

Universidad Central del Caribe



FACULTY HANDBOOK

Approved by Faculty

August 30, 2019

Affirmative Action Policy

The Universidad Central del Caribe (UCC) recognizes the right of all persons to work and to advance on the basis of their merit, qualifications, ability and potential, and is therefore committed to taking any and all steps necessary to identify and alter policies, practices, or other institutional barriers which cause or perpetuate inequality or discrimination. It is the policy of this university to recruit, employ, and promote staff and to admit and serve students without regard to race, religion, color, sex, sexual orientation, gender identity, age, marital status, political ideas, social condition, physical or mental impairment, genetic information, veterans, victim or perceived as victim of domestic abuse, or national or social origin.

Correspondence and General Mailing

UNIVERSIDAD CENTRAL DEL CARIBE
PO BOX 60327
BAYAMON, PR 00960-6032
787-798-3001

Website: <http://www.uccaribe.edu>

NOTE: Certain material in this handbook may be superseded by changes in policy, procedures or programs occurring after its publication. Revised versions will be issued as needed to keep the faculty informed on such changes.

Foreword

The Faculty Handbook of the Universidad Central del Caribe was developed as a reference source on institutional organization and governance, current policies and procedures, and the benefits and responsibilities of the faculty.

The information included should guide faculty members as they contribute to the fulfillment of the university's mission and goals, through the attainment of excellence in teaching, research and service.

Date of Approval: June 10, 2002

Date of First Publication: June 2002

Last Reviewed: Faculty Affairs Committee in 2017-2019

Approved by Faculty: August 30, 2019

Next revision: July, 2021

Table of Contents

| | |
|--|----|
| Affirmative Action Policy..... | i |
| Foreword | ii |
| CHAPTER I - GENERAL INFORMATION | 1 |
| Institutional Overview | 1 |
| Our Mission | 1 |
| Diversity | 3 |
| Academic Programs..... | 4 |
| School of Medicine | 4 |
| Undergraduate Medical Education..... | 4 |
| Graduate Medical Education..... | 5 |
| Graduate Program in Biomedical Sciences..... | 5 |
| Health Science and Technologies | 6 |
| Medical Images Technology Program | 6 |
| Substance Abuse Counseling Programs..... | 8 |
| Doctor of Chiropractic Program | 9 |
| Facilities and Services | 10 |
| Facilities..... | 10 |
| Learning and Information Resources Center | 10 |
| Animal Resources Center (ARC)..... | 14 |
| Behavioral Testing Facility (BTF) | 14 |
| Biomedical Proteomic Facility (BPF)..... | 14 |
| Common Instrumentation and Technical Support Unit | 15 |
| Data Management and Statistical Research Support Unit (DMSRSU) | 15 |
| HIV and Substance of Abuse Laboratory..... | 16 |
| Immunocytochemistry Laboratory | 16 |

| | |
|---|----|
| Optical Imaging Facility..... | 16 |
| Protein and Nucleic Acid Core Facility (PNACF)..... | 16 |
| Transmission Electron Microscopy Laboratory | 17 |
| Multidisciplinary Clinical Skills Training Center..... | 17 |
| Introductory Chiropractic Skills Laboratory | 18 |
| Advanced Chiropractic Techniques Laboratory | 18 |
| CHAPTER II - ORGANIZATION AND GOVERNANCE | 19 |
| Legal Authority..... | 19 |
| Governance | 19 |
| Organizational Chart..... | 20 |
| Board of Trustees..... | 20 |
| President | 21 |
| Deans | 22 |
| Dean of Academic Affairs | 23 |
| Dean of Medicine..... | 24 |
| Dean of Health Science and Technologies..... | 25 |
| Dean of Student Affairs | 25 |
| Dean of Administration..... | 26 |
| Dean of Institutional Development and Strategic Planning..... | 27 |
| Associate/Assistant Deans | 27 |
| Directors, Chairpersons and Coordinators..... | 28 |
| Committees..... | 29 |
| University Faculty Assembly..... | 35 |
| Academic Programs Faculty Meetings | 38 |
| CHAPTER III - FACULTY | 40 |
| Faculty Rights and Responsibilities..... | 40 |
| Academic Freedom | 40 |
| Code of Professional Ethics | 41 |
| Other Rights and Privileges | 43 |

| | |
|---|----|
| Duties and Responsibilities of the Faculty..... | 43 |
| Intellectual Property | 47 |
| Faculty Roles | 53 |
| Academic Load..... | 57 |
| Types of Contracts | 58 |
| CHAPTER IV – ACADEMIC RANKS AND QUALIFICATIONS..... | 59 |
| Instructor..... | 59 |
| Qualifications | 59 |
| Appointment and Terms | 59 |
| Promotion to the rank of Assistant Professor | 59 |
| Assistant Professor | 60 |
| Qualifications | 60 |
| Appointment and Terms | 60 |
| Promotion to the rank of Associate Professor..... | 61 |
| Associate Professor..... | 62 |
| Qualifications | 62 |
| Appointment and Terms | 62 |
| Promotion to the rank of Professor | 63 |
| Professor | 63 |
| Qualifications | 63 |
| Appointment and Terms | 64 |
| CHAPTER V - FACULTY EVALUATION | 65 |
| Introduction..... | 65 |
| Criteria | 67 |
| Teaching..... | 68 |
| Research and Scholarly Activity (RSA)..... | 69 |
| Faculty practice and professional service..... | 70 |
| Additional criteria | 71 |
| Procedure | 72 |

| | |
|--|----|
| Probationary appointments | 74 |
| Appeals of Evaluation Results | 75 |
| CHAPTER VI - APPOINTMENTS, REAPPOINTMENTS AND PROMOTIONS ... | 77 |
| Appointments..... | 77 |
| Reappointments and Promotions | 80 |
| Limits of Promotions to be approved | 82 |
| Letter of Reappointment and Promotion | 83 |
| Letter of Denial of Reappointment | 83 |
| Letter of Dismissal..... | 83 |
| Letters of Resignation..... | 83 |
| CHAPTER VII - BENEFITS | 84 |
| Benefits for all Employees including Faculty..... | 84 |
| Particular Benefits for the Faculty | 86 |
| CHAPTER VIII - DISCIPLINARY ACTIONS..... | 93 |
| Introduction..... | 93 |
| Grounds for Sanctions and Dismissal..... | 93 |
| Notification | 94 |
| Due Process | 94 |
| Procedure for Appeal..... | 95 |

CHAPTER I - GENERAL INFORMATION

Institutional Overview

The Universidad Central del Caribe (UCC) was founded in 1976 as the Cayey School of Medicine (SoM) in Cayey, Puerto Rico. By 1977, a second academic program was developed (the Associate Degree in Radiologic Technology) and the Cayey SoM became a health sciences campus operating under the new name of “Universidad Central del Caribe”. In 1989, the Graduate Program in Biomedical Sciences (GPBS) was established within the SoM, offering Master of Arts and Master of Science in Biomedical Sciences with various fields of specialization. In 1995, the Graduate Program in Substance Abuse Counseling was initiated, offering a Post-Baccalaureate Certificate in Substance Abuse Counseling and the Master of Health Sciences in Substance Abuse Counseling. During academic year 2006-2007, the Baccalaureate in Sciences in Diagnostic Imaging was initiated within the Medical Images Technology Program (MITP). By 2009, the GPBS expanded to confer a PhD in Cellular and Molecular Biology and subsequently, in 2011, a PhD and a MS in Neurosciences were initiated. As the UCC received the corresponding approval from the Puerto Rico Council on Education (PR-CE), the first School of Chiropractic in Puerto Rico to confer a Doctor of Chiropractic degree was established in 2018.

Since 1978, the School of Medicine of the UCC sponsors a residency program in Internal Medicine with categorical and preliminary positions accredited by the Accreditation Council on Graduate Medical Education (ACGME). The UCCSoM also sponsors, since 2019, the first Multidisciplinary Fellowship in Addiction Medicine for primary care physicians on the island.

Our Mission

At the core of UCC activity is its mission, which was revised in 2016 as the institution

engaged in the strategic development planning process. The mission, affirmed by the faculty and ratified by the Board of Trustees to guide all institutional endeavors, is characterized by its emphasis on the excellence of its educational programs, research activities and services of health maintenance, prevention, and early detection of illness. The UCC's mission statement reads as follows:

“To prepare high-quality and committed health professionals to meet the health needs of the community in its biological, physical and social context with a humanistic focus and a high sense of moral obligation. It is characterized by its emphasis on the excellence of its educational programs, research activities and services of health maintenance, prevention, early detection, and treatment of illness. It is committed to improving the quality of life of the Puerto Rican community through its services, as well as to developing health care professionals.”

In alignment with its mission the UCC has remained at the forefront in the development of an academic curriculum of excellence to address health care needs in Puerto Rico and the mainland. In addition to the achievement of excellence in the educational programs, the UCC is characterized by a research agenda extending from basic to translational sciences. Research has been a valuable endeavor for the enrichment of the UCC's academic environment.

The UCC's mission also envisions the provision of specialized services to address the health care needs of the community. Faculty members provide direct patient care as part of the services at the Ramon Ruiz Arnau University Hospital (HURRA) and other sites under the Faculty Practice Plan (FPP). These services are provided in addition to their teaching responsibilities, including the services to the residency program in Internal Medicine.

In addition, in 2001 the university established the University Center for Complementary and Integrative Health (CUMIC, for its Spanish acronym), envisioning the capability of this center to support wellness and preventive health. Recent expansion of the UCC's clinical services encompass adding physical therapy and rehabilitation components to the CUMIC, and moving the Behavioral Community Clinical Center (Contigo, as it is known in Spanish, which is the institutional mental health services clinic that includes child psychiatry services), annexed to the new CUMIC facility, in such a manner as to develop a holistic approach to clinical services.

Furthermore, the UCC has carried out its social responsibility for the provision of health care services through the commitment of the student body and faculty with community service. The student body has been actively involved in community services through several initiatives reaching out to underserved and uninsured sectors of Puerto Rican communities and abroad.

Diversity

Diversity at the UCC comprises the added value in the academic community of individuals (staff/administration, faculty and students) representing certain segments of the population, such as those from low socioeconomic backgrounds and first generations in pursuing a professional degree, that enriches the scenarios in which UCC activities take place. It is expected that these individuals, particularly as pertaining to students, will provide health care services of excellence to the communities that they represent. Additionally, the interaction among the diverse UCC constituents helps foster lifelong positive attributes.

The 2018 Indicators of Diversity Survey reflects that the student body is comprised of

young adults primarily under 25 years of age, the majority being female and Hispanic. Around 20% of UCC students come from families with gross income below \$20,000 per year. Approximately one third of the students were raised in a rural community and nearly 40% represent the first generation in pursuit of a professional degree. As pertaining to faculty and staff, the majority are female and Hispanic, were raised in a rural community, and represent the first generation in pursuit of a professional degree.

Academic Programs

School of Medicine

The mission of the School of Medicine (SoM) is to form competent diverse health professionals with an excellent academic preparation within a humanistic and holistic framework. The SoM guiding principle is to ensure that graduates possess a strong sense of professionalism and commitment to their social duties and to offer service to Puerto Rico and Hispanic communities in the mainland. There is as well a commitment to continuing education, an interest in research and the capability of playing a top-quality professional role in accredited medical graduate programs.

Undergraduate Medical Education

The current four-year medical curriculum incorporates the known aspects of a conventional medical education with a clear emphasis on problem-based and evidence-based learning in the preclinical years that extends to the clinical years; early clinical skills learning and interprofessional education coupled with a sustained, community-based service learning approach and a longitudinal curriculum in bioethics and humanities in medicine. These experiences set the framework for the development of life-long learning professionals urgently needed to meet the changing health needs and challenges in the health care provision that future physicians will face.

Our graduates provide a multicultural approach to high quality medical services in the Commonwealth of Puerto Rico and communities in the United States.

Graduate Medical Education

The UCC's Office of Graduate Medical Education sponsors a one (1) year preliminary and a three (3) year categorical residency training program in Internal Medicine. The program has full accreditation by the American Council of Graduate Medical Education. The preliminary program is suitable for those who hold advanced placements in programs, which require the preliminary year. The categorical program is suitable for future internists or those who plan to pursue a subspecialty in Puerto Rico or in the continental USA. Graduates are eligible to sit for the Internal Medicine boards. The first Multidisciplinary Fellowship in Addiction Medicine for primary care physicians on the island was initiated in 2019. The mission of the fellowship program is to provide advanced training in the evaluation, treatment, research, and teaching of substance-related disorders. Its purpose is to develop fellows with a comprehensively structured cognitive and clinical education that will enable them to become competent leaders, being proficient and professional providers working as addiction medicine physicians. The graduate medical education program is housed in the Dr. Ramon Ruiz Arnau University Hospital.

Graduate Program in Biomedical Sciences

The mission of the Graduate Program in Biomedical Sciences is to provide a rigorous and stimulating research and training environment for UCC students. Our students provide the intellectual resources needed to advance the research and educational goals of the university and provide a new generation of scientists. The faculty is committed to excellence in interdisciplinary research training for qualified candidates who will continue to advance the fundamental knowledge needed to conquer disease and promote health and improved quality of life for all people. The knowledge and skills acquired will enable the

graduate to be successful in biomedical research conducted at universities, government and private industry laboratories, as well as in education. The program also prepares the graduate for advanced training and research.

In the pursuit of this goal, there are departmental research laboratories furnished with high quality equipment, supported by service and administrative areas in each department. A common instrumentation laboratory, a tissue culture laboratory, an electromechanical shop, an immunoretrovirology laboratory core facility, and a radioisotope laboratory supplement the above space. Each department is equipped with computer facilities.

Health Science and Technologies

Medical Images Technology Program

Associate Degree in Radiologic Technology

In August of 1977, the Associate Degree in Radiologic Technology was established. The program's mission is to fulfill the demand for this specialized healthcare professional in Puerto Rico and to help upgrade the quality of the practitioners in this field. Its principal goal is to educate qualified personnel to provide direct patient services using various arrays of state-of-the-art diagnostic radiology equipment.

The faculty of the Radiologic Technology Program has vast experience in diagnostic imaging processes as well as sound knowledge in such diverse disciplines as medicine, biology, physics, and the humanities. The main teaching hospital is Dr. Ramón Ruiz Arnau University Hospital. In addition, there are over 40 affiliated institutions serving as clinical sites.

Post-Associate Certificate in Diagnostic Medical Sonography

This academic practical program seeks to develop theoretical knowledge and practical training to radiologist technologists in the modalities of medical diagnosis by means of ultrasound. The academic content is well balanced and offers students varied opportunities to understand theoretical processes related to this field, and to master the development of practical skills in the operation of equipment and management of patients.

Post-Associate Certificate in Mammography

The academic program seeks to develop in radiologic technologists the theoretical knowledge and practical training in the modality of mammography. The academic experience was designed in order to offer students ample opportunities to follow the theoretical processes related to this field and develop the practical skills to master equipment operation and patient management in conventional mammography and sonomammography.

Post-Associate Certificate in Computerized Tomography

The academic program seeks to develop in a radiologic technologist the theoretical knowledge and practical training in the modality of computerized tomography. The academic content is balanced in order to offer students other opportunities to understand theoretical processes related to this equipment and develop practical skills in the equipment operation and patient management.

Post-Associate Certificate in Magnetic Resonance

The academic program seeks to develop in a radiologic technologist the theoretical foundation and practical training in the modality of magnetic resonance imaging. The academic program provides the student with varied opportunities to grasp the theoretical processes related to this field of practice and develop practical skills in the equipment operation and patient management.

Bachelor of Science in Diagnostic Images

The Bachelor of Science consolidates students' previous experiences in the curriculum of the Associate's Degree in Radiologic Technology and the various modalities-certificates with administration and management strategies to prepare a technologist to assume supervisory and management duties in a diagnostic imaging services setting. These advanced level technologists are to become leaders in the field, fully understanding the intricacies of the profession and the particulars of administration.

Substance Abuse Counseling Programs

The Substance Abuse Counseling Programs were established in 1995. The main goal of these programs, the first of their kind in Puerto Rico, is to train qualified professionals to provide services of excellence in substance abuse treatment and prevention, as well as in the planning and evaluation of substance abuse organizations in response to current community needs and evidence-based emerging practices.

The two programs of study include:

Post-Baccalaureate Certificate in Substance Abuse Counseling

This program trains professionals to provide addiction-counseling services to individual patients, their families, and to other members of the community.

Master of Health Science in Substance Abuse Counseling

This program trains professionals to provide addiction-counseling services to individual patients, their families, and to other members of the community. Additionally, the program imparts knowledge and skills and fosters attitudes that enable students to provide and supervise counseling services and to plan, manage, and evaluate substance abuse programs in both public and private organizations.

Doctor of Chiropractic Program

The Doctor of Chiropractic Program (DCP) was developed to educate highly qualified, caring and committed DCs to serve as primary wellness healthcare providers and promoters of evidence-based integrative practices.

The DCP curriculum combines a solid foundation in basic sciences and clinical skills, together with an in-depth immersion into the evidence-based chiropractic field. The student has access to cutting edge biomechanics laboratories, state-of-the-art manipulation instructional setting, a clinical skills development center including high fidelity simulators and standardized patients, and experiences in different healthcare facilities that support the teamwork among health professionals.

Throughout the basic science courses, the curriculum has been organized to allow the student to integrate all the disciplines' content around organ systems and in the context of a patient case scenario. The clinical experiences combine hospital, ambulatory healthcare, and community settings where the student can build up the sense of being part of the healthcare team.

DC program students are educated in a holistic approach to health care and wellness, which includes clinical reasoning, adjusting skills and therapeutics, rehabilitation, community support, functional nutrition, and lifestyle management. Research and critical appraisal of evidence bring a solid base to the modern chiropractic professional. The program emphasizes the preventive role of the profession in maintaining the individual and community health status through emphasis on public health, and functional nutrition and lifestyle, where the students learn while providing community service to different populations.

Facilities and Services

Facilities

The Biomedical Sciences Building holds multiple facilities for conducting the main teaching and research activities directed toward the fulfillment of their particular missions. It includes six (6) conference / lecture rooms with capacity for 30-70 students, equipped with educational technology to enhance the learning process. The Learning and Information Resources Center (LIRC) includes two computer rooms with capacity for 70 state-of the-art computers, 5 small rooms with capacity for 8 – 18 students, a telehealth room for video and/or audio recordings, 16 individual study carrels, one large meeting room with capacity for 25 users, and seven (7) offices for the support staff. Additionally, it houses a Multidisciplinary Center for the Development of Clinical Skills and the Basic Chiropractic Skills Laboratory. Both are state-of-the-art facilities to assist all our students in the mastery of the corresponding competences and skills to excel as practitioners. The Biomedical Sciences Building accommodates the basic sciences departments in which most of the common research instrumentation, facilities, and laboratories are located to enable an intense research activity.

[Learning and Information Resources Center](#)

The Learning and Information Resources Center (LIRC), through its many ventures, serves students, faculty, researchers, administrators, and the community at large. The LIRC houses four interconnected operational units that serve the academic life of the university. Those units are: the **Dr. Arturo L. Carrión Pacheco Library**, **Educational Technology Unit**, **Technological Resources Unit**, and the **Information Systems and Telecommunications Unit**. Orientations, inquiries and professional development activities are continuously delivered to keep university constituents at the forefront of the advanced technologies that support the three pillars of the institutional mission: excellence in education, clinical services, and research.

The first floor of the LIRC not only includes the **Dr. Arturo L. Carrión Pacheco Library** area but also contains the following: traditional and online services, the reserve and reference collections, the current year's serials and circulation journal titles as well as group study tables. Sixteen (16) computers, laser printers, and photocopy machines are available for online searches and document reproduction.

The Dr. Arturo L. Carrión Pacheco Library collection is constantly reviewed and revised to ensure that it is up-to-date and meets the needs of the community. The collections include both online and paper subscriptions. Books, periodicals, and all additional collection resources are protected by an electronic security system. Various online services are available to retrieve up-to-date information. The following services are currently available: AccessMedicine, Ebscohost Databases, Ovid, and others. The library bibliographic holdings can be accessed throughout the library electronic catalog (EOS/OPAC). The interlibrary loan service is provided mostly via electronic means. The library has agreements for this type of service with other libraries in Puerto Rico and abroad. All bibliographic materials requested through this system take less than 48 hours to be processed. Parallel to these services there is access to Loansome Doc/PubMed service.

The Technological Resources Unit (TRU) oversees production and maintenance of institutional and other webpages. TRU is also in charge of academic instruction and training of software, the telehealth facility and audio-visual services. Additionally, the TRU develops web presence for the academic, administrative, and research departments and for the organizations and/or symposiums produced by the UCC's community. The telehealth facility, housed under the TRU, is an innovative service for video recording and audio recording studios with green-screen capability and a private channel for immediate access to all videos. The Audio-Video Team (AVT) provides resources to support the

classroom experience as well as institutional activities inside and outside the UCC. The AVT gives technical support to web, video and audio conferences, and live video streaming. It also brings logistics and support to on-line meetings and conventions outside the campus. Portable video cameras, computers, and screens are also available to serve both students and faculty. The AVT also provides digital photographic services within and outside the UCC.

The **Educational Technology Unit (ETU)** is in charge of the Academic Computation Center that maintains 70 cutting edge computers, used for all academic programs and for web-based testing. In addition, the computer center is available to all students for the preparation of presentations and reports supporting their academic needs. This unit is also in charge of supplying technical and academic support for the use of the exam construction software. This unit maintains the Learning Management System (Blackboard Learn) used in academia and the intranet.

The main responsibility of the **Information System and Telecommunication Unit (ISTU)** is to maintain internet, intranet, and in general, all electronic communication services. This unit is responsible for the security of the information at the university. The ISTU provides the users points of contact, to give help on various computer issues. In addition, the ISTU maintains wireless connection (Wi-Fi), gives technical services (PC maintenance and assembly), software support, IP telephony, and other inherent tasks. For practical reasons, the ISTU is organized into three teams: 1) the **Network team** that is responsible for the network software, hardware, and infrastructure such as servers, switches, backup systems and firewalls. They are responsible for the network services such as email, file, and security, 2) the **Server team** that is responsible for most of the institutional servers. These include, but are not limited to, DNS or Domain Name System Servers, Network Authentication, Network Shares, Network Resources, Email accounts,

and all aspects of the server's software. It also includes more advanced services such as databases, Storage or Content Management Systems, specialized proprietary services, and other specific server-based applications, and 3) the **Support team** which oversees the phone infrastructure such as PBX, voicemail, VOIP, telephone sets, modems and fax machines. They are responsible for configuring and installing telephone numbers, voicemail setup, and configuration. Not all of the help desk staff and supporting IT staff are in the same location. With remote access applications, technicians are able to solve many help-desk issues from some other remote location. If there is not a need for on-site support or direct physical work, this team is able to give assistance that is more flexible through their remote support.

The **Center for Research and Science Communication Opportunity** (CRESCO) was established in 2019 to assist students and faculty with the development of activities directed at promoting skills in clinical and translational research. The CRESCO provides resources and support to bring the academic community, especially undergraduate students and faculty, closer to clinical and translational research. The CRESCO is equipped with a smart TV capable of video and web conferences and small group presentations and a 3D printer so students can print life-like models to use in their research projects and presentations. Additionally, it includes applications to help students verify the similarities in their documents (“Urkund”) and to analyze research data. An information technologist is available to give support in the use of the equipment, research writing, and publishing.

The UCC provides a strong research support infrastructure that includes the following facilities and services.

[Animal Resources Center \(ARC\)](#)

The Animal Resources Center is staffed with personnel specialized in animal care and handling to support research and education activities. The center houses small and large animals in its 7,700 square feet facility, and provides information concerning purchasing, basic husbandry, quarantine, and veterinary medical care of laboratory animals.

The ARC also provides technical assistance and advice dealing with animal species used for investigation and supports the research programs by mating animals, materials, and animal husbandry supplies readily available.

The ARC is equipped with specialized areas to provide the following services: necropsy, stock and treatment, quarantine, bedding, cage washing, and storage. The facilities also include an experimental surgery area with surgical, scrub, sterilizing, and recovery rooms.

[Behavioral Testing Facility \(BTF\)](#)

The Behavioral Testing Facility provides expertise in the design, implementation, and analysis of behavioral experiments using animals. The facility offers equipment for remote behavior visualization (RBV).

[Biomedical Proteomic Facility \(BPF\)](#)

The Biomedical Proteomic Facility provides investigators with access to proteomics and mass spectrometry. The facility stimulates the use of 2D gels and protein analysis, via a proteomic imaging software. The aim is to provide separation and mass spectrometry techniques for the quantitative analysis of the proteome. One major objective is to identify disease and other relevant biological markers.

Common Instrumentation and Technical Support Unit

This core area houses major equipment such as ultracentrifuges, freezers, spectrophotometers, gamma counters, etc., as well as the centralized cell culture facility. The unit fosters equipment sharing, centralizes maintenance of equipment, and provides repair for the equipment of all the projects. The unit also has an electronics shop and a machine shop. Equipment available at the facility includes: Allied Research Fume Hood, Centrifuges (Beckman Models, J2-21, L-7, L8/M, Allegra 6R, Avanti J-25 and TLX), Beckman LS6500 Liquid Scintillation Counter, Beckman Gamma 5500, Beckman DU-520 UV/VIS, Pharmacia Biotech Genequant II, Barnstead Models MP-11 and MP-6 Water Distillers, Millipore Milli Q, 4 Thermal Cyclers (Applied Biosystems Geneamp PCR 2700, Perkin Elmer 480, BioRad iCycler Real Time PCR System, Roche Lightcycler), two Cryostats (Leica Cryocut 1800 and Vibratome Co. Cryostat), μ Osmet Osmometer, Fisher FS-14 Ultrasonic Bath, Revco -80 Freezer, Fisher Dry Ice Maker, Beckman LS-50B Fluorometer with plate reader upgrade, Biorad Versadoc Gel Documentation System, and Waters Breeze HPLC System.

Data Management and Statistical Research Support Unit (DMSRSU)

The DMSRSU provides study design, data management, quality assurance, and statistical analysis support for UCC researchers. The DMSRSU has a strong infrastructure which includes the following subunits: Data Abstraction and Management; Data Entry; Quality Control; Data Analysis and Consultant; and Administrative and Computer Systems. Each of these subunits consists of experienced professionals readily available to assist researchers and to provide data management and statistical research support to investigators. In addition, the DMSRSU counts on a highly experienced and reliable consulting team.

HIV and Substance of Abuse Laboratory

The laboratory supports research in the areas of immunology, substances of abuse, HIV/AIDS, and related infectious diseases. This core laboratory provides researchers with assays for nucleic acids detection, virus genotyping, flow cytometric phenotyping, lymphocyte proliferation, cytotoxic and non-cytotoxic activity, cytokine and chemokine determinations, and drugs of abuse quantification.

Immunocytochemistry Laboratory

The Immunocytochemistry Laboratory specializes in the qualitative identification and localization of cells bearing selective markers by employing specific antibodies against these molecules.

Optical Imaging Facility

The facility offers microscope-based systems that allow the assessment of cellular responses, such as calcium signaling with fast temporal resolution. The facility offers: a) confocal imaging services; b) brightfield, darkfield, phase contrast, Nomarski, and epifluorescence imaging; c) high spatial and temporal resolution imaging; d) collection of serial sections (deconvolution capabilities); and e) morphometric analysis.

Protein and Nucleic Acid Core Facility (PNACF)

The PNACF offers specialized molecular biology techniques, protein expression, purification, and characterization services. The facility provides access to all the equipment necessary to carry out the techniques, including a microarray reader.

Transmission Electron Microscopy Laboratory

The TEM laboratory provides access to ultrastructural analysis of biological specimens via a Jeol 100 CX transmission electron microscope. The TEM is equipped with AMT 4 MP digital camera to facilitate image acquisition and 3D reconstruction from serial sections. In addition to conventional EM procedures of in situ and cell culture specimens, the laboratory also offers immunogold labeling and the visualization of fluorescent dyes after photoconversion.

To assist students in the development of clinical skills and the expected interprofessional and collaborative professional education, the UCC provides a richly technologically infused academic environment that includes the following:

The UCC provides highly specialized laboratories to assist faculty and students in the development of the required clinical skills competencies.

Multidisciplinary Clinical Skills Training Center

The Multidisciplinary Clinical Skills Training Center (MdCSTC) is located on the first floor of the Biomedical Sciences Building to provide the academic support resources necessary for the teaching of clinical skills. The MdCSTC is a state-of-the-art enriched simulation center, available to assist students with practice and proficiency of clinical skills scenarios found in real practice throughout their different courses, fields of specialization, and health professions. Clinical scenarios experiences are developed at the MdCSTC using standardized patients or simulators and will enhance clinical instruction and facilitate student learning. The use of high-fidelity simulation and state-of-the-art technology provides the student with many opportunities to focus on critical thinking, clinical reasoning, communication and clinical judgment skills, and minimizing errors and repetitions of the scenarios until the competences are achieved, in addition to acquiring

new knowledge while managing psychological responses.

Introductory Chiropractic Skills Laboratory

This laboratory serves as the foundation for the development of the principles of chiropractic technique and assessment methods. The technique laboratory sessions comprise of hands-on workshop experiences to develop the proper ergonomics, posture, and palpation skills of the chiropractic art and science. The students will be exposed individually to the Force Sensing Table Technology (FSTT) to develop the initial psychomotor skills for the chiropractic adjustment and will be provided with video recordings of their performances as well as quantitative data of their skills. Palpation techniques are also developed extensively in this laboratory setting to enhance students' development of tactile skills in synergy with the Human Gross and Developmental Anatomy course. All examinations are practicum and assessed by performance rubrics.

Advanced Chiropractic Techniques Laboratory

For chiropractic students, the ACT Laboratory is the progression towards the development of evidence based and chiropractic technique therapeutic protocols. This laboratory will develop a set of technique skills applicable to a diverse patient population. Techniques such as flexion/distraction, gravity table assisted, diversified, extremities, and soft tissue technique protocols will be taught in a series of courses and practicum modules. The FSTT will be used as well to continuously measure quantitative and qualitative data in conjunction with video recordings of student performances. This state-of-the-art laboratory will expose chiropractic students to the most advanced chiropractic equipment and passive and active care therapeutics in order to enhance their clinical rationale and judgement according to the standardized guidelines for a variety of neurological and musculoskeletal conditions. All examinations are practicum and assessed by performance rubrics.

CHAPTER II - ORGANIZATION AND GOVERNANCE

Legal Authority

The UCC is a private non-profit corporation organized under the laws of the Commonwealth of Puerto Rico.

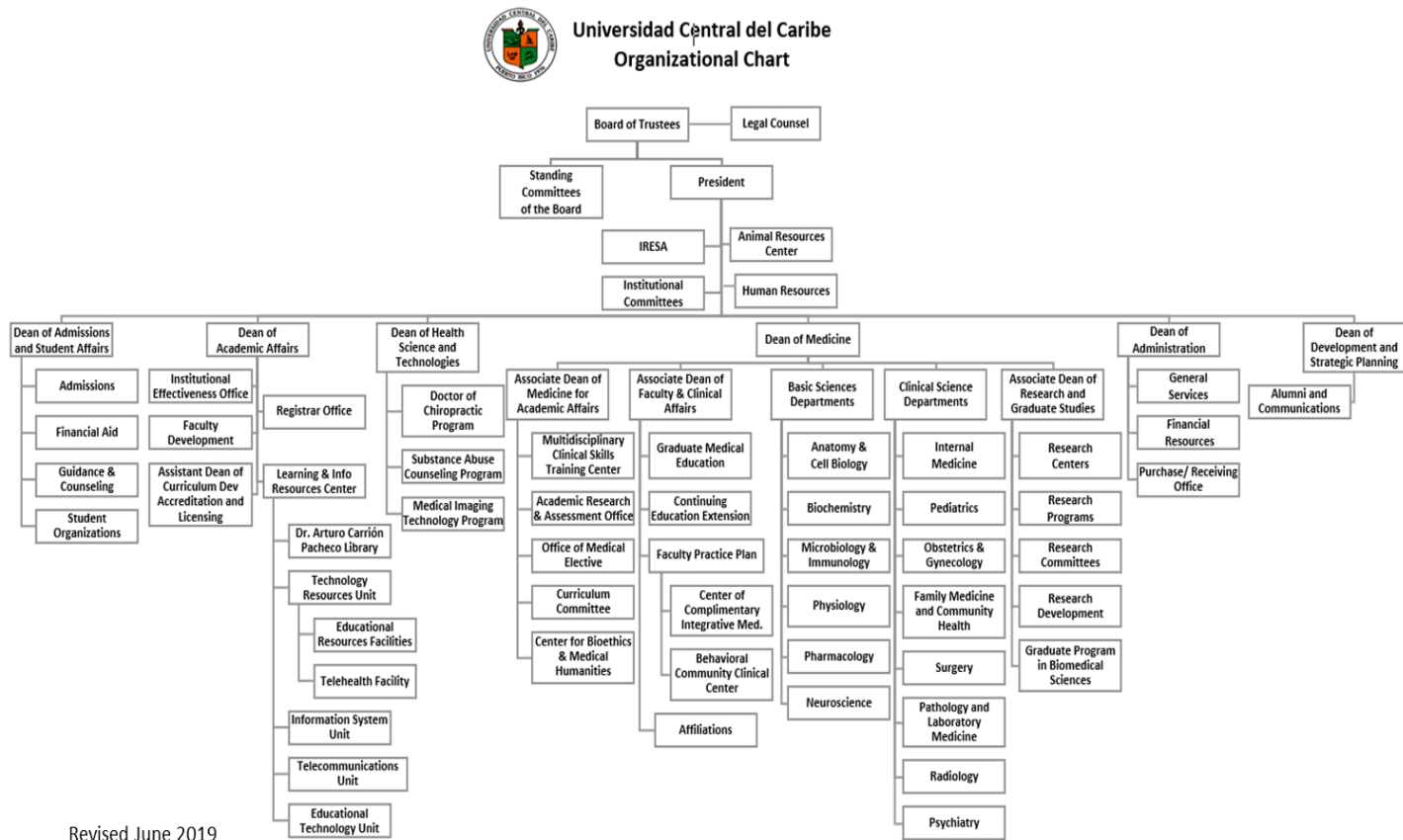
Governance

The institution is led by a proactive and knowledgeable team of academic administrators consisting of President, Dean of Academic Affairs, Dean of the SoM, Dean of Health Science and Technologies, Dean of Admissions and Student Affairs, Dean of Administration, Dean of Institutional Development and Strategic Planning, three Associate Deans within the SoM, and one Assistant Dean of Academic Affairs. A twelve-member Board of Trustees (BoT) outlines the general policies and oversees at the policy level the operations of the university.

The governance and leadership structure will be described in detail below.

Organizational Chart

The following chart depicts the organizational structure of Universidad Central del Caribe.



Revised June 2019

Board of Trustees

Prestigious members of the community volunteer their participation in this governing body. The BoT is the top decision-making body, composed of a varying number of members, which include distinguished physicians, educators, economists, and businesspersons. The board has such responsibilities and authority as set forth in the Corporate Charter and Bylaws of the University. This body appoints the president of the

university and approves all other faculty and administrative appointments upon the recommendation of the president. The BoT is responsible for the approval of all rules and regulations governing the Institution, as they arise from University policymaking bodies, or as generated by the board itself. The BoT may delegate to the president the approval of such internal rules, regulations, policies and/or procedures, as it deems appropriate.

President

The president is the Chief Executive Officer of the institution and provides leadership and oversight for all aspects of the University, including both human and financial resources, academics, finance, planning, student affairs, enrollment, advancement, and other key areas in a manner that ensures accountability. Also is responsible for creating the blueprint and building the commitment that leads the University toward fulfillment of its long-term goals. The duties of the president include the following, among others:

1. To act as the official representative of the institution.
2. To act as the immediate supervisor of all deans and other top administrators of the institution, including human resources.
3. To attend the meetings of the BoT and its committees.
4. To prepare an Institutional Strategic Plan to be submitted for the approval of the BoT.
5. To assure the fiscal stability of the institution by means of an effective administration of the budget and/or by identification of additional fiscal resources.
6. To assure the quality of the academic programs and research activities at the university.
7. To establish and sustain effective relationships with government, accrediting bodies, professional, social organizations in both the public and private sectors, and the community at large.

8. To foster effective collaboration with other institutions of higher education both in Puerto Rico and abroad.
9. To carry out the evaluation of deans. In doing so, the president may seek the participation of different sectors of the university community.
10. To carry out all other duties delegated by the BoT, as it deems appropriate.

Deans

The deans, in collaboration with the president, are the officials responsible for daily operations of the university and constitute the top management of the institution. Each dean is accountable directly to the president concerning his/her scope of work, which normally is composed of functions which are congruent in nature. The deans are selected and appointed by the president, with the approval of the BoT and serve at the pleasure of the president. Within their respective areas of responsibility, the deans are charged with meeting institutional goals. The deans coordinate with the President diverse plans and projections, assuring that operations are working efficiently in accordance with the established institutional norms and policies, and carry out continuous self-assessment.

The deans are also charged with promoting new ideas and with providing support for projects related to their particular areas and institutional units. Each dean is responsible for the development of a strategic plan for his/her area and for developing the budget to carry out the plan, to be submitted for approval by the president. In addition, deans advise the president and assist in the preparation of institutional policies. The deans are charged with promoting and supporting the culture of assessment and continuous institutional self-improvement.

The particular responsibilities of each of the deans are described below:

Dean of Academic Affairs

The primary responsibility of the Dean of Academic Affairs, is to assure that institutional academic programs and services are operating at the utmost level of excellence. The responsibilities of the dean comprise the following:

1. To supervise the university academic programs and services. This includes the Office of the Registrar, the Institutional Effectiveness Office, as well as the Learning and Information Resources Center.
2. To supervise the revision, as well as the curricular and programmatic development, of the university's academic offerings.
3. To supervise the academic support services related to teaching and research activities.
4. To supervise the evaluation of the university programs, curriculum and educational processes.
5. To supervise research activities on educational issues.
6. To supervise the scheduling and coordination of the Faculty Development Program as well as the implementation of the institutional Faculty Development Policy.
7. To supervise the students' evaluation and promotion, in coordination with faculty deans and program directors.
8. To supervise, in coordination with the faculty deans, program directors and department chairs, the recruitment, appointment, evaluation, and promotion of faculty.
9. To serve as the institutional liaison person with the institutional and programmatic accrediting bodies.
10. To promulgate and engage the academic community in best practices towards the attainment of a continuous self-improvement culture.
11. To carry out any other duty, as required by the president.

Dean of Medicine

The Dean of Medicine, as the chief officer of the School of Medicine, has the following responsibilities:

1. To organize, supervise, and evaluate all programs, services, and activities carried out by the School's units, departments and programs.
2. To supervise and evaluate the work of the chairpersons of the Basic Sciences and Clinical Departments as well as the Associate Dean of Academic Affairs of the SoM, the Associate Dean of Research and Graduate Studies, and the Associate Dean of Faculty and Clinical Affairs.
3. To supervise, in conjunction with the dean of academic affairs, the evaluation and promotion of students in the SoM.
4. To implement, in conjunction with the dean of academic affairs, the recruitment, appointment, evaluation, and promotion of the SoM faculty and to make recommendations to the president for the corresponding action.
5. To oversee the design and evaluation of the curricular and scheduling development of the academic offerings of the SoM.
6. To supervise and evaluate the faculty, following the university's regulations and procedures.
7. To lead all programmatic accreditation efforts engaging the SoM academic community in activities conducive to self-improvement and attainment of compliance with all accreditation standards.
8. To supervise the scheduling and coordination of the Continuing Medical Education Program.
9. To supervise the operation of the Faculty Practice Plan.
10. To supervise the Office of Graduate Medical Education.
11. To carry out any other duty, as required by the president.

Dean of Health Science and Technologies

The Dean of Health Science and Technologies is responsible for the following responsibilities:

1. To organize, supervise, and evaluate all academic programs, services, and activities carried out by the units, departments and programs within its scope.
2. To supervise and evaluate the work of the chairpersons of academic departments as well as the director of the MITP, director of the DCP, and coordinator of the SACP.
3. To supervise, in conjunction with the dean of academic affairs, the evaluation and promotion of students in the various academic programs.
4. To implement, in conjunction with the dean of academic affairs, the recruitment, appointment, evaluation, and promotion of the faculty and to make recommendations to the president for the corresponding action.
5. To oversee the design and evaluation of the curricular and scheduling development of the academic offerings.
6. To supervise and evaluate the faculty, following the university's regulations and procedures.
7. To lead all programmatic accreditation efforts engaging the academic program's community in activities conducive to self-improvement and attainment of compliance with all accreditation standards and excellence.
8. To carry out any other duty, as required by the president.

Dean of Student Affairs

The primary responsibility of the Dean of Student Affairs is to ensure the quality of student services and of the admissions process of students. The responsibilities of the Dean are as follows:

1. To supervise and coordinate the personnel and functions of the Recruitment and Admissions, Counseling, and Financial Aid Offices.
2. To supervise the process of selecting candidates for admission to all academic programs assuring integrity and impartial decision making.
3. To coordinate the student health services, including the Mental Hygiene Clinic and wellness initiatives.
4. To administratively support and coordinate the activities and election of officials of the general student council. To keep record of all student organizations.
5. To supervise and coordinate the student recruitment activities.
6. To supervise the scholarship granting process and financial aid services.
7. To foster and coordinate student participation in official, cultural, community oriented, recreational, and sporting activities, among others.
8. To supervise the academic support programs and services geared to students, including wellness, tutoring, individual guidance, and academic advising and career advising.
9. To support all institutional and programmatic accreditation initiatives promulgating a continuous self-improvement culture.
10. To carry out any other duty, as required by the president.

Dean of Administration

The Dean of Administration of the university has the responsibility to provide the best resources for supporting academic, research, and clinical services. The dean is responsible for the supervision and effectiveness of the operations in the following departments and processes under the organizational structure of the office: Finance and Budget, Auditing process, Facilities, Capital Project, Purchasing, General and Infrastructure Services (maintenance of services), Risk Management, Security and Support Services (transportation, messenger, mailing, and telephone communication).

The dean provides the administrative support to each sector of the educational mission with respect to the strategic planning goals for the accomplishment of the programmatic goals. Additionally, the Dean of administration must embrace all institutional and programmatic accreditation initiatives promulgating a continuous self-improvement culture.

Dean of Institutional Development and Strategic Planning

The main responsibility of the Dean of Institutional Development and Strategic Planning rests in coordinating and supporting institutional development initiatives, including planning, organizing, directing, and coordinating fundraising activities and supporting grant writing to achieve short and long-range strategic objectives. The dean seeks federal, state and private sources of funds to support the institutional initiatives and maintains an adequate plan of public relations, marketing, and advertisement in order to increase institutional exposure in the community. The dean approaches and negotiates with administrative officials and representative business, community, and civic groups to promote education and services to the community. The dean is also in charge of development of educational materials related to institutional programs and promotes fund raising programs, as well as organizing solicitation drives of pledges on ongoing support from individuals, corporations, and foundations, developing and executing promotion plans and programs, both short-range and long-range.

Associate/Assistant Deans

The associate and assistant deans, in collaboration with their respective dean, share the responsibilities of the administration of the university. Within their areas of responsibility, the associate and assistant deans are charged with specific tasks related to the activities of the deanship to which they are assigned. They collaborate with their deans in the coordination of diverse plans and projections, assuring that operations are

working efficiently in accordance with the established institutional norms and policies, and carrying out continuous self-assessment.

The associate and assistant deans are also charged with promoting new ideas and with providing support for projects related to their particular areas. Associate and assistant deans are expected to engage and support continuous self-improvement practices.

The dean recommends the appointment to the president, who makes the final decision on the appointment and selection thereof. The corresponding dean may seek the participation of different sectors of the university community, in the evaluation of the performance of the associate/assistant deans.

Directors, Chairpersons and Coordinators

A director, chairperson or coordinator supervises each administrative, academic, research or service program, office, center, or unit. They are accountable to a dean, an associate, or an assistant dean for the educational, research and administrative policies of their office, department or program, as well as for the supervision of its personnel. All directors, chairpersons, or coordinators shall regularly provide feedback to the faculty (mid- and end-year) and develop professional development plans to support them in reaching their maximum potential with their teaching, research, and or service responsibilities. They are actively involved in the annual comprehensive faculty evaluation process. Some may be under the direct supervision of the president. In agreement with institutional objectives, the directors, chairs and coordinators implement the plans, programs, regulations, and policies of the unit under their responsibility. They represent their office, department, or program in relation to other units, together with the deans and other administrative officers of the university. All directors, chairpersons, or coordinators are expected to actively participate and support self-improvement initiatives and accreditation efforts.

Committees

There are a number of committees charged with taking actions, advising, and making recommendations at different levels in the institution. Their members are either appointed or elected by different sectors of the university community assuring participatory inclusion and representativity of different sectors of the academic community. Table 1 includes a description on the composition and main responsibilities of the institutional and program committees. It is established whether members are **all appointed (A)**, all **elected (E)**, or whether the committee has **both appointed and elected members (B)**, and whether the committee is charged with making **recommendations (R)**, is **empowered to take action (A)**, or **both (B)**.

| Table 1. Institutional and Program committees | | | | |
|--|--------------------------------------|--|---|--|
| Committee | Reports to | Committee responsibilities | Membership Selection (A/E/B) A = appointed E = elected B = both | Authority (R/A/B) R = recommends A = acts B = both |
| Institutional Committees | | | | |
| Administration Committee (CoA) | President | The CoA advises the President on administrative issues, policy and regulation compliance. | B | R |
| Institutional Review Board | To the President or his/her delegate | Review all research that involves human subjects to ensure ethical standards. | By invitation to assure representativity | A |
| Institutional Animal Care and Use Committee | To the President or his/her delegate | Review all research that involve animals, inspect the animal facility to ensure it complies with federal guidelines. | A | A |

| Table 1. Institutional and Program committees | | | | |
|--|--------------------------------------|---|---|--|
| Committee | Reports to | Committee responsibilities | Membership Selection (A/E/B) A = appointed E = elected B = both | Authority (R/A/B) R = recommends A = acts B = both |
| Radiation Safety Committee | To the President or his/her delegate | Oversee purchase, use, storage and disposal of all radioactive materials, oversee compliance with institutional and federal guidelines. | B | A |
| Faculty Practice Plan Advisory Board | President | Set regulations and policies, advice in development of contracts with insurance companies, consult in billing of medical services. | A | B |
| Institutional Research Committee | To the President or his/her delegate | Advises on norms, regulations, policies and practices that foster and facilitate research. Evaluates policies that regulate research at UCC. | B | B |
| Chemical Safety Committee | To the President or his/her delegate | Ensures that chemicals used at the UCC are used and disposed of in such a manner as to minimize the health and safety risks to personnel, facilities, the environment, and the public and | A | B |

| Table 1. Institutional and Program committees | | | | |
|--|--------------------------------------|---|---|--|
| Committee | Reports to | Committee responsibilities | Membership Selection (A/E/B) A = appointed E = elected B = both | Authority (R/A/B) R = recommends A = acts B = both |
| | | to assure compliance with UCC policies and federal as well as PR regulations. | | |
| Biosafety Committee | To the President or his/her delegate | Evaluate, approve and monitor protocols for the use of biological agents of moderate potential hazard to personnel and environment (BSL2), to assure compliance with federal, state, and Institutional regulations and guidelines. | A (by Department chairs) | B |
| Institutional Safety and Security Committee | To the President or his/her delegate | Establish regulations and procedures that guarantee an effective response to any emergency that could occur in the facilities of the UCC. Oversee all aspects of institutional occupational health and safety, review reports from other committees | A | B |

| Table 1. Institutional and Program committees | | | | |
|--|-------------------|--|---|--|
| Committee | Reports to | Committee responsibilities | Membership Selection (A/E/B) A = appointed E = elected B = both | Authority (R/A/B) R = recommends A = acts B = both |
| | | engaged in safety issues. | | |
| Institutional Development Planning Committee | President | Responsible for the development and assessment of the institutional strategic plan. Communicates to academic community constituents the planning process, achievements and challenges. | A | B |
| Library Committee | Library Director | Evaluate, advice, and recommend on the processes of library collection development and acquisitions. | B | R |
| Institutional Committees with members elected by faculty and students | | | | |
| Faculty Affairs Committee* | President | Advise the President on formulation of policies and regulations affecting the faculty, receive concerns on such issues from the faculty. | E (No student representation) | R |
| Student Affairs Committee* | President | Advise the President on student recruitment, | E | R |

| Table 1. Institutional and Program committees | | | | |
|--|-------------------|--|---|--|
| Committee | Reports to | Committee responsibilities | Membership Selection (A/E/B) A = appointed E = elected B = both | Authority (R/A/B) R = recommends A = acts B = both |
| | | admission, counseling, career counseling, health services, financial aid, ethical and professional development, preparation for the transition to work based on current local and federal policies. | | |
| Student Disciplinary Board* | President | According to the General Student Regulations, the committee is charged with ensuring adherence with institutional behavioral and ethical norms, conduct hearings and report and recommend to Dean or Program Director if action should be taken. | E | A |
| Faculty Appointment, Evaluation and Promotion Committee* | President | Advice and recommend to the President appointments, reappointments, and promotion presented by | E (No student representation) | A |

| Table 1. Institutional and Program committees | | | | |
|--|---------------------------------------|--|---|--|
| Committee | Reports to | Committee responsibilities | Membership Selection (A/E/B) A = appointed E = elected B = both | Authority (R/A/B) R = recommends A = acts B = both |
| | | Program Directors, Deans and Faculty Committees | | |
| Academic Programs Committees | | | | |
| Curriculum Committee | Dean, Program Director or Coordinator | Oversight of curriculum design, implementation, and assessment. Primary responsibility is to assure a faculty driven curriculum management system. The dean, program director or coordinator must ensure that one third of the committee's composition is comprised of members elected by the faculty. | B | R |
| Admissions Committee | Dean, Program Director or Coordinator | Assurance of a faculty driven admissions process. The dean, program director, or coordinator must ensure that one third of the committee's composition is comprised of | B | B |

| Table 1. Institutional and Program committees | | | | |
|--|---------------------------------------|---|---|--|
| Committee | Reports to | Committee responsibilities | Membership Selection (A/E/B) A = appointed E = elected B = both | Authority (R/A/B) R = recommends A = acts B = both |
| | | members elected by the faculty. | | |
| Student Evaluation and Promotion Committee | Dean, Program Director or Coordinator | Oversight of student advancement. Assurance for the integrity in the implementation of student evaluation and promotion rules and regulations. The dean, program director, or coordinator must ensure that one third of the committee's composition is comprised of members elected by the faculty. | B | B |

** These committees have representation of the faculty and students of each academic program of the Institution. As of 2002, the composition of these committees is of five (5) faculty representatives of the School of Medicine, and one (1) faculty member and one (1) student representative for each academic program of the institution. A faculty and student representative should be elected to represent each new academic program.*

University Faculty Assembly

1. Frequency of Meetings and Procedure of Convening

- a. At least two (2) regular faculty assemblies will be convened during the academic year: one at the beginning of the fall semester and another at the end of the spring semester.

- b. The president will convene special meetings when deemed necessary or when requested in writing by ten members of the faculty, in which case said meeting will be held no later than twenty (20) working days from the date of receipt of the request.
 - c. The announcements of the meeting accompanied by the agenda and minutes of the previous meeting will be sent to the members of the faculty at least ten days before the meeting.
- 2. Faculty Members with Voting Privileges and Eligible for Elected Positions
 - a. Full time faculty with probationary and multi-annual academic appointments, as well as part-time faculty members with twenty (20) or more weekly hours of teaching, research and or clinical service.
- 3. Quorum
 - a. One fifth (1/5) of the faculty members with right to vote will constitute quorum. A second notice to constitute quorum may be called twenty minutes after the hour scheduled for the meeting; all faculty members with voting privileges in attendance will constitute quorum.
- 4. Parliamentary Procedure
 - a. Faculty meetings will be conducted in agreement with the regulations established in Robert's Rules of Order Revised which will be the parliamentary authority of the meetings, so long as these regulations do not specify differently in some areas.
- 5. The Minutes of the Meetings
 - a. The minutes of the meetings will be edited by the secretary of the faculty and co-signed by the president or his/her representative.
 - b. The minutes will be sent to members of the faculty as early as possible following each meeting.

6. Elections for Elected Positions

a. Secretary of the Faculty

1. The secretary of the faculty will be a member of the faculty elected by secret vote in the spring meeting.
2. The candidate who receives the majority of votes will be elected secretary of the faculty. The candidate that is next in number of votes will be elected substitute secretary and will act as secretary in the absence of the majority-elected secretary.
3. The secretary may not serve for more than four consecutive terms, with each term consisting of two years.

b. Representatives of the Faculty to the various Institutional Committees

1. The faculty representatives to the various institutional committees will be elected by secret vote in the spring meeting.
2. All committees will consist of not less than three (3) and not more than seven (7) members, unless otherwise specified.
3. The candidate that receives the majority number of votes will be elected.
4. Faculty positions in an institutional committee will have a predefined duration of either one year or two years in order to maintain continuity in the labor of these deliberative groups.
5. Not more than two members of one department may be appointed to the same committee.

c. Beginning of the term of office

1. The appointment of the secretary and of the elected representatives to the different committees will become effective July 1, following their election.

Academic Programs Faculty Meetings

1. Frequency of Meetings and Procedure of Convening

- a. Each academic program shall hold faculty meetings at least twice a year: one during the fall semester and another during the spring semester.
- b. The dean/director of the academic program will convene special meetings when deemed to be necessary or when requested in writing by ten members of the faculty, in which case said meeting will be held no later than twenty (20) working days from the date of receipt of the request.
- c. The announcements of the meeting accompanied by the agenda will be sent to the members of the program faculty at least ten days before the meeting.

2. Faculty Members with Voting Privileges Eligible for Elected Positions

- a. Full time faculty with probationary and multi-annual academic appointments, as well as part-time faculty members, with twenty (20) or more weekly hours of teaching, research and or clinical service, will have voting privileges in the faculty meetings and will be eligible for elected positions.

3. Quorum

- a. One fifth (1/5) of the faculty members with right to vote will constitute quorum. A second notice to constitute quorum may be called twenty minutes after the hour scheduled for the meeting; all faculty members with voting privileges in attendance will constitute quorum.

4. Parliamentary Procedure

- a. Program faculty meetings will be conducted in agreement with the regulations established in Robert's Rules of Order Revised which will be the parliamentary authority of the meetings, so long as these regulations do not specify differently in some areas.

5. The Minutes of the Meetings

- a. The minutes of the meetings will be edited by the secretary of the faculty and co-signed by the program dean/director or his/her representative.
- b. The minutes will be sent to members of the faculty as early as possible following each meeting.

6. Election of the Faculty Representatives to the Academic Programs Committees

- a. All committees will consist of not less than three (3) and not more than seven (7) members, unless otherwise specified.
- b. The dean, program director or coordinator must ensure that one third of the committee's composition is comprised of members elected by the faculty.
- c. The faculty representatives to the various academic program committees will be elected by secret vote in the spring meeting.
- d. The candidate that receives the majority number of votes will be elected.
- e. At the recommendation of the faculty, some appointments will be made for one year and others for two years, in a manner that achieves continuity in the labor of these deliberative groups.
- f. Not more than two members of one department may be appointed to the same committee.
- g. Beginning of the term of office
 - 1. The appointment of the elected representatives to the different committees will become effective July 1, following their election.

CHAPTER III - FACULTY

The faculty is composed of all personnel holding academic ranks, whose main responsibilities are related to teaching, research, and the delivery of services. Faculty members have a primary appointment in one of the departments or programs. Secondary appointments in other academic departments or programs are possible and encouraged.

Faculty Rights and Responsibilities

Academic Freedom

All members of the faculty are entitled to academic freedom as set forth in the 1990 revised version of the Statement of Principles on Academic Freedom and Tenure, formulated in 1940, by the Association of American Colleges and the American Association of University Professors. This section on academic freedom below is essentially a restatement of those principles, with some modifications consistent with their intent.

1. The faculty is entitled to full freedom in research and in the publication of the results.
2. The faculty is entitled to freedom in the classroom in discussing their subject, yet must comply with course content, teaching strategies and evaluation principles as approved by the curriculum committee of their faculty/program or as required by institutional policy. They should be careful not to introduce into their teaching controversial matters which have no relation to their subject or that may compromise the institutional quality standards established.
3. University faculty are officially appointed citizens, members of a learned profession, and officers of the 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 the institution by their utterances. Hence, they should strive at all times to 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.

4. 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.
5. Each faculty member should respect the academic freedom of other colleagues. Allegations that the academic freedom or other rights of a faculty member have been violated are to be settled according to the procedures outlined in the Faculty Appeals Process in this handbook.

Code of Professional Ethics

The Statement of Professional Ethics (originally adopted and approved in 1987, 2009) promulgated by the American Association of University Professors is a reminder of the variety of obligations assumed by all members of the academic profession. This statement, which has been adopted as the Code of Professional Ethics for the Universidad Central del Caribe, is cited below:

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, even when it leads to findings and conclusions that differ from their own. 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.

Faculty is also expected to adhere to other professional codes of ethics related to their disciplines. Allegations of violation of the Code of Professional Ethics are to be settled according to the procedures outlined in the Faculty Appeals Process in this handbook.

Other Rights and Privileges

A faculty member has, additionally the following additional rights and privileges:

1. Eligibility for the academic and administrative positions for which he/she is qualified.
2. Participation in the search of department/program chairs, directors and faculty members.
3. Meet with the deans, program directors, coordinators and /or the president, at his/her request.

Duties and Responsibilities of the Faculty

The faculty is expected to be devoted to the accomplishment of the purposes of the institution: education, research, and service. At all times they should be knowledgeable about institutional by-laws and observe the stated norms and regulations. These documents are available in the Office of Human Resources and the institutional web page.

Faculty members have responsibilities to their students:

1. They must meet classes as scheduled. If unable to meet a regularly scheduled class (lecture, laboratory, workshop, clinical, practicum, or community activity), the class should be re-scheduled in coordination with the students or an appropriate alternate instruction strategy must be arranged and approved by the course coordinator or department/program chair.
2. Individual faculty members are responsible for following the curriculum and for providing current evidence-based course content according to the approved course syllabus. They shall assist students to develop professional skills, as well as appropriate attitudes and behaviors.
3. They must remain current in their field(s) of competence and in new pedagogical trends.
4. They must actively participate in institutional initiatives towards the improvement of the teaching-learning process.
5. They must be accessible to students and inform them about their availability for consultation.
6. They must provide students with timely, objective, and unbiased evaluations.
7. They must be available to provide academic advising to students, support community service, and student organizations and activities.
8. They must serve as mentors to the institution's students.
9. They must not discriminate based on any personal preferences or convictions.
10. They must attest their fitness to teach and to serve at an institution of higher education.

Faculty members have responsibilities to their departments/ programs:

1. They must contribute to the accomplishment of the objectives of their department/program.

2. They must contribute to the planning, continuous improvement, and assessment of their department's/ program's curriculum and must comply with all duties and responsibilities delegated upon them by their director, according to their appointment.
3. Those engaged in research are expected to adhere to UCC research policies and procedures regarding grants and contracts, the protection of human subjects (IRB) and animal research subjects (IACUC), and research safety issues, research integrity practices, and all grantee applicable policies.
4. Faculty members are responsible for providing instruction about conduct and safety to the students, trainees, and staff who work in their laboratories or clinical programs, when applicable.
5. Clinical faculty members are expected to accept patient care assignments within the scope of their clinical competence and experience.
6. Clinical faculty members must participate in continuing education activities throughout their careers to stay abreast of the developments in medical science and practice and will keep records of any such activities as required by their professional organizations.
7. Faculty members must attend all department/program meetings, participating actively in presentations and discussions aimed at attaining solutions in relation to matters that may affect their units.
8. Before engaging in formal studies or outside activities *for compensation* during institutional regular working hours (or contracted schedule), faculty members must secure approval of the department/program director, the appropriate dean, and the president of the institution. In order to secure this approval, the faculty will follow the procedure established by the Office of the Dean of Academic Affairs.

9. They must actively participate and collaborate with the evaluation of their performance. They shall be available to participate in the evaluation of peers and administrators according to the established rules and procedures.
10. They will serve as mentors to junior faculty when such responsibility is delegated or assigned by the department chair or the program director.
11. They must attest and disclose any conflict of interests annually.
12. They must participate in the required faculty development activities established by institutional policies.

Faculty members have responsibilities to the institution:

1. To work for the most effective attainment of the mission and objectives of their department/program and of the university.
2. To attend all faculty meetings, participating actively in presentations and discussions aimed at attaining solutions in relation to matters that may affect the institution.
3. To make recommendations with respect to issues that affect the well-being of the faculty and the progress of the institution.
4. To comply with all duties and responsibilities delegated upon them by the president, deans, chairs / directors and faculty, through their active participation in the committees of which they are members, by election or designation.
5. To actively participate in programs of professional development.
6. To make recommendations for the creation and awarding of honors.
7. To attend the commencement exercises at the end of each academic year.
8. To actively participate in the institutional accreditation processes.
9. Commit to the ethical and professional values promulgated by UCC's mission.

Intellectual Property

1. The Universidad Central del Caribe encourages the development, production, and dissemination of intellectual work by its faculty, since it strongly believes that the Institution and the community are best served by their creative efforts and innovations aimed at the enhancement of the quality of the academic programs, health services, and the development of scientific knowledge. The Bayh–Dole Act or Patent and Trademark Law Amendments Act (Pub. L. 96-517, December 12, 1980) is United States legislation dealing with intellectual property arising from federal government-funded research. Bayh-Dole permits universities that receive federal funding, such as the UCC, to elect to pursue ownership of an invention, rather than obligating inventors to assign inventions to the federal government. The UCC also follows the principles of the American Association of University Professors (AAUP) regarding the definition, ownership, and use of intellectual property (AAUP Statement on Intellectual Property, June 2014). Intellectual property (IP) is a work or invention that is the result of creativity, such as a design, method, or manuscript, to which one has rights and for which one may apply for a patent, copyright, trademark, etc. Some examples include devices, machines, composite materials, algorithms, artwork, and manuscripts. The Bayh-Dole Act pertains only to patentable inventions, and has no impact on copyright (manuscripts, artwork, etc.) or trademark.
2. The term “invention” includes many types of discoveries and technical innovations, including processes, methods, machines, articles of manufacture, devices, chemicals, and compositions of matter. An invention, if novel, useful, and non-obvious, may be protected by a patent. Inventions may be created, made, or originated by a creator. Creator(s) may include a faculty member, a group of faculty members, and may also include students that contribute to the invention.
3. The term "copyright" shall be understood to mean that bundle of rights that protect

the original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device.

4. Intellectual property applies to:
 - a. Material developed for use in the classroom and distance education in department and university programs, such as syllabi, assignments, teaching strategies and tests;
 - b. The traditional academic copyrightable works are a subset of copyrightable works created independently and at the creator's initiative for academic purposes. University traditional academic copyrightable works created using university resources usually and customarily provided are owned by the creators.
 - c. Intellectual property shall be the property of the creator except as s/he (they) may voluntarily choose to assign such property, in full, or in part. However, even though they are considered to be the property of the faculty member(s), the university will be permitted to use such material for internal instructional, educational, research, service, and administrative purposes, including satisfying requests of accreditation agencies.
5. The university will be considered owner of the intellectual property developed by the creator(s) when:
 - a. The UCC expressly directs a faculty member(s) to create a specified work, or the work is created as a specific requirement or condition of his/her (their) employment or as an assigned institutional duty, included in the job description.
 - b. The university has contributed specialized services and facilities to the production of the work that goes beyond what is traditionally provided to faculty members.

- c. The faculty creator(s) has/have voluntarily assigned the intellectual property, in whole or in part, to the university. Such transfer shall be in the form of a written document signed by the faculty creator(s).
 - d. Except as otherwise specified here or by the university in writing, intellectual property shall belong to the university if made: (1) by a UCC employee as a result of the employee's duties or (2) through the use by any person, including a UCC employee, of UCC resources such as facilities, equipment, funds, or funds under the control of or administered by the UCC.
 - e. In the event there is a question as to whether the university has a valid ownership claim in intellectual property, such intellectual property should be disclosed in writing to the university by the creator(s) in accordance with Section 8(a). Such disclosure is without prejudice to the creator's ownership claim. The university will provide the creator with a written statement as to the university's ownership interest.
6. The terms of ownership by the faculty member(s) and/or the university shall be clearly stipulated before the initiation of the development of materials, the research project and/or the implementation or modification of services, undertaken by the faculty member(s). These terms should be included in a written contract.
- a. Funds received by the faculty member(s) from the sale or lease of intellectual property owned by the faculty shall be allocated and expended as determined solely by the faculty member(s).
 - b. Funds received by the university from the sale or lease of intellectual property owned by university shall be allocated and expended as determined solely by the university.
 - c. Funds received by the faculty member(s) and the university from the sale or lease of intellectual property owned jointly by the faculty member(s)

and university shall be allocated and expended in accordance with the specific agreement between the faculty member(s) and the university.

7. In the event of multiple creators, the creators will determine the allocation their individual shares when the work is first undertaken.

8. Intellectual Property Administration

- a. Disclosure. All intellectual property in which the university has an ownership interest under the provisions of university policy and that has the potential to be brought into practical use for public benefit or for which disclosure is required by law shall be reported promptly in writing by the creator(s) to the designated campus officer through the appropriate unit employee using the disclosure form provided by that unit. The disclosure shall consist of a full and complete description of the subject matter of the discovery or development and identify all persons participating therein. The creator(s) shall furnish such additional information and execute such documents from time to time as may be reasonably requested.
- b. Evaluation and Exploitation Decisions. After evaluation of the intellectual property and review of applicable contractual commitments, the university may develop the property through filing for patent protection, registering a copyright, or securing plant variety certification; and commercialization through licensing, to an established business or a start-up company, may release it to the sponsor of the research under which it was made (if contractually obligated to do so), may release it to the creator(s) if permitted by law and current university policy, or may take such other actions considered to be in the public interest.
- c. Informing Creators of Decisions. The university will inform principal creators of its substantive decisions regarding protection, commercialization and/or disposition of intellectual property which they

have disclosed. However, specific terms of agreements with external parties may be proprietary business information and subject to confidentiality restrictions.

- d. Commercialization. The university may, at its discretion and consistent with the public interest, license intellectual property on an exclusive or non-exclusive basis. The licensee must demonstrate technical and business capability to commercialize the intellectual property. The licensee may include clear performance milestones with a provision for recapture of intellectual property if milestones are not achieved. The licensee may be required to assume the cost of statutory protection of the intellectual property
- e. Conflict of Interest and Commitment. Commercialization activities involving university employees will be subject to review of potential conflict of interest and commitment issues and approval of a conflict management plan in accordance with applicable university policy.

9. Proceeds Distribution

- a. Proceeds. For purposes of university policy, “proceeds” shall refer to all revenue and/or equity, as defined below, received by the university from transfer, commercialization, or other exploitation of university-owned intellectual property.
 - i. Revenue. “Revenue” shall mean cash from payments including, but not limited to, royalties, option fees, license fees, and/or fees from the sale of the university’s equity interest.
 - ii. Equity. “Equity” shall include, but not be limited to, stock, securities, stock options, warrants, buildings, real or personal property, or other non-cash consideration.
- b. Revenue Distribution. When revenue is received by the university, all out-

of-pocket payments or obligations (and in some cases, a reasonable reserve for anticipated future expenses) attributable to protecting (including defense against infringement or enforcement actions), marketing, licensing or administering the property may be deducted from such income. The income remaining after such deductions is defined as net revenue. In the case of multiple intellectual properties licensed under a single licensing agreement, the university shall determine and designate the share of net income to be assigned to each intellectual property.

- i. Creator's Share. The creator (or creator's heirs, successors, and assigns) normally shall receive a share of net revenue according to university policy. If there are joint creators, the net income shall be divided among them as they shall mutually agree. Should the creators fail to agree mutually on a decision, the university shall determine the division.
- ii. University's Share. The university normally shall receive a share of net revenue according to university policy. Distribution of the university's share shall be allocated in support of its technology transfer activities and academic and research programs as determined by the president.

10. Dispute Resolution. When the need arises, the president will appoint a committee represented by members of the faculty and the administration, to make recommendations to solve emerging issues or disputes concerning intellectual property. The committee shall serve as a forum for the receipt and discussion of proposals to interpret existing university policy and/or to provide recommendations for contract negotiations. The committee will make recommendations to decide disputes over ownership, and its attendant rights, of intellectual property. The committee shall make recommendations on whether the university or any other

party has rights to the invention or creation, and, if so, the basis and extent of those rights.

Faculty Roles

The university's overall mission encompasses three major areas of activities pertaining to the faculty:

1. Teaching in the different academic programs.
2. Research in the basic sciences, clinical sciences or the biopsychosocial sciences, including community health.
3. Service in the community, direct patient care, and service within the university.

The responsibilities of a faculty member may include activities in one or more of these areas. In most cases and according to the professional interests and expertise of the individual and the needs of the university, a major area of activity can be identified. Thus, as an example, a faculty member who employs 75% or more of his/her time in research would have this as the major area of activity and would be identified, for all practical purposes, as a researcher. The same would apply to teachers (or educators) and to practitioners (Example: physicians in the hospital, radiologic technologists in labs and substance abuse counseling professor in community-based organizations or other scenarios). However, many faculty members combine different activities and roles such as clinical practitioner/educator, researcher/educator and others.

In order to establish a faculty classification that enables the university to have a fair and practical evaluation, compensation, and reward system, equivalencies have been developed to account for faculty time in each role. The identification of roles is based on the percentage of time-effort dedicated to specific activities within that role (see Table 2). The predominant roles and activities that a faculty member is engaged in determine the track in which the faculty is classified for contractual, evaluation, and promotion purposes (Table 3).

Table 2. Activities within Different Faculty Roles

| Faculty Roles | Activities |
|--|--|
| Teaching (Instruction, Education, Pedagogy) | <ul style="list-style-type: none">- Lectures- Small-group discussions- Problem and evidence-based learning sessions, service learning and community engagement, other active learning best practices- Laboratories (basic sciences, development of the clinical skills for all academic programs, development of skills and competences that comprise the foundation of scientific research)- Student Evaluation (test construction, preparation, administration, correction, and grading of written and practical exams); preparation, administration, and evaluation of clinical skills examinations such as OSCE's, and feedback evaluations; oral examinations, case presentations; evaluation of clinical work in teaching sites; <i>practical exams, oral exams and tests in any format accepted by the designated committees; evaluations using accepted test software, and or other accepted assessment practices.</i>- Clinical supervision (practice sites, clerkship supervision, and teaching)- Student advising and mentoring- Thesis and dissertation committees- Reviews, tutoring- Presentations and publications about pedagogical issues in their area of expertise- Direct supervision, teaching and/or evaluation of residents and interns- Documenting and timely reporting of grades- Design and implementation of instructional modules, self-paced teaching-learning instruction, and other distance education materials- At least prior to the beginning of the academic year, review and update teaching materials, syllabus (in accordance with curriculum committee regulations), examinations, and all didactic materials.- Other |

Table 2. Activities within Different Faculty Roles

| Faculty Roles | Activities |
|---|--|
| Research (Basic, Clinical, Community, Biopsychosocial, Translational) | <ul style="list-style-type: none">- Participation in externally and institutionally funded or sponsored research projects and programs as PI, CPI, PD, coordinator, collaborators, and consultants- Publications in peer-reviewed journals- Publications in non-peer reviewed journals- Presentations in local, national or international meetings (oral, abstracts, posters)- Membership in research boards (local, national, or international)- Reviewer for journals- Reviewer for research grants- Grant writing- Other research related activities |
| Service | <ul style="list-style-type: none">- Clinical service (direct patient care as faculty at a UCC clinical site; supervision of direct patient care with active participation and ultimate responsibility for such care), clinical laboratory services, and others.- Professional services (consultant to outside agencies or institutions; providing other services to outside agencies or institutions).- Community service and engagement (in community health programs usually concomitant with service learning and/or research activities; as resources in continuing education activities; and volunteering) *- Clinical laboratory service: providing clinical laboratory service to the UCC, its affiliated clinical facilities, and to the general public- Institutional services (participation in committees, task forces, boards and other groups at the UCC and/or its clinical sites if acting as an agent for UCC)- Other |

Table 2. Activities within Different Faculty Roles

| Faculty Roles | Activities |
|----------------|--|
| Administration | <p>Departmental Chairpersons, Directors of Centers, Directors and Coordinators of programs, and Assistant/Associate Deans who maintain faculty activities on a full-time or part-time basis are engaged in: planning, supervision, provision of feedback, evaluation, recruitment, budgeting, coaching, and mentoring. Their administrative duties include their active participation in continuous quality improvement, institutional self-improvement and accreditation processes.</p> <p>Note: The President, Deans, Associate and Assistant Deans, as well as program and office directors, who hold a full-time administrative position may hold academic appointments.</p> |

**(must have authorization from the UCC and/or be acting as an agent for the UCC).*

| Table 3. Faculty Tracks at UCC | |
|--|---|
| Definition: The Faculty Track is determined by the role (or roles) which account for 75% or more of the individual time-effort. | |
| Tracks | Roles |
| Educator | Mostly teaching at the undergraduate, post-baccalaureate, or graduate level and first-professional level programs. |
| Researcher | Mostly conducting research in the basic, clinical, biopsychosocial or community health areas. |
| Researcher-Educator | A researcher who has an active participation in teaching of first-professional and graduate students at least 15% of the time. |
| Clinician-Educator | A clinical practitioner who teaches and supervises interns and residents of the UCC Graduate Medical Education programs and/or supervises and teaches first-professional level students at least 15% of the time. |
| Clinician-Researcher | A clinical practitioner who has active participation in research at least 15% of the time. |
| Administration combined with another track (Researcher, Clinical or Educator) | A faculty member (clinician, researcher or educator) with an administrative position such as Department Chair, Program, or Center Director. |

Note: Only the major faculty tracks are described in the table. However, there may be individual cases where a faculty member may participate in three or four roles which in combination account for a 100% time-effort

Academic Load

Health-professions schools and universities, by their own nature, have multiple environments in which the faculty and students engage in the teaching-learning process. These include seminar rooms and classrooms; teaching laboratories and computer facilities; clinical skills laboratories, research centers, health-care sites such as hospitals, primary care centers, and private offices and community agencies and programs.

Within those environments, faculty members carry out a variety of activities that either complement their role as teachers or account for almost all of their endeavors within the university. Thus, in health-professions schools, faculty may have different roles and responsibilities such as classroom or laboratory instruction, research, clinical supervision, and direct patient care. As representative of the university, faculty may engage in community service. As members of the academic community, faculty are often called upon to participate in institutional service activities such as committees, task forces, advisory boards and administration.

The UCC has defined the academic load as follows:

- a) **Full-time academic load** implies 1950 hours per academic year
- b) **Part-time academic load** implies less than 1950 but not less than 975 hours per academic year

Faculty members with less than 975 hours per academic year are considered **adjunct faculty**.

Types of Contracts

Faculty services are secured under one of the following types of contracts depending on the number of hours of services and their remuneration:

1. **Full-time**- A faculty member whose responsibilities with the institution comprise of 1950 hours of work during the academic year, with pay.
2. **Part-time**- A faculty member whose responsibilities with the institution comprise of less than 1950 hours but not less than 975 hours per academic year, with pay.
3. **Adjunct**- A faculty member whose responsibilities with the institution comprise of less than 975 per academic year, with pay.
4. **Ad-honorem**- A faculty member who receives no financial remuneration for his/her services.

CHAPTER IV – ACADEMIC RANKS AND QUALIFICATIONS

Instructor

Qualifications

Appointments to this rank may be extended to an individual with a Master's degree (or its equivalent) in the disciplines of the academic program to which he/she will be appointed, or an individual with a Master's degree in a related field and 24 graduate credits or three years of experience in the discipline of the academic program in which he/she will be appointed.

Appointment and Terms

Appointment to this position is based on the recommendations of the department chair, the deans*, and the approval of the president, following the process approved by the BoT. The initial appointment will be made for a term of one year and could be renewed annually for a maximum of four years. At the end of the fourth year the chairperson and the deans* may recommend the reappointment for a final three-year term, or instead recommend to the president the promotion to assistant professor.

Promotion to the rank of Assistant Professor

After four years of employment as an Instructor, but no later than the seventh year, a faculty with an Instructor rank may request promotion to the rank of Assistant Professor. An instructor, in agreement with the department chair and deans, may request a promotion to this rank with the explicit recommendation of the chair and dean and following the established procedure. Criteria for promotion to this rank are as follow:

- a. A doctoral degree (or its equivalent) or a Master's degree and a minimum of four years of employment as an instructor at the UCC.
- b. Proven excellence in teaching.

- c. Evidence of significant contributions to the enrichment of the curriculum, the instructional strategies, and the development of the department and the university.
- d. Research and scholarly accomplishments, evidenced by publications in professional journals and presentations of research results at the local, national or international levels.
- e. Proven excellence in services to the department, the university, their professional field and the community.

The weight of each of the above criteria will be determined by the track or role (as defined in Chapter III) to which the faculty was appointed.

** When the recommendation of the deans is required, it is understood that there is a dean of school responsible for the academic program. If there is no dean of school, only the recommendation of the dean of academic affairs is required.*

Assistant Professor

Qualifications

Initial appointment at this level may be extended to an individual with a doctoral degree (or its equivalent) in the disciplines of the academic program to which he/she will be appointed, or to an individual with a doctoral degree in a related field who demonstrates achievements in professional activities which are deemed valuable, contributing assets to the enhancement of the academic programs, activities, and services of the department to be appointed to.

Appointment and Terms

For individuals with a doctoral degree the initial appointment will be made for a term of one year and could be renewed annually for a maximum of four years up to a maximum of seven years. For those with a Master's degree, the initial appointment

will also be for one year and may be renewed annually for the first four years, and extended, every three years, without limitations. At the end of the fourth year of employment, the Assistant Professor, in agreement with the chairperson and the deans*, may request a promotion in rank. Instructors who earn a doctoral degree during their employment at the UCC will automatically be promoted to the rank of Assistant Professor.

Promotion to the rank of Associate Professor

After four years of employment as an Assistant Professor, but no later than the seventh year, a faculty member may request promotion to the rank of Associate Professor. After the fourth year of employment as an Assistant Professor, the department chair and deans may recommend promotion to this rank. Criteria for promotion to this rank as follows:

- a. A doctoral degree (or its equivalent) or a Master's degree and a minimum of four years of employment as an Assistant Professor at the UCC. In very meritorious cases, an Assistant Professor with a Master's degree may be promoted to the rank of Associate Professor. A minimum of eight years as Assistant Professor and outstanding overall performance will be required.
- b. Proven excellence in teaching.
- c. Evidence of significant contributions to the enrichment of the curriculum, the instructional strategies, and the development of the department and the university.
- d. Research and scholarly accomplishments, evidenced by publications in professional journals and presentations of research results at the local, national, or international levels.
- e. Proven excellence in services to the department, the university, their professional field, and/or the community.

The weight of each of the above criteria will be determined by the type of activities to which the faculty member devotes most of his/her time.

**When the recommendation of the deans is required, it is understood that there is a dean of school responsible for the academic program. If there is no dean of school, only the recommendation of the dean of academic affairs is required.*

Associate Professor

Qualifications

Initial appointment at this level may be extended to a faculty member with a doctoral degree in the disciplines of the academic program to which he/she will be appointed, or to individuals with a doctoral degree in a related field who demonstrate exceptional achievements in professional activities which are deemed valuable, contributing assets to the enhancement of the academic programs, activities, and services of the department to be appointed to the rank of Associate Professor. Candidates who hold the rank of Associate Professor in an institution comparable to the university, in size, complexity and academic excellence, prior to the employment at UCC, may be appointed at the same rank.

Appointment and Terms

The initial appointment to this position will be made for a term of one year. At the end of the first year, the chairperson may initiate the recommendation for the reappointment for a three year term. At the end of the fourth year of employment, the chairperson may recommend the reappointment for a second three-year term, and every three years thereafter will determine the eligibility for future three-year contracts. At the end of the seventh year the chairperson may recommend the promotion to the rank of Professor.

Promotion to the rank of Professor

After seven years of employment as an Associate Professor, a faculty member may request promotion to the rank of Professor. The following are among the criteria for promotion to this rank:

- a. A doctoral degree (or its equivalent). For the Associate Professor with an MD or DC degree, s/he must have completed a graduate education program or a Master's degree in a related field.
- b. Proven excellence in teaching.
- c. For educators, evidence, of significant contributions to the enrichment of the curriculum, the instructional strategies, and the development of the department and the university.
- d. A record of effectively educating and/or mentoring junior faculty in their field of expertise.
- e. Quality of research activities, evidenced by publications in professional journals and presentations of research results at the local, national, and/or international levels.
- f. Proven effectiveness in services to the department, the university, their professional field, and/or the community.

The weight of each of the above criteria will be determined by the type of activities to which the faculty member devotes most of his/her time.

Professor

Qualifications

Appointment at this level is the highest academic status extended to an individual with a doctoral degree in the disciplines of the academic program to which he/she will be appointed, or to individuals with a doctoral degree in a related field who demonstrate

exceptional achievements in professional activities which are deemed valuable, contributing assets to the enhancement of the academic programs, activities, and services of the department to be appointed to. Appointments to this rank are modified according to the primary activities of the faculty member.

Appointment and Terms

This appointment, may be renewed every three years, following the procedures approved by the BoT.

CHAPTER V - FACULTY EVALUATION

Introduction

Annual evaluation and feedback (mid- and end-year) are inherent to the process of continuous professional development. These do not imply the presupposition of inadequate performance of faculty, but should be viewed as normal, appropriate, and necessary for both the faculty and the institution. The process of annual evaluation provides valuable information to be used in the establishment of faculty development programs, thus contributing to building the best possible faculty for the university. It also assists in administrative decision-making with regards to contract renewal, rank promotion, individual benefits for further professional improvement, and considerations for salary increases based on merit, all of which must be based on appropriate objective criteria reflecting the mission of the university and the legitimate goal of particular departments/programs.

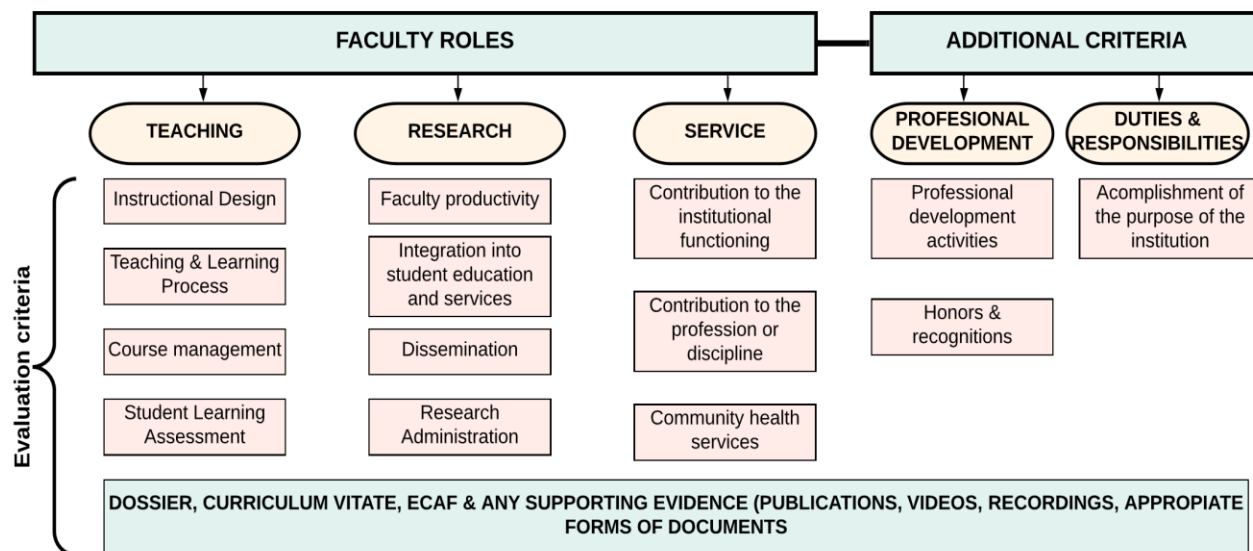
In response to institutional development and in the interest of reaching standardized faculty evaluation practices, a Comprehensive Faculty Evaluation System (CFES) was designed by the Institutional Effectiveness Office (IEO) in collaboration with faculty members of the Faculty Affairs and the Appointment, Evaluation and Promotions Committees and the administrative support of the dean of academic affairs. The CFES was developed as an institution-wide comprehensive faculty evaluation system that could serve as the guiding principle in the formal evaluation process leading to faculty promotions and in addressing and meeting the professional development needs of UCC faculty members. In August 2010, UCC faculty members approved the latest version of the CFES. This evaluation system aims to accomplish two major goals: (1) to facilitate the development of teaching, research, and scholarly activities (RSA), and service to the university, profession, and community; and (2) to assist in administrative decision-making with regards to appointment contract renewal, rank promotion, individual benefits for

further professional improvement, and considerations for salary increases based on merit, all of which must be based on appropriate objective criteria reflecting the mission of the university and the legitimate goal of particular departments/programs. Yearly, departmental chairpersons and program directors are responsible for identifying candidates due for evaluation within their respective units, discussing the procedure for evaluation with the candidates and encouraging the maintenance of records on all professional activity involvement. Candidates shall collaborate with procedures pertaining to the evaluation of their performance of duties and responsibilities. They must facilitate arrangements for peer reviewing and submit all pertinent documentation on their contributions and achievements.

Accomplishing these purposes requires the active, joint involvement of the individual faculty member and his/her department chair/program director in developing an appropriate evaluation plan suitable to the particular responsibilities and strengths of the faculty member. Individual faculty members are expected to take the initiative in promoting their own growth as teachers, scholars, and practitioners.

The following diagram depicts the role components, criteria and overall process of the CFES.

ROLES COMPONENTS AND ADDITIONAL CRITERIA FOR UCC FACULTY EVALUATION



Criteria

The annual evaluation of faculty shall be based on comprehensive criteria that include teaching, research, and scholarly activity (RSA), and service as illustrated in the previous diagram. Each role is comprised by a predetermined set of components as defined below. In addition, faculty members are expected to foster their own professional development and to comply with an inexorable range of duties and responsibilities as exposed in this *Faculty Handbook* (Chapter III-section on faculty responsibilities to their students, departments/programs, and to the institution). Definitions for each role and the additional faculty evaluation criteria are described below.

Evaluations consider fulfillment of contractual responsibilities and observance of institutional roles and regulations, moral conduct both within and outside of the university community, academic improvement, and contributions to teaching, research, and

professional services. Such contributions are evaluated according to the following criteria:

Teaching

The university, as part of its mission, is dedicated to undergraduate, graduate, and continued education. Teaching refers to any activity that fosters learning, including direct teaching (e.g. lecturing, tutoring, precepting) or creation of associated instructional materials. Teaching refers to the teaching-learning process usually occurring between two or more persons. The teacher task is to interact with students in ways that enable them to acquire new knowledge, develop new skills and attitudes, and refine what they already know. Effective teaching depends on the students, the context, the topic, the discipline, the teaching methods, and the teacher behaviors. It includes not only traditional methods of instruction such as the classroom lecture, but also strategies such as problem-based learning, seminars, laboratories, patient contact, computer aided instruction, case discussions, site visits, and modes like clinical and practicum instruction. To promote students' academic achievement the teacher must follow the following strategies: (1) organize and explain content in ways appropriate to students' abilities, (2) create an environment for learning, (3) help students to become self-learners and (4) reflect on and evaluate their teaching.

Criteria for teaching evaluation is consolidated within the following four components:

- **Instructional design:** Ability to design or revise a course, establish course goals, define and limit content, structure the course, select teaching resources and materials, choose teaching strategies, assess and evaluate student learning, and design a syllabus.
- **Teaching-learning processes:** Ability to create an interacting and effective environment that promotes or facilitates learning.
- **Course management:** Handling administrative and teaching matters.

- **Student learning assessment:** Ability to design and implement evaluation methods that are effective in motivating, measuring, and reinforcing learning.

Research and Scholarly Activity (RSA)

RSA refers to the systematic investigation designed to develop or contribute to knowledge. Scholarship, research, and/or other creative activities are expected of each faculty member throughout their professional life. Scholarship encompasses four separate but overlapping functions:

The advancement of knowledge through original discovery, usually within the context of a disciplinary field and practice, such that a significant contribution is made to the stock of human knowledge and the intellectual climate of the university.

The integration of knowledge through cross- and multi-disciplinary investigations, through placing results of disciplinary research into broader frameworks of interpretation, by discovering the boundaries where older fields of inquiry converge and require a new field to develop.

The application of knowledge in responsible ways to consequential problems of contemporary society, the larger community, so that one's scholarly specialty informs and is informed by interactions with that community.

The representation and communication of knowledge through the development of pedagogical methods and tools that reflect on and enhance the intellectual community.

Research activities involve the investigator's activities for initiating, maintaining, and enhancing research, as well as for contributing in advancing research. Research quality

involves the impact of the research in the university environment and in the scientific community.

Criteria for RSA evaluation is consolidated within four components: assessing research quality based on faculty productivity, dissemination/publications, integration into student education and services, and research administration.

Faculty practice and professional service

Service to the profession (discipline), the university, and the community is an integral part of a faculty role. Faculty practice and professional service describes the work of faculty members using their knowledge, professional judgments, and expertise in the practice and service to the institution and the larger community. It comprises the contribution to the development and enhancement of the institutional internal processes and its relation to external bodies. It also describes the contributions of faculty members in the prevention, promotion, and maintenance of the health of the community from a holistic perspective. In general, contribution refers to sustaining work that is developmentally more complex and for the benefit of the institution or community abroad. Faculty initiatives and contributions are expected to address issues that are important to the public well-being, specific stakeholders, and the scholarly community. Criteria for faculty practice and professional service evaluation is consolidated within the following three components. Productivity level regarding the **faculty practice and professional service** components is also under the scope of this evaluation system.

- **Contribution to the institutional functioning:** Refers to the faculty work in supporting the governance, management, and operation of the institution and every activity that fosters the institution's mission, operations, and cultural life. All faculty members are expected to share program and departmental responsibilities,

such as serving on institutional and departmental committees and taking on special assignments. Institutional service includes but is not limited to academic service, administrative service, mentoring/peer coaching, and other activities that foster the institutional functioning.

- **Contribution to the profession or discipline:** Refers to the involvement and collaboration in professional organizations with the intention of impacting public health policy and regulations in the practice of the profession itself.
- **Community health services:** Refers to the provision of direct services (e.g. prevention, diagnosis, treatment, education and health promotion and maintenance, consultation/advising) to individuals, groups, and agencies in the community and abroad.

Additional criteria

- **Professional development:** Processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students. Similarly, faculty development has been conceptualized as a tool for improving the educational vitality of the academic institutions through attention to competencies needed by individual teachers and to the institutional policies required to promote academic excellence. At the UCC, faculty development activities for both new and experienced faculty members are promoted through various structured initiatives organized by the Faculty Development Office. Among such initiatives are:
 - On-campus workshops to improve the teaching-learning process, curricular development, academic evaluation, assessment, etc.
 - Participation in off-campus workshops or professional meetings in one's teaching or responsibility area.

- Individual technical assistance is periodically offered to the course coordinators to improve and facilitate the crafting of the course syllabus.
- **Honors and recognitions** are also taken into consideration within the faculty evaluation system. Specifically, it refers to extraordinary accomplishment in all aspects of education.
- **Duties and Responsibilities:** The faculty is expected to be devoted to the accomplishment of the purposes of the institution: education, research, and service. At all times they should be knowledgeable about institutional by-laws and observe the stated norms and regulations. In general, it is expected that faculty members will comply with a series of duties and responsibilities as depicted in Chapter III of the Faculty Handbook (2019).

Procedure

Evaluation of a candidate's qualifications must take into consideration proven abilities, professional experience, and prospects for continued excellence and professional growth as appropriate to the candidate's current and contemplated ranks. One of the main purposes of the CFES is to support the continuous improvement of the teaching, service, and research role performance of the faculty of the UCC. Using the framework of the program/department's plan, each faculty member and his/her program director/department chair will discuss and identify goals related to his/her teaching, RSA, and service before the beginning of each year. They will then formulate an *Individual Faculty Plan* for achievement commensurate with faculty rank. Detailed criteria for the faculty evaluation and their respective components and indicators are described in the procedures for the CFES implementation section of the CFES Implementation Manual. The CFES Implementation Manual also provides the specific explanation on the annual evaluation calendar activities and establish the timeline for the evaluation cycle. Regardless of the faculty search for a promotion process or faculty rank, the evaluation process will be

completed on a yearly basis.

The materials required for adequate review of a faculty member's activities in teaching, RSA, and service at the departmental, program, and institutional levels will vary with the academic discipline. It is expected that faculty members will start with the preparation of their respective electronic portfolios in order to facilitate the CFES implementation for future academic years. The minimum documentation that faculty members should submit is:

- a. the *dossier*;
- b. the *curriculum vitae*;
- c. any supporting evidences such as *End of Course Assessment (ECAF)* reports, sample publications, videos, recordings, or other appropriate forms of documentation.

In evaluating faculty member's qualifications and accomplishments within the different faculty roles, reasonable flexibility shall be exercised, balancing, where the case requires, heavier assignments and responsibilities in one area versus another.

Candidates shall collaborate with the procedures of evaluation of their performance of duties and responsibilities. They must facilitate arrangements for peer reviewing and submit all pertinent documentation on their contributions and achievements.

The evaluation shall be discussed with the faculty member prior to being sent to any other administrator or placed in the faculty member's personnel file. It shall be signed and dated by the departmental chairperson/program director and by the faculty member, who may attach to the evaluation a concise comment regarding the evaluation, indicating his/her agreement or disagreement with it. The signature of the faculty member signifies

that he/she has read and discussed the evaluation, but not necessarily that s/he concurs with it.

The department chairperson/program director will send in writing to the faculty dean or program director an annual report concerning the work of the person evaluated, with a copy to the Faculty Appointment, Evaluation and Promotion Committee. This committee will evaluate the report and other materials submitted and will make pertinent recommendations to the faculty dean, who will in turn make recommendations to the program director or dean of academic affairs. The latter will present all the recommendations received, as well as his/her own, to the president, who will officially notify the faculty members the official results of his/her evaluation.

Probationary appointments

Faculty members with probationary appointments will be evaluated annually in accordance to the nature of the appointments they have been granted, based on current academic year data and using standard criteria, designed to enable the institution to recognize their unique role within the academic community, which may change throughout time.

A comprehensive evaluation for the full probationary period will be performed for those candidates for multiannual appointments using the same standard criteria.

Faculty members holding multiannual appointments will be evaluated every three years considering criteria associated to the faculty member's rank. Department heads will require an annual report for each faculty member activities, including the reports of End of Course Assessment Form (ECAAF) report that students complete.

In addition, the department head will review results of other student evaluation surveys to be used for faculty development purposes. Departmental chairpersons and program directors are responsible for identifying candidates due for evaluation within their respective units, discussing the procedure for evaluation with the candidates and encouraging the maintenance of records on all professional activity involvement. Candidates shall collaborate with procedures pertaining to the evaluation of their performance of duties and responsibilities. They must facilitate arrangements for peer reviewing and submit all pertinent documentation on their contributions and achievements.

Appeals of Evaluation Results

Any faculty member who does not concur with the results of his/her evaluation may request a reconsideration before the Faculty Appointment, Evaluation and Promotion Committee following the procedure outlined below, to which he/she must adhere strictly. Failure to do so may result in the filing or annulment of his/her petition.

1. The faculty member must apply, in writing, for a full or partial reconsideration of his/her evaluation results within fifteen (15) working days of knowing officially the outcome of his/her evaluation process. The petition for reconsideration must be accompanied by all documents to be considered. In the petition, s/he may request a hearing before the committee.
2. The Faculty Appointment, Evaluation and Promotion Committee will set the date for the hearing within the following thirty (30) working days. In such hearing the faculty member will have the opportunity to explain his/her position regarding the evaluation. The committee will reconsider the case in the light of the submitted evidence. Its decision will be included in the faculty member's evaluation file to be submitted to the faculty dean or

program director, and through him/her to the dean of academic affairs, who will forward it the president, with his/her recommendations.

3. In the event that the faculty member does not concur with the results of the reconsideration s/he may submit, within fifteen (15) working days of being noticed, a complementary writing providing the basis for his/her objection(s), yet limiting the documents and/or testimonies provided to those originally presented to the committee. It shall be discretionary of the committee to grant a second hearing, based on the merits of the submitted complementary writing.
4. The decision of the Faculty Appointment, Evaluation and Promotion Committee will be submitted to the faculty dean, and through him/her to the dean of academic affairs, who will forward it to the president, with his/her recommendations.
5. The faculty member will be notified of the results of the appeal process. Within fifteen business days from the moment the faculty member receives the notification she/ he can appeal directly to the president. An extension of 15 additional days could be requested within those 15 days. The president has the discretion of conceding an appellation hearing or not. The final decision will be made by the president.

CHAPTER VI - APPOINTMENTS, REAPPOINTMENTS AND PROMOTIONS

Appointments

1. Selection Criteria

All appointments will be made by the president of the university, considering recommendations of the faculty, department chairs/program directors, and deans. The precise terms and conditions of every appointment shall be in possession of both the university and the faculty member before appointment becomes effective. Candidates for appointment will be judged with respect to the proposed rank and duties, considering his/her present achievements or future potential for excellence in teaching, research, and service to the university, the profession, and the community.

The general criteria for appointment include, but are not limited to: (a) Evidence of expertise in the appropriate academic field, awareness of developments within the field, and dedication to continuing advancement of this field of knowledge; (b) Evidence of ability and dedication as an effective teacher at the university level, capable of communicating to students knowledge of and interest in the discipline; (c) Evidence of creativity and competence in an appropriate field of research; a record of research and creative activities resulting in publication or comparable results, which shall show the capability for independent investigation; (d) Evidence of ability to assume responsibility for professional services or administration of health services.

A candidate for appointment has the right to a full, impartial and confidential review of the credentials submitted.

2. Selection Process

Credentials of candidates for faculty positions will be initially evaluated by the recruitment committee of the corresponding department/program. The departmental chair/program director will submit the pre-selected candidates to the Interdisciplinary Recruitment Committee, designated by the corresponding faculty dean or program director, which will make recommendations to the chair/director as to those candidates who best conform to institutional and departmental programmatic needs and priorities.

The faculty members appointed to the Interdisciplinary Recruitment Committee shall be acquainted with the needs of their departments/programs in relation to teaching, research, and service. They shall, in addition, be capable of determining possible areas of interdisciplinary activity the candidates may contribute to strengthen through their participation in course design, teaching, and coordination, as well as their possible collaboration in on-going research and service initiatives.

Following consideration of the recommendations from the Interdisciplinary Recruitment Committee, departmental chairpersons shall make recommendations to the dean of academic affairs or the faculty dean when appropriate. The appropriate dean will approve the next step - the recruitment process: an invitation to meet with members of the university community.

The chairperson of the department/program at which the candidate would be appointed is responsible for the formal invitation, for all arrangements regarding transportation, lodging and per diem, as well as for the necessary coordination for meetings of the candidate with department/program faculty members, members of the Interdisciplinary Recruitment Committee, the corresponding faculty dean, the

dean of academic affairs, and the president. Funds for this process should be approved by the corresponding dean and president as resources allow. The chairperson shall also arrange for a candidate's formal presentation to the university community, which may be in the form of a seminar, demo class, workshop, etc. A candidate's visit to all institutional facilities shall also be arranged. The chairperson will make his/her recommendation to the corresponding faculty dean and the dean of academic affairs, following consultation with the faculty members of his / her department/program and taking into consideration the final evaluation by the Interdisciplinary Recruitment Committee based on credentials, presentation, and interview. The recommendation statement shall explicitly document the scholarly, educational, clinical, or other activities of the candidate that warrant the appointment, as well as duties and responsibilities to be assigned, and proposed rank and salary. The faculty dean or program director and the dean of academic affairs will make their recommendations to the president.

In the event that a department chairperson's recommendation for an appointment is not approved, the reason(s) for such decision shall be communicated to the chairperson, who may request an opportunity to appeal the decision. If the candidate is not endorsed again, the reason(s) shall be communicated to the chairperson and the candidate shall be ineligible for further consideration for at least one year.

3. Appointments

The final recommendation for appointment to be sent to the president, the nominating authority of the institution, shall explicitly document the scholarly, educational, clinical or other activities of the candidate that warrant the

appointment, as well as duties and responsibilities to be assigned, and proposed rank and salary. Specific criteria for academic rank and terms of appointments are included in **Chapter IV- Ranks, Qualifications and Appointments**.

A letter offering the appointment signed by the president will state the rank and type of appointment. The letter will contain details on the term of appointment and information relevant to the appointment process as well as the evaluation process and instruments. The initial appointment, correspondent to a probatory period, will be made for one year during the first four years.

4. Secondary Appointments

A department chairperson program director may recommend to the appropriate dean a candidate for a secondary appointment, with the prior consent and endorsement of the chairperson of the department in which the secondary appointment is to be held. The candidate for a secondary appointment must be recognized as having an important and significant identification with both departments and the documentation and justification must indicate the rationale for such a secondary appointment.

Reappointments and Promotions

1. Reappointment and Promotion Criteria

The institution acknowledges scholarly achievement and excellence as criteria for faculty reappointment and academic advancement, independent of whether a faculty member's achievements derive from teaching, research and/or service, contributions to the department, the institution, and/or professional organizations. Specific requirements for reappointments and promotions are included in **Chapter IV - Ranks, Qualifications and Appointments**. Reappointments and promotions

require endorsement by the Faculty Appointment, Evaluation and Promotion Committee, the respective dean, and the approval of the president.

2. Reappointment and Promotion Process

The department chair/program director shall be responsible for the oversight of the reappointment or promotion process of members of his/her department. Upon completion of the annual comprehensive faculty evaluation process, the corresponding reports with a letter of recommendation from the department chair/program director shall be submitted to the faculty dean (or the dean of academic affairs) to be forwarded with a letter of recommendation to the Faculty Appointment, Evaluation and Promotion Committee.

The Faculty Appointment, Evaluation and Promotion Committee will evaluate the report and other materials submitted. In the case the Committee arrives to a favorable recommendation, the determination will be forwarded to the President. In the case that the Committee does not arrive to a favorable recommendation, the faculty record will be forwarded to the faculty dean or the dean of academic affairs, who will notify and make recommendations to the faculty member based on the results of the evaluations. In the event that a chair's/director's recommendation for reappointment or promotion of a faculty member is not approved, the reason(s) for such decision shall be communicated to him/her by the respective dean. The chair/director may request an opportunity to appeal the decision and meet with the Faculty Appointment, Evaluation and Promotion Committee. The department chair/program director may invite a senior faculty member to accompany him/her to assist in the presentation to the committee. In the event that the candidate is not endorsed again by the committee, the reason(s)

shall be communicated to the chair/director and the candidate shall be ineligible for further consideration for at least one year.

In the event that the dean fails to accept a recommendation submitted by the Faculty Appointment, Evaluation and Promotion Committee, such decision shall be communicated in writing to the committee, along with the substantive reasons. The committee will then re-consider the reappointment or promotion of that faculty member.

The Faculty Appointment, Evaluation and Promotion Committee will consider a recommendation for reappointment or promotion at the time set in the calendar approved by the Office of the President each year. Recommendations and approval for promotions will become effective the following academic year.

Limits of Promotions to be approved

When determining the dates for the submission of recommendations for promotions, the president will announce the number of promotions that can be granted during that year, based on the availability of financial resources.

If at a given time there are more candidates recommended for promotions than the number of available positions and funds, those with the highest recommendations by the Faculty Appointment, Evaluation and Promotion Committee, together with the particular needs of the academic department and the institution, will be considered by the president for granting the promotion.

Those faculty members who are recommended for promotion but who, due to financial limitations, cannot be granted the promotion, will be eligible to apply the following year, on equal basis with those who become eligible that year.

Letter of Reappointment and Promotion

A letter of reappointment or promotion signed by the president will confirm the rank and type of reappointment and promotion granted. The letter will contain details on the term of appointment and promotion, together with information relevant to the reappointment and promotion process.

Letter of Denial of Reappointment

When a faculty member is not recommended for reappointment, a letter signed by the president will indicate the reasons for the action and will include relevant information pertinent to the terms and conditions of the disaffiliation from the university. This letter must be received by the faculty member immediately after the decision is made, but no later than thirty days prior to the last day of employment.

Letter of Dismissal

When a decision is made to dismiss a faculty member due to the grounds for dismissal included in Chapter VIII of this document, a letter subscribed by the department or program director, the corresponding faculty dean, and the president of the institution, following the disposition in that chapter, must be sent to the faculty member stating the date of termination of employment.

Letters of Resignation

When a faculty member decides to resign to his/her position at the university, a letter indicating the reason for the resignation should be sent to the president, through the appropriate program director/chair and dean. This letter should be received in the president's office no later than one month prior to the last day of services by the faculty member to the institution.

CHAPTER VII - BENEFITS

The Universidad Central del Caribe offers its faculty benefits with the objective of providing for their personal and professional well-being. Some of the benefits are the same which are provided to all employees of the institution, regardless of their roles and responsibilities. Others are aimed at the particular needs of the faculty.

Benefits for all Employees including Faculty

1. Health Insurance - This insurance includes the protection of full-time employees and their eligible family members in case of illness. Every year the insurance policy is negotiated with an insurance company to determine the extent of the coverage and the fees to be paid by the institution and, when applicable, by the employee.
2. Vacations - Paid vacations days are granted, following institutional policies and labor laws, according to the type of contract and services rendered to the institution.
3. Holidays - These are observed and granted to employees as set in the academic calendar. The president may authorize institutional days off, depending on institutional needs and other contingencies.
4. Sick days, paternity and maternity leave - These are granted based on labor laws, institutional regulations, and the particular needs of employees.
5. Workers Compensation- “Corporación del Fondo del Seguro del Estado” - A compulsory worker insurance that applies to every employee who is injured, becomes ill, or has an accident in the workplace. The affected employee has five days to fill out the application form and to submit it to the regional office of the “Corporación del Fondo del Seguro del Estado” (FSE). The application form is available at the human resources office of the institution. The employee must

receive medical assistance, be medicated, and/or hospitalized if necessary. The institution must send the form to the “FSE”, even when the employee declines to receive medical assistance from the “FSE”.

6. SINOT - A program that pays benefits to insured employees who suffer partial or total loss of their income due to an illness or to a non-occupational accident. Injuries due to a transit accident are not covered by this insurance. The appropriate forms to apply for this benefit are available in the human resources office.
7. Funeral Leave - In the case of the death of a spouse, parent, child, or sibling of an employee, the University will pay the employee for the time not spent at work during the regular work week due to the above reason of death, up to a maximum of two (2) working days, based on the employee’s corresponding regular wages. In the case of the death of a grandparent, the University will pay the employee as above up to a maximum of one (1) working day. The University may require satisfactory evidence of the death.
8. Breastfeeding Time - For a maximum time of 12 months (after returning to work), the University will provide to an employee who has decided to breastfeed her child and who has provided the corresponding medical certification, one hour during each working day to breastfeed her child or to collect maternal milk, in a space destined at the University for such purposes. This time can be taken throughout the work day in two periods of 30 minutes each or three periods of 20 minutes each. In the case of part-time employees, this benefit will extend to them when their working schedule extends beyond 4 working hours per day, and if they reach eight hours of work in one day an additional 30 minutes can be taken.

Particular Benefits for the Faculty

1. **Faculty Development Activities**— Faculty members are encouraged to participate in these activities, either planned and conducted at the institution, or those sponsored by other professional groups and organizations. Every year the coordinator of faculty development at the Office of the Dean of Academic Affairs organizes a series of professional development activities aimed at meeting faculty, academic programs and institutional needs. Faculty members are invited to submit proposals for the institution to sponsor their participation in specialized professional development activities aimed at meeting their individual professional growth. These activities can be in Puerto Rico or abroad.
2. **Tuition Waivers** - Teaching personnel with the rank of instructor and with a Master's degree or less, may be granted a tuition waiver to study at the UCC. The amount of the waiver and the conditions will be determined by the president based on academic program needs, institutional needs, and the availability of institutional financial resources.
3. **Reduced Tuition for Dependents** - The children of a full-time faculty may be granted a reduction of tuition to pursue studies at the university. The amount of the reduction, to be granted by the president, will be based on the availability of institutional financial resources.
4. **Study Leaves** - The president may grant leaves of study to qualified faculty members, who have worked at the UCC for at least five years. These may be granted based on academic programs, institutional needs, and the availability of resources. There are two types of leaves of study:
 - a. **Study leave without pay** - A faculty member may apply for a study leave without pay to pursue studies towards an academic degree related to his/her area of expertise and his/her academic responsibilities at the university. A leave may be granted on a full time or part time basis

depending on the needs of the faculty member, the needs of his/her academic programs, or the institutional needs. Individual full-time leaves cannot last more than two years, and part-time leaves will not be granted for more than four years. The conditions of the leave need to be negotiated with and recommended by the department chair. They must be recommended by the dean of faculty or, in its defect, by the academic program director and the dean of academic affairs and approved by the president.

- b. Study leave with pay - A faculty member may apply for a study leave with pay to pursue studies towards an academic degree related to his/her area of expertise and his/her academic responsibilities at the university. A leave may be granted on a full-time or part-time basis depending on the needs of the faculty member and the needs of his/her academic programs, or the institutional needs. Individual full-time leaves cannot last more than one year, and part-time leaves will not be granted for more than three years. The conditions of the leave need to be negotiated with and recommended by the department chair. They must be recommended by the dean of faculty or, in its defect, by the academic program director and the dean of academic affairs and approved by the president.

Study leaves with pay are subject to the availability of institutional funds, as determined by the president.

For each year of full-time study leave the employee must render at least two years of service after returning to the Institution. For every part-time leave, the faculty member must render at least one year of services. These terms of service must be agreed upon in the negotiations with the department chair and recommended by the faculty dean or, in its defect,

the academic program chair and the dean of academic affairs and approved by the president. If the faculty member does not return to the university after the leave or if he/she does not comply with the stipulated time of service after the leave, he/she must reimburse the institution the amount of money equivalent to the salary and benefits granted for the leave, not paid back to the institution in services.

5. Sabbatical Leave – These are leaves of absence for scholarly and educational purposes which may be granted by the president to eligible faculty to increase their knowledge and scientific achievements and thereby enhance their value to the institution as teachers and scholars.
 - a. Eligibility Requirements - Full-time Associate Professors and Professors who have been bona-fide employees of the UCC with multi-year contracts for at least seven (7) consecutive years of full-time service will be eligible for sabbatical leave. Thereafter, faculty members will be eligible for additional sabbatical leaves after each seven (7) consecutive years of full-time employment at the UCC. Sabbatical leave will not be available to faculty members who plan to retire at the termination of the leave.
 - b. Application for Sabbatical Leave - The faculty member must submit a written request for sabbatical leave to the department chair at least six months in advance of the leave. The application will be a proposal in which the faculty member must specify the goals and scholarly activities that will be undertaken during the leave. It must also include the duration and specific months of the leave. When appropriate, the proposal must include the name of the sponsor, institution, and/or laboratory in which the sabbatical period will be spent.

If the department chair recommends the application, he/she will forward it to the faculty dean along with an accompanying letter that supports the scholarly value of the sabbatical, indicating the potential benefit to the UCC. The department chair must provide a plan for covering the academic, research, and clinical responsibilities of the faculty member during his/her absence without increasing the financial obligations of the department. If a faculty member holds a joint appointment in another department, the chair of that department must also submit a letter to the dean of faculty indicating the recommendation of the sabbatical leave, together with the same information required of the primary department chair concerning the plan for covering the academic, research, and clinical responsibilities of the applying faculty member. The faculty dean's recommendation must be forwarded to the dean of academic affairs who will forward his recommendation to the president for approval.

- c. Approval of Sabbatical Leave – The president may grant final approval for sabbatical leaves, based on the merits of the applications, the recommendations of the dean of faculty or, in its defect, the academic program director and the dean of academic affairs and the needs and availability of financial resources of the institution.
- d. Salary and Benefits during Sabbatical Leave - Each sabbatical leave may be granted for a maximum of twelve months. During the sabbatical, the faculty member will receive his/her monthly full base salary, together with the health insurance and annual Christmas bonus the faculty member is normally entitled to. When the faculty member is offered a compensation (salary) by sources outside the institution while in sabbatical leave, the UCC will only provide the amount

needed to reach the monthly full base salary of the faculty member. If the compensation (salary) offered by the external source while in sabbatical leave is equal or greater than the base salary, the faculty member will not receive a salary from the UCC.

- i. Responsibilities of Faculty - Arrangements must be made with the department chair to ensure that the faculty member's academic, research, and clinical duties and responsibilities are fulfilled during the period of the sabbatical leave, so that educational programs and other responsibilities are not disrupted. Upon completion of the sabbatical leave, a written report must be submitted to the department chairperson, the faculty dean and the dean of academic affairs that summarizes the faculty member's activities during the leave.

For each month of the sabbatical, the faculty member must render at least two months of services after returning to the Institution. If the faculty member does not return to the university after the sabbatical, he/she must reimburse the institution the amount of money equivalent to the salary and/or benefits granted during the sabbatical not paid back in services to the institution.

6. Faculty Practice Plan (FPP) - The University Faculty Practice Plan provides an opportunity for the Faculty to participate in revenue producing activities which generate a supplemental income. These activities include the following:
 - a. Clinical Practice
 - b. Consultation Services
 - c. Continuing Education
 - d. Specialized Laboratories and Services

- e. Emergency Response Training Center- training activities
- f. Other activities that may arise

In order to pursue any of these activities the faculty must have prior approval by the president. The request for approval must be submitted to the department chair, who will forward it with his/her recommendations to the appropriate dean, who will forward it with his/her recommendations to the president.

The "Faculty Practice Plan Rules and Regulations" provides guidelines and specific issues such as governance and financial management. All revenue producing activities carried out by the faculty in the university, or acting as university agents, or during working hours at the university, fall under the "Faculty Practice Plan Rules and Regulations".

A faculty member who engages in outside practice (clinical practice, teaching at other institutions, or acting as private consultants) cannot have a full-time appointment unless either/or:

- a. Time spent in these outside activities is deducted from accrued vacation time, when applicable.
 - b. Outside activities are carried out as agents of the UCC, under the guidelines of the Faculty Practice Plan, and do not account for more than 20% of the individual's time effort.
 - c. Individuals in violation to the aforementioned norms will be subject to disciplinary actions, as they are deemed contrary to the "Faculty Code of Ethics" and to the best interests of the university.
7. Faculty Legal Liabilities - All faculty members while exercising their clinical academic responsibilities with students will be covered by the Institution Self Insurance Fund.

8. Educators Legal Liabilities - All faculty members while exercising their teaching/academic responsibilities with students will be covered by an educator's legal liability insurance.

CHAPTER VIII - DISCIPLINARY ACTIONS

Introduction

The Universidad Central del Caribe exercises great care in the selection of its faculty appointees, in their evaluation, and in the identification and retention of only those who have demonstrated merit for continuous appointment. Disciplinary sanctions and dismissals will be undertaken only after administrative remedies have failed.

Nevertheless, the university shall be prepared for such eventuality, so that both the integrity of the institution and the right of the faculty members may be preserved.

Grounds for Sanctions and Dismissal

Adequate reasons for the imposition of sanctions or dismissal of a faculty member of the Universidad Central del Caribe include, but are not limited to:

1. Presenting the institution with false information in an attempt to favor appointment, reappointment, or the granting of an unmerited academic rank and/or promotion.
2. Violations of the contractual dispositions that rule the relationship between the institution and the faculty member.
3. Professional incompetence as determined by the evaluation criteria established in Chapter V, or dishonesty.
4. Proven scientific misconduct according to norms established by peers and approved by pertinent federal agencies.
5. Proven sexual/racial/ethnic harassment to coworkers, students, visitors, and others somehow associated with his/her duties and responsibilities in the institution.
6. Substantial, flagrant, or repeated failure to fulfill professional duties and responsibilities, or to adhere to university policies.

7. Personal behavior not in accordance with the university's code of ethics as presented in this document and which prevents him/her, and/or others, from the satisfactory fulfillment of professional duties and responsibilities.
8. Working under the influence of any substance (alcohol, drugs, and controlled substances).
9. A faculty member who is accused of a felony may be suspended, without pay, for the duration of the misconduct inquire. The conditions of the suspension will be determined by the president. Should a faculty member be convicted of a felony, s/he will be immediately dismissed.

Notification

The faculty member who has been found in violation of any disposition of the institution's rules and regulations, including the grounds for sanctions or dismissal included in this section, will be informed of his/her misconduct, the remedies, and/or the consequences of his/her action. Such notification must be subscribed by the department/program director, the dean and the president of the institution.

Due Process

In all administrative decisions, faculty members shall be advised as to the basis for such decisions, the corresponding appellate hearing officer according to the chain of authority, and the term for appeal. The filing of an appeal does not relieve the complainant of assigned duties and responsibilities. All parties to the appeal shall attempt to resolve the issue at the lowest administrative level possible. The faculty member who believes that he/she has been treated unjustly is obliged to confer with the individual or individuals responsible for the action. A faculty member who at any stage of the process fails to file a request for further action by the deadline indicates acceptance of the determination at the previous stage.

Any time limit set forth in this procedure may be extended by mutual written agreement of the parties and, when applicable, the consent of the chairperson of the appropriate committee. In the absence of such an agreement, a faculty member who does not receive a response by the deadline, disciplinary action process will be considered terminated and no action will be imposed. The purpose of this process for faculty appeals is to provide a mechanism for the fair and timely resolution of claims based upon an event or condition, which affects the term and/or conditions of employment of a faculty member or a group of faculty members at the Universidad Central del Caribe. The issue presented must be limited to the following:

1. Alleged discrimination or violation of fundamental rights.
2. Alleged denial of academic freedom.
3. Alleged failure to follow due process procedures with respect to contract renewal, promotion, compensation, dismissal, suspension, or reassignment. This category includes cases in which allegedly appropriate procedures were not followed, and cases in which allegedly existing procedures were inadequate or unfair.
4. Alleged violation, misinterpretation, or inequitable application of the faculty handbook provisions.
5. Personnel decisions by department heads/program directors, other administrators, or faculty committees which allegedly do not conform to the letter or intent of established and accepted procedures and criteria.
6. Alleged abuse of authority in the process of decision-making.

Procedure for Appeal

Any faculty member who believes that either academic freedom or academic due process has been violated, or alleges other grievances concerning the alleged failure to follow university policy or alleged unfairness in the application of university policy should:

1. Within fifteen (15) working days of the incident/decision, prompt address through regular administrative channels. This would include an initial discussion of the matter with the departmental chair/program director, followed by their meeting with the party responsible for the alleged action, in an honest attempt to resolve the dispute thoroughly.
2. Should the issue remain unresolved the faculty member may, within ten (10) working days, request the intervention of the corresponding dean. The dean shall meet with the concerned parties within ten (10) working days of receipt of request in an effort to resolve the controversy. The dean shall render a decision, in writing, within five (5) working days of the meeting.
3. If the faculty member does not accept the dean's decision, he/she may request that the dean refer the issue to the Faculty Affairs Committee, which will serve as a mediation panel. For such purposes, the complainant shall have ten (10) working days to submit in writing to the dean: (a) a concise statement of the complaint, (b) a reference, when applicable, to the section(s) of the Institutional By-laws or Faculty Handbook that were allegedly violated, and (c) a statement of the relief sought. Upon the receipt of such writing, the dean shall refer the communication to the Faculty Affairs Committee within ten (10) working days.

The Faculty Affairs Committee shall make every effort to resolve the issue at this level. The committee may not consider the matter for more than ten (10) working days. Recommendation(s) shall be presented in writing to the president, who shall render a final written decision within five (5) working days of receipt.
4. The president will consider the recommendations of the Faculty Affairs Committee and decide on the alleged issue. The president will officially notify within five (5) working days the faculty member of the results and recommendations of the appeal process. The president's decision shall be considered final.