognize faculty who contribute to a supportive, inclusive academic environment by mentoring their junior colleagues.

The **Exemplary Faculty Mentoring Award** recognizes faculty who have demonstrated an exceptional commitment to mentoring through fostering the intellectual, creative, scholarly, and professional growth of her/his mentees, with measurable success at UF and at the national/international level. Because the college is focused on building a more inclusive faculty, nominations should explicitly state how the nominee improves equity and inclusion.

Award: One award per year.

Deadlines: Nominations are due no later than **March 1**. Completed applications are due no later than **April 1**. The selection process will be completed by the end of **April**.

Selection Process and Criteria:

The Associate Dean for Faculty Development will seek nominations for the award from junior faculty members, department chairs, and deans.

- The nominees will be contacted and asked to submit the following materials:
 - A statement on their mentoring philosophy;
 - A description of the nominee's mentoring activities and a summary of examples demonstrating the impact of the nominee's mentoring on career and academic development of (the) individual(s) mentored;
 - An updated CV;
 - Letter(s) of support (at least one, no more than three) from faculty mentored by the nominee.
- Examples of exemplary mentorship to highlight in the nomination letter include but are not limited to: coaching on practical goal setting; regular review of grant proposals and summary statements; nomination of mentee for junior awards; quarterly meetings with mentee; introduction of junior faculty to the broader scientific community (e.g., scientific society, organization, study section, etc.); inclusion of junior Faculty in collaborative grants (particularly program grants); support of mentees as leaders at UF or in their professional organizations.
- Nominees should demonstrate inclusive practices, including creating access by sharing knowledge of the political landscape and power dynamics in the discipline and effective strategies for navigating those structures. Working with mentees from underrepresented, first-generation, or marginalized groups within the discipline is a priority, with attention paid to developing skills and support networks for overcoming institutional barriers they may face in the field. Nominees should be exemplary role models, maintaining high standards for excellence within their discipline and as an engaged member of the University community.
- The College nominee will be selected by the Faculty Development Committee.
- The awardee is exempt from being eligible for the Exemplary Faculty Mentoring award during the two academic years following the award.

Recognition: The awardee will receive a \$500 honorarium and a plaque at the annual faculty retreat.

Eligibility: Associate Dean for Research and Graduate Programs (not eligible); Associate Dean for Faculty Development (not eligible)

Faculty Diversity, Inclusion, and Health Equity (DIHE) Award

Purpose: To recognize and reward transformational, outstanding, and impactful/sustainable research or creative work, teaching/mentoring, or service/outreach that advance diversity, inclusion, and health equity at the University of Florida College of Pharmacy. Nominations may include an individual who has demonstrated a significant commitment to enhancing diversity, inclusion, and health equity above and beyond the routine role and responsibilities.

Diversity is defined broadly as the variety of cultures, world views, values, and personal experiences that may result from differences, including but not limited to race, ethnicity, national origin/immigration status, gender, age, religion, abilities, socioeconomic status, sexual orientation, and gender identity.

Criteria:

The award recognizes distinctive and outstanding accomplishments that lead to systemic and transformational change. The award looks for transformational, outstanding, and impactful/sustainable contributions in any of the following areas:

- Research or Creative Work
 - Advancement of new knowledge or creative work that has driven a change in the nominee's field of study, and/or new research expanding the understanding of how diversity, inclusion, or health equity applies to pharmacy and the pharmaceutical sciences.
 - The award recognizes engagement in innovative research that enhances our understanding of diversity, inclusion, or health equity, attracts new scholars to the field and improves access and opportunity.
- Teaching/Mentoring
 - Development and implementation of effective strategies for teaching that advance the education of students from underrepresented groups; activities can include innovative classroom instruction and advising (PharmD or graduate students).
 - Outstanding mentoring of PharmD or graduate students who are members of groups that are historically or currently underrepresented in their field and/or whose background and experiences contribute to campus diversity.
 - Creating curricula that increase student's knowledge of cultural competence and health equity to navigate today's global and multicultural realities.
 - Implementing effective strategies/policies that address barriers preventing the full participation of students from historically or currently underrepresented groups in higher education and the profession of pharmacy.
- Service/Outreach
 - Promoting the professional and/or academic advancement of underrepresented group's in the applicant's field as well as their well-being;
 - Enhancing diversity and equal opportunity through activities such as recruitment and mentoring of faculty and students;
 - Participating in exceptional sustained committee or administrative service that has significantly enhanced policy or processes that advance the principles of equity and inclusion;
 - Crucial contributions to campus culture, practices, or programs that have had a demonstrable and important effect in helping the campus achieve diversity and inclusion.

Identification of Possible Recipients: Faculty, staff, and students may nominate any full-time faculty member (≥ 0.5 FTE). Faculty may also submit a self-nomination.

Procedure for Submission: Nominations are to be sent to the Associate Dean for Diversity, Inclusion, and Health Equity by **March 1**. All nominations must include a letter of nomination, paying particular attention to how the nominee's activities reflect the criteria noted above (Max 500 words).

Nominees will be contacted and asked to submit the following materials:

- Updated biographical sketch
- Documentation/Description of the development and implementation of transformational, outstanding, and impactful/sustainable research or creative work, teaching/mentoring, or service/outreach that advance diversity, inclusion, and health equity at the University of Florida College of Pharmacy
- One additional letter of support from a student (PharmD or graduate student) or faculty member

Not counting the letters of support, the complete application should not exceed five single-sided pages.

Recent award recipients (within two years) are not eligible to apply.

The Faculty Diversity, Inclusion, and Health Equity Award will be selected by a committee constructed for this review and include faculty who are not nominated. In future years, this committee may consist of prior award winners.

Recognition: The awardee will receive a \$500 honorarium and a plaque at the annual faculty retreat each May.

Eligibility: Associate Dean for Diversity, Inclusion, and Health Equity, DIHE Campus Faculty Coordinators (not eligible)

Research Impact Award

Purpose: This award is to recognize faculty who are contributing to advancing our global impact in innovative and transformative basic and clinical research.

Awards: One per year

Deadlines: Nominations due by March 1, packets by April 1, decision by the end of April.

Selection Criteria: This award will be made to the faculty whose research in the past year has been realized by a major impact on the science in the field or by steps toward major impact on clinical practice. This award is not based on a publication, nor on service or leadership in the profession, as these are recognized by other awards in the Incentive plan.

Examples of impact include:

- Innovations in reverse translation or in methodology for discovery
 - create novel models to understand disease etiology and progression
 - identify new targets or biomarkers that have the potential to transform disease treatment
 - Development of fundamental new approaches or techniques
 - Broad adoption of developed methods and tools (e.g., demand for a new software tool)

- Major advances toward translation from basic science into clinical practice
 - Significant IP development as indicated by licensing
 - IND application/approval
 - Translational of mechanistic insights from non-clinical work into a clinical study
 - Development of assay platforms for translational drug development, and ultimately informing clinical studies.

- Advances into clinical practice and/or recognition by decision makers
 - Implementation of translational capabilities into a clinical practice (e.g. TDM)
 - Research informs practice guidelines, policy or regulatory decision making (e.g. approval or relabeling)
 - Research cited in highly respected databases (e.g. PharmGKB, PharmVar) that influence clinical practice
 - Research that improves drug outcomes via new evidence, tools or initiatives

Selection Process: The Associate Dean for Research and Graduate Education will seek nominations from departments. Each department may nominate a total of TWO faculty for this award. The nomination should include a letter of support from the department chair.

The packet for review should include a 1-2-page statement by the nominee describing the recent advances in their research and the impact of their research. This statement should address the criteria for the award and provide examples of the impact on science and/or clinical practice. The packet may also include other information relevant to the impact (i.e., information on licensing, policy statements, etc.) that would aid in assessing the impact.

The awardee will be recommended by the Research Committee, with any members that are in conflict (i.e., nominated) replaced by another member of the department to assure equal representation across all disciplines. Final decisions will be made by the Executive Committee.

These types of impact are recognized by other awards and will not be considered in selection for this award:

- *Publication impact (outstanding publication awards)*
- *Impact in leadership roles (Considered in exemplary service incentives)*
 - *spearhead new/transformational initiatives*
 - *serving or playing an important role in government, scientific organization, or foundation*
 - *serving on multiple study sections and grant review committees*
- *Leading the establishment of a multi-disciplinary research team/consortium (Considered in the research incentives)*

Recognition: The award recipient will be recognized each year at the College of Pharmacy retreat and receive a \$500 honorarium.

Eligibility: Associate Dean for Research and Graduate Education (ineligible)

Outstanding Publication in Basic Research, Outstanding Publication in Clinical Science Research, and Outstanding Publication in Teaching Innovation & Clinical Practice Innovation

Purpose: Recognize significant faculty research and clinical contributions that have major impacts and/or represent innovations in approach in basic sciences, clinical sciences, and in teaching or clinical practice. One award will be made in each of the three categories. The awards will all be based on publications in the previous calendar year.

Awards: One in each category- basic research, clinical research, and teaching or clinical practice

Deadlines: Nominations due by March 1, packets by April 1, decision by April 15.

Selection Process and Criteria: The Associate Dean for Research and Graduate Education will seek nominations for the “best research papers” from department chairs; the Associate Dean for Professional Education will seek nominations for “best education papers”. Nominations will be due March 1 of each year. Each department may nominate a total of TWO papers in the research paper categories; this could be two best basic research papers, two best clinical research papers, or one of each. In addition, each department may nominate up to TWO papers in the teaching and clinical practice category. The Chairs will be asked to nominate papers based on these criteria:

- Nominated papers should be ones published in the prior calendar year. E-publication date will be considered the same as the publication date.
- For the purposes of this award, the senior author of the publication will be recognized. In cases in which faculty are both the first and last author, the corresponding author must declare whether both will be recipients of the award.
- Review will take into account innovation, scientific or clinical significance of the findings, and importance of the approach. Criteria for selection for these awards will include consideration of the publishing journal (i.e., very high impact journals), or whether the paper was selected as a cover paper or for an editorial highlight by the journal, but will also include whether the study changes fundamental understanding in a field, or is groundbreaking in some aspect.
- Nominations should consist of a copy of the paper along with a narrative describing why this paper is deemed particularly noteworthy and deserving of this award, based on the criteria indicated above.

Both the Best Basic Research paper and the Best Clinical Research paper will be selected by the Research Committee, with any members that are in conflict (i.e., being nominated by their department) replaced by another member of the department to assure equal representation across all disciplines. The Best Teaching and Clinical Practice paper will be selected by a committee constructed for this review, and will include faculty with clinical and teaching experience who are not nominated; in future years, this committee may be composed of prior award winners.

Recognition: The senior and/or corresponding faculty author will be awarded \$500 in recognition of this accomplishment. If there are multiple senior authors or corresponding authors, then an award of \$1000 will be split among the faculty. Awardees will be announced at the annual faculty retreat and receive a certificate.

Eligibility: Associate Dean for Research and Graduate Affairs and Associate Dean for Faculty Development (not eligible); Associate Dean for Professional Education and Assistant Dean for Curricular Affairs (not eligible for best paper in Teaching Innovation).

Media Excellence Award

Purpose: Recognize extraordinary faculty accomplishments in the area of communication in the media, beyond the normal scientific or professional publications that brings positive attention to the college.

Award: One award per year to the faculty or faculty team.

Selection Process and Criteria: The awardee(s) will be selected by the Director of Communications in consultation with the Dean. The criteria for selection for this award are:

- Frequently makes himself or herself available when media interviews are requested
- Participates in media opportunities that lead to widespread national coverage and bring positive exposure to the faculty member's research or practice and the UF College of Pharmacy
- Willingly follows UF Health's media relations recommendations, including a white coat for all on-camera interviews and photos
- Added consideration is given if the faculty member authors an article for The Conversation

Recognition: The Faculty will receive a certificate and be awarded \$500 to recognize this accomplishment. In the case of a team of more than two faculty acting as corresponding or senior faculty on the coverage, an award of \$1,000 will be split equally among the team members.

Eligibility: Associate Deans (not eligible)

Faculty Recognition Award

Purpose: Recognize a faculty member for outstanding teaching, service, and mentorship to 4PD students.

Awards: One award voted on by 4PD students

Deadlines: Student Nominations – first week of spring classes (one-paragraph narrative for nomination); online voting form distributed the third week of spring 4PD classes with a deadline of March 15.

Criteria:

- Nominations narrowed to five faculty based on the total number of student nominations and recognition in multiple areas (e.g., teaching, service, mentorship).
- The final selection is based on a majority vote by the 4PD class.

Process:

- During the first week of 4PD spring classes, the Assistant Dean for Student Affairs (GNV) and the Student Affairs Coordinators (JAX, ORL) will meet with 4PD students after their first Pharmacotherapy course to announce the award and explain the process. Nominations will be sought from the 4PD students using an electronic survey.
- The Assistant Dean for Student Affairs will review the nominations and five finalists will be selected for voting based on the total number of student nominations and recognition across a breadth of areas (e.g., teaching, service, mentorship, etc.).
- During the third week of 4PD spring classes, an online survey with the top 5 faculty nominees will be distributed to the 4PD class. Students will be asked to submit their vote by March 15.

Recognition: A monetary award of \$500 with a commemorative gift will be presented to the faculty member at the Senior BBQ and Awards Ceremony.

Eligibility: Associate Deans (not eligible)

Faculty Advisor of the Year

Purpose: Encourage and reward dedication and effectiveness in PharmD student advising.

Awards: One award

Deadlines: Student nominations – announced mid-February with a deadline of March 1; committee reviews and meets for final selection by April 1.

Criteria:

- Demonstrates an approach to mentoring that is engaging and innovative.
- Effective communication with and responsiveness to students.
- Invested in the success of students while at UF and beyond.

Process:

- Nominations will be solicited from PharmD students in all four years.
- The individual must be a faculty member who has been engaged as a faculty advisor for at least the two most recent academic years.
- To nominate, a student must submit up to a 1-page narrative of why they are nominating their faculty advisor and discuss how their advisor meets the criteria above.
- Student nominations will be reviewed by a small committee that includes the Associate Dean for Professional Education, Assistant Dean for Student Affairs, Assistant Dean – Jacksonville campus, Assistant Dean – Orlando campus.
- Recipient of this award would not be eligible to receive the same award within 5 years.

Recognition: A monetary award of \$500 with a commemorative gift will be presented to the faculty member at the Senior BBQ and Awards Ceremony.

Eligibility: Associate Dean for Professional Education (not eligible)
Assistant Dean for Student Affairs (not eligible)
Assistant Dean for Distant Campuses (not eligible)

Outstanding Student Organization Advisor

Purpose: Recognize the student organization advisor who has demonstrated outstanding support for and advisement of a student organization in pursuit of its goals.

Awards: One award

Deadlines: Student nominations – announced in the first week of February with a deadline of March 1; committee reviews and meets for final selection by April 1.

Criteria:

- High involvement with their organization
- Promoted leadership development of the organization members
- Fosters teamwork within the organization
- Available to students and serves as a valuable resource for the organization
- Length of service to organization; minimum of two years

Process:

- Nominations will be solicited from College of Pharmacy students who are members of student organizations and faculty.
- To nominate, a student must submit a 1-page narrative of why they are nominating their student organization advisor and should include the following:
- How the advisor has been an example for other student organization advisors in providing support and advisement for the organization.
- Detailed role of the faculty advisor in your organization, highlighting specific responsibilities or functions that the advisor performs in order to motivate students and foster teamwork.
- Example of a time or experience in which the advisor has gone “above and beyond” to actively serve the students and the goals of your organization.

Student nominations will be reviewed by a small committee that includes the Assistant Dean for Student Affairs and two faculty appointed by the Faculty Governance Council.

Recognition: A monetary award of \$500 with a commemorative plaque will be presented to the faculty member at the Graduation BBQ and Awards Ceremony.