



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees  
Nominating and Governance Committee  
FAIRWINDS Alumni Center  
July 19, 2018  
10:15 a.m. – 11:00 a.m.  
Call-in Number: 800-442-5794, Passcode: 463796**

**Agenda**

**I. CALL TO ORDER**

William Yeargin  
*Chair, Nominating and  
Governance Committee*

**II. ROLL CALL**

Tanya Perry  
*Coordinator, Legal Affairs*

**III. MEETING MINUTES**

- [Approval](#) of the May 24, 2018, Nominating and Governance Committee meeting minutes Chair Yeargin

**IV. NEW BUSINESS**

- Appointment of Board Members to UCF Foundation ([NGC-1](#)) Scott Cole  
*Vice President and General Counsel*
- Appointment of Board Members to UCF Research Foundation ([NGC-2](#)) Scott Cole
- Appointment of Board Members to Limbitless Solutions ([NGC-3](#)) Scott Cole
- Appointment of Board Members to UCF Academic Health ([NGC-4](#)) Scott Cole
- Amendments to University Regulation UCF-3.0031 Tuition Waiver Benefit Program ([NGC-5](#)) Scott Cole  
Youndy Cook  
*Deputy General Counsel*

- Amendments to Chapter 4 University Regulations (NGC-6) Scott Cole  
Youndy Cook
- Amendments to Chapter 5 University Regulations (NGC-7) Scott Cole  
Youndy Cook
- Amendments to University Regulations UCF-5.016 and UCF-5.017 (NGC-8) Scott Cole  
Youndy Cook
- Florida Equity Report (NGC-9) Scott Cole  
Nancy Myers  
*Director, Office of  
Institutional Equity*
- UCF Foundation Bylaws Amendments (NGC-10) Michael J. Morsberger  
*Vice President for  
Advancement and Chief  
Executive Officer of the UCF  
Foundation, Inc.*

V. CLOSING COMMENTS

Chair Yeargin



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees  
Nominating and Governance Committee  
FAIRWINDS Alumni Center  
May 24, 2018**

**MINUTES**

**CALL TO ORDER**

Trustee William Yeargin, chair of the Nominating and Governance Committee, called the meeting to order at 11:47 a.m. Committee members John Lord, Alex Martins, and Beverly Seay were present and committee member John Sprouls attended by telephone. Trustees Joshua Bolona, Ken Bradley, Joseph Conte, Robert Garvy, and William Self were also present.

**MINUTES APPROVAL**

The minutes from the March 22, 2018, Nominating and Governance Committee meeting were approved as submitted.

**NEW BUSINESS**

**Direct Support Organization reports**

Trustee representative Joe Conte gave the annual report for the UCF Academic Health DSO. Trustee representative Alex Martins gave the annual report for the UCF Stadium Corporation DSO.

**Amendments to UCF-9.001 Schedule of Tuition and Fees**

Scott Cole asked the committee to approve an amendment to UCF-9.001 to change the repeat course fee for undergraduate students. The committee unanimously approved the proposed amendment.

**Amendments to UCF-6.007 Traffic/Parking Regulation and Enforcement and UCF-6.008 Vehicle Registration Fees; Parking Violation Fines**

Cole requested approval to amend both UCF-6.007 and UCF-6.008. Regulation UCF-6.007 is amended to restrict the areas in which student residents are allowed to park during weekdays. Employees and students at the Rosen campus will now purchase the appropriate classification permit ("B", "C", or "D") instead of an "RL" permit. Duplicate language concerning display of disabled placards is removed. Additional language relating to personal appeals has been added to describe the makeup of the subcommittee which reviews written appeals. Regulation UCF-6.008 is amended to add new language concerning electric vehicle charging stations. A reference to UCF-6.007 has also been included for on-campus residents. These residents must purchase only the permit designated for their residence and must park

in those designated areas during the specified weekday hours. Lastly, new language has been included to indicate that first offenses for failure to display a valid parking permit or license plate will be waived for the first occurrence only. The committee unanimously approved the proposed amendments with the exception of paragraph (1)(b) of UCF-6.007. No changes will be made to that paragraph.

Amendments to UCF-4.019 Fee Policy – Payments, Refunds, and Release of Fee Liability

Cole requested approval to add language regarding the refund of 25 percent of tuition if a student’s official withdrawal from the university occurs after the end of the drop/add period and prior to the end of the fourth week of classes (or, for summer terms by the date designated by the university). The committee unanimously approved the proposed amendments.

The meeting adjourned at 11:58 a.m.

Respectfully submitted: \_\_\_\_\_  
W. Scott Cole

\_\_\_\_\_  
Date

**ITEM: NGC-1**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: Appointment of Board Members to the UCF Foundation**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approve the appointment of new board member candidates to the UCF Foundation Board of Directors.

**BACKGROUND INFORMATION**

Florida Statute 1004.28(3) now requires that the university board of trustees approve all board appointments to direct support organizations.

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**Supporting documentation:** Attachment A: New Board Member Candidate Bios

**Prepared by:** Scott Cole, Vice President and General Counsel

**Submitted by:** Scott Cole, Vice President and General Counsel

Attachment A

# Advancement | UCF Foundation, Inc.

**Sara Wellens Bernard '00**  
**UCF Foundation Board Candidate**



**Sara Wellens Bernard** is a current Partner at Broad and Cassel, Attorneys at Law in Orlando, FL. Bernard has handled a wide range of transactions as counsel for developers, builders, institutional lenders, and public and private entities. She has extensive experience in negotiating, drafting and successfully closing complex commercial and residential purchase/sale transactions, and has handled all aspects of the development (including infrastructure development and the formation of community development districts), management and operation of, all types of real estate including retail shopping centers, office buildings, industrial parks, medical and technology clusters, senior-living centers, hospitals, golf courses, large scale mixed-use developments, residential subdivisions, apartments, and condominiums.

Bernard is an AV Preeminent®-rated attorney by Martindale-Hubbell, achieving the rating agency's highest marks for both competency and ethics. She has been recognized by Woodward and White's top legal guide "The Best Lawyers in America" in the 2014- 2017 editions and "Chambers USA: A Guide to America's Leading Business Lawyers" for Real Estate in 2014 and 2015.

She was named to *Orlando Business Journal's* 2014 "40 Under 40" list, honoring Central Florida's brightest young business people.

# Advancement | UCF Foundation, Inc.

## **Clint Bullock '95** **UCF Foundation Board Candidate**



**Clint Bullock** is Chief Executive Officer and General Manager of the Orlando Utilities Commission (OUC). In this role, Bullock heads OUC's department responsible for delivery of power and water. Clint served as Vice President of the Energy Delivery unit and Vice President of Strategic Planning prior to this role.

Clint received his bachelor's degree in Marketing from the University of Central Florida in 1995.

Clint is married to fellow UCF graduate Deborah Slone Bullock. Deborah graduated from UCF in 1994 and is a Marketing Executive at Martin Federal Credit Union. The couple has 3 children together. They have been football and basketball season ticket holders since 2006 and attend many alumni events. Clint has served as a board member for Ronald McDonald House of Central Florida and the UCF Alumni Board.

# Advancement | UCF Foundation, Inc.

## **Brian Butler** **UCF Foundation Board Candidate**



**Brian Butler** is the President and CEO of JCB Construction, Inc. the leading minority firm in Central Florida for site development and construction management services.

Butler joined the family business in 1999 as director of operations. He stepped into the president's job in 2006. In his first eight years at JCB, Butler steered the company into doubling its work force to about 100 employees and more than quadrupled its sales, pulling \$24 million in 2005 and \$28 million in 2006.

Although JCB has done a wide range of residential, commercial and government projects, including multimillion-dollar contracts at Sand Lake Hospital, Universal Studios, Orange County Public Schools and Walt Disney World, it perhaps best known for its work – commercial and charitable – in the struggling, historically black neighborhoods on Orlando's west side. Other clients include: Hughes Supply, Orlando Science Center, Orange County Convention Center, Orange County Courthouse, Stanton Energy Plant, Orlando

Executive Airport, Frito Lay Distribution Center, FAMU Law School, Thornton Park and Celebration Master Community.

Prior to joining the family business, Butler was a district sales manager for Johnson & Johnson.

# Advancement | UCF Foundation, Inc.

## **Chris Tomasso '93** **UCF Foundation Board Candidate**



A 20-year veteran of the restaurant industry, **Chris Tomasso** manages the marketing, culinary and operations of the First Watch brand. Chris led First Watch's complete re-branding effort, which included a new brand positioning platform, new restaurant prototype and new company logo and tagline. Chris previously served as Vice President of Marketing for Cracker Barrel Old Country Store, Inc., where he handled the company's brand development, advertising, marketing and public relations.

Chris also spent more than 10 years with Hard Rock Café International, one of the world's most recognizable brands. There, he served as Vice President of Worldwide Marketing. Chris holds a degree in Journalism with a specialty in advertising and public relations from the University of Central Florida.

He was named a Top Private Company CMO in 2012 by ExecRank and currently serves on the Marketing Advisory Board for Share Our Strength's Dine Out for No Kid Hungry and the Board of Directors for the National Restaurant Association's Marketing Executive Group. He has also served on the Board of Directors for the University of Central Florida's Alumni Association.

**ITEM: NGC-2**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: Appointment of Board Members to the UCF Research Foundation**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approve the appointment of new board member candidates to the UCF Research Foundation Board of Directors.

**BACKGROUND INFORMATION**

Florida Statute 1004.28(3) now requires that the university board of trustees approve all board appointments to direct support organizations.

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**Supporting documentation:** Attachment A: New Board Member Candidate Bios

**Prepared by:** Scott Cole, Vice President and General Counsel

**Submitted by:** Scott Cole, Vice President and General Counsel

## Ed Alexander

As the founder of Alexander Abramson, PLLC (formerly Entrepreneurship Law Firm), in Orlando, Florida, Ed has represented closely held businesses and professionals in corporate, business, and commercial law, securities, technology and intellectual property licensing, and corporate finance. Since becoming a lawyer in 1993, he has been primary counsel to clients for business acquisitions and sales, financing transactions, technology licensing and intellectual property assets, creation of partnership agreements, LLC operating agreements, shareholder agreements, employment agreements, and stock-option plans. Ed is also a Florida licensed business broker and a shareholder of Fitzgibbon Alexander, Inc., a Central Florida consulting, business valuation, and business brokerage firm. Prior to attending law school, Ed held technical and business positions with technology companies, including with a pacemaker manufacturer, custom integrated circuit manufacturer and laser bar code manufacturer. He has been part of teams that coded software and designed hardware for the first generation of defibrillator pacemakers, as well as custom analog and digital integrated circuits used in, among other applications, automobiles and hearing aids. Ed is the 2018 Chair of the Small Business Resource Network of the University of Central Florida Small Business Development Center, has taught New Venture Finance as an Adjunct Professor for the University of Central Florida (School of Business), and was 2007 Chairman of the East Orlando Chamber of Commerce.

## Waymon Armstrong

Waymon Armstrong is founder and chief Executive officer of Engineering & Computer Simulations Inc. (ECS) – an Orlando-based firm that defines innovation in the leading-edge field of modeling, simulation and training. Armstrong's company specializes in advanced training solutions that improve the performance of military personnel, first responders and corporate employees. So he spends much of his day thinking about simulating disasters that will make emergency response teams better and faster, or ensure soldiers have medical skills that save lives on the battlefield. Armstrong has more than 100 employees to help, but 20 years ago he started ECS with a vision, a lot of passion and his personal life savings. After three years, the company was not generating enough revenue to pay him even a small salary. Armstrong had remortgaged his home, invested the last of the life savings, and incurred \$300,000 in credit card debt. His accountant encouraged filing for bankruptcy, but Armstrong continued and ultimately landed ECS's first large assignment for the U.S. military. Additional contracts followed and ECS built its reputation as a leading supplier of combat simulations training. ECS developed the first online virtual hospital for the U.S. Department of Veterans Affairs (VA) and is designing an online simulations learning center that will train VA doctors and staff across the globe. Armstrong was selected CEO of the Year in 2014 (Orlando Business Journal), Entrepreneur of the Year in 2013 (I4 Business) and National and State Small Business Person of the Year in 2010 (national and state Small Business Administration). Waymon was a three time finalist for E&Y Florida's Entrepreneur of the year award. Armstrong has served on numerous boards. He currently chairs Orange County Mayor Teresa Jacobs' Modeling and Simulation Blue Ribbon Commission and is past chair of Orlando Inc. He is a frequent speaker at national and regional conferences and was the keynote speaker at the 2015 Interservice/Industry Training Simulation and Education Conference. He was Leadership Orlando past Chair Class of 92.

## Terri Finkel

Terri Finkel, M.D., Ph.D. is a pediatric rheumatologist and immunologist. She serves as the Chair of Pediatrics, Chief Scientific Officer, and Acting Medical Officer at Nemours Children's Hospital. Dr. Finkel is also a tenured Professor of Pediatrics in UCF's College of Medicine. She earned her B.S. in Biology, her M.D., and her Ph.D. in Biochemistry/Biophysics at Stanford. She also earned an honorary M.A. from the University of Pennsylvania. She is known for her research into auto-immunity, AIDS, juvenile rheumatoid arthritis, lupus, and cancer. Her work has been recognized in more than 100 publications. She has received honors from several organizations for her work, including the American College of Rheumatology, Arthritis Foundation, Henry Kunkel Society, the Lupus Foundation of America, and the Pediatric AIDS Foundation, and was inducted into the Colorado Women's Hall of Fame in 1996 for her research into t-cells.

## Benjamin Patz

Benjamin Patz is a Founding Partner and Managing Director at the FAN Fund, an early stage investment fund focused on finding and supporting technology startups in the state of Florida. The FAN Fund has been in operation since October 2015. Prior to starting the FAN Fund, Mr. Patz was Chief Operating Officer for Presidio Networked Solutions, a multi-billion-dollar Information Technology solutions provider. He joined Presidio through the acquisition of Coleman Technologies, Inc. in 2009, the firm he co-founded and ran as CEO. At CTI, he grew sales to \$250M while staying active in technical pursuits such as leading the UCF/CTI team to the finals of the DARPA Urban Challenge, an autonomous vehicle competition. Mr. Patz has also been principal investigator on several SBIR grants relating to the application of Fuzzy Logic and Neural Networks to control systems. He has a BSEE from Rensselaer Polytechnic Institute and MSEE degree from the University of Central Florida. Mr. Patz has been actively involved on the UCF College of Engineering and Computer Science Dean's Advisor Board for almost 20 years. He was Ernst & Young's Entrepreneur of the Year award for Florida in 2002 and received UCF's Professional Achievement Award in 2006 and 2016.

**ITEM: NGC-3**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: Appointment of Board Member to Limbitless Solutions**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approve the appointment of a new board member candidate to the Limbitless Solutions Board of Directors.

**BACKGROUND INFORMATION**

Florida Statute 1004.28(3) now requires that the university board of trustees approve all board appointments to direct support organizations.

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**Supporting documentation:** Attachment A: New Board Member Candidate Bio

**Prepared by:** Scott Cole, Vice President and General Counsel

**Submitted by:** Scott Cole, Vice President and General Counsel

Attachment A

Dr. Elizabeth A. Klonoff is the Vice President for Research and Dean of the College of Graduate Studies at the University of Central Florida. She joined UCF in 2016 from a joint appointment with San Diego State University and the University of California, San Diego, where she served as the co-director of the joint doctoral program in clinical psychology.

A clinical and health psychologist, Dr. Klonoff received her Ph.D. in clinical psychology from the University of Oregon. She was an Assistant Professor in the Departments of Psychiatry and Obstetrics and Gynecology at Duke University School of Medicine and then an Assistant Professor in the Departments of Psychiatry and Neurology at Case Western Reserve University School of Medicine and Director of the Behavior Therapy/Behavioral Medicine Clinic at University Hospitals of Cleveland.

She serves as Senior Associate Editor for Training and Education in Professional Psychology and Associate Editor for the American Psychologist and has conducted research projects on tobacco control, sexism, racism, and physical and mental health. She has published widely on culture and gender diversity in clinical psychology, behavioral medicine, and preventive medicine and is a Fellow of the American Psychological Association in multiple divisions.

In her position at UCF she is charged with advancing UCF's reputation and impact as a 21st-century metropolitan research university by growing graduate enrollment, specifically for research-focused degrees, and elevating the scale and quality of its research.

**ITEM: NGC-4**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: Appointment of Board Member to UCF Academic Health**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approve the appointment of a new board member candidate to the UCF Academic Health Board of Directors.

**BACKGROUND INFORMATION**

Florida Statute 1004.28(3) now requires that the university board of trustees approve all board appointments to direct support organizations.

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**Supporting documentation:** Attachment A: New Board Member Candidate Bio

**Prepared by:** Scott Cole, Vice President and General Counsel

**Submitted by:** Scott Cole, Vice President and General Counsel

## Attachment A

Phyllis A Klock is the retired President and Chief Operating Officer of CompBenefits Corporation. A dental and vision benefits company serving five million members in the US South and Midwest, CompBenefits grew to over \$350 million in revenues by the time of its sale to Humana in 2006.

A Charter Member of the Board of Trustees of the University of Central Florida, Phyllis served the university in this capacity from 2001 to 2012 and was named as a Trustee Emerita in 2012. In 2014 she was honored as Doctor of Commercial Sciences. Phyllis continues to be very involved with UCF as the immediate Past Chair of the UCF Foundation Board and current Chair of its Governance Committee, Board Member and Member of the Executive Committee of the UCF Athletics Association, Past President of the Town & Gown Council, and Past Chair of the Central Florida Wesley Foundation. She also serves as Board Member – Bridgewater State University Foundation, Board Member and Secretary of the Laity Council of Asbury United Methodist Church, Board Member for Agua Viva Serves, member of the Board of Higher Education and Campus Ministry of the Florida Conference of the United Methodist Church, member of the Board of Directors of the Florida United Methodist Foundation, volunteer at Hungerford Elementary School in Eatonville, and Reading Pals volunteer at Three Points Elementary School.

Phyllis received her Bachelor of Science degree from Bridgewater State University in 1967 and pursued graduate studies at the University of Illinois and Virginia Tech. Prior to joining CompBenefits she coordinated business graduate programs at UCF and Texas Tech University and held various positions in insurance company administration. Her professional designations include that of Fellow of the Life Management Institute (FLMI).

**ITEM: NGC-5**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: Amendments to University Regulation UCF-3.0031**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approve amendments to University of Central Florida Regulation UCF-3.0031 Tuition Waiver Benefit Program.

**BACKGROUND INFORMATION**

Florida Board of Governors Regulation 1.001 provides that “Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.”

Regulation UCF-3.0031 clarifies employee eligibility for the tuition waiver benefit program.

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**Supporting documentation:** Attachment A: Proposed Amended Regulation UCF-3.0031 (redline)

**Prepared by:** Youndy Cook, Deputy General Counsel

**Submitted by:** Scott Cole, Vice President and General Counsel

## Attachment A

**UCF-3.0031 Tuition Waiver Benefit Programs**

(1) The University offers an employee benefit program to provide limited tuition waivers to eligible employees to enroll in up to six (6) credit hours in eligible courses on a space available basis. For purposes of the tuition waiver benefit program, “eligible employee” is defined as an employee of the University of Central Florida (UCF) employed full-time in an eligible position and paid through UCF Payroll Services. Eligible positions include all full-time positions in the Faculty, Administrative and Professional (A&P), and University Support Personnel System (USPS) pay plans. ~~Post-Doctoral scholars/associates, OPS non-students, adjunct faculty and medical residents are not eligible for the tuition waiver benefit. Those~~ employees in an otherwise eligible position remain eligible for the tuition waiver benefit program while, ~~including those~~ employees on sabbatical, professional development, grants-in-aid, and medical leave. “Full Time” is defined as working 30 or more hours per week.

(2) Contingent Waiver Program for Qualifying Spouses or Dependent Children of Eligible Employees.

- (a) Many eligible University employees cannot or do not make use of the available employee tuition waiver benefit. The University finds that creating a contingent tuition waiver program for eligible employees’ spouses and dependent children under the age of 26 would support and enhance the mission of the University, including through supporting recruitment and retention efforts. Therefore, subject to all admissions and other academic requirements and subject to the limitations outlined in this regulation, the University hereby authorizes a contingent waiver program for the benefit of an eligible employee’s spouse or dependent child(ren) under the age 26. Specifically, if an eligible employee does not make use of the employee tuition waiver benefit program or does not make use of the full six credit hour benefit, then the qualifying spouse and/or dependent child(ren) of the eligible employee may receive a tuition waiver for that number of credit hours, up to six credit hours, not used by the employee for the purpose of enrolling in eligible courses on a space available basis per semester. This contingent waiver may be used by up to two individuals during any given semester.
- (b) For purposes of this contingent waiver, a qualifying spouse or dependent child of an eligible employee must meet all of the eligibility requirements outlined below and must follow all University requirements regarding admissions, enrollment,

and documentation. For purposes of this contingent waiver, “dependent child of an eligible employee” is defined as any natural, adopted or step child of the employee, or any other child for whom the employee is a legal guardian, who is under the age of 26 at the time of enrollment.

(3) Space in a course shall be considered to be available only when:

- (a) The direct cost to the University of the course does not increase for each student enrolled therein (as would be the case for such courses as Thesis, Dissertation, Directed Independent Study, Directed Research, etc.).
- (b) The course is not based on educational experiences outside the University that are dependent upon the coordination with and commitment of University partners (as would be the case for Internship, Practicum, Study Abroad, Clinical Training courses, etc.).
- (c) The enrollment does not result in a class size in excess of the maximum established by room capacity or educational requirements for the particular course sought.

(4) Eligibility.

- (a) Academic Requirement: Any UCF employee or qualifying spouse or dependent child of an eligible employee who intends to enroll for the first time at UCF for tuition waiver courses under the waivers outlined in this regulation must possess a high school diploma or its equivalent (e.g., GED) and meet the University’s admission requirements.
- (b) Administrative Approvals: Any UCF employee who intends to enroll for tuition waiver courses at UCF is required to comply with administrative prerequisites for tuition waiver enrollment.

(5) Registration. In order to receive the tuition waivers outlined in this regulation, the eligible UCF employee or qualifying spouse or dependent child must register at the time and date published in the UCF class schedule for such registration for the semester in which the courses are to be taken. University employees using the employee tuition waiver and contingent waiver recipients under this regulation shall be allowed to register two hours ahead of state employees.

(6) Limitations on Tuition Waiver Benefit Program.

- (a) If all administrative approvals have been received, the eligible employee or qualifying spouse or dependent child may enroll for up to six (6) credit hours each

semester at UCF as a regular student using the tuition waiver benefits outlined in this regulation.

- (b) The tuition waivers outlined in this regulation cannot be used in conjunction with any other tuition waiver or exemption that would cover the same courses.
- (c) The University has the authority to designate which UCF courses are classified as eligible for the tuition waivers outlined in this regulation.
- (d) Courses ineligible for the tuition waivers outlined in this regulation include, but are not limited to: courses offered through other State Universities, State Colleges; Continuing Education classes or courses; Graduate Medical Education programs; Cost Recovery programs; Market Rate programs; independent study; supervised research; supervised teaching labs; thesis hours; dissertation; internships; co-ops; or applied, individualized instruction in Music, Art or Dance. Penalty Fees, including excess hour fees and repeat course fees, are not covered by the tuition waivers outlined in this regulation.
- (e) Tuition waivers may be subject to income taxation. Please refer to the Eligibility Guidelines and Procedures for more information, available at <http://hr.ucf.edu/current-employees/tuition-waiver-program/>.

*Authority: BOG Regulation 7.008. History—New 4-30-81, Formerly 6C7-3.031, Amended 1-6-93, 3-16-03; Formerly 6C7-3.0031, Amended 6-18-09, 10-10-16, \_\_\_\_\_-18.*

**ITEM: NGC-6**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: Amendments to Chapter 4 University Regulations**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approve amendments to University Regulations relating to the use of university facilities. The regulations to be amended are: University Regulations UCF-4.029 (Use of University Facilities; Definitions; Priority of Use; Restrictions of Use), UCF-4.0292 (Potentially Hazardous Events); UCF-4.0293 (Use of University Facilities by the Campus Community; Campus Demonstrations and Other Outdoor Events; Limitations on Use of University Facilities by Non-University Organizations and Persons); and UCF-4.0294 (Use of University Facilities; General Requirements).

**BACKGROUND INFORMATION**

Florida Board of Governors Regulation 1.001 provides that “Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.”

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**Supporting documentation:** Attachment A: Proposed Amended Regulation UCF-4.029 (redline)  
Attachment B: Proposed Amended Regulation UCF-4.0292 (redline)  
Attachment C: Proposed Amended Regulation UCF-4.0293 (redline)  
Attachment D: Proposed Amended Regulation UCF-4.0294 (redline)

**Prepared by:** Youndy Cook, Deputy General Counsel

**Submitted by:** Scott Cole, Vice President and General Counsel

Attachment A

**UCF-4.029 Use of University Facilities; Definitions; Priority of Use; Restrictions on Use**

(1) Definitions. For the purposes of University Regulations UCF-4.010 and UCF-4.029 through UCF-4.0293, the following definitions apply:

- (a) “University” means the University of Central Florida.
- (b) “University campus” or “campus” means all grounds and buildings of the University of Central Florida ~~those lands located in Orange County, Florida, or located in the City of Orlando, Florida,~~ occupied or controlled by the University or under the guidance, supervision, regulation, or control of the University of Central Florida, ~~along with any other educational or residential facilities controlled by the University within the seven county service area of the University.~~ “University campus” or “campus” does not include those facilities occupied by the University in leased or shared-use facilities; instead, events at those facilities must comply with policies and procedures proscribed by the owner of the facility. (E.g., Seminole State College establishes guidelines for events at Seminole State College, including in those areas used by the University of Central Florida.) “University campus” or “campus” also does not include Research Park or affiliated housing.
- (c) “University facilities” means all buildings ~~(inclusive of building curtilage)~~ and grounds, including athletic and recreational fields, on the University campus.
- (d) “Instructional space” means all University facilities used primarily for the conduct of scheduled classes and other academic activities, including but not limited to classrooms, laboratories, studios, theaters, auditoriums, and lecture halls.
- (e) An “event” is a gathering or activity, typically involving multiple persons. A gathering or activity does not have to be scheduled in advance to constitute an event.
- (f) A “potentially hazardous event” is a gathering or activity that, due to the size of the gathering or the nature of the activity, could reasonably be expected to create a risk of harm to persons or damage to property. Potentially hazardous events are also subject to the requirements of University Regulation UCF-4.0292.

- (g) “March” means an organized walk, run, or procession by a group of people for a specific cause or issue where the organizer does or could reasonably expect at least 50 people to participate.
- (h) “Parade” means a public procession, ~~usually-sometimes~~ including a marching band or float(s) and often of a celebratory nature, held in honor of an anniversary, event, person, cause, etc.
- (i) “University organizations” are defined for purposes of use of University facilities as colleges, schools, divisions, departments, institutes, or centers of the University; the Student Government Association; and certain corporate organizational units that operate for the benefit of the University (including but not limited to all University direct support organizations,).
- (j) “University-related organizations” are defined for purposes of use of University facilities as registered student organizations; honor societies officially recognized by the University; and those organizations that, although not officially recognized or registered by or affiliated with the University or otherwise failing to meet the definition in paragraph (i) above, are related to the University because they promote the interests of the University or perform other service to the University, such as nationally or regionally organized academic professional associations or professional fraternal societies supported by an academic unit. For purposes of this and other regulations governing the use of University facilities, other public educational institutions and other governmental agencies of and within the State of Florida may be treated as “University-related organizations” at the discretion of the University, ~~the UCF Federal Credit Union, charitable community organizations, other public educational institutions, and governmental entities.~~
- (k) “Non-university organizations” are defined for purposes of use of University facilities as persons or organizations that do not meet the definitions in paragraphs (i) and (j), immediately above. “Non-university organizations” include unregistered student groups; candidates for election to public office; organizations supporting such candidates; charitable organizations; organizations that exist primarily for the purpose of carrying on commercial activity for profit; and those persons whose activities are primarily for private gain or benefit.

(l) “Organization” means any group of persons or individuals, whether incorporated or not and whether organized by means of bylaws or not, acting in coordinated fashion. Included in the term “organization” are groups commonly thought of as clubs.

(m) “Non-common outdoor areas” means those outdoor areas of the University campus which are not generally accessible for common use by the University community. These areas include, but are not limited to: grounds within the curtilage of or at the entrances to University residential facilities; grounds associated with the Burnett House; athletic and recreational fields or areas, including any operated by the Recreation and Wellness Center or the UCF Athletics Association; grounds immediately adjacent to University buildings where use could impair entrance to or exit from the building or interfere with activities within the buildings; and grounds associated with the Creative School for Children. Many of these outdoor areas may be crossed or walked upon for purposes of accessing a facility but are not available for events or activities by members of the University community.

(2) Priority of Use and Restrictions on Use. Use of University buildings, indoor facilities, and athletic or recreational facilities must be scheduled in advance. Except in regard to purely expressive activities on occasions where there is not a prior reservation or scheduled event or activity, Use of certain outdoor areas must be scheduled in advance: this includes Memory Mall, Lake Claire, the Reflecting Pond, the Arboretum, and Ferrell Commons courtyard. Recreation and Wellness Center recreational facilities fields and areas are not generally accessible for common access by the university community, but may be available for reservations under procedures established by the Recreation and Wellness Center.

(3) Even where advance scheduling is not required, persons and organizations are encouraged to schedule events and activities in advance, because scheduled events and activities will be given priority over unscheduled activities, except in the event of an emergency or the need to conduct instructional educational or administrative activities of the University. In general, the conduct of educational and administrative functions and activities of the university will take precedence over functions and activities of organizations and persons. Certain facilities on

campus which are funded by student activity and service fees may give priority to student activities over university business, according to policies set by those facilities.

(4) The University reserves the right to relocate scheduled activities as necessary to accommodate University ~~programs and instructional~~ educational and administrative activities.

(5) The University shall not discriminate on the basis of the viewpoint expressed by any person or organization making authorized use of University facilities.

(6) Requests for scheduling events in University facilities should be directed to the authority controlling the facility, unless otherwise specified.

(7) Use of University facilities, including athletic and recreational facilities, may be subject to rental fees and/or service charges as determined by the authority or official controlling the facility.

(8) A condition for the use of University facilities may be that the sponsoring person or organization obtain adequate insurance coverage and/or that adequate security can be provided by the University Police. The costs of such insurance or security shall be borne by the event sponsor. See Regulation UCF-4.0292 for further information regarding insurance requirements.

(9) The above provisions relate to non-commercial speech and activity. Any use of University facilities for commercial purposes or commercial speech must be scheduled and approved in advance. The University shall review such requests in light of the University's contractual and other legal requirements, the relationship of the activity to the University's mission, and the benefit of the activity to the University and the State of Florida. Commercial use of University facilities is governed generally by University Regulation UCF-4.010, which is implemented by the Department of Business Services. However, a limited number of facilities on campus, such as the Student Union and the Recreation and Wellness Center, may rent out space in their facilities to members of the public pursuant to specific policies and procedures they establish for that purpose.

(10) All scheduled and unscheduled use of University facilities is subject to change, relocation, or cancellation in the event of an emergency.

(11) The possession or use of firearms, explosives, or munitions on campus is generally prohibited. Law enforcement personnel may carry firearms or munitions and may use them in the course of law enforcement activities. The university also reserves the right to permit the use of firearms or munitions by military personnel or trainees.

| *Authority: BOG Regulation 1.001. History–New 10-8-75, Amended 10-20-81, 5-5-83, Formerly 6C7-4.29, Amended 10-19-86, 4-27-03, 8-15-07, 06-09-08, Formerly 6C7-4.029, Amended 1-15-2010, \_\_\_\_\_-18.*

Attachment B

**UCF-4.0292 Potentially Hazardous Events.**

(1) Scope.

(a) This regulation applies to the planning and holding of potentially hazardous events in or on ~~university-controlled property~~ University facilities. Excepted from this regulation are official events which are scheduled annually in university publications (classes, orientation, registration, etc.).

(b) The purpose of this regulation is to ensure that events held in or on University facilities are safe and non-disruptive to campus operations. Given the safety considerations at issue with potentially hazardous events, it is imperative that event organizers carefully review this regulation and strictly comply with its requirements.

~~(b)~~ (c) The provisions of this regulation are in addition to the provisions of other University regulations and university policies related to campus events. Related regulations include University Regulations UCF-4.029, 4.0293, and 4.0294. Definitions of key terms used in this regulation may be found in University Regulation UCF-4.029.

~~(d)~~ (e) A potentially hazardous event is defined as any activity that could reasonably be expected to create a risk of harm to persons or of defacement or damage to public or private property. Examples of potentially hazardous events include, but are not limited to: bonfires; lighting of fireworks; events involving helicopters or other aircraft; motor vehicle races; gatherings in excess of 400 persons, including unregistered campus athletic events; marches (including any organized walks or runs); parades; outdoor events involving animals; any event involving the distribution of alcohol; and any event on Memory Mall.

(2) Required Approvals.

(a) Except as ~~otherwise~~ provided in paragraph (1)(a) above, any person or organization, University-related or otherwise, ~~university department, employee, or student~~ must apply for and secure approval in advance before conducting or publicly announcing intent to conduct a potentially hazardous event on campus. In the case of a university employee, signature of the individual's supervisor is required in advance.

- (b) Applications for approval of a proposed potentially hazardous event shall be made in writing to the Office of Student Involvement using the Safety Action for Event Approval Form (SAFE Form). There are a range of possible events that meet the definition of “potentially hazardous events”. For events that can be reasonably anticipated to present a low risk of injury or damage, this application must be submitted; at least 15 calendar days in advance of the proposed event. For events that are anticipated to require additional time for departmental review (such as events where additional security ~~will be required~~ is anticipated, where attendance is expected to be very large, where campus streets will need to be closed, or where special arrangements will need to be made to protect university facilities), the ~~university may require the~~ applicant ~~must to~~ initiate the SAFE Form approval process ~~sooner~~ at least 45 days in advance of the planned event. The event organizer is in the best position to know the details of the event they are planning, and therefore the University expects the event organization to consider those plans and submit the SAFE Form sufficiently in advance to permit a thorough review by the University of the proposed event. University staff will not cease or curtail other operations to expedite any SAFE Form event application. Failure to comply with the SAFE Form submittal deadlines or failure to provide the University with sufficient time to review the plans for the proposed event is grounds for the university to deny approval for the proposed event. Time limits can be shortened by ~~any University official required to approve the event (see below)~~ the University where the application is complete and where the University feels that it does not need the full time period for review. The Environmental Health and Safety Office (EH&S), the Office of Student Involvement (OSI), or the UCF Police Department will, upon request, furnish the applicant with blank copies of ~~this~~ the SAFE Form. The SAFE Form is ~~also~~ available at <http://www.safe.sdes.ucf.edu>.
- (c) Each application shall be accompanied by proof of insurance as specified in subsection (6) below.
- (d) The applicant must deliver to the Office of Student Involvement a completed SAFE Form signed by (1) the faculty/staff advisor (if a student organization), an

authorized department representative (if a university department or unit), the individual (if an individual), or the representative (if an organization other than a student organization); (2) Fraternity & Sorority Life (if a greek student organization); and (3) the facility/building coordinator (a person who has authority to approve an event at the event location as identified on the application). It is the applicant's responsibility to monitor the progress of the form by contacting OSI staff prior to the event. OSI staff will circulate applications to the following University officials for their information and approval:

1. UCF Police Department
2. UCF Landscape & Natural Resources
3. Facilities Operations
4. Environmental Health and Safety/Insurance
5. Office of Student Involvement

After the application has ~~been~~-circulated ~~among~~-through the above University officials, the application will be returned to the Office of Student Involvement. The Office of Student Involvement or a designee will advise the applicant of the University's approval or disapproval of the event, and, if applicable, any charges or conditions to be imposed by the University on the event.

(3) Cancellations and Terminations.

- (a) Application for or approval ~~offor conducting~~ a potentially hazardous event may be cancelled by either the applicant or the university upon giving written notice to the other party.
- (b) Any event may be terminated at any stage by the University Police Department or any university official whose approval is required for the event if it is determined that the event is not being conducted strictly in accordance with the terms of the approved application, the event organizer has not provided relevant information about the event to the University, the event is or has become disruptive or unsafe, there are emergency circumstances, or the event is interfering with other events or

with university operations. Additionally, an event may be terminated for failure to provide and maintain appropriate insurance, as outlined in paragraph (6).

(4) Applicant's Responsibility. In addition to securing university approval (on the SAFE Form) to conduct the event, applicants shall be responsible for ensuring:

- (a) The event is conducted as described in the approved application including any requirements thereon for clean-up, extra security, etc.
- (b) All restrictions placed on the event by the university are followed.
- (c) The event does not become disruptive or unsafe.
- (d) The event does not interfere with other events or university operations.
- (e) All other procedures applicable to campus events are followed (i.e., no damage to property, displays of proper size, etc.).

(5) University Assistance. If facilities and personnel are available, the University may be able to assist applicants by providing security, clean-up crews, etc., at cost. However, there is no assurance that such assistance will be available for any specific event.

(6) Insurance Requirements.

- (a) All potentially hazardous events must be covered by liability insurance. The University may also require that the applicant make security arrangements for the event. The costs of such insurance ~~or~~ and security shall be the responsibility of the applicant.
- (b) University organizations acting as applicants shall contact the University's insurance officer to determine if the current UCF liability coverage provides the required protection or if a special rider must be obtained. Cost of such rider shall be charged to the applying department's account.
- (c) ~~All other applicants must furnish at their own cost appropriate proof of adequate insurance from a company licensed to do business in the State of Florida by the Florida Department of Insurance.~~
- ~~(d)~~ Insurance Requirements. University-related and Non-University organizations must provide with their application a certificate of insurance provided by a company licensed to do business in the State of Florida, indemnifying and holding harmless the University, the Board of Trustees, and the Florida Board of Governors, and their officers and employees, from any and all liability, whatever

its nature or description, caused by or resulting from the use or proposed use of the University facilities, in an amount not less than \$1,000,000 per occurrence. The applicant must provide with the application a certificate of insurance showing the Board of Trustees as an additional insured.

*Authority: BOG Regulation 1.001. History–New 5-28-85, Formerly 6C7-4.292, Amended 12-22-86, 7-27-92, 4-27-03, 11-20-06, 6-4-07, 06-09-08, Formerly 6C7-4.0292, Amended 1-15-2010, 2-5-15, 6-22-15, \_\_\_\_\_-18.*

## Attachment C

**UCF-4.0293 Use of University ~~Facilities~~ Grounds by the Campus Community; Campus Demonstrations and ~~Other Outdoor Events~~; ~~Limitations on Use of University Facilities by Non-University Organizations and Persons.~~**

(1) Except as limited by this or related regulations or as limited by applicable laws or University policies, ~~University grounds~~ outdoor areas of the University campus may be used for demonstrations and other exercises of free speech and assembly ~~by University and University related organizations and persons~~. Such use must not interfere with the conduct of classes or other University activities or otherwise be disruptive, and such use must not infringe on the rights of others. No person or organization may use University facilities or grounds for unlawful purposes or in a manner that violates the law. All definitions and general requirements for use of University buildings and ~~grounds~~ outdoor areas of campus set forth in University Regulations UCF-4.029, UCF-4.0292, and UCF-4.0294 apply to uses of ~~University grounds~~ outdoor areas of the University campus under this Regulation.

(2) It is the policy and practice of the University to limit use of University ~~facilities~~ buildings, other indoor facilities, and restricted-access outdoor areas by non-University organizations and persons. ~~Provisions in this Regulation outline the limited use that non-University organizations and persons may make of University facilities.~~ The rationale for this policy and practice is that the University, while it supports and encourages the exposure of its students and employees to a diverse and varied marketplace of ideas, is dedicated first and foremost to University's mission and to the State of Florida's directive to educate its students and engage in research and other scholarly activities. ~~The University is a responsible steward of its public funding— as such, the University must limit the use of University facilities when those uses do not support the mission of the University.~~

(3) No campus buildings, other indoor facilities, or athletic or recreational facilities may be used by anyone for demonstrations, assemblies, events, or other functions unless specifically permitted in writing by the campus authority specifically responsible for the building or facility sought to be used.

Certain University facilities may be available for rent, in which case the user will be required to enter into a facility use agreement or other formal arrangements with the University. The University reserves the right to charge fees on a differential basis depending on a number of factors, including but not limited to: nature of the use, size of expected crowd, presence of potentially hazardous items or activities, whether the user is directly associated with the University, whether the user is also an educational or governmental entity, and whether additional security or utilities will be required. See also University Regulation UCF-4.0294 ~~for guidelines and restrictions on use of University facilities.~~

(4) University and University-related organizations and persons may organize, conduct, or participate in demonstrations and other exercises of free speech and assembly on the University campus grounds, except for non-common outdoor areas. :

~~(a) — Grounds immediately adjacent to University residential facilities;~~

~~(b) — Grounds associated with the Burnett House;~~

~~(c) — Athletic and recreational fields, including any facilities operated by the Recreation and Wellness Center;~~

~~(d) — Grounds immediately adjacent to University buildings where such use could impair entrance to or exit from the building or interfere with activities within the buildings;~~

~~(e) — Grounds within 200 feet of the Creative School for Children;~~

~~(f) — Walkways and sidewalks on the Orlando campus within the boundaries of Gemini Boulevard (except to the extent approved for use as part of a parade or march reviewed through the SAFE process — see Regulation UCF 4.0292).~~

(5) Non-university organizations and persons may ~~organize or conduct spontaneous expressive activities, conduct demonstrations~~ and other exercises of free speech and assembly, on outdoor areas of the University campus that are otherwise accessible to the campus community for common use, but must abide by the reasonable time, place, and manner restrictions set forth in this and related

~~University regulations (see also University Regulations UCF-4.029, 4.0292, and 4.0294), including that such use be lawful and non-disruptive, only as specifically permitted in this regulation and related regulations and policies. Non-university organizations and persons are limited to the locations identified in section (12) below for purposes of organizing and conducting demonstrations and other exercises of free speech and assembly on campus. A person making use of the outdoor areas of the University's campus for expressive activities does not have the right to limit access to those outdoor areas or to conduct commercial activities in conjunction with the person's expressive activities.~~

(5) Non-university organizations and persons may use University indoor facilities for events ~~(other than those identified in section (12) below,~~ if specifically sponsored by a University organization or a University-related organization. Such sponsorship requires the University organization or University-related organization to serve as a sponsor and to be a participant in the activity-event of the non-University organization or persons, including being physically present throughout the ~~activity or~~ event.

(6) All organizations and persons that ~~organize or conduct demonstrations and other exercises of free speech and assembly~~ engage in expressive activities in outdoor areas of the University campus on University grounds, or otherwise conduct activities or events in University facilities, must abide by the general requirement that no such uses may interfere with, disrupt, or impede the normal operations of the University or otherwise interfere with or infringe on the rights of others. In order that ~~demonstrations and other exercises of free speech and assembly~~ expressive activities not interfere with the operation of the University or the rights of others, any person or organization organizing, conducting, leading, or participating in ~~a demonstration, assembly, or activity~~ an expressive activity using University grounds or other facilities shall not:

- (a) obstruct vehicular, bicycle, pedestrian, or other traffic;

- (b) obstruct entrances or exits to buildings or driveways or impede entry to or exit from any building or parking lot or vehicular path;
- (c) interfere with educational or administrative activities inside or outside any building;
- (d) violate a law, rule, regulation, or ordinance;
- (e) make threatening utterances or gestures directed to a person or persons, which an objectively reasonable person would interpret as a serious expression of an intent to cause a present or future harm or to intimidate;
- (f) use fighting words, which are those words that by their mere utterance inflict violence or would tend to incite a reasonable person to violence or other breach of the peace;
- (g) obstruct, disrupt, or attempt to physically force the cancellation or continuance of a speaker;
- (h) create an objectively hostile environment for students or employees based on a protected category (race, color, national origin, sex, religion (including non-religion), age, disability, gender identity or expression, or sexual orientation) through speech or conduct that is so severe and pervasive that it objectively interferes with a student's or employee's abilities to benefit from or participate in educational or employment activities, benefits, or privileges;
- (i) interfere with or disrupt scheduled University ceremonies or events;
- (j) interfere with or disrupt University operations;
- (k) damage property, including grass, shrubs, trees, or other landscaping; or
- (l) utilize sound amplification, including bullhorns, except as set forth in paragraph (7) below.

(7) -The University does not permit the use of Aamplified sound, including use of bullhorns, as part of expressive activities conducted in outdoor areas of the University campus~~demonstrations and other~~

~~exercises of free speech and assembly on University grounds~~ or in University facilities ~~is not permitted~~, except as approved in advance by the official responsible for the particular grounds or facility being used or as set forth in this paragraph. Where amplified sound is permitted, it is permitted at limits specified in this paragraph or as specified by the official or by the procedures for the particular facility in question. Absent specific ~~restrictions-instructions~~ provided by University officials, the approved use of amplified sound may not exceed a limit of 70 decibels. Even where use of amplified sound is pre-approved, the University reserves the right to impose ~~different~~specific volume restrictions on the use after consideration of the potential impact of the use on the operations of the University. ~~With regard to the free assembly areas identified in paragraph (12) below:~~

~~(a) the University does not permit amplified sound in the areas identified in (12)(b) and (12)(i); and  
(b) the University permits amplified sound in the areas identified in (12)(a), (12)(c) (h) as explained and limited in paragraph (7).~~

(8) If an event, demonstration, assembly, or other activity is disrupting, interfering with, or impeding University operations or infringing on the rights of other individuals (“disruptive action”) contrary to the requirements of this and related regulations, the President or one of his/her representative(s) may:

- (a) identify him/herself to the disrupters, giving name and official position;
- (b) inform the disrupters that they are in violation of the University policy and/or in violation of the law and specify the nature of the violation;
- (c) request that the violation cease (which could include relocation of the activity to avoid the disruptive action); and
- (d) in the event of non-compliance with this request, enlist the assistance of the University Police in restoring order and enforcing the law.

(9) In the event of disruptive action, the University Police have a responsibility to:

- (a) declare the activity, event, demonstration, or assembly to be disruptive, disorderly, or in violation of law and request all participants to cease and desist and to disperse and clear the area or be subject to arrest and/or University disciplinary action;
- (b) arrest any participants observed to be in violation of the law; and
- (c) enlist the assistance of outside law enforcement agencies, if necessary.

(10) In the event of disruptive action, University employees and students involved in the demonstration, event, assembly or activity shall identify themselves by presenting appropriate documents such as ID cards when requested to do so by the police or by the President or his/her designated representative. When requesting that persons identify themselves, the University representative making the request will identify him/herself verbally. Disrupters not officially related to the University will be directed to leave the campus immediately or be subject to arrest for a violation of the law forbidding the disruption or interference with the administration or functions of an educational institution.

(11) The areas designated in paragraph (12) below may be ~~used-reserved~~ by University students and employees, University organizations, and University-related organizations (the “campus community”), ~~or non-university organizations and persons~~ on a space-available basis, for the exclusive use of the reserving individual or organization.

(12) ~~Subject to requirements otherwise outlined in this regulation and in Regulations UCF 4.029, 4.0292, and 4.0294; and subject to requirements of the University regarding the assembly of large numbers of people, the use of sound amplification equipment, and maintenance of access to University facilities,~~ The nine areas listed below shall be deemed “Free Assembly-reservable a Areas for the campus community” ~~for the conduct of political activity and other exercises of free speech.~~ Contact the Office of Student Involvement for further information and to make reservations for all or part of a reservable area on main campus; contact Event Services at Rosen College to make

reservations for all or part of a reservable area at the Rosen campus. Sidewalks and paved walkways are not included as part of any reservable area ~~“Free assembly area”~~ and users may not extend their use of a ~~free assembly~~reservable area to sidewalks or paved walkways that form the border of a ~~free assembly~~reservable area. The Office of Student Involvement will maintain a map which highlights each of the ~~free assembly~~reservable areas on the main campus. ~~Additional information regarding the Office of Student Involvement and the free assembly areas can be found through the “Use Your Voice” online resource at <http://osi.ucf.edu/useyourvoice/>.~~

- (a) The open grass area between the kiosk near Millican Hall and the Mathematical Sciences Building as bounded by Apollo Circle and the paved walkways leading to the southwest entrance of the Mathematical Sciences Building.
- (b) The northwest portion of the grass area between the Student Union brick mall and the John T. Washington Center as bounded by Pegasus Circle to the northeast, the sidewalk of Aquarius Agora Dr. to the north, and the paved walkway leading to the covered patio of the Chick-fil-A.
- (c) The grass area bounded by the paved walkway bordering the northeast side of Howard Phillips Hall, the next paved walkway immediately northeast, and the paved walkway bisecting diagonally the grass area between the John T. Washington Center and Howard Phillips Hall, and the paved walkway bordering the southeast edge of this grass area.
- (d) The area south of the Health and Public Affairs 2 building bordered by the paved walkways and Pegasus Drive.
- (e) A portion of the rectangular grass area on the east side of Memory Mall bordered by Parking Surface Lot D, Mercury Circle, the east paved walkway of Memory Mall, and Memory Mall lamppost marker MM 23.

- (f) The grass area between the exits of the Student Union boardwalks (north and east) as bordered by Pegasus Circle on one side and a retention pond on the other side.
- (g) The open area southwest of the Convocation Center entrance bound by the West Plaza Drive sidewalk on the west and the Gemini Boulevard sidewalk to the south.
- (h) At the Rosen College of Hospitality Management, the grass area north of, and adjacent to, the Rosen College Library bounded by the paved walkways on the north, east, and west, and by the Library on the south.
- (i) At the Rosen College of Hospitality Management, a portion of the great lawn directly adjacent to the UCF Rosen College shuttle stop bounded on two sides by the paved walkway of the shuttle stop and the paved walkway running north/south from the campus entrance gate.

~~(13) Non-university organizations and persons who intend to use the areas identified in paragraph (12) above must notify the university at least twenty four hours in advance of the proposed use. Notification must be provided in writing to the Office of Student Involvement. Notification must include: name of the non-university organization or person, contact information for the person or for a representative of the organization, date and time of intended use of university assembly area, general nature of use, and expected attendance at event. If the proposed use of University campus grounds or any other University facility qualifies as a potentially hazardous event, as defined in Regulation UCF-4.0292, the user must provide the information and documents identified in that regulation to allow for University review of the event. documents provided to meet the requirements of Regulation UCF 4.0292 will suffice to notify the university of intent to use the identified assembly area, assuming the documents properly identify the assembly area intended for use. Please note that it is the responsibility of the event organization to submit forms and information for potentially hazardous events must be submitted sufficiently at least 15 calendar days in advance of the proposed~~

~~event to allow for University review and for appropriate plans to be made to make the event secure. See Regulation UCF-4.0292 for more information about potentially hazardous events. It is the responsibility of the event organizer to submit all required information sufficiently in advance of the event to allow for University review.~~

(14) Campus demonstrations or organized activities that will take the form of or involve a parade or a march and during which the participants will use or cross lanes of vehicular or pedestrian traffic must follow the requirements of University Regulation UCF-4.0292, "Potentially Hazardous Events." This is required so that necessary safety precautions can be taken.

*Authority: BOG Regulation 1.001. History—New 10-19-86, Amended 3-16-03, 8-15-07, 06-09-08, Formerly 6C7-4.0293; Amended 1-15-2010, 7-20-17, \_\_\_\_\_-18.*

Attachment D

**UCF-4.0294 Use of University Facilities; General Requirements.**

(1) University facilities are reserved and used primarily for the official and regular conduct of the University's business by the University and ~~its authorized agents~~the campus community.

(2) University organizations and University-related organizations may request non-commercial use of University buildings, and particular facilities may be assigned in response to such requests on a noninterference basis and subject to the requirements of the University. Use of University grounds, including reserving grounds for use, is governed by University Regulation UCF-4.0293. Commercial use of University facilities is governed by University Regulation UCF-4.010, University policies and procedures, and procedures of the specific facilities in which space may be reserved for commercial purposes.

(3) No outside food service shall be permitted on or in University facilities during, or in conjunction with, any meeting, event or function without the specific approval of the University.

(4) The general public shall be deemed to have ~~physical access~~license to ~~all walkways, the streets, libraries, book stores, and parking lots on the campus solely for the purposes of conducting legitimate business with the University and participating in University-related activities that are open to the public.~~ ~~The campus is not a public forum.~~ Unless invited by someone with authority to do so, the general public shall not have access to lecture halls, classroom buildings, classrooms, laboratories, studios, residential facilities, research areas, administrative buildings, faculty or staff offices, or other buildings and areas reserved for University housing, teaching, research, administration, recreation, creative activity, or athletic activity.

(5) University facilities shall not be used for any purpose that will impair or interfere with the orderly processes and functions of the University, or that pose an unreasonable and immediate threat to the safety of University students and personnel or property, or are otherwise contrary to law. For purposes of determining interference and disruption, University officials will look to the standards of University Regulation UCF-4.0293.

(6) University athletic and recreational facilities may be scheduled for recreation purposes provided such use is authorized by the athletics association or department controlling the athletic or recreational facility in question.

(7) Facilities must be returned to their original condition following use by any person or organization. Users will be billed for the costs of cleanup that they do not adequately complete themselves.

(8) Displays, whether as part of an event or not, must adhere to the following guidelines:

- (a) Outdoor displays are allowed only in conjunction with an event or program.
- (b) Displays must be self-supporting and are restricted to a size of eight feet by four feet. Screens for projection purposes may be larger.
- (c) Displays must be assembled and disassembled each day.
- (d) Displays must be staffed at all times by the person or organization sponsoring the display.
- (e) There is a five-day maximum on displays.
- (f) The same display cannot be sponsored by the same or different organizations successively merely to extend the five-day maximum.
- (g) The size and construction of any display must be reviewed and approved by a University building code official or safety officer. A sketch drawing of the display indicating the size and construction materials must be submitted with the SAFE Form.

(9) All events, activities, and expressive activities ~~and activities~~ using University facilities must comply with the following requirements:

- (a) Events may last no more than five days in succession. The same or different organizations may not sponsor the same event in succession in order to extend this maximum limitation.
- (b) No organization may reserve or make use University facilities and then permit the facilities to be used by any other person or organization. Where a University facility may be reserved, Reservations are made in the name of a specific person or organization, ~~which and that person or organization~~ must be present and actively utilizing the space so reserved. The

University may shut down an event (or revoke the reservation) if the person or organization reserving the facility is not present and/or not actively utilizing the space so reserved.

- (c) Events, activities, and expressive activities generally are limited to the hours of 8:00 a.m. to 10:00 p.m. Sunday through Thursday and 8:00 a.m. to 12:00 midnight Friday and Saturday. Events, activities, and expressive activities outside of these hours must be specifically approved by the University at least fifteen calendar days in advance, so that the University can make custodial and security arrangements.
- (d) Sound amplification, including bullhorns, is not permitted, except as specifically authorized by the official in charge of the specific location where sound amplification is proposed to be used. See also Regulation UCF-4.0293(7) regarding amplified sound.
- (e) Any damage to University or personal property in the course of use of University facilities is prohibited. Care should be taken to ensure that University and personal property is not damaged or destroyed. This includes campus lawns, grassy areas, shrubs, plants, and trees. The University will charge the users of University facilities for necessary repairs or replacement.

~~(10) Non-University organizations must apply to schedule use of University facilities in advance and may be charged for such use, except that use of the designated outdoor facilities listed in University Regulation UCF 4.0293 is governed by that regulation.~~

~~——(11)——~~ All potentially hazardous events, regardless of who is the sponsor, must follow the requirements (including insurance requirements) of Regulation UCF-4.0292.

~~(12)~~ Use of University facilities may be subject to usage fees and/or service charges as determined by the authority or official controlling the facility to defray the costs of allowing use of the facilities. These charges may vary depending on whether the person or organization is University, University-related, or non-University, as those terms are defined in University Regulation UCF-4.029. Charges will not be imposed for the conduct of expressive activities in outdoor areas of campus as set forth in section 1004.097, F.S. However, if a non-University person or organization wishes to reserve an

outdoor area of the University campus for exclusive, prescheduled use and the outdoor area in question is available for such rental, then the speaker will be expected to pay usage fees and/or service charges otherwise charged to members of the public.

(13) A limited number of facilities on campus - such as the Student Union, the Memory Mall, Ferrell Commons, the Live Oak Event Center, the Fairwinds Alumni Center, the UCF Arena, and ~~most-various~~ outdoor recreation facilities – are available for rental by the general public at rates set by the facility and on a space-available basis. Rental of these facilities may be for personal purposes (such as a reception) or commercial purposes (such as a test preparation service), subject to the policies and procedures of the University and the procedures of the specific facility.

*Authority: BOG Regulation 1.001. History – New 8-15-07, Formerly 6C7-4.0294, Amended 1-15-2010, \_\_\_\_\_-18.*

**ITEM: NGC-7**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: Amendments to Chapter 5 University Regulations**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approve amendments to University Regulations relating to student conduct rules, review proceedings for violations of the conduct rules by students or student organizations, student conduct appeals, and student academic behavior standards. The regulations to be amended are: University Regulations UCF-5.006 (Student Rights and Responsibilities), UCF-5.007 (Office of Student Conduct; Scope; Student Conduct Records); UCF-5.008 (Rules of Conduct), UCF-5.009 (Student Conduct Review Process; Sanctions), UCF-5.012 (Organizational Rules of Conduct); UCF-5.013 (Organizational Conduct Review Process; Sanctions; Appeals), and UCF-5.015 (Student Academic Behavior Standards).

**BACKGROUND INFORMATION**

Florida Board of Governors Regulation 1.001 provides that “Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.”

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**Supporting documentation:** Attachment A: Proposed Amended Regulation UCF-5.006 (redline)  
Attachment B: Proposed Amended Regulation UCF-5.007 (redline)  
Attachment C: Proposed Amended Regulation UCF-5.008 (redline)  
Attachment D: Proposed Amended Regulation UCF-5.009 (redline)  
Attachment E: Proposed Amended Regulation UCF-5.012 (redline)  
Attachment F: Proposed Amended Regulation UCF-5.013 (redline)  
Attachment G: Proposed Amended Regulation UCF-5.015 (redline)

**Prepared by:** Youndy Cook, Deputy General Counsel

**Submitted by:** Scott Cole, Vice President and General Counsel

Attachment A

**UCF-5.006 Student Rights and Responsibilities**

(1) Student Rights. Upon enrollment, students are entitled to the following freedoms and rights, provided the exercise thereof is accomplished in accordance with University procedures and does not result in disruption or disturbance as elsewhere described in the Regulations.

- (a) Participation in Student Government Association and its elective process.
- (b) Membership in Registered Student Organizations.
- (c) Freedom of expression. The basic freedoms of students to hear, write, distribute, and act upon a variety of thoughts and beliefs are guaranteed. Freedom of expression carries with it the responsibility for seeing that the essential order of the University is preserved.
- (d) Freedom to hold public forums. The University desires to create a spirit of free inquiry and to promote the timely discussion of a wide variety of issues, provided the views expressed are stated openly and are subject to critical evaluation. Restraints on free inquiry are held to a minimum and are consistent with preserving an organized society in which peaceful, democratic means for change are available. Guest lecturers or off-campus speakers sponsored by student groups may appear on the UCF campus following arrangements with the designated University authority for such appearances.
- (e) Freedom to hear, write, distribute, and act upon a variety of thoughts and beliefs. This freedom is subject to the following:
  - 1. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism. The distribution of such material, as is arranged by the Director of Office of Student Involvement, is permissible for registered student organizations provided steps have been taken to preserve the orderliness of the campus.
  - 2. Solicitation, whether printed materials or otherwise, on campus is prohibited except as provided in University Regulation UCF-4.010.
  - 3. The distribution of materials or circulation of petitions to captive audiences such as those in classrooms, at registration, in study areas or in residential units is not allowed without prior permission. Such permission may be requested from the appropriate university official.

- (f) Peaceful assembly. Student gatherings must neither disrupt or interfere with the orderly educational operation of the institution, nor violate state or local laws, or University regulations.
- (g) Fair and impartial proceeding. These matters shall include, but not be limited to:
  - 1. Disciplinary proceedings involving an alleged violation of academic and nonacademic rules.
  - 2. Refunds and charges. The status of a student charged with a violation of University rules shall not be affected pending final disposition of the charges except in the case of administrative action (also known as an interim action). For specific procedures and rights of students during the Student Conduct Review Process, see later section entitled “Student Conduct Review Process.”
- (h) Confidentiality of student records. Each University office and agency which generates, collects, and disseminates information on students must follow the guidelines for confidentiality of those records in their possession. For further information see “Student Record Guidelines.”

(2) Student Responsibilities. A student at the University is deemed to have given his or her consent to the policies of the University and the Florida Board of Governors and to the laws of the State of Florida. Each student is responsible for reviewing the rules and regulations of the University and for abiding by them.

(3) Definitions.

- (a) The term “Academic Integrity Panel” is comprised of one faculty and one staff/faculty member and two students selected from the Student Conduct Board. Members of this panel will receive annual training on how to conduct an investigation related to academic misconduct.
- (b) The term “Advisor” or “Support Person” refers to any individual who provides support, guidance or advice to a party involved in a Title IX investigation or Student Conduct Review Process. The Advisor or Support Person of the involved party’s choice may assist and/or accompany the party throughout the investigative process and Student Conduct Review Process. This person shall not speak for, or present the information on behalf of the party who requested the Advisor or Support Person’s attendance.

- (c) The term “Clery Act” refers to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act is a federal law that requires institutions of higher education to provide current and prospective students and employees, the public, and the federal government with crime statistics and information about campus crime prevention programs and policies. Among other crimes, the Clery Act requires that colleges and universities report forcible sex offenses including sexual assault and rape. The Clery Act was amended by the Violence Against Women Reauthorization Act of 2013.
- (d) The term “Community ReEngagement and Educational Development (CREED) Program” is a committee composed of an equal number of faculty/staff and students appointed by the Director of the Office of Student Conduct to review the disciplinary probation status of a student.
- (e) The term “Complainant” refers to anyone who discloses having been subjected to sex discrimination, which includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity in the commission of any act prohibited by the Rules of Conduct section UCF-5.008(5) or the Organizational Rules of Conduct section UCF-5.012(5), regardless of whether that person makes a report or seeks action under that policy.
- (f) The term “Continuously Enrolled” is defined as being enrolled in classes without a break of two or more consecutive regular semesters/terms (i.e., Fall and Spring, or Spring, Summer, and Fall).
- (g) The term "Deputy Title IX Coordinator" is defined as a university employee who is responsible for assisting with the coordination of the University’s efforts to comply with and carry out its responsibilities under Title IX. UCF’s Deputy Title IX Coordinators are Dana Juntunen, Brandi Stuart, and Abigail Malick.
- (h) The term “Director of the OSC” refers to the Director of the Office of Student Conduct.
- (i) The term “Executive Director of the OSRR” refers to the Executive Director of the Office of Student Rights and Responsibilities.

- (j) The term “Hold” refers to a service indicator placed on a student’s record that includes but is not limited to: prevent modification to registration; access to transcripts; and re-enrollment following a separation from the University
- (k) The term “mandated assessment” refers to a process which is used to evaluate the student’s risk of harm to self or others, and to take appropriate actions to ensure the safety of the student or others if risk is present, completed by a licensed mental health professional or other appropriate licensed medical provider.
- (l) The term “Off Campus” refers to any location not defined as University premises.
- (m) The term “Overlay” refers to a notification on a student’s university transcript that states the student is not in good standing.
- (n) The term “Preponderance of Evidence” means that evidence, considered as a whole, shows that the fact sought to be proved is more probable than not. This is the standard used in adjudicating all disciplinary cases within the Student Conduct Review Process.
- (o) The term “Record Sealing” refers to when a student’s disciplinary record cannot be examined except by a court order or designated officials.
- (p) The term “Relevant Information” means information that has been shown to directly support the position of a party throughout the University’s investigative process or Student Conduct Review Process.
- (q) The term “Respondent” refers to any student or registered student organization who has been accused of sex discrimination, which includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity as defined in Rules of Conduct section UCF-5.008(5) or the Organizational Rules of Conduct section UCF-5.012(5).
- (r) The term “Responsible Employee” is defined as any employee, and Direct Support Organization non-student employee, who is not a confidential employee as defined in the University’s *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*. Responsible Employees include (but are not necessarily limited to) Faculty (full-time and part-time), Staff (full-time and part-time), Resident Assistants, and graduate students with classroom responsibilities. Responsible employees also include those employees identified

as Campus Security Authorities (CSAs). The University reserves the right to designate other individuals involved in university-sponsored/related activities as Responsible Employees on a case-by-case basis.

- (s) The term “Sanction” refers to outcome(s) imposed on students and registered student organizations found in violation of any Rules of Conduct or Organizational Rules of Conduct.
- (t) The term “Sex Discrimination” refers to any unlawful distinction, preference or detriment to an individual that is based upon an individual’s sex that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regards to; or (4) otherwise adversely affects a term or condition of an individual’s employment, education, living environment, or participation in a university program or activity. Sex discrimination includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity.
- (u) The term “Student” means any person enrolled in one or more classes at the University, either full time or part time, study abroad student, online students, continuing education students, students pursuing undergraduate, graduate or professional studies, either degree seeking or non-degree seeking. Persons who withdraw after allegedly violating the Rules of Conduct, or who are not officially enrolled for a particular academic term but who have a continuing relationship with the University are also “students.” Individuals who have been accepted for admission and have paid an enrollment deposit are considered “students” for limited purposes (including the Student Conduct Review Process).
- (v) The term “Student Conduct Board” means any person or persons authorized by the Director of the OSC or designee to gather information and make proposed findings regarding whether a student or registered student organization has violated the Rules of Conduct or Organizational Rules of Conduct and to propose sanctions that may be imposed.
- (w) The term “Title IX” refers to the Title IX of the Education Amendments of 1972 which is a federal law that protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states that: “No person in the United States shall, on the basis of sex, be

excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. Title IX’s sex discrimination prohibition protects against sexual harassment and sexual violence and extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity, pregnancy or parental status.

- (x) The “Title IX Coordinator” is defined as a university employee who is responsible for coordinating the University’s efforts to comply with and carry out its responsibilities under Title IX. UCF’s Title IX Coordinator is ~~Matt Ricke~~[Dawn Welkie](#).
- (y) The term “University” means the University of Central Florida.
- (z) The term “University Community” refers, collectively and individually, to students, University officials, Trustees, and all visitors, contractors, and guests to the University or any of its campuses, facilities or events.
- (aa) The term “University Official” includes any person employed by the University (i.e. faculty, staff, administration, and residence hall staff) acting within the scope of their job duties.
- (bb) The term “University Premises” includes all land, buildings, facilities, and other properties in the possession of or owned, used, controlled by the University, or its direct support organizations.
- (cc) The term “VAWA” refers to the Violence Against Women Reauthorization Act of 2013, which amended the Violence Against Women Act and the Clery Act to provide new requirements for schools to prevent and respond to sexual violence, relationship violence and stalking. Some of these requirements include providing primary prevention education and awareness programs for all incoming students and employees; collecting statistics on relationship violence and stalking, in addition to current requirements to collect sexual assault statistics; issuing Complainants a written notice of their rights; and adopting grievance policies that are prompt, fair, and impartial as well as administered by trained officials.
- (dd) The term “VP of SDES” refers to the Vice President of Student Development and Enrollment Services.

(ee) The term “Witness” refers to any person who directly observed an incident or has direct or indirect knowledge related to an incident

(4) Smoking. While on UCF property, students will uphold the smoke-free campus policy (<http://smokefree.sdes.ucf.edu/>) to ensure a healthy and clean environment for everyone. Smoking of any kind is prohibited in all facilities and areas of the UCF campus.

(5) Medical Emergencies. The University of Central Florida highly encourages students and registered student organizations to call for medical assistance whenever an individual experiences severe intoxication/impairment or serious injury after consuming alcohol and/or drugs. Students and registered student organizations may be reluctant to call for help for themselves or others due to potential involvement from the UCF Police Department or the Office of Student Conduct. Due to the serious or life-threatening nature of these medical emergencies, the University of Central Florida urges students to contact emergency medical services or the UCF Police Department if alcohol-related and/or drug-related medical emergencies arise. The university’s primary goal is to create a safe environment for its students. Procedures and expectations regarding these incidents have been outlined in the Office of Student Conduct Rules of Conduct Controlled Substance and Drug Violations and Alcoholic Beverages section and the Organizational Rules of Conduct section.

(6) Student Care Services. In order to provide comprehensive and consistent care for students experiencing academic, financial or personal challenges, Student Care Services (SCS), under Student Rights and Responsibilities provides support to students identified as needing additional on-campus or off-campus resources. Care Managers for Student Care Services review referrals from students, faculty, staff and/or other parties who are concerned about behavior exhibited by a student. The goal of Student Care Services is to intervene and support the student before a situation reaches crisis level.

(a) Care Managers will reach out to the student to assess what resources would be beneficial and collaboratively develop an action plan to reduce obstacles affecting success at UCF. Care Managers will assist the student in coordinating with campus resources currently being utilized and will work with the student to monitor progress. Depending upon the circumstances, the referring person may receive feedback about the student’s action plan.

(b) In order to support student success, Care Managers may utilize additional campus resources to assist the student. This may include collaboration with the Student of

Concern Team (SOCT), a multidisciplinary group that reviews potential concerns presented by the UCF community regarding student behavior. The SOCT offers additional knowledge of university resources and procedures and may make further recommendations regarding action plan items for student success.

Students of concern are presented to the team at the discretion of the Office of Student Rights and Responsibilities and/or Student Care Services. The team may enlist the services of various campus units on an as needed basis.

- (c) Care Managers have additional campus support systems in place to assess students engaging in behavior that may pose a risk to themselves or others. This includes but is not limited to the University Crisis Team, Mandated Assessment Procedure, and Involuntary Withdrawal Procedure.

(7) University Crisis Team. The University may refer students who are viewed to be engaging in behavior(s) that pose risks to themselves or others to the University Crisis Team for possible action. Such behaviors include, but are not limited to: suicidal behavior, self-injury, threats to harm others, disruptive behavior, disordered eating, and endangerment to the community.

- (a) The Executive Director of OSRR or designee will convene the team members in order to review each case and decide on the best course of action. The team is comprised of the following persons and/or their designee(s): Student Health Services Executive Director, Counseling and Psychological Services Director, UCF Police Department Chief, Office of Student Rights and Responsibilities Executive Director, Student Care Services Associate Director, Office of Student Conduct Director, Associate Dean for Academic Services, Housing and Residence Life Director, Deputy General Counsel, and Student Development and Enrollment Services Associate VP and Dean of Students.
- (b) Various campus units may enlist the services of the team. These include but are not limited to Student Accessibility Services, Recreation and Wellness Center, Wellness and Health Promotion Services, Office of Fraternity and Sorority Life, Athletics, Alcohol and Other Drug Intervention Services, Undergraduate Studies, and Graduate Studies.
- (c) The role of the Student Health Services Executive Director and the Counseling and Psychological Services Director on the Crisis Team will be consultative in nature. When possible, the Student Health Services Executive Director and the

Counseling and Psychological Services Director will not confer on a case for which they are (or have been) serving in a direct provider relationship with the involved student. When the involved student has been a client at UCF Counseling and Psychological Services, the Counseling and Psychological Services Director or designee will maintain the confidentiality of the student's clinical information and will make recommendations for action based solely upon the information provided in the meeting or as guided by clinical and licensure best practices.

(8) Mandated Assessment Procedure. This University procedure is established for behaviors or actions that result in hospitalization from imminent danger to self or others via the Baker Act (F.S. 394.463) or Marchman Act (Chapter 397, Florida Statutes), significant acts or threats of violence to others, chronic eating disorders, dramatic and/or expansive displays of self-mutilation, behaviors that are significantly disruptive to the UCF community and /or diminish the ability of a student to care for oneself. Whenever the UCF Police provide transportation of a UCF student to the hospital for involuntary examination, the police will file a report with the OSRR. In addition, anyone may also file reports about students of concern with Student Care Services.

- (a) Once a report is received regarding a UCF student hospitalization via the Baker Act or the Marchman Act, Student Care Services may notify and consult with designated representatives of UCF Counseling and Psychological Services or Student Health Services and/or the University Crisis Team to review the severity of the student's behavior for potential of continued risk to the campus community. A determination will be made whether a mandated assessment and/or physical assessment is needed to help the student in their specific situation or whether some other more stringent, protective action is appropriate to protect both the welfare of the student and the community. The mandated assessment session(s) may be used to evaluate the student's risk of harm to self or others, and to take appropriate actions to ensure the safety of the student or others if risk is present. In addition, the mandated assessment session(s) are designed to assist students in developing a safety and/or well-being plan and provide students with educational resources. A member of Student Care Services will contact the student in a timely manner and require an initial meeting between a Student Care Services

representative and the student to inform the student of their rights and responsibilities regarding the incident.

- (b) All students identified as threatening self-harm or having attempted suicide must complete a mandated assessment with a licensed mental health professional and/or a physical assessment with a licensed medical provider. Examples of a licensed mental health professional include a Student Health Services psychiatrist, a Counseling and Psychological Services clinician, or a community based licensed mental health professional or licensed psychiatrist of the student's choice. Before the mandated assessment is conducted, Student Care Services or designee will first attempt to obtain an *Authorization to Release/Exchange Confidential Information form* from the student to provide the licensed mental health professional and/or licensed psychiatrist conducting the assessment with background information relevant to the reason for the mandated assessment. Student Care Services will require proof of participation for the mandated assessment with a licensed mental health professional and/or proof of a physical assessment with an appropriate medical provider. The student must meet with Student Care Services within ten (10) business days following release to complete a follow up appointment. Student must provide proof of assessment within twenty (20) business days following release or prior to return to the university (in the event a student withdraws for the remainder of the semester or is placed on Medical Withdrawal). Failure to comply may result in disciplinary action or the convening of the University Crisis Team.
- (c) In cases where more protective action is needed based on more severe behavior/conduct (e.g., behavior endangering others, threats to harm others, behavior significantly disruptive to the UCF community), the Executive Director of OSRR or designee may initiate one or both of the following:
  - 1. Interim Suspension followed by initiating the Student Conduct Review Process;
  - 2. Convening of the University Crisis Team to consider the initiation of the Involuntary Withdrawal Procedure.

(9) Involuntary Withdrawal Procedure.

(a) Introduction.

1. The University of Central Florida is committed to ensuring equality of educational opportunity while cultivating an environment that is safe for the campus community and supportive of student learning. The University will seek to intervene where a student's behavior interferes with the rights of others within the University community or where the student presents a significant risk of harm to the health, safety, well-being and/or property rights of others. In such situations, safety and security concerns are paramount, and the University must react as promptly as feasible under the circumstances. University officials may consider a number of reasonable security and health and safety measures, including, but not limited to, requesting emergency assistance and seeking psychiatric evaluation, hospitalization, and treatment for mental illness as appropriate under the law. Additionally, the University may determine that it is necessary for the student to be involuntarily withdrawn from the University for the protection of others. This section outlines the procedures to be used by the University in making an involuntary withdrawal decision.
2. This involuntary Withdrawal Procedure will be applied in a nondiscriminatory manner, and decisions will be based on consideration of the student's conduct, actions, and statements and not on knowledge or belief that the student has a disability.
3. The purpose of the Involuntary Withdrawal Procedure is for the University to be able to take urgent action when circumstances present a Significant Risk based on reasonably available information at the time. It will be necessary for the University to act promptly and for the benefit of the community as a whole, even if that means that, in consideration of later-presented information, the procedure ultimately concludes in favor of the student's continued enrollment (with or without conditions). Where the involuntary withdrawal procedure is invoked but the student is permitted to continue enrollment with no conditions, the University will take reasonable steps to assist the student in resuming their academic endeavors with as little disruption as feasible under the circumstances.

(b) Direct Threat. When a student’s behavior is deemed to pose a direct threat risk to the health and safety of the community, the Associate Vice President and Dean of Students (“Dean of Students”) or their designee may initiate an involuntary withdrawal of the student on behalf of the university. The Dean of Students or designee will consult with the University Crisis Team before a final decision is made on the involuntary withdrawal of the student. A student poses a Direct Threat when the student’s behavior poses a “Significant Risk” to the health or safety of the student or others, or of significant property damage, or of substantial disruption to the lawful activities of others or the educational process or orderly operation of the University, and reasonable modifications of policies, practices, or procedures will not sufficiently mitigate the risk. Significant Risk is defined as the high probability of harm or threats of harm and not just a slightly increased, speculative, or remote risk of such harm. Significant Risk is identified based on information that is reasonably available at the time of consideration. Information may be provided to the University through different means, including an incident report to Office of Student Rights and Responsibilities (OSRR), a police report, information provided following a hospitalization, or any other reliable source.

(c) Interim Involuntary Withdrawal.

1. A student may be involuntarily withdrawn from the University on an interim basis (“Interim Involuntary Withdrawal”) if the Executive Director of OSRR or designee determines, based upon information reasonably available at the time, that the student poses a Direct Threat as defined above. A student will remain on Interim Involuntary Withdrawal pending the outcome of the Interim Involuntary Withdrawal Review. An Interim Involuntary Withdrawal may be imposed prior to a meeting of the University Crisis Team.
2. A student will be notified of Interim Involuntary Withdrawal through a written notice outlining the Interim Involuntary Withdrawal procedure, including the time, date, and location of the Interim Involuntary Withdrawal Review.
3. A student under Interim Involuntary Withdrawal shall be given an opportunity to present information to the University Crisis Team within

three (3) business days from the effective date of the Interim Involuntary Withdrawal, in order to review the following issues only:

- a. The reliability of the information concerning the student's behavior and,
- b. Whether or not the student's behavior poses a Direct Threat, as defined above.

4. If upon conclusion of the Interim Involuntary Withdrawal review, the University Crisis Team determines the student will remain on Interim Involuntary Withdrawal based on the above defined issues, the University Crisis Team will proceed with the Involuntary Withdrawal procedures as outlined below.

(d) Involuntary Withdrawal – Notice to Student.

~~A student who poses a serious danger of imminent or serious physical harm at the University may be involuntarily withdrawn from the University by the Executive Director of OSRR or designee upon appropriate notification and consultation from the University Crisis Team and the Associate Vice President & Dean of Students of SDES or designee.~~

~~(a) This notification is received in the form of an incident report to the Office of Student Rights & Responsibilities, or a psychiatric evaluation filed with the UCF Police Department. The student will be withdrawn if the Executive Director of OSRR or designee concludes, on the basis of preponderance of evidence that the student engages or threatens to engage in behavior that may:~~

- ~~1. Pose a significant danger of causing harm;~~
- ~~2. Cause significant property damage or interferes with the educational environment of others at the university; or~~
- ~~3. Demonstrates an inability to care for his/her daily physical or mental wellbeing without assistance and has failed to secure such assistance.~~

~~(b) The Executive Director of OSRR or designee reserves the right to impose an immediate and interim withdrawal (the equivalent of an interim suspension), prior to the review of all information, if the Executive Director of OSRR or designee concludes that the student poses a threat to the welfare of any individual, the student body, or any part of the University or its community. In such cases, there will be a scheduling of a hearing within three (3) business days to determine the~~

~~status of interim withdrawal. At this hearing, the student shall be offered an opportunity to provide documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment.~~

~~(c) — The Executive Director of OSRR or designee will call a meeting of the University Crisis Team at the earliest possible date. The student may be present at this meeting and may present information in support of his/her case. Following the student's presentation, the team shall convene in executive session. At the conclusion of this meeting, the team shall make a recommendation to the Executive Director of OSRR or designee whether to withdraw the student, reinstate the student, or reinstate the student with conditions.~~

~~(d) — The Executive Director of OSRR or designee will make a final decision regarding the student's enrollment status and notify the student in writing within 24 hours of the Crisis Team's recommendation.~~

~~(e) — A student subject to Involuntary Withdrawal is entitled to the following:~~

- ~~1. Notice of intent to remove the student pursuant to this policy stating the reasons for the proposed action.~~
- ~~2. The opportunity to examine the psychiatric or other evaluations provided to the University Crisis Team and to discuss them.~~
- ~~3. The opportunity to present relevant information for consideration of his/her case personally, or by a licensed mental health professional working with that student, if the student is not capable of self-representation.~~
- ~~4. The opportunity to have an advisor of the student's own choice accompany the student to any meetings or proceedings described in this procedure. The advisor may not present on behalf of the student or otherwise participate in the meeting or proceeding.~~
- ~~5. The right to appeal.~~

~~(e) Involuntary Withdrawal – Meeting of the University Crisis Team. The Executive Director of OSRR or designee will call a meeting of the University Crisis Team no earlier than five (5) business days after notifying the student of the proposed Involuntary Withdrawal. The student will be notified of the time, date, and location of the University Crisis Team meeting. The student may be present at~~

this meeting and may present information in support of him/herself. Following the student's presentation, the team shall meet in a confidential deliberation. At the conclusion of this confidential deliberation, the team shall make a recommendation to the Dean of Students or designee, based upon the Team's review of all available information at the time of the meeting, as to whether the University should:

1. involuntary withdraw the student due to Direct Threat;
2. make no changes to the student's status;
3. allow continued enrollment with conditions; or
4. if the student is on Interim Involuntary Withdrawal at the time, reinstate the student with or without conditions.

(f) Involuntary Withdrawal – Notifying Student of Recommendation and Decision.

The Dean of Students or designee will make a final decision regarding the student's enrollment status based on the totality of information available to the University and considering both the University Crisis Team's recommendation and any information presented by the student. The Dean of Students or designee will notify the student in writing within two business days of the final decision regarding the student's enrollment status.

(g) Involuntary Withdrawal – Appeal. In the event a student disagrees with the decision of the ~~Executive Director of OSRR~~Dean of Students or designee, the student may appeal the decision. The appeal must be made in writing to the Vice President for SDES, or designee, within three (3) business days after the date of the notification to the student of the decision. A student may appeal the decision based on one or more of the following criteria:

1. Irregularities in fairness and stated procedures that could have affected the outcome of the decision.
2. Discovery of new and significant information that could have affected the outcome and that was not known or could not reasonably have been discovered and/or presented at the time of the meeting.
3. The outcome is extraordinarily disproportionate to the reported behavior.

The Vice President of SDES or designee, shall, within three (3) business days, sustain the initial decision or ~~return~~remand the case to the University Crisis Team

for re-consideration. The Vice President's decision to sustain the initial decision is final action. If the matter is returned for re-consideration, the process will resume at the step outlined in subsection (e), above.~~will be considered final agency action.~~

- (hg) Upon being involuntarily withdrawn, the student may no longer enroll in classes, may not be an active member of a registered student organization, may no longer use University facilities, must vacate University owned housing, may no longer be permitted on University property, and may not be employed by UCF. Additionally, an involuntarily withdrawn student ~~and~~ may be entitled to whatever refunds of tuition, fees, and room and board charges as would be appropriate given the timing of the withdrawal.
- (ih) Students who are involuntarily withdrawn from the University shall have a hold placed on their records, which will prevent them from being readmitted or reenrolled at the institution except as stated in this paragraph. A student may request readmission or reenrollment at the University and provide the ~~Executive Director of OSRR~~Dean of Students or designee with documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment of the student and concluded that the student is ready and able to safely return to the University and does not pose a Direct Threat as defined above. ~~does not pose a serious threat to others.~~ In cases where the ~~Executive Director of OSRR~~Dean of Students or designee has imposed other conditions for readmission, it is the responsibility of the student to provide documentation of compliance with such conditions.
- (ji) A student who is considered for but ultimately not subject to Involutarily ~~w~~Withdrawal~~n~~ may be subject to conditions on~~to~~ continued enrollment at the University. In such cases, the student will be provided with a written summary of any such conditions and must meet all conditions in order to maintain student status. A student who fails to meet such conditions may be later subject to involuntary withdrawal by the ~~Executive Director of the Office of Student Rights & Responsibilities~~Dean of Students or designee, or may be subject to charges through the University's Student Conduct Review Process for failure to comply.

- (kj) The current voluntary medical withdrawal process should not be used to handle withdrawals ~~related to mental health issues~~ where ~~an imminent threat to the community~~ a Direct Threat is evident or where a violation of the Rules of Conduct has allegedly occurred. ~~However, a student could choose to pursue a medical withdrawal within six (6) months of the end of the semester.~~ Information for students seeking a medical withdrawal is available in the Catalog.
- (l) As a general principle, the University prefers to use the regular Student Conduct Review Process ~~and its policies and practices are preferred~~ in ~~serious~~ instances of misconduct, without regard to whether the student has a physical or mental condition that might be contributing to the misconduct.~~there might be mental health issues present.~~ The ~~procedures and specifications given in this regulation~~ Involuntary Withdrawal Procedure is ~~are~~ to be employed in those ~~extraordinary~~ situations in which, ~~in the judgment of the appropriate administrative officers,~~ the regular Student Conduct Review Process is not applicable or, due to safety concerns, cannot be applied in a sufficiently timely fashion.

(10) Title IX Policy and Procedure.

- (a) Federal law, specifically Title IX of the Education Amendments of 1972 (Title IX), prohibits discrimination on the basis of sex in education programs or activities. Title IX prohibits sex discrimination against students, staff and faculty— which includes acts of sexual misconduct, stalking and relationship violence. Title IX also prohibits retaliation for making a good faith report of sex discrimination or participating in or being a party to any proceeding involving sexual misconduct and/or interpersonal violence. A closely related federal law, Section 304 of the Violence Against Women Act (“Campus SaVE Act”), requires universities to increase transparency about the scope of sex-related violence on campus, guarantee victims enhanced rights, provide for standards in institutional conduct proceedings, and provide campus wide prevention education and awareness programming.
- (b) The University of Central Florida is committed to fostering an environment in which all members of our campus community are safe, secure, and free from sex discrimination, including sexual misconduct, stalking, and relationship violence,

listed and defined in the Rules of Conduct (UCF-5.008) and Organizational Rules of Conduct (UCF-5.012). Our community expects that all interpersonal relationships and interactions – especially those of an intimate nature – be grounded upon mutual respect and open communication. When learning of conduct or behavior that may not meet these standards, community members are expected take an active role in promoting the inherent dignity of all individuals.

- (c) The university encourages any faculty, staff, student or non-student who thinks that he or she has been subjected to sex discrimination or retaliation by another student, member of the faculty or staff, or third party affiliated with the University to immediately report the incident to the Office of Institutional Equity.
- (d) The University strives to promote the safety and well-being of all students and employees. This information is applicable to students and employees regardless of their sexual orientation, gender identity, or gender expression.
- (e) Rights of the Complainant and the Respondent. Any individual (“Complainant”) who discloses having been subjected to sex discrimination, including sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity, and any individual or registered student organization (“Respondent”) who has been accused of sex discrimination, including sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity, are afforded the following rights throughout the university’s investigative process and the student conduct review process. These rights provide a fair process for both parties while also ensuring Complainant’s protections under Title IX and the Campus SaVE Act. These rights are in addition to the rights afforded in the student conduct review procedures outlined in UCF-5.009 (students) and UCF-5.013 (student organizations). Complainant and Respondent rights include the following.
  - 1. Both the Complainant and Respondent are permitted to have an advisor or support person accompany them throughout the university’s investigative process and student conduct review process. This person will not represent the Complainant or Respondent, address witnesses, investigator(s), the hearing body, any other party, or otherwise directly

participate throughout the university's investigative process and/or student conduct review process. In addition, if the selected person is a witness, the person cannot be an advisor or support person.

2. Both the Complainant and the Respondent have the right to remedial and protective measures and shall be notified of available assistance at the University.
3. Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during the investigative process and during a formal hearing. Prior to the initiation of the student conduct review process, the investigator has the discretion to determine the relevance of any proffered evidence and to include or exclude certain types of evidence. In general, the investigator will not consider statements of personal opinion, rather than direct observations or reasonable inference from the facts, or statements as to any party's general reputation for any character trait.
4. If the investigative process results in a recommendation to initiate the student conduct review process, both the Complainant and Respondent will receive notice to attend a preliminary conference meeting with the Office of Student Conduct and be informed of the available resolution options in the student conduct review process.
5. During the Student Conduct Review Process, both the Complainant and Respondent shall be informed of the Administrative Hearing Officer assigned to the case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification.
6. Both the Complainant and Respondent will be afforded similar and timely access to any information made available through the investigative process and/or that will be used during the student conduct review process.
7. If the matter proceeds to a formal hearing, both the Complainant and Respondent may submit a list of proposed questions related to the alleged incident to be asked during the formal hearing. The relevancy of proposed questions will be determined by the conduct officer or hearing body.

During a formal hearing, all questions shall be asked through the hearing body. Both Complainant and Respondent should not be questioned directly by one another.

8. Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during the investigative process and a formal hearing. Relevancy and timeliness will be determined by the investigator(s), conduct officer or formal hearing body.
9. Both the Complainant and Respondent may not have irrelevant past conduct, including sexual history, discussed during the formal hearing. The issue of relevancy shall be determined by the investigator, conduct officer or the hearing body.
10. Both the Complainant and the Respondent will be provided access to participate, during the entire formal hearing in person, via videoconference, by telephone, or by other means available.
11. At least three (3) business days before the formal hearing, the Complainant may submit a written statement describing the impact of the Prohibited Conduct on the Complainant and expressing a preference about the sanction(s) to be imposed. At least three (3) business days before the formal hearing, the Respondent may submit a written statement explaining any factors that the Respondent believes should mitigate or otherwise be considered in determining the sanction(s) imposed. The Office of Student Conduct will ensure that the Complainant and the Respondent each have an opportunity to review any statement submitted by the other party before the formal hearing. The purpose of the statement(s) is to assist the hearing body in proposing a sanction. Therefore, the statement(s) will be given to the hearing body for consideration only if the hearing body makes a proposed finding of in violation on one or more allegations of sexual misconduct and/or interpersonal violence addressed in the formal hearing.
12. Both the Complainant and Respondent will be informed, concurrently and in writing, of the outcome of the investigative process, the Student Conduct Review Process, and the outcome of the appeal process, in accordance with federal guidelines.

13. Both the Complainant and the Respondent have the right to appeal the outcome of the Student Conduct Review Process on the basis outlined in the applicable Student Conduct Appeals section UCF-5.010 (individual student UCF-5.013 (registered student organizations)).
  14. Both the Complainant and Respondent will be given periodic status updates throughout the investigative process and the Student Conduct Review Process.
- (g) Administrative hearing officers and panel members who hear cases of sex discrimination (including sexual harassment, sexual misconduct, stalking, and/or relationship violence) receive annual training on how to conduct fair and impartial hearings for these types of cases.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.003, New 6-18-09, Amended 7-19-12, 9-5-13, 11-24-14, 10-29-15, 7-28-16, 7-20-17, 1-18-18, \_\_\_\_\_-18.*

Attachment B

**UCF-5.007 Office of Student Conduct; Scope; Student Conduct Records**

(1) Scope

- (a) The Rules of Conduct shall apply to all undergraduate students, graduate students and students pursuing professional studies, including those attending its regional campuses and/or off campus instructional sites. The Rules of Conduct shall be deemed a part of the terms and conditions of admission and enrollment of all students. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida. The Rules of Conduct apply to student conduct and will not be used to impose discipline for the lawful expression of ideas. Specific restrictions on time and place of meetings and assemblies are found in other University regulations or policies.
- (b) These Rules of Conduct apply to all student conduct that occurs on University premises or online, or at activities officially approved by the University of Central Florida or which are sponsored or conducted by University groups and organizations, regardless of location.
- (c) Off-Campus Conduct. The University may take action against a student for off-campus conduct if the conduct is specifically prohibited by law or the Rules of Conduct; or if the conduct poses (or demonstrates that the student's continued presence on University premises poses) a danger to the health, safety or welfare of the University community; or if the conduct is disruptive to the orderly processes and functions of the University.
- (d) Failure to comply with duly established laws or University regulations may subject violator(s) to appropriate civil authorities.

(2) Authority

- (a) The Florida Board of Governors Regulation 6.0105 requires each university to establish a Student Disciplinary System, including a code of conduct, to apply to student disciplinary proceedings.
- (b) These regulations are designed to ensure fairness and due process in student disciplinary proceedings.

- (c) Generally, authority necessary to enforce the student conduct regulations is vested in the Vice President for Student Development and Enrollment Services or designee. Selected functions of this authority are shared with faculty, staff and students. Some functions of student conduct administration are assisted through review boards or committees.

(3) **Violations of Law and Rule of Conduct Violations.** A student who commits offenses against the laws of municipalities, states, or the United States, is subject to prosecution by those authorities and may be subject to disciplinary action under University rules when the conduct violates institutional standards. Student shall not be forced to present self-incriminating evidence; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal case. The student conduct review process is not a criminal or judicial proceeding and is designed to address student behavior; therefore, alleged violations of the Rules of Conduct will be addressed independently of any penalty imposed by the courts for the criminal offense.

(4) **Student Conduct Records**

- (a) **Maintenance of Records.** A student's conduct case record will be maintained in the Office of Student Conduct and if applicable, the Office of Institutional Equity. The case record of a student found responsible for charge(s) against them, with sanctions less than disciplinary suspension, dismissal and/or expulsion, will generally be maintained in the Office of Student Conduct (and, if applicable, the Office of Institutional Equity) for seven years from the calendar year of record, after which they are destroyed. The case record of a student who has been placed on disciplinary suspension, dismissal and/or expulsion will be permanently maintained as official records by the Office of Student Conduct.
- (b) **Release of Records.** The release of student disciplinary records will be governed by applicable federal and state laws regarding the privacy of educational records.
- (c) **Sealing of Records:** For information regarding sealing of records, please see UCF-5.010(4).

(5) **Evaluation of Student Conduct Review Process.** The Student Conduct Review Process will be evaluated periodically by the Golden Rule Review Committee. All proposed changes shall be evaluated for approval by the appropriate administrative body.

(6) Medical Emergencies. The University of Central Florida highly encourages students to call for medical assistance whenever an individual experiences severe intoxication or serious injury after consuming alcohol and/or drugs. Students may be reluctant to call for help for themselves or others due to potential involvement from the UCF Police Department or the Office of Student Conduct. Due to the serious or life-threatening nature of these medical emergencies, the University of Central Florida urges students to contact emergency medical services or the UCF police department if alcohol-related and/or drug-related medical emergencies arise. The university's primary goal is to create a safe environment for its students. Procedures and expectations regarding these incidents have been outlined in the Office of Student Conduct Rules of Conduct Controlled Substance and Drug Violations and Alcoholic Beverages section.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.0041, New 6-18-09. Amended 9-5-13, 11-20-14, 10-29-15, 7-28-16, 7-20-17, \_\_\_\_\_-18.*

## Attachment C

**UCF-5.008 Rules of Conduct**

The following defined and described actions include, but are not limited to, conduct for which disciplinary action may be taken at the University of Central Florida. Students are responsible for the observation of all University policies and regulations. Each student is expected to abide by these rules of conduct, and administrators are expected to enforce them. These Rules of Conduct should be read broadly and are not designed to define prohibited conduct in exhaustive terms. Additional rules and regulations may be revised during the year; announcements will be made on adoption of the changes or additions. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida. The Rules of Conduct apply to student conduct and will not be used to impose discipline for the lawful expression of ideas. Students are prohibited from engaging in:

## (1) Academic Misconduct

- (a) Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course related material also constitutes cheating.
- (b) Communication to another through written, visual, electronic, or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project.
- (c) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but not limited to class notes, Instructor's power points, ~~course syllabi~~, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
- (d) Falsifying or misrepresenting the student's own academic work.
- (e) Plagiarism: Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- (f) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- (g) Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

(2) Possessing and/or Providing False and Misleading Information and/or Falsification of University Records

- (a) Withholding related information, or furnishing false or misleading information (oral or written) to University officials, university and non-university law enforcement officers, faculty or staff.
- (b) Possession, use or attempted use of any form of fraudulent identification.
- (c) Forgery, alteration or misuse of any University document, material, file, record or instrument of identification.
- (d) Deliberately and purposefully providing false or misleading verbal or written information about another person.
- (e) Falsification, distortion, or misrepresentation of information during an investigation, the Student Conduct Review Process, including knowingly initiating a false complaint.

(3) Disruptive Conduct

- (a) Any act that impairs, interferes with, or obstructs the orderly conduct, processes, and functions of the University or any part thereof or the rights of one or more individuals.
- (b) Any act which deliberately impedes or interferes with the normal flow of pedestrian and vehicular traffic.
- (c) Any act which intentionally interferes with the election processes of any University registered student organization or group..
- (d) Misuse of any University safety equipment, firefighting equipment, or fire alarms.
- (e) A false report of an explosive or incendiary device, which constitutes a threat or bomb scare.
- (f) Breach of peace: an act, which aids, abets, or procures another person to breach the peace on the University premises or at University sponsored/related functions.
- (g) Failure to comply with oral or written instruction from duly authorized University officials (i.e. faculty, staff, administration, residence hall staff) acting within the scope of their job duties or law enforcement officers acting in the performance of their duties, including failure to identify oneself to these persons when requested to do so.

- (h) Failure to produce identification upon request by a University official (i.e. faculty, staff, administration, residence hall staff), acting within the scope of their job duties or law enforcement officers acting in the performance of their duties.
- (i) Hindering or interfering with the student conduct review process by failing to obey the notice from a university official to appear for a student conduct meeting or hearing; and/or attempting to discourage an individual's proper participating in, or use of, the student conduct review process.

(4) Harmful Behavior

- (a) Physical harm or threat of physical harm to any person. This harmful behavior policy may not apply in those instances where it is found that a student is acting in self-defense.
- (b) Verbal, digital, or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety, or wellbeing of others, or which would place a reasonable person in fear of bodily injury or death. This definition, however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.
- (c) Discriminatory Harassment: defined as verbal, physical, electronic, or other conduct based on a protected category (such as race, color, religion, national origin, gender equity, et al), which, due to the severity and pervasiveness of the conduct and its targeted nature on the basis of a protected category, (i) has the purpose or effect of creating an objectively intimidating, hostile or offensive educational or work environment; and (ii) has the purpose or effect of unreasonably interfering with an individual's employment, schooling, or business with the University. Harassment under this provision is conduct that would constitute harassment under federal or state civil rights laws or under University Regulation (UCF-3.001) and Prohibition of Discrimination, Harassment, and Related Interpersonal Violence Policy.
- (d) Bullying: Defined as behavior of any sort (including communicative behavior) directed at another, that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person or group in the target's position substantial emotional distress and undermine his or her ability to work, study, or participate in University

life or regular activities, or which would place a reasonable person in fear of injury or death.

- (e) Stalking: defined as repeated, unwanted conduct toward or contact with another person that creates fear for the person's safety or the safety of others, or causes an individual to suffer emotional distress. Such conduct is direct, indirect, or through a third party using any type of action, method, or means. Cyber stalking is also included in this definition.

- (f) ~~Failure to respect the privacy of other individuals.~~ Invasion of Privacy and Unauthorized Recording.

1. Making, using, disclosing or distributing a recording of a person in a location or situation in which that person has a reasonable expectation of privacy and is unaware of the recording or does not consent to it; and any other conduct that constitutes an invasion of the privacy of another person under applicable laws and regulations. Such conduct includes, without limitation, unauthorized recording of personal conversations, images, meetings or activities.

2. Unauthorized recording of a class or of organizational or University meetings, where there exists a legal expectation of privacy, and any use, disclosure, or distribution of any such recording.

3. Engaging in acts of voyeurism, including but not limited to peeping or surreptitiously recording another in a bathroom.

4. Any notice, consent or other requirement under applicable laws and regulations must be fulfilled in connection with authorizing, making, using, disclosing or distributing any recording, where there is a legal expectation of privacy.

- (g) Retaliation against or harassment of complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation.
- (h) Condoning or encouraging acts of harmful behavior as defined above or failing to intervene during an act of harmful behavior while it is occurring.

(5) Sexual Misconduct and/or Interpersonal Violence

- (a) Nonconsensual Sexual Assault: Any nonconsensual sexual contact which occurs on or off the UCF campus.

1. Consent is an understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent cannot be obtained by force, threat, coercion, manipulation, reasonable fear of injury, intimidation, use of position of influence, or through the use of one's mental or physical helplessness or incapacity. The lack of a negative response, lack of protest or resistance, silence and passivity are not consent. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Past consent to sexual activity does not imply ongoing future consent.
  - a. Responsibilities - It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement.
  - b. Standard - A determination of whether consent exists will be based on the information the initiator of the sexual act knew or should have known as a sober, reasonable person. Being impaired by alcohol or other drugs does not relieve an initiator of a sexual act from obtaining consent.
  - c. Incapacitation – Incapacitation is a state where an individual cannot make rational, reasonable decisions because of age, mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated due to the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition. A person who is incapacitated lacks the capacity to give consent because they cannot understand the facts, nature, or extent of the sexual interaction.
  - d. Duration of Consent - Consent must be ongoing throughout sexual activity, for each sexual act, and can be withdrawn at any time.
    - i. Within each sexual encounter, there may be separate individual sexual acts involved. Consent to one act by itself does not constitute consent to another act. If verbal consent is not given, ongoing active participation is required for consent.



aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for Discriminatory Harassment as defined in UCF-5.008(4)(c) are present.

- (d) **Obscene or Indecent Behavior:** Exposure of one's body in such a manner that another party reasonably could be offended or to display sexual behavior which another person reasonably finds offensive.
- (e) **Voyeurism:** Trespass, spying, or eavesdropping for the purpose of sexual gratification.
- (f) **Solicitation of a Minor:** soliciting sexual acts from a minor by oral, written, or electronic means.
- (g) **Child Pornography:** possessing, producing or the dissemination of child pornography
- (h) **Relationship Violence:** Relationship Violence includes any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship. Relationship Violence may include sexual assault, stalking, and physical assault. Relationship Violence may involve a pattern of behavior used to establish power and control over another person through fear and intimidation or may involve one-time conduct. A pattern of behavior is typically determined based on the repeated use of words and/or actions and inactions in order to demean, intimidate, and/or control another person. This behavior can be verbal, emotional, and/or physical and may be directed towards the former partner, their property, or other individuals. Examples of Relationship Violence may include, but are not limited to: slapping; pulling hair; punching; damaging another person's property; driving recklessly to scare someone; name calling; humiliating another person in public; harassment directed toward a current or former partner or spouse; and/or threats of abuse, such as threatening to hit, harm, or use a weapon on another (whether Complainant or acquaintance, friend, or family member of the Complainant), or other forms of verbal threats.
- (i) **Stalking:** Stalking occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress. A "course of conduct" is two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method,

device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property. Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, phones, texts, or other similar devices or forms of contact. Stalking may include, but is not limited to: non-consensual communications (face to face, telephone, e-mail); threatening or obscene gestures; surveillance/following/pursuit; showing up outside the targeted individual's classroom or workplace; sending gifts and/or notes (romantic, bizarre, sinister, or perverted); and/or making threats.

- (j) Sexual Exploitation: Sexual Exploitation is purposely or knowingly doing or attempting to do any of the following:
  - 1. Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
  - 2. Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
  - 3. Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images);
  - 4. Subjecting another person to human trafficking; or
  - 5. Exposing another person to a sexually transmitted infection or virus without the other's knowledge.
- (k) Complicity: Complicity is any act taken with the purpose of aiding, facilitating, promoting or encouraging the commission of an act prohibited by the Rules of Conduct Section UCF-5.008(5).
- (l) Any attempted acts of sexual misconduct and/or interpersonal violence defined above are also violations of this policy.

(6) Larceny/Property Damage

- (a) Unauthorized use, possession, or theft of property or service. Such property may be personal or public.
- (b) Damage or defacing of University property or the property of another person whether or not it is on University premises.

(7) Hazing

- (a) Any action or situation which recklessly or intentionally endangers the mental or physical health and/or safety of a student for the purpose of initiation or admission into, or affiliation with, any organization operating under registration with the University. Hazing may result in felony charges.
- (b) Brutality of a physical nature such as whipping, beating, branding, forced calisthenics, exposure to the elements; forced consumption of any food, liquid, liquor, drug, or other substances; or other forced elements; or other forced activity which could adversely affect the mental or physical health or safety of the individual.
- (c) Any activity which could subject the individual to mental stress such as sleep deprivation, forced exclusion from social contact, forced contact which could result in embarrassment, or any other activity which could adversely affect the mental health or dignity of the individual.
- (d) Forcing or requiring the violation of University policies, federal, state, or local law.
- (e) Any activity, as described above, upon which the initiation or admission into or affiliation with a University of Central Florida organization may be directly or indirectly conditioned, shall be presumed to be a “forced” activity, the willingness of an individual to participate in such an activity notwithstanding.

(8) Misuse or Unauthorized Use of Facilities and Grounds

- (a) Misuse or unauthorized use of classroom or laboratory facilities.
- (b) Abusing grounds or building structures including, but not limited to ramps, rails, stair sets and entryways by means of recreational cycling, skating, scootering, or other recreational activities or devices as outlined in Regulation UCF-4.036.
- (c) Unauthorized entry or attempted entry to any University facility.
- (d) Unauthorized possession, duplication or use of keys to any University premises.

(9) Misconduct at University Sponsored/Related Activities

- (a) Violation of UCF rules of conduct at UCF sponsored related activities shall also be a violation of the golden rule.
- (b) Violations of a regulation(s) of a host institution sponsored/related activity shall be a violation of the golden rule.

(10) Controlled Substance and Drug Violations

- (a) Possessing, consuming, or attempting to possess cannabis in any amount.
- (b) Cultivating, manufacturing, or attempting to obtain cannabis in any amount.
- (c) Possessing, consuming, cultivating, manufacturing, or attempting to possess any controlled substances other than cannabis, except as expressly permitted by law.
- (d) Selling or distributing cannabis or any other controlled substances other than alcohol.
- (e) Possessing or attempting to possess any drug related paraphernalia.
- (f) Misconduct under the influence of controlled substance(s) and/or drugs other than alcohol.
- (g) Drug Emergencies - University Expectations for Individuals
  1. University of Central Florida students who receive medical attention due to drug-related emergencies may be exempt from disciplinary action as part of the conditions for drug emergencies after review by the Director of the Office of Student Conduct. Students eligible for exemption will be referred for assessment and follow-up services in lieu of the student conduct review process.
  2. Students who receive medical assistance for drug-related emergencies may receive exemption for violations of the Rules of Conduct Section 10(a)- 10(f) ; however, exemption for other Rules of Conduct violations may not be granted. The Director of the Office of Student Conduct reserves the right to review each incident individually to determine whether the student will be exempt from disciplinary action. The Director of the Office of Student Conduct maintains the right to recommend additional requirements for students who are referred for assessment and fail to meet the requirements of their assessment. For subsequent incidents, appropriate interventions will be handled on a case by case basis.
  3. Students who seek medical assistance on behalf of another impaired student may be exempt from disciplinary action for violations of the Rules of Conduct Section 10(a)-10(f)-. However, exemption for other Rule of Conduct violations may not be granted.

4. For parental notification regarding medical transports for drug-related incidents, refer to the Parental Notification Policy on the Office of Student Conduct website <http://osc.sdes.ucf.edu/notification>.
5. ~~For information regarding alcohol emergencies please refer to 5.008(11)(d) below.~~ Additional information regarding alcohol and/or drug related emergencies can be found on the Office of Student Conduct website: <http://osc.sdes.ucf.edu/drugsmedicalemergencies>.

(11) Alcoholic Beverages Violation

- (a) Possessing or consuming alcoholic beverages, or possessing or using alcohol-related paraphernalia, except as expressly permitted by the law and University Regulations and/or Policies.
- (b) Selling or distributing alcoholic beverages or alcohol-related paraphernalia, except as expressly permitted by law and University Regulations and/or Policies
- (c) Misconduct under the influence of alcohol
- (d) Alcohol Emergencies- University Expectations for Individuals.
  1. University of Central Florida students who receive medical attention due to alcohol-related emergencies may be exempt from disciplinary action as part of the conditions for alcohol emergencies after review by the Director of the Office of Student Conduct. Students eligible for exemption will be referred for assessment and follow-up services in lieu of the student conduct review process.
  2. Students who receive medical assistance for alcohol emergencies may receive exemption for violations of the Rules of Conduct Section 11(a)-11(c) ; however, exemption for other Rules of Conduct violations may not be granted. The Director of the Office of Student Conduct reserves the right to review each incident individually to determine whether the student will be exempt from disciplinary action. The Director of the Office of Student Conduct maintains the right to recommend additional requirements for students who are referred for assessment and fail to meet the requirements of their assessment. For subsequent incidents, appropriate interventions will be handled on a case by case basis.

3. Students who seek medical assistance on behalf of another intoxicated student may be exempt from disciplinary action for violations of the Rules of Conduct Section 11(a)- 11(c) . However, exemption for other Rule of Conduct violations may not be granted.
4. For parental notification regarding medical transports for alcohol-related incidents, refer to the Parental Notification Policy in the on the Office of Student Conduct website: <http://osc.sdes.ucf.edu/notification>.
5. Additional information regarding alcohol and/or drug related emergencies can be found on the Office of Student Conduct website [http://osc.sdes.ucf.edu/~~aleohol~~medicalemergencies](http://osc.sdes.ucf.edu/<del>aleohol</del>medicalemergencies).

(12) Possession of Weapons and/or Dangerous Material

- (a) The possession, use, or storage of weapons on property owned or controlled by the University or at events sponsored and/or supported by the University is prohibited, except as specifically outlined in University Policy 3-119.1 (Weapons on University Property and at University Events).
- (b) Possession or use of fireworks of any description, explosives, or chemicals which are disruptive, explosive, or corrosive are prohibited on University premises or at University sponsored/related activities.

(13) Instigation or Participation in Group Disturbances during Demonstrations, Parades, or Picketing

- (a) Participation in a demonstration(s), parade(s), or picketing which invades the rights of others, which interferes with the educational function of the University, or which jeopardizes public order and safety.
- (b) Leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.

(14) Misuse of Computing and Telecommunications Resources

- (a) Theft or other abuse of computer facilities and resources
- (b) Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
- (c) Unauthorized transfer of a file.
- (d) Use of another individual's identification and/or password.

- (e) Use of computing facilities and telecommunications resources to interfere with the work of another student, faculty member or University Official.
- (f) Use of computing facilities and telecommunications resources to send obscene or abusive messages.
- (g) Use of computing facilities and telecommunications resources to interfere with normal operation of the University computing system.
- (h) Use of computing facilities and telecommunications resources in violation of copyright laws.
- (i) Any violation of the University of Central Florida Use of Information Technology and Resources Policy.
- (j) Any violation of the University of Central Florida ResNet Acceptable Use Policy.

(15) Gambling

- (a) Play in an unlawful game of chance for money or for anything of value on University premises or at any affair sponsored by a student or student organization.
- (b) Unlawfully sell, barter or dispose of a voucher or any item for participation in a scheme of chance by whatever name on University premises or at any affair sponsored by a student or registered student organization.
- (c) Wager on a University team or organization in a competition, with a direct influence in the success of the competition.

(16) University Student Residence Violations. Violation(s) of any Department of Housing and residence Life policy, rule or regulation published in hard copy or available electronically via Department of Housing and Residence Life website.

(17) University Wordmark Violations. Unauthorized use of the official University wordmark, Pegasus, monogram, seal, or other graphic identity symbol.

(18) Violation of Local, State, and/or Federal Laws. Violation of any local, state and/or federal law that may result in a felony or misdemeanor.

*Authority: BOG Regulations 1.001 and 6.0105. History – Formerly 6C7-5.0042, New 6-18-09, Amended 7-19-12, 9-5-13, 11-20-14, 10-29-15, 7-28-16, 7-20-17, 1-18-18, \_\_\_\_\_-18.*

## Attachment D

**UCF-5.009 Student Conduct Review Process; Sanctions**

(1) Violation Reports. Alleged violations of the UCF Rules of Conduct shall be reported in writing to the Director of the OSC or designee. Upon receiving an alleged violation of misconduct, the Director of the OSC or designee may review relevant information and consult with relevant parties regarding the incident in question. Where deemed necessary to protect the safety and well-being of others, of the university, or of property, the Director of the OSC or designee, upon notifying the VP of SDES or designee, may take immediate action to resolve the safety and/or well-being concern by placing the student on interim suspension. Interim suspension is not a sanction. An interim suspension is subject to review at a hearing within three (3) business days by the VP of SDES or designee to determine the status of the interim suspension. The outcome of an interim suspension hearing shall remain in effect until the final disposition of formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.

- (a) The Director of the OSC will refer all information warranting disciplinary action and assign the case to the appropriate staff member. The Office of Student Conduct will send written notification to the charged student indicating the nature of the activity in question and what university rules were allegedly violated.
- (b) Upon receipt of an incident report the Office of Student Conduct has six months to charge a student with a violation of the Rules of Conduct. The Office of Student Conduct may exercise discretion when applying the time provision to account for circumstances that warrant a waiver of the six month time limit from the date of discovery. For Title IX related cases see UCF-5.006(10).
- (c) Students charged with alleged violations of the Rules of Conduct will receive notice to attend a required preliminary conference with the Office of Student Conduct to discuss the charges. If the student fails to attend that conference, a hold may be placed on the student's record, preventing them from registering for future classes until the matter is resolved. Students who leave the university or withdraw from a class before a disciplinary matter is resolved may be prohibited from future enrollment until such time as the matter is resolved. The student will receive information regarding the Student Conduct Review Process, including the student's rights during the process, an opportunity to inspect and/or review the information known at the time charges are prepared, and notice on how to contact the Student Government Association Judicial Advisor. At the conclusion of the meeting, the

Office of Student Conduct recommends an option for resolution of the disciplinary charges.

(2) Options for Resolution of Disciplinary Charges

- (a) Case Dismissal: The Director of the OSC or designee may dismiss a case if it is found to not have sufficient facts or information to substantiate the claim of misconduct, the accused person is not a student, or the action claimed as misconduct is not a violation of the ~~R~~rules of ~~C~~onduct.
- (b) Mediation: Depending on the nature and severity of the alleged violation, the Office of Student Conduct may recommend formal mediation through the Office of Student Rights and Responsibilities as an alternative to disciplinary action. The involved parties must each agree to mediation. Mediation is confidential. In mediation, the parties voluntarily meet with an impartial mediator to communicate their concerns and needs to each other and to reach their own agreement on the resolution of the case. The participants in mediation are responsible for keeping their agreement or renegotiating it, if necessary. In the event that the participants do not agree to mediate or mediate but do not reach a full and final resolution, the case will be referred back for disciplinary action through an informal or a formal hearing. Breach of a mediated agreement may result in a follow up mediation session or the matter may be referred back through the conduct process at the discretion of the Office of Student Conduct. Mediation will not be a resolution option for cases involving allegations of incidents of sexual misconduct and/or interpersonal violence.
- (c) Informal Hearing: At the discretion of the Office of Student Conduct, violations found not to warrant a formal hearing may be referred to an informal hearing. At the informal hearing the charged student has the opportunity to meet with an Office of Student Conduct staff member or designee and accept responsibility for the charges of violation of the Rules of Conduct. At the informal level the matter will be settled by the following outcomes: punitive sanction (~~D~~isciplinary ~~W~~arning, ~~d~~isciplinary ~~p~~robation~~D~~isciplinary Probation, or ~~D~~isciplinary ~~D~~eferred ~~S~~suspension) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not resolved informally, the case will be resolved through a formal hearing. The outcomes from an informal hearing process (decision of responsibility and recommended sanctions) are final and are not eligible to be appealed (UCF-5.010).

- (d) **Formal Hearing:** If an alleged violation of the Rules of Conduct is not dismissed or otherwise resolved, then the Office of Student Conduct shall present in writing formal charges to the student. The charged student may request either a panel or administrative hearing. The charged student's hearing shall be open only to the charged student, his/her advisor, the hearing body, witnesses (when called upon), and a representative from the Office of Student Conduct. For cases of sexual misconduct and/or interpersonal violence, the hearing shall also be open to the complainant and advisor. In cases of alleged Academic Misconduct, the student is required to have an academic integrity panel hearing as stated in UCF-5.015.

Formal notification shall include:

1. The student's name and address.
2. Date, time and location of the formal hearing.
3. The rule(s) of conduct allegedly violated as known at the time formal charges are prepared.
4. Names of potential witnesses known at the time formal charges are prepared.
5. A description of any physical or written documentation known at the time charges are prepared.

(3) **Formal Hearings.**

There are two types of formal hearings – panel hearings and administrative hearings.

(a) **Panel Hearings.**

1. A panel to consider an individual case shall be randomly selected by the Office of Student Conduct from the Student Conduct Board and shall consist of two (2) faculty and administrative staff members combined, and two (2) student members. One panel member shall be selected by the Office of Student Conduct to chair the hearing and report the proposed finding(s) and recommended sanctions, if any, to the Director of the OSC or designee.
2. At hearings conducted by a panel, an Office of Student Conduct staff member shall act as an advisor to the panel. The Director of the OSC or designee shall receive the panel's proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any sanctions proposed by the panel.

3. The Director of the OSC or designee may accept the proposed finding(s) of “in violation” or “not in violation” or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the panel.
4. Any decision by the Director of the OSC or designee to alter proposed sanctions or remand a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

(b) Administrative Hearings

1. Administrative hearings shall be conducted by one faculty or staff member selected by the Office of Student Conduct from the Student Conduct Board. The charged student shall be informed of the hearing officer assigned to the case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The student shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a student has opted not to challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.
2. At hearings conducted by an administrative hearing officer, an Office of Student Conduct staff member shall act as an advisor to the administrative hearing officer. The Director of the OSC or designee shall receive the administrative hearing officer’s proposed finding(s) as to “in violation” or “not in violation” of the Rules of Conduct, and consider any sanctions proposed by the administrative hearing officer.
3. The Director of the OSC or designee may accept the proposed finding(s) of “in violation” or “not in violation” or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.

4. Any decision by the Director of the OSC or designee to alter sanctions or remand a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (c) Conduct of Formal Hearings - The following is furnished as a guide to the sequence of events in a formal hearing. Please note that all formal hearing proceedings are recorded. The recording is part of the official record of the formal hearing and no other recordings are permitted.
1. Reading of charges.
  2. Student response of “in violation” or “not in violation.”
  3. Presentation of information in support of the charges.
  4. Opening statement by the charged student.
  5. Questioning of the charged student.
  6. Presentation and questioning of all other parties.
  7. Final questions of the charged student by the hearing body.
  8. Closing remarks by the charged student.
  9. Hearing is brought to a close.
  10. The student is invited to await announcement of the proposed finding(s) and recommended sanction(s), if any.
- (d) Deliberations by the hearing body are not part of the hearing and are confidential. Deliberations occur after the closure of the hearing and are not recorded. Following deliberations, the hearing body will prepare a written statement of its proposed finding(s) and, if applicable, recommend sanctions.
- (e) Case Record for Formal Hearing - The case record shall consist of the following items:
1. A copy of the formal charges in writing.
  2. A recording of the formal hearing.
  3. A recording of the announcement of the proposed finding(s) and proposed sanctions, if any.
  4. All staff memoranda submitted.
  5. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.

6. The proposed finding(s) and sanction(s) by the hearing panel or administrator, if any.
  7. The Director of the OSC's or designee's decision.
- (f) Student Conduct Board members for panel and administrative formal hearings are selected through an annual application and interview process with the exception of the justices from the Student Government Association Judicial Branch. All Student Conduct Board members, including justices, receive annual training from the Office of Student Conduct. Student Conduct Board members who serve on hearings related to allegations of sex discrimination, including but not limited to relationship violence, sexual assault, sex harassment, and stalking receive additional training annually.

(4) Student Rights in the Student Conduct Review Process.

The following rights shall be explained to each charged student prior to the commencement of any formal disciplinary hearing:

- (a) The charged student shall be afforded reasonable written notice, at least five (5) business days prior to the formal hearing, unless waived in writing. Written notice sent to the charged student's electronic and/or physical address listed in the Registrar's records shall constitute full and adequate notice. Written notice shall include:
  1. The student's name and address.
  2. Date, time and location and nature of the proceeding of the formal hearing.
  3. The rule(s) of conduct allegedly violated as known at the time formal charges are prepared.
  4. Names of potential witnesses known at the time formal charges are prepared.
  5. A description of any written or physical documentation known at the time charges are prepared.
- (b) The student may have, at his or her own expense and initiative, an advisor present at the hearing. It is the student's responsibility to make appropriate arrangements for the advisor to attend the hearing, and the hearing shall not be delayed due to scheduling conflicts of the chosen advisor. The advisor may be present to advise the student but shall not speak for or present the case for the student or otherwise participate directly in the proceeding. -The student may consult with their advisor

at any time during the hearing. This consultation must take place in a manner that does not disrupt the proceedings. -In addition, an advisor may not serve as a witness. If the advisor does not adhere to their defined role in the student conduct review process, they may be removed from the hearing.

- (c) All hearings shall be conducted on the basis that the charged student is not in violation until the preponderance of evidence proves otherwise. At a hearing, the technical rules of evidence applicable to civil and criminal cases shall not apply. The burden of proof in a student conduct hearing is not on the student charged with a violation of the Rules of Conduct.
- (d) The student may inspect any information presented in support of the charges at least three (3) business days before the formal hearing. The University also has the right to review any information the student intends to use at least three (3) business days before the formal hearing. Only such information that is determined “Relevant Information” will be made part of the hearing record.
- (e) The university cannot compel any person to attend a formal hearing. -However, all parties may arrange for witnesses to voluntarily present Relevant Information during the proceeding. —The student may hear and question adverse parties who testify at the hearing.
- (f) The student shall not be forced to present self-incriminating information; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal case. The University’s formal hearing is not a criminal or judicial proceeding and is designed to address student behavior; therefore, alleged violations of the UCF Rules of Conduct will be addressed independently of any outcome imposed by the courts for a criminal offense.
- (g) The proposed finding, as well as the Director of the OSC’s or designee’s determination, of “in violation” or “not in violation” on the charges shall be based solely on the information presented at the formal hearing.
- (h) Only if the proposed finding of the hearing body is that the student is in violation, will prior conduct history will then be reviewed and potentially affect proposed sanctioning.
- (i) The results of any formal hearing shall be made available to the charged student within seven (7) business days following the hearing. Should the OSC need

additional time, the deadline can be extended by the Director of the OSC or designee by notifying the charged student. For academic integrity cases, the results of any formal hearing shall be made available to the charged student within fourteen (14) business days following the hearing.

- (j) The student's enrollment status shall remain unchanged pending the University's final agency action in the matter, except in cases where the VP of SDES or designee determines that the safety, health, or general welfare of the student, any individual, or any part of the University may be involved.

(5) Additional Procedures in Cases of Sexual Misconduct and/or Interpersonal Violence. Where a student is charged with sexual misconduct and/or interpersonal violence, the procedures outlined in UCF-5.006(10) will apply in addition to the procedures of the Student Conduct Review Process outlined above.

(6) Sanctions.

- (a) Disciplinary Warning - An official warning that the student's behavior is in violation of the UCF Rules of Conduct, and that if the student is subsequently found in violation of a rule while on ~~D~~isciplinary ~~W~~arning, subsequent action may be more severe.
- (b) Disciplinary Probation - Disciplinary ~~P~~robation status shall be for a specific length of time in which any further violation of the ~~R~~ules of ~~C~~onduct puts the student's status with the University in jeopardy. If the student is found "in-violation" for another violation of the ~~R~~ules of ~~C~~onduct, while on ~~D~~isciplinary ~~P~~robation, more severe sanctions may be imposed such as ~~D~~isciplinary ~~S~~suspension or ~~D~~isciplinary ~~E~~xpulsion. Restrictive conditions may be imposed and vary according to the severity of the offense. While on ~~D~~isciplinary ~~P~~robation, restrictive conditions may include, but may not be limited to the following: loss of good standing, which may become a matter of record; denial of the privilege to occupy a position of leadership or responsibility in any University registered student organization, publication, or activity, or ability to represent the University in an official capacity or position; trespass of University facilities or other areas of campus or contact with another specified person(s). Under ~~D~~isciplinary ~~P~~robation, the student may continue to attend classes and is given a chance to show capability and willingness to live in accordance with University rules. ~~However, if the student is subsequently~~

~~found in violation of a rule while on disciplinary probation, the University may suspend or expel the student from the University.~~ While on Disciplinary Probation, a hold will be placed on a student's record for record keeping purposes.

- (c) Deferred Disciplinary Suspension - Deferred Disciplinary ~~s~~Suspension is used for offenses found serious enough to warrant ~~d~~Disciplinary ~~s~~Suspension, but where the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. Deferred Disciplinary ~~s~~Suspension is a designated period of time during which a student is given the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the Rules of Conduct. During a ~~d~~Deferred Disciplinary ~~s~~Suspension, the student will be officially suspended from the university, but the suspension will be deferred, meaning that the student may continue to attend classes. The suspension will be enforced for failure to complete any assigned educational sanctions by the deadline(s) and/or for any subsequent violation of the Rules of Conduct, unless the Director of the OSC determines otherwise in exceptional circumstances. If the student is found in violation for any subsequent violation(s) of the Rules of Conduct while on ~~D~~Deferred Disciplinary ~~S~~suspension, including failure to complete any assigned educational sanctions by the deadline(s), the student will be suspended for a minimum of ~~two~~one (1) semesters, in addition to the educational sanctions imposed for the subsequent violation. Students placed on ~~d~~Deferred Disciplinary ~~S~~suspension will have a conduct overlay placed on their transcripts for the period of time that the ~~d~~Deferred Disciplinary ~~S~~suspension is in effect. The conduct overlay is a notation indicating that the student is not in good standing. Deferred ~~D~~Disciplinary ~~s~~Suspension may include the denial of specific university privileges, including but not limited to loss of good standing, which may become a matter of record; denial of the privilege to occupy a position of leadership or responsibility in an University registered student organization, publication, or activity, or ability to represent the University in an official capacity or position; trespass of University facilities or other areas of campus or contact with another specified person(s). The duration of any ~~d~~Deferred Disciplinary ~~S~~suspension period and the specific restrictions imposed will be determined by the OSC on a case-by-case basis.

- (d) Disciplinary Suspension - A student involved in an offense warranting consideration of action more serious than ~~de~~ferred Disciplinary ssuspension or one involved in repeated misconduct may face ~~de~~disciplinary ssuspension. During the period of ~~de~~disciplinary ssuspension, a student may not be enrolled in classes, participate in University related activities, whether they occur on or off campus. A student under ~~de~~disciplinary ssuspension may not otherwise be present on University premises unless authorized in writing in advance under conditions approved by the Director of the OSC. Upon being withdrawn, the student may no longer enroll in classes, may not be an active member of a Registered Student Organization, may no longer use university facilities, must vacate university owned housing, may no longer be permitted on university property, may not be employed by the University, and may be entitled to whatever refunds of tuition, fees, and room and board charges as would be appropriate given the timing of the withdrawal. In determining if and to what extent suspended students shall be authorized to be on University premises, the Director of the OSC or designee shall consider whether the suspension creates an undue hardship on the disciplinary suspended student in regard to considerations that include, but are not limited to, the medical needs of the student. ~~Students placed on Disciplinary Suspension will have a conduct overlay. An overlay will be placed on their transcript a student's record for during the period of time that the Disciplinary Suspension is in effect. disciplinary suspension. The conduct overlay is a notation indicating that the student is not in good standing.~~ Further, while on ~~de~~disciplinary ssuspension, a hold will be placed on a student's record for record keeping purposes. All assigned educational sanctions must be completed prior to the conclusion of ~~de~~disciplinary ssuspension; otherwise the ~~de~~disciplinary ssuspension will remain in effect.
- (e) Disciplinary Dismissal – Disciplinary Dismissal is a sanction which removes the student from the individual's academic program and separates the student from the University for a period of at least two years and up to seven years. A dismissed student has none of the rights or privileges of a student of the University. Following Dedisciplinary Dedismissal, the individual must apply for readmission to the University. Readmission is possible but not guaranteed and will only be considered after the two to seven year time allotted from the effective date of the Dedismissal,

based on meeting all readmission criteria and obtaining clearance from the Associate Vice President and Dean of Students or designee. This may include restricted access to campus and/or other specified activities. Students placed on Disciplinary Dismissal will have a conduct overlay placed on their transcript for the period of time that the Disciplinary Dismissal is in effect. The conduct overlay is a notation indicating that the student is not in good standing. Further, while on Disciplinary Dismissal, a hold will be placed on a student's record for record keeping purposes. All assigned educational sanctions must be completed prior to the conclusion of Disciplinary Dismissal; otherwise the Disciplinary Dismissal will remain in effect.

- (f) Disciplinary Expulsion – Disciplinary Expulsion is a sanction which removes the student from the individual's academic program and permanently separates a student from the University without opportunity to graduate or re-enroll at the university in the future. An overlay will be permanently placed on the student's record. Further, a hold will be permanently placed on a student's record for record keeping purposes.
- (g) Recommendation for Degree Revocation – The University of Central Florida reserves the right to revoke any UCF degree awarded to any student. Reasons for degree revocation may include academic dishonesty, grade change, administrative error, disciplinary misconduct, or student request (see UCF Policy 4-406).
- (h) Educational Sanctions - In conjunction with a sanction listed above, a student found to have been in violation of any of the Rules of Conduct will be assigned educational requirements such as, but not limited to, reflective/research papers, classes/seminars, community service, interviews, etc. Educational sanctions are intended to provide a student with opportunities to repair the harm of their actions and to engage in meaningful developmental experiences that will help the student in avoiding future violations of University policy. If a student has any outstanding educational requirements at the conclusion of disciplinary probation or disciplinary suspension, a student's disciplinary probation or disciplinary suspension status and hold will remain in effect pending the completion of the educational requirements.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.0041, New 6-18-09. Amended 9-5-13, 3-5-15, 10-29-15, 7-28-16, 7-20-17, 1-18-18, \_\_\_\_\_-18.*

## Attachment E

**UCF-5.012 Organizational Rules of Conduct**

Registered student organizations are expected to abide by these Organizational Rules of Conduct, and administrators and faculty are expected to enforce them. These rules should be read broadly and are not intended to define prohibited conduct in exhaustive terms. These rules may be revised during the year; announcements will be made on adoption of changes or additions. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida, including when students come together as registered student organizations. The Organizational Rules of Conduct, set out below, apply to registered student organization conduct and will not be used to impose discipline for the lawful expression of ideas. The following is a non-exhaustive list of prohibited conduct for which disciplinary action may be taken at the University of Central Florida. The following offenses, or the aiding, assisting, condoning, or attempting to commit these offenses, constitute violations of the Organizational Rules of Conduct.

**(1) Theft, Disregard for Property**

- (a) Malicious or unwarranted damage or destruction of another's property;
- (b) Taking, attempting to take, or keeping in its possession property or services not belonging to the registered student organization.
- (c) Misuse or mishandling of organizational funds by any officer, member, or other individual.

**(2) Possessing and/or Providing False and Misleading Information and/or Falsification of University Records**

- (a) Withholding related information, or furnishing false, misleading, incomplete, or incorrect information (oral or written) to University officials, non-university law enforcement officers, faculty or staff.
- (b) Possession, use or attempted use of any form of fraudulent identification.
- (c) Forgery, alteration or misuse of any University document, material, file, record or instrument of identification.
- (d) Deliberately and purposefully providing false or misleading verbal or written information about another person.

- (e) Falsification, distortion, or misrepresentation of information during an investigation, the student conduct review process, including knowingly initiating a false complaint

(3) Disruptive Conduct

- (a) Any act that impairs, interferes with, or obstructs the orderly conduct, processes, and functions of the University or any part thereof or the rights of one or more individuals.
- (b) Obstructing the free movement of other students around the campus, interfering with the use of University facilities, preventing the normal operation of the University; or conducting any event that interferes with the normal progress of academic events on campus.
- (c) Engaging in obscene or indecent conduct.
- (d) Failure to comply with the administrative policies as enacted by the University.
- (e) Failure to comply with the directions of University officials or authorized agents acting in the performance of their duties. Registered student organization officers and members shall comply with all directions or requests of University officials, University police officers or authorized agents in a timely manner.
- (f) Hindering or interfering with the Organizational Conduct Review Process by failing to obey the notice from a university official to appear for a student conduct meeting or hearing and/or attempting to discourage an individual's proper participating in, or use of, the Organizational Conduct Review Process.
- (g) Participating in any event with a registered student organization that is currently on disciplinary probation (with restrictive conditions), has been suspended, or has had their UCF registration revoked.

(4) Harmful Behavior

- (a) Physical violence towards another person or group.
- (b) Discriminatory Harassment: Defined as verbal, physical, electronic, or other conduct based on a protected category (such as race, color, religion, national origin, et al.) which, due to the severity and pervasiveness of the conduct and its targeted nature on the basis of a protected category, (i) has the purpose or effect of creating an objectively intimidating, hostile or offensive educational or work environment;

and (ii) has the purpose or effect of unreasonably interfering with an individual's schooling or employment with the University. Harassment under this provision is conduct that would constitute harassment under federal or state civil rights laws or under University Regulation UCF-3.001 and Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy.

- (c) Bullying: Defined as behavior of any sort (including communicative behavior) directed at another, that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person or group in the target's position substantial emotional distress and undermine his or her ability to work, study, or participate in University life or regular activities, or which would place a reasonable person in fear of injury or death.
- (d) Verbal, digital, or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety or well-being of another person or group, or which would place a reasonable person in fear of bodily injury or death. This definition, however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.
- (e) Failure to respect the privacy of other individuals.
- (f) Retaliation against or harassment of Complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation of harassment.
- (g) Condoning or encouraging acts of harmful behavior as defined above or failing to intervene on an act of harmful behavior while it is occurring.

(5) Sexual Misconduct and/or Interpersonal Violence

- (a) Nonconsensual Sexual Conduct - Any nonconsensual sexual contact which occurs on or off the UCF campus.
  1. Consent is an understandable exchange of affirmative words or actions which indicate a willingness to participate in mutually agreed upon sexual activity. Consent cannot be obtained by force, threat, coercion, manipulation, reasonable fear of injury, intimidation, use of position of influence, or through the use of one's mental or physical helplessness or incapacity. The lack of a negative response, lack of protest or resistance, silence, and passivity are not

consent. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Past consent to sexual activity does not imply ongoing further consent.

- a. Responsibilities - It is the responsibility of the initiator to obtain consent at each stage of sexual involvement.
- b. Standard - A determination of whether consent exists will be based on the information the initiator of the sexual act knew or should have known as a sober, reasonable person. Being impaired by alcohol or other drugs does not relieve an initiator of a sexual act from obtaining consent.
- c. Incapacitation - Incapacitation is a state where an individual cannot make rational, reasonable decisions because of mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated due to the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition. A person who is incapacitated lacks the capacity to give consent because they cannot understand the fact, nature, or extent of the sexual interaction.
- d. Duration of Consent - Consent must be ongoing throughout sexual activity, for each sexual act, and can be withdrawn at any time.
  - i. Within each sexual encounter, there may be separate individual sexual acts involved. Consent to one act by itself does not constitute consent to another act. If verbal consent is not given, ongoing active participation is required for consent.
  - ii. The existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations have occurred between the parties, is not an indicator of consent for any current or future sexual encounter.
  - iii. An individual who seeks to withdraw consent must communicate, through clear words or actions, a decision to

cease the sexual activity. Once consent is withdrawn, the sexual activity must cease immediately.

- e. Scope of Consent - Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
2. Sexual Contact – includes but is not limited to the following behaviors:
- a. Touching, kissing, fondling (whether over or under clothing) of an individual for the purpose of sexual gratification; and/or
  - b. contact, however slight, between the mouth, anus or sex organ of one individual with either the anus or sex organ of another individual; and/or
  - c. contact, however slight, between the anus or sex organ of one individual and any other object.
- (b) Sexual Harassment: Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions for Discriminatory Harassment as defined in 5.012(4)(b) are present. This is conduct that would constitute sexual harassment under federal or state civil rights laws or under University Regulation UCF-3.001. Sexual Harassment may include inappropriate touching, acts of sexual violence, suggestive comments and public display of pornographic or suggestive calendars, posters, or signs where such images are not connected to any academic purpose. A single incident of nonconsensual sexual contact (as defined above) may be sufficiently severe to constitute sexual harassment.
- (c) Gender-Based Harassment: Discriminatory harassment that is based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for Discriminatory Harassment as defined in UCF-5.012(4)(b) are present.

- (d) Obscene or Indecent Behavior - Exposure of one's body in such a manner that another party reasonably could be offended or to display sexual behavior which another person reasonably finds offensive.
- (e) Voyeurism - Trespass, spying, or eavesdropping for the purpose of sexual gratification.
- (f) Solicitation of a Minor – soliciting sexual acts from a minor by oral, written, or electronic means.
- (g) Child Pornography – possessing, producing or the dissemination of child pornography
- (h) Stalking occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress. A "course of conduct" is two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property. Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, phones, texts, or other similar devices or forms of contact. Stalking may include, but is not limited to: non-consensual communications (face to face, telephone, e-mail); threatening or obscene gestures; surveillance/following/pursuit; showing up outside the targeted individual's classroom or workplace; sending gifts and/or notes (romantic, bizarre, sinister, or perverted); and/or making threats.
- (i) Sexual Exploitation: Sexual Exploitation is purposely or knowingly doing or attempting to do any of the following:
  1. Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
  2. Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;

3. Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images);
  4. Subjecting another person to human trafficking; or
  5. Exposing another person to a sexually transmitted infection or virus without the other's knowledge.
- (j) Complicity: Complicity is any act taken with the purpose of aiding, facilitating, promoting or encouraging the commission of an act prohibited by the Organizational Rules of Conduct UCF-5.012(5).
- (k) Any attempted acts of sexual misconduct and/or interpersonal violence defined above are also violations of this policy.
- (6) Alcohol Related Misconduct
- (a) Use and/or possession of alcoholic beverages, except as expressly permitted by law and University regulations/policies.
  - (b) Sale and/or distribution of alcoholic beverages, except as expressly permitted by the law and University regulations/policies.
  - (c) Furnishing or causing to be furnished any alcoholic beverage to any person under the legal drinking age.
  - (d) Behavior under the influence of alcohol.
  - (e) Furnishing or causing to be furnished any alcoholic beverage to any person in a state of noticeable intoxication.
  - (f) Failure of a registered student organization to take all necessary steps to see that no person under the legal drinking age possesses alcoholic beverages at functions it sponsors or within any property or transportation it owns, operates, and/or rents.
  - (g) Alcohol Emergencies- University Expectations for Registered Student Organizations. Registered student organizations may be eligible for exemptions from disciplinary action when a representative of an organization at a registered student organizational event calls for emergency assistance on behalf of a person experiencing an alcohol related emergency. Registered student organizations that seek medical assistance for alcohol emergencies may receive exemption for violations of the Organizational Rules of Conduct Section 6(a)-6(f); however,

exemption for other Organizational Rule of Conduct violations may not be granted. Registered student organizations may be eligible for this exemption on a case by case basis at the discretion of the Director of the OSC. Additional information regarding alcohol emergencies can be found at the Office of Student Conduct website.

(7) Drug Related Misconduct

- (a) Unlawful use and/or possession of any narcotic or other controlled substances, and possession and/or use of drug paraphernalia.
- (b) Sale and/or distribution of any narcotic or other controlled substances.
- (c) Cultivation and/or manufacture of any narcotic or other controlled substances.
- (d) Attempt to obtain any narcotic or other controlled substances, except as expressly permitted by law.

(8) Unauthorized Entry. Unauthorized entry, attempted entry, or loitering in private or restricted areas that are owned and/or operated by the University.

(9) Gambling

- (a) Play or sponsor of an unlawful game of chance for money or for anything of value on University premises or at any affair sponsored by a registered student organization.
- (b) Unlawful sale, barter, or disposition of a voucher or any item for participation in a scheme of chance by whatever name on University premises or at any activity sponsored by a registered student organization
- (c) Wagering on a University team or organization in a competition, with or without intent to have a direct influence in the success of the competition

(10) Hazing- The University does not condone hazing in any form and defines hazing to include but not limited to:

- (a) Any action or situation which recklessly or intentionally endangers the mental or physical health and/or safety of a student for the purpose of initiation or admission into, or association with, any organization. Hazing may result in felony charges.
- (b) Brutality of a physical nature such as whipping, beating, branding, forced calisthenics, exposure to the elements; forced consumption of any food, liquor, liquid, drug, or other substances; or other forced elements; or other forced activity

which could adversely affect the mental or physical health or safety of the individual.

- (c) Any activity that could subject the individual to mental or physical stress such as sleep deprivation, forced exclusion from social contact, forced contact which could result in embarrassment, or any other activity that could adversely affect the mental or physical health or dignity of the individual.
- (d) Forcing or requiring the violation of University policies, federal, state, or local law.
- (e) Any activity, as described above, upon which the initiation or admission into or association with a registered student organization may be directly or indirectly conditioned, shall be presumed to be a "forced" activity, the willingness of an individual to participate in such an activity notwithstanding.

(11) Outstanding Debt. Failure to pay on and off campus vendors in a timely manner. Groups shall not knowingly enter into purchase or rental agreements that are beyond the resources of the organization's ability to pay. The University will not cover outstanding debts of registered student organizations.

(12) Use of Facilities. Failure to comply with University regulations and procedures for campus events and/or use of campus facilities or grounds. Those individuals acting on behalf of an organization that reserve facilities should check with the University department or office responsible for the facility to guarantee that all procedures have been followed.

(13) Fire Safety and Sanitation

- (a) Tampering with or damage to fire safety equipment.
- (b) Causing, condoning, or encouraging the creation of any situation involving incendiary or other chemicals or substances, explosives, or fire that reasonably may result in danger to another's person or property.
- (c) Possession or use of illegal fireworks, incendiary devices, or dangerous explosives.
- (d) Failure to properly maintain a registered student organization's facilities or property (or surrounding property) such that a potential danger to the health and safety of the occupants or members of the University and surrounding community is created.

(14) Advertising

- (a) Origination or circulation of any advertising media that contains matter that violates federal, state and/or local laws.

- (b) Origination or circulation of any advertising media containing false or misleading information.
- (15) Solicitation and Fundraising. Failure to comply with applicable law and University regulations and procedures for solicitation and fundraising activities on campus.
- (16) University Wordmark Violations. Unauthorized use of the University's name, abbreviation, trademarks or wordmarks, including the Pegasus, monograms, seal, or other graphic identity symbols. The phrases "UCF" or "University of Central Florida" (or some form thereof) cannot precede the title of the organization. This section refers to but is not limited to, the registered student organization's: domain name, web address, promotional materials, and uniforms/shirts.
- (17) Academic Misconduct
- (a) Unauthorized academic assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record.
  - (b) The unauthorized possession of examination or course related material.
  - (c) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but are not limited to class notes, Instructor's power points, ~~course syllabi~~, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
  - (d) Knowingly helping any student violate academic behavior standards.
- (18) Violation of Local, State, and/or Federal Laws. Violation of any local, state and/or federal law that may result in a felony or misdemeanor.

*Authority: BOG Regulations 1.001 and 6.0105. History – New 10-16-09, Amended 7-19-12, 9-3-13, 10-29-15, 7-28-16, 7-20-17, \_\_\_\_\_-18.*

Attachment F

**UCF-5.013 Organization Conduct Review Process; Sanctions; Appeals**

(1) Violation Reports

- (a) Alleged violations of the UCF Organizational Rules of Conduct shall be reported in writing to the Director of the OSC or designee. Incident reports can be submitted for information purposes only, for information purposes with the requirement that the registered student organization attend an academic integrity seminar, or to initiate the student conduct review process. Upon receiving an incident report, the Director of the OSC or designee may review relevant information and consult with relevant parties regarding the incident in question. Where deemed necessary to protect the health and safety of any individual, the student body, or any part of the University or its community, the Director of the OSC or designee, upon notifying the VP of SDES or designee, may take immediate action to resolve the situation by placing the registered student organization on interim organizational suspension. Interim organizational suspension is not a sanction. Interim organizational suspension is preliminary in nature; it is in effect only until there is a resolution of the registered student organization conduct matter. Interim organizational suspension is subject to review at a hearing within ten (10) business days by the VP of SDES or designee to determine the status of the interim organizational suspension. The outcome of an interim organizational suspension hearing shall remain in effect until the final disposition of formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.
- (b) The Director of the OSC will refer all information warranting disciplinary action and assign the case to the appropriate staff member. The Office of Student Conduct will send written notification to the chief officer of the registered student organization at their UCF mailing address indicating the nature of the activity in question and what Organizational Rules of Conduct were allegedly violated. The chief officer of the registered student organization shall serve as the organization's representative in the organization conduct review process.
- (c) Upon receipt of an incident report the Office of Student Conduct has six months to charge a registered student organization with a violation of the Organizational Rules of Conduct. The Office of Student Conduct may exercise discretion when applying the

time provision to account for circumstances that warrant a waiver of the six month time limit from the date the violation report was filed.

- (d) A registered student organization charged with alleged violations of the Organizational Rules of Conduct (see UCF-5.012) will receive notice to attend a mandatory preliminary conference with the Office of Student Conduct. If the registered student organization fails to attend the mandatory preliminary conference without providing a satisfactory reason for the absence, the registered student organization may be placed on immediate social probation until such time as the registered student organization completes the mandatory preliminary conference. During the mandatory preliminary conference the registered student organization will receive information regarding the Registered Student Organization Conduct Review Process, including the registered student organization's rights during the process; an opportunity to inspect and/or review the information known at the time charges were prepared and how to contact the Student Government Association Judicial Advisor. At the conclusion of the mandatory preliminary conference, one of the following will occur: case dismissal, mediation, informal hearing, or formal hearing.
- (e) Social probation includes but is not limited to the prohibition of the following: any on or off campus fundraisers, socials, intramural competitions, receptions, service projects, conferences, retreats, etc. The organization may also not be able to update its registration until such time that it appears before a hearing. Groups under social probation may gather at regularly scheduled business meetings.

(2) Options for Resolution of Disciplinary Charges

- (a) Case Dismissal: The Director of OSC or designee may dismiss a case if it is found to not have sufficient facts or evidence to substantiate the claim of misconduct or the misconduct is not a violation of the organizational rules of conduct.
- (b) Mediation: Depending on the nature and severity of the alleged violation, the Office of Student Conduct may recommend formal mediation through the Office of Student Rights and Responsibilities as an alternative to disciplinary action. The involved parties must each agree to mediation. Mediation is a confidential process where the parties voluntarily meet with an impartial mediator to communicate their concerns and needs to each other and to reach their own agreement on the resolution of the case. The participants in mediation are responsible for keeping their agreement or renegotiating

it, if necessary. In the event that the participants do not agree to mediate or mediate but do not reach a full and final resolution, the case will be referred back to the Office of Student Conduct for disciplinary action through an informal or a formal hearing. Breach of a mediated agreement may result in a follow up mediation session or the matter may be referred back through the conduct process at the discretion of the Office of Student Conduct.

(c) Informal Hearing: At the discretion of the Office of Student Conduct, violations found not to warrant a formal hearing may be referred to an informal hearing. At the informal hearing the charged registered student organization has the opportunity to meet with an Office of Student Conduct staff member and accept responsibility for the charges of violation of the Organizational Rules of Conduct. At the informal level the matter will be settled by the following outcomes: punitive sanction (organizational warning, organizational probation, organizational probation with restrictions, deferred organizational suspension) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not settled informally, the case will be resolved through a formal hearing.

(d) Formal Hearing: If an alleged violation of the Organizational Rules of Conduct is not dismissed or otherwise resolved, then the Office of Student Conduct shall present in writing formal charges to the registered student organization. The charged registered student organization may request either a panel or administrative hearing. The charged registered student organization's hearing shall only be open to the charged registered student organization's chief officer, their advisor, the hearing body, witnesses (when called upon), a representative from the Office of Student Conduct, and a university staff member from an appropriate office (Office of Student Involvement, Office of Fraternity and Sorority Life, Recreation and Wellness Center, etc.).

(3) Formal Hearings. There are two types of formal hearings – panel hearings and administrative hearings.

(a) Panel Hearings.

1. A panel to consider an organizational case shall be comprised of members from the Office of Student Conduct Student Conduct Board. The panel shall consist of two (2) faculty and administrative staff members combined and two (2) student members that have been trained by the Office of Student Conduct to hear

organizational cases. One panel member shall be selected by the Office of Student Conduct to chair the hearing and report the proposed finding(s) and sanction(s), if any, to the Director of the OSC or designee.

2. At hearings conducted by a panel, an Office of Student Conduct staff member shall act as an advisor to the panel. The Director of the OSC shall receive the panel's proposed finding(s) as to "in violation" or "not in violation" of the Organizational Rules of Conduct and consider any sanctions proposed by the panel.
3. The Director of the OSC or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding of "in violation," they may approve, mitigate or increase the sanctions proposed by the panel.
4. Any decision by the Director of the OSC or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

(b) Administrative Hearings

1. Administrative hearings shall be conducted by a faculty or staff member from the Student Conduct Board trained by the Office of Student Conduct to hear organizational cases. The charged registered student organization shall be informed of the hearing officer assigned to its case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The charged registered student organization shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a charged registered student organization has opted not to challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.
2. At hearings conducted by an administrative hearing officer, an Office of Student Conduct staff member shall act as an advisor to the administrative hearing officer. The Director of the OSC or designee shall receive the administrative hearing officer's proposed finding(s) as to "in violation" or "not in violation" of the Organizational Rules of Conduct, and consider any sanctions proposed by the administrative hearing officer.

3. The Director of the OSC or designee may accept the proposed finding(s) of “in violation” or “not in violation” or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.
  4. Any decision by the Director of the OSC or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (c) Conduct of Formal Hearings - the following is furnished as a guide to the events in a formal hearing. Please note that all formal hearing proceedings are recorded. The recording is part of the official record of the hearing and no other recordings are permitted.
1. Reading of charges.
  2. Registered student organization response of “in violation” or “not in violation.”
  3. Presentation of information in support of the charges.
  4. Opening statement by the charged registered student organization.
  5. Questioning of the charged registered student organization by the hearing body.
  6. Presentation and questioning of witnesses in support of the charges.
  7. Presentation and questioning of witnesses by the charged registered student organization.
  8. Final questions of the charged student organization by the hearing body.
  9. Closing remarks by the charged registered student organization.
  10. Hearing is brought to a close.
  11. Registered student organization is scheduled for a meeting to discuss the hearing body’s proposed finding(s) and recommended sanction(s), if any.
- (d) Deliberations by the panel or the administrative hearing officer are not part of the hearing and are confidential. Deliberations occur after the closure of the hearing and are not recorded.
- (e) Case Record for Formal Hearing - The case record shall consist of the following items:
1. A copy of the formal charges in writing.
  2. A recording of the formal hearing.
  3. All staff memoranda submitted.

4. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.
  5. The Director of the OSC's decision.
- (f) Student Conduct Board members for panel and administrative formal hearings are selected through an annual application and interview process with the exception of the justices from the Student Government Association Judicial Branch. All Student Conduct Board members, including justices, receive annual training from the Office of Student Conduct. Student Conduct Board members who serve on hearings related to allegations of sex discrimination, including but not limited to relationship violence, sexual assault, sex harassment, and stalking receive additional training annually.
- (4) Registered Student Organization Rights during the Formal Conduct Review Process - The following rights shall be explained to the charged registered student organization before the commencement of a formal disciplinary hearing:
- (a) The charged registered student organization shall be afforded written notice, at least five (5) business days prior to a formal hearing, unless waived in writing. Written notice sent to the chief student officer of the charged registered student organization's electronic and/or physical address shall constitute full and adequate notice. Written notice shall include:
    1. The name of the organization, the chief student officer's name and organization's address, if applicable.
    2. Date, time and location of the formal hearing
    3. Alleged Organizational Rule of Conduct Violation(s) known at the time formal charges are prepared.
    4. Names of potential witnesses known at the time that formal charges are prepared.
    5. A description of any physical or written documentation known at the time charges are prepared.

Provided that the required notice stated above has been given to the registered student organization along with its representative(s) but a representative failed to attend a scheduled formal hearing without providing a satisfactory reason for the absence, the organization may be placed on immediate social probation until such time as the organization completes the formal hearing and any further steps in the conduct process.

The organization will also not be able to update its registration while on social probation.

- (b) The registered student organization may have at their own expense and initiative, an advisor present at the hearing. It is the registered student organization's responsibility to make appropriate arrangements for the advisor to attend the hearing, and the hearing shall not be delayed due to scheduling conflicts of the chosen advisor. The advisor may be present to advise the registered student organization but shall not speak for or present the case for the registered student organization or otherwise participate directly in the proceeding. A registered student organization may consult with their advisor at any time during the hearing. This consultation must take place in a manner that does not disrupt the proceedings. A registered student organization's advisor must not be connected to the actual conduct case or a related case. In addition, an advisor may not serve as a witness. If the advisor does not adhere to their defined role in the student conduct review process, they may be removed from the hearing. The Office of Student Conduct shall maintain a list of impartial advisors and resources available to the registered student organization.
- (c) All hearings shall be conducted on the basis that the charged registered student organization is not in violation until the preponderance of evidence proves otherwise. At a student conduct organizational hearing, the technical rules of evidence applicable to civil and criminal cases shall not apply. The burden of proof in a student conduct hearing is not on the registered student organization charged with a violation of the Organizational Rules of Conduct.
- (d) The registered student organization's chief officer or designee may inspect any information presented in support of the charges. Information may be presented in support of the charged student organization.
- (e) The university cannot compel any person serving as a witness to attend a registered student organizational hearing. —However, all parties to a registered student organizational conduct hearing may arrange for witnesses to voluntarily present relevant information during the proceeding. Pertinent information may be accepted as information for consideration by the person or body conducting the registered student organizational formal hearing. —The registered student organization may hear and

question adverse witnesses who testify at the registered student organizational formal hearing.

- (f) The registered student organization shall not be forced to present information that incriminates its individual members; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal prosecution.
- (g) The proposed finding(s), as well as the Director of the OSC's determination, of "in violation" or "not in violation" on the charges shall be based solely on the information presented at the registered student organizational formal hearing.
- (h) Only if the proposed finding(s) of the hearing body is that the registered organization is in violation, will prior conduct history be reviewed and potentially affect the proposed sanctioning.
- (i) The final decision shall be furnished in writing to the registered student organization within fourteen (14) business days following the hearing (the deadline can be extended by mutual agreement of the charged registered student organization and the Director of the OSC or designee).
- (j) The registered student organization's registration status shall remain unchanged pending the University's final decision in the matter except in cases where the VP of SDES or designee determines that the safety, health, or general welfare of any individual, or any part of the University may be involved.

(5) Additional Procedures in Cases of Sexual Misconduct and/or Interpersonal Violence. Where a registered student organization is charged with sexual misconduct and/or interpersonal violence, the procedures outlined in UCF-5.006(109)(f) will apply in addition to the procedures of the Student Conduct Review Process.

(6) Sanctions for Registered Student Organizations

- (a) Organizational Warning: An official warning that the organization's behavior is in violation of the Organizational Rules of Conduct and that if the organization is subsequently found in violation of a rule, subsequent action may be more severe.
- (b) Organizational Probation: A period of time during which any further violation of the Organizational Rules of Conduct puts the registered student organization's status with the University in jeopardy. Restrictive conditions may also be imposed as part of organizational probation and will vary according to the severity of the offense. Restrictive conditions may include barring or limiting some or all of the organization's

activities and/or privileges (including, but not limited to: social activities; intramural competition; organizational competition; Homecoming; eligibility to receive any University award or honorary recognition; privilege to occupy a position of leadership or responsibility in any University registered student organization governing body, publication, or activity; or ability to represent the University in an official capacity or position). If a registered student organization is found “in violation” for another violation of the Organizational Rules of Conduct while on organizational probation, more severe sanctions may be imposed.

- (c) Organizational Deferred Suspension – Organizational deferred suspension is used for offenses found serious enough to warrant organizational suspension, but where the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. Organizational deferred suspension is a designated period of time during which a registered student organization is given the opportunity to demonstrate the ability to abide by the community’s expectations of behavior articulated in the Organizational Rules of Conduct. During an organizational deferred suspension, the registered student organization will be officially suspended from the university, but the organizational suspension will be deferred, meaning that the registered student organization may continue to operate with sanction-specific restrictions. Organizational suspension will be enforced should the registered student organization fail to complete any of the assigned sanctions by the deadline(s) and/or for any subsequent violation of the Organizational Rules of Conduct unless the Director of the OSC determines otherwise in exceptional circumstances. If the registered student organization is found in violation for any subsequent violation of the Organizational Rules of Conduct while on deferred suspension, including failure to complete any assigned sanctions by the deadline(s), the registered student organization will be suspended for a minimum of two (2) semesters in addition to any educational sanctions imposed for the subsequent violation. Registered student organizations on organizational deferred suspension may be limited in their abilities to represent the university in intramural sporting events, extracurricular activities, or official functions. The duration of any organizational deferred suspension period and the specific restrictions imposed will be determined by the OSC on a case-by-case basis.

- (d) **Organizational Suspension:** While on organizational suspension the registered student organization loses its University recognition and/or registration for a temporary period of time. While an organization is suspended, it may not use University resources or participate as an organization in any University activities or events.
  - (e) **Revocation of UCF Registration:** Permanent severance of the organization's relationship with UCF.
  - (f) **Recommendation for Charter Revocation:** An official request to a national office that the local chapter's charter be revoked.
  - (g) **Educational Sanctions:** In conjunction with any sanction listed above, a registered student organization found to have been in violation of any of the Organizational Rules of Conduct will be assigned educational sanctions that are proportional to the violation such as, but not limited to: reflective/research papers, classes/seminars, community service, restitution, interviews, etc. If a registered student organization has any outstanding educational sanctions at the conclusion of organizational probation or organizational suspension, the organizational probation or organizational suspension will remain in effect pending completion of the educational sanctions.
- (7) **Appeal within the Registered Student Organization Review Process**
- (a) A student organization found in violation as a result of a hearing may appeal the finding(s) and sanction(s) imposed. The appeal must be made in writing to the appellate officer (VP of SDES or designee) within seven (7) business days after the date the registered student organization was notified of the decision by the Director of the OSC.
  - (b) Registered student organizations may appeal the finding(s) and sanction(s) imposed on the basis of one or more of the following:
    1. Irregularities in fairness and stated procedures of the hearing that substantially affected the outcome of the hearing.
    2. Discovery of new and significant information that would be likely to change the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
    3. The sanction(s) are extraordinarily disproportionate to the violation(s).
  - (c) On the appeal form, the registered student organization must state the reason(s) for appeal, the supporting facts, and the recommended solution. This is not a re-hearing of the conduct case. An appeal cannot be filed simply because a registered student

organization is dissatisfied with the decision. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of an appeal.

- (d) The appellate officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:
    - 1. If the registered student organization alleges that the sanction was disproportionate to the violation(s) and the appellate officer finds the sanction to be disproportionate, the appellate officer may alter the sanction; or.
    - 2. If the registered student organization alleges that there was a defect in procedure or new information was presented which was sufficiently substantial to have affected the outcome and the appellate officer agrees, the appellate officer will order a new hearing.
  - (e) The registered student organization shall receive a written decision to the appeal. There is no definitive timeline for receiving an appeal response. It depends on many factors including the complexity of the case and the information mentioned in the appeal, as well as the appellate officer's appeal load at that particular time. Decisions of the VP of SDES or designee reflect final agency action.
  - (f) Any decision by Appellate Officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
  - (g) If the Appellate Officer upholds the original findings, the effective date of any disciplinary sanction(s) imposed will revert back to the date of the Director of OSC's final decision letter.
- (8) Community ReEngagement and Educational Development (CREED) Program
- (a) Upon completion of one semester of the organizational probation and upon completion of all educational sanctions/requirements, a registered student organization has the opportunity to request modification of their organizational probation status through the Community ReEngagement and Educational Development (CREED) Program.
  - (b) Requests must be submitted to the Director of the OSC or designee via an online Student Organization CREED Program Submission form that can be found at <http://www.osc.sdes.ucf.edu>. This request may only be submitted once a semester.

- (c) The CREED Program is designed for registered student organizations to have the opportunity to demonstrate that in the period following a violation of the Organizational Rules of Conduct, they have taken steps to become productive and engaged members of the UCF community. Student organizations that simply fulfill the minimum requirements of their sanction(s) will not be eligible for the CREED Program.
- (d) A CREED Program application should include information such as the following:
  - 1. Reflection Essay
  - 2. Faculty/Staff/Advisor (Academic or Organization) Letter of Recommendation
  - 3. Community Service
  - 4. Fraternity and Sorority Life (FSL) Letter of Support (*Greek Affiliated Student Organizations Only*)
  - 5. Proof of Counseling/Assessment (*If applicable*)
- (e) Upon receipt of the CREED Program packet, the Director of the OSC or designee will review to determine whether or not the registered student organization meets the criteria for review. If the Director of the OSC or designee agrees that the registered student organizations request meets any or all of the above mentioned criteria, the registered student organization will be contacted within fourteen (14) business days to schedule a “CREED review meeting” with a committee appointed by the Director of the OSC or designee, comprised of faculty, staff and students.
- (f) Prior to this meeting, the committee will have reviewed the packet and will prepare 10-15 questions to be addressed, as well as provide the opportunity to further discuss why the applying organization disciplinary probation or suspension status should be altered or terminated. No alterations shall be made to include new or increased sanctions. Should the committee feel that further information and/or documentation is necessary in order to render a recommendation, the review may be temporarily recessed. A time frame of not more than two (2) weeks will be given to the organization to produce requested information and/or documentation. Upon receipt of the requested information and/or documentation, the committee will reconvene the review with the organization.
- (g) After the meeting, the committee will issue a recommendation to the Director of the OSC or designee. The Director of the OSC or designee will provide a decision to the registered student organization in writing within seven (7) business days of receiving the recommendation.

- (h) If the request is denied by the Director of the OSC or designee the decision shall include a concise and explicit written statement that explains the basis for that decision.
- (i) There is no appeal process for a Student Organization Disciplinary CREED Review meeting decision.

*Authority: BOG Regulations 1.001 and 6.0105. History - New 10-16-09, Amended 9-3-13, 10-29-15, 7-28-16, 7-20-17, 1-18-18, \_\_\_\_\_-18.*

Attachment G

**UCF-5.015 Student Academic Behavior Standards**

- (1) The Office of Undergraduate Studies, College of Graduate Studies, Registrar's Office, and the Office of Student Rights and Responsibilities will review this regulation periodically.
- (2) UCF is committed to a policy of honesty in academic affairs. Conduct that comprises a breach of this policy may result in academic action and/or disciplinary action. Academic action affects student assignments, examinations or grades. Disciplinary action could affect student enrollment status.
- (3) Academic misconduct includes but is not limited to cheating, plagiarism, assisting another in cheating or plagiarism, and commercial use of academic materials. Violations of academic misconduct at the undergraduate and graduate level are listed and defined in the Rules of Conduct (UCF-5.008)
- (4) Alleged violations of the UCF Rules of Conduct (Academic Misconduct) shall be reported in writing to the Director of the Office of Student Conduct (OSC) or designee. When an instructor becomes aware of an alleged violation of academic misconduct and before any action is taken, the instructor must document the alleged violation(s) through the Academic Misconduct Report Form (AMR), available at <http://osc.sdes.ucf.edu>. Upon receiving an alleged violation of academic misconduct, the Director of the OSC or designee may review relevant information and consult with relevant parties regarding the incident in question.
  - (a) The Director of the OSC will refer all information warranting disciplinary action to the OSC. The OSC will send notification to the student indicating the nature of the activity in question and what university rules were allegedly violated.
  - (b) Upon receipt of an AMR form the OSC has six months to charge a student with a violation of academic misconduct. The OSC may exercise discretion when applying the time provision to account for circumstances that warrant a waiver of the six month time limit from the date of discovery.
  - (c) Students charged with alleged violations of academic misconduct will receive notice to attend a required preliminary conference with the OSC to discuss the charges. If the student fails to attend the conference, a hold will be placed on the student's record, preventing them from registering for future classes until the matter is resolved. Students who leave the university or withdraw from a class before a disciplinary matter is resolved may be prohibited from future enrollment

until the matter is resolved. The student will receive information regarding the student conduct review process, including the student's rights during the process, an opportunity to inspect and/or review the information known at the time charges are prepared, and notice of how to contact the impartial advisor. At the conclusion of the meeting, the OSC will recommend an option for resolution of the academic misconduct charges. These options are case dismissal, informal hearing, or academic formal hearing

(5) Options for Resolution of Academic Misconduct

- (a) Case Dismissal: The Director of the OSC or designee may dismiss a case if: the reported case fails to have sufficient facts or information to substantiate the claim of academic misconduct; or the reported violation is not seen to warrant punitive disciplinary action; or the reported behavior reported as academic misconduct is not a violation of the Rules of Conduct. An informal conference may be held where the student may be instructed to complete an educational requirement to demonstrate what was learned from the reported behavior. Upon successful completion of the educational requirement, the reported incident will be dismissed.
- (b) Informal Hearing: At the discretion of the OSC, violations found not to warrant a formal hearing may be referred to an informal hearing. At the informal hearing, the charged student has the opportunity to meet with an OSC staff member or designee and accept responsibility for the charges of violation of academic misconduct. At the informal hearing level the matter will be settled by the following outcomes: punitive sanction (disciplinary warning or disciplinary probation) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not resolved informally, the case will be resolved through a formal hearing. The outcomes from an informal hearing process (decision of responsibility and recommended sanctions) are final and are not eligible for appeal.
- (c) Formal Hearings: If an alleged violation of academic misconduct is not dismissed or otherwise resolved, then the OSC shall present in writing formal charges to the student. The charged student's formal hearing shall be open only to the charged student/co-charged students involved in the same incident, selected advisor,

witnesses (when called upon), and a representative from the OSC. Formal notification shall include:

1. The student's name and address.
  2. Date, time and location of the formal hearing.
  3. The rule(s) of conduct allegedly violated as known at the time formal charges were prepared.
  4. Names of potential witnesses known at the time formal charges were prepared.
  5. A description of any physical or written documentation known at the time charges were prepared.
- (d) Academic Integrity Formal Hearings: Students going through the Academic Integrity formal hearing process may elect an Administrative Academic Integrity Formal Hearing or a Panel Academic Integrity Formal Hearing.
1. Administrative Academic Integrity Formal Hearing
    - i. Administrative Academic Integrity formal hearings shall be conducted by one faculty member from the Student Conduct Board. The charged student shall be informed of the hearing officer assigned to the case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The student shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a student has opted not to challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.
    - ii. At hearings conducted by an administrative hearing officer, an OSC staff member shall act as an advisor to the administrative hearing officer. The Director of the OSC or designee shall receive the administrative hearing officer's proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider

any punitive and or educational sanctions proposed by the administrative hearing officer.

- iii. The Director of the OSC or designee may accept the proposed finding(s) of “in violation” or “not in violation” or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.
- iv. Any decision by the Director of the OSC or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

2. Academic Integrity Panel Hearings.

- i. A panel to consider an individual case shall be randomly selected by the OSC from the Student Conduct Board and shall consist of at least one (1) faculty member, one (1) additional faculty or administrative staff member, and two (2) student members. One panel member shall be selected by the OSC to chair the hearing and report the finding(s) and recommended sanctions, if any, to the Director of the OSC or designee.
- ii. For panel hearings, an OSC staff member shall act as an advisor to the panel. The Director of the OSC or designee shall receive the panel’s proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any punitive or educational sanctions proposed by the panel.
- iii. The Director of the OSC or designee may accept the proposed finding(s) of “in violation” or “not in violation” or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the panel.
- iv. Any decision by the Director of the OSC or designee to alter proposed sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

- (e) Following the Academic Integrity Formal Hearing:
1. Undergraduate students found “in violation” will be prescribed punitive and educational conduct sanctions appropriate to the findings and recommendations of the academic integrity formal hearing. The OSC will report the hearing outcome from the academic integrity hearing back to the instructor and department chair. In consultation with the college dean or designee, the instructor and the department chair will determine if further course or academic action should be imposed. If the undergraduate program recommends further course or program action, the undergraduate program must notify the OSC and Academic Services. Final results of the academic integrity formal hearing and/or course or program action must be made available to the student in writing within fourteen (14) business days following the date of the formal hearing.
  2. Undergraduate students found “not in violation” will be notified within fourteen (14) business days. The OSC will report the findings back to the instructor, department chair, and college dean or designee. Students may have proposed course or academic action removed and the instructor may determine a new grade since no violation was found.
  3. For graduate students found “in violation”, the OSC notifies the instructor, Associate Dean of Graduate Studies, and the Dean or designee of the Academic College in which the graduate student resides. The college dean or designee will in turn notify the graduate program that a student was found in violation and ask if the program wishes to invoke any program-level academic action(s). The student’s graduate program will determine if program action is necessary. If deemed necessary, recommendation of program action will be made using the *Probation/Dismissal Form* and/or *Conditional Retention Plan*. This information will be forwarded to the College of Graduate Studies. The OSC will be notified if the graduate program recommends additional program action. The results of any formal hearing and/or program action should be available for the student within fourteen (14) business days.

4. For graduate students found “not in violation” of academic misconduct, OSC notifies the instructor, Associate Dean of Graduate Studies and the Dean or designee of the Academic College in which the graduate student resides. The graduate student may have their proposed course or program action removed and the instructor may determine a new grade since no violation was found.

(f) Appeals:

1. Undergraduate or graduate students found “in violation” as the result of an academic integrity formal hearing may appeal the finding(s) and sanction(s) imposed by the Director of the OSC. The appeal must be made in writing to the appellate officer (Provost or designee) within seven (7) business days after the date the student was notified of the decision by the Director of the OSC. Students may appeal the finding and sanction(s) imposed on the basis of one or more of the following:
  - a. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
  - b. Discovery of new and significant information that could have affected the outcome of the hearing and which was not known or could not reasonably have been discovered and/or presented at the time of the hearing.
  - c. The sanction(s) are extraordinarily disproportionate to the violation(s).
2. Any decision by an appellate officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
3. The appellate officer should issue a written decision to the student’s appeal within twenty (20) business days of receipt of the appeal. Should the appellate officer require additional time for review beyond the 20 business days, the appellate officer will notify the charged student in writing of the need for additional time. Decisions of the Provost or designee reflect final agency action.

43. Any decision by the Provost or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

54. Undergraduate students may appeal program sanctions provided by the student's undergraduate program, per UCF-5.016. Graduate Students may appeal program sanctions provided by the student's graduate program, per UCF-5.017. Students found "in violation" for academic misconduct are not eligible for academic appeal regarding the final grade issued by the course of the reported violation.

(6) Z Designation for Undergraduate Student Academic Misconduct

- (a) A Z designation denotes a student was found "in violation" of academic misconduct while enrolled in a course. A Z designation does not affect a student's grade point average.
- (b) Z designations will remain on a student's transcript if:
  - 1. The student is found "in violation" of academic misconduct and the punitive sanction is disciplinary suspension for one or more semesters, disciplinary dismissal, or expulsion; or
  - 2. The student is found "in violation" of academic misconduct twice during their UCF academic career.
    - a. The punitive sanction received in either academic misconduct case has no bearing on the Z designation being permanently placed on the student's transcript.
    - b. A Z designation will be placed in association with both courses in which the student was found "in violation" of academic misconduct.
- (c) If a student is found "in violation" of academic misconduct a Z designation will be placed on their transcript in association with the final course letter grade recorded (ex. ZA, ZB, ZC, ZD, ZF).
- (d) A Z designation will be denoted on the student's transcript as a ZW if a student withdrew from the course prior to the conclusion of the conduct process and was subsequently found "in violation" of academic misconduct.

- (e) OSC will communicate with the Registrar's Office to have Z designations placed on student's transcript following the conclusion of the Conduct Review Process.
- (f) Students have the opportunity to improve the letter grade recorded in association with a course in which they were found "in violation" of academic misconduct through the use of grade forgiveness. The Z designation however will still remain on the student's transcript.
- (g) A student can attempt to have a Z designation permanently removed through participating in the Community ReEngagement and Educational Development (CREED) Program.
- (h) A Z designation will remove a student from consideration for academic awards and honors (e.g. President's List and Dean's List) for the academic semester in which the violation occurred.

*Authority: BOG Regulation 1.001. History – Formerly 6C7-5.0042, Amended 8-10-09, 9-4-12, 10-29-15, 7-28-16, 7-20-17, 1-18-18, \_\_\_\_\_-18.*

**ITEM: NGC-8**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: Amendments to University Regulations UCF-5.016 and UCF-5.017**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approve amendments to University of Central Florida Regulations UCF-5.016 Student Academic Appeals and UCF-5.017 Appeals of Graduate Program Actions or Decisions.

**BACKGROUND INFORMATION**

Florida Board of Governors Regulation 1.001 provides that “Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.”

Amendments to Regulation UCF-5.016 are to clarify the scope of the appeal procedure and to add new language regarding the period of time to review allegations of discrimination in grade appeals. Amendments to Regulation UCF-5.017 add new language regarding termination from a clinical assignment or graduate program and the applicability of the graduate program action appeal procedure.

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**Supporting documentation:** Attachment A: Proposed Amended Regulation UCF-5.016 (redline)  
Attachment B: Proposed Amended Regulation UCF-5.017 (redline)

**Prepared by:** Youndy Cook, Deputy General Counsel

**Submitted by:** Scott Cole, Vice President and General Counsel

Attachment A

**UCF-5.016 Student Academic Appeals**

(1) Scope.

(a) This regulation shall apply to undergraduate and graduate student appeals of grades (typically limited to final grades) resulting from an instructor's:

1. Alleged deviation from established and announced grading policy;
2. Alleged errors in application of grading procedures;
3. Alleged deviation from University syllabus policy or, if applicable, program handbook(s); and
34. Alleged lowering of grades for non-academic reasons, including discrimination. (A grade appeal alleging discrimination in violation of University policy will be referred to the Office of Institutional Equity.)

(b) This regulation shall also apply to appeals of undergraduate program action, including termination from an undergraduate academic program.

(c) The professional judgment exercised by an instructor in assigning a specific grade or in conducting a class is excluded from the provisions of this regulation except as noted above.

(ed) This regulation does not apply to appeals of graduate programs actions or decisions by a faculty member, program, or college, including termination from an academic program, or to the assignment of grades for Thesis or Dissertation credit hours. Appeals from such actions are discussed in and may only be brought under Regulation UCF-5.017.

(2) General Policy. The following assumptions are adopted:

- (a) Students are entitled to a fair and; timely, ~~and open~~ resolution of academic appeals.
- (b) Faculty members and administrators are entitled to a fair and; timely, ~~and open~~ forum in defense of their action.
- (c) Students have access to published materials and student government representatives to help them become familiar with and understand procedures for handling academic appeals.
- (d) Faculty members and administrators have access to published materials and University staff to help them be aware of and understand procedures to address academic appeals.

- (e) Resolution of student academic appeals should be made as informally as possible.
- (f) The University as an institution and its faculty are entitled to procedures that ensure the maintenance of academic standards.
- (g) The appropriate forum for discussion or alteration of academic matters is the academic unit responsible for these matters.
- (h) The University is entitled to a reasonable period of time to review allegations of discrimination contained in a grade appeal, and the University may accordingly extend deadlines applicable to the University for purposes of reviewing such allegations.
- (i) Students may consult with Student Government Association's Judicial Advisor or designee, who shall furnish advice regarding the student's rights and responsibilities with respect to this policy.

(3) Resolution of Student Appeals at Informal Level

- (a) Step 1: All student academic appeals of allegedly wrongful academic action(s) by an instructor or administrator shall first be brought to the attention of the person whose action is being appealed. (The instructor of the course or administrator whose action is being appealed will be referred to in this regulation as the Responding Party.) This action must be initiated within one semester of the alleged wrongful action or grade. The parties should attempt to resolve the problem in a timely and satisfactory manner. If dissatisfied with the decision of the Responding Party, or if that person is not available, the student must first continue to pursue an informal solution with the unit head, usually the chair or director of the unit.
- (b) Step 2: The unit head or supervisor, in consultation with the Responding Party, should make every effort to communicate with the student and resolve the problem. When classes are in session, this communication shall normally take place within 10 business days of the complaint being brought to the unit head or supervisor. Between semesters and during the summer term, this communication may be extended ten days into the new semester. The unit head or supervisor will provide the student with a written decision that includes reference to student academic appeals procedures.

1. When the Responding Party is not available to discuss the problem, if at all possible, the resolution should wait until such time as the Responding Party can return to the campus, but not more than six months.
2. If the unit head or college dean or designee determines that an emergency exists requiring that the problem be solved prior to the availability of the Responding Party (e.g. in a case of probable delayed graduation), the unit head or dean or designee shall make every reasonable effort to inform the Responding Party of the situation. The Responding Party may elect to submit a written statement and/or to designate a replacement to aid in solving the problem.
3. If the Responding Party cannot be reached or does not designate a replacement, and the complaint must be dealt with promptly, then the unit head or dean or designee shall act on behalf of the Responding Party.

(4) Resolution of Student Academic Appeals at the College Level

~~(a) ——— Step 3: If not satisfied with the resolution of the complaint proposed by the unit head or supervisor, the student should consult with Student Government Association's Judicial Advisor or designee, who shall furnish advice to the student's rights and responsibilities with respect to this policy.~~

(~~a~~b) Step ~~3~~4: Within 10 business days of receipt of the unit head's or supervisor's decision, if the student wishes to file a formal appeal, the student must contact the dean's office of the college in which the action occurred and schedule an appointment with the dean or a designee. That individual will informally review the student's concerns, counsel the student on his/her options, and explain the formal Student Academic Appeals process.

(~~b~~e) Step ~~4~~5: ~~If the student is not satisfied with the outcome of the~~ After consultation with the administrator, within 10 days of their meeting or conversation, the student may appeal in writing to the Student Academic Appeals Committee of the college. This committee will determine the legitimacy of the awarded grade and/or the academic program action and if appropriate, suggest a resolution. The student's written appeal shall include the basis of the original complaint, the dates when the

instructor, unit head, administrator, or supervisor, discussed the problem with the student, and the suggested resolution at that time.

(5) Composition of the Student Academic Appeals Committee

- (a) Each college shall establish a Student Academic Appeals Committee whenever required.
- (b) The committee shall be made up of at least three and no more than five tenure-earning or tenured faculty members and an equal number of students of comparable academic classification as the student initiating the appeal.
- (c) Student members shall be selected by the dean of the college or designee from a panel of ~~no less than thirty (30)~~ students of the comparable academic classification. This panel shall be appointed by the Vice President of Student Development and Enrollment Services or the College of Graduate Studies from a list recommended for this purpose by the Student Body President.
- (d) Any member may be challenged for cause by either party. The validity of such challenges shall be decided by the Office of Student Rights and Responsibilities. If a challenge is upheld, the college dean or designee shall appoint a replacement from the college's tenured and tenure-earning faculty or the student panel.
- (e) The college dean or designee shall assemble the Student Academic Appeals Committee to conduct a formal review of the student academic appeal.

(6) Formal Review of a Student Academic Appeal

- (a) In conducting a formal review, the Student Academic Appeals Committee shall adhere to the following guidelines:
  - 1. The time limits specified in the following review procedure may be extended by mutual agreement of the parties.
  - 2. The committee shall not be officially convened to review the appeal until the Responding Party, or substitute/replacement, has received a copy of the appeal and has had at least 5 business days to submit, if desired, a response or additional information. The student will be provided with a copy of any material submitted by the Responding Party at least 5 business days before the committee meets to review the case.

3. The committee should make every reasonable effort to meet for review of the case within 20 business days after receipt of the student's written appeal and any information provided by the Responding Party and/or unit head.
  4. The committee will function as an objective, fact finding body when examining all available and relevant information concerning the student's appeal of academic action by the Responding Party. Such information shall include the student's written appeal, written and/or oral information provided by the Responding Party, statements made by both parties before the committee, and any other information the committee may deem relevant.
  5. The college dean or designee will convene the committee, establish procedural rules for conducting the meeting, serve as its chair, and will vote in the case of a tie. The meeting is not covered by Sunshine laws, and is thus closed to outside parties.
  6. The student and Responding Party shall be invited to meet with the committee. Each shall be allowed adequate time to respond to the appeal and material as submitted, to answer any questions from committee members, and to present additional information needed to clarify the issues involved.
  7. After meeting with both parties, the committee will deliberate and issue a decision by majority vote. The committee will first decide if the student has proven that there were grounds for the appeal, and second, if there were grounds, what resolution should be implemented. This decision may let the grade/action stand as is or change the grade/action. If the decision of the committee is to change the grade, only the faculty members on the committee will be involved in deciding what the change will be. The committee chair will ensure that the committee's majority opinion is recorded and forwarded to the college dean.
- (b) The college dean will provide copies of the panel's decision within 10 business days of the Student Academic Appeals Panel hearing to both parties concerned, to the Provost, and all other involved parties and departments.

(7) Final Appeal

- (a) Step 6: If dissatisfied with the college dean's decision, the student may, within 10 business days, file a written request for review with the dean of undergraduate studies or the dean of graduate studies (depending upon the classification of the student), stating the basis for review and the resolution sought by the student.
- (b) Acting as the University President's representative, the dean of undergraduate studies or the dean of graduate studies shall make a final decision on the matter within 10 business days of receipt of the student's request for review. Copies of the dean's written decision shall be sent to the student, the college dean, the chair, the Director of OSC, the Responding Party, and other involved parties.

*Authority: BOG Regulation 1.001. History—Formerly 6C7-5.00431, Amended 8-10-09, 9-4-12, 10-29-15, 7-20-17, \_\_\_\_\_-18.*

## Attachment B

**UCF-5.017 Appeals of Graduate Program Actions or Decisions**

## (1) Review of Academic Performance.

- (a) The primary responsibility for monitoring a student's progress to degree (or program completion) rests with the graduate degree program, although the College of Graduate Studies ~~may~~ also monitors a student's progress and takes appropriate actions if performance standards as specified by the program and University are not maintained. Satisfactory progress to degree (or program completion) requires an ongoing evaluation of a student's performance in a program as indicated by satisfactory grades within courses, successful performance on program competency exams, progress in thesis and dissertation research, the maintenance of the standards of academic and professional integrity expected in a particular discipline or program, and any other measures of progress as customarily used in the program. Academic probation or even dismissal of the student from the program may occur when the individual is not making satisfactory progress to degree (or program completion).
- (b) A ~~degree-graduate~~ program may also recommend dismissal if the student fails to maintain the standards of academic and professional integrity, meet or exceed the professional competencies of the discipline, or maintain-as-well-as the competence necessary for the welfare of faculty, fellow students, staff, patients, clients, or others encountered in internships, externships, or other classes required by the degree program. A student's performance in clinical settings may be evaluated by clinical supervisors or other clinicians in conjunction with instructors of record and/or faculty advisors.
- (c) A student may be immediately terminated from a clinical assignment and/or graduate program when, in the professional judgment of a qualified clinician, faculty supervisor or instructor of record, client/patient welfare could be at risk. In cases where client/patient welfare could be at risk, graduate programs may forego published procedures for advising, mentoring or probation if documentation from clinical or faculty supervisors indicate immediate action was necessary to protect the welfare of others. When immediate action is taken, the graduate program must inform the student in writing of the action and the reasons

for the action. The student may appeal such action as a graduate program action under this Regulation.

(d) Misconduct associated with research or misconduct in laboratory assignments may result in immediate termination from the assignment and/or the graduate program when the misconduct places clients, researchers, subjects or the university at risk

(ee) However, it is incumbent on the ~~degree graduate~~ program to give the student an opportunity to discuss the pending action with the program director and provide additional relevant information prior to making a recommendation of probation or dismissal. A student does not have to agree with the action in order for the program to move forward with a recommendation of probation or dismissal.

(f) The Dean ~~and Vice Provost~~ of the College of Graduate Studies has final authority over probation and dismissal recommendations and will execute them accordingly.

1. Once dismissed, a student may apply to UCF as a student in another ~~degree graduate~~ program, or as a non-degree student. Readmitted students are who is prohibited from taking courses in the program from which ~~he/she/they~~ were dismissed.

2. A ~~dismissed~~ student can only be reinstated to his/her/the previous ~~degree program graduate program~~ by either submitting a new application to the program with a new admissions decision, or through a formal grievance process. (See Grievance Procedures in following section).

(2) ~~Grievance-Other~~ Procedures. Graduate students disputing a graduate program action (including the evaluation of their progress to degree) as described above, have several routes of appeal depending on the nature of the grievance.

(a) In the appeal of a grade in a specific course (excluding thesis or dissertation credit courses) students are referred to Regulation UCF-5.016 for the grade appeals procedures.

(b) For issues resulting from a failure to maintain academic behavior standards such as cheating, plagiarism, etc., students are referred to Regulation UCF 5.015 (and, as appropriate, student conduct review procedures).

- (c) Misconduct associated with research will follow procedures determined by the Office of Research and Commercialization.
- (d) All other grievances, including the appeal of grades issued in Thesis and Dissertation Grade appeal credit hours, follow the Procedure for Other Grievances of Graduate Students as outlined below in this Regulation.

(3) Applicability of graduate program action appeal procedure:

- (a) This regulation applies to graduate student appeals of decisions made by the College of Graduate Studies, an academic college or graduate degree program based on:
  - 1. Alleged deviation from program or university policies as outlined in the Graduate Catalog or Graduate Program Handbook(s)
  - 2. Alleged errors in application of policies or procedures
  - 3. Alleged probation or dismissal due to non-academic reasons
  - 4. Alleged deviation from the University's syllabus policy
  - 5. Alleged discrimination and/or sexual harassment in the program, department or college. (An appeal alleging discrimination and/or sexual harassment in the program, department or college will be referred directly to the Office Institutional Equity. The University is entitled to a reasonable period of time to review allegations of discrimination contained in a graduate student appeal, and the University may accordingly extend deadlines applicable to the University for purposes of reviewing such allegations.)
- (b) Decisions based on professional judgment of an instructor, faculty member or clinical supervisor in the assignment of a grade or assessment of a student's performance in a class are excluded from the provisions of this regulation except as noted above. Probation or dismissal due to unsatisfactory performance on competency exams, research, or progress in thesis or dissertation research may not be appealed based on the student's disagreement with the professional judgment of an instructor, faculty member or advisor. Students may appeal based on alleged errors in process or alleged non-academic reasons.
- (c) Students placed on probation or dismissed by the College of Graduate Studies for not maintaining at least a 3.0 GPA may not appeal the academic program or

academic college's decision to not submit a Conditional Retention Plan (CRP). A CRP may be offered to a student when, in the discretion of the academic program, extenuating circumstances warrant such an exception; however, graduate programs are not obligated to provide a CRP.

(43) Procedure for Other Grievances of Graduate Students. Students are entitled to a fair and open and timely resolution of appeals. This procedure is intended for graduate students having complaints regarding specific actions or decisions by a faculty member, program or college, including termination from an academic program, for reasons that are not covered in Section 2(a)-2(c) above. The graduate student ~~should~~ is encouraged to first discuss the matter within the academic unit of the grievance and attempt to resolve the grievance informally. ~~If the informal resolution fails,~~ The formal procedure is as follows:

- (a) Step 1 -Program and Department Level: The graduate student ~~requesting consideration of a grievance~~ appealing the decision of a program, must state the nature of the grievance in writing to the graduate program director, ~~within six months of the official date of notification date of the occurrence of the aggrieved action. The statement should~~ include a brief narrative of the grievance, the parties involved, and a statement of the remedy being requested. This statement must be submitted by the graduate student within six (6) months of the notification date of the occurrence of the program action being appealed.
- (b) Dependent on the nature of the grievance, the graduate program director will in ten business days following receipt of the grievance either make a recommendation about the grievance to the unit head or refer the grievance to the unit/ program graduate committee to examine the issue at their next scheduled meeting. The unit/program graduate committee may invite the aggrieved student and others having information about the case to attend the meeting and present information and arguments about the grievance. If so invited, the graduate student can have a personal advisor at the meeting, but the advisor can only confer with the student and not participate in the committee meeting. The unit/ program graduate committee will make a recommendation about the grievance to the graduate program director.

- (c) The graduate program director will consider the input of the unit/ program graduate committee and make a recommendation to the unit head about the grievance. The unit head will then make a final decision about the grievance at the program/ unit level and inform the student of the decision within ten business days after receiving the recommendation from the graduate program director.
- (d) Step 2 - College Level: Should the graduate student disagree with the decision of the unit head, the student has ten business days to file a written appeal of the decision with the academic college graduate coordinator (or the ~~Vice President for Research and~~ Dean of the College of Graduate Studies in the case of interdisciplinary programs with no academic college assigned to oversight of the program). It is incumbent on the student to explain in the appeal why the unit/program decision is in error and should be reexamined. At each appeal level, the basis for the appeal must be the same as the original appeal or must articulate new information discovered as part of the appeal process itself. If the basis for the appeal changes, the student will be considered to be initiating a new appeal that must begin at the initial level of the appeal process (and which must be timely).
- (e) Dependent on the grievance, the academic college graduate coordinator will, in ten business days following receipt of the appeal, either make a recommendation to the college dean about the grievance, or refer the grievance to the college graduate committee to examine the issue at their next scheduled meeting. The college graduate committee may invite the aggrieved student and others having information about the case to attend the meeting and present information about the grievance. If so invited, the graduate student can have a personal advisor at the committee meeting, but the advisor can only confer with the student and not participate in the committee meeting. The college graduate committee will make a recommendation about the grievance to the college graduate coordinator.
- (fe) The academic college graduate coordinator after considering the input of the college graduate committee will make a recommendation to the college dean about the grievance. The college dean will then make the final decision about the grievance at the academic college level, and inform the student of the decision

within ten business days after receiving the recommendation from the college graduate coordinator.

- (gf) Step 3 - College of Graduate Studies Level: Should the graduate student disagree with the decision of the academic college dean, the student has ten business days following receipt of the college decision to file a written appeal of the decision at the university-level with the ~~Vice President for Research and~~ Dean of the College of Graduate Studies. It is incumbent on the student to explain in the appeal why the academic college decision is in error and should be reexamined.
- (h) Dependent on the appeal, the ~~Vice President and~~ Dean of the College of Graduate Studies will within ten business days following receipt of the appeal either make a decision about the grievance or refer the appeal to the Appeals Subcommittee of the Graduate Council to examine the issue at a scheduled meeting. The Appeals Subcommittee may invite the aggrieved student as well as others having information about the grievance to attend and present information about the grievance. If so invited, the graduate student can have a personal advisor at the meeting, but the advisor can only confer with the student and not participate in the committee meeting. The Appeals Subcommittee will submit a recommendation to the ~~Vice Provost and~~ Dean of the College of Graduate Studies concerning the grievance.
- (ig) The ~~Vice President for Research and~~ Dean of the College of Graduate Studies will consider the input of the Appeals Subcommittee of the Graduate Council and make a final decision about the grievance for the university. There is no appeal beyond the level of ~~Vice President and~~ Dean of the Graduate College as this person is vested with the final authority by the President of the University.

*Authority: BOG Regulation 1.001. History—Formerly 6C7-5.00431, New 7-20-09, Amended 7-19-12, 7-20-17, \_\_\_\_\_-18.*

**ITEM: NGC-9**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: Florida Equity Report**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approval of the Annual Florida Equity Report as required by law.

**BACKGROUND INFORMATION**

Florida Board of Governors regulation 2.003(5) and (7), Equity and Access, requires the following:

(5) Reporting and Monitoring. Each university shall prepare an annual Florida Equity Report in accordance with this regulation and reporting guidelines established by the Board of Governors Office.

(a) At a minimum, At a minimum, the university's equity report must include information on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment.

(b) Each university's equity report shall assess sex equity in athletics, as well as representation by race and sex in student enrollment, senior level administrative positions and by faculty rank and/or tenure status. 1. Annual goals shall be developed and included in the equity report to address each area of underutilization. For each year in which prior year goals were not achieved, each university shall provide a narrative explanation and a plan for achievement of equity.

(c) Each equity report shall include a web citation of the university's nondiscrimination policy adopted by its university board of trustees.

(d) Such reports are to be submitted to the Board of Governors Office by July 1 of each year pursuant to the requirements of this regulation and guidelines distributed by the Board Office for each reporting period.

(e) Each university board of trustees or designee shall approve the annual Florida Equity Report for its institution prior to submission to the Board of Governors Office.

(f) The Board of Governors Office shall annually assess the progress of each university's plan and advise the Board of Governors and the Legislature regarding compliance.

(7) Each university shall develop a budget plan to support attainment of the university's goals as outlined in its equity plan in accordance with state and federal law.

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**Supporting documentation:** Attachment A: University of Central Florida Equity Report

**Prepared by:** Nancy Myers, Director, Office of Institutional Equity

**Submitted by:** Scott Cole, Vice President and General Counsel

Attachment A



# Florida Equity Report

Enrollment, Sex Equity in Athletics, and Employment

Report Year: 2018

Data Year 2016-2017

## University of Central Florida

Approved by University Board of Trustees: July 19, 2018

Dale Whittaker, Ph.D., President:

\_\_\_\_\_  
Signature

Date approved by University President: \_\_\_\_\_

Submitted by:

Nancy Fitzpatrick Myers, Director

University of Central Florida

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**ATTACHMENTS**

- A. UCF's *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*, No. 2-004.1
- B. Applicable UCF Regulations
- C. Division of Student Development and Enrollment Services Equity Report
- D. President's Statement
- E. Office of Multicultural Academic and Support Services Program
- F. Office of Diversity and Inclusion's 2016-17 Annual Report

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**Part I: Executive Summary**

The annual Florida Educational Equity Act (FEEA) report encompasses enrollment, gender equity in athletics, and employment as required by statute. Each university Equity Officer is responsible for preparing the report for approval by its Board of Trustees and the University President, and submitting the report to the Florida Board of Governors annually. The UCF's Office of Institutional Equity (OIE) prepares the Florida Equity Report annually to fulfill state requirements. These include provisions within the Florida Educational Equity Act and the Florida Board of Governors' Equity Regulation 2.003 Equity and Access. The report includes information on the University's progress in implementing strategic initiatives and performance related to equity and access in student enrollment, athletics, and employment.

**A. Description of Plan Development**

The Office of Institutional Equity coordinated and compiled the data included in this report from officials in the University's Office of the Provost, Faculty Excellence, Student Development and Enrollment Services, Offices of Human Resources, Division of Administration and Finance, UCF Athletic Association, Inc., and Institutional Knowledge Management. Data collected includes information regarding women and members of specified race and ethnic protected classes, including IPEDS (Integrated Post-Secondary Education Data System) data. Prior to submission, the data was reviewed by the President and the Board of Trustees of UCF.

**B. Summary of Institutional Progress**

**Policies and Procedures in Support of Equity (Part II)**

In 2016-2017, UCF reviewed its policies and procedures related to non-discrimination and compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Pregnancy Discrimination Act, the Americans with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. This review resulted in the university's *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy, No. 2-004.1* (Attachment A). Regulations UCF-3.001 (*Non-Discrimination; Affirmative Action Programs*), UCF-3.0134 (*Complaints and Grievances Alleging Discrimination, Discriminatory Harassment or Retaliation*), and UCF-5.020 (*Religious Observances*) were reviewed and updated to reflect consistent language among UCF's regulations, policies and procedures. (Attachment B). The updated regulations were approved by the Board of Trustees on October 26, 2017.

In addition, UCF reviewed and updated its forms related to requests for medical information (i.e. ADA accommodation request, FMLA leave, workers compensation forms, etc.) to contain the following language related to compliance with the Genetic Information Nondiscrimination Act of 2008 as recommended by the Equal Employment Opportunity Commission:

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The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to this request for medical information. “Genetic information” as defined by GINA, includes an individual’s family medical history, the results of an individual’s or family member’s genetic tests, the fact that an individual or an individual’s family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual’s family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

**Academic Program Reviews (Part III)**

The UCF’s Institutional Knowledge Management office (IKM) provided data and quantitative tables for 2016-2017 to illustrate the University’s status in enrollment, retention/graduation rates and completions (Part III Tables 1-8). The following are some highlights of that data:

- *Gender:*
  - For First Time in College (FTIC) enrollment, female enrollment for 2016-17 was 53%, which was relatively consistent with the prior year’s data of 54%. Enrollment for fulltime transfers was consistent with prior years with a total enrollment of 57.3% female.
  - The overall retention rates for full time FTICs after one year increased for both males and females. Specifically, for females, the overall retention rate was 90.4%, which was a slight increase from the previous year (89.67%). For males, the overall retention rate was 88.6%, which was an increase from the prior year (87.58%). With regard to the overall graduation rate after six years, female students’ graduation rate remained consistent with the last three years (73-74%), and male students’ graduation rate increased from last year’s report (from 62.78% to 65.5%).
  - Similar to last year’s report, female students continued to obtain a higher percentage of Bachelor’s degrees (59%), Master’s degrees (60%), and First Professional degrees (57%). However, unlike previous years’ data, female students earned more Doctoral degrees than male students (51%) in 2016-17. Compared to 2011-12 data, this was a significant increase in the percentage of female students earning Doctoral Degrees (39% to 51%).
- *Racial and Ethnic Diversity:*
  - Enrollment of FTIC underrepresented students in Fall 2017 was 46.8%. Although this was a 1.5% decrease from the Fall 2016 data, it remains an increase from Fall 2014 (42.5%) and Fall 2015 (44.02%). Transfer enrollment continued to show growth in 2016-17 reaching 51.5%.

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- With regard to retention rates for full time FTICs after one year, among underrepresented student populations, American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander led the retention rate with 100% retention. Consistent with last year's report, Asian students and students identifying as two or more races (92.3% and 90.3%, respectively) were retained at a higher rate than the overall retention rate (89.6%). Compared to the previous year, all categories experienced an increase in the retention rates with the exception of Asian students, which experienced a slight decrease (92.96% to 92.3%). With regard to the overall graduation rate after six years (70%), most of the categories fell close to the overall graduation rate with American Indian/Alaskan Native students having the highest graduation rate (71.4%) followed by White students (71.1%), Asian students (70.7%), Non-Resident Alien students (69.6%), Black students (69.4%), Hispanic students (68%), and students identifying as two or more races (65.1%).
- Underrepresented students received 45% of Bachelor's degrees, 41% of Master's degrees, 51% of Doctoral degrees, and 26% of First Professional degrees. This was an increase for all degree levels except First Professional degrees, which decreased from 36% to 26%.
- The 2016-17 data pertaining to racial and ethnic diversity for students that earned First Professional degrees revealed that 20.7% of the students fell within the "Unknown" category, which was more than triple the percentage from 2015-16. The data also showed decreases in the percentage of students that identified as Black (6.5% to 1.3%; 9 to 2), students that identified as two or more races (5.0% to 0.7%; 7 to 1), and students that identified as Hispanic (12.8% to 6.7%; 18 to 10). Students that identified as Asian increased from 12.1% to 16.7% (17 to 25).

For the 2016-2017 academic year, the university's goal was to maintain or increase protected class member degrees at all levels, particularly with regard to the number of American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students and the percentage of Doctoral degrees awarded to Black students. With regard to Bachelor degrees, UCF achieved its goal as it remained consistent with 59% being earned by female students and increased the number and percentage of Bachelor degrees awarded to students that identified as Non-Resident Alien, Black, Asian, Hispanic and two or more races. American Indian/Alaskan Native, Hawaiian/Other Pacific Islander, and Unknown remained the same. With regard to Master's Degrees, UCF achieved its goal as it remained consistent with 60% being earned by female students and 41.7% being earned by underrepresented students. With regard to Doctoral Degrees, UCF achieved its goal as it increased degrees to female students and maintained its overall racial and ethnic diversity (50.5%). UCF also increased the percentage of Doctoral degrees awarded to Black students from 5.4% to 5.7%. However, the number of degrees awarded to Black students remained the same (16).

With regard to First Professional Degrees, UCF achieved its goal with regard to women obtaining 57% of these degrees. However, with regard to racial and ethnic diversity, the university's goal was not achieved as the overall percentage dropped from 36.3% to 26.1% with

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20.7% of students identified as unknown. As noted above, although students that identified as Asian increased from 12.1% to 16.7% (17 to 25), the data also showed decreases in the percentage of students that identified as Black (6.5% to 1.3%; 9 to 2), students that identified as two or more races (5.0% to 0.7%; 7 to 1), and students that identified as Hispanic (12.8% to 6.7%; 18 to 10).

Goals for 2017-2018: Maintain or increase protected class member degrees at all levels, and increase protected class members obtaining First Professional Degrees.

**Gender Equity in Athletics (Part IV)**

The University of Central Florida continued to monitor the equity challenges with respect to student-athlete participation compared to full-time enrollment by gender, as well as scholarship offerings. Data for 2016-2017 demonstrated the following:

- The university was compliant with regard to student-athlete participation. Specifically, the 2016-17 female undergraduate enrollment was approximately 55% and the female athletics participation ratio was approximately 55%.
- For the 2016-17 academic year, all sports were funded at the NCAA maximum limits per sport. However, the scholarship offerings had a variance. Specifically, women's scholarships were funded at \$3,298,553 (46.7%) and men's scholarships were funded at \$3,770,091 (53.3%). The UCF Athletics Association, Inc. indicated that this variance was the result of unforeseen coaching changes in multiple sports that contributed to unexpected roster changes for the 2016-17 academic year. This then resulted in an unfavorable fluctuation in scholarship distribution for 2016-17. UCF's Athletics has reported that this variance was addressed and that for 2017-18, UCF's scholarship offerings were compliant.
- Resources allocated for women's sports programs are comparable to their male counterparts. Both men's and women's programs are provided with all the necessary resources to be competitive nationally.

For the 2016-2017 academic year, the university's goal was to reduce the variances in participation rates and scholarship offerings. As set forth above, UCF Athletics reduced the participation variance and is compliant, but continued to have a variance with regard to scholarship offerings.

Goals for 2017-18: Reduce variance in scholarship offerings.

**Employment Representation (Part V)**

The UCF's Institutional Knowledge Management office (IKM) provided data and quantitative tables to illustrate the university's status in faculty/staff compositions (Part V Tables 1-4). The University of Central Florida increased the number of tenured faculty members during 2016-17 (579 to 608), including the number and percentage of female faculty from 173 to 195 (32%). However, compared to national standards, this remains an area in need of improvement. The university also experienced a decrease in the number of tenured Black faculty members (27 to 26) bringing the overall percentage down to 4.2%. Compared to national standards, this also

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remains an area in need of improvement. With regard to tenure-track faculty, approximately 46% of tenure-track faculty members identified as female. During 2016-17, UCF experienced an increase in tenure-track faculty members who identified as Hispanic (19 to 26; 36.8% increase), Black (12 to 13; 8.3% increase), and Asian (41 to 42; 2.4% increase). The remaining categories either stayed the same as the prior year or decreased. Unlike the prior year report that identified Black tenure-track faculty as an area of improvement utilizing comparative national standards, this year's review did not identify this or other areas as areas in need of improvement with regard to tenure-track faculty.

With regard to non-tenure-earning faculty, approximately 56% identified as female. As to racial and ethnic diversity, compared to the prior year, the university increased the number of faculty that identified as Asian (21 to 30), Black (16 to 21), two or more races (5 to 6), Hispanic (43 to 47), and White (423 to 432). Although there was a 31.3% increase in non-tenure-earning faculty that identified as Black from 2016 to 2017, using comparative national standards, this was noted as an area in need of improvement for the university.

With regard to management positions, consistent with the prior year's data, females held 59% of management occupations, which was a significant increase compared to 2012 when females held 42% of management occupations. UCF continued to sustain and increase diversity in management occupations with individuals that identified as Black or Hispanic having the most significant increases. Black managers increased from 85 to 93 (9.4% increase), and Hispanic managers increased from 81 to 109 (34.6% increase). Utilizing comparative national standards for management occupations, this year's review did not identify any areas as areas in need of improvement.

For the 2016-2017 academic year, the university's goal was to increase the number of tenured faculty that identify as female, Black, Hispanic, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander, and increase the number of tenure-track faculty that identify as Black, Hispanic, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander. With regard to tenured positions, although UCF increased the number of female faculty members by 22 (from 173 to 195), using comparative national standards, this remained an area in need of improvement. UCF also did not achieve its goal of increasing Black tenured faculty. For 2016-17, the number of Black tenured faculty decreased by one (from 27 to 26) and remained an area in need of improvement using comparative national standards. For individuals that identify as Hispanic or Native Hawaiian/Other Pacific Islander, there was no change in the number of tenured faculty members, and there was a decrease in the number of American Indian/Alaska Native members (3 to 2). With regard to tenure-track faculty, UCF increased the number of faculty that identify as Black (12 to 13) and Hispanic (19 to 26). However, the number of tenure-track faculty that identified as either American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander remained zero.

*Goals for 2017-2018:* Increase the number of tenured faculty that identify as female, Black, Hispanic, American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander; increase the number of tenure-track faculty that identify as American Indian/Alaska Native or Native

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Hawaiian/Other Pacific Islander; and, increase the number of non-tenure-earning faculty that identify as Black.

**Areas of Improvement and Achievement (Part VI)**

The University of Central Florida has maintained a significant number of enrolled diverse students. The university continues to maintain its commitment to recruiting and promoting women and minority professionals. The university will continue to implement strategies to meet its goals of maintaining or increasing protected class member degrees at all levels; increasing the number of tenured faculty that identify as female, Black, Hispanic, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander; increasing the number of tenure-track faculty that identify as American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander; and, reducing the variance for female student-athlete scholarship offerings.

**Protected Class Representation (Part VII)**

Of the 37 total applicants for the tenure granting process, 35 were granted tenure. Sixteen female faculty and sixteen underrepresented faculty were granted tenure.

**Promotion and Tenure Committee Composition (Part VIII)**

The table in this section provides information on the extent of diverse participation or involvement of women and ethnic/racial minorities in the promotion and tenure process. Overall, of the 397 committee members, 279 identified as White (70%), 71 as Asian (18%), 27 as Hispanic (7%), 17 as Black (4%), two as American Indian/Alaska Native, and one as two or more races. Women comprised approximately 29% of the 397 committee members, which was a decrease from the prior year's report (32%). Efforts to obtain diverse representation on committees is continually sought and improvement is expected to continue.

**C. Budget Plan**

The University of Central Florida has maintained resources that support equity goals as set forth in Section IX of this report, as well as Equity Report submitted by the Division of Student Development and Enrollment Services (SDES) (Attachment C).

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**Part II: Policies and Procedures in Support of Equity**

The University of Central Florida's Regulations and Policies are available on UCF's Policies and Procedures webpage: <http://policies.ucf.edu/>. The regulations and policies that are specifically formulated to ensure equity at UCF are as follows (Attachments A & B)

- UCF-3.001 Non-Discrimination; Affirmative Action Programs
- UCF-3.0134 Grievances Alleging Discrimination
- UCF-5.006 Student Rights and Responsibilities
- UCF-5.007 Office of Student Conduct; Scope; Definitions; Student Conduct Records; Special Student Panels
- UCF-5.008 Rules of Conduct
- UCF-5.009 Student Conduct Review Process; Sanctions
- UCF-5.010 Student Conduct Appeals
- UCF-5.012 Organizational Rules of Conduct
- UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals
- UCF-5.020 Religious Observances
- Policy 2-700 Reporting Misconduct and Protection from Retaliation
- Policy 2-004.1 Prohibition of Discrimination, Harassment and Related Interpersonal Violence

Information regarding additional policies and procedures formulated to ensure equity at UCF can be found on UCF's websites and are as follows:

- UCF Employee Code of Conduct (*effective October 2017*)  
(<https://compliance.ucf.edu/files/2017/10/UCF-CodeOfConduct.pdf>)
- The Golden Rule Student Handbook (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>)
- OIE Investigation Procedures  
(<http://oie.ucf.edu/documents/DiscriminationGrievanceInvestigationProcedure.pdf>)
- OIE Search and Screening Guidelines  
(<http://www.oie.ucf.edu/documents/SearchScreeningGuidelines.pdf>)
- OIE Recommendations for Obtaining a Diverse Applicant Pool  
(<http://www.oie.ucf.edu/documents/DiverseApplicantPool.pdf>)
- OIE Guidelines for an Internal Search  
(<http://www.oie.ucf.edu/documents/InternalSearch.pdf>)
- OIE Search Committee Guidelines Incorporating Search Firms  
(<http://www.oie.ucf.edu/documents/SearchFirms.pdf>)
- Faculty Hiring Guide (<http://www.oie.ucf.edu/documents/FacultyHiringGuide.pdf>)
- A&P Hiring Guide (<http://www.oie.ucf.edu/documents/APHiringGuide.pdf>)
- OIE Service and Assistance Animal Policy  
(<http://www.oie.ucf.edu/documents/AnimalsasAccommodationPolicy.pdf>)

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- OIE Protocol for Department Providing Reasonable Accommodation (<http://www.oie.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf>)
- Reasonable Accommodation Request Form (<http://www.oie.ucf.edu/documents/UCFReasonableAccommodationRequestForm.pdf>)
- Religious Accommodation: Guidelines for Departmental Procedures for Requests (<http://www.oie.ucf.edu/documents/ReligiousAccommodationGuidelines.pdf>)
- Student Accessibility Services “Get Connected” (<https://sas.sdes.ucf.edu/get-connected/>)
- Student Accessibility Services “How To Request Accommodations” (<http://sas.sdes.ucf.edu/wp-content/uploads/sites/22/2018/04/CAL-Request-Knights-Access.pdf>)
- Student Accessibility Services Grievance and Appeal Procedures ([http://sas.sdes.ucf.edu/wp-content/uploads/sites/22/2017/12/grievance\\_process1.pdf](http://sas.sdes.ucf.edu/wp-content/uploads/sites/22/2017/12/grievance_process1.pdf))

As noted in UCF’s previous Florida Equity Reports, the Office of Institutional Equity and the University Compliance, Ethics, and Risk Office created a separate website with information for students, parents, faculty, staff, and third parties regarding Title IX, and what to do if they encounter a student who has experienced sexual violence (Shield website). This website was revised and updated in December 2017 in support of the University’s Let’s Be Clear campaign. See <https://letsbeclear.ucf.edu/>. Also, the President’s Statement (Attachment D) has been posted on campus bulletin boards, websites, and in other venues, which reinforces the university’s commitment to non-discrimination and provides contact information about the Office of Institutional Equity.

Each year, the Office of Institutional Equity notifies all faculty and staff members regarding the university’s commitment to non-discrimination via an email with an accompanying invitation to training. Also, all new employees are required to complete an online training regarding UCF’s commitment to non-discrimination, applicable regulations and policies, and procedures available for reporting concerns of this nature. Further, UCF widely communicates pertinent compliance information throughout the campus. Discussions, awareness, and training are conducted broadly at such venues as new student, employee, and faculty orientation sessions; in-service programs for residence assistants, and the UCF Police Department. During 2016-17, the Office of Institutional Equity also provided in-person discrimination prevention training and training regarding Title IX to various departments on campus, and will continue to do so in the next academic year.

As set forth above, during 2016-17, UCF issued the University’s *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy (2-004.1)*, which is a policy that sets forth what constitutes discrimination, discriminatory harassment, and retaliation; the resources that are available to those that are subjected to this misconduct; employees’ obligations to report; and where to report concerns of this nature. Former President John C. Hitt announced the issuance of this policy and its importance to the university’s goal of becoming more inclusive and diverse via an email to all employees shortly before the start of the 2017 Fall semester.

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**Part III: Academic Program Reviews (Sections A, B & C)**

The Academic Program Reviews cover undergraduate, graduate, and first professional degree enrollment as required by Florida statute. Charts 1-8 and the corresponding narrative will address sections A, B, and C of the Florida Equity Report Guidelines. Where appropriate, disproportionate enrollments of women and minorities are identified and areas for improvement are noted.

**Table 1. First-Time-In-College Enrollment**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
<b>Men</b>	35	245	5	236	794	3	1687	138	18	3161
<b>Women</b>	40	348	5	253	945	3	1742	157	24	3517
<b>Total Fall 2017</b>	75	593	10	489	1739	6	3429	295	42	6678
<b>Category % of Total Fall 2017</b>	1.1%	8.9%	0.1%	7.3%	26.0%	0.1%	51.3%	4.4%	0.6%	100.0%
<b>Total FALL 2016</b>	49	597	4	390	1641	2	3127	346	14	6170
<b>Category % of Total FALL 2016</b>	0.8%	9.7%	0.1%	6.3%	26.6%	0.0%	50.7%	5.6%	0.2%	100.0%
<b>Total Fall 2012</b>	33	550	9	344	1162	11	3546	246	33	5934
<b>Category % of Total Fall 2012</b>	0.6%	9.3%	0.2%	5.8%	19.6%	0.2%	59.8%	4.1%	0.6%	100.0%
<b>Percentage Change in number from Fall 2012 to Fall 2017</b>	127.3%	7.8%	11.1%	42.2%	49.7%	-45.5%	-3.3%	19.9%	27.3%	

*Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Column 1, Full-time, First-time students.*

The UCF's First Time in College (FTIC) Enrollment data reveals an increase of 7.6% in FTIC enrollment with 53% female and 47% male for the Fall 2017 academic year. The gender representation is relatively consistent with the data of prior years. With regard to the composition of racially and ethnically diverse students, UCF continued to be significant at 46.8% (Fall 2017). Although this was a 1.5% decrease from the Fall 2016 data, it remains an increase from Fall 2014 (42.5%) and Fall 2015 (44.02%). The 46.8% was comprised of students from various racial/ethnic backgrounds including Black (8.9%), Asian (7.3%), American Indian/Alaskan Native (0.1%), Hispanic (26.0%), Native Hawaiian/Other Pacific Islander (0.1%), and two or more races (4.4%).

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White students represented 51.3%, Non-Resident Alien students represented 1.1%, and students identifying as Unknown represented 0.6% of UCF’s FTIC student body during the 2017 Fall enrollment.

Compared to Fall 2016, the Fall 2017 data demonstrated a decrease in Black students (597 to 593; 9.7% to 8.9%) and students identifying as two or more races (346 to 295; 5.6% to 4.4%), and an increase in Asian students (390 to 489; 6.3% to 7.3%) and White students (3127 to 3429; 50.7% to 51.3%). Data for American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander demonstrated an increase in the total number of students with minimal to no change in the overall percentage of students (4 to 10 and 2 to 6). Also, although there was an increase in the number of Hispanic students (1641 to 1739), there was a decrease in the overall percentage of Hispanic students (26.6% to 26.0%).

This enrollment data of 46.8% represented a significant change compared to 2012. During the Fall of 2012, UCF’s FTIC student body was composed of 39.2% racially and ethnically diverse. Two categories have decreased in total number since 2012 – namely, Native Hawaiian/Other Pacific Islander (11 to 6) and White (3546 to 3429). Significantly, there also has been a 127.3% change in the number of Non-Resident Alien students between 2012 and 2017 (33 to 75).

**Table 2. Florida Community College A.A. Transfers (Full-time)**

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
<b>Total Fall 2017</b>	237	1549	27	590	3230	25	5134	420	116	6488	4840	11328
<b>Category % of Total Fall 2017</b>	2.1%	13.7%	0.2%	5.2%	28.5%	0.2%	45.3%	3.7%	1.0%	57.3%	42.7%	100.0%
<b>Total FALL 2016</b>	185	1497	20	614	3181	27	5338	397	64	6463	4860	11323
<b>Category % of Total FALL 2016</b>	1.6%	13.2%	0.2%	5.4%	28.1%	0.2%	47.1%	3.5%	0.6%	57.1%	42.9%	100.0%
<b>Total Fall 2012</b>	190	1309	31	513	2634	40	6600	295	136	6651	5097	11748
<b>Category % of Total Fall 2012</b>	1.6%	11.1%	0.3%	4.4%	22.4%	0.3%	56.2%	2.5%	1.2%	56.6%	43.4%	100.0%
<b>Category % Change from 2012 to 2017</b>	24.7%	18.3%	-12.9%	15.0%	22.6%	-37.5%	-22.2%	42.4%	-14.7%	-2.5%	-5.0%	-3.6%

Source: Student Instruction File. Full-time students.

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The UCF's Fulltime Transfers data revealed a consistency in the total enrollment with 57.3% female and 42.7% male for the 2016-2017 academic year. With regard to the composition of racially and ethnically diverse students, UCF continued to be significant at 51.5%. White students (45.3%), Hispanic students (28.5%) and Black students (13.7%) were the three categories of students larger than ten percent. The 2016-17 data indicated minor changes throughout all racial categories.

This enrollment data of 51.5% represented a significant change compared to 2012 despite the 3.5% decrease in total enrollment (11,748 to 11,328). During the Fall of 2012, UCF's transfer students were composed of 41% racially and ethnically diverse students.

**Table 3. Retention of Full-Time FTICs After One Year**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
<b>Fall 2016 Cohort</b>	57	591	4	389	1632	2	3118	341	14	3311	2837	6148
<b>Category % of Total</b>	0.9%	9.6%	0.1%	6.3%	26.5%	0.0%	50.7%	5.5%	0.2%	53.9%	46.1%	100.0%
<b>Enrolled Fall 2017</b>	47	529	4	359	1460	2	2783	308	14	2992	2514	5506
<b>Retention Rate</b>	82.5%	89.5%	100.0%	92.3%	89.5%	100.0%	89.3%	90.3%	100.0%	90.4%	88.6%	89.6%

The overall retention rate for UCF FTICs after one year was 89.6%, which was a slight increase from the previous two years (88.7% and 89.1%). The overall retention rates for males and females increased. Specifically, for females, the overall retention rate was 90.4%, which was a slight increase from the previous year (89.67%). For males, the overall retention rate was 88.6% which was an increase from the prior year (87.58%).

Among underrepresented student populations, American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander led the retention rate with 100% retention. Consistent with last year's report, Asian students and students identifying as two or more races were retained at a higher rate than the overall retention rate (92.3% and 90.3%, respectively). Compared to the previous year, all categories experienced an increase in the retention rates with the exception of Asian students, which experienced a slight decrease (from 92.96% to 92.3%).

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**Table 4. Graduation Rate of Full-Time FTICs by Race/Ethnicity**

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
<b>2011 Cohort</b>	23	516	14	345	1250	14	3741	235	18	3269	2887	6156
<b>Category % of Total</b>	0.4%	8.4%	0.2%	5.6%	20.3%	0.2%	60.8%	3.8%	0.3%	53.1%	46.9%	100.0%
<b>After Six Years</b>												
<b>Number of Graduates</b>	16	358	10	244	850	5	2659	153	14	2417	1892	4309
<b>Percent Graduated</b>	69.6%	69.4%	71.4%	70.7%	68.0%	35.7%	71.1%	65.1%	77.8%	73.9%	65.5%	70.0%
<b>Category % Graduated</b>	11.6%	11.6%	11.9%	11.8%	11.4%	6.0%	11.9%	10.9%	13.0%	53.0%	47.0%	100.0%
<b>Number Retained</b>	16	383	11	270	913	7	2773	166	15	2516	2038	4554
<b>Percent Retained</b>	69.6%	74.2%	78.6%	78.3%	73.0%	50.0%	74.1%	70.6%	83.3%	77.0%	70.6%	74.0%

*Note: FTIC includes Beginners and Early Admits.*

The overall graduation rate for UCF after six years was 70%, which was a slight increase from the previous year (68.82%). With the exception of last year's report setting forth a decrease, UCF has gradually increased its overall graduation rate over the last six years. For the 2011, the overall graduation rate was 63.2% compared to this report of 70%. Female students' graduation rate remained consistent with the last three reports (73-74%), and male students' graduation rate increased from last year's report (from 62.78% to 65.5%).

Most of the protected categories were close to the overall graduation rate with American Indian/Alaskan Native students having the highest graduation rate (71.4%) followed by White students (71.1%), Asian students (70.7%), Non-Resident Alien students (69.6%), Black students (69.4%), Hispanic students (68%), and students identifying as two or more races (65.1%). Native Hawaiian/Other Pacific Islander students were significantly below the overall rate (35.7%).

Over the past six years, UCF has continued its commitment to maintaining a diverse student body through a variety of recruitment and retention strategies as set forth in detail in the Equity Report submitted by the Division of Student Development and Enrollment Services (SDES) (Attachment C).

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**Table 5. Bachelor's Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2016-17</b>										
Male	62	486	5	320	1224	7	3006	161	33	5304
Female	82	942	19	394	1846	15	4163	261	45	7767
<b>Total</b>	<b>144</b>	<b>1428</b>	<b>24</b>	<b>714</b>	<b>3070</b>	<b>22</b>	<b>7169</b>	<b>422</b>	<b>78</b>	<b>13071</b>
<b>Category % of Total</b>	<b>1.1%</b>	<b>10.9%</b>	<b>0.2%</b>	<b>5.5%</b>	<b>23.5%</b>	<b>0.2%</b>	<b>54.8%</b>	<b>3.2%</b>	<b>0.6%</b>	<b>100.0%</b>
<b>AY 2015-16</b>										
Male	55	455	11	322	1149	12	3103	138	36	5281
Female	52	861	15	351	1732	17	4245	233	45	7551
<b>Total</b>	<b>107</b>	<b>1316</b>	<b>26</b>	<b>673</b>	<b>2881</b>	<b>29</b>	<b>7348</b>	<b>371</b>	<b>81</b>	<b>12832</b>
<b>Category % of Total</b>	<b>0.8%</b>	<b>10.3%</b>	<b>0.2%</b>	<b>5.2%</b>	<b>22.5%</b>	<b>0.2%</b>	<b>57.3%</b>	<b>2.9%</b>	<b>0.6%</b>	<b>100.0%</b>
<b>AY 2011-12</b>										
Male	54	327	12	276	730	7	3214	41	86	4747
Female	79	661	37	314	1138	8	4367	65	98	6767
<b>Total</b>	<b>133</b>	<b>988</b>	<b>49</b>	<b>590</b>	<b>1868</b>	<b>15</b>	<b>7581</b>	<b>106</b>	<b>184</b>	<b>11514</b>
<b>Category % of Total</b>	<b>1.2%</b>	<b>8.6%</b>	<b>0.4%</b>	<b>5.1%</b>	<b>16.2%</b>	<b>0.1%</b>	<b>65.8%</b>	<b>0.9%</b>	<b>1.6%</b>	<b>100.0%</b>

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.

The number of Bachelor's degrees awarded remained consistent at UCF. In the 2016-2017 academic year, UCF awarded 13,071 Bachelor degrees, which was a slight increase from the previous year (12, 832). Of the degrees awarded, 59% were earned by females and 41% by males, which was consistent with the previous academic year. Among the degrees awarded, the graduation rate for three categories remained the same (American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and Unknown), one category decreased (White), and the remaining categories increased.

Compared to the 2011-12 academic year, UCF increased the total number of Bachelor's degrees awarded by approximately 12% in 2016-17 (from 11,514 to 13,071), with relatively equivalent gains among males and females. Degrees awarded notably increased for students who identified as two or more races [106 to 422 (75% increase)], Hispanic [1,868 to 3,070 (39% increase)] and Black [988 to 1,428 (31% increase)]. However, there was a notable decrease in the number of Bachelor degrees awarded to American Indian/Alaskan Native students [49 to 24 (51% decrease)]. Consistent with last year's report, proportionally, the most significant changes from 2011-12 data to 2016-17 data included an increase in the overall percentage of Hispanic students (16.2% to 23.5%) and a decrease in the overall percentage of White students (65.8% to 54.8%).

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**Table 6. Master's Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2016-17</b>										
Male	147	70	1	37	127	1	429	14	48	874
Female	59	144	3	64	213	1	724	34	79	1321
Total	206	214	4	101	340	2	1153	48	127	2195
Category % of Total	9.4%	9.7%	0.2%	4.6%	15.5%	0.1%	52.5%	2.2%	5.8%	100.0%
<b>AY 2015-16</b>										
Male	134	59	0	40	115	0	471	15	56	890
Female	77	158	1	57	178	2	728	35	91	1327
Total	211	217	1	97	293	2	1199	50	147	2217
Category % of Total	9.5%	9.8%	0.0%	4.4%	13.2%	0.1%	54.1%	2.3%	6.6%	100.0%
<b>AY 2011-12</b>										
Male	112	67	5	53	91	1	609	8	32	978
Female	69	166	8	70	116	3	924	11	47	1414
Total	181	233	13	123	207	4	1533	19	79	2392
Category % of Total	7.6%	9.7%	0.5%	5.1%	8.7%	0.2%	64.1%	0.8%	3.3%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

The UCF awarded 2,195 Master's degrees during 2016-2017, which was less than the last three academic years (2,217 for 2015-16, 2,232 for 2014-15, and 2,539 for 2013-14). Female students earned 60% of the Master's degrees awarded, which was consistent with the three previous academic years and close to 2011-12 (59%). With regard to racial and ethnic diversity compared to last year's data, there were slight changes with regard to most of the individual races/ethnicities. This resulted in an increase in the overall percentage of underrepresented students earning Master's degrees at UCF (39% to 41.7%). Compared to 2011-12, the data demonstrated significant changes in the percentages of students identifying as two or more races (0.8% to 2.2%), Hispanic students (8.7% to 15.5%) and White students (64.1% to 52.5%). However, for Black students, the percentage remained consistent (9.7%) and the total number of degrees decreased from 233 to 214.

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**Table 7. Doctoral Degrees Awarded By Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2016-17</b>										
Male	57	8	0	4	7	0	55	1	5	137
Female	36	8	0	7	13	0	74	0	4	142
Total	93	16	0	11	20	0	129	1	9	279
Category % of Total	33.3%	5.7%	0.0%	3.9%	7.2%	0.0%	46.2%	0.4%	3.2%	100.0%
<b>AY 2015-16</b>										
Male	67	4	0	5	15	0	63	4	4	162
Female	24	12	0	4	11	0	80	3	3	137
Total	91	16	0	9	26	0	143	7	7	299
Category % of Total	30.4%	5.4%	0.0%	3.0%	8.7%	0.0%	47.8%	2.3%	2.3%	100.0%
<b>AY 2011-12</b>										
Male	72	8	0	4	5	0	56	0	0	145
Female	14	6	0	1	10	0	53	0	0	84
Total	86	14	0	5	15	0	109	0	0	229
Category % of Total	37.6%	6.1%	0.0%	2.2%	6.6%	0.0%	47.6%	0.0%	0.0%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

The UCF awarded 279 Doctoral degrees in 2016-17. Unlike prior years, female students earned more Doctoral degrees than male students (142 to 137). Compared to 2011-12, there was a significant increase in the percentage of female students earning Doctoral Degrees (39% to 51%). With regard to racial and ethnic diversity compared to last year's data, small increases in overall percentages were made for students that identified as Non-Resident Alien, Black or Asian, but the number of degrees awarded had zero change (Black students) or little change (increase of two for Non-Resident Alien and Asian students). Similar to prior years, students that identified as American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander remained at zero. Students identifying as two or more races had the largest decrease (from 2.3% to 0.4%; 7 – 1) and resumed the amount and percentage for this category obtained in 2010-11.

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**Table 8. First Professional Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2016-17</b>										
Male	0	1	1	12	4	0	31	0	16	65
Female	0	1	0	13	6	0	49	1	15	85
Total	0	2	1	25	10	0	80	1	31	150
Category % of Total	0.0%	1.3%	0.7%	16.7%	6.7%	0.0%	53.3%	0.7%	20.7%	100.0%
<b>AY 2015-16</b>										
Male	0	5	0	6	10	0	35	4	3	63
Female	0	4	0	11	8	0	46	3	6	78
Total	0	9	0	17	18	0	81	7	9	141
Category % of Total	0.0%	6.4%	0.0%	12.1%	12.8%	0.0%	57.4%	5.0%	6.4%	100.0%
<b>AY 2011-12</b>										
Male	0	0	0	0	1	0	13	0	0	14
Female	0	1	0	1	1	0	19	0	1	23
Total	0	1	0	1	2	0	32	0	1	37
Category % of Total	0.0%	2.7%	0.0%	2.7%	5.4%	0.0%	86.5%	0.0%	2.7%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.

During 2016-17, the UCF awarded 150 First Professional degrees, which was more than four times the number awarded in 2011-12. A closer look at the demographic data showed that women continued to outperform their male counterparts in professional degree attainment (57%), which was similar to the prior year's data (55%). In 2011-12, 62% of the First Professional degrees were awarded to female students.

With regard to racial and ethnic diversity compared to last year's data, it is important to note that this data was unknown for 20.7% of the students (more than triple the percentage from 2015-16). The data also showed decreases in the percentage of students that identified as Black (6.5% to 1.3%; 9 to 2), students that identified as two or more races (5.0% to 0.7%; 7 to 1), and students that identified as Hispanic (12.8% to 6.7%; 18 to 10). Students that identified as Asian increased from 12.1% to 16.7% (17 to 25).

At the graduate level, UCF continues to commit to recruiting and graduating a diverse student body. Several strategies are employed to aid in this effort including annual scholarships and grant monies designated for recruitment of diverse students. Graduate Studies representatives

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also attend several graduate fairs and other events throughout the academic year designed specifically to recruit diverse candidates for UCF's academic programs.

**Part III: Academic Program Reviews – Student Services (Section D)**

**A. Academic Advising** – <http://fyae.sdes.ucf.edu/advising>; <http://www.fctl.ucf.edu/FacultySuccess/Advisors/offices.php>; <http://www.fctl.ucf.edu/facultysuccess/advisors/council.php> - The University of Central Florida is committed to providing caring, quality advising and related student support services for all UCF students in a culturally sensitive and diverse environment. UCF encourages the development of individual initiative, responsibility and self-discipline by students in the planning of their own educational programs. The UCF academic advisors assist students in the development of educational plans and career goals, and provide assistance and support as students pursue those goals. Academic advisors across the campus help students to understand and negotiate the procedures and policies of the university.

**B. Admission to Academic Programs** – <https://www.ucf.edu/admissions/>; <https://www.ucf.edu/online/admissions/graduate-admissions/> - The University of Central Florida encourages applications from qualified persons and does not discriminate on the basis of race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability, political affiliations, veteran's status or membership in any other protected classes as set forth in state or federal law. The President has delegated responsibility for the implementation of the university's equal opportunity and non-discrimination policies and affirmative action program to the Director of the Office of Institutional Equity (OIE). Inquiries about policies and practices may be directed to the Office of Institutional Equity at (407) 823-1336, Bldg. 38/Suite 123.

**C. Health Services** – <http://shs.sdes.ucf.edu/>; <https://caps.sdes.ucf.edu/> - The University of Central Florida's Student Health Services (SHS) recognizes its responsibility to respect the basic human rights of all patients who seek its treatment. SHS actively encourages patients to assume responsibilities for their own health and welfare. The Patient's Rights and Responsibilities and Notice of Nondiscrimination are routinely provided to patients. Also, Counseling and Psychological Services (CAPS) is the only free-of-charge campus agency designated to provide comprehensive psychological services to university-enrolled students. CAPS seeks to strengthen student success by minimizing the interruption of learning caused by mental health concerns.

**D. Club and Intramural Athletics** – <https://osi.ucf.edu/student-orgs/> and <http://rwc.sdes.ucf.edu/im/> - The mission of UCF's Intramural Sports and Office of Student Involvement is to provide students, faculty, and staff with a wide variety of recreational and social activities ranging from fitness classes to organized intramural sports competitions. Many of these activities are transformational experiences which serve both to enhance the personal development and physical well-being of the student body, thus increasing the likelihood of their retention and

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success at the university. All intramural sports programs are open for participation by all enrolled UCF students, and faculty and staff who have purchased Recreation and Wellness Center memberships.

**E. Student Financial Assistance** – <http://finaid.ucf.edu/> - The University of Central Florida’s Office of Student Financial Assistance, a unit within Student Development and Enrollment Services, is dedicated to supporting UCF’s mission and goals through the efficient delivery of student aid, including the goal to create a diverse and inclusive learning environment. The Office of Student Financial Assistance provides UCF students with a comprehensive offering of financial assistance options to support student success and the attainment of a university degree. UCF participates in the Federal Direct Loan Program. Direct Loans are low-interest educational loans administered through the U.S. Department of Education, which consists of the Federal Stafford, PLUS, and Grad PLUS Loans. By participating in this program, UCF agrees to comply with all federal nondiscrimination statutes and regulations, including Title VI of the Civil Rights Act of 1964 (barring discrimination on the basis of race, color or national origin), Title IX of the Education Amendments of 1972 (barring discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973 (barring discrimination on the basis of physical handicap), and the Age Discrimination Act of 1975.

**F. Housing and Residence Life** – <http://www.housing.ucf.edu/> - UCF’s Department of Housing and Residence Life (DHRL) makes a concerted effort to notify all residents and the wider UCF community of our non-discrimination policies and regulations. To that end, the following language is included in the UCF’s Housing Agreement: UCF is an equal opportunity and affirmative action institution. UCF DHRL assigns residence accommodations to qualified residents without regard to race, color, religion, national origin, disability, age, and/or sexual orientation.

Additionally, Housing and Residence Life provides accommodations for students with disabilities. Examples of room accommodations include:

- Room with wheelchair-accessible features, such as roll-in shower and lowered closet rods;
- Room or building with power door;
- Assignment to lower level rooms;
- Room with hearing-impaired features, such as a doorbell with light and fire alarm with strobe;
- Arrangements to have an Service Animal or Emotional Support Animal in the living space; and,
- Arrangements to have personal care attendants in the living space.

For students that identify as transgender, UCF Housing and Residence Life works with the students on an individual basis to find the living situation that will work best for each student. On the “Personal Information” page of the housing application, transgender students may answer “Yes” to the question “Does your gender identity differ from your legally assigned gender?” Students checking “Yes” to this question will receive an automatic email directing them to communicate with the specific staff members who can work with them to determine the best

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housing accommodations possible for their personal needs. Some previous accommodations for students have included informing residence staff of preferred names and/or pronouns upon request, one-bed/one-bath apartments, being paired with another transgender student, and being paired with roommate(s) who are allies.

**G. Student Employment** – <http://studentunion.ucf.edu/employment>; <http://www.housing.ucf.edu/employment>; <https://library.ucf.edu/jobs/>; <https://finaid.ucf.edu/types-of-aid/fws-salary/>; <http://rwc.sdes.ucf.edu/employment>; - Various offices and departments at UCF support the pursuit of students’ academic goals through not only a variety of formal and informal experiential and educational programs, but also by providing financial assistance to students through employment. These positions indirectly offer career and professional development opportunities that assist students in developing employment and leadership skills, or help them discover previously unrealized career paths. These positions are filled without regard to protected classes as set forth in the University’s *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*.

**H. Office of Institutional Equity - Educational and Work Environment** – <http://www.oie.ucf.edu/> - The University of Central Florida complies with both the philosophy and the practice of equal opportunity for all citizens in academic life and employment as specified in Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Pregnancy Discrimination Act, the Americans with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. UCF provides a comprehensive academic experience for all students, to include both academic rigor and out of classroom learning experiences. The extensive amount of activities, programs, services and facilities are designed to enrich the overall learning experience while helping students reach their educational, personal, and professional goals. The President of UCF has charged the Director of the Office of Institutional Equity, ADA Coordinator, and Title IX Coordinator with ensuring compliance with all state and federal laws, as well as policies and regulations, regarding affirmative action, equal opportunity, and nondiscrimination. Inquiries about UCF policies and practices in this regard should be referred to the Office of Institutional Equity at (407) 823-1336 or [oie@ucf.edu](mailto:oie@ucf.edu).

**I. Department of Human Resources - Personnel** – <https://hr.ucf.edu/> - UCF Human Resources supports and upholds UCF’s goals by fostering a positive and engaging work environment while identifying and responding to the changing needs of our diverse community. UCF Human Resources supports the University’s nondiscrimination policies and procedures through strong recruitment efforts (including ensuring compliance with equal opportunity regulations and polices), providing process information to students and employees with discrimination concerns, and assisting management with the enforcement of UCF’s nondiscrimination policies and procedures. Student personnel, regardless of employee classification, are handled in a manner consistent with UCF’s non-discrimination policies and regulations.

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**Part III: Academic Program Reviews –**  
**Overall Effectiveness of Equity in Enrollment (Section E)**

The University of Central Florida is built on providing an inclusive learning and working environment. Since 1992, UCF’s former President established five goals for the university including to “become more inclusive and diverse.” Throughout the years, UCF has established practices and programs to recruit and support all students, including support directed to underrepresented students. The Division of Student Development and Enrollment Services’ report (Attachment C) sets forth in detail more than 300 activities and programs directed at student success in 2016-17, which included close to 200,000 students and employees having attended access and student success initiatives (such as Multicultural Academic Support Services, Student Accessibility Services, and the Veterans Academic Resource Center). Also, the Registrar’s Office continues to administer the Knights Graduation and Grant Initiative which provides financial resources or guidance to students to assist them with overcoming financial obstacles and completing their degree programs (<http://registrar.ucf.edu/completion-grant/kggi/>).

The Office of Multicultural Academic and Support Services (MASS) assists multicultural and first-generation students. MASS’s mission is to maximize student success by assisting multicultural and first-generation college students in their transition to UCF and connecting them with the university community to promote and facilitate academic support services and programs. Services and programs (see Attachment E) include:

- College Prep Day, which is focused on providing students with information regarding the college admission process. During 2016-17, 130 diverse high school students visited the UCF campus and engaged in the college prep workshops.
- Brother to Brother program, which provides academic, career and leadership development, and social and financial support to multicultural or first-generation undergraduate male students. For 2016-17, 45 students participated in this program, which garnered a 90.9% retention rate.
- Pegasus Program, which is a six-week summer academic on-campus program and an academic enhancement component that spans the Fall and Spring semesters to FTIC students. The program assists diverse students with making a smooth transition from high school to college.
- Seizing Opportunities for Achievement and Retention program (SOAR), which also is a six-week summer academic on-campus program and an academic enhancement component that spans the Fall and Spring semesters to FTIC students. The program assists diverse students with making a seamless transition from high school to college. For 2016-17, 82 students participated in this program, which garnered a 94% retention rate.
- First Generation Program, which provides first generation college students with a structured approach to develop meaningful experiences at UCF. This program eases students with their transition to college and assists them with navigating through the university landscape.
- Multicultural Transfer Program, which provides multicultural transfer students with a healthy entry to university life, where they can take advantage of

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opportunities to network and learn strategies that will help alleviate the cultural stress of acclimating to a new environment.

**Accolades:**

- UCF's Office of Diversity and Inclusion (ODI), which was established in 1994 and collaborates with members of the UCF community to advocate for and educate about the university's goal of diversity and inclusion, conducted a broad range of workshops to 7,386 UCF faculty, staff and students. This was a 42% increase since the previous year. ODI also restructured the Hispanic Serving Institution advisory group to a campus-wide Task Force to assist UCF through the eligibility and strategic implications of federal status for recruitment, academic opportunity, and funding. See ODI's 2016-17 Annual Report (Attachment F).
  - UCF's ODI was leading the way to federal designation as a Hispanic Serving Institution, which is an institution participating in a federal program designed to assist colleges or universities in the United States that attempt to assist first generation, majority low income Hispanic students.
- UCF continues to have more than 200 degree programs in 13 colleges.
  - UCF ranked second among Florida's state universities with 289 National Merit Scholars enrolled.
  - The Burnett Honors College enrolled nearly 1,700 students, and the number of incoming National Merit Scholars ranked UCF among the top 40 colleges and universities.
  - The Fall 2016 freshman class set UCF records with an average SAT score of 1262 and an average high school GPA of 4.02.
  - *Kiplinger* and *The Princeton Review* continued to rank a UCF education among the nation's best values.
  - UCF's student computer programming team beat MIT, Princeton, Cornell, and others to win first place in the U.S. and 13th in the world in the elite International Collegiate Programming Contest.
  - UCF faculty secured a record \$145.8 million in research funding last year, which has helped UCF remain among the top U.S. public universities for patents earned.
- The College of Engineering and Computer Science's Office of Diversity and Inclusion (CECS ODI) was created with the purpose of developing programs for retention of minorities, women and underrepresented groups in the field of engineering and computer science at the undergraduate level; as well as the recruitment of these categories of students at the graduate level. CECS ODI offers scholarships to the students from grants received from the National Science Foundation Louis Stokes Alliance for Minority Participation in Engineering and Science (NSF LSAMP), National Action Council for Minorities in Engineering (NACME), and several Corporate Endowed Scholarships.
- Fostering Michigan Success has recognized the MASS Knight Alliance Network Program (KAN) nationally for its educational support program for foster care youth.

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**PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS**

UCF’s Athletics provides 16 programs and more than 500 student-athletes with the opportunity to compete. As set forth below, UCF Athletics evaluated the eleven elements of equity requested and identified one area for improvement (scholarship offerings).

UCF’s participation rates for 2016-17 are compliant with a rate of 45% male and 55% female. This is an improvement from prior reports wherein it was noted that the participation rates had demonstrated a variance of more than one percent. However, with regard to scholarship offerings, a variance remained with women's scholarships funded at \$3,298,553 (46.7%) and men's scholarships funded at \$3,770,091 (53.3%). As noted below, a contributing factor to the creation of this variance was unforeseen coaching changes in the sports of Men’s Basketball, Women’s Basketball, Women’s Tennis, Men’s Tennis, Men’s Baseball and Football, which contributed to unexpected roster changes for the 2016-17 academic year and resulted in an unfavorable fluctuation in scholarship distribution. UCF’s Athletics has reported that this variance issue was addressed and that for 2017-18, UCF’s scholarship offerings were compliant.

**Table 1. Sex Equity in Athletics Update**

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	<b>Men's Sports:</b> Baseball, Basketball, Football, Golf, Soccer, Tennis <b>Women's Sports:</b> Softball, Basketball, Golf, Cross Country, Indoor Track, Outdoor Track, Rowing, Soccer, Tennis, Volleyball	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Participation Rates: 45% male, 55% female; Undergraduate Enrollment: 45% male, 55% female	
3. Availability of facilities, defined as locker room, practice, and competitive facilities	The facilities provided for each of our athletics programs are equitable. While some locker rooms, practice and competitive facilities are older than others, we continue to monitor those facilities in need of updating and proceed accordingly with input from our coaches. Facilities upgrades have been made at the facilities for the following sports: Softball, Women’s Basketball, Men’s Basketball, Volleyball, Men’s and	

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	Women’s Soccer, Track and Field, Men’s/Women’s Tennis, Football, and the Venue Weight Room.	
4. Scholarship offerings for athletes	For the 2016-17 academic year all sports were funded at the NCAA maximum limits per sport. Women's scholarships were funded at: \$3,298,553 (46.7%) and Men's scholarships were funded at: \$3,770,091 (53.3%) **Mitigation: There were unforeseen coaching changes in the sports of: MBB, WBB, WTE, MTE, MBA, MFB that contributed to unexpected roster changes for the 2016-17 academic year which resulted in unfavorable fluctuation in scholarship distribution for 16-17.	Yes
5. Funds allocated for:		
a) the athletic program as a whole	\$56,327,223	
b) administration	\$18,931,054	
c) travel and per diem allowances	\$3,193,226	
d) recruitment	\$791,119.00	
e) comparable coaching	1. The availability of coaching personnel remains equivalent. 2. Coaches of Men’s sports and Women’s sports have similar years of collegiate coaching experience. 3. Coaching Salaries, Benefits and Bonuses equate to \$10,764,049.	
f) publicity and promotion	The resources allocated to the marketing and promotion of all sports has improved from years past. We are working on overall improvement, but resources provided to all teams are equitable.	

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g) other support costs	The resources allocated for other support costs include Student-Athlete Welfare and Development and Academic Support programming. Additionally, we utilize those resources to fund our sport performance programs, ticket operations, general administrative planning, IT, and other miscellaneous expenses.	
6. Provision of equipment and supplies	The provision of equipment and supplies is equitable amongst all sport programs.	
7. Scheduling of games and practice times	The number of practice opportunities and the length (per week) are governed by NCAA rules. Practice times are based on class schedules with some teams practicing in early morning hours to avoid class conflict and hot weather during the start and end of the school year. The Men’s Basketball, Women’s Basketball and Volleyball coaches mutually agree on the scheduling of the CFE Arena for practice.	
8. Opportunities to receive tutoring	All student-athletes are provided with equal opportunity and access to receive tutoring.	
9. Compensation of coaches and tutors	All student-athletes are provided with equal opportunity and access to quality coaches and tutors.	
10. Medical and training services	The provisions for medical and training facilities and services are equivalent. The Training Room facility continues to serve as a source of pride for UCF Athletics. The Medical and Training resources are well coordinated and provide excellent service to male and female participants. A full-time trainer has been assigned to women’s soccer since the injury rate is highest of the women’s sports. There are four other satellite training rooms that are used to assist with providing medical and	

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	training services to all of our sport programs.	
11. Housing and dining facilities and services	All sport programs have equal access to housing options and dining services.	

**Table 2. Sex Equity in Athletics - Areas for Improvement**

Areas for improvement	Program for improvement	Timetable
Scholarship distribution variance for student-athlete athletes	For the 2017-18 academic year, UCFAA will institute a revamped roster management program to accurately track student-athlete participation and scholarship distribution.	June, 2018

**Table 3. Student Athletes by Gender, 2016-17**

	Male	Female	Total	
Number	219	272	491	**Duplicated <sup>1</sup>
Percent of Total	45%	55%	100%	

**Basis for Ensuring Compliance**

- Accommodation of Interest and Abilities
- Substantial Proportionality
- History and Practice of Expansion of Sports

<sup>1</sup> The calculation of participating female athletes includes counting a number of women’s track athletes two or three times depending on their participation in multiple sports – namely, cross-country, indoor track and outdoor track.

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**PART V: EMPLOYMENT REPRESENTATION**

The Florida Equity Report contains information regarding the achievement of appropriate representation of women and minorities in selected faculty and administrative employment categories. Tables 1-4 are shown below first, then followed by their respective commentary.

**Table 1. Tenured Faculty**

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2017	8	26	2	111	35	0	425	1	0	195	413	608
Number, Fall 2016	5	27	3	103	35	0	405	1	0	173	406	579
1YR Percentage Change	60.0%	-3.7%	-33.3%	7.8%	0.0%	N/A	4.9%	0.0%	N/A	12.7%	1.7%	
Number, Fall 2012	2	28	3	92	36	0	411	1	0	162	411	573
5YR Percentage Change	300.0%	-7.1%	-33.3%	20.7%	-2.8%	N/A	3.4%	0.0%	N/A	20.4%	0.5%	
Area for improvement, compared with national standards? (Check if yes)		X								X		2

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

**Table 2. Tenure-Track Faculty**

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2017	40	13	0	42	26	0	158	3	0	129	152	282
Number, Fall 2016	45	12	0	41	19	0	165	3	0	131	154	285
1YR Percentage Change	-11.1%	8.3%	N/A	2.4%	36.8%	N/A	-4.2%	0.0%	0	-1.5%	-1.3%	
Number, Fall 2012	32	7	0	26	17	0	103	0	0	79	106	185
5YR Percentage Change	25.0%	85.7%	N/A	61.5%	52.9%	N/A	53.4%	N/A	0.0%	63.3%	43.4%	

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Area for improvement, compared with national standards? (Check if yes)													0
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*Source: IPEDS Fall Staff, IPEDS Human Resources Data.  
 IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.  
 IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.*

**Table 3. Non-Tenure-Earning Faculty**

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2017	9	21	1	30	47	0	432	6	0	307	239	546
Number, Fall 2016	12	16	1	21	43	0	423	5	0	300	221	521
1YR Percentage Change	-25.0%	31.3%	0.0%	42.9%	9.3%	N/A	2.1%	20.0%	N/A	2.3%	8.1%	
Number, Fall 2012	10	16	1	11	37	0	381	4	0	241	219	460
5YR Percentage Change	-10.0%	31.3%	0.0%	172.7%	27.0%	N/A	13.4%	50.0%	N/A	27.4%	9.1%	
Area for improvement, compared with national standards? (Check if yes)		X										1

*Source: IPEDS Fall Staff, IPEDS Human Resources Data.  
 IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.  
 IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.*

**Table 4. Executive/Administrative/Managerial**

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2017	3	93	3	34	109	0	595	6	1	495	349	844
Number, Fall 2016	3	85	2	33	81	0	575	6	2	462	325	787
1YR Percentage Change	0.0%	9.4%	50.0%	3.0%	34.6%	N/A	3.5%	0.0%	-50.0%	7.1%	7.4%	
Number, Fall 2012	3	66	3	24	59	0	458	2	0	355	260	615
5YR Percentage Change	0.0%	40.9%	0.0%	41.7%	84.7%	N/A	29.9%	200.0%	N/A	39.4%	34.2%	



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using comparative national standards, this was noted as an area in need of improvement for the university. With regard to racial and ethnic diversity compared to 2012, there was a significant increase in the number of non-tenure-earning faculty that identified as Asian (11 to 30).

For 2017, approximately 56% of non-tenure-earning faculty members identified as female, which was less than 2016 (58%) but more than 2012 (52%).

**Executive/Administrative/Managerial – Table 4:**

Compared to the prior year, UCF increased the number of management occupations by 7.2% (787 to 844). Consistent with 2016, females held 59% of management occupations, which was a significant increase compared to 2012 when females held 42% of management occupations. UCF continued to sustain and increase a diversity presence in management occupations with individuals that identified as Black or Hispanic having the most significant increases. Black managers increased from 85 to 93 (9.4% increase), and Hispanic managers increased from 81 to 109 (34.6% increase). Similarly, with regard to racial and ethnic diversity compared to 2012, there were significant increases in the number of managers that identified as Black (66 to 93; 40.9% increase), Asian (24 to 34; 41.7% increase) Hispanic (59 to 109; 84.7% increase), or two or more races (2 to 6; 200% increase). Utilizing comparative national standards for management occupations, this year's review did not identify any areas as areas in need of improvement.

**Overall:**

As set forth above, using comparative national standards, the university continues to have the goal of increasing Black tenured faculty members, as well as female tenured faculty. In addition, using comparative national standards, Black non-tenure-earning faculty is an area in need for improvement.

To assist with the University's diversity and inclusion efforts, the Office of Institutional Equity encourages all colleges to advertise national faculty searches in diverse publications such as American Indian Higher Education Consortium, The Journal of Blacks in Higher Education, Asian American Village, Women in Higher Education, Diverse Issues in Higher Education, The Hispanic Outlook in Higher Education, Insight Into Diversity, Blacks in Higher Education, and Hispanics in Higher Education. Colleges also are encouraged to advertise job postings in discipline specific boards and listservs, as well as to share job announcements with colleagues in their respective disciplines. In addition, UCF strives to have diverse search committees who are charged to assist hiring officials with effecting the diversity goals.

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**PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT**

Part VI presents the required information regarding areas of achievement for 2016-17 goals and areas for improvement in 2017-18.

<p align="center"><b>Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (2017-18)</b></p>	<p align="center"><b>Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (2016-17)</b></p>
<p><i>Goals for 2017-18:</i> Maintain or increase protected class member degrees at all levels, and increase protected class members obtaining First Professional Degrees.</p>	<p><i>Goal for 2016-17:</i> Maintain or increase protected class member degrees at all levels, particularly with regard to the number of American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students and the percentage of Doctoral degrees awarded to Black students.</p>
	<p><i>Result for 2016-17:</i> With regard to Bachelor degrees, UCF achieved its goal. UCF remained consistent with 59% being earned by female students. UCF increased the number and percentage of Bachelor degrees awarded to students that identified as Non-Resident Alien, Black, Asian, Hispanic and two or more races. American Indian/Alaskan Native, Hawaiian/Other Pacific Islander, and Unknown remained the same.</p> <p>With regard to Master’s Degrees, UCF achieved its goal. UCF remained consistent with 60% being earned by female students. With regard to racial and ethnic diversity, the changes with regard to most of the individual races/ethnicities was slight. This resulted in an increase in the overall percentage of underrepresented students earning Master’s degrees at UCF (39% to 41.7%). Master’s Degrees for American Indian/Alaskan Native increased from one to four, and Hawaiian/Other Pacific Islander remained the same (two).</p> <p>With regard to Doctoral Degrees, UCF achieved its goal with regard to female students and</p>

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	<p>maintained its overall racial and ethnic diversity (50.5%). UCF also increased the percentage of degrees awarded to Black students from 5.4% to 5.7%. However, the number of degrees awarded to Black students remained the same (16). Students that identified as American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander remained at zero.</p> <p>With regard to First Professional Degrees, UCF achieved its goal with regard to women obtaining 57% of these degrees. However, with regard to racial and ethnic diversity, the overall percentage dropped from 36.3% to 26.1% with 20.7% of students identified as unknown. Although the data demonstrated that students that identified as Asian increased from 12.1% to 16.7% (17 to 25), the data also showed decreases in the percentage of students that identified as Black (6.5% to 1.3%; 9 to 2), students that identified as two or more races (5.0% to 0.7%; 7 to 1), and students that identified as Hispanic (12.8% to 6.7%; 18 to 10).</p>
<p align="center"><b>Areas of Improvement Pertaining to Gender Equity in Athletics (2017-18)</b></p>	<p align="center"><b>Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (2016-17)</b></p>
<p><i>Goal for 2017-18:</i> Reduce variance in scholarship offerings.</p>	<p><i>Goal for 2016-17:</i> Reduce the variances in participation rates and scholarship offerings.</p>
	<p><i>Result for 2016-17:</i> UCF Athletics reduced the participation variance and is compliant. However, the scholarship offerings had a variance. A contributing factor to the creation of this variance was unforeseen coaching changes in the sports of Men’s Basketball, Women’s Basketball, Women’s Tennis, Men’s Tennis, Men’s Baseball and Football, which contributed to unexpected roster changes for the 2016-17 academic year and resulted in an unfavorable fluctuation in scholarship distribution.</p>

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<p align="center"><b>Areas for Improvement Pertaining to Employment Identified (2017-18)</b></p>	<p align="center"><b>Achievement Report for Areas of Improvement Pertaining to Employment (2016-17)</b></p>
<p><i>Goals for 2017-18:</i> Increase the number of tenured faculty that identify as female, Black, Hispanic, American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander.</p> <p>Increase the number of tenure-track faculty that identify as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander.</p> <p>Increase the number of non-tenure-earning faculty that identify as Black.</p>	<p><i>Goal for 2016-17:</i> Increase the number of tenured faculty that identify as female, Black, Hispanic, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander, and increase the number of tenure-track faculty that identify as Black, Hispanic, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander.</p>
	<p><i>Result for 2016-17:</i> With regard to tenured positions, although UCF increased the number of female faculty members by 22 (from 173 to 195), using comparative national standards, this remained an area in need of improvement. UCF did not achieve its goal of increasing Black tenured faculty. For 2016-17, the number of Black tenured faculty decreased by one (from 27 to 26) and remained an area in need of improvement using comparative national standards. For individuals that identify as Hispanic or Native Hawaiian/Other Pacific Islander, there was no change in the number of tenured faculty members, and there was a decrease in the number of American Indian/Alaska Native members (3 to 2).</p> <p>With regard to tenure-track faculty, UCF increased the number of faculty that identify as Black (12 to 13) and Hispanic (19 to 26). However, the number of tenure-track faculty that identified as either American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander remained zero.</p>

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**Part VII: Protected-Class Representation in the Tenure Process**

When reviewing the tenure process, each university is required to address: (1) disparities identified from comparing protected-class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. The information regarding representation of females and protected class minorities within the tenure process can be seen in the chart below.

**Table 1. Protected-Class Representation in the Tenure Process, 2016-17**

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	8	0	0	0	8
Black or African American	1	0	0	0	1
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	10	1	0	0	9
Other, Not Reported	0	0	0	0	0
<b>Total Male (Include Other, Not Reported)</b>	<b>20</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>19</b>
<b>FEMALES</b>					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	1	0	3
Black or African American	0	0	0	0	0
Hispanic	3	0	0	0	3
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	10	0	0	0	10
Other, Not Reported	0	0	0	0	0
<b>Total Female (Number and Percent) (Include Other, Not Reported)</b>	<b>17</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>16</b>
	<b>45.9%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>45.7%</b>
<b>GRAND TOTAL</b>	<b>37</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>35</b>

**LEGEND:**

**APPLIED:** Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

**WITHDRAWN:** Faculty who withdrew from tenure consideration after applying for review.

**DENIED:** Faculty for whom tenure was denied during the review process.

**NOMINATED:** Faculty for whom tenure is being recommended by the University.

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In the 2016-17 promotion and tenure process, the university had a 95 percent approval rate (35 of 37). With regard to the two unapproved applications for tenure, one was submitted by a White male and was withdrawn. The other was submitted by an Asian female and was denied. As to “comparative success” rates, the underrepresented classes had a success rate of 94% (16/17) and white applicants had a success rate of 95% (19/20). The percentage of underrepresented classes increased from the previous year. For 2015-16, underrepresented ethnicities and races represented 26% of those nominated. For 2016-17, underrepresented ethnicities and races represented 46% of those nominated, including one Black male faculty member. Similar to previous years’ reports, there were no American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander applicants for tenure. As set forth previously in this report, this is in part caused by the lack of American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander tenure-track faculty members.

Females had a success rate of 94% (16/17) and males had a success rate of 95% (19/20). The number of female faculty members being nominated for tenure doubled compared to the previous year’s data (from 8 to 16).

The University of Central Florida follows the guidelines for academic assignments as outlined in the Board of Trustees – United Faculty of Florida Collective Bargaining Agreement 2015-18.

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**Part VIII: Promotion & Tenure Committee Composition**

Part VIII sets forth information regarding the racial/ethnic and sex composition of University, College and Department promotion and tenure committees. The information regarding representation of females and protected class minorities on each committee can be reviewed in the chart below.

**Table 1. Promotion and Tenure Committee Composition, AY 2016-17**

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee	0	0	0	0	1	0	0	0	0	0	0	0	7	3	0	0	8	3
COLLEGE OF BUSINESS ADMINISTRATION	0	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	4	1
Marketing	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	0
Economics	1	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	5	0
Management	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0
Finance	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3	0

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Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<b>COLLEGE OF ENGINEERING &amp; COMPUTER SCIENCE</b>	0	0	0	0	3	0	0	0	0	0	0	0	2	0	0	0	5	0
Electrical & Computer Engineering	0	0	0	0	3	1	0	0	0	0	0	0	6	0	0	0	9	1
Civil, Environmental & Construction Eng	0	0	0	0	2	0	0	0	0	0	0	0	8	1	0	0	10	1
Industrial Engineering & Mgmt Systems	0	1	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	1
Mechanical and Aerospace Engineering	2	0	0	0	7	1	0	0	0	0	0	0	2	1	0	0	11	2
Computer Science	0	0	0	0	4	0	0	0	1	0	0	0	4	0	0	0	9	0
<b>COLLEGE OF ARTS AND HUMANITIES</b>	0	0	0	0	0	0	0	0	0	0	0	0	4	3	0	0	4	3
English	0	1	0	0	0	0	0	0	1	1	0	0	10	8	0	0	11	10
Music	0	2	0	0	0	2	0	0	1	1	0	0	9	3	0	0	10	8

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Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Theatre	0	2	0	0	0	2	0	0	1	1	0	0	7	3	0	0	8	8
Modern Languages and Literatures	0	1	0	0	0	0	0	0	2	1	0	0	1	4	0	0	3	6
Philosophy	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
Writing & Rhetoric	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	1	2
<b>COLLEGE OF HEALTH &amp; PUBLIC AFFAIRS</b>	0	0	0	0	1	0	0	0	0	0	0	0	4	2	0	0	5	2
Public Administration	0	0	0	0	0	1	0	0	0	0	0	0	6	4	0	0	6	5
Criminal Justice	0	0	0	0	0	0	0	0	1	0	0	0	8	3	0	0	9	3
Communication Sciences & Disorders	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
<b>COLLEGE OF NURSING</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3

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Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Nursing	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	2
<b>COLLEGE OF MEDICINE</b>	0	0	0	0	1	0	0	0	1	2	0	0	3	1	0	0	5	3
Internal Medicine	0	0	0	0	0	0	0	0	0	2	0	0	2	0	0	0	2	2
Burnett School of Biomedical Sciences	0	0	0	0	5	0	0	0	0	2	0	0	3	1	0	0	8	3
Clinical Sciences	0	0	0	0	1	0	0	0	0	0	0	0	3	0	0	0	4	0
Medical Education	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
<b>COLLEGE OF SCIENCES</b>	0	0	1	0	2	0	0	0	1	0	0	0	4	2	0	0	8	2
Physics	0	0	0	0	4	2	0	0	1	0	0	0	13	0	0	0	18	2
Chemistry	0	0	0	0	1	0	0	0	0	0	1	0	8	0	0	0	10	0
Nicholson School of Communication	2	0	1	0	0	0	0	0	0	0	0	0	6	3	0	0	9	3

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Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Anthropology	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	2	2
Political Science	0	0	0	0	0	1	0	0	1	0	0	0	8	2	0	0	9	3
Sociology	0	0	0	0	0	0	0	0	1	0	0	0	6	4	0	0	7	4
<b>ROSEN COLLEGE OF HOSPITALITY MGMT</b>	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	1	2
Food Services & Lodging Mgmt	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	2	1
Tourism, Events & Attractions	0	0	0	0	1	0	0	0	0	0	0	0	3	2	0	0	4	2
Hospitality Services	0	0	0	0	2	1	0	0	0	0	0	0	2	0	0	0	4	1
<b>COLLEGE OF EDUCATION &amp; HUMAN PERFORMANCE</b>	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Child, Family and Community Sci	1	1	0	0	0	0	0	0	1	1	0	0	4	6	0	0	6	8

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Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Educational & Human Sciences	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
Teaching, Learning & Leadership	1	0	0	0	0	0	0	0	0	0	0	0	3	3	0	0	4	3
<b>OFFICE OF RESEARCH &amp; COMMERCIALIZATION</b>	1	0	0	0	2	1	0	0	0	0	0	0	1	0	0	0	4	1
NanoScience Technology Center	0	0	0	0	5	1	0	0	1	0	0	0	5	1	0	0	11	2
Inst for Simulation & Training	0	0	0	0	1	0	0	0	0	0	0	0	6	2	0	0	7	2
Florida Solar Energy Center	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
<b>COLLEGE OF OPTICS &amp; PHOTONICS</b>	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3	0
Optics and Photonics	1	0	0	0	2	0	0	0	0	0	0	0	5	0	0	0	8	0
<b>GRAND TOTAL</b>	9	8	2	0	56	15	0	0	15	12	1	0	199	80	0	0	282	115

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Faculty members elect committee representatives from among the tenured faculty to serve on departmental and college committees, as well as the University committee. For 2016-17, the University Committee was comprised of eleven members: eight males, three females, ten White, and one Asian. No other races were represented on the University committee.

A review of the college committees' composition demonstrated that all college committees had female representation for 2016-17 except for the College of Engineering & Computer Science and the College of Optics & Photonics. The College of Nursing continued to have no males as members. Faculty that identified as Hispanic, Black or American Indian/Alaska Native were members along with faculty that identified as White or Asian.

A review of the department committees' composition demonstrated that nine of the 39 department committees had no female representation in 2016-17, which was an increase from five departments from the previous year's report. Non-female representation may be attributed to a number of factors including a comparative lack of tenured female faculty. Fifteen department committees included faculty members that identified as Hispanic, and twenty-one department committees included faculty that identified as Asian. One department committee included an American Indian/Alaska Native faculty member and another included one that identified as two or more races. Compared to the previous year, the number of department committees with Black faculty members increased from eight to eleven.

Overall, of the 397 committee members, 279 identified as White (70%), 71 as Asian (18%), 27 as Hispanic (7%), 17 as Black (4%), two as American Indian/Alaska Native, and one as two or more races. Compared to last year's report, the number for each category increased in representation, including the overall percentage of committees with members that were Black, American Indian/Alaska Native, Asian, Hispanic, or two or more races (30% compared to last year's 27%). Women comprised approximately 29% of the 397 committee members (115 of 397), which was a decrease from the prior year's report (32%; 106 of 328).

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**PART IX: OTHER REQUIREMENTS**

**A. Budget Plan**

The University of Central Florida's 2016-17 Budget Plan included specific strategies and a budget allocation that supported diversity and inclusion. In addition to funds that supported all the programming and events set forth in the report by the Division of Student Development and Enrollment Services (Attachment C) the Provost's Office developed the Targeted Opportunity Program (TOP) Inclusive Excellence (IE) Program in 2015-16 as a replacement to the previously administered Diversity Enhancement Program. The TOP IE Program provided funding to hire tenured or tenure-track faculty members. The goal of this program was to increase diversity at UCF and to attract underrepresented faculty members in academic disciplines where underrepresentation was indicated. For 2016-17, this program was utilized for the hiring of 11 faculty members.

*Procedure:* Each TOP IE Program line is funded 100% (up to \$100,000) by the Division of Academic Affairs for three years and 50% (up to \$50,000) in years four and beyond. There was no pre-determined allocation to the units. Rather, units apply at their will when strong candidates are identified and the unit does not have a tenure track or tenured position available for which the candidate is qualified. When a unit identifies a candidate for the TOP IE Program, the candidate applies to UCF via a unique TOP IE Program job posting site. The Department of Human Resources confirms that the candidate meets eligibility requirements. The Office of Institutional Equity then prepares an under-representation analysis using standard accepted techniques. Specifically, the faculty representation in each discipline at the relevant levels are compared with appropriate national availability factors. Disciplines with documented under-representation of protected classes are identified as disciplines meriting special attention for corrective action under the program. TOP IE Program candidates also undergo review by at least one Pegasus professor (i.e., a senior UCF scholar who has been recognized by UCF as exemplary in teaching, research, and service) who evaluates the candidate's credentials to ensure the strength of the candidate in terms of the university's teaching, research, and service missions.

*Criteria for hires:* Eligible TOP IE Program applicants are required to be U.S. citizens or permanent residents who are strong scholars, seek a tenured or tenure-track faculty appointment in an academic discipline, and address a defined area of underrepresentation. All faculty members hired under this program must have strong credentials to meet the criteria for promotion and tenure on the normal schedule for faculty advancement. Thus, appropriate faculty review procedures (e.g., tenure with hire) are required during the appointment process. Final approval for hire rests with the Provost and Executive Vice President based upon all factors mentioned above. The Provost supported the university's equity goals to increase faculty diversity and reduce significant underrepresentation of protected groups and females with a commitment of \$288,000 for the 2015-16, and \$958,000 for the 2016-17 fiscal years for the TOP IE Program.

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**B. President's Evaluation**

Former President John Hitt included “to become more inclusive and diverse” in his five University goals shortly after assuming the presidency in 1992. The Board of Trustees’ annually evaluated President Hitt’s performance, including for 2016-17. For 2016-17, the Board’s assessment was outstanding overall with his highest ratings being in the categories of personal characteristics, relationship with the board, vision for the university, and administrative leadership.

**C. Top Administrators' Evaluations**

Top administrators have equity accomplishments evaluated in their annual performance appraisals. The President’s evaluations of the Vice Presidents that report to him are summarized as follows:

- Executive Vice President & Provost: outstanding performance
- Vice President and Chief of Staff: outstanding performance
- Vice President and General Counsel: outstanding performance
- Vice President for Information Technologies & Resources: outstanding performance
- Vice President for Medical Affairs: outstanding performance
- Vice President for Research: outstanding performance
- Vice President of Administration & Finance: outstanding performance
- Vice President of Advancement/Alumni Affairs: outstanding performance
- Vice President of Communications & Marketing: outstanding performance
- Vice President of Student Development and Enrollment Services: outstanding performance
- Vice President of University Relations: outstanding performance

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# Attachment A



UNIVERSITY OF CENTRAL FLORIDA

Office of the President

<b>SUBJECT:</b> Prohibition of Discrimination, Harassment and Related Interpersonal Violence	<b>Effective Date:</b> 11/30/2017	<b>Policy Number</b> 2-004.1	
	<b>Supersedes:</b> 2-004	<b>Page</b> 1	<b>Of</b> 29
	<b>Responsible Authority:</b> Director, Institutional Equity		

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## **I. APPLICABILITY/ACCOUNTABILITY**

This policy applies to the university community, which includes all students, employees, registered student organizations; direct support organizations' non-student employees (DSOs), and third-parties. This policy pertains to acts of prohibited conduct<sup>1</sup> committed by or against students, employees, registered student organizations, DSOs, and third-parties when:

1. the conduct occurs on campus or other property owned by, controlled by, or affiliated with the university;
2. the conduct occurs in the context of a university employment or education program or activity, including, but not limited to, university-sponsored study abroad, research, on-line, or internship programs; or
3. the conduct occurs outside the context of a university employment or

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<sup>1</sup> The university prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this policy, retaliation against a person for reporting, in good faith, any of these forms of conduct or participating in or being a party to any investigation or proceeding under this policy (collectively, "Prohibited Conduct"). Definitions for all forms of prohibited conduct can be found in Section IV of this policy.

education program or activity, but has continuing adverse effects on or creates a hostile environment for students, employees, DSOs, or third-parties while on campus or other property owned by, controlled by or affiliated with the university or in any university employment or education program or activity. This means that the university may take action against students, registered student organizations, DSOs, and third-parties for off-campus conduct if the conduct is specifically prohibited by law or university policies and regulations; may take action against employees for activities which fall outside the scope of employment but adversely affect the legitimate interests of the university; and may take action against students, employees, registered student organizations, DSOs, and third-parties if the conduct poses (or demonstrates that the student's, employee's or third-party's continued presence on university premises poses) a danger to the health, safety or welfare of the university community; or if the conduct is disruptive to the orderly processes and functions of the university.

## II. DEFINITIONS

**Campus Security Authority (CSA).** Individuals who are members of the campus police department; any individual who has responsibility for campus security but who does not constitute a member of the campus police department; any individual or organization specified in the university's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses; and any employee of the university who has significant responsibility for student and campus activities, including but not limited to, student housing, student discipline and campus judicial proceedings. CSAs at UCF include members of the campus police department, any individual who has the authority and the duty to take action or respond to particular issues on behalf of the university, and any individual who has significant responsibility for students and campus activities. CSAs at UCF include but are not limited to the following: Student Affairs officials, Housing and Residence Life officials, Coordinator of Greek Affairs (or related positions), athletic administrators (including Director, Assistant Directors, Coaches, and Trainers), Student Conduct officials, faculty and staff advisors to student organizations, and administrators at any UCF campus and instructional site.

**Coercion.** An unreasonable pressure for sexual activity. Coercion is more than an effort to persuade, entice, or attract another person to have sex. Conduct does not constitute coercion unless it impairs an individual's freedom of will to choose whether to participate in the sexual activity.

**Complainant.** An individual who discloses having been subjected to any prohibited conduct under this policy, regardless of whether that person makes a report or seeks action under this policy.<sup>2</sup>

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<sup>2</sup> The university recognizes that an individual may choose to self-identify as a victim or a survivor. For consistency in this policy, the university uses the term complainant to maintain the neutrality of the policy and procedures.

**Confidential Employee.** Any employee who is entitled under state law to have privileged communications. Confidential employees will not disclose information about prohibited conduct to the university without the permission of the student or employee (subject to the exceptions set forth in the confidentiality section of this policy). Confidential employees and resources at the University of Central Florida are the following:

- Health Services employees
- Counseling and Mental Health Services employees
- Employee Assistance Program employees
- Ombuds Office employees
- Victim Services employees
- Student Legal Services employees
- Volunteer chaplains

**Consent.** An understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. The lack of a negative response, lack of resistance or protest, and silence are not consent. An individual who is incapacitated by alcohol and/or other drugs both voluntarily or involuntarily consumed may not give consent. Past consent to sexual activity does not imply ongoing future consent. Consent cannot be given if any of the following are present: force, coercion, or incapacitation.

**Course of conduct.** Two or more acts, including but not limited to acts in which a person directly, indirectly, or through third-parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property.

**Direct Support Organization.** Organization that is certified by the University of Central Florida Board of Trustees as operating in a manner consistent with the goals of the university and the best interest of the state of Florida.

**Employee.** Any individual employed by the University of Central Florida, including all full-time and part-time faculty, employees classified as Administrative and Professional (A&P), employees classified as University Support Personnel System (USPS), post-doctoral employees, resident assistants, graduate students with classroom responsibilities, professional research assistants, and OPS non-student employees.

**Force.** The use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and/or coercion that overcome resistance.

**Hostile Environment Harassment:** Discriminatory harassment that is so severe or pervasive that it unreasonably interferes with, limits, deprives, or alters the terms or

conditions of education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a university program or activity (e.g., campus housing), when viewed from both a subjective and objective perspective.

In evaluating whether a hostile environment exists, the university will consider the totality of known circumstances, including, but not limited to:

- The frequency, nature and severity of the conduct;
- Whether the conduct was physically threatening;
- The effect of the conduct on the complainant's mental or emotional state;
- Whether the conduct was directed at more than one person;
- Whether the conduct arose in the context of other discriminatory conduct or other misconduct;
- Whether the conduct unreasonably interfered with the complainant's educational or work performance and/or university programs or activities; and
- Whether the conduct implicates concerns related to academic freedom or protected speech.

A hostile environment can be created by pervasive conduct or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. An isolated incident, unless sufficiently serious, does not amount to Hostile Environment Harassment.

**Incapacitation.** A state where an individual cannot make rational, reasonable decisions because of mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated due to the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition. A person who is incapacitated lacks the capacity to give consent because they cannot understand the "who, what, when, where, why, or how" of their sexual interaction.

**Privileged Communication.** A private statement that must be kept in confidence by the recipient for the benefit of the communicator. Some examples of a privileged communication are statements made between an attorney and a client, a doctor and a patient, and a priest and a penitent.

**Prohibited Conduct.** For purposes of this policy, prohibited conduct refers to discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this policy, retaliation against a person for reporting, in good faith, any of these forms of conduct or participating in or being a party to any investigation or proceeding under this policy.

**Quid Pro Quo Harassment:** Discriminatory harassment where submission to or rejection

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of unwelcome conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a university program or activity (e.g., campus housing).

**Respondent.** Any individual or group who has been accused of violating this policy.

**Responsible Employee.** Any employee and DSO who is not a confidential employee. Responsible employees include (but are not necessarily limited to) faculty (full-time and part-time), staff (full-time and part-time), resident assistants, and graduate students with classroom responsibilities. Responsible employees also include all those employees identified as Campus Security Authorities (CSAs). The university reserves the right to designate other individuals involved in university-sponsored/related activities as responsible employees on a case-by-case basis.

**Student.** Any individual defined as a student in the University of Central Florida's Regulation UCF-5.007(4)(s) and *The Golden Rule Student Handbook*.

**Substantial Emotional Distress.** Significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

**Third-Party.** Any contractor, vendor, visitor, applicant or other non-student or non-employee affiliated with the university.

### III. POLICY STATEMENT

The University of Central Florida is committed to maintaining a safe and non-discriminatory learning, living and working environment for all students, employees, registered student organizations, DSOs, and third-parties. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the university community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment, or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

The university does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual's race, color, ethnicity, national origin, religion, or non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law. To that end, this Policy Against Discrimination, Harassment and Related Interpersonal Violence (the "Policy") prohibits specific forms of

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behavior that violate state and federal laws, including but not limited to Title VII of the Civil Rights Act of 1964 (“Title VII”), Title IX of the Education Amendments of 1972 (“Title IX”), the Violence Against Women Reauthorization Act of 2013 (“VAWA”), Florida’s Civil Rights Act (Sections 760.10 and 110.1221) and related state and federal anti-discrimination laws. Such behavior may also require the university to fulfill certain reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by VAWA, and Florida state law regarding reporting suspected child abuse and neglect.

The university prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for reporting, in good faith, any of these forms of conduct or participating in or being a party to any investigation or proceeding under this Policy (collectively, “Prohibited Conduct”). Religious discrimination includes failing to reasonably accommodate an employee’s or student’s religious practices where the accommodation does not impose an undue hardship. Disability discrimination includes not making reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability where the accommodations do not impose an undue hardship. These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, inappropriate amorous relationships with employees in positions of authority can undermine the university’s mission when those in positions of authority abuse or appear to abuse their authority.

The university adopts this Policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering a safe and respectful university community; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties in the investigation and resolution of such reports; and (5) identifying the standards by which violations of this Policy will be evaluated and disciplinary action may be imposed. In addition, the university conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of this Policy.

A student, employee, or registered student organization determined by the university to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including permanent separation from the university. Third-parties or DSOs who commit acts of Prohibited Conduct may have their relationships with the university terminated and/or their privileges of being on university premises withdrawn.

It is the responsibility of every member of the university community to foster an environment free of Prohibited Conduct. All members of the university community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The university will support and assist community members who take such actions. Also, many university employees must report Prohibited Conduct to the university (see Section IX below).

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Retaliation against any individual who, in good faith, reports or participates in the reporting, investigation, or adjudication of and/or is a party to an investigation related to Prohibited Conduct is impermissible, unlawful and will not be tolerated by the university.

This Policy applies to all reports of Prohibited Conduct occurring on or after the effective date of this Policy. Where the date of the Prohibited Conduct precedes the effective date of this Policy, the definitions of misconduct in effect at the time of the alleged incident(s) will be applied. The procedures under this Policy, however, will be used to investigate and resolve all reports made on or after the effective date of this Policy, regardless of when the incident(s) occurred.

#### **IV. PROHIBITED CONDUCT UNDER THIS POLICY<sup>3</sup>**

Conduct under this Policy is prohibited regardless of the sex, sexual orientation and/or gender identity/expression of the complainant or respondent. Prohibited Conduct includes the following specifically defined forms of behavior: discrimination, discriminatory harassment, sexual or gender-based harassment, sexual assault, sexual exploitation, relationship violence, stalking, complicity, and retaliation.

##### **A. DISCRIMINATION**

Discrimination is any unlawful distinction, preference, or detriment to an individual that is based upon an individual's race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in other protected classes set forth in state or federal law and that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regard to; or (4) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a university program or activity.

Discrimination includes failing to provide a reasonable accommodation, consistent with state and federal law, to persons with disabilities. The University of Central Florida is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. Also, discrimination includes failing to reasonably accommodate an employee's or student's religious practices where the accommodation does not impose an undue hardship. For more information regarding discrimination, please visit [www.oie.ucf.edu](http://www.oie.ucf.edu).

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<sup>3</sup> These definitions may overlap with Florida criminal statutes in some cases, and provide greater protection in other instances.

B. DISCRIMINATORY HARASSMENT

Discriminatory harassment consists of verbal, physical, electronic or other conduct based upon an individual's race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in other protected classes set forth in state or federal law that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services meeting the description of either *Hostile Environment Harassment* or *Quid Pro Quo Harassment*, as defined above.

Discriminatory harassment may take many forms, including verbal acts, name-calling, graphic or written statements (including the use of cell phones or the Internet), or other conduct that may be humiliating or physically threatening.

C. SEXUAL OR GENDER-BASED HARASSMENT

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions for *Hostile Environment Harassment* or *Quid Pro Quo Harassment*, as defined above, are present.

Sexual harassment also may include inappropriate touching, acts of sexual violence, suggestive comments and public display of pornographic or suggestive calendars, posters, or signs where such images are not connected to any academic purpose. A single incident of sexual assault (as defined below) may be sufficiently severe to constitute a hostile environment.

Gender-based harassment includes harassment based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for *Hostile Environment Harassment* or *Quid Pro Quo Harassment*, as defined above, are present.

D. SEXUAL ASSAULT

Sexual assault consists of sexual contact that occurs without consent. Sexual contact includes but is not limited to the following behaviors:

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1. touching, kissing, fondling (whether over or under clothing) of an individual for the purpose of sexual gratification; and/or
2. contact, however slight, between the mouth, anus, or sex organ of one individual with either the anus or sex organ of another individual; and/or
3. contact, however slight, between the anus or sex organ of one individual and any other object.

**The university offers the following guidance on consent and assessing incapacitation:**

A person who wants to engage in a specific sexual activity is responsible for obtaining consent for that activity. The lack of a negative response or protest does not constitute consent. Lack of resistance does not constitute consent. Silence and/or passivity also do not constitute consent. Relying solely on non-verbal communication before or during sexual activity can lead to a misunderstanding and may result in a violation of this Policy. It is important not to make assumptions about whether a potential partner is consenting. In order to avoid confusion or ambiguity, participants are encouraged to talk with one another before engaging in sexual activity. If confusion or ambiguity arises during sexual activity, participants are encouraged to stop and clarify a mutual willingness to continue that activity.

Consent to one form of sexual activity does not, by itself, constitute consent to another form of sexual activity. For example, one should not presume that consent to oral-genital contact constitutes consent to vaginal or anal penetration. Consent to sexual activity on a prior occasion does not, by itself, constitute consent to future sexual activity. In cases of prior relationships, the manner and nature of prior communications between the parties and the context of the relationship may have a bearing on the presence of consent.

Once consent has been given to a particular sexual activity, it may be withdrawn at any time. An individual who seeks to withdraw consent must communicate, through clear words or actions, a decision to cease the sexual activity. Once consent is withdrawn, the sexual activity must cease immediately.

In evaluating consent in cases of alleged incapacitation, the university asks two questions: (1) Did the person initiating sexual activity know that the other party was incapacitated? and if not, (2) Should a sober, reasonable person in the same situation have known that the other party was incapacitated? If the answer to either of these questions is "YES," consent was absent and the conduct is likely a violation of this Policy.

A person may or may not be incapacitated as a result of drinking or using drugs. Alcohol-related or recreational drug-related incapacity results from a level of alcohol/drug ingestion that is more severe than minor impairment, being under the influence, drunkenness, or intoxication. A person could be incapacitated due to other reasons which may include: sleep, prescribed or over the counter medication, mental, or physical

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disability. The impact of alcohol and drugs varies from person to person.

A person seeking to initiate sexual activity is not expected to be a medical expert in assessing incapacitation. The potential initiator must look for the common and obvious warning signs that show that a person may be incapacitated or approaching incapacitation. Although every individual may manifest signs of incapacitation differently, evidence of incapacity may be detected from context clues, such as:

- Slurred or incomprehensible speech;
- Bloodshot eyes;
- The smell of alcohol on their breath;
- Shaky equilibrium or unsteady gait;
- Vomiting;
- Incontinence;
- Combativeness or emotional volatility;
- Unusual behavior; and/or
- Unconsciousness.

Context clues are important in helping to determine incapacitation. These signs alone do not necessarily indicate incapacitation. A person who is incapacitated may not be able to understand some or all of the following questions:

- *“Do you know where you are?”*
- *“Do you know how you got here?”*
- *“Do you know what is happening?”*
- *“Do you know who is here with you?”*

One should be cautious before engaging in sexual contact when either party has been drinking alcohol or using other drugs. The introduction of alcohol or other drugs may create ambiguity for either party as to whether consent has been sought or given. If one has doubt about either party’s level of intoxication, the safe thing to do is to abstain from all sexual activity.

**Being impaired by alcohol or other drugs is no defense to any violation of this Policy.**

E. SEXUAL EXPLOITATION

Sexual exploitation is purposely or knowingly doing or attempting to do any of the following:

- Recording or photographing private sexual activity and/or a person’s intimate parts (including genitalia, groin, breasts or buttocks) without consent;
- Disseminating or posting images of private sexual activity and/or a person’s intimate parts (including genitalia, groin, breasts, or buttocks) without consent;
- Allowing third-parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype

- or livestreaming of images);
- Subjecting another person to human trafficking; or
- Exposing another person to a sexually transmitted infection or virus without the other's knowledge.

F. RELATIONSHIP VIOLENCE

Relationship violence includes any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship.<sup>4</sup> Relationship violence may include any form of Prohibited Conduct under this Policy, including sexual assault, stalking, and physical assault. Relationship violence may involve a pattern of behavior used to establish power and control over another person through fear and intimidation or may involve one-time conduct. A pattern of behavior is typically determined based on the repeated use of words and/or actions and inactions in order to demean, intimidate, and/or control another person. This behavior can be verbal, emotional, and/or physical and may be directed towards the former partner, their property, or other individuals. Examples of relationship violence may include, but are not limited to:

- Slapping;
- Pulling hair;
- Punching;
- Damaging another person's property;
- Driving recklessly to scare someone;
- Name calling;
- Humiliating another person in public;
- Harassment directed toward a current or former partner or spouse; and/or
- Threats of abuse such as threatening to hit, harm, or use a weapon on another (whether complainant or acquaintance, friend, or family member of the complainant), or other forms of verbal threats.

Harmful behavior that includes, but is not limited to, the true threat of or actual physical assault or abuse and also includes harassment, is prohibited pursuant to *The Golden Rule*. Harmful behavior will be addressed under this Policy if it involves discriminatory harassment, sexual or gender-based harassment, relationship violence, or is part of a course of conduct under the stalking definition.

G. STALKING

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<sup>4</sup> Relationship violence includes "dating violence" and "domestic violence," as defined by VAWA. Consistent with VAWA, the university will evaluate the existence of an intimate relationship based upon the complainant's statement and taking into consideration the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Stalking occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress. Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, phones, texts, or other similar devices or forms of contact.

Stalking may include, but is not limited to:

- Non-consensual communications (face-to-face, telephone, email);
- Threatening or obscene gestures;
- Surveillance/following/pursuit;
- Showing up outside the targeted individual's classroom or workplace;
- Sending gifts and/or notes (romantic, bizarre, sinister, or perverted); and/or
- Making threats.

#### H. RETALIATION

Retaliation means any adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in or being a party to any proceeding under this Policy. Retaliation includes threatening, intimidating, harassing, coercing and any other conduct that would discourage a reasonable person from engaging in activity protected under this Policy. Retaliation may be present even where there is a finding of "no responsibility" on the allegations of Prohibited Conduct. Also, an individual may be found to have engaged in retaliation when they were not a party to the initial report of discrimination. Retaliation does not include good faith actions lawfully pursued in response to a report of Prohibited Conduct.

Retaliation can include, but is not limited to, actions taken by the university, actions taken by one student against another student, actions taken by an employee against another employee or student, or actions taken by a third-party against a student or employee. See the university's *Reporting Misconduct and Protection from Retaliation Policy*.

#### I. COMPLICITY

Complicity is any act taken with the purpose of aiding, facilitating, promoting or encouraging the commission of an act of Prohibited Conduct by another person.

## V. UNDERSTANDING THE DIFFERENCE BETWEEN PRIVACY AND CONFIDENTIALITY

The university is committed to protecting the privacy of all individuals involved in the investigation and resolution of a report under this Policy. The university also is committed to providing assistance to help students, employees, DSOs, and third-parties make informed choices. With respect to any report under this Policy, the university will take reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. Privacy and confidentiality have distinct meanings under this Policy.

**Privacy:** Privacy means that information related to a report of Prohibited Conduct will be shared with a limited number of university employees who “need to know” in order to assist in support of the complainant and in the assessment, investigation, and resolution of the report. All employees who are involved in the university’s response to reports of Prohibited Conduct receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law.

The privacy of student education records will be protected in accordance with the Family Educational Rights and Privacy Act (“FERPA”), as outlined at <http://registrar.ucf.edu/ferpa>. The privacy of an individual’s medical and related records generally is protected by the Health Insurance Portability and Accountability Act (“HIPAA”) and/or state laws governing protection of medical records. Access to an employee’s personnel records may be restricted in accordance with Florida law and applicable collective bargaining agreements.

**Confidentiality:** Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, counselors, victim advocates, and ordained clergy, all of whom may engage in confidential communications under Florida law.<sup>5</sup> The university has designated individuals who have the ability to have privileged communications as “confidential employees.” When information is shared by an individual with a confidential employee or a community professional with the same legal protections, the confidential employee (and/or such community professional) cannot reveal any information that could identify the individual to any third-party except where required or permitted by law. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or

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<sup>5</sup> Under Florida law, these confidential employees must report to authorities if an individual discloses she/he is a minor (under 18), a judge subpoenas the university to release information to the court, an individual expresses homicidal or suicidal intent, or the confidential employee receives knowledge that a minor (under 18), elder, or person with an intellectual disability is at risk for abuse.

others; or (iii) the information concerns conduct involving suspected abuse or neglect of a minor under the age of 18.

## VI. EMPLOYEE REPORTING RESPONSIBILITIES

### A. TITLE IX REPORTING OBLIGATIONS

An employee's responsibility to report under this Policy is governed by her/his role at the university. Confidential employees are not required to report Prohibited Conduct to the university when the disclosure is made while serving in the role that entitles them under state law to have privileged communications. Responsible employees are required to immediately report to the University's Office of Institutional Equity all relevant details (obtained directly or indirectly) about an incident of sex/gender-based discrimination or harassment, sexual harassment, sexual assault, sexual exploitation, relationship violence, and/or stalking (as defined herein) that involves any student as a complainant, respondent, and/or witness, including dates, times, locations, and names of parties and witnesses.<sup>6</sup> Reporting is required when the responsible employee knows (by reason of a direct or indirect disclosure) or should have known of such sex/gender-based discrimination or harassment, sexual harassment, sexual assault, sexual exploitation, relationship violence, and/or stalking. Responsible employees include (but are not necessarily limited to) faculty (full-time and part-time), staff (full-time and part-time), resident assistants, graduate students with classroom responsibilities, Campus Security Authorities, and DSOs. This manner of reporting may help inform the university of the general extent and nature of Prohibited Conduct on and off campus so the university can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. If a responsible employee is uncertain if specific conduct constitutes conduct that must be reported, the responsible employee should contact the Office of Institutional Equity for assistance with making this determination.

Responsible employees are not required to report information disclosed (1) at public awareness events (e.g., "Light Up the Night," Clothesline Project, candlelight vigils, protests, "survivor speak-outs" or other public forums in which students may disclose incidents of Prohibited Conduct; collectively, "Public Awareness Events"); (2) during a student's participation as a subject in an Institutional Review Board-approved human subjects research protocol ("IRB Research"); or (3) as part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all employees are encouraged to contact the Title IX coordinator if they

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<sup>6</sup> Although this Policy is directed primarily to disclosures by students, as explained herein certain supervisory employees are obligated to report disclosures about all types of Prohibited Conduct involving a university employee.

become aware of information that suggests a safety risk to the university community or any member thereof. The university may provide information about students' Title IX and/or other civil rights and about available university and community resources and support at Public Awareness Events. Also, Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all student subjects of IRB Research.

B. DEAN, DIRECTOR, DEPARTMENT HEAD, AND SUPERVISOR REPORTING OBLIGATIONS

Under this Policy, deans, directors, department heads, and supervisors are required to report to the Office of Institutional Equity all relevant details about an incident of Prohibited Conduct where either the complainant or the respondent is an employee or DSO. Reporting is required when such deans, directors, department heads and supervisors know (by reason of direct or indirect disclosure) or should have known of such Prohibited Conduct. If a dean, director, department head or supervisor is uncertain if specific conduct constitutes conduct that must be reported, the Office of Institutional Equity should nevertheless be contacted for assistance with making this determination.

All university employees are strongly encouraged to report to law enforcement any conduct that could potentially present a danger to the community or may be a crime under Florida law.

C. CLERY REPORTING OBLIGATIONS

Under the Clery Act, certain university employees are designated as Campus Security Authorities (CSAs). The function of a CSA is to report to the UCF Police Department those allegations of Clery Act crimes that they receive and believe were made in good faith. This includes crimes where the victim chooses to remain anonymous. Based on information reported to CSAs, the university includes statistics about certain criminal offenses in its annual security report and provides those statistics to the United States Department of Education in a manner that does not include any personally identifying information about individuals involved in an incident. The Clery Act also requires the university to issue timely warnings to the university community about certain reported crimes that may pose a serious or continuing threat to students and employees. Consistent with the Clery Act, the university withholds the names and other personally identifying information of complainants when issuing timely warnings to the university community. Pastoral counselors and professional counselors are exempt from reporting when a crime is reported and they are functioning within the scope of that recognition or licensure.

#### D. CHILD ABUSE REPORTING OBLIGATIONS

All university employees and DSOs are mandated reporters of child abuse, neglect or abandonment as defined by Chapter 39 of the Florida Statutes and must comply with Florida's mandated reporting laws. *See* Florida Statutes Sections 39.201 to 39.205. These laws require any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected to report such knowledge or suspicion to the Department of Children and Families (DCF), regardless of where it occurs. For purposes of this section, the age of the person at the time of the incident of child abuse, neglect, or abandonment (not the time when the employee is made aware or has reasonable cause to suspect the abuse) triggers the reporting duty. In addition, Florida Statutes and Board of Governors Regulation require the UCF Police Department and certain administrators (president, provost, senior/executive vice presidents, vice presidents, associate vice presidents, associate/vice provosts, deans, chief of police, equal opportunity programs director, intercollegiate athletics director, internal audit director, Title IX coordinator, and university compliance officer) upon receiving information from faculty, staff, or other institutional employees of known or suspected child abuse, abandonment, or neglect committed on university property, or during a university-sponsored event or function to report such knowledge or suspicion to the DCF. The law further prohibits UCF administrators from knowingly and willfully preventing another person from reporting such activity. Report to the DCF by:

- Fax: 1-800-914-0004 (Form available at <http://www.dcf.state.fl.us/programs/abuse/docs/faxreport.pdf>)
- Web: <https://reportabuse.dcf.state.fl.us/>
- Florida Abuse Hotline: 1-800-96ABUSE (1-800-962-2873) (Or TDD: 1-800-453-5145)

**If a child is in imminent danger, dial 911 first and then report to DCF.**

#### VII. **COMPLAINANT OPTIONS FOR REPORTING PROHIBITED CONDUCT**

There are two channels for reporting Prohibited Conduct – to the university and/or to law enforcement. A complainant may choose to report through either channel or to both as these reporting options are not mutually exclusive. Therefore, complainants may choose to pursue both the university process and the criminal process concurrently. The university will support complainants in understanding, assessing, and pursuing these options.

The first priority for any individual should be personal safety and well-being. In addition to seeking immediate medical care, the university encourages all individuals to seek immediate assistance from 911, UCF Police, and/or local law enforcement. This is the best option to ensure preservation of evidence. The university also strongly urges that law

enforcement be notified immediately in situations that may present imminent or ongoing danger.

A. REPORTING TO LAW ENFORCEMENT

Conduct that violates this Policy may also constitute a crime under the laws of the jurisdiction in which the incident occurred. For example, the State of Florida criminalizes and punishes some forms of sexual assault, relationship violence, sexual exploitation, stalking, and physical assault. *See* Chapters 741, 784, and 794 of the Florida statutes. Whether or not any specific incident of Prohibited Conduct may constitute a crime is a decision made solely by law enforcement. Similarly, the decision to arrest any individual for engaging in any incident of Prohibited Conduct is determined solely by the law enforcement agency responsible for investigating the incident. Such decisions are based on a number of factors, including availability of admissible evidence.

Complainants have the right to notify or decline to notify law enforcement. In keeping with its commitment to take all appropriate steps to eliminate, prevent, and remedy all Prohibited Conduct, the university urges complainants (or others who become aware of potential criminal conduct) to report Prohibited Conduct immediately to local law enforcement by contacting:

- i. 911 (for emergencies)
- ii. University Police (for non-emergencies): (407) 823-5555  
24/7 Emergency Abroad Hotline: (407) 823-0595
- iii. State Police (for conduct occurring off campus) (850) 410-7000
- iv. Orange County Sheriff's Office: (407) 254-7000
- v. Seminole County Sheriff's Office: (407) 665-6600
- vi. City of Orlando Police Department: (407) 246-2470
- vii. Brevard County Sheriff's Office: (321) 264-5201
- viii. Osceola County Sheriff's Office: (407) 348-1100
- ix. Volusia County Sheriff's Office: (386) 943-7866
- x. Lake County Sheriff's Office: (352) 343-2101
- xi. Marion County Sheriff's Office: (352) 402-6000

Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking an injunction. Although a police report may be made at any time, complainants should be aware that delayed reporting may diminish law enforcement's ability to take certain actions, including collecting forensic evidence and making arrests. The university will assist complainants in notifying law enforcement if they choose to do so. Under limited circumstances posing a threat to the health or safety of any university

community member, the university may independently notify law enforcement.

**B. REPORTING TO THE UNIVERSITY**

Complainants (or others who become aware of an incident of Prohibited Conduct) are encouraged to report the incident to the university by contacting the Office of Institutional Equity by telephone, email, or in person during regular office hours (8am-5pm, M-F):

Office of Institutional Equity  
12692 Gemini Boulevard S., Suite 123  
Orlando, FL 32816-0030  
(407) 823-1336  
[oie@ucf.edu](mailto:oie@ucf.edu); <http://www.oie.ucf.edu/>; <https://letsbeclear.ucf.edu/>

There is no time limit for a complainant to report Prohibited Conduct to the university under this Policy;<sup>7</sup> however, the university's ability to respond may diminish over time, as evidence may erode, memories may fade, and respondents may no longer be affiliated with the university. If the respondent is no longer a student, employee, or DSO, the university will provide reasonably appropriate remedial measures, assist the complainant in identifying external reporting options, and take reasonable steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

To encourage reporting, any individual (including a bystander or third-party) who makes a good faith report of Prohibited Conduct will not be subject to disciplinary action by the university for the reporter's own personal use of alcohol or drugs at or near the time of the incident provided any such violations did not harm or place the health or safety of any other person at risk. The university may offer support, resources, and educational counseling to such an individual.

**VIII. ACCESSING CAMPUS AND COMMUNITY RESOURCES**

The university offers a wide range of resources for all students and employees to provide support and guidance in response to any incident of Prohibited Conduct. Comprehensive information on accessing university and community resources is contained online at the following sites:

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<sup>7</sup> This statement does not relieve responsible employees of their obligation to report sex/gender-based discrimination or harassment, sexual harassment sexual assault, relationship violence, sexual exploitation and/or stalking involving a student immediately to the Office of Institutional Equity.

- Let's Be Clear: <https://letsbeclear.ucf.edu/>
- Discrimination and discriminatory harassment where the respondent is an employee, DSO, or third-party: <http://www.oie.ucf.edu/>
- Related student code violations where the respondent is a student: <http://www.oie.ucf.edu/> or <http://osrr.sdes.ucf.edu/>
- Office of Student Rights and Responsibilities: <http://osrr.sdes.ucf.edu>
- Office of Student Conduct: <http://osc.sdes.ucf.edu>
- Victim Services: <http://victimservices.ucf.edu>
- Student Care Services: <http://scs.sdes.ucf.edu>

Available resources include: emergency and ongoing assistance; health, mental health, and victim-advocacy services; options for reporting Prohibited Conduct to the university and/or law enforcement; and available support with academics, housing, and employment.

A. REMEDIAL AND PROTECTIVE MEASURES

The university offers a wide range of resources for students, employees, and DSOs whether as complainants, witnesses, or respondents, to provide support and guidance throughout the initiation, investigation, and resolution of a report of Prohibited Conduct. The university will offer reasonable and appropriate measures to protect a complainant and facilitate the complainant's continued access to university employment or education programs and activities. These measures may be both remedial (designed to address a complainant's safety and well-being and continued access to educational opportunities) or protective (designed to reduce the risk of harm to an individual or community). Remedial and protective measures, which may be temporary or permanent, may include no-contact directives, residence modifications, academic modifications and support, work schedule modifications, suspension from employment, and pre-disciplinary leave from employment (with or without pay). Remedial and protective measures are available regardless of whether a complainant pursues a complaint or investigation under this Policy. Also, remedial measures may be taken before the university's determination of whether the Prohibited Conduct occurred, as well as when the respondent is not affiliated with the university.

The university will maintain the privacy of any remedial and protective measures provided under this Policy to the extent practicable and will promptly address any violation of the remedial and protective measures. The university has the discretion to impose and/or modify any remedial or protective measure based on all available information, and is available to meet with a complainant or respondent to address any concerns about the provision of remedial or protective measures.

The university will provide reasonable remedial and protective measures to third-parties as appropriate and available, taking into account the role of the

third-party and the nature of any contractual relationship with the university.

**B. INTERIM ACTIONS**

In addition to remedial and protective measures, an interim action may be imposed on a student or student organization in accordance with *The Golden Rule* prior to the resolution of an investigation. Also, an employee may be placed on paid or unpaid administrative leave prior to the resolution of an investigation. Such actions may be taken when, in the professional judgment of a university official, a threat of imminent harm to persons or property exists. Interim administrative action is not a sanction. It is taken in an effort to protect the safety and well-being of the complainant and/or respondent, of others, of the university, or of property. Interim administrative action is preliminary in nature; it is in effect only until there is a resolution of the student or employee conduct matter.

With regard to a student, university officials designated to impose an interim action through *The Golden Rule* include, but are not limited to, the vice president of Student Development and Enrollment Services (SDES) or designee, and the director of the Office of Student Conduct or designee, upon notifying the vice president of SDES. With regard to an employee, the provost or designee and/or Human Resources will impose an interim action.

**IX. INAPPROPRIATE AMOROUS RELATIONSHIPS**

For the purposes of this Policy, “amorous relationships” are defined as intimate, sexual, and/or any other type of amorous encounter or relationship, whether casual or serious, short-term or long-term.

**A. STUDENT CONTEXT**

All faculty and staff must be aware that amorous relationships with students are likely to lead to difficulties and have the potential to place faculty and staff at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any amorous relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative and should be avoided. Faculty and staff engaged in such relationships should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for the student’s instruction or evaluation. In the event of a charge of Sexual Harassment arising from such circumstances, the university will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty-student or staff-student power differential existed within the relationship.

**1. Undergraduate Students**

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Subject to the limited exceptions herein, all employees and DSOs are prohibited from pursuing or engaging in an amorous relationship with any undergraduate student.

## 2. Graduate Students

With respect to graduate students (defined as any student enrolled at the university for post-baccalaureate education in any discipline or professional program), all employees and DSOs are prohibited from pursuing or engaging in an amorous relationship with a graduate student under that individual's authority. Situations of authority include, but are not limited to: teaching; formal mentoring or advising; supervision of research; employment of a student as a research or teaching assistant; exercising substantial responsibility for grades, honors, or degrees; and involvement in disciplinary action related to the student.

Students and employees/DSOs alike should be aware that pursuing or engaging in an amorous relationship with any graduate student will limit the employees' or DSO's ability to teach, mentor, advise, direct work, employ, and promote the career of the student involved.

## 3. Graduate Students in Positions of Authority

Like faculty and staff members, graduate students may themselves be in a position of authority over other students; for example, when serving as a teaching assistant in a course or when serving as a research assistant and supervising other students in research. The power difference inherent in such relationships means that any amorous relationship between a graduate student and another student over whom they have authority is potentially exploitative and should be avoided. All graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student. Graduate students also should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for another student's instruction or evaluation.

## 4. Pre-existing Relationships with Any Student

The university recognizes that an amorous relationship with an employee or DSO may exist prior to the time that an undergraduate student enrolls at the university or may have existed and terminated prior to the undergraduate student's enrollment. Similarly, the university recognizes that with graduate students, an amorous relationship with an employee or DSO may exist (or have previously existed and terminated) prior to the time the employee or DSO is placed in a position of authority over the graduate student. A "position of authority" includes teaching; formal mentoring or advising; supervising research; exercising responsibility for grades, honors, or degrees; considering disciplinary action involving the student; or employing the student in any capacity - including but not limited to student employment and internships, work study, or as a research or teaching assistant. Where there is a pre-existing amorous relationship that relationship must be disclosed to the Office of Institutional Equity, which may alert other offices as appropriate

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(i.e., Human Resources or the Office of the Provost). This disclosure must be made by the employee in a position of authority immediately if the student is an undergraduate, and prior to accepting a supervisory role of any type over any graduate student.

Unless effective steps have been taken in conjunction with Human Resources and/or the applicable dean or vice president to eliminate any potential conflict of interest in accordance with this Policy, all employees and DSOs currently or previously engaged in an amorous relationship with a student are prohibited from being in a position of authority over that student.

Similarly, all graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student.

Following disclosure of an existing amorous relationship to the university, if the amorous relationship ends, the employee in a position of authority must immediately advise the Office of Institutional Equity and relevant dean or vice president.

#### 5. If an Amorous Relationship Occurs with Any Student

If, despite these warnings, an employee, DSO, or graduate student becomes involved in an amorous relationship with a student in violation of this Policy, the employee, DSO, or graduate student must disclose the relationship immediately to the Office of Institutional Equity, which may alert other offices as appropriate (i.e., Human Resources or the Office of the Provost). Absent an extraordinary circumstance, no relationships in violation of this Policy will be permitted while the student is enrolled or the faculty or staff member is employed by the university. In most cases, it will be unlikely that an acceptable resolution to the conflict of interest will be possible, and the employees' or DSO's employment standing or the graduate student's position of authority may need to be adjusted until she or he no longer has supervisory or other authority over the student.

In addition to the amorous relationship itself, an employee, DSO, or graduate student's failure to report the existence of an amorous relationship that is prohibited by this Policy is also a violation of this Policy and may be cause for separation from the university. The university encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

Following disclosure of an existing amorous relationship to the university, if the amorous relationship ends, the employee in a position of authority must immediately advise the Office of Institutional Equity and relevant dean or vice president.

#### B. EMPLOYMENT CONTEXT

Amorous relationships between supervisors and their subordinate employees often adversely affect decisions, distort judgment, and undermine workplace morale for all employees, including those not directly engaged in the relationship. Any university

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employee who participates in supervisory or administrative decisions concerning an employee with whom she or he has or has had an amorous relationship has a conflict of interest in those situations. These types of relationships, specifically those involving spouses and/or individuals who reside together, also may violate the State Code of Ethics for Public Officials as well as the University's *Policy on Employment of Relatives*.

Accordingly, the university prohibits all employees and DSOs from pursuing or engaging in amorous relationships with employees whom they supervise. No supervisor shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion, tenure, salary, leave of absence, etc.) to a person with whom that individual has or has had an amorous relationship. The individual in a position of authority can be held accountable for creating a sexually hostile environment or failing to address a sexually hostile environment and thus should avoid creating or failing to address a situation that adversely impacts the working environment of others.

1. Pre-existing Amorous Relationships Between Supervisors and Subordinate Employees

The university recognizes that an amorous relationship may exist prior to the time an individual is assigned to a supervisor. Supervisory, decision-making, oversight, evaluative or advisory relationships for someone with whom there exists or previously has existed an amorous relationship is unacceptable unless effective steps have been taken to eliminate any potential conflict of interest in accordance with this Policy. The current or prior existence of such a relationship must be disclosed by the employee in a position of authority prior to accepting supervision of the subordinate employee to the Office of Institutional Equity (OIE), which may alert other offices as appropriate (i.e., Human Resources or the Office of the Provost).

Once OIE, Human Resources or Office of the Provost has determined that the disclosed relationship constitutes a conflict of interest, in consultation with the appropriate university administrators, the relevant dean or vice president will determine, at her or his sole discretion, whether and how the conflict of interest can be eliminated through termination of the situation of authority.

Following disclosure of an existing amorous relationship to the university, if the amorous relationship ends, the employee in a position of authority must immediately advise the Office of Institutional Equity and relevant dean or vice president.

2. If an Amorous Relationship Occurs or has Occurred between a Supervisor and her/his Subordinate Employee

If, despite these warnings, an employee or DSO enters into an amorous relationship with someone over whom she or he has supervisory, decision-making, oversight, evaluative, or advisory responsibilities in violation of this Policy, then that employee must disclose the existence of the relationship immediately to the Office of Institutional Equity, which may

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alert other offices as appropriate (i.e. Human Resources or the Office of the Provost). Once OIE, Human Resources, or the Office of the Provost has determined that the disclosed relationship constitutes a conflict of interest, in consultation with appropriate university administrators, the relevant dean or vice president will determine, at her or his sole discretion, whether and how the conflict of interest can be eliminated through termination of the situation of authority. An acceptable resolution to the conflict of interest may not be possible. If the conflict of interest cannot be eliminated, the supervisor's employment standing may need to be adjusted. In addition to the amorous relationship itself, a supervisor's failure to report the existence of the relationship with a subordinate employee is also a violation of this Policy. The university encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

Following disclosure of an existing amorous relationship to the university, if the amorous relationship ends, the employee in a position of authority must immediately advise the Office of Institutional Equity and relevant dean or vice president.

## **X. PREVENTION, AWARENESS AND TRAINING PROGRAMS**

The university is committed to the prevention of Prohibited Conduct through regular and ongoing education and awareness programs. Incoming students and new employees receive mandatory primary prevention and awareness programming as part of their orientation, and returning students and current employees receive ongoing training and related education and awareness programs. The university provides training, education and awareness programs to students, employees, registered student organizations, and DSOs to ensure broad understanding of this Policy and the topics and issues related to maintaining an education and employment environment free from harassment and discrimination. Accordingly, students and employees are expected to attend the ongoing training and awareness programs and review this Policy so that they can contribute to the commitment of maintaining a safe and non-discriminatory learning, living and working environment for all members of the university.

For a description of the university's Prohibited Conduct prevention and awareness programs, including programs on minimizing the risk of incidents of Prohibited Conduct and bystander intervention, see the university's annual security reports (found online at: <https://police.ucf.edu/crime-statistics>).

## **XI. OBLIGATION TO PROVIDE TRUTHFUL INFORMATION**

All university community members are expected to provide truthful information in any report, investigation, or proceeding under this Policy. Submitting or providing false or misleading information in bad faith or with a view to personal gain or intentional harm to another in connection with an incident of Prohibited Conduct is prohibited and subject to disciplinary sanctions under *The Golden Rule* (for students), and any other applicable and appropriate university policy or policies and regulations (for employees). This provision

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does not apply to reports made or information provided in good faith, even if the facts alleged in the report are not later substantiated.

## **XII. PROCEDURES**

The specific procedures for reporting, investigating, and resolving Prohibited Conduct are based upon the nature of the respondent's relationship to the university (student, employee, registered student organization, DSO, or third party). Each set of procedures referenced below is guided by the same principles of fairness and respect for complainants and respondents. The procedures referenced below provide for a prompt and equitable response to reports of Prohibited Conduct. The procedures designate specific timeframes for major stages of the process, provide for thorough and impartial investigations that afford the complainant and respondent notice and an opportunity to present witnesses and evidence, and assure equal and timely access to the information that will be used in determining whether a Policy violation has occurred. The university applies the preponderance of the evidence standard when determining whether this Policy has been violated. "Preponderance of the Evidence" means that it is more likely than not that a Policy violation occurred.

### **A. WHERE THE RESPONDENT IS A STUDENT OR REGISTERED STUDENT ORGANIZATION**

The procedures for responding to reports of Prohibited Conduct committed by students and registered student organizations are detailed in UCF's *The Golden Rule* (<http://goldenrule.sdes.ucf.edu/>).

### **B. WHERE THE RESPONDENT IS AN EMPLOYEE OR DIRECT SUPPORT ORGANIZATION EMPLOYEE**

The procedures for responding to reports of Prohibited Conduct committed by employees and DSOs are detailed in UCF's Office of Institutional Equity's *Discrimination Grievance Investigation Process*.  
<http://eeo.ucf.edu/documents/DiscriminationGrievanceInvestigationProcedure.pdf>

### **C. WHERE THE RESPONDENT IS BOTH A STUDENT AND AN EMPLOYEE**

- The student-respondent procedures will apply if the respondent's primary status is as a student.
- The employee-respondent procedures will apply if the respondent's primary status is as an employee.
- If there is a question as to the predominant role of the respondent, the university will determine which of the procedures applies based on the facts and circumstances (such as which role predominates in the context of the

Prohibited Conduct). The student-respondent procedures typically will apply to graduate students except in those cases where the graduate student's assistantship role predominated in the context of the Prohibited Conduct. Further, where a respondent is both a student and an employee (including but not limited to graduate students), the respondent may be subject to any of the sanctions applicable to students or employees.

D. WHERE THE RESPONDENT IS A THIRD-PARTY

The university's ability to take appropriate corrective action against a third-party will be determined by the nature of the relationship of the third-party to the university. The university will determine the appropriate manner of resolution consistent with the university's commitment to a prompt and equitable process under federal law, federal guidance, and this Policy.

**XIII. RELATED INFORMATION**

A. STUDENTS AS RESPONDENTS

The Golden Rule: <http://goldenrule.sdes.ucf.edu/>

B. EMPLOYEES AND THIRD-PARTIES AS RESPONDENTS

UCF Regulation 3.001 Non-Discrimination; Affirmative Action Programs  
[http://regulations.ucf.edu/docs/notices/3.001Non-DiscrimAffirmActionsPrograms\\_Nov10.pdf](http://regulations.ucf.edu/docs/notices/3.001Non-DiscrimAffirmActionsPrograms_Nov10.pdf)

UCF Regulation 3.0134 Grievances Alleging Discrimination  
[http://regulations.ucf.edu/docs/notices/3.0134GrievancesAllegingDiscrimination\\_finalMay09\\_000.pdf](http://regulations.ucf.edu/docs/notices/3.0134GrievancesAllegingDiscrimination_finalMay09_000.pdf)

C. STATE AND FEDERAL LAWS

Florida Civil Rights Act of 1992  
[http://www.leg.state.fl.us/Statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=0700-0799/0760/0760PARTIContentsIndex.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0700-0799/0760/0760PARTIContentsIndex.html)

Title VI of the Civil Rights Act of 1964  
<https://www.gpo.gov/fdsys/pkg/USCODE-2010-title42/pdf/USCODE-2010-title42-chap21-subchapV.pdf>

Title VII of the Civil Rights Act of 1964  
<https://www.eeoc.gov/laws/statutes/titlevii.cfm>

Title IX of the Education Amendments of 1972

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<https://www.gpo.gov/fdsys/pkg/USCODE-2013-title20/pdf/USCODE-2013-title20-chap38.pdf>

Section 504 of the Rehabilitation Act of 1973  
<https://www.dol.gov/oasam/regs/statutes/sec504.htm>

The Age Discrimination in Employment Act of 1967  
<https://www.eeoc.gov/laws/statutes/adea.cfm>

The Genetic Information Nondiscrimination Act of 2008  
<https://www.eeoc.gov/laws/statutes/gina.cfm>

The Equal Pay Act of 1963  
<https://www.eeoc.gov/laws/statutes/epa.cfm>

#### **XIV. CONTACTS TITLE IX COORDINATOR**

The Title IX coordinator is charged with monitoring the university's compliance with Title IX, ensuring appropriate education and training, coordinating the university's investigation, response, and resolution of all reports under this Policy and ensuring appropriate actions to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. UCF's Office of Institutional Equity oversees reports involving students, employees, registered student organizations, DSOs, and third-parties. The university also has designated deputy Title IX coordinators who may assist the Title IX coordinator in the discharge of these responsibilities. The Title IX coordinator and deputy Title IX coordinators receive ongoing appropriate training to discharge their responsibilities.

Concerns about the university's application of Title IX may be addressed to the Title IX coordinator. Additionally, concerns about the university's application of Title VII and/or other federal and state anti-discrimination laws may be addressed to the Office of Institutional Equity. The Title IX coordinator and Office of Institutional Equity can be contacted by telephone, email, or in person during regular office hours as follows: 12692 Gemini Blvd. S., Suite 123, Orlando, FL 32816-0030; Phone: 407-823-1336; Email: [oi@ucf.edu](mailto:oi@ucf.edu). The identities and contact information for the Title IX coordinator and Deputy Title IX Coordinators can be found at <https://letsbeclear.ucf.edu/>.

External reporting options include the United States Department of Education, Clery Act Compliance Team (at [clery@ed.gov](mailto:clery@ed.gov)); the United States Department of Education, Office for Civil Rights (at [OCR@ed.gov](mailto:OCR@ed.gov) or 800-421-3481); the Equal Employment Opportunity Commission (at [info@eeoc.gov](mailto:info@eeoc.gov) or 800-669-4000); and/or the Florida Commission on Human Relations (800-342-8170).

**XV. POLICY REVIEW**

This Policy is maintained by the Office of Institutional Equity. The university will periodically review and update this Policy and will evaluate, among other things, any changes in legal requirements, existing university resources, and the resolution of cases from the preceding year (including, but not limited to, timeframes for completion and sanctions and remedies imposed).

**XVI. INITIATING AUTHORITY**

President

<b>POLICY APPROVAL</b> <b>(For use by the Office of the President)</b>	
Policy Number: <u>2-004.1</u>	
University Policies and Procedures Committee Chair: <u>[Signature]</u>	Date: <u>11/29/17</u>
President or Designee: <u>[Signature]</u>	Date: <u>11/30/17</u>

History 2-004.1 6/9/2017

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**University of Central Florida**  
**Florida Equity Report**  
**Year: 2018**  
**Data Year: 2016-2017**

# Attachment B

**UCF-3.001 Non-Discrimination; Affirmative Action Programs.**

(1) The University shall actively promote equal opportunity policies and practices conforming to federal and state laws against discrimination. The University shall not discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran status (as protected under the Vietnam Era Veterans' Readjustment Assistance Act), or membership in any other protected classes as set forth in state or federal law. This commitment applies to the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers, only to the extent of state and federal requirements.

(2) It is the policy of the University that each employee and student be allowed to work and study in an environment free from unlawful discrimination, discriminatory harassment, and retaliation.

- (a) For purposes of this regulation, discrimination is defined as any unlawful distinction, preference, or detriment to an individual that is based upon an individual's race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, prior conviction of a crime,

veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in other protected classes set forth in state or federal law and that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regard to; or (4) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a university program or activity. Religious discrimination includes failing to reasonably accommodate an employee's or student's religious practices where the accommodation does not impose an undue hardship. Disability discrimination includes not making reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability where the accommodations do not impose an undue hardship.

(b) Unlawful discriminatory harassment is a form of unlawful discrimination wherein an individual is subjected to verbal, physical, electronic or other conduct based upon an individual's protected class (such as race, color, religion, et al), that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services and meets the description of either Hostile Environment Harassment or Quid Pro Quo Harassment, as defined below.

1. Hostile Environment Harassment: Discriminatory Harassment that is so severe or pervasive that it unreasonably interferes with, limits, deprives, or alters the terms or conditions of education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement,

assignment); or participation in a University program or activity (e.g., campus housing), when viewed from both a subjective and objective perspective.

2. Quid Pro Quo Harassment: Discriminatory Harassment where submission to or rejection of unwelcome conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a university program or activity (e.g., campus housing).

(c) Retaliation is defined as taking an adverse action against an individual because that individual, in good faith: (i) reported or threatened to report discrimination or discriminatory harassment; or (ii) participated in any capacity, including as a witness or party, in a discrimination investigation or proceeding.

(3) Sexual harassment is a form of sex discrimination. Sexual harassment is defined as any unwelcome sexual advances, request for sexual favors, and other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions for Hostile Environment Harassment or Quid Pro Quo Harassment (as defined above) are present.

(4) Employee Reporting Responsibilities.

(a) Responsible employees are required to immediately report to the university's Office of Institutional Equity all relevant details (obtained directly or indirectly) about an incident of sex/gender-based discrimination or harassment, sexual harassment, sexual assault, sexual exploitation, relationship violence, and/or stalking (as defined in the University's *Prohibition of Discrimination*,

*Harassment and Related Interpersonal Violence Policy*, No. 2-004) that involves any student as a complainant, respondent, and/or witness, including dates, times, locations, and names of parties and witnesses. Reporting is required when the responsible employee knows (by reason of a direct or indirect disclosure) or should have known of such sex/gender-based discrimination or harassment, sexual harassment, sexual assault, sexual exploitation, relationship violence, and/or stalking.

- (b) Deans, directors, department heads and supervisors are required to report to the Office of Institutional Equity all relevant details about an incident of discrimination, discriminatory harassment, or retaliation where either the complainant or the respondent is an employee or Direct Support Organization employee. Reporting is required when such deans, directors, department heads, and supervisors know (by reason of direct or indirect disclosure) or should have known of the discrimination, discriminatory harassment, or retaliation.

(5) Disciplinary Action.

- (a) Any employee or student of the University who is found to have unlawfully discriminated against an employee, an applicant for employment, a student, or other member of the University community will be subject to disciplinary action up to and including termination or expulsion. Any contractor or other visitor to the University who is found to have engaged in unlawful discriminatory or retaliatory conduct in violation of this regulation will be subject to removal from University facilities, may be denied reentry, and may provide cause to terminate any applicable contract.

- (b) Any employee in a supervisory capacity who has actual knowledge by direct observation or by receipt of a report of discrimination or discriminatory harassment, and who does not report the matter to the Office of Institutional Equity shall be subject to disciplinary action up to and including termination or expulsion.
- (6) Complaint and Investigation Procedures. Any employee, student, or other member of the university community who believes that he or she is a victim of unlawful discrimination, discriminatory harassment, or retaliation may take formal or informal action. The individual may report the conduct to his or her supervisor or a higher level employee for further action; pursue informal resolution of the complaint; or pursue an investigation in accordance with Regulation UCF-3.0134 with the Office of Institutional Equity. The Office of Institutional Equity is available to assist employees, students, and members of the university community with reporting discriminatory conduct, obtaining information about the options to informally resolve a complaint, or pursuing an investigation by the Office of Institutional Equity.
- (7) The University, in affirming equal opportunity practices, is committed to a continuing program of promotion and maintenance of an affirmative action program. The University, as a federal contractor, is required by law to maintain a current affirmative action plan for the University. For further information about that plan, contact the Office of Institutional Equity, University of Central Florida, Orlando, Florida 32816.

*Authority: BOG Regulation 1.001. History—New 10-8-75, Amended 1-10-82, 1-9-83, 12-27-83, 12-27-84, Formerly 6C7-3.01, Amended 3-27-86, 1-6-93, 3-16-03, 11-07-07, 07-10-08. Formerly 6C7-3.001, Amended 3-25-00, 1-3-11, 10-26-17.*

**UCF-3.0134 Complaints and Grievances Alleging Discrimination, Discriminatory Harassment or Retaliation.**

(1) This regulation outlines the procedures to be used for processing complaints/grievances alleging unlawful discrimination, discriminatory harassment, or retaliation. Federal and state laws protect employees, students, and other members of the University community against discrimination, discriminatory harassment and retaliation. University policies have been developed to explain that protection and to offer solutions when discrimination is alleged on the basis of an individual's race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran status (as protected under the Vietnam Era Veterans' Readjustment Assistance Act), or membership in any other protected classes as set forth in state or federal law.

(2) The Office of Institutional Equity's Investigation Procedures are the university's procedures for addressing allegations that an employee or third party engaged in discrimination, discriminatory harassment, or retaliation against an individual for reporting, in good faith, any discrimination or discriminatory harassment or participating in or being a party to any investigation or proceeding related to the University's Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy, No. 2-004. Reports in which a student is alleged to have engaged in discrimination, discriminatory harassment or retaliation are governed by Student Conduct rules and procedures set out in the Student Handbook. These procedures respond to the University's obligations under various laws to provide equal opportunity in employment and

educational programs, and to provide access. A list of statutory and regulatory authorities is maintained on the Office of Institutional Equity's homepage.

(3) Processing Complaints/Grievances Alleging Discrimination.

- (a) When an allegation of unlawful discrimination, discriminatory harassment or retaliation is involved, the individual may elect to submit a written complaint/grievance under this procedure. Unless specifically prohibited by the terms of an applicable collective bargaining agreement, the complainant/grievant may submit a complaint/grievance directly to the university's Office of Institutional Equity. A representative of that office will communicate with those involved in the complaint/grievance.
- (b) An employee complaint/grievance submitted through other grievance procedures but which alleges discrimination, discriminatory harassment or retaliation will be submitted to the Office of Institutional Equity.
- (c) Where a complaint/grievance is submitted to the Office of Institutional Equity, the complainant will be notified in writing of the findings of the investigation. Findings from this procedure may be considered in an employee grievance initiated under other procedures, but no grievance will be processed through more than one university administrative forum.

(4) Unlawful Retaliation. Federal and state laws protect every individual who makes a good faith report of discrimination or discriminatory harassment or participates in or is a party to any investigation or proceeding regarding discrimination or discriminatory harassment from acts of retaliation. Retaliation is defined as any adverse action taken against a person for making a good faith report of discrimination or discriminatory harassment or participating in any proceeding

related to such a report. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in the protected activity.

(5) Substantiated discrimination, discriminatory harassment and retaliation complaints/grievances will be addressed with appropriate corrective action. The Office of Institutional Equity will inform the President, Provost, or appropriate Vice President when an investigation concludes with findings of unlawful discrimination, discriminatory harassment, or retaliation. The President, Provost, or appropriate Vice President will take steps to implement actions that will correct the conduct. These include but are not limited to changes in regulations, policies, or procedures; discipline administered through standard procedures; changes in the complainant's status to achieve a non-discriminatory environment; or other remedies deemed appropriate.

*Authority: BOG Regulation 1.001. History—New 12-27-83, Formerly 6C7-3.134, Amended 1-6-93, 4-23-03; Formerly 6C7-3.0134, Amended 5-18-09, 10-27-17.*

**UCF-5.006 Student Rights and Responsibilities**

(1) Student Rights. Upon enrollment, students are entitled to the following freedoms and rights, provided the exercise thereof is accomplished in accordance with University procedures and does not result in disruption or disturbance as elsewhere described in the Regulations.

- (a) Participation in Student Government Association and its elective process.
- (b) Membership in Registered Student Organizations.
- (c) Freedom of expression. The basic freedoms of students to hear, write, distribute, and act upon a variety of thoughts and beliefs are guaranteed. Freedom of expression carries with it the responsibility for seeing that the essential order of the University is preserved.
- (d) Freedom to hold public forums. The University desires to create a spirit of free inquiry and to promote the timely discussion of a wide variety of issues, provided the views expressed are stated openly and are subject to critical evaluation. Restraints on free inquiry are held to a minimum and are consistent with preserving an organized society in which peaceful, democratic means for change are available. Guest lecturers or off-campus speakers sponsored by student groups may appear on the UCF campus following arrangements with the designated University authority for such appearances.
- (e) Freedom to hear, write, distribute, and act upon a variety of thoughts and beliefs. This freedom is subject to the following:
  - 1. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism. The distribution of such material, as is arranged by the Director of Office of Student Involvement, is permissible for registered student organizations provided steps have been taken to preserve the orderliness of the campus.
  - 2. Solicitation, whether printed materials or otherwise, on campus is prohibited except as provided in University Regulation UCF-4.010.
  - 3. The distribution of materials or circulation of petitions to captive audiences such as those in classrooms, at registration, in study areas or in residential units is not allowed without prior permission. Such permission may be requested from the appropriate university official.

- (f) Peaceful assembly. Student gatherings must neither disrupt or interfere with the orderly educational operation of the institution, nor violate state or local laws, or University regulations.
  - (g) Fair and impartial proceeding. These matters shall include, but not be limited to:
    - 1. Disciplinary proceedings involving an alleged violation of academic and nonacademic rules.
    - 2. Refunds and charges. The status of a student charged with a violation of University rules shall not be affected pending final disposition of the charges except in the case of administrative action (also known as an interim action). For specific procedures and rights of students during the Student Conduct Review Process, see later section entitled “Student Conduct Review Process.”
  - (h) Confidentiality of student records. Each University office and agency which generates, collects, and disseminates information on students must follow the guidelines for confidentiality of those records in their possession. For further information see “Student Record Guidelines.”
- (2) Student Responsibilities. A student at the University is deemed to have given his or her consent to the policies of the University and the Florida Board of Governors and to the laws of the State of Florida. Each student is responsible for reviewing the rules and regulations of the University and for abiding by them.
- (3) Definitions.
- (a) The term “Academic Integrity Panel” is comprised of one faculty and one staff/faculty member and two students selected from the Student Conduct Board. Members of this panel will receive annual training on how to conduct an investigation related to academic misconduct.
  - (b) The term “Advisor” or “Support Person” refers to any individual who provides support, guidance or advice to a party involved in a Title IX investigation or Student Conduct Review Process. The Advisor or Support Person of the involved party’s choice may assist and/or accompany the party throughout the investigative process and Student Conduct Review Process. This person shall not speak for, or present the information on behalf of the party who requested the Advisor or Support Person’s attendance.

- (c) The term “Clery Act” refers to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act is a federal law that requires institutions of higher education to provide current and prospective students and employees, the public, and the federal government with crime statistics and information about campus crime prevention programs and policies. Among other crimes, the Clery Act requires that colleges and universities report forcible sex offenses including sexual assault and rape. The Clery Act was amended by the Violence Against Women Reauthorization Act of 2013.
- (d) The term “Community ReEngagement and Educational Development (CREED) Program” is a committee composed of an equal number of faculty/staff and students appointed by the Director of the Office of Student Conduct to review the disciplinary probation status of a student.
- (e) The term “Complainant” refers to anyone who discloses having been subjected to sex discrimination, which includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity in the commission of any act prohibited by the Rules of Conduct section UCF-5.008(5) or the Organizational Rules of Conduct section UCF-5.012(5), regardless of whether that person makes a report or seeks action under that policy.
- (f) The term “Continuously Enrolled” is defined as being enrolled in classes without a break of two or more consecutive regular semesters/terms (i.e., Fall and Spring, or Spring, Summer, and Fall).
- (g) The term "Deputy Title IX Coordinator" is defined as a university employee who is responsible for assisting with the coordination of the University’s efforts to comply with and carry out its responsibilities under Title IX. UCF’s Deputy Title IX Coordinators are Dana Juntunen, Brandi Stuart, and Abigail Malick.
- (h) The term “Director of the OSC” refers to the Director of the Office of Student Conduct.
- (i) The term “Executive Director of the OSRR” refers to the Executive Director of the Office of Student Rights and Responsibilities.
- (j) The term “Hold” refers to a service indicator placed on a student’s record that includes but is not limited to: prevent modification to registration; access to transcripts; and re-enrollment following a separation from the University

- (k) The term “mandated assessment” refers to a process which is used to evaluate the student’s risk of harm to self or others, and to take appropriate actions to ensure the safety of the student or others if risk is present, completed by a licensed mental health professional or other appropriate licensed medical provider.
- (l) The term “Off Campus” refers to any location not defined as University premises.
- (m) The term “Overlay” refers to a notification on a student’s university transcript that states the student is not in good standing.
- (n) The term “Preponderance of Evidence” means that evidence, considered as a whole, shows that the fact sought to be proved is more probable than not. This is the standard used in adjudicating all disciplinary cases within the Student Conduct Review Process.
- (o) The term “Record Sealing” refers to when a student’s disciplinary record cannot be examined except by a court order or designated officials.
- (p) The term “Relevant Information” means information that has been shown to directly support the position of a party throughout the University’s investigative process or Student Conduct Review Process.
- (q) The term “Respondent” refers to any student or registered student organization who has been accused of sex discrimination, which includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity as defined in Rules of Conduct section UCF-5.008(5) or the Organizational Rules of Conduct section UCF-5.012(5).
- (r) The term “Responsible Employee” is defined as any employee, and Direct Support Organization non-student employee, who is not a confidential employee as defined in the University’s *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*. Responsible Employees include (but are not necessarily limited to) Faculty (full-time and part-time), Staff (full-time and part-time), Resident Assistants, and graduate students with classroom responsibilities. Responsible employees also include those employees identified as Campus Security Authorities (CSAs). The University reserves the right to designate other individuals involved in university-sponsored/related activities as Responsible Employees on a case-by-case basis.

- (s) The term “Sanction” refers to outcome(s) imposed on students and registered student organizations found in violation of any Rules of Conduct or Organizational Rules of Conduct.
- (t) The term “Sex Discrimination” refers to any unlawful distinction, preference or detriment to an individual that is based upon an individual’s sex that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regards to; or (4) otherwise adversely affects a term or condition of an individual’s employment, education, living environment, or participation in a university program or activity. Sex discrimination includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity.
- (u) The term “Student” means any person enrolled in one or more classes at the University, either full time or part time, study abroad student, online students, continuing education students, students pursuing undergraduate, graduate or professional studies, either degree seeking or non-degree seeking. Persons who withdraw after allegedly violating the Rules of Conduct, or who are not officially enrolled for a particular academic term but who have a continuing relationship with the University are also “students.” Individuals who have been accepted for admission and have paid an enrollment deposit are considered “students” for limited purposes (including the Student Conduct Review Process).
- (v) The term “Student Conduct Board” means any person or persons authorized by the Director of the OSC or designee to gather information and make proposed findings regarding whether a student or registered student organization has violated the Rules of Conduct or Organizational Rules of Conduct and to propose sanctions that may be imposed.
- (w) The term “Title IX” refers to the Title IX of the Education Amendments of 1972 which is a federal law that protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial

assistance”. Title IX’s sex discrimination prohibition protects against sexual harassment and sexual violence and extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity, pregnancy or parental status.

- (x) The “Title IX Coordinator” is defined as a university employee who is responsible for coordinating the University’s efforts to comply with and carry out its responsibilities under Title IX. UCF’s Title IX Coordinator is Dawn Welkie.
- (y) The term “University” means the University of Central Florida.
- (z) The term “University Community” refers, collectively and individually, to students, University officials, Trustees, and all visitors, contractors, and guests to the University or any of its campuses, facilities or events.
- (aa) The term “University Official” includes any person employed by the University (i.e. faculty, staff, administration, and residence hall staff) acting within the scope of their job duties.
- (bb) The term “University Premises” includes all land, buildings, facilities, and other properties in the possession of or owned, used, controlled by the University, or its direct support organizations.
- (cc) The term “VAWA” refers to the Violence Against Women Reauthorization Act of 2013, which amended the Violence Against Women Act and the Clery Act to provide new requirements for schools to prevent and respond to sexual violence, relationship violence and stalking. Some of these requirements include providing primary prevention education and awareness programs for all incoming students and employees; collecting statistics on relationship violence and stalking, in addition to current requirements to collect sexual assault statistics; issuing Complainants a written notice of their rights; and adopting grievance policies that are prompt, fair, and impartial as well as administered by trained officials.
- (dd) The term “VP of SDES” refers to the Vice President of Student Development and Enrollment Services.
- (ee) The term “Witness” refers to any person who directly observed an incident or has direct or indirect knowledge related to an incident

- (4) Smoking. While on UCF property, students will uphold the smoke-free campus policy (<http://smokefree.sdes.ucf.edu/>) to ensure a healthy and clean environment for everyone. Smoking of any kind is prohibited in all facilities and areas of the UCF campus.
- (5) Medical Emergencies. The University of Central Florida highly encourages students and registered student organizations to call for medical assistance whenever an individual experiences severe intoxication/impairment or serious injury after consuming alcohol and/or drugs. Students and registered student organizations may be reluctant to call for help for themselves or others due to potential involvement from the UCF Police Department or the Office of Student Conduct. Due to the serious or life-threatening nature of these medical emergencies, the University of Central Florida urges students to contact emergency medical services or the UCF Police Department if alcohol-related and/or drug-related medical emergencies arise. The university's primary goal is to create a safe environment for its students. Procedures and expectations regarding these incidents have been outlined in the Office of Student Conduct Rules of Conduct Controlled Substance and Drug Violations and Alcoholic Beverages section and the Organizational Rules of Conduct section.
- (6) Student Care Services. In order to provide comprehensive and consistent care for students experiencing academic, financial or personal challenges, Student Care Services (SCS), under Student Rights and Responsibilities provides support to students identified as needing additional on-campus or off-campus resources. Care Managers for Student Care Services review referrals from students, faculty, staff and/or other parties who are concerned about behavior exhibited by a student. The goal of Student Care Services is to intervene and support the student before a situation reaches crisis level.
- (a) Care Managers will reach out to the student to assess what resources would be beneficial and collaboratively develop an action plan to reduce obstacles affecting success at UCF. Care Managers will assist the student in coordinating with campus resources currently being utilized and will work with the student to monitor progress. Depending upon the circumstances, the referring person may receive feedback about the student's action plan.
  - (b) In order to support student success, Care Managers may utilize additional campus resources to assist the student. This may include collaboration with the Student of Concern Team (SOCT), a multidisciplinary group that reviews potential concerns presented by the UCF community regarding student behavior. The SOCT offers

additional knowledge of university resources and procedures and may make further recommendations regarding action plan items for student success.

Students of concern are presented to the team at the discretion of the Office of Student Rights and Responsibilities and/or Student Care Services. The team may enlist the services of various campus units on an as needed basis.

- (c) Care Managers have additional campus support systems in place to assess students engaging in behavior that may pose a risk to themselves or others. This includes but is not limited to the University Crisis Team, Mandated Assessment Procedure, and Involuntary Withdrawal Procedure.
- (7) University Crisis Team. The University may refer students who are viewed to be engaging in behavior(s) that pose risks to themselves or others to the University Crisis Team for possible action. Such behaviors include, but are not limited to: suicidal behavior, self-injury, threats to harm others, disruptive behavior, disordered eating, and endangerment to the community.
- (a) The Executive Director of OSRR or designee will convene the team members in order to review each case and decide on the best course of action. The team is comprised of the following persons and/or their designee(s): Student Health Services Executive Director, Counseling and Psychological Services Director, UCF Police Department Chief, Office of Student Rights and Responsibilities Executive Director, Student Care Services Associate Director, Office of Student Conduct Director, Associate Dean for Academic Services, Housing and Residence Life Director, Deputy General Counsel, and Student Development and Enrollment Services Associate VP and Dean of Students.
  - (b) Various campus units may enlist the services of the team. These include but are not limited to Student Accessibility Services, Recreation and Wellness Center, Wellness and Health Promotion Services, Office of Fraternity and Sorority Life, Athletics, Alcohol and Other Drug Intervention Services, Undergraduate Studies, and Graduate Studies.
  - (c) The role of the Student Health Services Executive Director and the Counseling and Psychological Services Director on the Crisis Team will be consultative in nature. When possible, the Student Health Services Executive Director and the Counseling and Psychological Services Director will not confer on a case for which they are (or have been) serving in a direct provider relationship with the

involved student. When the involved student has been a client at UCF Counseling and Psychological Services, the Counseling and Psychological Services Director or designee will maintain the confidentiality of the student's clinical information and will make recommendations for action based solely upon the information provided in the meeting or as guided by clinical and licensure best practices.

(8) Mandated Assessment Procedure. This University procedure is established for behaviors or actions that result in hospitalization from imminent danger to self or others via the Baker Act (F.S. 394.463) or Marchman Act (Chapter 397, Florida Statutes), significant acts or threats of violence to others, chronic eating disorders, dramatic and/or expansive displays of self-mutilation, behaviors that are significantly disruptive to the UCF community and /or diminish the ability of a student to care for oneself. Whenever the UCF Police provide transportation of a UCF student to the hospital for involuntary examination, the police will file a report with the OSRR. In addition, anyone may also file reports about students of concern with Student Care Services.

- (a) Once a report is received regarding a UCF student hospitalization via the Baker Act or the Marchman Act, Student Care Services may notify and consult with designated representatives of UCF Counseling and Psychological Services or Student Health Services and/or the University Crisis Team to review the severity of the student's behavior for potential of continued risk to the campus community. A determination will be made whether a mandated assessment and/or physical assessment is needed to help the student in their specific situation or whether some other more stringent, protective action is appropriate to protect both the welfare of the student and the community. The mandated assessment session(s) may be used to evaluate the student's risk of harm to self or others, and to take appropriate actions to ensure the safety of the student or others if risk is present. In addition, the mandated assessment session(s) are designed to assist students in developing a safety and/or well-being plan and provide students with educational resources. A member of Student Care Services will contact the student in a timely manner and require an initial meeting between a Student Care Services representative and the student to inform the student of their rights and responsibilities regarding the incident.

- (b) All students identified as threatening self-harm or having attempted suicide must complete a mandated assessment with a licensed mental health professional and/or a physical assessment with a licensed medical provider. Examples of a licensed mental health professional include a Student Health Services psychiatrist, a Counseling and Psychological Services clinician, or a community based licensed mental health professional or licensed psychiatrist of the student's choice. Before the mandated assessment is conducted, Student Care Services or designee will first attempt to obtain an *Authorization to Release/Exchange Confidential Information form* from the student to provide the licensed mental health professional and/or licensed psychiatrist conducting the assessment with background information relevant to the reason for the mandated assessment. Student Care Services will require proof of participation for the mandated assessment with a licensed mental health professional and/or proof of a physical assessment with an appropriate medical provider. The student must meet with Student Care Services within ten (10) business days following release to complete a follow up appointment. Student must provide proof of assessment within twenty (20) business days following release or prior to return to the university (in the event a student withdraws for the remainder of the semester or is placed on Medical Withdrawal). Failure to comply may result in disciplinary action or the convening of the University Crisis Team.
- (c) In cases where more protective action is needed based on more severe behavior/conduct (e.g., behavior endangering others, threats to harm others, behavior significantly disruptive to the UCF community), the Executive Director of OSRR or designee may initiate one or both of the following:
1. Interim Suspension followed by initiating the Student Conduct Review Process;
  2. Convening of the University Crisis Team to consider the initiation of the Involuntary Withdrawal Procedure.
- (9) Involuntary Withdrawal Procedure. A student who poses a serious danger of imminent or serious physical harm at the University may be involuntarily withdrawn from the University by the Executive Director of OSRR or designee upon appropriate notification and consultation from

the University Crisis Team and the Associate Vice President & Dean of Students of SDES or designee.

- (a) This notification is received in the form of an incident report to the Office of Student Rights & Responsibilities, or a psychiatric evaluation filed with the UCF Police Department. The student will be withdrawn if the Executive Director of OSRR or designee concludes, on the basis of preponderance of evidence that the student engages or threatens to engage in behavior that may:
  1. Pose a significant danger of causing harm;
  2. Cause significant property damage or interferes with the educational environment of others at the university; or
  3. Demonstrates an inability to care for his/her daily physical or mental wellbeing without assistance and has failed to secure such assistance.
- (b) The Executive Director of OSRR or designee reserves the right to impose an immediate and interim withdrawal (the equivalent of an interim suspension), prior to the review of all information, if the Executive Director of OSRR or designee concludes that the student poses a threat to the welfare of any individual, the student body, or any part of the University or its community. In such cases, there will be a scheduling of a hearing within three (3) business days to determine the status of interim withdrawal. At this hearing, the student shall be offered an opportunity to provide documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment.
- (c) The Executive Director of OSRR or designee will call a meeting of the University Crisis Team at the earliest possible date. The student may be present at this meeting and may present information in support of his/her case. Following the student's presentation, the team shall convene in executive session. At the conclusion of this meeting, the team shall make a recommendation to the Executive Director of OSRR or designee whether to withdraw the student, reinstate the student, or reinstate the student with conditions.
- (d) The Executive Director of OSRR or designee will make a final decision regarding the student's enrollment status and notify the student in writing within 24 hours of the Crisis Team's recommendation.
- (e) A student subject to involuntary withdrawal is entitled to the following:

1. Notice of intent to remove the student pursuant to this policy stating the reasons for the action.
  2. The opportunity to examine the psychiatric or other evaluations provided to the Crisis Team and to discuss them.
  3. The opportunity to present relevant information for consideration of his/her case personally, or by a licensed mental health professional working with that student, if the student is not capable of self-representation.
  4. The opportunity to have an advisor of the student's own choice accompany the student.
  5. The right to appeal.
- (f) In the event a student disagrees with the decision of the Executive Director of OSRR or designee, the student may appeal the decision. The appeal must be made in writing to the Vice President for SDES, or designee, within three (3) business days after the date of the notification to the student of the decision. The Vice President of SDES or designee, shall, within three (3) business days, sustain the initial decision or remand the case to the Crisis Team for re-consideration. The Vice President's decision will be considered final agency action.
- (g) Upon being withdrawn, the student may no longer enroll in classes, may not be an active member of a registered student organization, may no longer use University facilities, must vacate University owned housing, may no longer be permitted on University property, may not be employed by UCF, and may be entitled to whatever refunds of tuition, fees, and room and board charges as would be appropriate given the timing of the withdrawal.
- (h) Students who are involuntarily withdrawn from the University shall have a hold placed on their records, which will prevent them from being readmitted or reenrolled at the institution except as stated in this paragraph. A student may request readmission or reenrollment at the University and provide the Executive Director of OSRR or designee with documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment of the student and concluded that the student does not pose a serious threat to others. In cases where the Executive Director of OSRR or designee has imposed other conditions for

readmission, it is the responsibility of the student to provide documentation of compliance with such conditions.

- (i) A student who is not involuntarily withdrawn may be subject to conditions to continue enrollment at the University. In such cases, the student will be provided with a written summary of conditions and must meet all conditions in order to maintain student status. A student who fails to meet such conditions may be subject to involuntary withdrawal by the Executive Director of the Office of Student Rights & Responsibilities or designee, or may be subject to charges through the University's Student Conduct Review Process for failure to comply.
  - (j) The current medical withdrawal process should not be used to handle withdrawals related to mental health issues where an imminent threat to the community is evident or a violation of the Rules of Conduct has allegedly occurred. However, a student could choose to pursue a medical withdrawal within six (6) months of the end of the semester. As a general principle, the regular Student Conduct Review Process and its policies and practices are preferred in serious instances of misconduct, without regard to whether there might be mental health issues present. The procedures and specifications given in this regulation are to be employed in those extraordinary situations in which, in the judgment of the appropriate administrative officers, the regular Student Conduct Review Process is not applicable or cannot be applied.
- (10) Title IX Policy and Procedure.
- (a) Federal law, specifically Title IX of the Education Amendments of 1972 (Title IX), prohibits discrimination on the basis of sex in education programs or activities. Title IX prohibits sex discrimination against students, staff and faculty— which includes acts of sexual misconduct, stalking and relationship violence. Title IX also prohibits retaliation for making a good faith report of sex discrimination or participating in or being a party to any proceeding involving sexual misconduct and/or interpersonal violence. A closely related federal law, Section 304 of the Violence Against Women Act (“Campus SaVE Act”), requires universities to increase transparency about the scope of sex-related violence on campus, guarantee victims enhanced rights, provide for standards in institutional conduct

proceedings, and provide campus wide prevention education and awareness programming.

- (b) The University of Central Florida is committed to fostering an environment in which all members of our campus community are safe, secure, and free from sex discrimination, including sexual misconduct, stalking, and relationship violence, listed and defined in the Rules of Conduct (UCF-5.008) and Organizational Rules of Conduct (UCF-5.012). Our community expects that all interpersonal relationships and interactions – especially those of an intimate nature – be grounded upon mutual respect and open communication. When learning of conduct or behavior that may not meet these standards, community members are expected take an active role in promoting the inherent dignity of all individuals.
- (c) The university encourages any faculty, staff, student or non-student who thinks that he or she has been subjected to sex discrimination or retaliation by another student, member of the faculty or staff, or third party affiliated with the University to immediately report the incident to the Office of Institutional Equity.
- (d) The University strives to promote the safety and well-being of all students and employees. This information is applicable to students and employees regardless of their sexual orientation, gender identity, or gender expression.
- (e) Rights of the Complainant and the Respondent. Any individual (“Complainant”) who discloses having been subjected to sex discrimination, including sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity, and any individual or registered student organization (“Respondent”) who has been accused of sex discrimination, including sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity, are afforded the following rights throughout the university’s investigative process and the student conduct review process. These rights provide a fair process for both parties while also ensuring Complainant’s protections under Title IX and the Campus SaVE Act. These rights are in addition to the rights afforded in the student conduct review procedures outlined in UCF-5.009 (students) and UCF-5.013 (student organizations). Complainant and Respondent rights include the following.

1. Both the Complainant and Respondent are permitted to have an advisor or support person accompany them throughout the university's investigative process and student conduct review process. This person will not represent the Complainant or Respondent, address witnesses, investigator(s), the hearing body, any other party, or otherwise directly participate throughout the university's investigative process and/or student conduct review process. In addition, if the selected person is a witness, the person cannot be an advisor or support person.
2. Both the Complainant and the Respondent have the right to remedial and protective measures and shall be notified of available assistance at the University.
3. Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during the investigative process and during a formal hearing. Prior to the initiation of the student conduct review process, the investigator has the discretion to determine the relevance of any proffered evidence and to include or exclude certain types of evidence. In general, the investigator will not consider statements of personal opinion, rather than direct observations or reasonable inference from the facts, or statements as to any party's general reputation for any character trait.
4. If the investigative process results in a recommendation to initiate the student conduct review process, both the Complainant and Respondent will receive notice to attend a preliminary conference meeting with the Office of Student Conduct and be informed of the available resolution options in the student conduct review process.
5. During the Student Conduct Review Process, both the Complainant and Respondent shall be informed of the Administrative Hearing Officer assigned to the case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification.
6. Both the Complainant and Respondent will be afforded similar and timely access to any information made available through the investigative process and/or that will be used during the student conduct review process.

7. If the matter proceeds to a formal hearing, both the Complainant and Respondent may submit a list of proposed questions related to the alleged incident to be asked during the formal hearing. The relevancy of proposed questions will be determined by the conduct officer or hearing body. During a formal hearing, all questions shall be asked through the hearing body. Both Complainant and Respondent should not be questioned directly by one another.
8. Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during the investigative process and a formal hearing. Relevancy and timeliness will be determined by the investigator(s), conduct officer or formal hearing body.
9. Both the Complainant and Respondent may not have irrelevant past conduct, including sexual history, discussed during the formal hearing. The issue of relevancy shall be determined by the investigator, conduct officer or the hearing body.
10. Both the Complainant and the Respondent will be provided access to participate, during the entire formal hearing in person, via videoconference, by telephone, or by other means available.
11. At least three (3) business days before the formal hearing, the Complainant may submit a written statement describing the impact of the Prohibited Conduct on the Complainant and expressing a preference about the sanction(s) to be imposed. At least three (3) business days before the formal hearing, the Respondent may submit a written statement explaining any factors that the Respondent believes should mitigate or otherwise be considered in determining the sanction(s) imposed. The Office of Student Conduct will ensure that the Complainant and the Respondent each have an opportunity to review any statement submitted by the other party before the formal hearing. The purpose of the statement(s) is to assist the hearing body in proposing a sanction. Therefore, the statement(s) will be given to the hearing body for consideration only if the hearing body makes a

- proposed finding of in violation on one or more allegations of sexual misconduct and/or interpersonal violence addressed in the formal hearing.
12. Both the Complainant and Respondent will be informed, concurrently and in writing, of the outcome of the investigative process, the Student Conduct Review Process, and the outcome of the appeal process, in accordance with federal guidelines.
  13. Both the Complainant and the Respondent have the right to appeal the outcome of the Student Conduct Review Process on the basis outlined in the applicable Student Conduct Appeals section UCF-5.010 (individual student UCF-5.013 (registered student organizations)).
  14. Both the Complainant and Respondent will be given periodic status updates throughout the investigative process and the Student Conduct Review Process.
- (g) Administrative hearing officers and panel members who hear cases of sex discrimination (including sexual harassment, sexual misconduct, stalking, and/or relationship violence) receive annual training on how to conduct fair and impartial hearings for these types of cases.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.003, New 6-18-09, Amended 7-19-12, 9-5-13, 11-24-14, 10-29-15, 7-28-16, 7-20-17, 1-18-18.*

**UCF-5.007 Office of Student Conduct; Scope; Student Conduct Records**

(1) Scope

- (a) The Rules of Conduct shall apply to all undergraduate students, graduate students and students pursuing professional studies, including those attending its regional campuses and/or off campus instructional sites. The Rules of Conduct shall be deemed a part of the terms and conditions of admission and enrollment of all students. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida. The Rules of Conduct apply to student conduct and will not be used to impose discipline for the lawful expression of ideas. Specific restrictions on time and place of meetings and assemblies are found in other University regulations or policies.
- (b) These Rules of Conduct apply to all student conduct that occurs on University premises or online, or at activities officially approved by the University of Central Florida or which are sponsored or conducted by University groups and organizations, regardless of location.
- (c) Off-Campus Conduct. The University may take action against a student for off-campus conduct if the conduct is specifically prohibited by law or the Rules of Conduct; or if the conduct poses (or demonstrates that the student's continued presence on University premises poses) a danger to the health, safety or welfare of the University community; or if the conduct is disruptive to the orderly processes and functions of the University.
- (d) Failure to comply with duly established laws or University regulations may subject violator(s) to appropriate civil authorities.

(2) Authority

- (a) The Florida Board of Governors Regulation 6.0105 requires each university to establish a Student Disciplinary System, including a code of conduct, to apply to student disciplinary proceedings.
- (b) These regulations are designed to ensure fairness and due process in student disciplinary proceedings.

- (c) Generally, authority necessary to enforce the student conduct regulations is vested in the Vice President for Student Development and Enrollment Services or designee. Selected functions of this authority are shared with faculty, staff and students. Some functions of student conduct administration are assisted through review boards or committees.
- (3) Violations of Law and Rule of Conduct Violations. A student who commits offenses against the laws of municipalities, states, or the United States, is subject to prosecution by those authorities and may be subject to disciplinary action under University rules when the conduct violates institutional standards. Student shall not be forced to present self-incriminating evidence; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal case. The student conduct review process is not a criminal or judicial proceeding and is designed to address student behavior; therefore, alleged violations of the Rules of Conduct will be addressed independently of any penalty imposed by the courts for the criminal offense.
- (4) Student Conduct Records
- (a) Maintenance of Records. A student's conduct case record will be maintained in the Office of Student Conduct and if applicable, the Office of Institutional Equity. The case record of a student found responsible for charge(s) against them, with sanctions less than disciplinary suspension, dismissal and/or expulsion, will generally be maintained in the Office of Student Conduct (and, if applicable, the Office of Institutional Equity) for seven years from the calendar year of record, after which they are destroyed. The case record of a student who has been placed on disciplinary suspension, dismissal and/or expulsion will be permanently maintained as official records by the Office of Student Conduct.
  - (b) Release of Records. The release of student disciplinary records will be governed by applicable federal and state laws regarding the privacy of educational records.
  - (c) Sealing of Records: For information regarding sealing of records, please see UCF-5.010(4).
- (5) Evaluation of Student Conduct Review Process. The Student Conduct Review Process will be evaluated periodically by the Golden Rule Review Committee. All proposed changes shall be evaluated for approval by the appropriate administrative body.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.0041, New 6-18-09.  
Amended 9-5-13, 11-20-14, 10-29-15, 7-28-16, 7-20-17.*

**UCF-5.008 Rules of Conduct**

The following defined and described actions include, but are not limited to, conduct for which disciplinary action may be taken at the University of Central Florida. Students are responsible for the observation of all University policies and regulations. Each student is expected to abide by these rules of conduct, and administrators are expected to enforce them. These Rules of Conduct should be read broadly and are not designed to define prohibited conduct in exhaustive terms. Additional rules and regulations may be revised during the year; announcements will be made on adoption of the changes or additions. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida. The Rules of Conduct apply to student conduct and will not be used to impose discipline for the lawful expression of ideas. Students are prohibited from engaging in:

**(1) Academic Misconduct**

- (a) Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course related material also constitutes cheating.
- (b) Communication to another through written, visual, electronic, or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project.
- (c) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but not limited to class notes, Instructor's power points, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
- (d) Falsifying or misrepresenting the student's own academic work.
- (e) Plagiarism: Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- (f) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- (g) Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

(2) Possessing and/or Providing False and Misleading Information and/or Falsification of University Records

- (a) Withholding related information, or furnishing false or misleading information (oral or written) to University officials, university and non-university law enforcement officers, faculty or staff.
- (b) Possession, use or attempted use of any form of fraudulent identification.
- (c) Forgery, alteration or misuse of any University document, material, file, record or instrument of identification.
- (d) Deliberately and purposefully providing false or misleading verbal or written information about another person.
- (e) Falsification, distortion, or misrepresentation of information during an investigation, the Student Conduct Review Process, including knowingly initiating a false complaint.

(3) Disruptive Conduct

- (a) Any act that impairs, interferes with, or obstructs the orderly conduct, processes, and functions of the University or any part thereof or the rights of one or more individuals.
- (b) Any act which deliberately impedes or interferes with the normal flow of pedestrian and vehicular traffic.
- (c) Any act which intentionally interferes with the election processes of any University registered student organization or group..
- (d) Misuse of any University safety equipment, firefighting equipment, or fire alarms.
- (e) A false report of an explosive or incendiary device, which constitutes a threat or bomb scare.
- (f) Breach of peace: an act, which aids, abets, or procures another person to breach the peace on the University premises or at University sponsored/related functions.
- (g) Failure to comply with oral or written instruction from duly authorized University officials (i.e. faculty, staff, administration, residence hall staff) acting within the scope of their job duties or law enforcement officers acting in the performance of their duties, including failure to identify oneself to these persons when requested to do so.

- (h) Failure to produce identification upon request by a University official (i.e. faculty, staff, administration, residence hall staff), acting within the scope of their job duties or law enforcement officers acting in the performance of their duties.
- (i) Hindering or interfering with the student conduct review process by failing to obey the notice from a university official to appear for a student conduct meeting or hearing; and/or attempting to discourage an individual's proper participating in, or use of, the student conduct review process.

(4) Harmful Behavior

- (a) Physical harm or threat of physical harm to any person. This harmful behavior policy may not apply in those instances where it is found that a student is acting in self-defense.
- (b) Verbal, digital, or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety, or wellbeing of others, or which would place a reasonable person in fear of bodily injury or death. This definition, however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.
- (c) Discriminatory Harassment: defined as verbal, physical, electronic, or other conduct based on a protected category (such as race, color, religion, national origin, gender equity, et al), which, due to the severity and pervasiveness of the conduct and its targeted nature on the basis of a protected category, (i) has the purpose or effect of creating an objectively intimidating, hostile or offensive educational or work environment; and (ii) has the purpose or effect of unreasonably interfering with an individual's employment, schooling, or business with the University. Harassment under this provision is conduct that would constitute harassment under federal or state civil rights laws or under University Regulation (UCF-3.001) and Prohibition of Discrimination, Harassment, and Related Interpersonal Violence Policy.
- (d) Bullying: Defined as behavior of any sort (including communicative behavior) directed at another, that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person or group in the target's position substantial emotional distress and undermine his or her ability to work, study, or participate in University

life or regular activities, or which would place a reasonable person in fear of injury or death.

- (e) Stalking: defined as repeated, unwanted conduct toward or contact with another person that creates fear for the person's safety or the safety of others, or causes an individual to suffer emotional distress. Such conduct is direct, indirect, or through a third party using any type of action, method, or means. Cyber stalking is also included in this definition.
- (f) Failure to respect the privacy of other individuals.
- (g) Retaliation against or harassment of complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation.
- (h) Condoning or encouraging acts of harmful behavior as defined above or failing to intervene during an act of harmful behavior while it is occurring.

(5) Sexual Misconduct and/or Interpersonal Violence

- (a) Nonconsensual Sexual Assault: Any nonconsensual sexual contact which occurs on or off the UCF campus.
  - 1. Consent is an understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent cannot be obtained by force, threat, coercion, manipulation, reasonable fear of injury, intimidation, use of position of influence, or through the use of one's mental or physical helplessness or incapacity. The lack of a negative response, lack of protest or resistance, silence and passivity are not consent. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Past consent to sexual activity does not imply ongoing future consent.
    - a. Responsibilities - It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement.
    - b. Standard - A determination of whether consent exists will be based on the information the initiator of the sexual act knew or should have known as a sober, reasonable person. Being impaired by alcohol or other drugs does not relieve an initiator of a sexual act from obtaining consent.

- c. Incapacitation – Incapacitation is a state where an individual cannot make rational, reasonable decisions because of mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated due to the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition. A person who is incapacitated lacks the capacity to give consent because they cannot understand the facts, nature, or extent of the sexual interaction.
  - d. Duration of Consent - Consent must be ongoing throughout sexual activity, for each sexual act, and can be withdrawn at any time.
    - i. Within each sexual encounter, there may be separate individual sexual acts involved. Consent to one act by itself does not constitute consent to another act. If verbal consent is not given, ongoing active participation is required for consent.
    - ii. The existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations have occurred between the parties, is not an indicator of consent for any current or future sexual encounter.
    - iii. An individual who seeks to withdraw consent must communicate, through clear words or actions, a decision to cease the sexual activity. Once consent is withdrawn, the sexual activity must cease immediately.
  - e. Scope of Consent - Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
2. Sexual Contact – includes but is not limited to the following behaviors:
- a. Touching, kissing, fondling (whether over or under clothing) of an individual for the purpose of sexual gratification; and/or
  - b. contact, however slight, between the mouth, anus or sex organ of one individual with either the anus or sex organ of another individual; and/or

- c. contact, however slight, between the anus or sex organ of one individual and any other object.
- (b) Sex Harassment: Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions for Discriminatory Harassment as defined in 5.008(4)(c), are present. This is conduct that would constitute sexual harassment under federal or state civil rights laws or under University Regulation UCF-3.001 Sexual Harassment may include inappropriate touching, acts of sexual violence, suggestive comments and public display of pornographic or suggestive calendars, posters, or signs where such images are not connected to any academic purpose. A single incident of nonconsensual sexual contact (as defined above) may be sufficiently severe to constitute sexual harassment.
- (c) Gender-Based Harassment: Discriminatory harassment that is based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for Discriminatory Harassment as defined in UCF-5.008(4)(c) are present.
- (d) Obscene or Indecent Behavior: Exposure of one's body in such a manner that another party reasonably could be offended or to display sexual behavior which another person reasonably finds offensive.
- (e) Voyeurism: Trespass, spying, or eavesdropping for the purpose of sexual gratification.
- (f) Solicitation of a Minor: soliciting sexual acts from a minor by oral, written, or electronic means.
- (g) Child Pornography: possessing, producing or the dissemination of child pornography
- (h) Relationship Violence: Relationship Violence includes any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship. Relationship Violence may include sexual assault, stalking, and physical assault. Relationship Violence may involve a pattern of behavior used to establish power and control over another person through fear and intimidation or may involve one-time conduct. A pattern of behavior is typically determined based on the repeated use of

words and/or actions and inactions in order to demean, intimidate, and/or control another person. This behavior can be verbal, emotional, and/or physical and may be directed towards the former partner, their property, or other individuals. Examples of Relationship Violence may include, but are not limited to: slapping; pulling hair; punching; damaging another person's property; driving recklessly to scare someone; name calling; humiliating another person in public; harassment directed toward a current or former partner or spouse; and/or threats of abuse, such as threatening to hit, harm, or use a weapon on another (whether Complainant or acquaintance, friend, or family member of the Complainant), or other forms of verbal threats.

- (i) Stalking: Stalking occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress. A "course of conduct" is two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property. Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, phones, texts, or other similar devices or forms of contact. Stalking may include, but is not limited to: non-consensual communications (face to face, telephone, e-mail); threatening or obscene gestures; surveillance/following/pursuit; showing up outside the targeted individual's classroom or workplace; sending gifts and/or notes (romantic, bizarre, sinister, or perverted); and/or making threats.
- (j) Sexual Exploitation: Sexual Exploitation is purposely or knowingly doing or attempting to do any of the following:
  - 1. Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
  - 2. Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;

3. Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images);
  4. Subjecting another person to human trafficking; or
  5. Exposing another person to a sexually transmitted infection or virus without the other's knowledge.
- (k) Complicity: Complicity is any act taken with the purpose of aiding, facilitating, promoting or encouraging the commission of an act prohibited by the Rules of Conduct Section UCF-5.008(5).
- (l) Any attempted acts of sexual misconduct and/or interpersonal violence defined above are also violations of this policy.
- (6) Larceny/Property Damage
- (a) Unauthorized use, possession, or theft of property or service. Such property may be personal or public.
  - (b) Damage or defacing of University property or the property of another person whether or not it is on University premises.
- (7) Hazing
- (a) Any action or situation which recklessly or intentionally endangers the mental or physical health and/or safety of a student for the purpose of initiation or admission into, or affiliation with, any organization operating under registration with the University. Hazing may result in felony charges.
  - (b) Brutality of a physical nature such as whipping, beating, branding, forced calisthenics, exposure to the elements; forced consumption of any food, liquid, liquor, drug, or other substances; or other forced elements; or other forced activity which could adversely affect the mental or physical health or safety of the individual.
  - (c) Any activity which could subject the individual to mental stress such as sleep deprivation, forced exclusion from social contact, forced contact which could result in embarrassment, or any other activity which could adversely affect the mental health or dignity of the individual.
  - (d) Forcing or requiring the violation of University policies, federal, state, or local law.

- (e) Any activity, as described above, upon which the initiation or admission into or affiliation with a University of Central Florida organization may be directly or indirectly conditioned, shall be presumed to be a “forced” activity, the willingness of an individual to participate in such an activity notwithstanding.
- (8) Misuse or Unauthorized Use of Facilities and Grounds
- (a) Misuse or unauthorized use of classroom or laboratory facilities.
  - (b) Abusing grounds or building structures including, but not limited to ramps, rails, stair sets and entryways by means of recreational cycling, skating, scootering, or other recreational activities or devices as outlined in Regulation UCF-4.036.
  - (c) Unauthorized entry or attempted entry to any University facility.
  - (d) Unauthorized possession, duplication or use of keys to any University premises.
- (9) Misconduct at University Sponsored/Related Activities
- (a) Violation of UCF rules of conduct at UCF sponsored related activities shall also be a violation of the golden rule.
  - (b) Violations of a regulation(s) of a host institution sponsored/related activity shall be a violation of the golden rule.
- (10) Controlled Substance and Drug Violations
- (a) Possessing, consuming, or attempting to possess cannabis in any amount.
  - (b) Cultivating, manufacturing, or attempting to obtain cannabis in any amount.
  - (c) Possessing, consuming, cultivating, manufacturing, or attempting to possess any controlled substances other than cannabis, except as expressly permitted by law.
  - (d) Selling or distributing cannabis or any other controlled substances other than alcohol.
  - (e) Possessing or attempting to possess any drug related paraphernalia.
  - (f) Misconduct under the influence of controlled substance(s) and/or drugs other than alcohol.
  - (g) Drug Emergencies - University Expectations for Individuals
    - 1. University of Central Florida students who receive medical attention due to drug-related emergencies may be exempt from disciplinary action as part of the conditions for drug emergencies after review by the Director of the Office of Student Conduct. Students eligible for exemption will be referred for

assessment and follow-up services in lieu of the student conduct review process.

2. Students who receive medical assistance for drug-related emergencies may receive exemption for violations of the Rules of Conduct Section 10(a)- 10(f) ; however, exemption for other Rules of Conduct violations may not be granted. The Director of the Office of Student Conduct reserves the right to review each incident individually to determine whether the student will be exempt from disciplinary action. The Director of the Office of Student Conduct maintains the right to recommend additional requirements for students who are referred for assessment and fail to meet the requirements of their assessment. For subsequent incidents, appropriate interventions will be handled on a case by case basis.
3. Students who seek medical assistance on behalf of another impaired student may be exempt from disciplinary action for violations of the Rules of Conduct Section 10(a)-10(f) . However, exemption for other Rule of Conduct violations may not be granted.
4. For parental notification regarding medical transports for drug-related incidents, refer to the Parental Notification Policy on the Office of Student Conduct website <http://osc.sdes.ucf.edu/notification>.
5. For information regarding alcohol emergencies please refer to 5.008(11)(d) below. Additional information regarding emergencies can be found on the Office of Student Conduct website: <http://osc.sdes.ucf.edu/drugs>.

(11) Alcoholic Beverages Violation

- (a) Possessing or consuming alcoholic beverages, or possessing or using alcohol-related paraphernalia, except as expressly permitted by the law and University Regulations and/or Policies.
- (b) Selling or distributing alcoholic beverages or alcohol-related paraphernalia, except as expressly permitted by law and University Regulations and/or Policies
- (c) Misconduct under the influence of alcohol
- (d) Alcohol Emergencies- University Expectations for Individuals.

1. University of Central Florida students who receive medical attention due to alcohol-related emergencies may be exempt from disciplinary action as part of the conditions for alcohol emergencies after review by the Director of the Office of Student Conduct. Students eligible for exemption will be referred for assessment and follow-up services in lieu of the student conduct review process.
2. Students who receive medical assistance for alcohol emergencies may receive exemption for violations of the Rules of Conduct Section 11(a)-11(c) ; however, exemption for other Rules of Conduct violations may not be granted. The Director of the Office of Student Conduct reserves the right to review each incident individually to determine whether the student will be exempt from disciplinary action. The Director of the Office of Student Conduct maintains the right to recommend additional requirements for students who are referred for assessment and fail to meet the requirements of their assessment. For subsequent incidents, appropriate interventions will be handled on a case by case basis.
3. Students who seek medical assistance on behalf of another intoxicated student may be exempt from disciplinary action for violations of the Rules of Conduct Section 11(a)- 11(c) . However, exemption for other Rule of Conduct violations may not be granted.
4. For parental notification regarding medical transports for alcohol-related incidents, refer to the Parental Notification Policy in the on the Office of Student Conduct website: <http://osc.sdes.ucf.edu/notification>.
5. Additional information regarding alcohol emergencies can be found on the Office of Student Conduct website <http://osc.sdes.ucf.edu/alcohol>.

(12) Possession of Weapons and/or Dangerous Material

- (a) The possession, use, or storage of weapons on property owned or controlled by the University or at events sponsored and/or supported by the University is prohibited, except as specifically outlined in University Policy 3-119.1 (Weapons on University Property and at University Events).

- (b) Possession or use of fireworks of any description, explosives, or chemicals which are disruptive, explosive, or corrosive are prohibited on University premises or at University sponsored/related activities.
- (13) Instigation or Participation in Group Disturbances during Demonstrations, Parades, or Picketing
- (a) Participation in a demonstration(s), parade(s), or picketing which invades the rights of others, which interferes with the educational function of the University, or which jeopardizes public order and safety.
  - (b) Leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area.
- (14) Misuse of Computing and Telecommunications Resources
- (a) Theft or other abuse of computer facilities and resources
  - (b) Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
  - (c) Unauthorized transfer of a file.
  - (d) Use of another individual's identification and/or password.
  - (e) Use of computing facilities and telecommunications resources to interfere with the work of another student, faculty member or University Official.
  - (f) Use of computing facilities and telecommunications resources to send obscene or abusive messages.
  - (g) Use of computing facilities and telecommunications resources to interfere with normal operation of the University computing system.
  - (h) Use of computing facilities and telecommunications resources in violation of copyright laws.
  - (i) Any violation of the University of Central Florida Use of Information Technology and Resources Policy.
  - (j) Any violation of the University of Central Florida ResNet Acceptable Use Policy.
- (15) Gambling
- (a) Play in an unlawful game of chance for money or for anything of value on University premises or at any affair sponsored by a student or student organization.

- (b) Unlawfully sell, barter or dispose of a voucher or any item for participation in a scheme of chance by whatever name on University premises or at any affair sponsored by a student or registered student organization.
  - (c) Wager on a University team or organization in a competition, with a direct influence in the success of the competition.
- (16) University Student Residence Violations. Violation(s) of any Department of Housing and residence Life policy, rule or regulation published in hard copy or available electronically via Department of Housing and Residence Life website.
- (17) University Wordmark Violations. Unauthorized use of the official University wordmark, Pegasus, monogram, seal, or other graphic identity symbol.
- (18) Violation of Local, State, and/or Federal Laws. Violation of any local, state and/or federal law that may result in a felony or misdemeanor.

*Authority: BOG Regulations 1.001 and 6.0105. History – Formerly 6C7-5.0042, New 6-18-09, Amended 7-19-12, 9-5-13, 11-20-14, 10-29-15, 7-28-16, 7-20-17, 1-18-18.*

**UCF-5.009 Student Conduct Review Process; Sanctions**

(1) Violation Reports. Alleged violations of the UCF Rules of Conduct shall be reported in writing to the Director of the OSC or designee. Upon receiving an alleged violation of misconduct, the Director of the OSC or designee may review relevant information and consult with relevant parties regarding the incident in question. Where deemed necessary to protect the safety and well-being of others, of the university, or of property, the Director of the OSC or designee, upon notifying the VP of SDES or designee, may take immediate action to resolve the safety and/or well-being concern by placing the student on interim suspension. Interim suspension is not a sanction. An interim suspension is subject to review at a hearing within three (3) business days by the VP of SDES or designee to determine the status of the interim suspension. The outcome of an interim suspension hearing shall remain in effect until the final disposition of formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.

- (a) The Director of the OSC will refer all information warranting disciplinary action and assign the case to the appropriate staff member. The Office of Student Conduct will send written notification to the charged student indicating the nature of the activity in question and what university rules were allegedly violated.
- (b) Upon receipt of an incident report the Office of Student Conduct has six months to charge a student with a violation of the Rules of Conduct. The Office of Student Conduct may exercise discretion when applying the time provision to account for circumstances that warrant a waiver of the six month time limit from the date of discovery. For Title IX related cases see UCF-5.006(10).
- (c) Students charged with alleged violations of the Rules of Conduct will receive notice to attend a required preliminary conference with the Office of Student Conduct to discuss the charges. If the student fails to attend that conference, a hold may be placed on the student's record, preventing them from registering for future classes until the matter is resolved. Students who leave the university or withdraw from a class before a disciplinary matter is resolved may be prohibited from future enrollment until such time as the matter is resolved. The student will receive information regarding the Student Conduct Review Process, including the student's rights during the process, an opportunity to inspect and/or review the information known at the time charges are prepared, and notice on how to contact the Student Government Association Judicial Advisor. At the conclusion of the meeting, the

Office of Student Conduct recommends an option for resolution of the disciplinary charges.

(2) Options for Resolution of Disciplinary Charges

- (a) **Case Dismissal:** The Director of the OSC or designee may dismiss a case if it is found to not have sufficient facts or information to substantiate the claim of misconduct, the accused person is not a student, or the action claimed as misconduct is not a violation of the rules of conduct.
- (b) **Mediation:** Depending on the nature and severity of the alleged violation, the Office of Student Conduct may recommend formal mediation through the Office of Student Rights and Responsibilities as an alternative to disciplinary action. The involved parties must each agree to mediation. Mediation is confidential. In mediation, the parties voluntarily meet with an impartial mediator to communicate their concerns and needs to each other and to reach their own agreement on the resolution of the case. The participants in mediation are responsible for keeping their agreement or renegotiating it, if necessary. In the event that the participants do not agree to mediate or mediate but do not reach a full and final resolution, the case will be referred back for disciplinary action through an informal or a formal hearing. Breach of a mediated agreement may result in a follow up mediation session or the matter may be referred back through the conduct process at the discretion of the Office of Student Conduct. Mediation will not be a resolution option for cases involving allegations of incidents of sexual misconduct and/or interpersonal violence.
- (c) **Informal Hearing:** At the discretion of the Office of Student Conduct, violations found not to warrant a formal hearing may be referred to an informal hearing. At the informal hearing the charged student has the opportunity to meet with an Office of Student Conduct staff member or designee and accept responsibility for the charges of violation of the Rules of Conduct. At the informal level the matter will be settled by the following outcomes: punitive sanction (disciplinary warning, disciplinary probation, or deferred suspension) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not resolved informally, the case will be resolved through a formal hearing. The outcomes from an informal hearing process (decision of responsibility and recommended sanctions) are final and are not eligible to be appealed (UCF-5.010).

- (d) Formal Hearing: If an alleged violation of the Rules of Conduct is not dismissed or otherwise resolved, then the Office of Student Conduct shall present in writing formal charges to the student. The charged student may request either a panel or administrative hearing. The charged student's hearing shall be open only to the charged student, his/her advisor, the hearing body, witnesses (when called upon), and a representative from the Office of Student Conduct. For cases of sexual misconduct and/or interpersonal violence, the hearing shall also be open to the complainant and advisor. In cases of alleged Academic Misconduct, the student is required to have an academic integrity panel hearing as stated in UCF-5.015.

Formal notification shall include:

1. The student's name and address.
2. Date, time and location of the formal hearing.
3. The rule(s) of conduct allegedly violated as known at the time formal charges are prepared.
4. Names of potential witnesses known at the time formal charges are prepared.
5. A description of any physical or written documentation known at the time charges are prepared.

(3) Formal Hearings.

There are two types of formal hearings – panel hearings and administrative hearings.

(a) Panel Hearings.

1. A panel to consider an individual case shall be randomly selected by the Office of Student Conduct from the Student Conduct Board and shall consist of two (2) faculty and administrative staff members combined, and two (2) student members. One panel member shall be selected by the Office of Student Conduct to chair the hearing and report the proposed finding(s) and recommended sanctions, if any, to the Director of the OSC or designee.
2. At hearings conducted by a panel, an Office of Student Conduct staff member shall act as an advisor to the panel. The Director of the OSC or designee shall receive the panel's proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any sanctions proposed by the panel.

3. The Director of the OSC or designee may accept the proposed finding(s) of “in violation” or “not in violation” or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the panel.
4. Any decision by the Director of the OSC or designee to alter proposed sanctions or remand a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

(b) Administrative Hearings

1. Administrative hearings shall be conducted by one faculty or staff member selected by the Office of Student Conduct from the Student Conduct Board. The charged student shall be informed of the hearing officer assigned to the case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The student shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a student has opted not to challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.
2. At hearings conducted by an administrative hearing officer, an Office of Student Conduct staff member shall act as an advisor to the administrative hearing officer. The Director of the OSC or designee shall receive the administrative hearing officer’s proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any sanctions proposed by the administrative hearing officer.
3. The Director of the OSC or designee may accept the proposed finding(s) of “in violation” or “not in violation” or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.

4. Any decision by the Director of the OSC or designee to alter sanctions or remand a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (c) Conduct of Formal Hearings - the following is furnished as a guide to the sequence of events in a formal hearing. Please note that all formal hearing proceedings are recorded. The recording is part of the official record of the formal hearing and no other recordings are permitted.
1. Reading of charges.
  2. Student response of “in violation” or “not in violation.”
  3. Presentation of information in support of the charges.
  4. Opening statement by the charged student.
  5. Questioning of the charged student.
  6. Presentation and questioning of all other parties.
  7. Final questions of the charged student by the hearing body.
  8. Closing remarks by the charged student.
  9. Hearing is brought to a close.
  10. The student is invited to await announcement of the proposed finding(s) and recommended sanction(s), if any.
- (d) Deliberations by the hearing body are not part of the hearing and are confidential. Deliberations occur after the closure of the hearing and are not recorded. Following deliberations, the hearing body will prepare a written statement of its proposed finding(s) and, if applicable, recommend sanctions.
- (e) Case Record for Formal Hearing - The case record shall consist of the following items:
1. A copy of the formal charges in writing.
  2. A recording of the formal hearing.
  3. A recording of the announcement of the proposed finding(s) and proposed sanctions, if any.
  4. All staff memoranda submitted.
  5. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.

6. The proposed finding(s) and sanction(s) by the hearing panel or administrator, if any.
  7. The Director of the OSC's or designee's decision.
- (f) Student Conduct Board members for panel and administrative formal hearings are selected through an annual application and interview process with the exception of the justices from the Student Government Association Judicial Branch. All Student Conduct Board members, including justices, receive annual training from the Office of Student Conduct. Student Conduct Board members who serve on hearings related to allegations of sex discrimination, including but not limited to relationship violence, sexual assault, sex harassment, and stalking receive additional training annually.

(4) Student Rights in the Student Conduct Review Process.

The following rights shall be explained to each charged student prior to the commencement of any formal disciplinary hearing:

- (a) The charged student shall be afforded reasonable written notice, at least five (5) business days prior to the formal hearing, unless waived in writing. Written notice sent to the charged student's electronic and/or physical address listed in the Registrar's records shall constitute full and adequate notice. Written notice shall include:
  1. The student's name and address.
  2. Date, time and location and nature of the proceeding of the formal hearing.
  3. The rule(s) of conduct allegedly violated as known at the time formal charges are prepared.
  4. Names of potential witnesses known at the time formal charges are prepared.
  5. A description of any written or physical documentation known at the time charges are prepared.
- (b) The student may have, at his or her own expense and initiative, an advisor present at the hearing. It is the student's responsibility to make appropriate arrangements for the advisor to attend the hearing, and the hearing shall not be delayed due to scheduling conflicts of the chosen advisor. The advisor may be present to advise the student but shall not speak for or present the case for the student or otherwise participate directly in the proceeding. The student may consult with their advisor

at any time during the hearing. This consultation must take place in a manner that does not disrupt the proceedings. In addition, an advisor may not serve as a witness. If the advisor does not adhere to their defined role in the student conduct review process, they may be removed from the hearing.

- (c) All hearings shall be conducted on the basis that the charged student is not in violation until the preponderance of evidence proves otherwise. At a hearing, the technical rules of evidence applicable to civil and criminal cases shall not apply. The burden of proof in a student conduct hearing is not on the student charged with a violation of the Rules of Conduct.
- (d) The student may inspect any information presented in support of the charges at least three (3) business days before the formal hearing. The University also has the right to review any information the student intends to use at least three (3) business days before the formal hearing. Only such information that is determined "Relevant Information" will be made part of the hearing record.
- (e) The university cannot compel any person to attend a formal hearing. However, all parties may arrange for witnesses to voluntarily present Relevant Information during the proceeding. The student may hear and question adverse parties who testify at the hearing.
- (f) The student shall not be forced to present self-incriminating information; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal case. The University's formal hearing is not a criminal or judicial proceeding and is designed to address student behavior; therefore, alleged violations of the UCF Rules of Conduct will be addressed independently of any outcome imposed by the courts for a criminal offense.
- (g) The proposed finding, as well as the Director of the OSC's or designee's determination, of "in violation" or "not in violation" on the charges shall be based solely on the information presented at the formal hearing.
- (h) Only if the proposed finding of the hearing body is that the student is in violation, will prior conduct history will then be reviewed and potentially affect proposed sanctioning.
- (i) The results of any formal hearing shall be made available to the charged student within seven (7) business days following the hearing. Should the OSC need

additional time, the deadline can be extended by the Director of the OSC or designee by notifying the charged student. For academic integrity cases, the results of any formal hearing shall be made available to the charged student within fourteen (14) business days following the hearing.

- (j) The student's enrollment status shall remain unchanged pending the University's final agency action in the matter, except in cases where the VP of SDES or designee determines that the safety, health, or general welfare of the student, any individual, or any part of the University may be involved.

(5) Additional Procedures in Cases of Sexual Misconduct and/or Interpersonal Violence. Where a student is charged with sexual misconduct and/or interpersonal violence, the procedures outlined in UCF-5.006(10) will apply in addition to the procedures of the Student Conduct Review Process outlined above.

(6) Sanctions.

- (a) Disciplinary Warning - An official warning that the student's behavior is in violation of the UCF Rules of Conduct, and that if the student is subsequently found in violation of a rule while on disciplinary warning; subsequent action may be more severe.
- (b) Disciplinary Probation - Disciplinary probation status shall be for a specific length of time in which any further violation of the rules of conduct puts the student's status with the University in jeopardy. If the student is found "in-violation" for another violation of the rules of conduct, while on disciplinary probation, more severe sanctions may be imposed such as suspension or expulsion. Restrictive conditions may be imposed and vary according to the severity of the offense. While on disciplinary probation, restrictive conditions may include, but may not be limited to the following: loss of good standing, which may become a matter of record; denial of the privilege to occupy a position of leadership or responsibility in any University registered student organization, publication, or activity, or ability to represent the University in an official capacity or position; trespass of University facilities or other areas of campus or contact with another specified person(s). Under disciplinary probation, the student may continue to attend classes and is given a chance to show capability and willingness to live in accordance with University rules. However, if the student is subsequently found in violation of a rule while on disciplinary

probation, the University may suspend or expel the student from the University. While on Disciplinary Probation, a hold will be placed on a student's record for record keeping purposes.

- (c) **Deferred Suspension** - Deferred suspension is used for offenses found serious enough to warrant disciplinary suspension, but where the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. Deferred suspension is a designated period of time during which a student is given the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the Rules of Conduct. During a deferred suspension, the student will be officially suspended from the university, but the suspension will be deferred, meaning that the student may continue to attend classes. The suspension will be enforced for failure to complete any assigned sanctions by the deadline(s) and/or for any subsequent violation of the Rules of Conduct, unless the Director of the OSC determines otherwise in exceptional circumstances. If the student is found in violation for any subsequent violation(s) of the Rules of Conduct while on deferred suspension, including failure to complete any assigned sanctions by the deadline(s), the student will be suspended for a minimum of two (2) semesters in addition to the educational sanctions imposed for the subsequent violation. Students placed on deferred suspension will have a conduct overlay placed on their transcripts for the period of time that the deferred suspension is in effect. The conduct overlay is a notation indicating that the student is not in good standing. Deferred Suspension may include the denial of specific university privileges, including but not limited to loss of good standing, which may become a matter of record; denial of the privilege to occupy a position of leadership or responsibility in an University registered student organization, publication, or activity, or ability to represent the University in an official capacity or position; trespass of University facilities or other areas of campus or contact with another specified person(s). The duration of any deferred suspension period and the specific restrictions imposed will be determined by the OSC on a case-by-case basis.
- (d) **Disciplinary Suspension** - A student involved in an offense warranting consideration of action more serious than deferred suspension or one involved in repeated misconduct may face disciplinary suspension. During the period of disciplinary

suspension, a student may not be enrolled in classes, participate in University related activities, whether they occur on or off campus. A student under disciplinary suspension may not otherwise be present on University premises unless authorized in writing in advance under conditions approved by the Director of the OSC. Upon being withdrawn, the student may no longer enroll in classes, may not be an active member of a Registered Student Organization, may no longer use university facilities, must vacate university owned housing, may no longer be permitted on university property, may not be employed by the University, and may be entitled to whatever refunds of tuition, fees, and room and board charges as would be appropriate given the timing of the withdrawal. In determining if and to what extent suspended students shall be authorized to be on University premises, the Director of the OSC or designee shall consider whether the suspension creates an undue hardship on the disciplinary suspended student in regard to considerations that include, but are not limited to, the medical needs of the student. An overlay will be placed on a student's record during the period of disciplinary suspension. Further, while on disciplinary suspension, a hold will be placed on a student's record for record keeping purposes. All assigned educational sanctions must be completed prior to the conclusion of disciplinary suspension; otherwise the disciplinary suspension will remain in effect.

- (e) Disciplinary Dismissal – Dismissal is a sanction which removes the student from the individual's academic program and separates the student from the University for a period of at least two years and up to seven years. A dismissed student has none of the rights or privileges of a student of the University. Following disciplinary dismissal, the individual must apply for readmission to the University. Readmission is possible but not guaranteed and will only be considered after the two to seven year time allotted from the effective date of the dismissal, based on meeting all readmission criteria and obtaining clearance from the Associate Vice President and Dean of Students or designee. This may include restricted access to campus and/or other specified activities.
- (f) Disciplinary Expulsion - Expulsion is a sanction which removes the student from the individual's academic program and permanently separates a student from the University without opportunity to graduate or re-enroll at the university in the future.

An overlay will be permanently placed on the student's record. Further, a hold will be permanently placed on a student's record for record keeping purposes.

- (g) Recommendation for Degree Revocation – The University of Central Florida reserves the right to revoke any UCF degree awarded to any student. Reasons for degree revocation may include academic dishonesty, grade change, administrative error, disciplinary misconduct, or student request (see UCF Policy 4-406).
- (h) Educational Sanctions - In conjunction with a sanction listed above, a student found to have been in violation of any of the Rules of Conduct will be assigned educational requirements such as, but not limited to, reflective/research papers, classes/seminars, community service, interviews, etc. If a student has any outstanding educational requirements at the conclusion of disciplinary probation or disciplinary suspension, a student's disciplinary probation or disciplinary suspension status and hold will remain in effect pending the completion of the educational requirements.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.0041, New 6-18-09. Amended 9-5-13, 3-5-15, 10-29-15, 7-28-16, 7-20-17, 1-18-18.*

**UCF-5.010 Student Conduct Appeals**

(1) Appeals within the Student Conduct Review Process

- (a) Students found in violation as a result of a formal hearing may appeal the finding(s) and sanction(s) imposed. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within seven (7) business days after the date the student was notified of the decision by the Director of the OSC or designee. The appeal form can be found at <http://osc.sdes.ucf.edu/process>.
- (b) Students may appeal the finding and sanction(s) imposed on the basis of one or more of the following:
  - 1. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
  - 2. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
  - 3. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (c) On the appeal form, the student must state the reason(s) for appeal, the supporting facts, and the recommended solution. This is not a re-hearing of the conduct case. An appeal cannot be filed simply because a student is dissatisfied with the decision. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of an appeal.
- (d) The appellate officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision, or do one of the following:
  - 1. If the student alleges that the sanction was disproportionate to the violation(s) and the appellate officer finds the sanction to be disproportionate, the appellate officer may alter the sanction.
  - 2. If the student alleges that there was a defect in procedure or new information was presented which was sufficiently substantial to have affected the outcome and the appellate officer agrees, the appellate officer will order a new hearing.

- (e) The appellate officer should issue a written decision to the student's appeal within twenty (20) business days of receipt of the appeal. Should the appellate officer require additional time for review beyond the twenty (20) business days, the appellate officer shall notify the charged student in writing of the need for additional time. Decisions of the appellate officer reflect final agency action.
  - (f) Any decision by an appellate officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
  - (g) The Office of Student Conduct cannot place an overlay on the student's record until the appeal decision is completed or if the student chooses not to appeal. At such time, if appropriate, a hold and/or overlay, is placed on the student's record. If the appellate officer upholds the original findings, the effective date of any disciplinary sanction(s) imposed will revert back to the date of the Director of the OSC's or designee's final decision letter.
- (2) Appeals within the Student Conduct Review Process for Cases Involving Sexual Misconduct and/or Interpersonal Violence
- (a) Complainants and Respondents in matters involving allegations of sexual misconduct and/or interpersonal violence (as defined above in Regulation UCF-5.008(5)) may appeal the finding(s) and sanction(s) imposed from a student conduct formal hearing. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within seven (7) business days after the date both the Respondent and Complainant are notified of the decision by the Director of the OSC or designee. The appeal form can be found at <http://osc.sdes.ucf.edu/process>.
  - (b) Complainants and Respondents may appeal the finding and sanction(s) imposed on the basis of one or more of the following:
    1. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
    2. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.

3. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (c) On the appeal form, the student must state the reason(s) for appeal, supporting facts, and the recommended solution. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of the appeal.
  - (d) The appellate officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s) or do one of the following:
    1. If the Complainant or Respondent alleges that the sanction was disproportionate to the violation(s) and the appellate officer finds the sanction to be disproportionate, the appellate officer may alter the sanction.
    2. If the Complainant or Respondent alleges that there was a defect in procedure or new information was presented that was sufficiently substantial to have affected the outcome and the appellate officer agrees, the appellate officer will order a new hearing.
  - (e) The appellate officer should issue a written decision to the student's appeal within twenty (20) business days of receipt of the appeal. The written decision shall issue to both the Complainant and the Respondent. Should the appellate officer require additional time for review beyond the twenty (20) business days, the appellate officer shall notify the Complainant and Respondent in writing of the need for additional time. Decisions of the appellate officer reflect final university action.
  - (f) Any decision by an Appellate Officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (3) Community ReEngagement and Educational Development (CREED) Program
    - (a) Upon completion of one semester of disciplinary probation and completion of all educational requirements, a student has the opportunity to request a review of their disciplinary probation status through the Community ReEngagement and Educational Development (CREED) Program.

- (b) Requests should be submitted to the Director of the OSC or designee via an online CREED Program submission form available at [www.osc.sdes.ucf.edu](http://www.osc.sdes.ucf.edu). This request can only be submitted once a semester.
- (c) The CREED Program is designed for a student to have the opportunity to demonstrate that in the period following a violation of the Rules of Conduct, they have taken steps to become a productive and engaged member of the UCF community.
- (d) In considering this request, a student should complete all outlined requirements of the CREED Program which can be reviewed online at [www.osc.sdes.ucf.edu](http://www.osc.sdes.ucf.edu).
- (e) A CREED Program application should include information such as the following:
  - 1. Reflection Essay
  - 2. Faculty/Staff/Advisor (Academic or Organization) Letter of Recommendation
  - 3. Community Service
  - 4. Residential Life Letter of Support (On-Campus or Affiliated Residential Students only)
  - 5. Proof of Counseling/Assessment (if applicable)
  - 6. Academic Progress (if applicable)
  - 7. Termination of Probation Letter (Admission Clearance Only, and if applicable)
- (f) Upon receipt of the CREED Program packet, the Director of the OSC or designee will review to determine whether or not the student meets criteria for review. If the Director of the OSC or designee agrees that the student's request meets any or all of the above mentioned criteria, the student will be contacted within fourteen (14) business days to schedule a "CREED review meeting" with a committee appointed by the Director of the OSC or designee, comprised of faculty, staff and students.
- (g) Prior to this meeting, the committee will have reviewed the submitted packet and will prepare 10-15 questions for the student to address, as well as provide the student with the opportunity to further discuss why the disciplinary probation status should be altered or terminated. No alterations shall be made to include

new or increased sanctions. Should the committee feel that further information and/or documentation is necessary in order to render a recommendation, the review may be temporarily recessed. A time frame of not more than two (2) weeks will be given to the student to produce requested information and/or documentation. Upon receipt of the requested information and/or documentation, the committee will reconvene the review with the student.

- (h) After the meeting, the committee will issue a recommendation to the Director of the OSC or designee. The Director of the OSC or designee will provide a decision to the student in writing within seven (7) business days of receiving the recommendation.
- (i) If the request is denied by the Director of the OSC or designee the decision shall include a concise and explicit written statement that explains the basis for that decision and suggested action items for the student's success.
- (j) There is no appeal process for a CREED Review Meeting decision.

(4) Sealing of Records

- (a) A student's conduct record is eligible to be sealed if the incident(s) in question are minor and do not result in disciplinary suspension, disciplinary dismissal, or disciplinary expulsion and/or if the student is not current on disciplinary probation or deferred suspension.
- (b) A student conduct record may be sealed upon the successful submission and review of appropriate paperwork to the Office of Student Conduct.
- (c) The factors influencing the decision by the Director of the OSC for sealing are the severity of the violation, effect of the violation on the University community, sanctions applied, completion of sanctions, and ethical development demonstrated by the student.
- (d) There is no appeals process regarding student conduct record sealing.

*Authority: BOG Regulations 1.001 and 6.0105. History – Formerly 6C7-5.00431, New 6-18-09. Amended 3-5-15, 10-29-15, 7-28-16, 7-20-17, 1-18-18.*

### **UCF-5.012 Organizational Rules of Conduct**

Registered student organizations are expected to abide by these Organizational Rules of Conduct, and administrators and faculty are expected to enforce them. These rules should be read broadly and are not intended to define prohibited conduct in exhaustive terms. These rules may be revised during the year; announcements will be made on adoption of changes or additions. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida, including when students come together as registered student organizations. The Organizational Rules of Conduct, set out below, apply to registered student organization conduct and will not be used to impose discipline for the lawful expression of ideas. The following is a non-exhaustive list of prohibited conduct for which disciplinary action may be taken at the University of Central Florida. The following offenses, or the aiding, assisting, condoning, or attempting to commit these offenses, constitute violations of the Organizational Rules of Conduct.

(1) Theft, Disregard for Property

- (a) Malicious or unwarranted damage or destruction of another's property;
- (b) Taking, attempting to take, or keeping in its possession property or services not belonging to the registered student organization.
- (c) Misuse or mishandling of organizational funds by any officer, member, or other individual.

(2) Possessing and/or Providing False and Misleading Information and/or Falsification of University Records

- (a) Withholding related information, or furnishing false, misleading, incomplete, or incorrect information (oral or written) to University officials, non-university law enforcement officers, faculty or staff.
- (b) Possession, use or attempted use of any form of fraudulent identification.
- (c) Forgery, alteration or misuse of any University document, material, file, record or instrument of identification.
- (d) Deliberately and purposefully providing false or misleading verbal or written information about another person.

- (e) Falsification, distortion, or misrepresentation of information during an investigation, the student conduct review process, including knowingly initiating a false complaint
- (3) Disruptive Conduct
- (a) Any act that impairs, interferes with, or obstructs the orderly conduct, processes, and functions of the University or any part thereof or the rights of one or more individuals.
  - (b) Obstructing the free movement of other students around the campus, interfering with the use of University facilities, preventing the normal operation of the University; or conducting any event that interferes with the normal progress of academic events on campus.
  - (c) Engaging in obscene or indecent conduct.
  - (d) Failure to comply with the administrative policies as enacted by the University.
  - (e) Failure to comply with the directions of University officials or authorized agents acting in the performance of their duties. Registered student organization officers and members shall comply with all directions or requests of University officials, University police officers or authorized agents in a timely manner.
  - (f) Hindering or interfering with the Organizational Conduct Review Process by failing to obey the notice from a university official to appear for a student conduct meeting or hearing and/or attempting to discourage an individual's proper participating in, or use of, the Organizational Conduct Review Process.
  - (g) Participating in any event with a registered student organization that is currently on disciplinary probation (with restrictive conditions), has been suspended, or has had their UCF registration revoked.
- (4) Harmful Behavior
- (a) Physical violence towards another person or group.
  - (b) Discriminatory Harassment: Defined as verbal, physical, electronic, or other conduct based on a protected category (such as race, color, religion, national origin, et al.) which, due to the severity and pervasiveness of the conduct and its targeted nature on the basis of a protected category, (i) has the purpose or effect of creating an objectively intimidating, hostile or offensive educational or work environment;

and (ii) has the purpose or effect of unreasonably interfering with an individual's schooling or employment with the University. Harassment under this provision is conduct that would constitute harassment under federal or state civil rights laws or under University Regulation UCF-3.001 and Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy.

- (c) Bullying: Defined as behavior of any sort (including communicative behavior) directed at another, that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person or group in the target's position substantial emotional distress and undermine his or her ability to work, study, or participate in University life or regular activities, or which would place a reasonable person in fear of injury or death.
  - (d) Verbal, digital, or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety or well-being of another person or group, or which would place a reasonable person in fear of bodily injury or death. This definition, however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.
  - (e) Failure to respect the privacy of other individuals.
  - (f) Retaliation against or harassment of Complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation of harassment.
  - (g) Condoning or encouraging acts of harmful behavior as defined above or failing to intervene on an act of harmful behavior while it is occurring.
- (5) Sexual Misconduct and/or Interpersonal Violence
- (a) Nonconsensual Sexual Conduct - Any nonconsensual sexual contact which occurs on or off the UCF campus.
    1. Consent is an understandable exchange of affirmative words or actions which indicate a willingness to participate in mutually agreed upon sexual activity. Consent cannot be obtained by force, threat, coercion, manipulation, reasonable fear of injury, intimidation, use of position of influence, or through the use of one's mental or physical helplessness or incapacity. The lack of a negative response, lack of protest or resistance, silence, and passivity are not

consent. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Past consent to sexual activity does not imply ongoing further consent.

- a. Responsibilities - It is the responsibility of the initiator to obtain consent at each stage of sexual involvement.
- b. Standard - A determination of whether consent exists will be based on the information the initiator of the sexual act knew or should have known as a sober, reasonable person. Being impaired by alcohol or other drugs does not relieve an initiator of a sexual act from obtaining consent.
- c. Incapacitation - Incapacitation is a state where an individual cannot make rational, reasonable decisions because of mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated due to the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition. A person who is incapacitated lacks the capacity to give consent because they cannot understand the fact, nature, or extent of the sexual interaction.
- d. Duration of Consent - Consent must be ongoing throughout sexual activity, for each sexual act, and can be withdrawn at any time.
  - i. Within each sexual encounter, there may be separate individual sexual acts involved. Consent to one act by itself does not constitute consent to another act. If verbal consent is not given, ongoing active participation is required for consent.
  - ii. The existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations have occurred between the parties, is not an indicator of consent for any current or future sexual encounter.
  - iii. An individual who seeks to withdraw consent must communicate, through clear words or actions, a decision to

cease the sexual activity. Once consent is withdrawn, the sexual activity must cease immediately.

- e. Scope of Consent - Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
2. Sexual Contact – includes but is not limited to the following behaviors:
- a. Touching, kissing, fondling (whether over or under clothing) of an individual for the purpose of sexual gratification; and/or
  - b. contact, however slight, between the mouth, anus or sex organ of one individual with either the anus or sex organ of another individual; and/or
  - c. contact, however slight, between the anus or sex organ of one individual and any other object.
- (b) Sexual Harassment: Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions for Discriminatory Harassment as defined in 5.012(4)(b) are present. This is conduct that would constitute sexual harassment under federal or state civil rights laws or under University Regulation UCF-3.001. Sexual Harassment may include inappropriate touching, acts of sexual violence, suggestive comments and public display of pornographic or suggestive calendars, posters, or signs where such images are not connected to any academic purpose. A single incident of nonconsensual sexual contact (as defined above) may be sufficiently severe to constitute sexual harassment.
- (c) Gender-Based Harassment: Discriminatory harassment that is based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for Discriminatory Harassment as defined in UCF-5.012(4)(b) are present.

- (d) Obscene or Indecent Behavior - Exposure of one's body in such a manner that another party reasonably could be offended or to display sexual behavior which another person reasonably finds offensive.
- (e) Voyeurism - Trespass, spying, or eavesdropping for the purpose of sexual gratification.
- (f) Solicitation of a Minor – soliciting sexual acts from a minor by oral, written, or electronic means.
- (g) Child Pornography – possessing, producing or the dissemination of child pornography
- (h) Stalking occurs when a person engages in a course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress. A "course of conduct" is two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property. Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, phones, texts, or other similar devices or forms of contact. Stalking may include, but is not limited to: non-consensual communications (face to face, telephone, e-mail); threatening or obscene gestures; surveillance/following/pursuit; showing up outside the targeted individual's classroom or workplace; sending gifts and/or notes (romantic, bizarre, sinister, or perverted); and/or making threats.
- (i) Sexual Exploitation: Sexual Exploitation is purposely or knowingly doing or attempting to do any of the following:
  - 1. Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
  - 2. Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;

3. Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images);
  4. Subjecting another person to human trafficking; or
  5. Exposing another person to a sexually transmitted infection or virus without the other's knowledge.(j) Complicity: Complicity is any act taken with the purpose of aiding, facilitating, promoting or encouraging the commission of an act prohibited by the Organizational Rules of Conduct UCF-5.012(5).
- (k) Any attempted acts of sexual misconduct and/or interpersonal violence defined above are also violations of this policy.

(6) Alcohol Related Misconduct

- (a) Use and/or possession of alcoholic beverages, except as expressly permitted by law and University regulations/policies.
- (b) Sale and/or distribution of alcoholic beverages, except as expressly permitted by the law and University regulations/policies.
- (c) Furnishing or causing to be furnished any alcoholic beverage to any person under the legal drinking age.
- (d) Behavior under the influence of alcohol.
- (e) Furnishing or causing to be furnished any alcoholic beverage to any person in a state of noticeable intoxication.
- (f) Failure of a registered student organization to take all necessary steps to see that no person under the legal drinking age possesses alcoholic beverages at functions it sponsors or within any property or transportation it owns, operates, and/or rents.
- (g) Alcohol Emergencies- University Expectations for Registered Student Organizations. Registered student organizations may be eligible for exemptions from disciplinary action when a representative of an organization at a registered student organizational event calls for emergency assistance on behalf of a person experiencing an alcohol related emergency. Registered student organizations that seek medical assistance for alcohol emergencies may receive exemption for violations of the Organizational Rules of Conduct Section 6(a)-6(f); however, exemption for other Organizational Rule of Conduct violations may not be granted.

Registered student organizations may be eligible for this exemption on a case by case basis at the discretion of the Director of the OSC. Additional information regarding alcohol emergencies can be found at the Office of Student Conduct website.

(7) Drug Related Misconduct

- (a) Unlawful use and/or possession of any narcotic or other controlled substances, and possession and/or use of drug paraphernalia.
- (b) Sale and/or distribution of any narcotic or other controlled substances.
- (c) Cultivation and/or manufacture of any narcotic or other controlled substances.
- (d) Attempt to obtain any narcotic or other controlled substances, except as expressly permitted by law.

(8) Unauthorized Entry. Unauthorized entry, attempted entry, or loitering in private or restricted areas that are owned and/or operated by the University.

(9) Gambling

- (a) Play or sponsor of an unlawful game of chance for money or for anything of value on University premises or at any affair sponsored by a registered student organization.
- (b) Unlawful sale, barter, or disposition of a voucher or any item for participation in a scheme of chance by whatever name on University premises or at any activity sponsored by a registered student organization
- (c) Wagering on a University team or organization in a competition, with or without intent to have a direct influence in the success of the competition

(10) Hazing- The University does not condone hazing in any form and defines hazing to include but not limited to:

- (a) Any action or situation which recklessly or intentionally endangers the mental or physical health and/or safety of a student for the purpose of initiation or admission into, or association with, any organization. Hazing may result in felony charges.
- (b) Brutality of a physical nature such as whipping, beating, branding, forced calisthenics, exposure to the elements; forced consumption of any food, liquor, liquid, drug, or other substances; or other forced elements; or other forced activity

which could adversely affect the mental or physical health or safety of the individual.

- (c) Any activity that could subject the individual to mental or physical stress such as sleep deprivation, forced exclusion from social contact, forced contact which could result in embarrassment, or any other activity that could adversely affect the mental or physical health or dignity of the individual.
- (d) Forcing or requiring the violation of University policies, federal, state, or local law.
- (e) Any activity, as described above, upon which the initiation or admission into or association with a registered student organization may be directly or indirectly conditioned, shall be presumed to be a "forced" activity, the willingness of an individual to participate in such an activity notwithstanding.

(11) Outstanding Debt. Failure to pay on and off campus vendors in a timely manner. Groups shall not knowingly enter into purchase or rental agreements that are beyond the resources of the organization's ability to pay. The University will not cover outstanding debts of registered student organizations.

(12) Use of Facilities. Failure to comply with University regulations and procedures for campus events and/or use of campus facilities or grounds. Those individuals acting on behalf of an organization that reserve facilities should check with the University department or office responsible for the facility to guarantee that all procedures have been followed.

(13) Fire Safety and Sanitation

- (a) Tampering with or damage to fire safety equipment.
- (b) Causing, condoning, or encouraging the creation of any situation involving incendiary or other chemicals or substances, explosives, or fire that reasonably may result in danger to another's person or property.
- (c) Possession or use of illegal fireworks, incendiary devices, or dangerous explosives.
- (d) Failure to properly maintain a registered student organization's facilities or property (or surrounding property) such that a potential danger to the health and safety of the occupants or members of the University and surrounding community is created.

(14) Advertising

- (a) Origination or circulation of any advertising media that contains matter that violates federal, state and/or local laws.

- (b) Origination or circulation of any advertising media containing false or misleading information.
- (15) Solicitation and Fundraising. Failure to comply with applicable law and University regulations and procedures for solicitation and fundraising activities on campus.
- (16) University Wordmark Violations. Unauthorized use of the University's name, abbreviation, trademarks or wordmarks, including the Pegasus, monograms, seal, or other graphic identity symbols. The phrases "UCF" or "University of Central Florida" (or some form thereof) cannot precede the title of the organization. This section refers to but is not limited to, the registered student organization's: domain name, web address, promotional materials, and uniforms/shirts.
- (17) Academic Misconduct
- (a) Unauthorized academic assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record.
  - (b) The unauthorized possession of examination or course related material.
  - (c) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but are not limited to class notes, Instructor's power points, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
  - (d) Knowingly helping any student violate academic behavior standards.
- (18) Violation of Local, State, and/or Federal Laws. Violation of any local, state and/or federal law that may result in a felony or misdemeanor.

*Authority: BOG Regulations 1.001 and 6.0105. History – New 10-16-09, Amended 7-19-12, 9-3-13, 10-29-15, 7-28-16, 7-20-17.*

**UCF-5.013 Organization Conduct Review Process; Sanctions; Appeals**

(1) Violation Reports

- (a) Alleged violations of the UCF Organizational Rules of Conduct shall be reported in writing to the Director of the OSC or designee. Incident reports can be submitted for information purposes only, for information purposes with the requirement that the registered student organization attend an academic integrity seminar, or to initiate the student conduct review process. Upon receiving an incident report, the Director of the OSC or designee may review relevant information and consult with relevant parties regarding the incident in question. Where deemed necessary to protect the health and safety of any individual, the student body, or any part of the University or its community, the Director of the OSC or designee, upon notifying the VP of SDES or designee, may take immediate action to resolve the situation by placing the registered student organization on interim organizational suspension. Interim organizational suspension is not a sanction. Interim organizational suspension is preliminary in nature; it is in effect only until there is a resolution of the registered student organization conduct matter. Interim organizational suspension is subject to review at a hearing within ten (10) business days by the VP of SDES or designee to determine the status of the interim organizational suspension. The outcome of an interim organizational suspension hearing shall remain in effect until the final disposition of formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.
- (b) The Director of the OSC will refer all information warranting disciplinary action and assign the case to the appropriate staff member. The Office of Student Conduct will send written notification to the chief officer of the registered student organization at their UCF mailing address indicating the nature of the activity in question and what Organizational Rules of Conduct were allegedly violated. The chief officer of the registered student organization shall serve as the organization's representative in the organization conduct review process.
- (c) Upon receipt of an incident report the Office of Student Conduct has six months to charge a registered student organization with a violation of the Organizational Rules of Conduct. The Office of Student Conduct may exercise discretion when applying the

time provision to account for circumstances that warrant a waiver of the six month time limit from the date the violation report was filed.

- (d) A registered student organization charged with alleged violations of the Organizational Rules of Conduct (see UCF-5.012) will receive notice to attend a mandatory preliminary conference with the Office of Student Conduct. If the registered student organization fails to attend the mandatory preliminary conference without providing a satisfactory reason for the absence, the registered student organization may be placed on immediate social probation until such time as the registered student organization completes the mandatory preliminary conference. During the mandatory preliminary conference the registered student organization will receive information regarding the Registered Student Organization Conduct Review Process, including the registered student organization's rights during the process; an opportunity to inspect and/or review the information known at the time charges were prepared and how to contact the Student Government Association Judicial Advisor. At the conclusion of the mandatory preliminary conference, one of the following will occur: case dismissal, mediation, informal hearing, or formal hearing.
  - (e) Social probation includes but is not limited to the prohibition of the following: any on or off campus fundraisers, socials, intramural competitions, receptions, service projects, conferences, retreats, etc. The organization may also not be able to update its registration until such time that it appears before a hearing. Groups under social probation may gather at regularly scheduled business meetings.
- (2) Options for Resolution of Disciplinary Charges
- (a) Case Dismissal: The Director of OSC or designee may dismiss a case if it is found to not have sufficient facts or evidence to substantiate the claim of misconduct or the misconduct is not a violation of the organizational rules of conduct.
  - (b) Mediation: Depending on the nature and severity of the alleged violation, the Office of Student Conduct may recommend formal mediation through the Office of Student Rights and Responsibilities as an alternative to disciplinary action. The involved parties must each agree to mediation. Mediation is a confidential process where the parties voluntarily meet with an impartial mediator to communicate their concerns and needs to each other and to reach their own agreement on the resolution of the case. The participants in mediation are responsible for keeping their agreement or renegotiating

it, if necessary. In the event that the participants do not agree to mediate or mediate but do not reach a full and final resolution, the case will be referred back to the Office of Student Conduct for disciplinary action through an informal or a formal hearing. Breach of a mediated agreement may result in a follow up mediation session or the matter may be referred back through the conduct process at the discretion of the Office of Student Conduct.

- (c) Informal Hearing: At the discretion of the Office of Student Conduct, violations found not to warrant a formal hearing may be referred to an informal hearing. At the informal hearing the charged registered student organization has the opportunity to meet with an Office of Student Conduct staff member and accept responsibility for the charges of violation of the Organizational Rules of Conduct. At the informal level the matter will be settled by the following outcomes: punitive sanction (organizational warning, organizational probation, organizational probation with restrictions, deferred organizational suspension) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not settled informally, the case will be resolved through a formal hearing.
  - (d) Formal Hearing: If an alleged violation of the Organizational Rules of Conduct is not dismissed or otherwise resolved, then the Office of Student Conduct shall present in writing formal charges to the registered student organization. The charged registered student organization may request either a panel or administrative hearing. The charged registered student organization's hearing shall only be open to the charged registered student organization's chief officer, their advisor, the hearing body, witnesses (when called upon), a representative from the Office of Student Conduct, and a university staff member from an appropriate office (Office of Student Involvement, Office of Fraternity and Sorority Life, Recreation and Wellness Center, etc.).
- (3) Formal Hearings. There are two types of formal hearings – panel hearings and administrative hearings.
- (a) Panel Hearings.
    - 1. A panel to consider an organizational case shall be comprised of members from the Office of Student Conduct Student Conduct Board. The panel shall consist of two (2) faculty and administrative staff members combined and two (2) student members that have been trained by the Office of Student Conduct to hear

organizational cases. One panel member shall be selected by the Office of Student Conduct to chair the hearing and report the proposed finding(s) and sanction(s), if any, to the Director of the OSC or designee.

2. At hearings conducted by a panel, an Office of Student Conduct staff member shall act as an advisor to the panel. The Director of the OSC shall receive the panel's proposed finding(s) as to "in violation" or "not in violation" of the Organizational Rules of Conduct and consider any sanctions proposed by the panel.
3. The Director of the OSC or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding of "in violation," they may approve, mitigate or increase the sanctions proposed by the panel.
4. Any decision by the Director of the OSC or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

(b) Administrative Hearings

1. Administrative hearings shall be conducted by a faculty or staff member from the Student Conduct Board trained by the Office of Student Conduct to hear organizational cases. The charged registered student organization shall be informed of the hearing officer assigned to its case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The charged registered student organization shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a charged registered student organization has opted not to challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.
2. At hearings conducted by an administrative hearing officer, an Office of Student Conduct staff member shall act as an advisor to the administrative hearing officer. The Director of the OSC or designee shall receive the administrative hearing officer's proposed finding(s) as to "in violation" or "not in violation" of the Organizational Rules of Conduct, and consider any sanctions proposed by the administrative hearing officer.

3. The Director of the OSC or designee may accept the proposed finding(s) of “in violation” or “not in violation” or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.
  4. Any decision by the Director of the OSC or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (c) Conduct of Formal Hearings - the following is furnished as a guide to the events in a formal hearing. Please note that all formal hearing proceedings are recorded. The recording is part of the official record of the hearing and no other recordings are permitted.
1. Reading of charges.
  2. Registered student organization response of “in violation” or “not in violation.”
  3. Presentation of information in support of the charges.
  4. Opening statement by the charged registered student organization.
  5. Questioning of the charged registered student organization by the hearing body.
  6. Presentation and questioning of witnesses in support of the charges.
  7. Presentation and questioning of witnesses by the charged registered student organization.
  8. Final questions of the charged student organization by the hearing body.
  9. Closing remarks by the charged registered student organization.
  10. Hearing is brought to a close.
  11. Registered student organization is scheduled for a meeting to discuss the hearing body’s proposed finding(s) and recommended sanction(s), if any.
- (d) Deliberations by the panel or the administrative hearing officer are not part of the hearing and are confidential. Deliberations occur after the closure of the hearing and are not recorded.
- (e) Case Record for Formal Hearing - The case record shall consist of the following items:
1. A copy of the formal charges in writing.
  2. A recording of the formal hearing.
  3. All staff memoranda submitted.

4. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.
  5. The Director of the OSC's decision.
- (f) Student Conduct Board members for panel and administrative formal hearings are selected through an annual application and interview process with the exception of the justices from the Student Government Association Judicial Branch. All Student Conduct Board members, including justices, receive annual training from the Office of Student Conduct. Student Conduct Board members who serve on hearings related to allegations of sex discrimination, including but not limited to relationship violence, sexual assault, sex harassment, and stalking receive additional training annually.
- (4) Registered Student Organization Rights during the Formal Conduct Review Process - The following rights shall be explained to the charged registered student organization before the commencement of a formal disciplinary hearing:
- (a) The charged registered student organization shall be afforded written notice, at least five (5) business days prior to a formal hearing, unless waived in writing. Written notice sent to the chief student officer of the charged registered student organization's electronic and/or physical address shall constitute full and adequate notice. Written notice shall include:
    1. The name of the organization, the chief student officer's name and organization's address, if applicable.
    2. Date, time and location of the formal hearing
    3. Alleged Organizational Rule of Conduct Violation(s) known at the time formal charges are prepared.
    4. Names of potential witnesses known at the time that formal charges are prepared.
    5. A description of any physical or written documentation known at the time charges are prepared.

Provided that the required notice stated above has been given to the registered student organization along with its representative(s) but a representative failed to attend a scheduled formal hearing without providing a satisfactory reason for the absence, the organization may be placed on immediate social probation until such time as the organization completes the formal hearing and any further steps in the conduct process.

The organization will also not be able to update its registration while on social probation.

- (b) The registered student organization may have at their own expense and initiative, an advisor present at the hearing. It is the registered student organization's responsibility to make appropriate arrangements for the advisor to attend the hearing, and the hearing shall not be delayed due to scheduling conflicts of the chosen advisor. The advisor may be present to advise the registered student organization but shall not speak for or present the case for the registered student organization or otherwise participate directly in the proceeding. A registered student organization may consult with their advisor at any time during the hearing. This consultation must take place in a manner that does not disrupt the proceedings. A registered student organization's advisor must not be connected to the actual conduct case or a related case. In addition, an advisor may not serve as a witness. If the advisor does not adhere to their defined role in the student conduct review process, they may be removed from the hearing. The Office of Student Conduct shall maintain a list of impartial advisors and resources available to the registered student organization.
- (c) All hearings shall be conducted on the basis that the charged registered student organization is not in violation until the preponderance of evidence proves otherwise. At a student conduct organizational hearing, the technical rules of evidence applicable to civil and criminal cases shall not apply. The burden of proof in a student conduct hearing is not on the registered student organization charged with a violation of the Organizational Rules of Conduct.
- (d) The registered student organization's chief officer may inspect any information presented in support of the charges. Information may be presented in support of the charged student organization.
- (e) The university cannot compel any person serving as a witness to attend a registered student organizational hearing. However, all parties to a registered student organizational conduct hearing may arrange for witnesses to voluntarily present relevant information during the proceeding. Pertinent information may be accepted as information for consideration by the person or body conducting the registered student organizational formal hearing. The registered student organization may hear and

question adverse witnesses who testify at the registered student organizational formal hearing.

- (f) The registered student organization shall not be forced to present information that incriminates its individual members; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal prosecution.
  - (g) The proposed finding(s), as well as the Director of the OSC's determination, of "in violation" or "not in violation" on the charges shall be based solely on the information presented at the registered student organizational formal hearing.
  - (h) Only if the proposed finding(s) of the hearing body is that the registered organization is in violation, will prior conduct history be reviewed and potentially affect the proposed sanctioning.
  - (i) The final decision shall be furnished in writing to the registered student organization within fourteen (14) business days following the hearing (the deadline can be extended by mutual agreement of the charged registered student organization and the Director of the OSC or designee).
  - (j) The registered student organization's registration status shall remain unchanged pending the University's final decision in the matter except in cases where the VP of SDES or designee determines that the safety, health, or general welfare of any individual, or any part of the University may be involved.
- (5) Additional Procedures in Cases of Sexual Misconduct and/or Interpersonal Violence. Where a registered student organization is charged with sexual misconduct and/or interpersonal violence, the procedures outlined in UCF-5.006(9)(f) will apply in addition to the procedures of the Student Conduct Review Process.
- (6) Sanctions for Registered Student Organizations
- (a) Organizational Warning: An official warning that the organization's behavior is in violation of the Organizational Rules of Conduct and that if the organization is subsequently found in violation of a rule, subsequent action may be more severe.
  - (b) Organizational Probation: A period of time during which any further violation of the Organizational Rules of Conduct puts the registered student organization's status with the University in jeopardy. Restrictive conditions may also be imposed as part of organizational probation and will vary according to the severity of the offense. Restrictive conditions may include barring or limiting some or all of the organization's

activities and/or privileges (including, but not limited to: social activities; intramural competition; organizational competition; Homecoming; eligibility to receive any University award or honorary recognition; privilege to occupy a position of leadership or responsibility in any University registered student organization governing body, publication, or activity; or ability to represent the University in an official capacity or position). If a registered student organization is found “in violation” for another violation of the Organizational Rules of Conduct while on organizational probation, more severe sanctions may be imposed.

- (c) Organizational Deferred Suspension – Organizational deferred suspension is used for offenses found serious enough to warrant organizational suspension, but where the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. Organizational deferred suspension is a designated period of time during which a registered student organization is given the opportunity to demonstrate the ability to abide by the community’s expectations of behavior articulated in the Organizational Rules of Conduct. During an organizational deferred suspension, the registered student organization will be officially suspended from the university, but the organizational suspension will be deferred, meaning that the registered student organization may continue to operate with sanction-specific restrictions. Organizational suspension will be enforced should the registered student organization fail to complete any of the assigned sanctions by the deadline(s) and/or for any subsequent violation of the Organizational Rules of Conduct unless the Director of the OSC determines otherwise in exceptional circumstances. If the registered student organization is found in violation for any subsequent violation of the Organizational Rules of Conduct while on deferred suspension, including failure to complete any assigned sanctions by the deadline(s), the registered student organization will be suspended for a minimum of two (2) semesters in addition to any educational sanctions imposed for the subsequent violation. Registered student organizations on organizational deferred suspension may be limited in their abilities to represent the university in intramural sporting events, extracurricular activities, or official functions. The duration of any organizational deferred suspension period and the specific restrictions imposed will be determined by the OSC on a case-by-case basis.

- (d) **Organizational Suspension:** While on organizational suspension the registered student organization loses its University recognition and/or registration for a temporary period of time. While an organization is suspended, it may not use University resources or participate as an organization in any University activities or events.
  - (e) **Revocation of UCF Registration:** Permanent severance of the organization's relationship with UCF.
  - (f) **Recommendation for Charter Revocation:** An official request to a national office that the local chapter's charter be revoked.
  - (g) **Educational Sanctions:** In conjunction with any sanction listed above, a registered student organization found to have been in violation of any of the Organizational Rules of Conduct will be assigned educational sanctions that are proportional to the violation such as, but not limited to: reflective/research papers, classes/seminars, community service, restitution, interviews, etc. If a registered student organization has any outstanding educational sanctions at the conclusion of organizational probation or organizational suspension, the organizational probation or organizational suspension will remain in effect pending completion of the educational sanctions.
- (7) **Appeal within the Registered Student Organization Review Process**
- (a) A student organization found in violation as a result of a hearing may appeal the finding(s) and sanction(s) imposed. The appeal must be made in writing to the appellate officer (VP of SDES or designee) within seven (7) business days after the date the registered student organization was notified of the decision by the Director of the OSC.
  - (b) Registered student organizations may appeal the finding(s) and sanction(s) imposed on the basis of one or more of the following:
    1. Irregularities in fairness and stated procedures of the hearing that substantially affected the outcome of the hearing.
    2. Discovery of new and significant information that would be likely to change the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
    3. The sanction(s) are extraordinarily disproportionate to the violation(s).
  - (c) On the appeal form, the registered student organization must state the reason(s) for appeal, the supporting facts, and the recommended solution. This is not a re-hearing of the conduct case. An appeal cannot be filed simply because a registered student

organization is dissatisfied with the decision. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of an appeal.

- (d) The appellate officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:
    - 1. If the registered student organization alleges that the sanction was disproportionate to the violation(s) and the appellate officer finds the sanction to be disproportionate, the appellate officer may alter the sanction; or.
    - 2. If the registered student organization alleges that there was a defect in procedure or new information was presented which was sufficiently substantial to have affected the outcome and the appellate officer agrees, the appellate officer will order a new hearing.
  - (e) The registered student organization shall receive a written decision to the appeal. There is no definitive timeline for receiving an appeal response. It depends on many factors including the complexity of the case and the information mentioned in the appeal, as well as the appellate officer's appeal load at that particular time. Decisions of the VP of SDES or designee reflect final agency action.
  - (f) Any decision by Appellate Officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
  - (g) If the Appellate Officer upholds the original findings, the effective date of any disciplinary sanction(s) imposed will revert back to the date of the Director of OSC's final decision letter.
- (8) Community ReEngagement and Educational Development (CREED) Program
- (a) Upon completion of one semester of the organizational probation and upon completion of all educational sanctions/requirements, a registered student organization has the opportunity to request modification of their organizational probation status through the Community ReEngagement and Educational Development (CREED) Program.
  - (b) Requests must be submitted to the Director of the OSC or designee via an online Student Organization CREED Program Submission form that can be found at <http://www.osc.sdes.ucf.edu>. This request may only be submitted once a semester.

- (c) The CREED Program is designed for registered student organizations to have the opportunity to demonstrate that in the period following a violation of the Organizational Rules of Conduct, they have taken steps to become productive and engaged members of the UCF community. Student organizations that simply fulfill the minimum requirements of their sanction(s) will not be eligible for the CREED Program.
- (d) A CREED Program application should include information such as the following:
  - 1. Reflection Essay
  - 2. Faculty/Staff/Advisor (Academic or Organization) Letter of Recommendation
  - 3. Community Service
  - 4. Fraternity and Sorority Life (FSL) Letter of Support (*Greek Affiliated Student Organizations Only*)
  - 5. Proof of Counseling/Assessment (*If applicable*)
- (e) Upon receipt of the CREED Program packet, the Director of the OSC or designee will review to determine whether or not the registered student organization meets the criteria for review. If the Director of the OSC or designee agrees that the registered student organizations request meets any or all of the above mentioned criteria, the registered student organization will be contacted within fourteen (14) business days to schedule a “CREED review meeting” with a committee appointed by the Director of the OSC or designee, comprised of faculty, staff and students.
- (f) Prior to this meeting, the committee will have reviewed the packet and will prepare 10-15 questions to be addressed, as well as provide the opportunity to further discuss why the applying organization disciplinary probation or suspension status should be altered or terminated. No alterations shall be made to include new or increased sanctions. Should the committee feel that further information and/or documentation is necessary in order to render a recommendation, the review may be temporarily recessed. A time frame of not more than two (2) weeks will be given to the organization to produce requested information and/or documentation. Upon receipt of the requested information and/or documentation, the committee will reconvene the review with the organization.
- (g) After the meeting, the committee will issue a recommendation to the Director of the OSC or designee. The Director of the OSC or designee will provide a decision to the registered student organization in writing within seven (7) business days of receiving the recommendation.

- (h) If the request is denied by the Director of the OSC or designee the decision shall include a concise and explicit written statement that explains the basis for that decision.
- (i) There is no appeal process for a Student Organization Disciplinary CREED Review meeting decision.

*Authority: BOG Regulations 1.001 and 6.0105. History - New 10-16-09, Amended 9-3-13, 10-29-15, 7-28-16, 7-20-17, 1-18-18.*

UCF-5.020 Religious Observances

- (1) The University of Central Florida will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. A student who desires to observe a religious holy day of his or her religious faith must notify all of his/her instructors at the beginning of the term to be excused from classes to observe the religious holy day.
- (2) The student will be held responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to complete any work missed. Where practicable, major examinations, major assignments and University ceremonies will not be scheduled on a major religious holy day.
- (3) Students who are absent from academic or social activities because of religious observances will not be penalized.
- (4) A student who believes that he/she has been unreasonably denied an educational benefit due to his/her religious belief or practices may seek redress with the Office of Institutional Equity in accordance with that office's Investigation Procedures.

*Authority: BOG Regulations 1.001 and 6.0115. History – New 11-13-09. Amended –10-27-17.*



Office of the President

<b>SUBJECT:</b> Reporting Misconduct and Protection from Retaliation	<b>Effective Date:</b> 9/3/2014	<b>Policy Number:</b> 2-700	
	<b>Supersedes:</b>	<b>Page</b> 1	<b>Of</b> 6
	<b>Responsible Authority:</b> Chief Compliance and Ethics Officer		

**APPLICABILITY/ACCOUNTABILITY**

This policy applies to all members of the university community, including individuals and companies that conduct business with the university.

**POLICY STATEMENT**

The University of Central Florida is committed to a culture of integrity, compliance, and accountability that encourages the highest standards of ethical behavior. Members of the university community are therefore expected to conduct all university activities and business in an honest, ethical, and lawful manner. When members of the university community become aware of or have reason to suspect university activities and business are not conducted according to these expectations, UCF expects and encourages members of the university community to make good faith reports of suspected misconduct.

Because the university expects all reports of misconduct to be made in good faith, an employee who knowingly makes a false report or provides false information during an investigation may be subject to disciplinary action up to and including termination.

Retaliation against anyone who, in good faith, reports misconduct, or who participates in an investigation of misconduct, is strictly prohibited. The university will take all reasonable and necessary actions to protect members of the university community who have filed good faith reports of misconduct. Disciplinary action resulting from self-reported misconduct is not considered to be an act of retaliation.

## DEFINITIONS

**Good Faith Report.** A report of suspected misconduct made without malice to a supervisor, through central or administrative offices, to the UCF IntegrityLine, or directly to the University Compliance, Ethics, and Risk Office. For a report to be made in good faith, the reporting person should have reasonable cause to believe that the reported information is true.

**Misconduct.** Any violation of law, regulation, statute, UCF regulation, policy, procedure, guideline, and/or standard of conduct, whether intentional or inadvertent.

**Retaliation.** An adverse or credible threat of an adverse employment action taken against an employee as a result of submitting a good faith report of misconduct, or participating in a misconduct investigation. Types of retaliation can include dismissal from employment, demotion, loss of salary or benefits, transfer or reassignment, denial of an earned promotion, and unwarranted written notice or negative performance review. Less obvious forms of retaliation can include excluding the employee from meetings, withholding critical information necessary for the employee to perform his or her job, publicly ridiculing the employee, or allowing the employee's peers to create an atmosphere that is not conducive for the employee to perform well. A causal relationship between good faith participation in the reporting or investigation of misconduct and an adverse action is needed to demonstrate retaliation has occurred.

## PROCEDURES

The following options for making good faith reports of misconduct are available to members of the university community. Students not employed by UCF should use the resources available from the Student Development and Enrollment Services division, a list of resources are available at <http://www.sdes.ucf.edu/> (both options are available to students employed by UCF).

### I. When to Report

Individuals, who in good faith believe that a violation of law, regulation, statute, UCF regulation, policy, procedure, guideline, and/or standard of conduct has occurred, or will occur, are expected and encouraged to promptly make a report of such suspected misconduct. Individuals do not need to have details of the law or policy to suspect misconduct. It is better to report the suspected misconduct than to remain silent.

### II. Where to Report - Options

Individuals may choose to report suspected misconduct to their supervisors, through central or administrative offices, to the UCF IntegrityLine, or directly to the University Compliance, Ethics, and Risk Office. Details on each are provided below. Note that these reporting channels should not be used for reporting emergencies. Emergencies should be reported using 911.

### **1. Supervisors**

Reports of suspected misconduct should normally be raised first with an individual's supervisor, or appropriate college, department, or unit administrator. Colleges and departments usually are most familiar with the issues and personnel involved and, therefore, may be best suited to address a concern. Supervisors receiving reports of potential fraud should contact University Audit for guidance and investigation.

### **2. Central Offices**

In some cases, an individual may feel uncomfortable raising a report of misconduct at the college or department or other similar administrative unit level due to the nature of the subject matter or because of other legitimate considerations that suggest an alternative reporting process may be more appropriate. In such instances, the individual may report suspected misconduct through a central university office having specialized expertise relating to the concern, such as:

- Office of the Provost (noncompliance with academic regulations)
- Human Resources (A&P, USPS, and OPS employee relations issues)
- Faculty Relations (faculty, including adjunct faculty noncompliance)
- University Audit (potential fraud and internal control issues)
- Athletics Compliance (NCAA violations)
- Research Ethics and Compliance (falsification, fabrication, plagiarism in research)
- Office of Institutional Equity, Title IX coordinator (discrimination, sexual harassment)

### **3. University Compliance, Ethics, and Risk Office**

Individuals may also report suspected misconduct by contacting the University Compliance, Ethics, and Risk Office directly by calling the chief compliance and ethics officer at 407-823-6263, by email to [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu), by mail to 4365 Andromeda Loop N., MH 328, Orlando, Florida, 32816, or in person at Millican Hall #328.

### **4. UCF IntegrityLine**

Individuals reluctant to report suspected misconduct directly to their supervisors or through university administrative or central offices are encouraged to use the UCF IntegrityLine. The UCF IntegrityLine is administered by a third-party vendor, NAVEX Global, and offers individuals the option to report anonymously.

The IntegrityLine is operated 24 hours a day, 365 days a year, and can be reached by using the secure Web Reporting System located at: [www.ucfintegrityline.com](http://www.ucfintegrityline.com), or by calling 1-855-877-6049 toll-free. IntegrityLine reports will be processed by EthicsPoint and sent to the University Compliance, Ethics, and Risk Office to address appropriately.

### **Reporting Child Abuse, Neglect, and Abandonment**

Florida Statutes require any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected to report such knowledge or suspicion to the Department of Children and Families (DCF), regardless of where it occurs.

In addition, Florida Statutes and Board of Governors Regulation, requires the UCF Police Department and certain administrators (president, provost, senior/executive vice presidents, vice presidents, associate vice presidents, associate/vice provosts, deans, chief of police, equal opportunity programs director, intercollegiate athletics director, internal audit director, Title IX coordinator, and university compliance officer) upon receiving information from faculty, staff, or other institutional employees of known or suspected child abuse, abandonment, or neglect committed on university property, or during a university-sponsored event or function to report such knowledge or suspicion to the Department of Children and Families (DCF).

The law further prohibits UCF administrators from knowingly and willfully preventing another person from reporting such activity.

Report to the Department of Children and Families (DCF) by:

- Fax 1-800-914-0004 (Form available at <http://www.dcf.state.fl.us/programs/abuse/docs/faxreport.pdf>)
- Web <https://reportabuse.dcf.state.fl.us/>
- Florida Abuse Hotline 1-800-96ABUSE (1-800-962-2873)  
(Or TDD: 1-800-453-5145)

**If a child is in imminent danger, dial 911 first and then report to DCF.**

#### ***Ombuds Office***

The University Ombuds Office, an informal, independent, confidential, neutral office that offers assistance and impartial advice regarding concerns related to UCF, is a resource for individuals unsure of which avenue to take. Communication to this office, however, does not constitute notice to UCF. The Ombuds Office will NOT contact the University Compliance, Ethics, and Risk Office and therefore individuals seeking advice from the Ombuds Office will ultimately need to report suspected misconduct using one of the methods described above. Contact information for the Ombuds Office is available at <http://www.ombuds.ucf.edu/>.

### **III. Protection from Retaliation**

Individuals who believe they have been subjected to acts of retaliation may file a written or verbal complaint with the University Compliance and Ethics Officer or through the UCF IntegrityLine. The University Compliance, Ethics, and Risk Office is responsible for conducting an investigation and/or contacting the appropriate university offices for review and disposition of the report per applicable university policy or the Collective Bargaining Agreement.

#### **RELATED DOCUMENTS**

UCF Policy 2-800 Fraud Prevention and Detection: <http://policies.ucf.edu/documents/2-800FraudPreventionandDetectionFINAL.pdf>

UCF Policy 4-211 Research Misconduct: <http://policies.ucf.edu/documents/4-211ResearchMisconductFinalonLetterhead11-16-11.pdf>

2012-2015 BOT-UFF Collective Bargaining Agreement Article 20.12  
[http://www.collectivebargaining.ucf.edu/CBA/2012-2015CBA\\_reopener.pdf](http://www.collectivebargaining.ucf.edu/CBA/2012-2015CBA_reopener.pdf)

Florida Statutes §§112.311-.326, Code of Ethics for Public Officers and Employees Sections  
[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=0100-0199/0112/0112PARTIIIContentsIndex.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0100-0199/0112/0112PARTIIIContentsIndex.html)

Florida Statutes §112.3187, Florida Whistle Blower Act:  
[http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&URL=0100-0199/0112/Sections/0112.3187.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0100-0199/0112/Sections/0112.3187.html)

Florida Statutes §39.201, Proceedings Related to Children:  
<http://www.flsenate.gov/Laws/Statutes/2012/39.201>

Florida Statutes §39.203, Proceedings Related to Children:  
<http://www.flsenate.gov/Laws/Statutes/2012/39.203>

Florida Statutes §39.205, Proceedings Related to Children:  
<http://www.flsenate.gov/Laws/Statutes/2012/39.205>

Florida Board of Governors Regulation 3.002 Penalties for Failure to Report Child Abuse:  
[http://www.flbog.edu/documents\\_regulations/regulations/Regulation3\\_001FINALPenaltiesForFailuretoReportChildAbuse.pdf](http://www.flbog.edu/documents_regulations/regulations/Regulation3_001FINALPenaltiesForFailuretoReportChildAbuse.pdf)

## CONTACTS

University Compliance, Ethics, and Risk Office, 4365 Andromeda Loop N. MH 328, Orlando, FL 32816-0001. (407) 823-6263. [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)

**INITIATING AUTHORITY**

Vice President and Chief of Staff

<b>POLICY APPROVAL</b> (For use by the Office of the President)	
Policy Number: 2-700	
Initiating Authority: <u>John Hill</u>	Date: <u>9-2-14</u>
University Policies and Procedures Committee Chair: <u>Ronda Bishop</u>	Date: <u>8/26/2014</u>
President or Designee: <u>John C. Hill</u>	Date: <u>9/3/14</u>

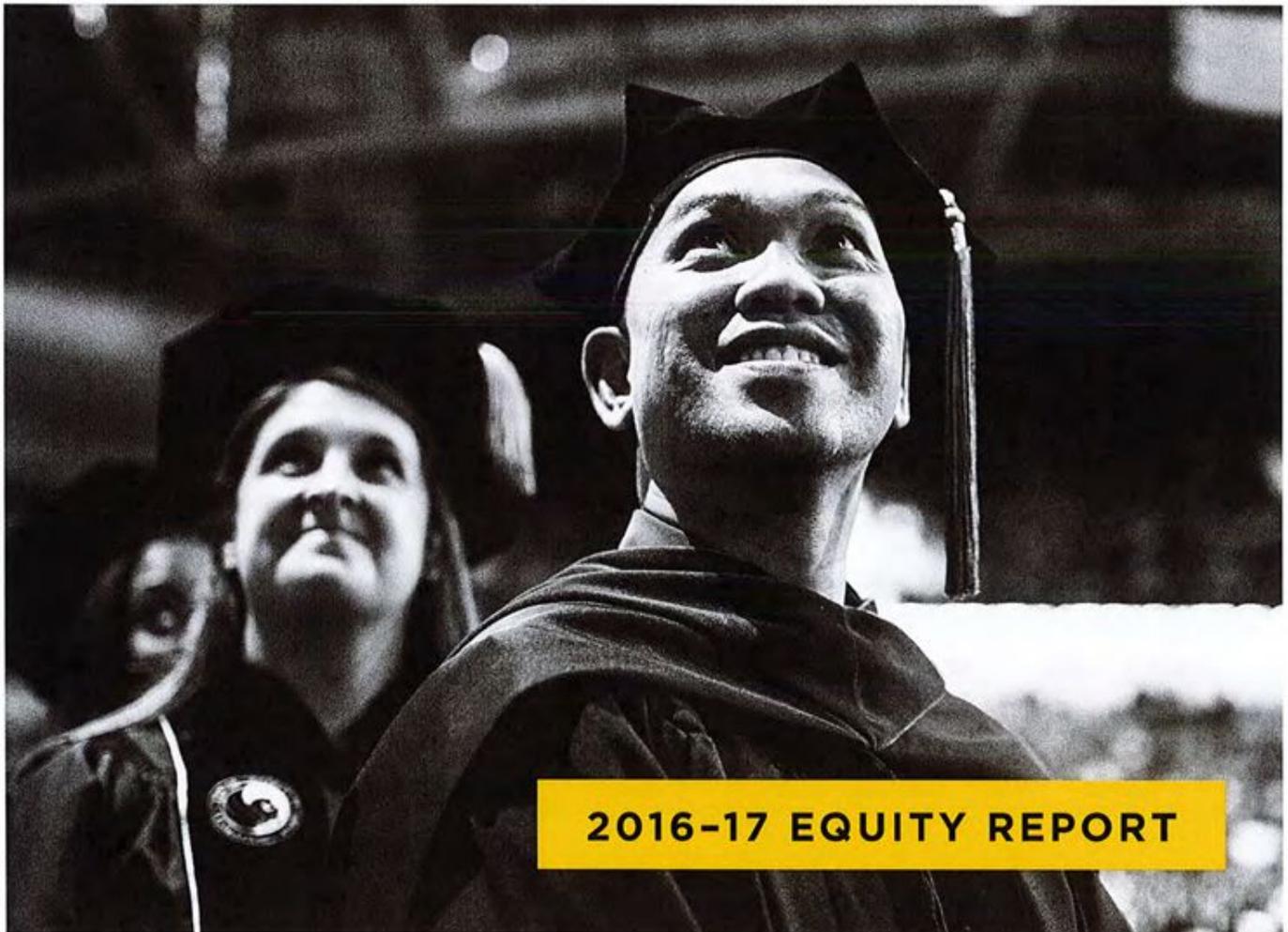
**University of Central Florida**  
**Florida Equity Report**  
**Year: 2018**  
**Data Year: 2016-2017**

# Attachment C



# TRANSFORMATIVE OPPORTUNITIES

*Inspiring Equity, Diversity and Inclusion*



UNIVERSITY OF CENTRAL FLORIDA | DIVISION OF STUDENT DEVELOPMENT AND ENROLLMENT SERVICES

MARIBETH EHASZ, Ph.D., VICE PRESIDENT FOR STUDENT DEVELOPMENT AND ENROLLMENT SERVICES

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## EQUITY, DIVERSITY AND INCLUSION FRAMEWORK

SDES is committed to providing a culturally competent and safe environment in which all employees and students embrace the similarities and differences we share. Equity, diversity and inclusion are critical to an individual’s holistic development. SDES provides the framework for creating and fostering a campus-wide inclusive environment. We endeavor to foster an inclusive environment through our hiring processes, trainings, self-exploration opportunities and the development of culturally competent SDES faculty, staff and students.

## SDES DIVERSITY HISTORY

Ongoing diversity training is critical to the success of our staff and students. Since 2011, the SDES diversity training program has provided learning opportunities to help raise awareness through self-discovery, drive staff engagement, and strengthen our core values. These efforts are enhanced by our partnership with the Office of Diversity and Inclusion. Staff members earn Diversity Education Units (DEUs) credits that are designed to promote cross-cultural understanding and inclusiveness. DEUs are awarded for multimodal learning activities and programs. Participants earn one DEU for each hour completed. For more information, visit: [www.sdes.ucf.edu/deu/faq/](http://www.sdes.ucf.edu/deu/faq/).

# INTRODUCTION

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Student Development and Enrollment Services (SDES) mission is to create and cultivate an innovative and inclusive learning experience that helps students reach their academic, personal and professional aspirations; to advocate for social awareness and change; and to commit to lifelong learning.

This document contains information on SDES departments, programs, functional areas and committees that contribute to the co-curricular experiences of students and provide support services, programming, advising, and manage campus climate opportunities. SDES is committed to “helping students stay in school, be healthy, and live ethically” (Ehasz, 2017).

# EXECUTIVE SUMMARY PROGRAMS

## ACADEMIC ADVISING:

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
<b>76</b>	<b>54,697</b>

**FIRST YEAR ADVISING AND EXPLORATION (FYAE):** is the primary academic advising office for first-time-in-college (FTIC) students. FYAE advisors are available to review General Education Program and degree requirements, to assist with major and career exploration, to explain UCF policies and procedures, to assist with course registration, to refer to other campus offices, and much more.

**FIRST YEAR EXPERIENCE (FYE):** FYE oversees several transitional programs to assist students and their families as they enter the university. Every first-year student and transfer student is required to attend an Orientation session before registering for classes.

**MULTICULTURAL ACADEMIC SUPPORT SERVICES (MASS):** The mission of Multicultural Academic and Support Services (MASS) is to maximize student success by assisting Multicultural and First-Generation College Students in their transition to UCF and by connecting with the University community and our partners to promote and facilitate academic support services and programs.

**STUDENT ACADEMIC RESOURCE CENTER (SARC):** Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

**STUDENT ACCESSIBILITY SERVICES (SAS):** Student Accessibility Services (SAS) views disabilities as an integral part of the rich diversity at the University of Central Florida. To that end, we work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

**SDES TRIO CENTER:** The term “TRiO” was coined in the late 1960s to describe three federally funded educational opportunity outreach programs. The goal of Student Support Services (SSS) is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

**TRANSFER & TRANSITION SERVICES (TTS):** Transfer and Transition Services helps transfer students make a seamless transition to a more successful UCF experience. We provide pre-admission and transition advising to transfer students as well as connections to the campus community through a strong Peer Mentor program.

**VETERANS ACADEMIC RESOURCE CENTER (VARC):** The Veterans Academic Resource Center (VARC) recognizes and supports student veterans as they transition from military to student life. The VARC, a unit of the Registrar’s Office, is a collaboration among the offices of Career Services, the Counseling Center, Student Academic Resource Center, Student Disabilities Services, and Transfer and Transition Services, and provides the home for Veteran Services.

## ADMISSIONS

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
<b>4</b>	<b>23,174</b>

**REGISTRAR OFFICE:** The mission of the Registrar’s Office is to provide quality and efficient service to develop and maintain accurate academic records and effectively communicate appropriate information to the UCF community.

**UNDERGRADUATE ADMISSIONS:** At UCF, big things are happening! We prepare you for life and a career. Here you’ll experience the benefits of a complete college experience on a friendly and exciting campus. Our student services and faculty provide a quality education in internationally recognized fields such as engineering, hospitality, digital media and biomedical science.

## CLUBS AND INTRAMURAL ACTIVITIES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
21	1,335

**FRATERNITY AND SORORITY LIFE (FSL):** The mission of the Office of Fraternity and Sorority Life is to foster an inclusive environment and commitment to student growth, academic excellence, civic engagement, leadership development, positive relationships, and risk reduction education

**RECREATION AND WELLNESS CENTER (RWC):** The UCF Recreation and Wellness Center (RWC) comprises many programs, such as Intramural Sports, Sports Clubs, Outdoor Adventure, Fitness, and Aquatics. The RWC is open to all students; paid memberships are available for non-students. The RWC offers a vast array of state-of-the-art facilities, includes a custom climbing wall, tennis courts, sand volleyball courts, a disc golf course, numerous intramural sports fields, a leisure pool, and an outdoor lap pool.

## EDUCATIONAL, WORK, & CAMPUS ENVIRONMENT

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
122	84,818

**CAREER SERVICES:** UCF Career Services contributes to the university's goal of offering high-quality undergraduate and graduate education and student development by providing centralized, comprehensive and coordinated career development, experiential learning, and employer relations programs.

**INTEGRITY AND ETHICAL DEVELOPMENT:** The Office of Integrity and Ethical Development (IED) specializes in the promotion of individual responsibility and personal development. Programs are designed to develop awareness toward integrity, ethical decision-making, conflict resolution, and supportive communication. These services are designed to provide students with the college life skills necessary for academic and personal success at UCF.

**LEAD SCHOLARS ACADEMY (LSA):** LEAD Scholars Academy establishes an environment that will provide through impact practices for comprehensive leadership education, development, and civic engagement opportunities for the UCF community. Through collaboration and partnerships, LSA will incorporate the UCF CREED to create professional, academic and experiential opportunities that challenge, empower, and educate students to become social change agents in a global society.

**OFFICE OF STUDENT CONDUCT:** The Office of Student Conduct, a division of the Office of Student Rights and Responsibilities, provides educational opportunities that foster individual growth, ethical development and personal accountability while promoting the core values of the university: integrity, scholarship, community, creativity, and excellence. (Violence Prevention/Title IX information)

**OFFICE OF STUDENT INVOLVEMENT (OSI):** The mission of the Office of Student Involvement (OSI) is to provide quality programs, services, and leadership opportunities that enrich students' academic endeavors and enhance the campus environment. Students and staff collaborate to develop programs and services which encourage student's personal growth, to promote civic responsibility, to embrace differences, and to connect students to the campus and the community.

**SOCIAL JUSTICE AND ADVOCACY (SJA):** The mission of Social Justice and Advocacy (SJA) is to promote an equitable campus environment where all are assured that diversity, in its many forms, is valued. We will support efforts to increase equal access to campus resources and opportunities, while cultivating inclusiveness to the least advantaged members of the campus community. SJA will advocate to decrease obstacles that prevent students from succeeding at the University of Central Florida.

**STUDENT GOVERNMENT ASSOCIATION (SGA):** The Student Body Senate is comprised of representatives from each college at UCF. In addition to representing members of their college, each Senator also oversees certain Registered Student Organizations and assists them with allocations and other needs. On the Legislative Branch page, you can see who represents YOU as a member of your college or your RSO.

**STUDENT LEGAL SERVICES (SLS):** The office of Student Legal Services provides enrolled students at UCF with legal counseling and court representation in various areas of the law. The staff attorneys interview each client individually to advise in the areas of law that concern the student. Cases which are not covered by the program guidelines are referred to appropriate agencies or private attorneys through a lawyer referral service

**STUDENT UNION:** The UCF Student Union strives to create an innovative and inclusive environment acting as a catalyst for campus engagement. We are committed to building community by providing programs and experiences that foster student development within quality facilities

## HEALTH SERVICES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
<b>44</b>	<b>8,910</b>

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS):** To serve as an essential mental health resource for UCF students by providing high quality culturally competent, clinical and outreach services and a nationally renowned training program.

**STUDENT CARE SERVICES (SCS):** Student Care Services (SCS) offers guidance, resources, and referrals to UCF students who are experiencing a distressing situation which significantly impacts academic or personal success. Student Care Services supports students experiencing academic or personal concerns by providing a comprehensive network of resources.

**STUDENT HEALTH SERVICES (SHS):** The mission of UCF Student Health Services is to provide excellent healthcare that delivers value and promotes lifelong well-being to the UCF community.

**WELLNESS AND HEALTH PROMOTIONS (WHPS):** To promote a culture of well-being where students identify and practice lifelong skills that improve the quality of life.

<b>HOUSING</b> TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
<b>47</b>	<b>17,062</b>

**HOUSING AND RESIDENCE LIFE (HRL):** The mission of the Department of Housing and Residence Life is to provide students living in university housing with safe, well-maintained facilities and programs that are conducive to student learning and success.

**NEIGHBORHOOD RELATIONS AND SAFETY EDUCATION:** The Neighborhood Relations and Safety Education office is a one stop shop for all of your off-campus living needs. Neighborhood Relations and Safety Education Office works and involves the student neighborhood information, contact, relationship, and development.

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## UNIQUE CATEGORY

TOTAL PROGRAMS,  
ACTIVITIES AND EVENTS:

TOTAL  
ATTENDANCE:

**3 | 415**

**CREATIVE SCHOOL:** We believe that all children have the basic right to be educated in a safe and nurturing environment. All children should be provided with time, space, and opportunities needed to discover, accept, and develop themselves to their highest potentials.

# FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS 2016-2017

## ACADEMIC

**TOTAL PROGRAMS,  
ACTIVITIES AND EVENTS:**

**76**

**TOTAL  
ATTENDANCE:**

**54,697**

### FIRST YEAR ADVISING AND EXPLORATION

#### **WELCOME EXPO**

**August 24, 2016**

**Purpose:** Welcome event for new and returning students.

**Department hosting and collaborators:** FYAE, University Colleges and Departments, Student Organizations, UCF Offices, and area Vendors

#### **FYAE OPEN HOUSE**

**September 7, 2016**

**Purpose:** Introduce all FTIC students to the FYAE advising office and to schedule appointments with their assigned advisor

**Department hosting and collaborators:** FYAE

#### **HONORS ADVISING KNIGHTS**

**September 13, 15 & 16**

**Purpose:** Academic Assist Burnett Honor Students with their spring 2017 registration

**Department hosting and collaborators:** Burnett Honors College

#### **PHI ETA SIGMA NATIONAL HONOR SOCIETY INDUCTION**

**November 16, 2016**

**Purpose:** Induction ceremony for FTIC students who had achieved a 3.5 or higher gpa during the fall or spring of their first year in college

**Department hosting and collaborators:** FYAE

### **SUMMER ACCESS PROGRAM**

**Summer 2016**

**Attendance:** 285

**Purpose:** Summer Bridge program for selected students who must meet all program requirements to be admitted for the fall 2016 semester. FYAE provides the academic advising support for this population

**Departments hosting and collaborators:** FYAE, SARC, & MASS

### **KNIGHT WATCH PROGRAM**

**New program started in fall 2016**

**Purpose:** Provide additional academic support for FTIC student's with a summer term gpa of 2.00-2.59

**Department hosting and collaborators:** FYAE and Lead Scholars Academy

### **MONITORING ADVISING ANALYTICS TO PROMOTE STUDENT SUCCESS (MAAPS)**

**Started fall 2016**

**Purpose:** Assist with Frist Generation and Low Income student in providing additional support to increase retention and graduation rates for at risk students

**Department hosting and collaborators:** FYAE, IKM, President's Office

## **FIRST YEAR EXPERIENCE**

**LINK PROGRAMS UNDER THE CATEGORY “GET DIVERSIFIED,” SUCH AS LAVENDER LUNCH, DIVERSITY THROUGH THE GREEKS (FILM), ALIVE ON THE INSIDE, IN HER SHOES, TASTE OF UCF, SHOTS FIRED, UCF SILENT MARCH, WE COME FROM TWO DIFFERENT WORLDS, AND SOCIAL JUSTICE 101**

**Events held throughout the 2016-2017 academic year.**

**Attendance:** Varies per event **Purpose:** LINK (Learning and Interacting with New Knights) is an education and involvement based program to help first-time-in-college (FTIC) and new Transfer students become engaged with the campus and UCF community.

**Department hosting and collaborators:** Varies per event, but First Year Experience is responsible for the LINK program overall.

## **OUT-OF-STATE STUDENT MENTORING PROGRAM (OSSM)**

**2016-2017 academic year**

**Attendance:** 107 students lived in the OSSM Living Learning Community

**Purpose:** OSSM is the Out of State Student Mentoring program at UCF. The OSSM program is structured includes all FTIC out-of-state students and has an optional Out-of-State Living-Learning Community, where participating students live together on the same residence hall floor and have unique opportunities and experiences that help them get involved at UCF and connected to the Orlando community.

**Department hosting and collaborators:** First Year Experience

**THE TEXTBOOK USED FOR SLS 1501, STUDENT SUCCESS IN COLLEGE, CONTAINS A SECTION TITLED “EMBRACING DIVERSITY AND DISABILITIES.”**

**2016-2017 academic year**

**Attendance:** Enrollment in SLS 1501 for the 2016-2017 academic year was 1,300 students.

**Purpose:** Strategies for Success (SLS 1501) is a 3-credit hour elective letter grade course designed to assist students in transitioning to the University and collegiate life. In a small engaging classroom setting, the course helps students build a strong academic foundation by developing important life and study skills. Students will also learn and apply critical thinking skills towards diversity and social justice issues, career-readiness and other topics that promote student success persistence through the first-year and beyond. SLS 1501 Faculty and Peer Mentors also integrate discussions about diversity and inclusiveness throughout the semester and encourage students to participate in programming that they may typically may not.

**Department hosting and collaborators:** First Year Experience & College of Education & Human Performance

## **2 WEEK UNIT ON ENHANCING CULTURAL PROFICIENCY FOR THE O-TEAM LEADERSHIP DEVELOPMENT COURSE, SLS 2715**

**February 7-February 16, 2017**

**Purpose:** To introduce the concepts of individual identity, diversity, inclusion, and the importance of being accepting of others to the team as it relates to their work with new students and their guests throughout Orientation this summer.

**Department hosting and collaborators:** First Year Experience

## **ORIENTATION EVENING PROGRAM: “THE KNIGHT IS RIGHT”**

**Summer 2017**

**Attendance:** All incoming FTIC students were required to attend session as part of Orientation.

**Purpose:** The Orientation evening program, “The Knight is Right,” focused on introducing incoming FTIC students to campus resources, what it means to be part of the UCF community, their responsibility to create an environment that is safe, inclusive, and positive. The students participated in a gameshow-like activity to cover resource information and then O-Teamers held a small group to have discussions on applying the resources to scenarios. The scenarios featured in this program revolved around challenges a first year student might face. Specifically, diversity and

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

inclusion was covered in relation being inclusive of others' identities (LGBTQ+, Religion, etc.)

**Department hosting and collaborators:** First Year Experience

### COMMON READ PROGRAM

#### 2016–2017 academic year

**Attendance:** All incoming FTIC students received the Outcasts United (2009) Common Read text

**Purpose:** The goal of the Common Read Program is to engage students in a common dialogue around a topic relevant to their transition and success at UCF while creating a sense of community. The learning outcomes are: (a) build a sense of community among students via a common experience that will create connections and assist with their academic and social transition to university life; (b) To provide students an opportunity to understand diverse perspectives; (c) To create a foundation for students to explore values and ethics; (d) Challenge students to self-reflect upon their life story and impact using major themes from the selected text.

**Department hosting and collaborators:** First Year Experience

## MULTICULTURAL ACADEMIC AND SUPPORT SERVICES

### FIRST GENERATION, MULTICULTURAL, FTIC, TRANSFER OUTREACH AND RETENTION EFFORTS

**Attendance:** 3372

**Purpose:** The First Generation Program provides First Generation and multicultural students with a structured approach to develop meaningful lived experiences at UCF. This program was designed to ease the transition to college, provide students with the academic and support services, assist students with developing a sense of belonging, and help prepare to students to succeed socially and academically at UCF and beyond.

**Department hosting and collaborators:** Multicultural Academic and Support Services

### BROTHER TO BROTHER PROGRAM (B2B)

**Purpose:** To provide academic, career, leadership development, social and financial career support to multicultural or first generation undergraduate males who are enrolled part- or full-time at UCF. The program offers leadership development, career exploration, academic skill building, and social enrichment activities. Data shows the B2B program participants garnered a 90.9 percent fall to fall two year average persistence rate for 2016–2017.

**Department hosting and collaborators:** Multicultural Academic and Support Services

### KNIGHT ALLIANCE NETWORK PROGRAM (FORMER FOSTER CARE YOUTH)

**Purpose:** To serve as a serve as a one-stop shop for foster care youth as the transition to UCF. The Knight Alliance Network (KAN) program provides guidance, support, resources, advocacy, financial literacy, and a place of belonging for foster care youth enrolled at the University of Central Florida. Our goal is to provide support services and a place where students can have a voice, support services and resources as they persist towards graduation at UCF. The KAN mentoring program clarifies the college experience, assists students as they navigate through the university landscape, and helps students prepare for success.

**Department hosting and collaborators:** Multicultural Academic and Support Services

### LUNCH AND LEARN PROGRAM

**Purpose:** The purpose of the program is to provide multicultural and first generation students with an opportunity to engage with a UCF faculty or staff member outside the classroom.

**Department hosting and collaborators:** Multicultural Academic and Support Services

### SEIZING OPPORTUNITIES FOR ACHIEVEMENT AND RETENTION (SOAR) PROGRAM

The participants in the program garnered a summer–fall full-time 2015–2016 First Time in College (FTIC) retention rate of 94.0 percent (79/84).

**Purpose:** The SOAR program offers a six-week summer component and an academic enhancement component that spans the fall and

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

spring semesters to First time In College (FTIC) students beginning a UCF. The program assists first generation and multicultural students with a successful transition to the university and with developing a sense of belonging at the university.

**Department hosting and collaborators:**

Multicultural Academic and Support Services

### PEGASUS PROGRAM

The participants in the program garnered a summer-fall 2015–2016 full-time First Time in College (FTIC) retention rate of 90.1 percent (164/182).

**Purpose:** The Pegasus program offers a six-week summer component and an academic enhancement component that spans the fall and spring semesters to First time In College (FTIC) students beginning a UCF. The program assists diverse students with making a smooth transition from high school to college.

**Department hosting and collaborators:**

Multicultural Academic and Support Services

### MULTICULTURAL TRANSFER PROGRAM

**Purpose:** The MASS Multicultural Transfer Program provides Multicultural Transfer Students with a healthy entry to university life, where they can take advantage of networking and professional development opportunities. By becoming involved in transfer focused activities, they are less likely to experience “transfer shock.”

**Department hosting and collaborators:**

Multicultural Academic and Support Services

### STATE COLLEGE DAY

**Purpose:** The purpose of the State College Day is to engage multicultural and first generation students in the early transfer process to the university. The students were provided resources from the following offices: Greek Life, Admissions process, Financial Aid process and Student Involvement activities at UCF

**Department hosting and collaborators:**

Multicultural Academic and Support Services

### MIDDLE SCHOOL SUMMIT

**Number in attendance:** NA

**Purpose:** The Middle School Summit is designed to provide Multicultural and/or First Generation students a better understanding of the steps necessary for admission into a college or university. This day focuses on college admissions, SAT/ACT preparation, careers, financial aid and the college experience. This community based program invites students from the following surrounding counties: Orange, Seminole, Duval, Osceola, Volusia and Lake.

**Department hosting and collaborators:**

Multicultural Academic and Support Services

### COLLEGE PREP DAY

**Purpose:** College Prep Day is dedicated to focusing on providing multicultural and first generation students with information on the college admissions process, SAT/ACT, Financial Aid, and Careers. This community based program invites students from the following surrounding counties: Orange, Seminole, Duval, Osceola, Volusia and Lake.

**Department hosting and collaborators:**

Multicultural Academic and Support Services

### CAMPUS TOURS

**Purpose:** The purpose of the campus tours is the opportunity to share with students the importance of attending college. The tours are intentionally designed to give students an opportunity to interact with UCF students and staff. This first-hand experience is a critical part of selecting the correct college.

**Department hosting and collaborators:**

Multicultural Academic and Support Services

### TAKE STOCK IN CHILDREN

**Purpose:** This an opportunity for staff and students to network and explore opportunities of student success and academic achievement for program participants. Students are recruited in middle school to receive guidance and support to achieve academic success at the collegiate level through support services and mentoring.

**Department hosting and collaborators:**

Multicultural Academic and Support Services

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### ENGAGING LATINO STUDENTS FOR TRANSFER AND COLLEGE COMPLETION

**Attendance:** NA

**Purpose:** The purpose of this cohort based program is to provide support to Latino students interested in pursuing a degree in business, social sciences and hospitality. In partnership with Valencia College, the goal of the program is to provide students with a seamless pathway to UCF, while providing wraparound services to these students to strengthen retention and decrease time to graduation. Camino a UCF students are made to feel like UCF Knights while enrolled at Valencia College, by way of co-curricular activities on the UCF main campus. Ongoing engagement activities provide students with a sense of belonging and motivation to persist through their studies.

**Department hosting and collaborators:** Multicultural Academic and Support Services

### STUDENT ACADEMIC RESOURCE CENTER

#### BRING YOUR “A” GAME: GETTING A’S USING TIME MANAGEMENT

9/1/16

**Purpose:** Develop techniques necessary to become an effective time manager. Learn how to prioritize, make effective lists, and become better at multi-tasking and studying.

**Department hosting and collaborators:** Student Academic Resource Center

#### STAYING AHEAD OF THE GAME: AVOIDING PROCRASTINATION

9/8/16

**Purpose:** Learn why students procrastinate, how to identify it and how to overcome the procrastination cycle. Learn how to be more effective and successful here at UCF.

**Department hosting and collaborators:** Student Academic Resource Center

#### GOAL SETTING

9/15/16

**Purpose:** Wondering what GPA is needed to make President’s List? Learn what strategies are necessary to make this goal a reality.

**Department hosting and collaborators:** Student Academic Resource Center

#### PREPARING FOR PROFESSIONAL SCHOOL

9/20/16

**Purpose:** Wondering how to become competitive for med school, law school or another health-professional school? Join the Office of Pre-Health and Pre-Law Advising staff to learn how their office can assist you in pursuing a Pre-Professional program.

**Department hosting and collaborators:** Student Academic Resource Center and Pre-Health & Pre-Law Advising Department

#### BRING YOUR “A” GAME: GETTING A’S USING TIME MANAGEMENT

10/4/16

**Purpose:** Develop techniques necessary to become an effective time manager. Learn how to prioritize, make effective lists, and become better at multi-tasking and studying.

**Department hosting and collaborators:** Student Academic Resource Center

#### STUDY SMARTER, NOT HARDER: STUDY SKILLS & TEST PREPARATION

10/13/16

**Purpose:** Learn from our experts the tricks of the trade on how to prepare for your exams.

**Department hosting and collaborators:** Student Academic Resource Center

#### STAYING AHEAD OF THE GAME: AVOIDING PROCRASTINATION

10/25/16

**Purpose:** Learn why students procrastinate, how to identify it and how to overcome the procrastination cycle. Learn how to be more effective and successful here at UCF.

**Department hosting and collaborators:** Student Academic Resource Center

#### NO STRESS ZONE: REDUCING TEST TAKING ANXIETY

10/31/16

**Purpose:** Does the thought of a looming test get you nervous and shaky? Learn tips to help you

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

breeze through your next test stress free!

**Department hosting and collaborators:** Student Academic Resource Center

### FINAL EXAM PREPARATION

11/17/16

**Purpose:** Are you starting to feel overwhelmed in preparing for final exams? Learn how to regain control and make finals week a week of success.

**Department hosting and collaborators:** Student Academic Resource Center

### STUDY UNION

12/3/16-12/8/16

**Attendance:** 16,485 including in-person, live streaming and recorded views

**Purpose:** To provide final exam review sessions to students.

**Department hosting and collaborators:** Student Academic Resource Center, Student Union and Office of Student Involvement

### BRING YOUR “A” GAME: GETTING A’S USING TIME MANAGEMENT

1/17/17

**Purpose:** Develop techniques necessary to become an effective time manager. Learn how to prioritize, make effective lists, and become better at multi-tasking and studying.

**Department hosting and collaborators:** Student Academic Resource Center

### STUDY SMARTER, NOT HARDER: STUDY SKILLS & TEST PREPARATION

1/24/17

**Purpose:** Learn from our experts the tricks of the trade on how to prepare for your exams.

**Department hosting and collaborators:** Student Academic Resource Center

### GOAL SETTING

2/9/17

**Purpose:** Wondering what GPA is needed to make President’s List? Learn what strategies are necessary to make this goal a reality.

**Department hosting and collaborators:** Student Academic Resource Center

### NOTETAKING

2/14/17

**Purpose:** Is your notebook filled with information you just can’t absorb? Take a note from the experts on how to best refine your learning process in and out of the classroom!

**Department hosting and collaborators:** Student Academic Resource Center and Student Accessibility Services

### BRING YOUR “A” GAME: GETTING A’S USING TIME MANAGEMENT

1/17/17

**Purpose:** Develop techniques necessary to become an effective time manager. Learn how to prioritize, make effective lists, and become better at multi-tasking and studying.

**Department hosting and collaborators:** Student Academic Resource Center

### STAYING AHEAD OF THE GAME: AVOIDING PROCRASTINATION

2/28/17

**Purpose:** Learn why students procrastinate, how to identify it and how to overcome the procrastination cycle. Learn how to be more effective and successful here at UCF.

**Department hosting and collaborators:** Student Academic Resource Center

### NO STRESS ZONE: REDUCING TEST TAKING ANXIETY

3/21/17

**Purpose:** Does the thought of a looming test get you nervous and shaky? Learn tips to help you breeze through your next test stress free!

**Department hosting and collaborators:** Student Academic Resource Center

### STUDY SMARTER, NOT HARDER: STUDY SKILLS & TEST PREPARATION

4/4/17

**Purpose:** Learn from our experts the tricks of the trade on how to prepare for your exams.

**Department hosting and collaborators:** Student Academic Resource Center

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### FINAL EXAM PREPARATION

4/11/17

**Purpose:** Are you starting to feel overwhelmed in preparing for final exams? Learn how to regain control and make finals week a week of success.

**Department hosting and collaborators:** Student Academic Resource Center

### STUDY UNION

4/23/18-4/27/18

**Attendance:** 21,526 including in-person, live streaming and recorded views

**Purpose:** To provide final exam review sessions to students.

**Department hosting and collaborators:** Student Academic Resource Center, Student Union and Office of Student Involvement

### STUDY SMARTER, NOT HARDER: STUDY SKILLS & TEST PREPARATION

7/11/17

**Purpose:** Learn from our experts the tricks of the trade on how to prepare for your exams.

**Department hosting and collaborators:** Student Academic Resource Center and Department of Housing

### GOAL SETTING

7/25/17

**Purpose:** Wondering what GPA is needed to make President's List? Learn what strategies are necessary to make this goal a reality.

**Department hosting and collaborators:** Student Academic Resource Center and Department of Housing

### ACCESS PROGRAM

Summer B semester 2017

**Attendance:** 383

**Purpose:** The Access Program is a 6-week on-campus summer program for selected freshman who receive intensive academic preparation. Students are conditionally admitted to UCF for summer B term and must successfully complete the program requirements in order to be fully admitted to the University in fall term.

**Department hosting and collaborators:** Student

Academic Resource Center, Multicultural Academic Support Services (MASS) and First Year Advising and Exploration (FYAE)

### STUDENT ACCESSIBILITY SERVICES

#### DISABILITY RIGHTS, BARRIERS AND YOU 10/10/17

**Purpose:** Led by Student Accessibility Services, this interactive workshop will explore some of the greatest disability barriers that exist in day-to-day activities. The discovery will lead to a paradigm shift in how disability is viewed. Everyone who attends will be able to identify at least one action-item take-away that they can use to contribute to a more accessible and inclusive environment for people with disabilities.

**Department hosting and collaborators:** Student Accessibility Services

#### DISABILITY RIGHTS, BARRIERS AND YOU 3/5/18

**Purpose:** Led by Student Accessibility Services, this interactive workshop will explore some of the greatest disability barriers that exist in day-to-day activities. The discovery will lead to a paradigm shift in how disability is viewed. Everyone who attends will be able to identify at least one action-item take-away that they can use to contribute to a more accessible and inclusive environment for people with disabilities.

**Department hosting and collaborators:** Student Accessibility Services

#### DISABILITY RIGHTS, BARRIERS AND YOU 3/5/18

**Purpose:** Led by Student Accessibility Services, this interactive workshop will explore some of the greatest disability barriers that exist in day-to-day activities. The discovery will lead to a paradigm shift in how disability is viewed. Everyone who attends will be able to identify at least one action-item take-away that they can use to contribute to a more accessible and inclusive environment for people with disabilities.

**Department hosting and collaborators:** Student Accessibility Services

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### DISABILITY IN THE MEDIA

12/15/17

**Purpose:** Led by Student Accessibility Services, this interactive workshop explores how disability is portrayed in the media and can impact our social mindset toward the concept.

**Department hosting and collaborators:** Student Accessibility Services

### DISABILITY IN THE MEDIA

Date: 3/7/18

**Purpose:** Led by Student Accessibility Services, this interactive workshop explores how disability is portrayed in the media and can impact our social mindset toward the concept.

**Department hosting and collaborators:** Student Accessibility Services

### BARRIERS BE GONE ESCAPE ROOM ACTIVITY

3/23/18

**Purpose:** Based on the popular escape room game concept, Student Accessibility Services and Inclusive Education Services challenge teams to be locked in a room full of barriers. Players need to learn about accessibility and inaccessible approaches in order to solve the clues to escape.

**Department hosting and collaborators:** Student Accessibility Services

### CREATING ACCESSIBLE VIDEOS

3/6/18

**Purpose:** This workshop guides participants on different options to make videos accessible.

**Department hosting and collaborators:** Student Accessibility Services

### CREATING ACCESSIBLE VIDEOS

4/25/18

**Purpose:** This workshop guides participants on different options to make videos accessible.

**Department hosting and collaborators:** Student Accessibility Services

### THE EVOLVING STORY OF INTELLECTUAL DISABILITIES

11/7/17

**Purpose:** Inform attendees on intellectual disabilities and explain the IES program at UCF and

how it benefits students with intellectual disabilities

**Department hosting and collaborators:** Inclusive Education Services

### SDES TRIO CENTER

#### TRIO—STUDENT SUPPORT SERVICES, TALENT SEARCH & UPWARD BOUND FLORIDA TRIO STUDENT LEADERSHIP CONFERENCE

October 19–21, 2017

**Attendance:** There were 225 in attendance.

**Purpose:** We hosted the Florida TRIO Student Leadership Conference. The conference is for collegiate and pre-collegiate TRIO scholars. Dr. McCloud facilitated the Emerging Leaders Institute (ELI) and each TRIO Center program presented at least one session at the conference. We partnered with MASS and its Annual Male Student Success Conference to present this Transforming Student Success Conference 2017.

**Department hosting and collaborators:** SDES TriO Center

#### TRIO—PRIME STEM STEM CAREER ACADEMY

May 2, 2018

**Attendance:** students, staff and industry partners

**Purpose:** The third annual STEM Career Academy offered several workshops on career readiness, resumes, networking, graduate school, and a keynote address by Dr. Candice Bridge. Dr. Bridge is an Assistant Professor in the UCF Chemistry Department. The event was developed in response to the gap in post-graduate employment of first generation students and assists them in developing skills and knowledge that are needed for employment. The day concluded with a networking reception with eight industry representatives from the central Florida area from a diversity of fields including computer science, nursing, and solar energy. Attendees made several industry connections which can lead to opportunities for mentorship, internships, and career placement in the future.

**Department hosting and collaborators:** SDES TriO Center

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### TRIO—PRIME STEM & PROJECT BEST FINANCIAL LITERACY SERIES

#### Throughout the academic year

**Attendance:** Workshops were facilitated for 268 first-generation and/or low-income students participating in the SDES TRIO Center. Attendance varied at each workshop

**Purpose:** These workshop were created to help scholars develop financial literacy tools. Topics included Debt Management, Healthy Eating on a Budget, Credit 101, Savings Smarts, Financial Literacy Plan, Salary Negotiations and Student Loan Repayment.

**Department hosting and collaborators:** SDES TriO Center, Fairwinds, Financial Aid & Adulging/Career Services.

### TRIO—STUDENT SUPPORT SERVICES, TALENT SEARCH, UPWARD BOUND & MCNAIR TRIO WEEK

#### February 19–24

**Attendance:** Over 200 people attended the various programs during the week.

**Purpose:** We celebrate TRIO Week in celebration of the National TRIO Day of Service. Al Phillips from the Council on Opportunity in Education (the national TRIO organization) was the keynote speaker. We recognized Congresswomen Val Demings and Stephanie Murphy with our annual Friend of TRIO Award. Both supported TRIO programs at the national level.

**Department hosting and collaborators:** SDES TriO Center

### TRIO—PRIME STEM & PROJECT BEST NATIONAL TRIO DAY OF SERVICE

#### February 24, 2018

**Attendance:** students and staff

**Purpose:** We volunteered at Harvest Time International on National TRiO Day (Saturday, February 24, 2018). The scholars folded sheets, towels, napkins, and tablecloths that were donated from Walt Disney World to assist families in Puerto Rico.

**Department hosting and collaborators:** SDES TriO Center

### TRIO—TALENT SEARCH PROJECT PACE & REACH SUMMER ACADEMY

#### June 12–28, 2018

**Purpose:** The Talent Search Summer Academy was designed to provide pre-collegiate exposure to our middle and high school participants through social development and college and career exploration. We facilitated daily team building and leadership activities and exposed our participants to different STEM careers and majors. Our high school seniors participated in a two day senior boot camp and received help in the beginning process of the college admissions process. The seniors participated in workshops on the college essay, financial literacy, the common application, and career services.

**Department hosting and collaborators:** SDES TriO Center, UCF Career Services, UCF Police, UCF Undergraduate Admissions, College of Medicine, Rosen College of Hospitality Management, Naval Air Warfare Center Training Systems Div. /Institute for Simulation & Training, Lockheed Martin, UCF Office of Student Financial Assistance and Lake Highland Preparatory School.

### TRIO—UPWARD BOUND UPWARD BOUND SUMMER ACADEMY

#### June 10– July 27, 2018

**Attendance:** students staff members

**Purpose:** The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. The program serves first-generation, low-income high school students. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. As a part of our six-week summer program, students will spend a week on our campus where they will reside in the dorm, eat in the dining hall, and engage in a rigorous academic curriculum. The purpose is to allow the students to experience first-hand, college life.

**Department hosting and collaborators:** SDES TriO Center, Financial Aid, Office of Academic Integrity, MASS, UCF Cares, Library, Institute for Simulation & Training, Recreation and Wellness, Rosen College of Hospitality Management, Undergraduate Admissions, Career Services, Office

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

of Diversity and Inclusion, UCF Global. Students also took trips include Florida Holocaust Museum, Escape Room, Rollins College, and to the FL TRIO Summer Olympics (in Tampa).

### **TRIO—UPWARD BOUND TRIO FORUM “ACADEMIC SUCCESS UNDER CONSTRUCTION”**

**June 15, 2018**

**Attendance:** 110

**Purpose:** Guest speakers and TRIO Alumni interacted with Upward Bound Scholars to share their stories about their journey to a college degree. The students of Project EDGE created the theme, “Academic Success Under Construction” to express the changes they are making in their lives such as cutting out distractions, building better study habits, hitting the books, and measuring their success. These things serve as their building blocks for ensuring that they graduate from high school and for making them competitive for the rigorous college admission process. Speakers included Dr. Maribeth Ehasz, Dr. Daniel Jean, Montclair State University and Chief Cornita Riley, Orange County Corrections Department.

**Department hosting and collaborators:** SDES TriO Center

### **TRANSFER & TRANSITION SERVICES**

#### **SEE UCF**

**Fall 2016 & Spring 2017**

**Attendance:** 400

**Purpose:** Support first-year Valencia College students as they prepare to transition to UCF

**Department hosting and collaborators:** Transfer & Transition Services

#### **TRANSFERRING INTO PROFESSIONAL SUCCESS (TIPS)**

**Fall 2015–Spring 2016**

**Attendance:** 450

**Purpose:** Support the academic success of multicultural and first generation students

**Department hosting and collaborators:** Transfer and Transition Services

### **VETERANS ACADEMIC RESOURCE CENTER**

#### **NEW TRANSFER STUDENT VETERANS ORIENTATION PROGRAM**

**Recurring ~20X per year between Summer 2016 to Spring 2017**

**Purpose:** Veterans continue to begin their Transfer Orientation day at the Veterans Academic Resource Center and receive their University Welcome from an administrator within the Veterans Academic Resource Center and/or Registrar’s Office. Tours of VARC, programs, and resources offered exclusively to student veterans at UCF are reviewed before student vets are released to their academic advising sessions at same time as other transfer students.

**Department hosting and collaborators:** Veterans Academic Resource Center

#### **STUDENT VETERAN ENROLLMENT**

**Fall 2016**

**Attendance:** 1419 Veterans:

Male	1046	73.7%
Female	373	26.3%

Of the 1419 who reported on ethnicity:

American Indian	33	2%
Asian	71	5%
Black	237	17%
Hispanic	268	19%
Not Hispanic	7	>1%
Not Specified	21	1%
Pacific Islander	6	>1%
White	776	55%

**Purpose:** The Veterans Academic Resource Center (VARC) recognizes and supports student veterans as they transition from military to student life. The VARC, a unit of the Registrar’s Office, collaborates with the offices of Career Services, the Counseling Center, Student Academic Resource Center, Student Disabilities Services, and Transfer and Transition Services, and provides the home for Veteran Services.

VARC serves all veteran students and eligible dependents who are using VA educational benefits to further their education. The office provides information concerning entitlements, filing claims to the Department of Veterans Affairs (DVA), certifying enrollment at the University,

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016-2017

and deferring tuition and fee payments. Veterans and eligible dependents must be certified through VARC each term to receive VA educational benefits. All veterans and eligible dependents are urged to consult VARC early in the UCF admissions process for information about veteran services. To maintain eligibility for VA education benefits, students must adhere to the policies and procedures for VA educational benefits as noted on the GI Bill website.

**Department hosting and collaborators:** Veterans Academic Resource Center

### UCF BEING NAMED “MILITARY-FRIENDLY” SCHOOL

**September 2016**

UCF amongst the top 15% “most military-friendly” schools in the country.

**Purpose:** G.I. Jobs Magazine and Victory Media recognized UCF as being among the top 15% “most military-friendly” schools in the country. Programming dedicated for student veterans, student veteran orientations, campus partnerships, and participation in the Yellow Ribbon program were some of the criteria that led to this recognition.

**Department hosting and collaborators:** Veterans Academic Resource Center

### S.A.F.E. (STUDENT VETERAN ALLIED FACULTY EDUCATION) TRAINING

**October 21**

**Attendance:** faculty and staff members  
The Orlando Veterans Medical Center’s Veterans Integration To Academic Leadership program collaborated with the Veterans Academic Resource Center on “S.A.F.E. (Student Veteran Allied Faculty Education)” training.

Training sessions helped increase the knowledge of UCF staff and faculty related to student veterans’ challenges, as well as available resources. More than 200 staff and faculty members attended sessions which increased awareness among the UCF community on the needs of veterans. Collaboration continues with the VA Medical Center on advisement for the SAFE program

(now known as Veterans Education Training and Support-V.E.T.S.) and other outreach efforts.

**Department hosting and collaborators:** Veterans Academic Resource Center, Orlando Veterans Medical Center

### “VETERAN’S RESOURCES AND CHALLENGES IN OUR COMMUNITY” PANEL

**October 19, 2016**

**Purpose:** To make community members aware of challenges for veterans in Orlando. For Diversity Week at UCF, the United Way Campaign Team hosted an expert panel to discuss resources and challenges for veterans in the Orlando community. Dr. Paul Viau sat on panel for “Veteran’s Resources and Challenges in Our Community” on October 19, 2016. Members of the audience included UCF faculty and staff, as well as members of the local community.

**Department hosting and collaborators:** Veterans Academic Resource Center

### STUDENT VETERAN ENROLLMENT

**Spring 2017**

1359 Veterans

Male	1013	74.6%
Female	346	25.4%

Of the 1359 who reported on ethnicity:

American Indian	37	2.7%
Asian	69	5.1%
Black	228	16.8%
Hispanic	260	19.1%
Not Hispanic	9	>1%
Not Specified	18	1.3%
Pacific Islander	6	>1%
White	732	53.9%

**Purpose:** The Veterans Academic Resource Center (VARC) recognizes and supports student veterans as they transition from military to student life. The VARC, a unit of the Registrar’s Office, collaborates with the offices of Career Services, the Counseling Center, Student Academic Resource Center, Student Disabilities Services, and Transfer and Transition Services, and provides the home for Veteran Services.

VARC serves all veteran students and eligible dependents who are using VA educational benefits

to further their education. The office provides information concerning entitlements, filing claims to the Department of Veterans Affairs (DVA), certifying enrollment at the University, and deferring tuition and fee payments. Veterans and eligible dependents must be certified through VARC each term to receive VA educational benefits. All veterans and eligible dependents are urged to consult VARC early in the UCF admissions process for information about veteran services. To maintain eligibility for VA education benefits, students must adhere to the policies and procedures for VA educational benefits as noted on the GI Bill website.

**Department hosting and collaborators:** Veterans Academic Resource Center

**FAMILY DAY BBQ FOR VETERANS AND NON-TRADITIONAL STUDENTS**

**April 1st, 2017**

**Attendance:** students, veterans (including Peer Mentors and SVA)

**Purpose:** to reach veteran and non-traditional students and connect them with each other, resources, and to UCF

**Department hosting and collaborators:** Veterans Academic Resource Center, Transfer and Transition Services

**WOMEN VETERANS HISTORY MONTH**

**March 10, 2017**

**Attendance:** students, staff, faculty

**Purpose:** On March 10, 2017, Veterans Academic Resource Center (VARC) Peer Mentor and Navy Veteran Tracy Lovingood hosted a reveal ceremony the 2017 “Women in the Military” display in the lobby of the Veterans Academic Resource Center in the CFE Arena.

The women showcased in this display (including women veterans who are currently at UCF) have paved the way for other women to become pilots, surgeons, inventors, computer programmers, commanders, and have been on the front lines of war. They have achieved many firsts, and set the standards for what it means to be a woman in the military. All the uniforms, challenge coins, military ribbons, photos, and other memorabilia on display were provided by women veterans.

**Department hosting and collaborators:** Veterans Academic Resource Center

**ADMISSIONS**

**TOTAL PROGRAMS, ACTIVITIES AND EVENTS:**

**4**

**TOTAL ATTENDANCE:**

**23,174**

**REGISTRAR'S OFFICE**

**PREFERRED NAME OPTION FOR STUDENTS — ENHANCEMENTS TO STUDENT SYSTEM**

**Continuous**

**Attendance:** Allows students who identify with a particular gender that differs from what was on record when their information was originally entered into the database, to declare a preferred name. Recent updates now reflect the preferred name on grade rosters, class rosters,

and in WebCourses so that faculty will correctly associate the student's preferred name with his or her student records.

**Department hosting and collaborators:** Registrar's Office, Center for Distributed Learning

**COMMENCEMENT — ACCESSIBILITY TEAM**

**August 5, 2017; December 15-17, 2017; May 3-5, 2018. This event is recurring 3X annually — August, December and May**

**Attendance:** Approximately 12,000 students

participate in Commencement annually.  
**Purpose:** Within the Commencement team, the Registrar’s Office appoints a small team to work specifically with students and their guests with disabilities to ensure that the event is fully accessible. This includes logistics before the ceremony in arranging to have an interpreter, captioning if needed, special seating, and arranging assistance with mobility or vision concerns. Personnel are specifically assigned to each student who has requested accommodations to ensure that their needs are met and this may include assisting the student on the platform when the diploma presented.

**Department hosting and collaborators:** Registrar’s Office, Student Accessibility Services

## **UNDERGRADUATE ADMISSIONS**

**KNIGHT FOR A DAY OPEN HOUSES, ROSEN CAMPUS OPEN HOUSES AND ADMITTED STUDENT OPEN HOUSES (2017) July 22, Sept 23, Oct 28, Nov 3, Nov 18; (2018) Jan 20, Feb 16, Mar 24, Apr 7, Apr 21**

**Attendance:** Prospective Students: 3,019; Total Guests 8,097

**Purpose:** To introduce prospective students and their families to the University of Central Florida (including academic information, student support services, housing, financial assistance available, and co-curricular opportunities)

**Department hosting and collaborators:** Hosted by Undergraduate Admissions in collaboration with all colleges and various departments throughout the university

## **INTERNATIONAL DIRECT CONNECT TO UCF**

**October 13, 2017 and February 2, 2018**

**Attendance:** Prospective International Valencia

**Purpose:** To promote educational opportunities available at UCF to international students currently studying at Valencia College.

**Department hosting and collaborators:** Partnership between UCF Global, UCF Connect, Housing and Residence Life, RWC, and Undergraduate Admissions

## **CLUB AND INTRAMURAL ACTIVITIES**

**TOTAL PROGRAMS, ACTIVITIES AND EVENTS:**

**21**

**TOTAL ATTENDANCE:**

**1,335**

## **FRATERNITY AND SORORITY LIFE**

### **GREEK LEADERSHIP CHALLENGE TITLE IX WORKSHOP**

**January 27, 2018**

**Attendance:** 125 students, 12 professional staff members and volunteers

**Purpose:** Continuing Education on Title IX, VAWA, UCF Non-Discrimination Policy, the roles organizations play on equality within membership

**Department hosting and collaborators:** Office of Fraternity and Sorority Life

### **GREEK LEADERSHIP CHALLENGE CULTURAL COMPETENCY WORKSHOP**

**January 27, 2018**

**Attendance:** 125 students, 12 professional staff members and volunteers

**Purpose:** Demonstrate respectful behavior in a community environment, Empower students to confront inappropriate behavior, Discuss and share personal definition of social justice/ diversity, Discuss what it means to be an inclusive community and why building an inclusive community important?

**Department hosting and collaborators:** Office of Fraternity and Sorority Life

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016-2017

### U-TALK PRESENTERS ON DIVERSITY IN THE WORKPLACE

**March 20, 2018**

**Purpose:** Discuss and educate on equality and diversity in the workplace and how to use your network to better your experience.

**Department hosting and collaborators:** Fraternity and Sorority Life and the Career Center

### RECREATION & WELLNESS CENTER

#### KNIGHT'S LEADERSHIP SERIES (KLS): UCF COMMUNITY RELATIONS: HOW TO HAVE THE DIFFICULT DISCUSSIONS ABOUT COMMUNITY POLICING AND RACE

**September 26, 2016**

**Attendance:** participants

**Purpose:** Promote equity, diversity, inclusion respect and responsibility

**Department hosting and collaborators:** RWC

#### INCLUSIVE RECREATION EXPO

**October 19, 2016**

**Attendance:** 129 participants

**Purpose:** Promote equity, diversity, inclusion respect and responsibility

**Department hosting and collaborators:** RWC

#### UNIFIED FLAG FOOTBALL

**October 22, 2016**

**Purpose:** Partnership with the Special Olympics to promote active recreation and wellness for students with all intellectual abilities

**Department hosting and collaborators:** RWC

#### INTERNATIONAL WEEK WORLD CUP

**October 31, 2016-November 7, 2016**

**Attendance:** 308 participants

**Purpose:** Promote equity, diversity, inclusion respect and responsibility

**Department hosting and collaborators:** RWC

#### VETERANS KAYAKING TRIP

**November 5, 2016**

**Purpose:** Promote recreation and wellness activity for students with any physical ability

**Department hosting and collaborators:** RWC

#### SITTING VOLLEYBALL AND GOALBALL

**November 9-30, 2016**

**Purpose:** Promote active recreation and wellness for students with any physical ability

**Department hosting and collaborators:** RWC

#### KNIGHT'S LEADERSHIP SERIES (KLS): SERVING STUDENTS WITH DISABILITIES

**February 8, 2017**

**Purpose:** Promote equity, diversity, inclusion respect and responsibility

**Department hosting and collaborators:** RWC

#### UNIFIED BASKETBALL

**February 18, 2017**

**Purpose:** Partnership with the Special Olympics to promote active recreation and wellness for students with all intellectual abilities

**Department hosting and collaborators:** RWC

#### 2V2 WHEELCHAIR BASKETBALL

**March 1, 2017**

**Purpose:** Promote active recreation and wellness for students with any physical ability

**Department housing and collaboration:** RWC

#### KNIGHT'S LEADERSHIP SERIES (KLS): THE REBOUND: MOVIE SCREENING

**March 3rd, 2017**

**Purpose:** Promote equity, diversity, inclusion respect and responsibility

**Department hosting and collaborators:** RWC

#### BEEP BASEBALL

**April 20, 2017**

**Purpose:** Promote active recreation and wellness for students with any physical ability

**Department hosting and collaborators:** RWC

#### CULTURAL DANCE SERIES

**SAMBA**

**9/7/16**

**BELLY DANCE**

**10/25/16**

**AFRICAN DANCE**

**11/10/16**

**VIETNAMESE DANCE**

**3/8/17**

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016-2017

**Purpose:** The Cultural Dance Series is a partnership with the Multicultural Student Center to spread knowledge of other cultures through dance.

**Department hosting and collaborators:** RWC

**WOMEN ON WEIGHTS  
INTRODUCTION AND MYTH BUSTERS**

10/4/16

**CANCELED FOR HURRICANE**

10/6/16

**FITNESS ASSESSMENT DAY**

10/11/16

**LOWER**

10/13/16

10/18/16

**UPPER**

10/20/16

**PROGRAM DESIGN & FLOOR  
NAVIGATION**

**PROGRAM DESIGN & FLOOR  
NAVIGATION**

10/25/16

**Purpose:** Promote the use of resistance training for women to increase confidence on the weight floor.

**Department hosting and collaborators:** RWC

**WOMEN'S FLAG FOOTBALL CLINIC**

August 29, 2016

**Purpose:** Promote inclusion within officiating

**Department hosting and collaborators:** RWC

**GOALBALL**

November 9-30, 2016

**Purpose:** Promote active recreation and wellness for students with any physical ability

**Department hosting and collaborators:** RWC

**GUYS ON GROUP EXERCISE**

March 23, 2017

**Purpose:** Promote more males to utilize group exercise classes

**Department hosting and collaborators:** RWC

**STUDENT ASSISTED WORKOUT (SAW)  
PROGRAM**

Academic Year

**Attendance:** 516 sessions

**Purpose:** Promote active recreation and wellness for students with any physical ability

**Department hosting and collaborators:** RWC

**VETERAN'S LEARN TO SURF**

9/11/16

**Purpose:** Promote recreation and wellness activity for students with any physical ability

**Department hosting and collaborators:** RWC

**EDUCATIONAL AND WORK ENVIRONMENT**

**TOTAL PROGRAMS,  
ACTIVITIES AND EVENTS:**

**122**

**TOTAL  
ATTENDANCE:**

**84,818**

**CAREER SERVICES**

**DARE2DREAM! PROFESSIONAL  
DEVELOPMENT AND MENTORSHIP SERIES**

September 9, 2017 and October 11, 2017

**Purpose:** An exciting new program was created to encourage earlier engagement for African

American/Black, Latino/Latina, Low-income/Pell Grant students. The Dare2Dream! Professional Development and Mentorship Series included 2 events designed to better prepare students for success while at UCF. To date, these events have had 938 views and 6 shares on Facebook Live, in addition to the 89 student that participated in person.

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

**Department hosting and collaborators:** Career Services and MASS

### WOMEN IN STEM: AIM HIGHER

**October 18, 2017**

**Attendance:** 103 student participants and 17 employer representatives from 15 companies

**Purpose:** This program was created to encourage women to pursue STEM fields by informing them of the wide range of STEM related academic and career opportunities. The event facilitated connections amongst successful female professionals and faculty, as well as STEM focused student support services. A primary goal will be to inspire a vision of success to help students overcome issues and challenges pervasive in STEM fields.

**Department hosting and collaborators:** Career Services, iSTEM, and the College of Education and Human Performance

### SPRING 2018 MULTICULTURAL NETWORKING EVENT

**January 30, 2018**

**Attendance:** 139 students and 24 employers participated in this event

**Purpose:** The Spring 2018 Multicultural Networking Event gives students the opportunity to interact with employers that are seeking more interaction with diverse candidates for employment.

**Department hosting and collaborators:** Career Services and MASS

### CAREER SERVICES WORKSHOPS AT THE ENGLISH LANGUAGE INSTITUTE

**February 2, 2018**

**Purpose:** Career Services facilitated three resume workshops for students in the UCF English Language Institute. The 60 students who attended are International students preparing to enter a 4 year program with many of their first choices being UCF.

**Department hosting and collaborators:** Career Services and UCF Global

### LGBTQ+ EMPLOYER PANEL

**March 6, 2018**

**Attendance:** students that attended the event in-person, watched the event live, had a reach of 1,664

people on Facebook, and had 729 video views

**Purpose:** The partnership between Career Services and LGBTQ+ Services is not a new collaboration, but it is one that continues to grow and achieve new strength and achievements year after year. The highlight of this collaboration is the annual LGBTQ+ Employer Panel. The panel provides students a glimpse of the journeys that others have taken, and challenges they have faced, as members of the LGBTQ+ community entering the workplace. This event was live streamed through Facebook Live for the first time Spring 2018. In addition to the 19 students that attended the event in-person, 7 watched the event live, had a reach of 1,664 people on Facebook, and had 729 video views.

**Department hosting and collaborators:** Career Services and LGBTQ+ Services

### RESEARCH, INTERNSHIP, AND CAREER PATHS WORKSHOP

**April 6, 2018**

**Purpose:** Career Services presented the “Research, Internship, and Career Paths” workshop on April 6th for the Brother to Brother program to provided information on services and resources to about establishing career paths and using high impact practices to gain competencies sought by employers.

**Department hosting and collaborators:** Career Services and MASS

### TARGETED POPULATIONS USE OF CAREER SERVICES

**2017–2018 academic year**

**Attendance:**

Special Populations	Handshake Log-ins	Appointments	Event Attendance
Operation 90%	135	17	8
Director’s Award	275	20	70
Federal Work Study	3,154	67	290
Multicultural students	143,230	4,563	21,988
Males	97,605	2,868	15,214

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

**Purpose:** Engaging targeted populations to increase student success and career readiness is a priority for Career Services. After reviewing our engagement data for the 2017–2018 academic year, we learned that multicultural students were engaging with Career Services at a high rate. In fact, they were the highest group amongst students seen for career counseling appointments representing 75% of our total appointments for the year.

**Department hosting and collaborators:** Career Services

### INTEGRITY AND ETHICAL DEVELOPMENT

#### ETHICAL DECISION MAKING

**Fall 2016**

**Purpose:** Training for New Housing and Residential Life Student Staff

**Department hosting and collaborators:** Housing and Residence Life

#### ACADEMIC INTEGRITY

**Fall 2016**

**Attendance:** 500

**Purpose:** New Graduate Student Orientation — brought an awareness of what academic integrity and academic misconduct is considered at UCF

**Department hosting and collaborators:** Graduate Studies

#### ACADEMIC INTEGRITY AND PROFESSIONALISM

**Fall 2016**

**Purpose:** Bachelor of Social Work Orientation — brought an awareness of what academic integrity and academic misconduct is considered at UCF and how to demonstrate professionalism throughout one’s undergraduate career

**Department hosting and collaborators:** College of Social Work

#### ACADEMIC INTEGRITY AND PROFESSIONALISM

**Fall 2016**

**Attendance:** 127

**Purpose:** Bachelor of Nursing Orientation — brought an awareness of what academic integrity

and academic misconduct is considered at UCF and how to demonstrate professionalism throughout one’s undergraduate career

**Department hosting and collaborators:** College of Nursing

#### ACADEMIC INTEGRITY AND PROFESSIONALISM

**Fall 2016**

**Purpose:** Masters of Social Work Orientation — brought an awareness of what academic integrity and academic misconduct is considered at UCF and how to demonstrate professionalism throughout one’s graduate career

**Department hosting and collaborators:** College of Social Work

#### CONFLICT RESOLUTION

**Fall 2016**

**Purpose:** SDES Peer Training Day How to handle conflict in the workplace with other peers

**Department hosting and collaborators:** SDES

#### ACADEMIC INTEGRITY

**Fall 2016**

**Attendance:** 860 (2 classes of BSC 2010)

**Purpose:** Brought an awareness of what academic integrity and academic misconduct is considered at UCF

**Department hosting and collaborators:** College of Sciences

#### CONFLICT RESOLUTION

**Fall 2016**

**Purpose:** How to handle conflict in the workplace involving other peers

**Department hosting and collaborators:** SDES

#### ACADEMIC INTEGRITY

**Fall 2016**

**Purpose:** Brought an awareness of what academic integrity and academic misconduct is considered at UCF

**Department hosting and collaborators:** Rosen School of Hospitality Management

#### ACADEMIC INTEGRITY

**Spring 2017**

**Attendance:** 1200+ (3 classes of BSC 2010)

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016-2017

**Purpose:** Brought an awareness of what academic integrity and academic misconduct is considered at UCF

**Department hosting and collaborators:** College of Sciences

### ETHICS IN GRADUATE SCHOOL AND BEYOND

**2 sessions Fall 2016**

**Purpose:** To bring an awareness to the area of ethics for graduate students to apply to the role while at UCF and in their future careers

**Department hosting and collaborators:** Graduate Studies

### COLLEGE LIFE SKILLS WORKSHOP SERIES

**7 Workshops Fall 2016**

To assist students in navigating their college experience. Topics included Social Media, Classroom and Email Etiquette, Reputation Building, Academic Integrity, Developing Ethical Standards, Picture Perfect Transcript, Take the Zero

**Department hosting and collaborators:** Integrity and Ethical Development

### PROFESSIONALISM NOW

**Spring 2017**

**Attendance:** 1700+ students enrolled in a College of Business lecture caption course

**Purpose:** Provided tips and suggestions of how to demonstrate professionalism both inside and outside the classroom

**Department hosting and collaborators:** College of Business

### COLLEGE LIFE SKILLS WORKSHOP SERIES

**5 Workshops Spring 2017**

**Purpose:** To assist students in navigating their college experience. Topics included Social Media, Classroom and Email Etiquette, Reputation Building, Academic Integrity, Contract Cheating, Picture Perfect Transcript

**Department hosting and collaborators:** Integrity and Ethical Development

### TAKING THE LEAD OF YOUR FUTURE: SELF-ADVOCACY IN SCHOOL AND IN THE WORKPLACE

**Spring 2017**

**Purpose:** Brought an awareness of how to self-advocate for one's values both in the classroom and in the workplace

**Department hosting and collaborators:** SDES - Leadership Week

### INTEGRITY AND ETHICS

**Spring 2017**

**Purpose:** Brought an awareness of how to demonstrate integrity and ethical behavior while representing the University

**Department hosting and collaborators:** First Year Experience

### ACTIVE LISTENING AND REPHRASING

**Spring 2017**

**Purpose:** Provided tips and suggestions on how to actively listen to customers

**Department hosting and collaborators:** Rosen College of Hospitality Management

### PROFESSIONAL ETHICS

**Spring 2017**

**Purpose:** Provided tips and suggestions on how to demonstrate professional ethics in the workplace

**Department hosting and collaborators:** School of Social Work

### PROFESSIONAL ETHICS

**Spring 2017**

**Purpose:** Provided tips and suggestions on how to demonstrate professional ethics in the workplace

**Department hosting and collaborators:** College of Sciences

### REPUTATION BUILDING

**Spring 2017**

**Purpose:** Provided suggestions on how to build one's reputation at UCF

**Department hosting and collaborators:** Global UCF

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016-2017

### ETHICS IN GRADUATE SCHOOL AND BEYOND

**3 session Spring 2017**

**Attendance:** 120

**Purpose:** To bring an awareness to the area of ethics for graduate students to apply to the role while at UCF and in their future careers

**Department hosting and collaborators:** Graduate Studies

### CONFLICT RESOLUTION

**Spring 2017**

**Purpose:** How to handle conflict in the workplace involving other peers

**Department hosting and collaborators:** SDES

### LEAD SCHOLARS ACADEMY

#### LEAD OUT LOUD SUMMIT

**February 17, 2018**

**Purpose:** The Lead Out Loud Summit (hosted by the LEAD Scholars Academy) is a signature event of the Lead Out Loud Multicultural Leadership program. The purpose of the event is to provide leadership education to students with a focus on diversity. Students from USF were also in attendance.

**Department hosting and collaborators:** Hosted by LEAD Scholars Academy

#### HEELS OF POWER

**November 4, 2017**

**Purpose:** The Heels of Power Women's Leadership Institute is a one-day conference that focuses on leadership as it relates to women. The conference included topics on Social Media Branding, Personal Branding, and Unwritten Rules of Female Leadership

**Department hosting and collaborators:** Hosted by LEAD Scholars Academy

#### GLOBAL CITIZEN PANEL

**April 7, 2017**

**Purpose:** This panel was designed to encourage students to think about their role as a global citizen, and to educate students about the importance of being aware of the world around them. Panelists shared their experiences of living

and working in various cultures and communities, and the importance of developing cultural competence.

**Department hosting and collaborators:** Hosted by LEAD Scholars Academy

### LEAD OUT LOUD LEADERSHIP PROGRAM

**Offered each semester**

**Purpose:** Lead Out Loud is an experiential program that focuses on the leadership development of multicultural students at the University of Central Florida. This program promises to enhance leadership skills, strengthen life skills and encourage positional leadership in this population of students at UCF. These are essential learning outcomes for students who will not only be retained by the university, but will be able to serve as effective leaders on campus and in the community.

**Department hosting and collaborators:** Hosted by LEAD Scholars Academy

### INSPIRE WOMEN'S LEADERSHIP PROGRAM

**Offered each semester**

**Purpose:** Inspire Women's Leadership Program aims to provide leadership enhancement and empowerment opportunities for UCF women students. Through networking, mentoring, personal development, and experiential training, UCF women students will be prepared to hold various leadership positions on campus and in the work arena.

**Department hosting and collaborators:** Hosted by LEAD Scholars Academy

### LEADERSHIP WEEK KEYNOTE SPEAKER — JANE ELLIOT

**February 19, 2018**

**Attendance:** 150 student, staff and faculty

**Purpose:** To provide participants with a simulated experience of racial and gender discrimination and injustice.

**Department hosting and collaborators:** LEAD Scholars, Social Justice and Advocacy, SGA, MASS, Student Union Assessments and Grants and Office of Diversity and Inclusion

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### LEADERSHIP WEEK KEYNOTE SPEAKER — RICHARD LAPCHICK

**February 21, 2018**

**Attendance:** 100 student, staff and faculty

**Purpose:** To provide participants with tools to serve as advocates for civil rights and social justice

**Department hosting and collaborators:** LEAD Scholars, Social Justice and Advocacy, SGA, MASS, Student Union Assessments and Grants and Office of Diversity and Inclusion

### OFFICE OF STUDENT CONDUCT

#### SEXUAL MISCONDUCT AND/OR INTERPERSONAL VIOLENCE HEARING OFFICER TRAINING

**September 21, 2016**

**Purpose:** Sexual Misconduct cases are usually our most difficult cases. Not all conduct board members feel comfortable hearing cases of this nature. That is why the OSC offered a supplemental training for those that are able and willing to assist with these types of cases. The OSC discussed a variety of topics including: the definition of consent, victim rights, and effective questioning.

**Department hosting and collaborators:** Equally Opportunity and Affirmative Action

#### SEXUAL MISCONDUCT AND/OR INTERPERSONAL VIOLENCE HEARING OFFICER TRAINING

**September 23, 2016**

**Purpose:** Sexual Misconduct cases are usually our most difficult cases. Not all conduct board members feel comfortable hearing cases of this nature. That is why the OSC offered a supplemental training for those that are able and willing to assist with these types of cases. The OSC discussed a variety of topics including: the definition of consent, victim rights, and effective questioning.

**Department hosting and collaborators:** Equally Opportunity and Affirmative Action

### STUDENT MENTAL HEALTH DISCLOSURE

**November 15, 2016**

**Purpose:** What would you do if a student disclosed serious mental health concerns to you while you were in a hearing? The program was designed to help conduct board members better answer the question “What would you do if a student disclosed serious mental health concerns to you while you were in a hearing?”

**Department hosting and collaborators:** Student Care Services and Counseling and Psychological Services

### TITLE IX INFORMATION

#### IT’S ON US WEEK OF ACTION

**October 24, 2016**

**Attendance:** 721

**Purpose:** To promote student success and well-being by offering prevention workshops.

**Department:** OSRR Title IX

#### IT’S ON US WEEK RESOURCE FAIR

**October 25, 2016**

**Attendance:** 100

**Purpose:** To promote student success and well-being by raising awareness over campus resources.

**Department:** OSRR Title IX

#### SDES TITLE IX PART I TRAINING

**November 16, 2016**

**Purpose:** To educate student staff on their reporting obligations and learning about campus resources.

**Department:** OSRR Title IX/OIE

#### SDES TITLE IX PART I TRAINING

**November 17, 2016**

**Attendance:** 54

**Purpose:** To educate student staff on their reporting obligations and learning about campus resources.

**Department:** OSRR Title IX/OIE

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016-2017

### **SDS TITLE IX PART II TRAINING**

**December 1, 2016**

**Attendance:** 281

**Purpose:** To educate student staff on their reporting obligations, campus policies, and campus resources.

**Department:** OSRR Title IX/OIE

### **KNOW YOUR RIGHTS/IT'S ON US**

**February 28, 2017**

**Attendance:** 103

**Purpose:** To raise awareness of victim's rights and promote student success and well-being.

**Department:** OSRR Title IX/SGA

### **IT'S ON US WALK**

**March 7, 2017**

**Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

**Department:** OSRR Title IX

### **IT'S ON US WOA: PRIZE WHEEL**

**April 10, 2017**

**Attendance:** 182

**Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

**Department:** OSRR Title IX

### **WEEK OF ACTION KICKOFF**

**April 11, 2017**

**Attendance:** 450

**Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

**Department:** OSRR Title IX/Student Care Services

### **IT'S ON US TABLING**

**August 25, 2016 thru May 22, 2017**

**Attendance:** 6,264

**Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

**Department:** OSRR Title IX

### **OFFICE OF STUDENT INVOLVEMENT**

#### **VOLUNTEER UCF AND ALTERNATIVE BREAK PROGRAM STUDENT LEADER TRAINING**

**June 2017-May 2018**

**Purpose:** Training students to be aware of the potential hazards of providing charity to diverse populations. Students learned self-awareness, appreciation of difference, collaboration, and curiosity and questioning.

**Department hosting and collaborators:** OSI, Volunteer UCF Alternative Break Program

#### **VIDEO CAPTIONING AND TRAININGS: PARENT AND FAMILY FUND GRANT PROJECT**

**June 2017-May 2018**

**Number of captioned videos:** 60 (457 minutes)

**Purpose:** To grow awareness of assessable video as an option and provide captioning services for videos produced and social media post.

**Department hosting and collaborators:** OSI Productions, Student Accessibility Services

#### **KNIGHTQUEST & GLOBAL UCF**

**July 2017**

**Purpose:** Getting International Students Connected to UCF (SLS class)

**Department hosting and collaborators:** OSI, Knights of the RoundTable: KnightQuest

#### **LAVENDER LUNCH**

**August 2017**

**Purpose:** Graduate Outreach (GO) tabled at this LGBTQ+ Services event to help bring awareness of UCF Resources to our LGBTQ+ graduate students

**Department hosting and collaborators:** OSI, Graduate Outreach

#### **CHAT AND CHEW**

**September 2017**

**Purpose:** Collaborate on a Hispanic Heritage month event to discuss the Influence of Hispanic culture with graduate students

**Department hosting and collaborators:** OSI, Graduate Outreach

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016-2017

### HOMEcomings INVOLVEMENT PRESENTATION

**September, 2017**

**Attendance:** 100

**Purpose:** provide information to international students about the purpose of Homecoming, events, and ways to get involved. Presentation recruited more than 30 event volunteers from the international student community.

**Department hosting and collaborators:** OSI, Homecoming

### HABLAME

**September 2017**

**Purpose:** provide an opportunity for students to share and hear experiences and stories around Hispanic heritage.

**Department hosting and collaborators:** OSI, Campus Activities Board

### LATIN SPICE

September 2017

**Attendance:** 150

**Purpose:** Students were able to celebrate Hispanic Heritage Month with performance groups RUKUS, Latin Rhythm, and Collision as well as learn some dances.

**Department hosting and collaborators:** OSI, Campus Activities Board

### HISPANIC HERITAGE MONTH LIVE STREAM

**September 2017**

**Purpose:** Live Stream the opening and closing ceremonies to the Connect Campus Students

**Department hosting and collaborators:** OSI, Knights of the Connection

### HOSPITALITY SAFE ZONE TRAINING

**September 15, 2017**

**Purpose:** Provide LGBTQ+ awareness training for those working in the Hospitality Industry

**Department hosting and collaborators:** OSI, Rosen Life, & LGBTQ+ Services

### PARTICIPA TÚ TAMBIÉN

**September 28, 2017**

**Purpose:** connecting Hispanic and Latino students to involvement opportunities across campus

**Department hosting and collaborators:** Office of Student Involvement

### KNIGHTS GOT TALENT

**October 11, 2017**

**Attendance:** 1,500

**Purpose:** Showcase student talent from a wide variety of cultures and communities through intentional outreach.

**Department hosting and collaborators:** OSI, Homecoming

### UCF HOMEcomings FIREWORKS

**October 13, 2017**

**Attendance:** 3,500

**Purpose:** Present fireworks display with music intentionally selected to better reflect the student body (Spanish language music, etc.)

**Department hosting and collaborators:** OSI, Homecoming

### HOSPITALITY DIVERSITY TRAINING

**October 27, 2017**

**Purpose:** Provide diversity awareness training for those working in the Hospitality Industry

**Department hosting and collaborators:** OSI, Rosen Life, & ODI

### VARC GAME KNIGHT

**November 2017**

**Purpose:** Expose our graduate veteran students to ways to get involved

**Department hosting and collaborators:** OSI and Graduate Outreach

### VISIBILITY: OPEN MIC

**November 2017**

**Purpose:** A discussion and open mic night around visibility within the LGBTQ community.

**Department hosting and collaborators:** OSI, Campus Activities Board with LGBTQ+ Services

### TASTE OF HOSPITALITY

**November 7, 2017**

**Attendance:** 250

**Purpose:** Educate students on a variety of other cultures

**Department hosting and collaborators:** OSI, Rosen Life, & Multicultural Student Center

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016-2017

### **KNIGHTQUEST & GLOBAL UCF**

**November 2017**

**Purpose:** Getting International Students Connected to UCF (SLS class)

**Department hosting and collaborators:** OSI, Knights of the RoundTable: KnightQuest

### **HOSPITALITY DIVERSITY TRAINING**

**November 17, 2017**

**Purpose:** Provide diversity awareness training for those working in the Hospitality Industry

**Department hosting and collaborators:** OSI, Rosen Life, & ODI

### **VARC GAME KNIGHT**

**November 2017**

**Purpose:** Expose our graduate veteran students to ways to get involved

**Department hosting and collaborators:** OSI and Graduate Outreach

### **BLACK HISTORY MONTH LIVE STREAM**

**February 2018**

**Purpose:** Live Stream the BFSM Mentoring Breakfast speaker to our connect campus students

**Department hosting and collaborators:** OSI and Knights of the Connection

### **HOSPITALITY SAFE ZONE TRAINING**

**February 9, 2018**

**Purpose:** Provide LGBTQ+ awareness training for those working in the Hospitality Industry

**Department hosting and collaborators:** OSI, Rosen Life, & LGBTQ+ Services

### **HOSPITALITY DIVERSITY TRAINING**

**February 23, 2018**

**Purpose:** Provide diversity awareness training for those working in the Hospitality Industry

**Department hosting and collaborators:** OSI, Rosen Life, & ODI

### **DRAG DIVAS**

**March 2018**

**Attendance:** 350 (live stream: 800)

**Purpose:** To provide awareness around the drag community and advocacy.

**Department hosting and collaborators:** Campus Activities Board and LGBTQ+ Services

### **INTERNATIONAL STUDENT LUNCH**

**March 2018**

**Purpose:** Expose our International Graduate students with ways to get involved.

**Department hosting and collaborators:** OSI and Graduate Outreach

### **KNIGHTQUEST & GLOBAL UCF**

**March, 2018**

**Purpose:** Getting International Students Connected to UCF (SLS class)

**Department hosting and collaborators:** OSI, Knights of the RoundTable: KnightQuest

### **VOLUNTEER UCF ALTERNATIVE BREAK PROGRAM: EXPLORING THE INTERSECTIONALITY OF CIVIL RIGHTS, SOCIAL MOVEMENTS, AND SYSTEMS OF OPPRESSION IN SELMA, ALABAMA**

**March 11, 2018-March 17, 2018**

**Purpose:** For this week long cultural immersion, we partnered with the Selma Center for Nonviolence and Reconciliation to explore the civil rights issues deeply rooted in our nation's history. We worked to create local sector-level changes in areas such as our justice system, economy, and social/cultural institutions that make Dr. King's vision of the Beloved Community a defining part of our everyday lives in Selma and beyond.

**Department hosting and collaborators:** OSI , VUCF Alternative Break Program

### **VOLUNTEER UCF ALTERNATIVE BREAK PROGRAM: REFORM AND RESETTLEMENT IN CLARKSTON: ALLEVIATING THE REFUGEE CRISIS ONE FAMILY AT A TIME, A REFUGEE RESETTLEMENT IN CLARKSTON, GA**

**March 11, 2018-March 17, 2018**

**Purpose:** For this week long cultural immersion, participants were exposed to refugee resettlement by traveling to Clarkston, Georgia, a community rich in different cultures and experiences that has become a huge melting pot for recently settled refugees. Participants earned more about refugee resettlement and the experiences that they have had to endure by\ undergoing training. Participants also volunteered with refugee youth

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

and families to help them integrate into their new life by participating in after school programming, prepping apartments for refugee families, and much more through Something New, a service learning geared program.

**Department hosting and collaborators:** OSI, Volunteer UCF Alternative Break Program

### **VOLUNTEER UCF ALTERNATIVE BREAK PROGRAM: PRIDE: BUILDING FUTURE LEADERS AND SAFER COMMUNITIES; LGBTQ RIGHTS AND AWARENESS IN CHARLOTTE, NC**

**March 11, 2018–March 17, 2018**

**Purpose:** For this week long cultural immersion, participants helped Campus Pride, which is the leading national educational organization for LGBTQ and ally college students and campus organizations, we educated volunteers about LGBTQ inclusion for youth on college and university campuses, in the social justice skills, community, and leadership development. Volunteering and educational activities included sports index outreach, LGBTQ perspective exhibit, online fair outreach, queer history, LGBTQ awareness projects, and LGBTQ & the Media.

**Department hosting and collaborators:** OSI, Volunteer UCF Alternative Break Program

### **HOSPITALITY DIVERSITY TRAINING**

**March 30, 2018**

**Purpose:** Provide diversity awareness training for those working in the Hospitality Industry

**Department hosting and collaborators:** OSI, Rosen Life, & ODI

### **AUTISM AWARENESS**

**April 2018**

**Purpose:** Bring Awareness of Autism to students in our UCF community at our Palm Bay Campus

**Department hosting and collaborators:** OSI and Knights of the Connection

### **HOSPITALITY SAFE ZONE TRAINING**

**April 20, 2018**

**Purpose:** Provide LGBTQ+ awareness training for those working in the Hospitality Industry

**Department hosting and collaborators:** OSI, Rosen Life, & LGBTQ+ Services

## **STUDENT GOVERNMENT ASSOCIATION**

### **SGA SENATE FALL RETREAT – DIVERSITY TRAINING**

**October 2017**

**Attendance:** Approximately 50-55

**Purpose:** Educating student leaders on representation, access, diversity, and inclusion

**Department hosting and collaborators:** OSI, ODI, & SGA Senate

### **SGA SENATE SPRING RETREAT – IMPLICIT BIAS TRAINING**

**February 2018**

**Attendance:** Approximately 30

**Purpose:** Create dialogue and discussion surrounding implicit bias, sexism/racism in the workplace, etc.

**Department hosting and collaborators:** OSI & SGA Senate

### **SGA SENATE GREEN DOT TRAINING**

**March 2018**

**Attendance:** Approximately 30

**Purpose:** Ensure Student Senators are well versed in bystander intervention and best practices regarding intervening in low and high-risk situations

**Department hosting and collaborators:** OSI, Green Dot, & SGA Senate

### **SGA SENATE – ONGOING ONLINE DIVERSITY TRAINING FOR APPOINTED STUDENT SENATORS**

**Ongoing**

**Purpose:** Educating student leaders on representation, access, diversity, and inclusion

**Department hosting and collaborators:** OSI, ODI, & SGA Senate

## **SOCIAL JUSTICE AND ADVOCACY**

### **CONSCIOUS THOUGHTS CAFÉ**

**Fall 2017 & Spring 2018 – 6**

**Attendance:** 142 (students and staff)

**Purpose:** Monthly dialogues that are centered on relevant social issues

**Department hosting and collaborators:** Social Justice and Advocacy

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### **SOCIAL JUSTICE WEEK 2017**

**1/22-26/18**

**Attendance:** 867 (students, faculty, staff)

**Purpose:** A collection of intentional events to engage the campus community in conversation about relevant social issues impacting the college experience.

**Department hosting and collaborators:** Social Justice and Advocacy

### **TUNNEL OF OPPRESSION**

**January 26, 2018**

**Attendance:** 260 (students, faculty, staff)

**Purpose:** This interactive experience provided participants with a greater understanding of various forms and levels of oppression.

**Department hosting and collaborators:** Social Justice and Advocacy

### **ALL GENDER LOVE**

**February 15, 2018**

**Attendance:** 200

**Purpose:** Event to demonstrate and provide education that “love has no labels”

**Department hosting and collaborators:** LGBTQ+ Services

### **DRAG DIVAS**

**March 21, 2017**

**Attendance:** 350/ 800+ livestream (students and staff)

**Purpose:** Celebration and Educational event of Drag Culture. The event also raised money for the Zebra Coalition which works with LGBTQ+ youth.

**Department hosting and collaborators:** LGBTQ+ Services and Campus Activities Board

### **CITY OF ORLANDO MLK PARADE**

**January 13, 2018**

**Attendance:** students and staff

**Purpose:** Represent UCF in a local community event

**Department hosting and collaborators:** MSC, LEAD Scholars Academy, & Community Relations

### **DIA DE LOS MUERTOS**

**October 1, 2017**

**Attendance:** 700 (students)

**Purpose:** Celebration of Mexican culture during Hispanic Heritage Month

**Department hosting and collaborators:** MSC and Latino American Student Association

### **TASTE OF UCF**

**August 21, 2017**

**Attendance:** 5000+ (students, faculty, staff)

**Purpose:** Provides the UCF campus community an opportunity to experience the cultural make-up of the university through food.

**Department hosting and collaborators:** MSC

### **CAMPUS PRIDE INDEX**

**August 2017**

**Attendance:** UCF was ranked as a Premier Institution 1 of 2 in FL and received 4.5 out of 5 rating

**Purpose:** The Campus Pride Index provides detailed information concerning how LGBTQ+ friendly is a college/university based on services, policies, protections, and procedures

**Department hosting and collaborators:** LGBTQ+ Services

### **AIDS BANQUET**

**11/29/17**

**Attendance:** 280 (students, faculty, staff)

**Purpose:** Provide the UCF community with information and awareness concerning HIV and AIDS

**Department hosting and collaborators:** MSC, College of Education and Human Performance H.E.A.R.T. and Lambda Sigma Upsilon Latino Fraternity Inc.

### **SAFE ZONE TRAININGS (LGBTQ+ 101, ADVOCATES, COMING OUT, GOLD)**

**Fall 2016/Spring 2017**

**Attendance:** 804 (students, faculty, staff)

**Purpose:** Provide education and training to the UCF community on understanding, supporting, and being an Ally to the LGBTQ+ community.

**Department hosting and collaborators:** LGBTQ+ Services

### **NGUZO SABA**

**April 30, 2018**

**Attendance:** 120 (students, faculty, staff, parents)

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

and family)

**Purpose:** Recognizes the academic achievements of Multicultural graduates at the University of Central Florida. The ceremony also celebrates the graduates' journey with their families. Each student receives a UCF embroidered Kente stole.

**Department hosting and collaborators:** Social Justice and Advocacy

### LAVENDER CELEBRATION

**May 5, 2018**

**Attendance:** 200 (students, faculty, staff)

**Purpose:** A graduation ceremony designed to honor graduating lesbian, gay, bisexual, transgender, queer, and ally students and their accomplishments at the University of Central Florida. Each student receives a lavender stole or medallion.

**Department hosting and collaborators:** MSC & LGBTQ+ Services

### NUESTRA GRADUACION

**May 2, 2018**

**Attendance:** students, faculty, staff, parents and family

**Purpose:** Graduation celebration to recognize the academic achievement of Latin@X/Hispanic graduates and their families. Each student receives a UCF medallion.

**Department hosting and collaborators:** MSC, LaFSA, Crear Futuros, LASA

### INTERFAITH DIALOGUE

**Fall 2017 & Spring 2018 – 5**

**Attendance:** students and staff

**Purpose:** Monthly dialogues that are centered on topics concerning faith and non-faith

**Department hosting and collaborators:** Social Justice and Advocacy

### VOICES OF UCF

**4/12/18**

**Attendance:** students

**Purpose:** Provide UCF students an opportunity to showcase talent and present to the campus community the diversity that exists

**Department hosting and collaborators:** Social Justice and Advocacy and MASS

### LIVING OUT LOUD WITH NYLE DIMARCO 11/15/17

**Attendance:** 825+/125 live stream viewing (students, faculty, and staff)

**Purpose:** Served as an intersectional event that provided the campus community an opportunity to engage with a successful deaf, LatinX, and nonbinary individual

**Department hosting and collaborators:** MSC and Student Accessibility Services

### HOLI

**3/3/18**

**Attendance:** 500+ (students)

**Purpose:** Indian holiday celebration of spring and festival of colors

**Department hosting and collaborators:** MSC, Indian Student Association, and SGA

### FLORIDA COLLEGIATE PRICE CONFERENCE

**4/6-8/18**

**Attendance:** 103 (students and staff),

**Purpose:** State-wide conference to engage students and staff on matters concerning the LGBTQ+ collegiate population.

**Department hosting and collaborators:** LGBTQ+ Services

### LGBTQ+ HISTORY MONTH OPENING CEREMONY

**10/3/17**

**Purpose:** Opening Ceremony for the LGBTQ+ History Month and provided a celebration of the LGBTQ+ Community

**Department hosting and collaborators:** MSC

### WHEN THEY CALL YOU A TERRORIST: A BLACK LIVES MATTER MEMOIR

**2/28/18**

**Attendance:** 210 (students, faculty, and staff)

**Purpose:** To engage the campus community in dialogue around race, diversity, privilege, and oppression

**Department hosting and collaborators:** Social Justice and Advocacy, MSC, MASS, Parent & Family Fund Grant

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### UCF REMEMBERS 6.12.16

6/11-15/18

**Attendance:** Students, staff, faculty, community participated in a weeklong celebration and remembrance

**Purpose:** Remembered the 49 individuals that lost their lives in the Pulse Nightclub shooting and recognized the UCF Knights that were also lost.

**Department hosting and collaborators:** Social Justice and Advocacy, UCF PD, OSI, Student Union, News & Information, Marketing, UCF Blood Drives, Wellness and Health Promotions.

### STUDENT LEGAL SERVICES

#### INTERNATIONAL STUDENT WELCOME RECEPTION

August 26, 2016

**Attendance:** Unknown (students)

**Purpose:** To welcome international students to UCF and educate them on resources available to them.

**Department hosting and collaborators:** UCF Global

#### LAVENDER LUNCH WELCOME RECEPTION

August 23, 2016

**Attendance:** Unknown (staff, students, faculty attended)

**Purpose:** To welcome LGBTQ+ students to UCF and educate them on resources available to them.

**Department hosting and collaborators:** Student Justice and advocacy

#### MULTICULTURAL TRANSFER WELCOME RECEPTION

September 7, 2016

**Attendance:** Unknown (students)

**Purpose:** To welcome multicultural transfer students to campus and educate them on resources available to them.

**Department hosting and collaborators:** MASS

#### LIGHT UP THE NIGHT

October 3, 2016

**Attendance:** Unknown (students, staff/faculty/community)

**Purpose:** To educate and raise awareness on intimate partner violence.

**Department hosting and collaborators:** Victim

Services, other UCF community partners

#### POLICE & BIAS TOWN HALL

November 4, 2016

**Attendance:** unknown (students, staff/faculty)

**Purpose:** To educate on implicit bias and how it affects policing.

**Department hosting and collaborators:** UCF PD, other campus partners.

#### MOCK TRIAL

November 07, 2016

**Attendance:** Unknown (students)

**Purpose:** To educate students on domestic violence perception/legal process.

**Department hosting and collaborators:** UCF Victim Services, other campus partners

#### GLOBAL UCF WELCOME RECEPTION

January 13, 2017

**Attendance:** Unknown (students)

**Purpose:** To welcome international students and educate on resources available to them.

**Department hosting and collaborators:** UCF Global, other UCF and community partners

#### ONE BILLION RISING

February 14, 2017

**Attendance:** Unknown (students, staff/faculty)

**Purpose:** Domestic violence awareness

**Department hosting and collaborators:** UCF Victim Services, other campus and community partners

#### FREEDOM OF SPEECH V. HATE SPEECH

February 21, 2017

**Attendance:** Unknown (Students, staff/faculty)

**Purpose:** Casual conversation to educate students and other stakeholders on issues of speech and hate speech

**Department hosting and collaborators:** Social Justice and Advocacy

### STUDENT UNION

#### #WEAREUCF MOSAIC PROJECT

October 2017

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

**Attendance:** 10,000

**Purpose:** Participants submitted photos of themselves and were then able to stick it onto an 8'x5' photo mosaic that created a large picture of the Knight statue outside of the football stadium. The project gave students, faculty, and staff the opportunity to see just how diverse UCF really is. 2,687 pictures were submitted for the mosaic.

**Department hosting and collaborators:** Student Union, Office of Student Involvement, Social Justice and Advocacy, Office of Diversity and Inclusion, Multicultural Student Center.

### STUDENT EMPLOYEE STAFF MEETING — DIVERSITY TRAINING

**November 2017**

**Attendance:** 200 students

**Purpose:** Took pictures and analyzed perceptions to draw back out to understand we only see part of each other but also finding unity and togetherness

**Department hosting and collaborators:** Student Union

### NEW STUDENT EMPLOYEE ORIENTATION — PERSONAL IDENTITY Fall 2017 and Spring 2018

**Attendance:** 100 students

**Purpose:** Help students identify and understand aspects of their personal identities, how to communicate about them to others, and recognizing barriers to disclosure.

**Department hosting and collaborators:** Student Union

### KNIGHTS HELPING KNIGHTS PANTRY: WEEKLY QUESTIONS

**Ongoing**

**Attendance:** 60 students

**Purpose:** Volunteers answer a new question online weekly that educates them around issues of food insecurity and homelessness.

**Department hosting and collaborators:** Student Union and Knights Helping Knights Pantry

### CATERING EXEMPTION PROCESS

**Ongoing**

Registered Student Organizations

**Purpose:** RSO's can choose an external caterer for their events to ensure as much authenticity as possible regarding desired cuisine for a cultural event.

**Department hosting and collaborators:** Student Union

### HALLWAY OF FLAGS

**Ongoing**

**Purpose:** The main hallway that leads to Pegasus Grand Ballroom has a flag representing every enrolled student at UCF. Flags are reviewed yearly as new students are admitted.

**Department hosting and collaborators:** Student Union

## HEALTH SERVICES

**TOTAL PROGRAMS,  
ACTIVITIES AND EVENTS:**

**44**

**TOTAL  
ATTENDANCE:**

**8,910**

### COUNSELING AND PSYCHOLOGICAL SERVICES

OUTREACH, PREVENTION AND PROGRAMMING SERVICES

#### **B.L.A.C.K. INSTITUTE**

**Fall October 21st and 22nd 2016**

**Attendance:** student participants for the two-day event.

**Purpose:** To increase the retention of Black students at UCF by helping them feel a sense of community at UCF and encouraging necessary life skills.

**Department hosting and collaborators:**

Counseling and Psychological Services (CAPS)

#### **HEALTHY KNIGHT EXPO**

**Fall: October 5, 2016**

**Attendance:** Over 568 (students, staff and faculty)

**Purpose:** Increase the awareness of our diverse student, staff and faculty populations about campus resources; educate about diversity and inclusion related experiences.

**Department hosting and collaborators:** CAPS, RWC, SHS, WHPS as well as several invited SDES departments

#### **SUICIDE PREVENTION EFFORTS QPR**

**QPR is ongoing Fall, Spring and Summer**

**Attendance:** 202 attendees (students, staff, faculty)

**Purpose:** Increase the awareness of our diverse student, staff and faculty populations about suicide prevention; educate about diversity and inclusion related experiences as well as identifying high risk populations such as LGBTQ

**Department hosting and collaborators:**

Counseling and Psychological Services (CAPS)

### **FIELD OF MEMORIES: BE AWARE SHOW YOU CARE EXHIBIT**

**Fall: March, 22, 2017**

**Attendance:** 1100 participants.

**Purpose:** The Field of Memories is a visual display of the 1100 college lives lost each year to suicide.

We ask students and those passing by to write a message of hope to those who may be struggling with depression or a memorial message to someone they may have lost to suicide.

**Department hosting and collaborators:**

Counseling and Psychological Services (CAPS)

#### **QPR-A-THON**

**September 14, 2016 and March 27, 2017**

**Purpose:** Increase the awareness of our diverse student, staff and faculty populations about suicide prevention; educate about diversity and inclusion related experiences as well as identifying high risk populations such as LGBTQ

**Department hosting and collaborators:**

Counseling and Psychological Services (CAPS)

#### **SAFE ZONE LEVEL 2**

**Ongoing throughout fall and spring**

**Attendance:** 223

**Purpose:** The UCF Safe Zone Series (formerly known as Allies) is a program for UCF students, staff and faculty members interested in showing visual support for gay, lesbian, bisexual, transgender or questioning (LGBTQ) persons at the university. Members of the LGBTQ+ community, allies, and people wanting to learn more about LGBTQ+ issues are encouraged to attend the UCF Safe Zone trainings. The goal of these trainings is to promote a safe and welcoming environment across the UCF campus for people who identify as LGBTQ+.

**Department hosting and collaborators:** CAPS and Department of Social Justice and Advocacy

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### CLINICAL SERVICES

#### **AUTISM CONNECTIONS SUPPORT GROUP** **CAPS offers this support group weekly**

**Attendance:** Over two semesters, 83 appointment attendees benefited from this group. 20 sessions provided.

**Purpose:** For students with Autism and other related disorders who would like to work on improving interpersonal effectiveness skills, improve ways of connecting with others, and work on skills related to forming meaningful relationships.

**Department hosting and collaborators:** CAPS

#### **GETTING IN TUNE WITH YOUR ADHD** **CAPS offers this support group weekly**

**Attendance:** Over two semesters, 94 appointment attendees benefited from this group. 11 sessions provided.

**Purpose:** An opportunity for students to learn about their ADHD symptoms, gain useful strategies for success in school and life, and to be empowered by group support. Musical interventions will also be used to assist students with a variety of concerns, including concentration, time management, mood changes, social skills, and impulsiveness.

**Department hosting and collaborators:** CAPS

#### **GLB SUPPORT (FORMERLY . QUESTIONING AND COMING OUT THERAPY GROUP)**

**CAPS offers this therapy group weekly**

**Attendance:** Over three semesters, 200 appointment attendees benefited from this group. 25 sessions provided

**Purpose:** This group provides a safe space for individuals who identify as lesbian, gay, bi, queer, or questioning to explore and discuss their concerns. Possible topics include relationships, family, coming out, religion, discrimination, and homophobia. Students embrace their identity in a supportive environment.

**Department hosting and collaborators:** CAPS

#### **RESILIENCY IN TRANSITIONS** **CAPS offers this therapy group weekly**

**Attendance:** Over two semesters (fall & spring), 29

appointment attendees benefited from this group. 6 sessions provided.

**Purpose:** This group provided a supportive space for students with chronic mood concerns/ disorders whom may be returning from a medical withdrawal and/or hospitalization. This group focuses on helping students with their transition to daily life and equip them with the appropriate psychoeducation about their mental health services, needs and coping.

**Department hosting and collaborators:** CAPS

#### **MI GENTE: LATINX SUPPORT** **CAPS offers this therapy group weekly**

**Attendance:** Over three semesters, 175 appointment attendees benefited from this group. 25 sessions provided.

**Purpose:** This support group allows Latinx students to discuss feelings of belonging, family values, autonomy, cultural concerns, and discover their own sense of identity.

**Department hosting and collaborators:** CAPS

#### **SISTER CIRCLE**

**CAPS offers this therapy group weekly**

**Attendance:** Over three semesters, 329 appointment attendees benefited from this group. 37 sessions provided, second section added.

**Purpose:** An empowering, supportive group for Black female students. It allows for safe, confidential exploration of issues such as family, relationships, self-esteem, beauty, body image, and academic difficulties. 94% of survey respondents agreed that the group “was very effective and helpful overall.”

**Department hosting and collaborators:** CAPS

#### **TRANS\* SUPPORT**

**CAPS offers this therapy group weekly**

**Attendance:** Over three semesters, 375 appointment attendees benefited from this group. 48 sessions provided.

**Purpose:** This group is for persons who are seeking support in realization of one’s gender identity. Topics may include coming out, transitioning concerns, and other relevant issues.

**Department hosting and collaborators:** CAPS

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### WOMEN'S EMPOWERMENT

#### **CAPS offers this therapy group weekly**

**Attendance:** Over three semesters, 244 appointment attendees benefited from this group. 31 sessions provided.

**Purpose:** This group is designed to provide a safe space for women to feel empowered to heal from unwanted sexual experiences, abuse, and unhealthy relationships.

**Department hosting and collaborators:** CAPS

### WOMEN'S GROUP

#### **CAPS offers this therapy group weekly**

**Attendance:** Over two semesters, 125 appointment attendees benefited from this group. 18 sessions provided.

**Purpose:** This group helps women to build self-esteem and self-acceptance, gain greater self-understanding, and to relate more comfortably to others.

**Department hosting and collaborators:** CAPS

### TRAINING PROGRAM

#### **POWER, PRIVILEGE, & OPPRESSION (TRAINING SEMINAR)**

**August 24, 2016 & September 2, 2016**

**Purpose:** Increase interns and trainees' knowledge, skills, and awareness on multiculturalism and the self as emerging therapists

**Department hosting and collaborators:** CAPS

#### **WORKING WITH LGB CLIENTS (TRAINING SEMINAR)**

**September 23, 2016 & October 26, 2016**

**Purpose:** Increase interns and trainees' clinical knowledge, skills, and awareness in working as therapists with LGB population

**Department hosting and collaborators:** CAPS

#### **WORKING WITH TRANS\* CLIENTS (TRAINING SEMINAR)**

**February 24, 2016 & March 8, 2016**

**Purpose:** Increase interns and trainees' clinical knowledge, skills, and awareness in working as therapists with Transgender and Gender non-confirming students.

**Department hosting and collaborators:** CAPS

### WORKING WITH LATINX CLIENTS (TRAINING SEMINAR)

**September 28, 2016 & October 28, 2016**

**Purpose:** Increase interns and trainees' clinical knowledge, skills, and awareness in working as therapists with Latinx identified students.

**Department hosting and collaborators:** CAPS

### STAFF PROFESSIONAL DEVELOPMENT/ADDITIONAL HIGHLIGHTS

#### **PROFESSIONAL DEVELOPMENT: TRANSGENDER & GENDER NON-CONFORMING CLIENTS**

**September 21, 2016**

**Purpose:** The training is intended to increase clinical multicultural competence of CAPS therapist in working with students identifying as Transgender or Gender Non-conforming.

**Department hosting and collaborators:** CAPS

#### **PROFESSIONAL DEVELOPMENT: WORKING WITH MUSLIM CLIENTS**

**November 16, 2016**

**Purpose:** The training is intended to increase clinical multicultural competence of CAPS therapist in working with students identifying with Muslim religious beliefs. The training's learning objectives are as follows: 1. To learn the history and practice of Islam 2. To examine current issues facing Muslims and 3. To identify action steps to support and care for Muslim clients.

**Department hosting and collaborators:** CAPS

#### **PROFESSIONAL DEVELOPMENT: WORKING WITH LATINX CLIENTS**

**December 16, 2016**

**Purpose:** The training is intended to increase clinical multicultural competence of CAPS therapist in working with students Latinx identified student. The training's learning objectives are as follows: 1. To increase familiarity with aspects of Hispanic and Latinx culture 2. To discuss common concerns of clients who identify with Hispanic and Latinx culture and 3. To discuss mental health best practices of working clients who identify with Latinx or Hispanic culture

**Department hosting and collaborators:** CAPS

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### **CAPS EQUITY AND INCLUSION COMMITTEE**

#### **Ongoing throughout fall and spring**

**Attendance:** CAPS Staff and all who participate in services/programming

**Purpose:** Work on making CAPS an accessibly friendly environment with the help of Student Accessibility Services. On-going workshop series for MSC/MASS/Prime STEM/International Student Center, diversity education for staff, review of center paperwork including offering forms in Spanish.

**Department hosting and collaborators:** CAPS with SAS, MSC/MASS/Prime Stem

### **SDES INSTITUTE: RECOGNIZING AND RESPONDING TO STUDENTS IN DISTRESS, LGBTQ+ AND VETERANS EDITION**

**June 7, 2017**

**Purpose:** Presentation provided through the 43rd annual SDES Institute. Attendees were intended to learn how to better serve our LGBTQ+ and Veteran students through Kognito an evidence-based, suicide prevention training program for university communities.

**Department hosting and collaborators:** CAPS

### **STUDENT CARE SERVICES**

#### **FROM COLORING COMES CARING PULSE RESPONSE**

**July 20, 2016**

**Attendance:** 250

**Purpose:** Assist those impacted by the events from the Pulse Nightclub shooting to come together and reflect, color, and share. Information and resources were provided for all participating and a rainbow-colored coloring banner was completed by those in attendance.

**Department hosting and collaborators:** Student Care Services, SJA, CAPS

#### **UCF CARES MOVIE NIGHT: ZOOTOPIA**

**November 2, 2016**

**Attendance:** 200

**Purpose:** Students viewed the film Zootopia and heard from presenter who talked about issues of self-identify and diversity within the film. Campus partners tabled at the film to make additional

information and resources available.

**Department hosting and collaborators:** Student Care Services, SJA, CAPS, SGA, OSI

### **POVERTY SIMULATION**

**February 20, 2017**

**Purpose:** Educate students participating and student/staff volunteers about poverty in the Orlando community and increase awareness of homelessness in Orlando and at UCF. Students are educated about the UCF Cares focus areas: mental health, safety and wellbeing, diversity and inclusion, interpersonal violence, and respect. Students are provided ways to access resources related to these focus areas.

**Department hosting and collaborators:** Student Care Services

### **SAFE KNIGHT WEEK CARNIVAL**

**March 6, 2017**

**Attendance:** 3500

**Purpose:** Carnival style event on Memory Mall which provides information about various resources and support services on campus, related to UCF Cares initiative

**Department hosting and collaborators:** Student Care Services, CAPS, WHPS, Student Health Services, Emergency Management, SGA, UCF PD, Recreation and Wellness Center

### **UCF CARES DAY**

**March 8, 2017**

**Attendance:** 300

**Purpose:** Large resource fair event which provides information about various resources and support services on campus, related to UCF Cares initiative

**Department hosting and collaborators:** Student Care Services

### **UCF CARES PAINT NIGHT**

**April 19, 2017**

**Purpose:** A night of painting at the UCF Arboretum to educate students about the UCF Cares initiative, network with the UCF Cares student ambassadors, and receive information about various resources and support services on campus, related to UCF Cares initiative

**Department hosting and collaborators:** Student Care Services, Arboretum

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### **UCF CARES STAFF TRAINING**

**2016-2017 Academic Year**

**Attendance:** 150+

**Purpose:** Providing ongoing training to support student success by incorporating and promoting diversity and inclusion through educating staff about building a culture of care on campus with departmental and online trainings

**Department hosting and collaborators:** Student Care Services

### **STUDENT HEALTH SERVICES**

#### **ABC'S OF DIVERSITY**

**June 6, 2016**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

#### **MODULE 1&2**

**June 7, 2016**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

#### **MODULE 3&4**

**June 8, 2016**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

#### **POWER & PRIVILEGE**

**June 9, 2016**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

#### **INCLUSIVE COMMUNICATION**

**June 13, 2016**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

### **COMMUNICATING ACROSS CULTURES**

**June 14, 2016**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

### **ISSUES LGBT FACE RE HEALTHCARE**

**December 14, 2016**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

### **SUPPORTING LGBT HEALTHCARE (TRANSGENDERS)**

**December 14, 2016**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

### **THE POWER OF HIDDEN BIASES**

**December 15, 2016**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

### **PEACE FILM SERIES 1 TOUGH GUISE**

**March 2, 2017**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

### **PEACE FILM SERIES 2 MISS REPRESENTATION**

**April 11, 2017**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

### **PRACTICE OF RESPECT**

**May 4, 2017**

**Purpose:** Diversity training

**Department hosting and collaborators:** Student Health Services

## **WELLNESS AND HEALTH PROMOTION**

### **CONSEQUENCES OF OUR SEX DECISIONS: ARE YOU MAKING THE RIGHT CHOICE?**

November 3, 2017

**Purpose:** This workshop was presented alongside our community partner The Center. The Director of Clinical Services agreed to work on this workshop with me in order to provide up-to-date and most present information to our students.

**Department hosting and collaborators:** Wellness and Health Promotion Services

## **HOUSING**

**TOTAL PROGRAMS, ACTIVITIES AND EVENTS:**

**47**

**TOTAL ATTENDANCE:**

**17,062**

### **HOUSING AND RESIDENCE LIFE**

#### **RESIDENTIAL CURRICULUM LESSON PLANS**

**November-December 2017**

**Attendance:** 150 student staff members/31 staff members

**Purpose:** Staff development activity that support staff in being aware of global issues and the intersectionality of identities

**Department hosting and collaborators:** Housing and Residence Life

#### **PROFESSIONAL STAFF DIALOGUE SERIES ON RACE**

**November 2017**

**Attendance:** staff members

**Purpose:** Dialogue on race as it relates to policies and laws. Example: home ownership

**Department hosting and collaborators:** Housing and Residence Life

#### **PROFESSIONAL STAFF DIALOGUE SERIES ON RACE**

**November 2017**

**Attendance:** staff members

**Purpose:** Dialogue on race and intersectionality

**Department hosting and collaborators:** Housing and Residence Life

#### **PROFESSIONAL STAFF DIALOGUE SERIES ON RACE**

**November 2017**

**Attendance:** staff members

**Purpose:** Dialogue on the impact of DACA for higher education

**Department hosting and collaborators:** Housing and Residence Life

#### **SOCIAL JUSTICE STUDENT LEADER COHORT**

**November 2017**

**Attendance:** graduate and professional staff members

**Purpose:** To train facilitators on i-Connect this was created by the Office of Social Justice and Advocacy

**Department hosting and collaborators:** Housing and Residence Life/Office of Social Justice and Advocacy

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### PROFESSIONAL STAFF DIALOGUE SERIES ON RACE

October 2017

**Attendance:** staff members

**Purpose:** Dialogue about critical race theory in Higher Education

**Department hosting and collaborators:** Housing and Residence Life

### RESIDENTIAL CURRICULUM: EXPLORING SOCIAL IDENTITIES

October 2017

**Attendance:** 11,000 students

**Purpose:** Discussion on social identities

**Department hosting and collaborators:** Housing and Residence Life

### PROFESSIONAL STAFF DIALOGUE SERIES ON RACE

October 2017

**Attendance:** staff members

**Purpose:** Dialogue about the concept of identity

**Department hosting and collaborators:** Housing and Residence Life

### PROFESSIONAL STAFF DIALOGUE SERIES ON RACE

October 2017

**Attendance:** staff members

**Purpose:** Dialogue about Colin Kaepernick and activism in sports

**Department hosting and collaborators:** Housing and Residence Life

### STUDENT STAFF SELECTION TRAINING

October 2017

**Attendance:** staff members

**Purpose:** To train professional staff members on bias in student staff selection

**Department hosting and collaborators:** Housing and Residence Life

### RESIDENTIAL CURRICULUM LESSON PLANS

October 2017

**Attendance:** 150 student staff members/31 staff members

**Purpose:** Explored personal identities and implicit biases

**Department hosting and collaborators:** Housing and Residence Life

### SOCIAL JUSTICE LIVING LEARNING COMMUNITY DIALOGUES

October 2017

**Attendance:** students and faculty member

**Purpose:** Dialogue on ally ship with a faculty member facilitating.

**Department hosting and collaborators:** Housing and Residence Life

### RESIDENTIAL CURRICULUM LESSON PLANS

September 2017

**Attendance:** 150 student staff members/31 staff members

**Purpose:** Staff development activity to understand how identities play a role in leadership development

**Department hosting and collaborators:** Housing and Residence Life

### SOCIAL JUSTICE LIVING LEARNING COMMUNITY DIALOGUES

September 2017

**Attendance:** students and faculty member

**Purpose:** Dialogue on about identities.

**Department hosting and collaborators:** Housing and Residence Life/Faculty member

### LGBTQIA+ PANEL

August 2017

**Attendance:** 100 students

**Purpose:** Discussion on the identities of the LGBTQIA+ community

**Department hosting and collaborators:** Housing and Residence Life

### “DIVERSILEAD”

August 2017

**Attendance:** 100 students

**Purpose:** Engaging students on how diversity influences leadership

**Department hosting and collaborators:** Housing and Residence Life

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### “DID YOU SEE THE COMMENT SECTION? HOW TO ENGAGE IN SOCIAL JUSTICE WORK ON SOCIAL MEDIA”

**August 2017**

**Attendance:** 100 students

**Purpose:** Discussion on how social media affects social justice work

**Department hosting and collaborators:** Housing and Residence Life

### “WEARING CORNROWS AND HEADDRESSES”

**August 2017**

**Attendance:** 100 students

**Purpose:** Discussion on cultural appropriation

**Department hosting and collaborators:** Housing and Residence Life

### “OUR LIMITED LENSES”

**August 2017**

**Attendance:** 100 students

**Purpose:** Discussion on how our identities influences how we view and navigate society

**Department hosting and collaborators:** Housing and Residence Life

### SOCIAL JUSTICE LIVING LEARNING FACULTY RETREAT

**July 2017**

**Attendance:** faculty members

**Purpose:** Discussion on how social justice is enhances the student experience and the role of faculty members in the LLC

**Department hosting and collaborators:** Housing and Residence Life/Faculty members

### SOCIAL JUSTICE LIVING LEARNING COMMUNITY TASK GROUP

**May 2017–September 2017**

**Attendance:** faculty members and SDES staff members

**Purpose:** Faculty, staff members from various SDES departments and students brainstorm topics and activities for the LLC

**Department hosting and collaborators:** Housing and Residence Life / Faculty Members/SDES Staff Members

### “SOCIAL JUSTICE IN THE LIFE AN RA” TRAINING SESSION

**May 2017**

**Attendance:** 150 student staff members

**Purpose:** Training session that explored how society events affects the residential community

**Department hosting and collaborators:** Housing and Residence Life

### “FAKE NEWS: HOW CAN THEY BELIEVE THAT?”

**March 2017**

**Attendance:** student staff

**Purpose:** Exploring current social communication on events

**Department hosting and collaborators:** Housing and Residence Life

### “HOW TO START INTERGROUP DIALOGUE”

**March 2017**

**Attendance:** student staff

**Purpose:** Exploring how to implement peer-to-peer dialogues

**Department hosting and collaborators:** Housing and Residence Life

### “SENSE OF BELONGING: CREATING INCLUSIVE ENVIRONMENTS”

**March 2017**

**Attendance:** staff members

**Purpose:** Exploring how professionals can create an inclusive environment for students

**Department hosting and collaborators:** Housing and Residence Life

### SOCIAL JUSTICE LIAISON PROJECTS

**January 2017–May 2017**

**Attendance:** staff members

**Purpose:** Each committee in Housing and Residence reviewed processes from a social justice lens. In addition, creating new projects to address diversity and inclusion.

**Department hosting and collaborators:** Housing and Residence Life

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### “INTERNATIONAL STUDENT EXPERIENCE”

**January 2017**

**Attendance:** staff members

**Purpose:** Exploring the international student experience and trends in higher education with the population

**Department hosting and collaborators:** Housing and Residence Life

### “RACISM, IMMIGRATION, AND GLOBALIZATION”

**December 2016**

**Attendance:** 150 student staff members

**Purpose:** Exploring racism in immigration and linguisticism

**Department hosting and collaborators:** Housing and Residence Life

### “INCLUSIVE LANGUAGE”

**December 2016**

**Attendance:** staff members

**Purpose:** Exploring inclusive language in the workplace

**Department hosting and collaborators:** Housing and Residence Life

### SOCIAL JUSTICE STUDENT LEADER COHORT

**September 2016-present**

**Attendance:** students

**Purpose:** Student leaders exploring social justice and facilitating peer-to-peer dialogues

**Department hosting and collaborators:** Housing and Residence Life

### SOCIAL JUSTICE STUDENT LEADER COHORT TRAINING

**September 2016**

**Attendance:** staff members

**Purpose:** To train facilitators on i-Connect which was created by Office of Social Justice and Advocacy

**Department hosting and collaborators:** Housing and Residence Life/ Office of Social Justice and Advocacy

### GENDER INCLUSIVE HOUSING AND THE SOCIAL JUSTICE LIVING LEARNING COMMUNITY

**May 2016**

**Attendance:** staff members

**Purpose:** Exploring why gender inclusive housing is important to the success of the student population

**Department hosting and collaborators:** Housing and Residence Life/Various staff members from SDES

### “MICROAGGRESSIONS”

**February 2016**

**Attendance:** staff members

**Purpose:** Exploring how microaggressions affects the workplace

**Department hosting and collaborators:** Housing and Residence Life

### EXPRESSIONS: SHARE YOUR STORY

**February 2016**

**Attendance:** 100 students

**Purpose:** Exploring microaggressions with a keynote speaker: Tim Wise

**Department hosting and collaborators:** Housing and Residence Life/ Office of Social Justice and Advocacy

### “WHAT IS SOCIAL JUSTICE? TRAINING

**January 2016, May 2016, January 2016, and May 2017**

**Attendance:** 150 student staff members

**Purpose:** Exploring the difference between diversity, inclusion, and social justice. In addition, exploring power, privilege, oppression, and ally ship.

**Department hosting and collaborators:** Housing and Residence Life

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### **NEIGHBORHOOD RELATIONS & SAFETY EDUCATION**

#### **LEGACY MENTORING PROGRAM FACULTY/STAFF EVENT FOR MULTICULTURAL STUDENTS 2016–2017 academic year**

**Attendance:** multicultural students mentored  
**Purpose:** To encourage, inspire, mentor, and empower students of color to persist until graduation. Neighborhood Relations and Safety Education staff served as a mentor for 3 students of color.  
**Department hosting and collaborators:** Office of Diversity and Inclusion

#### **SDES DIVERSITY DEU CERTIFICATION December 31, 2017**

**Purpose:** To certify SDES employees in the ways and means to lead the university in efforts to support and assist the university in achieving the president’s fourth goal: To Become more Inclusive and Diverse. Neighborhood Relations and Safety Education staff participated in these programs, workshops, and trainings and earned a total of 11.75 Diversity Education Units during the year, beyond Level I certification.  
**Department hosting and collaborators:** Community Support, Asian Pacific American Coalition (APAC), a registered student organization and Neighborhood Relations and Safety Education

#### **REV. DR. MARTIN LUTHER KING, JR. MEMORIAL PARADE January 15, 2017**

**Attendance:** 1,100 people  
**Purpose:** To commemorate, honor, and celebrate the legacy and life of this slain American Icon in the community by bringing a diverse group of citizens together in the community. Neighborhood Relations and Safety Education staff served as a community judge.  
**Department hosting and collaborators:** Oviedo Community Action Committee and Neighborhood Relations and Safety Education

#### **ASIAN AMERICAN HERITAGE MONTH (A CELEBRATION OF “TET”)**

**March 2–April 17, 2017**

**Attendance:** 500 students, community leaders, and guests  
**Purpose:** To recognize the Lunar New Year and accent, highlight, and showcase Vietnamese history, talent, music, art, and dance in order to expose and educate the campus and community to the contributions of Asian Americans. Vietnamese American Student Association and Neighborhood Relations and Safety Education staff planned, organized, and attended this celebration.  
**Department hosting and collaborators:** Asian Pacific American Coalition (APAC), a registered student organization, in cooperation with the Vietnamese American Student Association, and Neighborhood Relations and Safety Education

#### **ASIAN PACIFIC AMERICAN COALITION (APAC) STUDENT LEADERSHIP CONFERENCE**

**April 14, 2017**

**Attendance:** 75 students (7 high school students, 28 UCF freshmen, and 40 UCF sophomores).  
**Purpose:** To develop and practice student communication, time management, and networking skills among students and with other student groups. Neighborhood Relations and Safety Education staff planned, coordinated, and directed this conference.  
**Department hosting and collaborators:** Asian Pacific American Coalition (APAC), a registered student organization and Neighborhood Relations and Safety Education

#### **17TH ASIAN STUDENT ASSOCIATION PAGEANT**

**April 2, 2017**

**Attendance:** 450 students, family members, and community guests  
**Purpose:** To reaffirm the culture, history, and pride of students by utilizing performance, communication, and talent to recruit and retain students at the university. Neighborhood Relations and Safety Education staff planned, directed, and coordinated this pageant.

## FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2016–2017

### **Department hosting and collaborators:**

Neighborhood Relations and Safety Education, Asian American Commerce Bureau, and Walt Disney World.

### **UCF ACTION TO PREVENT DISCRIMINATION AND CORRECTION TRAINING UPDATE**

**November 15, 2016**

**Attendance:** UCF faculty and staff

**Purpose:** To orient, train, and update faculty and staff on current laws, regulations, and policies forbidding any kind of discrimination and provided knowledge and recommendations on prevention. Neighborhood Relations and Safety Education staff participated in this training.

**Department hosting and collaborators:** Office of Diversity and Inclusion

### **23RD ANNUAL JOSEPH C. ANDREWS MENTORING CELEBRATION**

**January 30, 2017**

**Attendance:** 500 UCF faculty, staff, and students

**Purpose:** To honor the memory and work of an African American staff member and recognize and celebrate mentoring of students

**Department hosting and collaborators:** UCF Black Faculty and Staff Association

### **HUMAN TRAFFICKING/SEXUAL EXPLOITATION**

**January 31, 2017**

**Attendance:** community members in Lake County, FL

**Purpose:** To raise awareness about human trafficking and sexual exploitation and train participants to recognize and report signs of trafficking and abuse.

**Department hosting and collaborators:** Lake County Sheriff's Office, FBI/MPI, FL Office of the Attorney General, and District 6980 Rotary International

### **NGUZU SABA GRADUATION CEREMONY FOR FIRST GENERATION AND MULTICULTURAL STUDENTS**

**May 1, 2017**

**Attendance:** 200 students and 10 UCF faculty and staff

**Purpose:** To honor, recognize, celebrate, and congratulate students of color for their graduation achievement.

**Department hosting and collaborators:** Black Faculty and Staff Association, Multicultural Academic & Support Services, and the Office of Social Justice and Advocacy

### **ORANGE COUNTY FL SCHOLARSHIP AWARDS PROGRAM**

**June 3, 2017**

**Attendance:** 1000 community, business, and educational leaders

**Purpose:** To salute, celebrate, and reward scholarships to students of color attending colleges and universities of their choice.

**Department hosting and collaborators:** 100 Black Men of Greater Orlando, Inc.

### **UCF ANNUAL BLACK MALE CONFERENCE/FL TRIO STUDENT LEADERSHIP CONFERENCE**

**October 20, 2017**

**Attendance:** 118 male and female students

**Purpose:** To motivate, encourage, and inspire male students toward academic and personal success and engage them in networking and fellowship in order to enhance retention and graduation.

**Department hosting and collaborators:** Multicultural Academic & Support Services and SDES TRIO Center

### **2ND ANNUAL BRAZILIAN EDUCATION FAIR**

**October 28, 2017**

**Attendance:** students, parents, business, and community leaders.

**Purpose:** To inform, educate, and familiarize students and parents about opportunities and benefits of higher education.

**Department hosting and collaborators:** Brazilian Consulate, Miami Office of Community Affairs, and Neighborhood Relations and Safety Education

## UNIQUE CIRCUMSTANCES

**TOTAL PROGRAMS,  
ACTIVITIES AND EVENTS:**

**TOTAL  
ATTENDANCE:**

**3 | 415**

### CREATIVE SCHOOL

#### **CREATIVE SCHOOL INTERNATIONAL DINNER**

**November 17, 2017**

**Attendance:** 175

**Purpose:** The International Dinner celebrates the diversity of the children attending Creative School. The families create their countries' flags, which are displayed in the school lobby throughout the week. For the dinner, each family brings a dish from their culture and shares a meal with other parents and children, while building relationships with other families. This year, some 53 countries were represented by our families.

**Department hosting and collaborators:** Creative School

#### **VOLUNTARY PRE-KINDERGARTEN**

**Yearly Initiative August 2017-May 2018**

**Attendance:** 40

**Purpose:** Creative School for Children provides on-site access to student, staff and community parents of 4 year olds to the Florida Voluntary Pre-kindergarten program. These children receive free state-funded prekindergarten regardless of family income.

**Department hosting and collaborators:** Creative School

#### **HOLI CELEBRATION**

**March 2, 2018**

**Attendance:** 200

**Purpose:** Creative School for Children hosts a "Holi Celebration", a spring harvest celebration of color for all of the families. The families danced to the Indian music as they threw the color around.

**Department hosting and collaborators:** Creative School

# APPENDIX: SDES DIRECTORY

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## ACADEMIC SERVICES FOR STUDENT-ATHLETES (ASSA)

Wayne Densch Center for  
Student-Athlete Leadership

Room 105 | Zip +4: 0300

407.823.5895

[assa.sdes.ucf.edu](http://assa.sdes.ucf.edu)

## ACTIVITY AND SERVICE FEE BUSINESS OFFICE (A&SF)

Student Union

Room 215 | Zip +4: 3230

407.823.5548

[asf.sdes.ucf.edu](http://asf.sdes.ucf.edu)

## BUDGET AND PERSONNEL SUPPORT, SDES

Millican Hall

Room 282 | Zip +4: 0160

407-823.4625

[bps.sdes.ucf.edu](http://bps.sdes.ucf.edu)

## CAREER SERVICES (CS)

CSEL Building

Room 101 | Zip +4: 0165

407.823.2361

[career.sdes.ucf.edu](http://career.sdes.ucf.edu)

## COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Counseling Center

Room 101 | Zip +4: 3170

Tel: 407.823.2811

Fax: 407.823.5415

[caps.sdes.ucf.edu](http://caps.sdes.ucf.edu)

## CREATIVE SCHOOL FOR CHILDREN (CSC)

Creative School for Children

Room 102 | Zip +4: 3546

407.823.2727

[csc.sdes.ucf.edu](http://csc.sdes.ucf.edu)

## FIRST YEAR ADVISING AND EXPLORATION (FYAE)

Howard Phillips Hall

Room 116 | Zip +4: 0170

Tel: 407.823.3789

Fax: 407.823.3546

[fyae.sdes.ucf.edu](http://fyae.sdes.ucf.edu)

## FIRST YEAR EXPERIENCE (FYE)

Howard Phillips Hall

Room 216 | Zip +4: 3240

407.823.5105

[fye.sdes.ucf.edu](http://fye.sdes.ucf.edu)

## FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

12424 Research Parkway

Suite 101 | Zip: 32826

Tel: 407.823.1773

[floridaconsortium.com](http://floridaconsortium.com)

## FRATERNITY AND SORORITY LIFE

Fraternity and Sorority Life, Building 415

Room 101 | Zip +4: 0157

Tel: 407.832.2072

Fax: 407.823.2929

[fsl.sdes.ucf.edu](http://fsl.sdes.ucf.edu)

### **HOUSING AND RESIDENCE LIFE (H&RL)**

Housing Administration Building  
Room 123 | Zip +4: 3222  
Tel: 407.823.4663  
Fax: 407.823.3831  
[www.housing.ucf.edu](http://www.housing.ucf.edu)

### **INCLUSIVE EDUCATION SERVICES (IES)**

Ferrell Commons  
Room 18 | Zip +4: 3222  
Tel: 407.823.4427  
[ies.sdes.ucf.edu](http://ies.sdes.ucf.edu)

### **INFORMATION TECHNOLOGY, SDES**

Ferrell Commons  
Room 132 | Zip +4: 0159  
Tel: 407.823.4444  
Fax: 407.823.4609  
[it.sdes.ucf.edu](http://it.sdes.ucf.edu)

### **LEAD SCHOLARS ACADEMY**

Ferrell Commons  
Room 165 | Zip +4: 0126  
Tel: 407.823.2223  
Fax: 407.823.3942  
[lsa.sdes.ucf.edu](http://lsa.sdes.ucf.edu)

### **MULTICULTURAL ACADEMIC AND SUPPORT SERVICES (MASS)**

Student Union  
Room 154 | Zip +4: 0135  
Tel: 407.823.2716  
Fax: 407.823.5616  
[mass.sdes.ucf.edu](http://mass.sdes.ucf.edu)

### **NEIGHBORHOOD RELATIONS AND SAFETY EDUCATION**

Research Pavillion  
Room 110 | Zip +4: 3225  
Tel: 407.823.6505  
Fax: 407.823.3942  
[nrse.sdes.ucf.edu](http://nrse.sdes.ucf.edu)

### **OFFICE OF STUDENT CONDUCT (OSC)**

Ferrell Commons  
Room 227 | Zip +4: 3655  
Tel: 407.823.4638  
Fax: 407.823.4544  
[osc.sdes.ucf.edu](http://osc.sdes.ucf.edu)

### **OFFICE OF STUDENT INVOLVEMENT (OSI)**

Student Union  
Room 208 | Zip +4: 3245  
Tel: 407.823.6471  
Fax: 407.823.5899  
[osi.ucf.edu](http://osi.ucf.edu)

### **OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES (OSRR)**

Ferrell Commons  
Room 227 | Zip +4: 3655  
Tel: 407.823.4683, 407.823.6960  
Fax: 407.823.4544  
[osrr.sdes.ucf.edu](http://osrr.sdes.ucf.edu)

### **RECREATION AND WELLNESS CENTER (RWC)**

RWC, Room 204 | Zip +4: 3548  
Tel: 407.823.2408  
Fax Number: 407.823.5446  
[rwc.sdes.ucf.edu](http://rwc.sdes.ucf.edu)

### **REGISTRAR'S OFFICE (RO)**

Millican Hall  
Room 161 | Zip +4: 0114  
Tel: 407.823.3100  
Fax: 407.823.5652  
[registrar.sdes.ucf.edu](http://registrar.sdes.ucf.edu)

### **SOCIAL JUSTICE AND ADVOCACY (SJA)**

Student Union  
Room 207 | Zip +4: 3230  
Tel: 407.823.3626  
Fax: 407.823.0033  
[sja.sdes.ucf.edu](http://sja.sdes.ucf.edu)

### **STUDENT ACADEMIC RESOURCE CENTER (SARC)**

Howard Phillips Hall  
Room 113 | Zip +4: 3115  
Tel: 407.823.5130  
Fax: 407.823.2051  
[sarc.sdes.ucf.edu](http://sarc.sdes.ucf.edu)

### **STUDENT ACCESSIBILITY SERVICES (SAS)**

Ferrell Commons  
Room 185 | Zip +4: 0161  
Tel: 407.823.2371  
Fax: 407.823.2372  
[sas.sdes.ucf.edu](http://sas.sdes.ucf.edu)

### **STUDENT FINANCIAL ASSISTANCE (SFA)**

Millican Hall  
Room 120 | Zip +4: 0113  
Tel: 407.823.2827  
Fax: 407.823.5241  
[finaid.ucf.edu](http://finaid.ucf.edu)

### **STUDENT HEALTH SERVICES (SHS)**

Health Center  
Room 101 | Zip +4: 3333  
Tel: 407.823.2701  
Fax: 407.275.4327  
[shs.sdes.ucf.edu](http://shs.sdes.ucf.edu)

### **STUDENT LEGAL SERVICES (SLS)**

Student Union  
Room 304 | Zip +4: 3650  
Tel: 407.823.2538  
Fax: 407.823.5305  
[sls.sdes.ucf.edu](http://sls.sdes.ucf.edu)

### **STUDENT OUTREACH SERVICES (SOS)**

Orlando Tech Center, Bldg. 600  
Room 215 | Zip +4: 3620  
Tel: 407.823.5580  
Fax: 407.823.6216  
[sos.sdes.ucf.edu](http://sos.sdes.ucf.edu)

### **STUDENT UNION (SU)**

Student Union  
Room 312 | Zip +4: 3250  
Tel: 407.823.3677  
Fax: 407.823.6483  
[studentunion.ucf.edu](http://studentunion.ucf.edu)

### **TRANSFER AND TRANSITION SERVICES (TTS)**

Howard Phillips Hall  
Room 221 | Zip +4: 0123  
407.823.2231  
[transfer.sdes.ucf.edu](http://transfer.sdes.ucf.edu)

**TRIO PROGRAM: PRIME STEM PROGRAM**

Howard Phillips Hall  
Room 208 | Zip +4: 1920  
Tel: 407.823.4165  
Fax: 407.823.5597  
[trio.sdes.ucf.edu](http://trio.sdes.ucf.edu)

**UNDERGRADUATE ADMISSIONS (UA)**

Duke Energy University Welcome Center  
Room 215 | Zip +4: 0111  
407.823.3000  
[admissions.ucf.edu](http://admissions.ucf.edu)

**UNIVERSITY TESTING CENTER (UTC)**

Howard Phillips Hall  
Room 106 | Zip +4: 3117  
407.823.5109  
[utc.sdes.ucf.edu](http://utc.sdes.ucf.edu)

**WELLNESS AND HEALTH PROMOTION SERVICES (WHPS)**

Recreation and Wellness Center  
Suite 111 | Zip +4: 3330  
407.823.5841  
[whps.sdes.ucf.edu](http://whps.sdes.ucf.edu)



**University of Central Florida**  
**Florida Equity Report**  
**Year: 2018**  
**Data Year: 2016-2017**

# Attachment D



## President's Statement Regarding Equal Opportunity and Affirmative Action

UNIVERSITY OF CENTRAL FLORIDA

As President of the University of Central Florida, I wish to affirm my support for the goals of equal opportunity and affirmative action as identified in state and federal law. UCF is an equal opportunity employer and educational provider. As set forth in the [Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy \(No. 2-004.1\) \(Nondiscrimination Policy\)](#) the University prohibits discrimination on the basis of race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law in all its programs and activities. The University prohibits discrimination with respect to all terms and conditions of employment and in all of its educational programs, activities, services, and related opportunities.

The University does not tolerate discriminatory harassment, a form of discrimination. Discriminatory harassment consists of verbal, physical, electronic, or other conduct based upon an individual's protected class (as set forth above) that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services meeting the description of either *Hostile Environment Harassment* or *Quid Pro Quo Harassment*. *Hostile Environment Harassment* consists of discriminatory harassment that is so severe or pervasive that it unreasonably interferes with, limits, deprives, or alters the terms or conditions of education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a university program or activity (e.g., campus housing), when viewed from both a subjective and objective perspective. *Quid Pro Quo Harassment* consists of discriminatory harassment where submission to or rejection of unwelcome conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education, employment, or participation in a university program or activity. Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, nonverbal, graphic, physical, or otherwise, when the conditions for *Hostile Environment Harassment* or *Quid Pro Quo Harassment* are present.

All faculty and staff must be aware that amorous relationships with students are likely to lead to difficulties and have the potential to place faculty and staff members at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any amorous relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative. Accordingly, all employees are prohibited from pursuing or engaging in any amorous relationship with any undergraduate student. Also, employees are prohibited from pursuing or engaging in any amorous relationship with a graduate student under that employee's authority (including formal mentoring or advising,

supervision of research, employment as a teaching assistant, and responsibility for student's grades). In the event of a charge of sexual harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty-student or staff-student power differential existed within the relationship.

Similarly, amorous relationships between supervisors and their subordinate employees often adversely affect decisions, distort judgment, and undermine workplace morale for all employees, including those not directly engaged in the relationship. Accordingly, the University prohibits all employees from pursuing or engaging in amorous relationships with employees whom they supervise. No supervisor shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion, tenure, salary, leave of absence, etc.) to a person with whom that individual has or has had an amorous relationship.

The University will actively seek to ensure a diverse and inclusive faculty, staff, and student body by, for example, making outreach efforts that encourage all qualified individuals to apply for employment and enrollment. The University maintains an Affirmative Action Plan aimed at developing and maintaining a broadly-representative workforce. Respect for diverse viewpoints, experiences, and intellectual pursuits is a cornerstone of learning, and this atmosphere of empowerment shall be characteristic of UCF and its efforts. The University remains committed to seeking the best-qualified person to fill each available position. Candidates for employment will be assured careful and fair consideration. The University will reward employees based on job performance.

Every member of the University community is directed to refrain from actions that threaten, intimidate, humiliate, or demean persons or groups because of their protected classes. Each member of the administrative leadership team is responsible for all necessary initiatives in pursuit of these goals, including those developed in the University's Affirmative Action Plans. It is the responsibility of all departments and personnel to ensure the University's compliance with state and federal law, as well as University policies and regulations. Employees, students, and third parties must be free from fear of reprisal in exercising their civil rights. Accordingly, the University strictly prohibits retaliation against any person for making a good faith report of discrimination or discriminatory harassment, or participating in or being a party to any proceeding under the *Nondiscrimination Policy*. Retaliation shall be regarded as seriously as discrimination or harassment itself. Both will warrant discipline when substantiated.

If you are a Responsible Employee, you are required to report any incident of sex discrimination, sexual harassment and/or sexual violence (including sexual assault, relationship violence, and stalking) involving a student to the Office of Institutional Equity. If you are a supervisor and aware (either directly or indirectly) of any incident of discrimination, discriminatory harassment or retaliation involving a student or employee, you are required to report the incident to the Office of Institutional Equity. Persons who believe that they are being subjected to discrimination, discriminatory harassment, or retaliation are encouraged to consult with the Office of Institutional Equity. This office is assigned primary responsibility for addressing all matters related to discrimination. Complaints pertaining to Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Vietnam Era

Veterans' Readjustment Act, the Americans with Disabilities Act, the Florida Educational Equity Act, the Florida Civil Rights Act, and other civil rights statutes should be brought to the attention of the Office of Institutional Equity.

Office of Institutional Equity  
12692 Gemini Boulevard S.  
Wayne Densch Building 1 (Building 38), Suite 123  
Orlando, FL 32816  
(407) 823-1336  
[oiie@ucf.edu](mailto:oiie@ucf.edu)

The administrative leadership will be kept informed of my commitment to equal opportunity, equal access, and affirmative action at UCF. Regular reporting of each administrative unit to me will ensure that goals are being met. I am convinced that our commitment to these goals will measurably strengthen the University and its relationship to the Central Florida community we serve.

 7/9/18

Dale A. Whittaker, President

Date

**University of Central Florida**  
**Florida Equity Report**  
**Year: 2018**  
**Data Year: 2016-2017**

# Attachment E



## Multicultural Academic and Support Services

Submitted by: Tammie Nadeau

Leadership Team: Wayne Jackson, Belinda Hyppolite, Dr. Kerry Welch, Dr. Maribeth Ehasz

## 2016-2017 Equity Report

Submitted: June 15, 2018

The Office of Multicultural Academic and Support Services is the office of first generation and multicultural students at the university. The mission of the MASS Office is to maximize student success by connecting distinct student populations with academic support services and programs. MASS impacts the following UCF key metrics and strategies:

- First year retention rate
- Six Year graduation rate
- Number of graduate students

MASS programs are aligned to the Division of Student Development and Enrollment Services Collective Impact Plan. The strategic goals are as follows:

- Student Wellbeing
- Student Access and Opportunity
- Student Learning and Success
- Student Career Learning and Post Baccalaureate Success
- Student Advocacy and Equity

The programs offered to first generation, multicultural, First Time in College (FTIC), transfer and adult learners are as follows:

### First Generation, Multicultural, FTIC, Transfer Outreach and Retention Efforts

**Number served:** 3372

- a) First Generation Program Canvas On-line (550)
- a) 21<sup>st</sup> Century Scholars First Generation Living Learning Community Pilot (15)
- b) Nguza Saba First Generation Annual Multicultural Graduation Ceremony (100)
- c) Excellence in Action First Generation Recognition Program (407)
- d) MASS Student Success Conference for First Time in College (FTIC) and Transfer Students (88)\*
- e) National Male Student Success Conference (159)\*
- f) SSPI First Time in College (FTIC) and First Generation collegiate males (967)\*
- g) Workshops and outreach activities (1051)
- h) MASS scholarships and waivers (35)

**Purpose:** The First Generation Program provides First Generation and multicultural students with a structured approach to develop meaningful lived experiences at UCF. This program was designed to ease the transition to college, provide students with the academic and support services, assist students with developing a sense of belonging, and help prepare to students to succeed socially and academically at UCF and beyond. The program provides students with:

\*Impact: MASS reported the following annual assessment data for populations served in the programs:

- \*Data shows the MASS Student Success Conference fall to fall persistence rate in 2016 was **93.8** percent (88) when compared to 85.7 percent of the overall UCF student population. Overall, students participating in the MASS Student Success Conference have a higher fall to fall persistence rate.
- \*Data shows the National Male Student Success Conference students persisted at **90** percent (159) compared to 85.27 percent of non-MASS conference UCF undergraduate degree seeking students in fall 2016. Overall, students participating in the National Male Student Success Conference have a higher fall to fall persistence rate.
- \*Data shows MASS and partner office efforts on the Student Success Process Improvement (SSPI) for FTIC multicultural male first generation fall-to-fall retention rate was **91** percent.

#### Brother to Brother Program (B2B)

**Number served:** (45)

**Purpose:** To provide academic, career, leadership development, social and financial support to multicultural or first generation undergraduate males who are enrolled part- or full-time at UCF. The program offers leadership development, career exploration, academic skill building, and social enrichment activities. Data shows the B2B program participants garnered a **90.9 percent** fall to fall two year average persistence rate for 2016-2017.

#### Knight Alliance Network Program (Former Foster Care Youth)

**Number served:** 70

**Purpose:** To serve as a one-stop shop for foster care youth as the transition to UCF. The Knight Alliance Network (KAN) program provides guidance, support, resources, advocacy, financial literacy, and a place of belonging for foster care youth enrolled at the University of Central Florida. Our goal is to provide support services and a place where students can have a voice, support services and resources as they persist towards graduation at UCF. The KAN mentoring program clarifies the college experience, assists students as they navigate through the university landscape, and helps students prepare for success.

Program Highlights:

- Data shows KAN participants garnered a fall 2016 to spring 2017 **90** percent (62/70) persistence rate.
- 19 Former Foster Care Youth graduated with a bachelor's degree

- UCF served the highest number of students who receive state waivers Foster Care, Adoptee and Homeless in the State of Florida
- Parent and Family Grant Fund funded the Knight Alliance Network Program.
- Program Highlight: Fostering Michigan Success has recognized The MASS Knight Alliance Program nationally for our education support program for foster care youth. Recently, we were listed as 1 of 3 schools in the State of Florida for the impact our UCF KAN program has on providing educational support programs for Foster Care Youth. Our program was recognized nationally for our efforts in 2016-2017. The National Postsecondary Support Map is made possible in collaboration with Casey Family Programs, whose mission is to provide, improve - and ultimately prevent the need for - foster care. A link to the website is National Map | Fostering Success Michigan
- Program Highlight: A graduating scholar of the Knight Alliance Network Program was featured in May 2017 in the Orlando Sentinel. The editorial was entitled, "Foster Kid prevails to graduate from UCF". "The best part about graduation is what comes after this," Mora said. Link to editorial <http://www.orlandosentinel.com/features/education/school-zone/os-kevin-mora-graduation-20170501-story.html>
- Knight Alliance Program - Lisa Jaweed graduated from UCF in spring 2016 and is currently enrolled in graduate school at UCF. Lisa beat the odds and her story was shared with the UCF community <http://today.ucf.edu/former-foster-child-overcomes-long-odds-to-earn-degree/>. We are very proud of Lisa!
- Program Highlight: The Black Faculty and Staff Association recognized Alexyz Hernandez as Peer Mentor of the year in 2017 for her outstanding commitment and dedication to mentoring foster care youth. Alexyz is a Take Stock in Children Scholar, a AOK Scholar, Bright Futures Scholar and a Knight Alliance Network Scholar and Peer Mentor. She is a rising senior in the Business Administration program.

#### Lunch and Learn Program

**Number served:** 41

**Purpose:** The purpose of the program is to provide multicultural and first generation students with an opportunity to engage with a UCF faculty or staff member outside the classroom.

#### Seizing Opportunities for Achievement and Retention (SOAR) Program

**Number served:** 82: The participants in the program garnered a summer-fall full-time 2015-2016 First Time in College (FTIC) retention rate of **94.0** percent (79/84).

**Purpose:** The SOAR program offers a six-week summer component and an academic enhancement component that spans the fall and spring semesters to First time In College (FTIC) students beginning a UCF. The program assists first generation and multicultural students with a successful transition to the university and with developing a sense of belonging at the university.

### Pegasus Program

**Number served:** 185; The participants in the program garnered a summer-fall 2015-2016 full-time First Time in College (FTIC) retention rate of **90.1** percent (164/182).

**Purpose:** The Pegasus program offers a six-week summer component and an academic enhancement component that spans the fall and spring semesters to First time In College (FTIC) students beginning a UCF. The program assists diverse students with making a smooth transition from high school to college.

### Multicultural Transfer Program

**Number served:** 100

**Purpose:** The MASS Multicultural Transfer Program provides Multicultural Transfer Students with a healthy entry to university life, where they can take advantage of networking and professional development opportunities. By becoming involved in transfer focused activities, they are less likely to experience "transfer shock."

#### Student Highlights

- First Generation Program Undergraduate (Adult Learner) – Student X was a first generation, adult learner at UCF. She was a perfect example of student who was determined not to give up on graduating from UCF. She faced many obstacles as a young adult and single mother. She cared for her mother until her death prior to graduation while maintaining above 3.0 grade point average each semester. She overcame the obstacle of exhausting her federal financial aid. In partnership with Financial Aid, Student Accounts and MASS, she returned to UCF this semester to finish her last two terms. Her UCF GPA is 3.943 and she has been on the Dean’s and President’s lists while enrolled at UCF.
- First Generation (Adult Learner) Program Undergraduate – Student Z served 12 years in prison and graduated 2017 with a degree in Computer Engineering. The MASS Program provided him a structured transition support program for First Time in College (FTIC) undergraduate high-risk adult male ex-offenders. A three-tiered approach addressed the unique learning, social, cognitive and academic needs of the FTIC undergraduate high-risk adult male ex-offender college students participating in the MASS Program.

#### State College Day

**Number served:** 110

**Purpose:** The purpose of the State College Day is to engage multicultural and first generation students in the early transfer process to the university. The students were provided resources from the following offices: Greek Life, Admissions process, Financial Aid process and Student Involvement activities at UCF

### Community/Pre-Collegiate Outreach

#### Middle School Summit

**Number in attendance:** NA

**Purpose:** The Middle School Summit is designed to provide Multicultural and/or First Generation students a better understanding of the steps necessary for admission into a college or university. This day focuses on college admissions, SAT/ACT preparation, careers, financial aid and the college experience. This community based program invites students from the following surrounding counties: Orange, Seminole, Duval, Osceola, Volusia and Lake.  
Department: Multicultural Academic and Support Services

#### College Prep Day

**Number in attendance:** 130

**Purpose:** College Prep Day is dedicated to focusing on providing multicultural and first generation students with information on the college admissions process, SAT/ACT, Financial Aid, and Careers. This community based program invites students from the following surrounding counties: Orange, Seminole, Duval, Osceola, Volusia and Lake.  
Department: Multicultural Academic and Support Services

#### Campus Tours

**Number in attendance:** 280

**Purpose:** The purpose of the campus tours is the opportunity to share with students the importance of attending college. The tours are intentionally designed to give students an opportunity to interact with UCF students and staff. This first-hand experience is a critical part of selecting the correct college.

#### Take Stock in Children

**Number in attendance:** 50

**Purpose:** This an opportunity for staff and students to network and explore opportunities of student success and academic achievement for program participants. Students are recruited in middle school to receive guidance and support to achieve academic success at the collegiate level through support services and mentoring.

#### Engaging Latino Students for Transfer and College Completion

**Number served:** NA

**Purpose:** The purpose of this cohort based program is to provide support to Latino students interested in pursuing a degree in business, social sciences and hospitality. In partnership with Valencia College, the goal of the program is to provide students with a seamless pathway to UCF, while providing wraparound services to these students to strengthen retention and decrease time to graduation. Camino a UCF students are made to feel like UCF Knights while enrolled at Valencia College, by way of co-curricular activities on the UCF main campus. Ongoing engagement activities provide students with a sense of belonging and motivation to persist through their studies.

**University of Central Florida**  
**Florida Equity Report**  
**Year: 2018**  
**Data Year: 2016-2017**

# Attachment F

## UCF Office of Diversity and Inclusion 2017-18 Annual Report

### **Mission and Vision**

The mission of the Office of Diversity and Inclusion (ODI) is to collaborate with the University of Central Florida community to advocate for and educate about the university's goal of becoming more inclusive and diverse. The vision is to position UCF as a center of excellence that is nationally recognized as a higher education model for our diversity and inclusion practices, policies and culture.

### **Goals and Objectives**

In 1994, UCF's President established five goals for the Office of Diversity and Inclusion. ODI's strategic efforts are linked to the performance of these objectives.

**GOAL ONE:** To encourage and support the goal to be more inclusive and diverse across the university community. In this endeavor, ODI

- Actively participated in campus events, such as faculty, staff, and student orientations and drew attention to inclusion excellence through annual awards for faculty/staff, student, career impact, and community/corporate entities.
- Worked to broaden the awareness of diverse experience and identity beyond race and gender, the impact of intersectionality, micro-aggressions and the need for cultural competency and inclusion advocacy. Educational events explored topics, such as religious minorities, global human rights, Hispanic culture, LGBTQ experience, contextual leadership, and cross-cultural inclusion. Continued the "Be You" Faculty Storytelling project and collaborated with SDES for the #WeAreUCF project.
- Diversity Action Grants and co-sponsorships totaled over \$12,000 and represented cross-campus collaboration with numerous academic and administrative units and students. See appendix for complete list.
- Hosted UCF's first Hispanic Serving Institution (HSI) Forum in spring 2018 with 230 attendees.
- Launched *Vamos Knights* (Go Knights in Spanish) at UCF Bookstore in summer 2018.



**GOAL TWO:** To develop, collect, analyze, retain and disseminate information pertinent for all areas of the university community to advance the goal to become more inclusive and diverse.

- ODI collected additional feedback from various university stakeholders regarding UCF's trajectory as a Hispanic Serving Institution (HSI) during the HSI Forum in spring 2018.
- ODI provided information to be included in UCF's Institutional Profile for Excelencia in Education's Accelerating Latino College Completion project.
- Completed development and IRB approval of a faculty survey on inclusive classroom practice to be launched in the fall of 2018.
- Updated online snapshot data describing UCF demographics for faculty, staff and students.

**GOAL THREE:** To sponsor, support, and assess university programs and activities that promote the goal to make the university community more inclusive and diverse.

- ODI provided a broad range of workshops to 7966 UCF faculty, staff and students. Under the direction of Associate Director Barbara Thompson and ODI Trainer Rachel Luce-Hitt, and in collaboration with colleagues from Finance and Administration, Social Justice and Advocacy, and Student Accessibility Services, ODI facilitated 287 workshops and presentations throughout the year to high evaluative marks.
- The Inclusion Champion training program expanded its reach by partnering with Elementary Education, Secondary Education, and the Psychology Graduate Program. Between these three partnerships, 189 students completed certification in the 15-hour program. In total, 326 UCF faculty, staff, and students have completed the program.



- ODI sponsored the Diversity Track of the 2018 Summer Faculty Development Conference. Participants reviewed, researched, and supplemented the existing collection of resources provided by ODI. These resource recommendations are offered as annotated lists to workshop participants following involvement in the department’s educational programming in order to enhance their knowledge and understanding of topical areas such as Diversity Awareness and Appreciation, Diversity in Academics, Diversity Leadership, Multiculturalism, Prejudice Reduction, and Social Justice.
- Continued management of development programs: the [Leadership Empowerment Program](#), [Legacy](#) Leadership and Mentoring Program, [SEED](#) – Seeking Educational Equity and Diversity; and assumed coordination of the [CREAR Futuros](#) peer-mentoring program.
- A cooperative training initiative with Student Development and Enrollment Services, Diversity Education (or DEUs) is in its eighth year. ODI designed the training program to enhance the diversity-related awareness, knowledge, and skills of SDES team members. Since 2011, more than 500 SDES employees have completed the required 23 hours of diversity training.
- 2017 marked the [25<sup>th</sup> Anniversary of UCF’s Diversity Week](#). ODI honored its former director at the newly re-named Valarie Greene King Diversity Breakfast with keynote speaker Ambassador Carol Moseley Braun. The event included 580 attendees and students, and colleagues at the regional campuses joined the event via Adobe Connect. Breakfast attendees contributed over 1145 pounds of food for the Knights Helping Knights food pantry.
- ODI led campus celebrations of Women’s History Month in March 2018, including events for International Women’s Day and Equal Pay Day. The Hitt Library main floor displayed support for women in history and making history - #NeverthelessShePersisted – and breast cancer awareness.
- ODI collaborated with Transfer & Transition Services to host a welcome reception in spring 2018 for students from Puerto Rico impacted by Hurricane Maria. Over 200 faculty, staff and students attended.
- ODI hosted UCF’s first Hispanic Serving Institution (HSI) Campus Forum. 230 faculty, staff and students attended. Deborah Santiago, Excelencia in Education, served as the Keynote Speaker.
- ODI provided sponsorship support to the BFA Mentoring Breakfast, the International Breakfast and the John T. Washington Luncheon. ODI sponsored UCF’s Hispanic Heritage Month, Nuestra Graduación (UCF’s Latino Graduation Celebration) and the Latino Faculty and Staff Association’s Broche de Oro Recognition Dinner.



**GOAL FOUR:** To establish and to facilitate advisory bodies internal and external to the university to design, implement, support, assess and challenge strategies of the university community and the Office of Diversity and Inclusion to achieve the university goal of becoming more inclusive and diverse.

- The UCF Diversity and Inclusion Working Group (DIWG) continued to exchange information about campus and community events and partnership opportunities.
- ODI serves as the campus administrative office for the Latino Faculty and Staff Association, and provides support to the Black Faculty and Staff Association and the Pride Faculty and Staff Association.
- ODI led the Bias Incident Communication Group to improve awareness of incidents, resources and processes for addressing potential discriminatory incidents.
- ODI sponsored members of the ODI Community Engagement Council to participate in on-campus training and continues to expand the group's membership.
- ODI hired UCF's first Assistant Director of Hispanic Initiatives to Chair UCF's Hispanic Serving Institution (HSI) Task force. As UCF's HSI Lead, Dr. Cyndia Muñiz conducted 250 HSI consultations in the first six months of 2018.

**GOAL FIVE:** To create, sustain, and assess effective communications between the Office of Diversity and Inclusion and all areas of the university community that will encourage and support the UCF goal to become more inclusive and diverse.

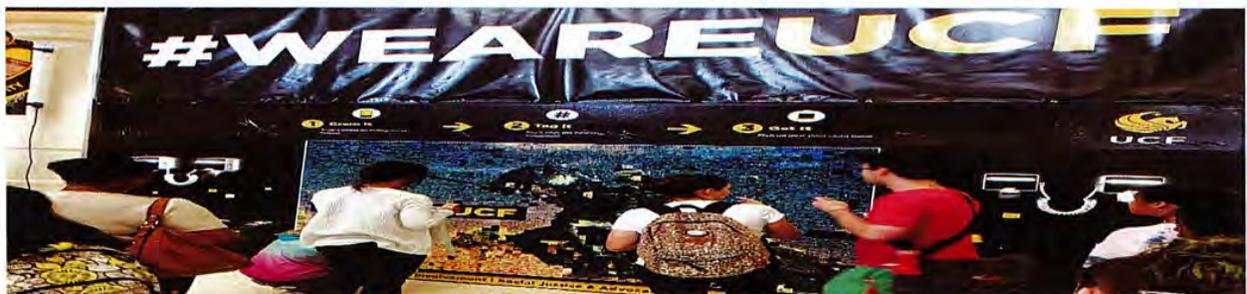
- ODI staff members served on many UCF campus committees (e.g., UCF Policies and Procedures, International Affairs, Summer Faculty Development Conference Planning Committee, UCF Cares and Title IX).
- ODI extended online content of the department websites and social media to reach more members of the UCF community with local and national news and educational opportunities.

#### **Other Highlights**

- Five years of office assessment plans have earned "exemplary" ratings.
- Insight into Diversity honored UCF as a repeat HEED Award institution for 2017.

#### **Priorities for 2018-19**

- Promote the HSI Campaign- #WeDefineSERVING.
- Support UCF faculty and staff associations for our minority communities.
- Achieve designation as an eligible institution for Title V (Developing Hispanic Serving Institutions Program) for Fiscal Year 2019.
- Development of programs that improve participation of faculty.
- Restructuring of the ODI committees and development of college/department inclusion liaisons.
- Continuation of the Inclusion Champion training program, SEED, and professional development programs.
- Support campus transition activities under the new UCF President.



**Appendix – Diversity Action Grants and Co-Sponsorships by ODI in 2017-18**

***CO-SPONSORED EVENTS 2017-2018***

<b>Event Title</b>	<b>Description</b>	<b>Co-Sponsor</b>	<b>Financial Assistance</b>
Hispanic Heritage Month	Compadre Sponsorship	LaFaSA	1,000.00
#WeAreUCF Mosaic Display	Luster Mosaic Display	UCF Student Union	5,000.00
International Breakfast		IAGS	125.00
Joseph C. Andrews Breakfast	Platinum Sponsorship	BFSA	1,000.00
Mary Robinson - Presidential Distinguished Visitors Series	Speak fee assistance	Global Perspectives	1,500.00
John T. Washington Luncheon	Five Tickets	UCF Africana Studies	150.00
Acculturation-Colonialism & Migration among Cen. Fla. Puerto Ricans	Dr. Cristalis Capielo- Speaker	FCTL; Psychology; CAPS	100.00
Broche de Oro	Amigo Sponsorship	LaFaSA	500.00
USPS Council Staff Assembly	Sponsored table	USPS Staff Council	150.00
Caribbean Welcome Knight Event		LaFaSA	350.00
		Total Non-DAG	<b>9,875.00</b>
<b><i>Diversity Action Grants</i></b>			
<b>Event Title</b>	<b>Description</b>	<b>Co-Sponsor</b>	<b>Financial Assistance</b>
Recreation Expo	To celebrate adaptive and inclusive sports	Recreation & Wellness	250.00
Leadership Week Assistance	Events & Speakers	LEAD Scholars Academy	250.00
Blood Drive - Diversity Week		Tee Rogers	250.00
Shaun Leonardo Program	Assist in expenses	Women Gender Studies	250.00
Come Out with Pride Parade	Assist in expense of tee shirts	Pride Faculty & Staff Assoc.	250.00
Bullying Prevention	Puppet shows and videos at Cen Fl Public Schools	Film / SVAD	250.00
Pietá	Performance by Raimundi-Ortiz	Center for Success of Women Faculty	250.00
Screening "Forbidden: Undocumented and Queer in Rural America"	Fil portrays the activism and advocacy of Moises Serrano	Nicholson School of Communication	100.00
Invisible Women in Sport		Institute for Sport & Social Justice	250.00
NCWIT Aspirations in Computing Award Ceremony	Awards honoring 54 HS & 2 educators	UCF IT	250.00
		Total DAG	<b>2,350.00</b>
		<b>GRAND TOTAL</b>	<b>12,225.00</b>



**ITEM: NGC-10**

**University of Central Florida  
Board of Trustees  
Nominating and Governance Committee**

**SUBJECT: UCF Foundation Bylaws Amendments**

**DATE: July 19, 2018**

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**PROPOSED COMMITTEE ACTION**

Approve the proposed UCF Foundation Bylaws amendments.

**BACKGROUND INFORMATION**

On February 15, 2018, the Governance Committee of the UCF Foundation approved bylaws amendments that include the addition of the Senior Associate Vice President for Development and the Senior Associate Vice President for Alumni Engagement and Annual Giving as officers of the corporation. Additionally, changes were made to reflect that the Senior Associate Vice President for Development will perform the duties of the CEO during the absence or incapacity of the CEO, while the Chief Operating Officer will manage the day to day business activities. The proposed changes are represented in Articles 4.2 and 5.6-5.10, respectively.

Florida Law Chapter 2018-004 now requires the prospective approval of all new DSO board members by a university board of trustees. As a result, additional bylaws amendments were approved by the Governance Committee on May 17, 2018 reflecting this statutory change. The change is represented in Article 3.3.

The UCF Foundation Board of Directors unanimously approved all bylaws changes at its annual meeting held on June 9, 2018.

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**Supporting Documentation:** Attachment A: UCF Foundation Bylaws

**Prepared by:** Margaret Jarrell-Cole, Legal Counsel, UCF Foundation

**Submitted on behalf of:** Michael J. Morsberger, Vice President for Advancement and Chief Executive Officer of the UCF Foundation, Inc.

ATTACHMENT A

# Advancement | UCF Foundation, Inc.

## BYLAWS

of the

UNIVERSITY OF CENTRAL FLORIDA

FOUNDATION, INCORPORATED

AMENDMENTS APPROVED: October 14, 2016

      , 2018

**BYLAWS OF THE  
UNIVERSITY OF CENTRAL FLORIDA FOUNDATION, INCORPORATED**

**ARTICLE 1. MISSION**

The Foundation encourages, stewards and celebrates charitable contributions from alumni and friends to support the University.

**ARTICLE 2. OFFICES**

The principal office of the Foundation will be located at 12424 Research Parkway, Orlando, Orange County, Florida.

**ARTICLE 3. COMPOSITION OF THE BOARD**

**3.1 Members.** The Board is composed of Elected Directors, Ex Officio Directors, and Emeritus Directors.— There will be no more than thirty-eight Elected Directors.

**3.2 Duties.** The duties of the Board are as follows:

- A. To discharge all the duties imposed upon it by the Articles of Incorporation and the Bylaws.
- B. To meet upon the call of the Chair, the CEO or by one-fourth of the Directors entitled to vote, in writing, with due written notice of the time, place and subject matter given to each Director and consistent with the requirements set forth in these Bylaws.
- C. Upon the recommendation of the Finance Committee, select a bank or banks or other depositories for the deposit of the funds and securities of the Foundation, and to cause the Foundation to conduct its financial affairs in conformity with the policies and procedures adopted by the Board.
- D. Upon the recommendation of the Audit Committee, to cause an audit of books and records of this Foundation to be made at least once each year together with a management letter, including the response from management, conducted by a firm of independent certified public accountants selected by the Audit Committee, whose engagement letter will provide that it render an opinion on financial statements in accordance with generally accepted accounting principles and to have the results of the audit reported to the Board.
- E. To acquire and maintain a broad awareness and knowledge of the University including its programs, strengths, needs, resources, and mission.
- F. To participate in Foundation meetings and serve on at least one Committee or University affiliated group as approved by the Chair, and provide experience and special expertise as time and abilities permit.
- G. To provide advice and counsel to the University President and the CEO as requested on matters involving the University family and the community.

- H. To support the philanthropic aims of the Foundation with a minimum annual gift in an amount set by the Board. The annual gift should only mark the beginning of the Board members' support, and they are encouraged, as appropriate, to support other funds

supplemental to the University, to make leadership gifts to special projects, and to make provisions for planned giving and support the University through their foundations and corporations.

- I. To serve as an effective University ambassador in the community.

**3.3 Selection of Elected Directors.** The Governance Committee will review candidates for Elected Directors and each candidate will be subject to confirmation by the CEO and University President prior to standing for election. The Board will elect the Directors. The Elected Directors will be subject to Board of Trustees review and approval. All Elected Directors will be voting members of the Board.

**3.4 Ex Officio Directors.** Ex Officio Directors are voting members of the Board and will be as follows: Chair of the Board of Trustees, University President, Chair of the UCF Alumni Board of Directors and President of the UCF Athletics Association Board of Directors.

**3.5 Emeritus Director.** Any Elected Director who has served two full terms may be nominated and appointed as an Emeritus Director following a six month period beginning at the conclusion of the second term. The Governance Committee will nominate Elected Directors who have served the University with distinguished service. The Board will serve as the final body to approve the nomination(s). Emeritus Directors will be non-voting.

**3.6 Terms of Office.**

- A. Elected Directors. Each Elected Director will serve a term of four years (or until the end of the respective term of his or her predecessor if elected to succeed a person who has not completed a four-year term). Terms commence on July 1 of the next fiscal year and end June 30 at the end of four years. Three years of a term will constitute a full term of service. No Elected Director is eligible to serve more than two consecutive terms unless the Director has been elected to serve as a Board Officer, in which case the term may be extended by the Board to accommodate the time required for fulfillment of the term of the office. An Elected Director who has served two terms consecutively may be re-elected to the Board after the expiration of one year following the end of his or her last term and will have the status of a newly Elected Director.
- B. Emeritus Directors. The selection of an Emeritus Director is for life, unless he or she is removed for cause.
- C. Ex Officio Director. An Ex Officio Director will serve so long as he or she holds the office or the position that resulted in such placement on the Board.

**3.7 Resignation.** A Director may resign at any time by submitting a written resignation to the Chair.

**3.8 Removal.** An Elected Director may be removed by a two-thirds vote of the Directors present

and voting, whenever the interests of the Foundation would be best served. The University President may remove any Elected Director or Emeritus Director in his or her sole discretion.

#### ARTICLE 4. OFFICERS OF THE BOARD

**4.1 Board Officers.** The officers of the Board will be the Chair, Vice Chairs, Secretary and Treasurer. These Board Officers will be Elected Directors and members of the Board. No other Officers will be members of the Board.

**4.2 Ex Officio Corporate Officers.** Individuals holding the following positions at the Foundation will serve as Ex Officio Corporate Officers, but will not be members of the Board and will have no voting rights:

~~1. CEO~~

1. Vice President for Advancement (also known as the Chief Executive Officer or CEO)

~~1-2. Sr. AVP, Administration (also known as the Chief Operating Officer or COO)~~

3. Sr. AVP, Development (also known as the Chief Development Officer or CDO)

~~2. Sr. CFO~~

4. Sr. AVP Alumni Engagement and Annual Giving (also known as the Chief Alumni Officer or CAO)

5. Associate Vice President of Finance (also known as the Chief Financial Officer or CFO)

~~2-6. Director of Foundation Board Relations and Development (also known as the Assistant Secretary)~~

**4.3 Additional Ex Officio Officer.** The University President may appoint any members of the administration, faculty or student body of the University for any term(s) designated by the President, but any such appointee will not be a member of the Board.

#### ARTICLE 5. ELECTION OF AND POWERS AND DUTIES OF OFFICERS

**5.1 Election.** At the annual meeting of the fiscal year, the Board will vote on a slate of Board Officers submitted by the Governance Committee. The Board Officers will serve two-year terms each commencing on July 1 of the next fiscal year and ending June 30 at the end of two years. If a vacancy occurs in an office, the Governance Committee will propose a replacement, which will be confirmed by the Executive Committee.

**5.2 Chair.** The Chair will preside over all meetings and prepare the agenda for all meetings of the Board, as well as have primary responsibility for the relationship with the CEO.

**5.3 Vice Chairs.** The Vice Chairs will do and perform duties as may be assigned to him or her by the Chair, the Board, or these Bylaws. A Vice Chair will have full authority to act for the Chair in his or her absence or incapacity. If more than one is available, the one with the longest continuous service on the Board will act.

**5.4 Secretary.** The Secretary of the Board is responsible for the minutes of the Board and Executive Committee meetings. The Chair of each Committee is responsible for the minutes of each of their respective committee meetings. The duties of the Secretary will be as follows:

- A. To keep accurate minutes of the proceedings of the annual meeting of the Foundation and all meetings of the Board of Directors and preserve these records as a permanent record.
- B. To keep on record a copy of the Articles of Incorporation and Bylaws of the Foundation and all amendments thereto.
- C. To ~~keep address~~ the requests for any seal of the Foundation ~~and affix such seal to for~~ official documents, records and papers as may be requested. A seal is not required.
- D. To keep an accurate list of all members of this Foundation Board of Directors.

**5.5 Treasurer.** The Treasurer will supervise the fiscal affairs of the Foundation and serve as Chair of the Finance Committee. The duties of the Treasurer will be as follows:

**5.5**

- A. To assure that adequate provision is made for the care and custody of all the assets of this Foundation with guidance from the CFO.
- B. To assure that adequate provision is made to keep in force a blanket surety bond to assure that each Officer and employee who is authorized to collect, hold, or disburse funds of the Foundation will faithfully discharge their duties, the adequacy of which will be determined by the Executive Committee.
- C. To present a written report of the financial activities of his or her office at the next annual meeting following his or her appointment to office.

**5.6 ~~Foundation~~ CEO/Chief Executive Officer.** The CEO, CDO or designee will attend all meetings of the Board and present a written report of the activities of his or her office at each meeting, including the next annual meeting following his or her appointment to office.

**5.7 ~~Foundation~~ Chief Development Officer. ~~Sr. AVP, Administration.~~** The CDO will ~~Sr. AVP Administration will manage the day to day activities of the Foundation and~~ perform the duties of the CEO during the absence or incapacity of the CEO.

**5.8 ~~Foundation~~ CFO/Chief Operating Officer.** The COO will manage the day to day business activities of the Foundation and attend all Board and Committee meetings.

**5.9 Chief Alumni Officer.** The CAO will manage the day to day activities of the Office of Alumni Engagement and Annual Giving, attend all UCF Alumni Board meetings, and provide a written report of the activities of his or her office at each meeting.

**~~5.85.10~~ Chief Financial Officer.** The CFO will manage the day to day financial activities of the Foundation.

**5.95.11 Assistant Secretary.** The Director of Foundation Board Relations and Development ~~serves as an Assistant Secretary of the Board to~~will assist in the documentation and safekeeping of the minutes of the Board and each Committee meeting.

**5.105.12 Resignation.** Any Officer may resign at any time by submitting a written resignation to the Chair and CEO. If the Chair is resigning, he or she ~~shall~~will submit his or her resignation to the CEO and University President. If the CEO is resigning, he or she ~~shall~~will submit his or her resignation to the Chair and University President.

**5.115.13 Removal.** Any Board Officer may be removed by a two-thirds vote of the Elected Directors present and voting when in the Board's judgment the interests of the Foundation would be best served. The University President may remove any Officer in his or her sole discretion.

## ARTICLE 6. COMMITTEES OF THE BOARD

**6.1 Standing Committees.** Standing Committees will be permanent. The Chair will appoint the Chair and the members of each committee except for those committees whose Chair is specifically appointed in the bylaws.

~~a~~A. With the exception of the Executive Committee, individuals who are not Elected or Ex Officio Directors but have expertise in given areas may serve as advisors and vote on committees of the Board, with the approval of the Chair and in consultation with the relevant committee Chair. Advisors to Committees may vote on the committee's recommendations to the Executive Committee or Board.

~~b.~~ With the exception of the Executive committee, Emeritus Directors may be appointed to Committees. Appointed Emeritus Directors may vote on committee ~~B.~~ recommendations to the Executive Committee or Board. The Chair may remove any committee member at his or her discretion, except for Ex-Officio positions.

~~c.~~C. The majority of the members of any committee must always be Elected Directors.

~~d.~~D. Standing Committees will be governed by a charter that is approved by the Board. The Board must approve any revocations or amendments to the charter(s).

The Standing Committees are designated as follows:

### A. Executive Committee

1. The Executive Committee consists of the following: the Chair, Vice Chairs, Secretary, Treasurer, immediate past Chair, University President, Chair of the Board of Trustees, Chair of the UCF Alumni Board of Directors, Chair of all other committees described in these Bylaws.
2. The Chair, or in his or her absence the Vice Chair(s), will preside at meetings of the Executive Committee.
3. The Executive Committee is authorized and empowered to act for, in the name of and on behalf of the Board at all times when the Board is not meeting.

No action of any standing committee will be binding upon the Foundation unless such action is approved by the Executive Committee.

4. The Executive Committee will meet at the call of the Chair.

#### **B. Finance Committee**

1. The Finance Committee consists of ~~at least~~not fewer than five appointed Elected Directors, in addition to the Treasurer of the UCF Alumni Board of Directors and University Vice President of Finance and Administration, both of whom will serve as an ex officio voting member.
2. The Chair of the Finance Committee will be the Treasurer.
3. The Finance Committee will establish and be responsible for the fiscal policy of the Foundation, including budgets and fees. The Finance Committee will recommend the budget for the next fiscal year to the Board at its annual meeting held prior to the end of the current fiscal year.

#### **C. Governance Committee**

1. The Governance Committee consists of ~~a minimum of~~not fewer than five appointed Elected Directors and will include the immediate past Chair, Chair, Vice Chair(s) and a minimum of one appointed Elected Director.
2. The CEO will also participate as an Ex Officio Corporate Officer of the Governance Committee.
3. The immediate past Board Chair will serve as the Chair of the Governance Committee. If the past Chair is unable to serve, the current Board Chair will appoint the Chair of the Committee.
- ~~4.~~4. The Governance Committee is charged with the responsibility of annually receiving and placing in nomination the names of individuals to be considered for membership to the Board, preparing a slate of Board Officers every two years, or upon the resignation of a Board Officer and succession planning. The 4. committee is also charged with annually reviewing the Foundation's bylaws, memberships, committee assignments, and leading a board self-assessment process. The Governance Committee is also responsible for receiving disclosures of proposed transactions with Directors, including potential excess benefit transactions, and reviewing such transactions.

#### **A. Audit Committee**

1. The Audit Committee will consist of a minimum of ~~at least~~not fewer than three appointed Elected Directors.
2. The Audit Committee is charged with hiring the auditors and reviewing the results of the audit. The committee evaluates other accounting related policies and controls.

**B. Investment Committee**

1. The Investment Committee will consist of not fewer than five appointed Elected Directors.
2. The Investment Committee will advise the Board in regard to the general investment policy and investment management of the Foundation.

**C. Real Estate Committee**

1. The Real Estate Committee will consist of not fewer than five appointed Elected Directors.
2. The Real Estate Committee advises the Board and the University of Central Real Estate Foundation LLC and Knight's Crossing Student Housing, LLC in regard to real estate policies, procedures, potential transactions and other real estate issues affecting the Foundation.

**D. Information Technology (IT) Committee**

1. The IT Committee will consist of not fewer than three appointed Elected Directors.
2. The IT Committee which assist the Board in fulfilling its planning, operational and oversight responsibilities.

**6.2 Other Committees.** The Board Chair will have the authority to establish an unlimited number of Other Committees or task forces to accomplish any objectives affecting ~~various interests~~ various interests and the welfare of the Foundation and the University as he or she deems necessary or desirable. Other Committees will be governed by a charter approved by the applicable Other Committees.

**ARTICLE 7. MEETINGS AND QUORUM**

~~7.1~~ **Calling Meetings.** At least two meetings of the Board and each Standing Committee will be held during each fiscal year. The respective Chair will select the meeting date, time and location.

7.1 **Special Meetings.** Special meetings of the Board and each Standing or Other Committee may be called by the Chair, CEO, two-thirds of the members entitled to vote, or the University President.

~~7.17.2~~ 7.17.2 **Quorum and Voting.** A majority the members entitled to vote will constitute a quorum at any duly noticed meeting. An affirmative vote of a majority of members present is required for approval of any action items.

**7.3 Presiding Officer.** The Chair, or in his or her absence, one of the Vice Chairs, will preside at meetings of the Board and Executive Committee. If the absence of all of the above, the CEO may appoint a Director to preside.

**~~7.57.4~~ Minutes.** Minutes of the Board meeting or any Committee meeting will be taken and maintained in accordance with the Foundation policy.

**~~7.77.5~~ Action ~~Without~~without a Meeting; In Person or Telephone Meetings.** The members of the Board or a Committee may participate in, and be included in the quorum of, a meeting in person or by telephone, video or any other means that allow members and all others in attendance at the meeting to hear and speak to one another contemporaneously.

**~~7.8~~ Voice Vote.** Any official action must be approved by a voice vote. Proxies or written votes are not permitted.

**~~7.9~~ Roll Call.** At the beginning of any meeting, the Secretary or a designee will determine the presence or absence of a quorum. The roll will thereafter only be called upon the request of the Chair or any Director, and after each roll call, the presence or absence of a quorum will be announced.

**~~7.10~~ Notice.** Notice of each meeting will be sent to the Board or any Committee by the Secretary or a designee not fewer than seven calendar days preceding the meeting. Notice may be waived by all the voting members of the Board or Committee. Notice requirements are deemed waived if not raised, in writing, to the Secretary prior to the conclusion of the meeting. This Section 7.9 does not dispense with any public notice required by law and governs to the maximum extent permitted by law.

**~~7.11~~ Public Notice.** Public notice of any meeting of the Board or any Committee will be made as required by Florida law. Opportunity for public comment may be permitted.

**~~7.127.6~~ Public Comment.** To the extent required by law or permitted by the Chair, individuals who desire to appear before the Board or any Committee regarding an item being considered must submit their requests in writing to the address or email address noted in the posted notice for the meeting, specifying the agenda item about which they wish to speak. Public comment will be limited to three minutes per person.

## **ARTICLE 8. RELATIONSHIP WITH THE UNIVERSITY**

**8.1 General.** The Foundation operates as a Direct Support Organization for the University as defined by Florida Statute and the State University System of Florida. The Foundation adheres to and will follow the policies and procedures for direct support organizations established by the State

University System of Florida and the Board of Trustees.

**8.2 University Resources and Name.** The University President has the authority to monitor and control the use of the University's resources and the University's name.

**8.3 Operating Budgets.** Operating budgets of the Foundation will be prepared annually, approved by the Board and the University President, and then submitted to the Board of Trustees. Expenditure plans will be reviewed and approved quarterly by the Finance Committee and by the University President or designee. The designee must be a University Vice President or senior officer of the University who reports directly to the University President.

#### **ARTICLE 9. EXECUTION OF INSTRUMENTS**

Contracts and other instruments to be executed by the Foundation will be signed, unless otherwise required by law, by the Chair, the CEO or a Vice Chair in conjunction with the Secretary. The Chair or the CEO, signing alone, is authorized and empowered to execute in the name of this Foundation instruments not requiring attestation arising in the day-to-day operations of the business of the Foundation, including, but not limited to, certificates representing stocks, bonds or other securities. The Board may authorize any other person or persons, whether or not an Officer of the Foundation, to sign any contract or other instrument.

#### **ARTICLE 10. MISCELLANEOUS**

##### **10.210.1 Indemnification.**

- A. Every Director, Officer and employee of the Foundation, as well as special appointees, will be indemnified by the Foundation against all expenses and liabilities, including attorneys' fees, reasonably incurred by or imposed on the director or Officer in connection with any proceeding, including any appeal, or any settlement of any proceeding to which the individual may be a party or in which he or she becomes involved as a result of serving as a Director, Officer, or special appointee. The indemnified party does not have to be a Director, Officer, or special appointee at the time the expenses or liabilities are incurred or imposed. In the event, however, of a settlement before entry of judgment, the indemnification will apply only upon approval by the Board as being in the best interests of the Foundation. This indemnification is in addition to and not exclusive of all other rights to which the person may be entitled. The Foundation has the authority and may elect to purchase insurance for this purpose.
- B. The above indemnification does not apply in the case of an action by, or in the right of, ~~the~~ Foundation. A- Director, Officer, or ~~—~~ special appointee is entitled to indemnification only if he or she acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interests of the Foundation and (where applicable) had no reasonable cause to believe his or her conduct was

unlawful. This indemnification will be made in accordance with Section 607.0850, Florida Statutes, as amended from time to time.

**10.310.2 Bonding.** The Foundation will keep in force a blanket surety bond or employee dishonesty insurance, the adequacy of which will be determined by the Board, or a committee designated by the Board, to assure that each Officer and employee who is authorized to collect, hold, or disburse ~~funds of~~ funds of the Foundation will faithfully discharge his or her duties.

**10.410.3 Seal.** The seal of the Foundation will be inscribed with the words, "University of Central Florida Foundation, Inc.," the year "1968", and the words, "Foundation Not-for-Profit."

**10.510.4 No Compensation.** The Directors and Board Officers of this Foundation will not receive any compensation from this Foundation for their services as Director or Officer; provided, however, that they may be reimbursed from funds of the Foundation for any travel expenses or other expenditures incurred by them in the proper performance of their duties.

**10.610.5 Rules.** These bylaws govern the transaction of business for this Foundation. To the extent that the Bylaws do not cover specific procedures, the most recent version of *Robert's Rules of Order* will be applied.

**10.710.6 Amendments- and BOT Approval.** These Bylaws may be altered, amended, or rescinded only by an affirmative vote of the majority of all of the voting members of the Board. In case it becomes necessary to call a special meeting for this purpose, written notice will be given to each voting member of the Foundation at least five calendar days before the date set for the meeting, and such notice will indicate the provision sought to be amended and the nature of the amendment proposed to be adopted. All proposed amendments are subject to Board of Trustees review and approval. All Elected Directors and those appointed other than under Florida Statutes 1004.28 are subject to Board of Trustees review and approval.

**10.810.7 Fiscal Year.** The fiscal year of the Foundation will begin on July 1 and end on June 30 of the following year.

**10.910.8 Non-discrimination.** The Foundation is committed to non-discrimination with respect to race, creed, color, religion, age, disability, gender, marital status, sexual orientation, national origin, or veteran status.

**10.1010.9 Ex Officio Affiliates.** The Foundation is committed to engaging community leaders to fulfill the mission. The following individuals will be designated as Ex Officio Affiliates of the Board, all of which will be a non-voting and non-member designation:

1. Mayor of Orange County
2. Mayor of the City of Orlando
3. President of the Florida High Tech Corridor Council, Inc.
4. Chairperson of the Seminole County Board of County Commissioners

5. Mayor of the City of Oviedo

~~10.11~~**10.10** **Conflict of Interest.** All actual or potential conflicts of interest involving Directors of the Foundation will be disclosed and addressed in accordance with the Foundation’s Conflict of Interest Policy.

~~10.12~~**10.11** **Confidential and Exempt Public Records.** As stated and limited in Florida Statutes Section 1004.28, Foundation records are confidential and exempt from Florida public records laws, unless otherwise designated. Upon receipt of a reasonable and specific request in writing, the Foundation will provide financial information such as expenditures from Foundation funds, documentation regarding completed business transactions, and information about the management of Foundation assets. The Foundation will furnish this information in a format reasonably responsive to the request, at a reasonable cost to the requesting party. To the extent permitted by law, the Foundation will not, however, release any record or information that includes personal or financial information about a donor, prospective donor, alumnus, volunteer, or employee, without the individual’s express written consent. All fundraising activities undertaken by University employees or students, or by volunteers, are undertaken on behalf of the Foundation. All documents associated with such activities or with advising or serving the Foundation, whether or not in possession of any University employee or student, or any volunteer, are records of the Foundation and are confidential.

**ARTICLE 11. DEFINITIONS**

“Advancement” means the University of Central Florida Foundation, Inc.

“Assistant Secretary” means the Director for Foundation Board Relations and Development.

“Board Officers” means those individuals who are elected Directors and hold an ~~officer~~office of the Board of Directors, which includes the Chair, Vice Chair(s), Secretary, ~~Assistant Secretary~~ and Treasurer.

“Board of Directors” means the University of Central Florida Foundation Board of Directors.-

~~“Board of Trustees” means the University of Central Florida Board of Trustees.~~

“Board of Trustees” means the University of Central Florida Board of Trustees.

“CAO” means the University of Central Florida Foundation Chief Alumni Officer.

“CDO” means the University of Central Florida Chief Development Officer.

“CEO” means the University of Central Florida Foundation Chief Executive Officer.

“CFO” means the University of Central Florida Foundation Chief Financial Officer.-

"COO" means the University of Central Florida Foundation Chief Operating Officer.

"Committee" means either or collectively a Standing Committee and Other Committee.

"Directors" means Elected Directors and Ex-Officio Directors of the Board of Directors.

"Emeritus Director" means any Elected Director who has served two full terms may be nominated and appointed as an Emeritus Director following a six month period beginning at the conclusion of the second term. The Governance Committee will nominate Elected Directors who have served UCF and the Foundation with distinguished service. The Board will serve as the final body to approve the nomination(s).

"Ex Officio Affiliates" means those individuals who hold community leadership positions, as may be designated by the Board of Directors, from time to time.

"Ex Officio Corporate Officers" mean those individuals who hold the designation of CEO, ~~CFO, Senior AVP of Administration at the Foundation, and Director of Foundation Board Relations and Development~~CDO, COO, CAO, CFO and Assistant Secretary.

"Ex Officio Directors" mean those individuals who hold the designation of Chair of the Board of Trustees, University President, Chair of the UCF Alumni Board of Directors and President of the UCF Athletics Association Board of Directors.

"For cause" means actions or omissions that may adversely reflect on the interests or reputation of the Foundation or the University, as determined by the University President after consulting with the Executive committee or any senior executive of the Foundation. Any such determination may be made by the University President and does not need to depend on the conclusion of any external determination or process.

"Foundation" means the University of Central Florida Foundation, ~~Inc.~~Incorporated

~~"Senior AVP of"~~"Senior AVP for Development" means the University of Central Florida Foundation, Inc. Senior Associate Vice President for Development.

"Senior AVP for Administration" means the University of Central Florida Foundation, Inc. Senior Associate Vice President ~~of~~for Administration.

"Senior AVP of Alumni Engagement and Annual Giving" means the University of Central Florida Foundation, Inc. Senior Associate Vice President for Alumni Engagement and Annual Giving.

"UCF" means the University of Central Florida.

"UCF Alumni Board of Directors" means the University of Central Florida Alumni ~~Association~~

Board of Directors which is a separate advisory board to the Office of UCF Alumni Engagement and Annual Giving.

"UCF Athletics Association Board of Directors" means the University of Central Florida Athletics Association Board of Directors, which governs a separate direct support organization, the UCF Athletics Association.

"University" means the University of Central Florida.

"University President" means the President of the University of Central Florida.

"Vacancy" means and will be deemed to occur upon the incapacity, death, resignation or removal of the incumbent of the Board or an Officer position. Incapacity, which includes abandonment, ~~shall~~will be deemed to occur when, for any reason and regardless of intent, the incumbent does not or cannot fulfill the material duties of the position for thirty consecutive days or forty-five days total in any six month period, unless the Executive Committee resolves not to treat such circumstances as a vacancy. Incapacity will also occur upon the incumbent's acknowledgement in writing that he or she intends not to perform, or is or will be unable to perform, the materials duties of the position for at least either of such period of days, unless the Executive Committee resolves to not treat such circumstances as a vacancy.

The CEO will notify all Executive Committee members upon the occurrence of a vacancy and will specify the cause. Approval of the vacancy by the Executive Committee will be ~~co-~~considered binding.

~~APPROVED BY~~ APPROVED BY ~~DATE~~ DATE: ~~October 14, 2016~~

~~By:~~ By: \_\_\_\_\_

~~APPROVED BY BOARD ACTION ON:~~ APPROVED BY BOARD ACTION ON: \_\_\_\_\_, 2018

By:  
\_\_\_\_\_

{SEAL NOT REQUIRED}

*Secretary  
University of Central Florida Foundation,  
Incorporated Board of Directors*