Audit and Compliance Committee Meeting

Aug 12, 2020 10:30 AM - 12:30 PM EDT

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Board of Trustees
Audit and Compliance Committee
Virtual Meeting
August 12, 2020, 10:30 a.m-12:30 p.m.
(Or Upon Adjournment of previous meeting)

Livestream:
https://ucf.webex.com/ucf/onstage/g.php?MTID=e37caf896f11f0a652de3d842eca9db4b
Conference call number: 1-408-418-93882, access code: 132 703 2351#

AGENDA

1.	Call to order	Joseph Conte, *Chair, Audit and Compliance Committee*
2.	Roll Call	Margaret Melli, *Executive Assistant of Compliance, Ethics and Risk*
3.	Minutes of the February 13, 2020 meeting	Chair Conte
4.	Reports	Chair Conte
	INFO-1	FY21 Audit and Compliance Committee Annual Plan *Chair Conte*
5.	New Business	Chair Conte
	INFO-2	University Internal Audit Update *Robert Taft, Chief Audit Executive*
	AUDC-1	Post Investigation Action Plan *Rhonda L. Bishop, Vice President for Compliance and Risk*
	AUDC-2	University Compliance, Ethics and Risk Charter *Rhonda L. Bishop*

AUDC-3   University of Central Florida 2020 Florida Equity
                                          Report
                                          Rhonda L. Bishop
                                          Nancy Fitzpatrick Myers, Director, Office of
                                          Institutional Equity

INFO-3   Compliance and Ethics Culture Survey Presentation
                                          Rhonda L. Bishop
                                          Erica Salmon Byrne, Executive Vice President,
                                          Ethisphere

INFO-4   UCF IntegrityLine Report 2019
                                          Rhonda L. Bishop

INFO-5   2019-20 Compliance and Ethics Work Plan Status
                                          of All Activities – July 1, 2019, to June 30, 2020
                                          Rhonda L. Bishop

INFO-6   2020-21 Compliance and Ethics Annual Work Plan
                                          Rhonda L. Bishop

INFO-7   Compliance, Ethics, and Risk Update
                                          Rhonda L. Bishop

6. Adjournment   Chair Conte

Board of Trustees
Audit and Compliance Committee Meeting
February 13, 2020
President's Board Room, Millican Hall

MINUTES

CALL TO ORDER

Trustee Joseph Conte, Chair of the Audit and Compliance Committee, called the meeting to order at 3:30 p.m. Vice Chair David Walsh was present. Committee members Michael Okaty, Bill Self, John Sprouls, and William Yeargin attended by teleconference call.

MINUTES APPROVAL

The minutes from the August 8, 2019, meeting were approved as submitted.

NEW BUSINESS

Review of Audit and Compliance Committee Charter (AUDC-1)
Rhonda Bishop, vice president for compliance and risk provided an overview of the proposed updates to the committee's charter. The updates included Bishop's title change and the addition of the developing Enterprise Risk Management program and the university's insurance program. Trustee Yeargin made a motion to approve the revised charter and Vice Chair Walsh seconded, the motion was unanimously approved by the committee.

University Audit Update (INFO-1)
Taft provided the University Audit department status update. The overview included information about ongoing audit projects, department staffing plans, the department's use of social media and upcoming audit projects.

Board of Governors' Performance-based Funding Data Integrity Certification Audit Report (AUDC-2)
Taft gave an outline of the Board of Governors' Performance-based Funding Data Integrity Certification Audit Report and the process involved for acceptance. Trustee Yeargin made a motion to accept the report and Vice Chair Walsh seconded, the report was accepted unanimously by the Committee.

Performance-based Data Integrity Certification Form (AUDC-3)
Taft provided an update on the Performance-based Data Integrity Certification Form Audit Plan. Vice Chair Walsh made a motion to approve the plan and Trustee Sprouls seconded, the plan was approved unanimously by the committee.

Direct Support Organization External Audit Reports (INFO-2)
Taft discussed the issuance of external audit reports prepared for each of UCF's Direct Support Organizations. All the DSO audit reports for the most current reporting period received an unqualified or unmodified opinion from their respective external audit firm.

University Compliance, Ethics, and Risk Update (INFO-3)
Bishop provided updates on the compliance, ethics, and risk programs and on the university's efforts with cybersecurity standards outlined in NIST 800 – 171 (National Institute of Standards and Technology). Bishop discussed the Legislature requests from the Florida House of Representatives Select Committee on the Integrity of Research Institutions.

University Compliance, Ethics, and Risk Annual Report 2019 (INFO-4)
Bishop provided an overview of the annual compliance and ethics report which includes the efforts of compliance partners. The combined report demonstrates UCF's commitment to ethical conduct, compliance with laws, and risk mitigation and is submitted annually to the Board of Governors. Bishop highlighted the development of the Youth Protection Program which includes UCF Policy 2-005 Youth Protection that sets expectations for the protection of minors.

2019-20 Compliance and Ethics Work Plan Status – July 1, 2019, to December 31, 2019 (INFO-5)
Bishop gave an update on the status of the FY 20 Work Plan and provided an updated on the development of the Enterprise Risk Management program, and the Ethical Culture and Perceptions Assessment which is scheduled for March 17, 2020, through April 17, 2020.

Post Investigation Action Plan (INFO-6)
Bishop outlined the status on the post investigation action plan and the number of completed and outstanding action items.

ADJOURNMENT

Chair Conte adjourned the Audit and Compliance Committee meeting at 10:58 a.m.

Reviewed by: _____   _____
                        Joseph Conte
                        Chair, Audit and Compliance Committee   Date

Respectfully submitted: _____   _____
                        Janet Owen   Date
                        Associate Corporate Secretary

UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: FY21 Audit and Compliance Committee Annual Plan

Background:
In response to trustee feedback, the Board Office, in coordination with the President's Office and committee staff, have drafted a template for all committees to use in developing plans for strategic discussions, informational presentations, and actionable items that come before the committees on an annual basis. The draft template was presented to all committee chairs for their input and direction on strategic discussions to address in FY21.

Chair Conte will present the Audit and Compliance Committee's Annual Plan and open the floor for discussion and committee input.

Issues to be Considered:
If members of the committee have additional input for agenda items to be added to the annual plan.

Alternatives to Decision:
This item is being provided for information only.

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
This item is being provided for information only.

Authority for Board of Trustees Action:
N/A

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by: Rhonda L. Bishop, Vice President for Compliance and Risk
Robert Taft, Chief Audit Executive

Supporting Documentation:
Attachment A: FY21 Audit and Compliance Committee Annual Plan

Facilitators/Presenters:
Chair Joseph Conte

![UCF logo]

UNIVERSITY OF CENTRAL FLORIDA

UCF Board of Trustees
<u>Audit and Compliance</u> Committee Annual Plan

Fiscal Year 2021 (July 1, 2020 – June 30, 2021)

Mission Statement:

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

Charter Summary:

Purpose: The **Audit and Compliance Committee** assists the Board in discharging its oversight responsibilities. The committee oversees the following for the university and its direct support organizations (DSOs): internal control structure; independence and performance of internal and external audits and corrective actions plans; integrity of information technology infrastructure, security, and data governance; independence and effectiveness of the compliance and ethics program; compliance with applicable laws and regulations; standards for ethical conduct; risk identification and mitigation; and internal investigation processes.

Minimum Number of meetings: 3   Charter last amended: February 20, 2020

Minimum Number of members: 3   Next charter review: November 19, 2020

2020-2021 Committee Priorities:

Align actions with approved goals: Ensure university actions align with the president's strategic goals approved by the Board of Trustees. (Goals will be presented to the Compensation and Labor Committee on August 12 and to the full Board on August 20).

Types of Agenda Items:

Currently, agenda items fall into three categories: Discussion, Information, and Motion.

Discussion: These items may include a specific theme that carries through several meetings. The chair develops these items with committee staff and presentations are structured to engage the Committee in strategic discussion.

Information: These items are brought before the Committee to educate, but also to engage the committee members in discussion that will set the background for a future action. Except for extenuating circumstances, the Committee should never be asked to act on a decision with significant fiscal or reputational impact without prior discussion as a full body.

Motion (Action): These items require committee approval as required by federal or state laws, external standards, Board of Governor's Regulations, Board policies, and/ or university regulations. These items require a motion and a vote, but approval is never assumed. Staff bring recommendations to the Committee, but the approval lies within the Committee's decision-making authority.

Audit and Compliance Committee
Annual Plan Detail – FY21

Committee Meeting Date	Item Type	Agenda Item	Lead(s)	Category
August 12, 2020	Discussion	University Audit Update	Taft	Strategic
	Information	FY21 Audit and Compliance Committee Annual Plan	Conte	Strategic
	Motion	Compliance and Ethics Program Plan Revision	Bishop	
	Motion	University Compliance, Ethics, and Risk Charter	Bishop	
	Motion	Post Investigation Action Plan – Closeout	Bishop	
	Motion	2020 Florida Equity Report	Bishop Myers	
	Information	Ethisphere Presentation on Culture Survey	Bishop	
	Information	Integrity Line 2019 Report	Bishop	
	Information	University Compliance, Ethics, and Risk Update: •NIST 800-171 Update •2019-20 Work Plan Status of All Activities, July 1, 2019 – June 30, 2020 •2020-21 Annual Work Plan	Bishop	

Committee Meeting Date	Item Type	Agenda Item	Lead(s)	Category
October 14, 2020	A meeting is not planned at this time.			

Committee Meeting Date	Item Type	Agenda Item	Lead(s)	Category
November 19, 2020	Discussion	University Audit Update	Taft	
	Information	University Compliance, Ethics, and Risk Update: • NIST 800-171 Update • 2020-21 Work Plan Status, July–Oct • UCER Annual Report 2020	Bishop	
	Information	Enterprise Risk Management Framework and Timeline for Risk Assessment	Bishop Gandy	

Committee Meeting Date	Item Type	Agenda Item	Lead(s)	Category
February 10, 2021	Discussion	University Audit Update	Taft	
	Motion	Audit and Compliance Committee Charter	Conte Bishop Taft	
	Motion	Board of Governors' Performance-Based Funding Data Integrity Certification Audit Report	Taft	
	Motion	Performance-based Data Integrity Certification Form	Taft	
	Informational	Direct Support Organization External Audit Reports	Taft	
	Informational	University Compliance, Ethics, and Risk Update: • 2020-21 Work Plan Status, July-Dec	Bishop	

Committee Meeting Date	Item Type	Agenda Item	Lead(s)	Category
April 14, 2021	A meeting is not planned at this time.			

Committee Meeting Date	Item Type	Agenda Item	Lead(s)	Category
June 16, 2021	A meeting is not planned at this time.			

UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: University Audit Status Update

Background:
In accordance with the UCF Audit and Compliance Committee Charter the committee will meet on a periodic basis to fulfill their oversight responsibilities. The attached document is intended to provide the committee with information regarding the work of University Audit to assist the committee in successfully completing their oversight duties.

Issues to be Considered:
The committee should review the attachment in advance to prepare for any discussion among committee members, UCF's Chief Audit Executive, and other members of UCF management. This discussion may relate to completed activities and proposed future activities of the internal audit function along with management's plans for changes to their objectives, key processes, and related internal control activities.

Alternatives to Decision:
There are no decisions or approvals required related to this attachment. It is for informational and discussion purposes only.

Fiscal Impact and Source of Funding:
The attachment discusses the department's continued efforts to increase in the number of staff based on a recommendation made by the UCF Board of Trustees. Current plans are to hire an additional Auditor II in the next six months at an annual salary in the $70,000 range. This money has been included in the department's budget and is available immediately.

Recommended Action:
No recommended actions required.

Authority for Board of Trustees Action:
N/A

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by:
Robert Taft, Chief Audit Executive

Supporting Documentation:
Attachment A: University Audit Status Update

Facilitators/Presenters:
Robert Taft, Chief Audit Executive

UCF Internal Audit Update

August 12, 2020

Agenda

1. Current projects
2. Planned projects
3. Staffing update
4. Other activities

Current projects

Work In Progress

- Business Incubator Programs
- UCF Health
- Carryforward expense review
- CARES Act funding review
- Roth Athletic Center capital project review
- Imec contract performance review
- Investigations

"Real Time Monitoring"

1. Budget model implementation
2. Cloud ERP project
3. Additional capital projects
4. IT 2020 (part 2)
5. NIST/CMMC
6. Microsoft Office 365
7. Auxiliary committee

Under Consideration
- Contract management
- Journal entry workflow & exceptions
- Negative account balances

Planned projects

What factors are used to select projects?

a. Mandatory requirement

b. Management requests

c. Impact on strategic plan or major initiatives

d. High visibility or reputation risk

e. Significant regulatory or program changes

f. Significant management/organizational structure changes

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High Priority Audits

- Performance Based Funding Data Integrity
- Academic Integrity
- Library Services
- Investments
- Data Centers

Watch List

- Response to Covid-19 scenarios & initiatives
  - Travel and entertainment
  - Space management
  - Student health services
  - Debt management
  - Student success
  - Consulting/Third Party expenses
- Faculty clusters
- Deferred maintenance
- Export control

Deferred Audits

- Arecibo Observatory

New Audit Concepts

- Expanded DSO audit universe

- Refresh college audit approach

- "Agile auditing" approach

Six standard audit objectives

1. Program effectiveness
2. Compliance
3. Key processes
4. Strategic planning
5. IT general controls
6. Financial transactions

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INHERENT RISK VS. RESIDUAL RISK
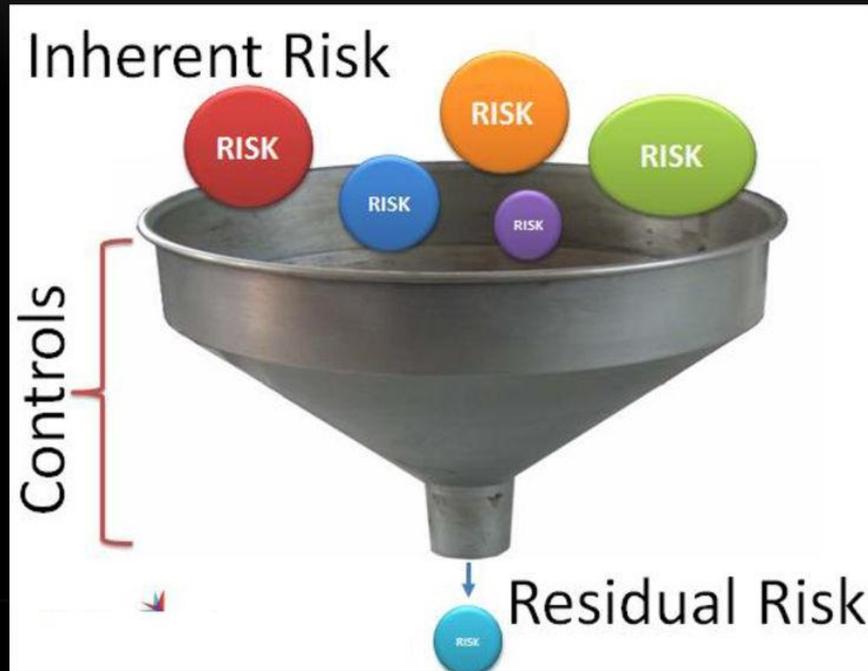
The Audit risk equation

Staffing update

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New Staff Hires

- Sandra Petrino (Auditor II)
- Chase Jicha (Investigations Manager)
- Corey Fischer (IT Auditor I)

Audit Organization Chart

University Audit

- Audit and Compliance Committee
- President
- Chief Audit Executive — Robert J. Taft
  - Admin Assistant II — Jennifer Carter
  - IT Audit Manager — Kenneth A. Glover
    - IT Auditor I — Corey Fischer
  - Audit Manager — Vallery B. Morton
    - Auditor III — Victoria A. Sharp
      - Auditor II — Sandralis Petrino
  - Associate Director — Tina M. Maier
    - Investigations Manager — Chase B. Jicha
      - Auditor I — Mary K. Dailey
        - Part-Time Investigator — Dennis Reunsow

Other activities

UCF

"MAS Lite"

- Common application use by Graduate Studies
- Sustainable procurement policy
- Evaluation of relationship with Shorelight/Global UCF
- Review of Athletic Director bonus payout
- Com Dis Clinic's Medicaid billing issue
- Streamlining LAPER submission process for exempt employees
- Review of Equipment and Materials & Supplies fee usage

Technology and Workflow

- Leverage available technology
  - *Pentana audit management software*
  - *Microsoft Teams*
- More team-oriented project work
- Clearer split between audit and investigative work
- Balanced Scorecard approach
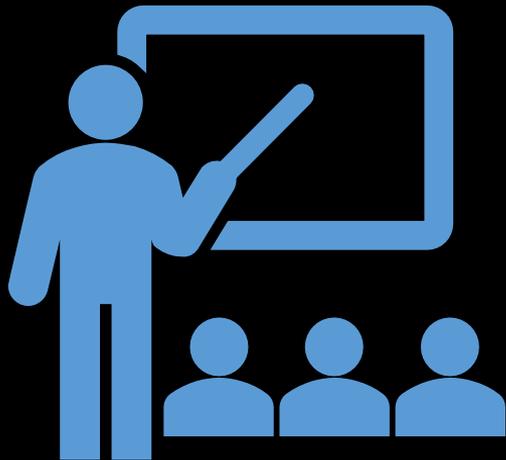
Industry Initiatives

a. Quality Assurance Review for UT-San Antonio

b. ACUA Kickstarter for Payroll

c. New IIA "Three Lines" model

d. Assisting UCF faculty with Auditing course

e. Permanent shift to virtual training

f. Investigation Accreditation & Security Clearances

consistency compliance

assurance scarcity

transparency culture effectiveness

collaboration leadership

clarity

decision making

expertise

communications efficiency

accountability integrity reputation

Thank You

Go Knights!
Charge On!

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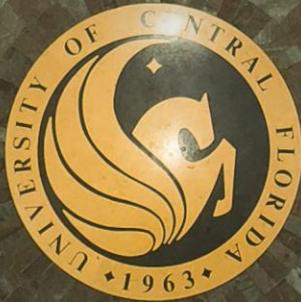
UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: Post Investigation Action Plan

Background:
The Audit and Compliance committee (Committee) was charged by the Chair of the Board of Trustees to develop a Board plan for oversight of the implementation of recommendations from the inappropriate transfer of E&G funds to construction. As requested by the Board of Trustees, University Audit and University Compliance, Ethics, and Risk accumulated all recommendations, sorted them by similarity, assigned a theme, ranked them by risk, and worked with leadership to assign the appropriate university staff and obtain an action plan with target completion dates for each recommendation. This plan was approved by the Board of Trustees on July 18, 2019. The vice president for compliance and risk was charged with the responsibility of monitoring and implementation of the post investigation action plan. Attachment A includes a summary of completions for all action plan items since the February 13, 2020, update to this Committee.

Issues to be Considered:
The Committee was charged with oversight and with monitoring the progress of action items, requesting status updates on a periodic basis to ensure a timely completion of the post investigation action plan. All action plan items are completed.

Alternatives to Decision:
The Committee may decide not to approve the closure of the action plan items and propose an alternative approach for ensuring the board meets its fiduciary duties with respect to the recommendations.

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
Approval of the closeout of the Post Investigation Action Plan.

Authority for Board of Trustees Action:
UCF Audit and Compliance Committee Charter.

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by:
Rhonda L. Bishop, Vice President for Compliance and Risk

Supporting Documentation:
Attachment A: Post Investigation Action Plan Closeout

Facilitators/Presenters:
Rhonda L. Bishop, Vice President for Compliance and Risk

Pending Recommendation List

Post Investigation Action Plan - Includes all updates since February 13, 2020
Closed as of June 30, 2020

Item #	Summary Source	Source Detail	Recommendation	Risk Rating	Theme	Responsible Office	Responsible Person	Responsible BOT Committee	Action Plan	Action Plan Completion	Status	Completion Date
53	Association of Governing Boards	AGB May 15, 2019 Report	Board meetings: Productive board meetings feature candid conversation, rely on adequate committee and staff reports (not too little and not too much), use a consent agenda to allow time for important discussions, avoid the addition of late or understaffed items, and are conducted in a professional manner that reinforces the image of the board as a responsible fiduciary body. Planning for board meetings should focus on agendas and how they are set, the time spent on perfunctory versus strategic issues, the quality of committee communications with the board, the scope and quality of staff presentations, the tone of member interactions, and the chair's responsibility to short-circuit irrelevant distractions. It is essential for the UCF president to recognize that engaging with the board—most especially with the board chair and committee chairs—is fundamental to a collaborative leadership structure. Delegating board governance and board priorities to other staff will ultimately weaken institution governance and a president's standing.	Low	BOT & Staff Interaction	Board Office	Janet Owen	All BOT Committees	This has been/will be addressed in several ways: 1) Reviewing the Presidential Delegation of Authority, which currently requires the board to spend significant time on "perfunctory" matters. 2) In Fall 2018, the administration required all committee agendas to be approved by committee chairs, ensuring their significant input in agenda development. This continues. 3) Develop a board "Statement of Expectations" to guide individual and collective behavior. 4) Approve Board Operating Procedures that oversee submission guidelines, deadlines, etc. 5) Interim President Seymour has (a) weekly calls with the BOT chair, as well as monthly in-person meetings, (b) monthly meetings with the vice chair (c) monthly calls with committee chairs, (d) as well as regular meetings/calls with trustees and unscheduled, issue-oriented calls. 6) Board workshops have been built into the 2020 BOT schedule so the president and board can have deliberate "big picture" discussions.	This item is completed as of the September 19 Board meeting. The agenda supports the implementation of the recommendations contained in this item: the preparation for this meeting intricately involved the Chair and committee chairs; the focus is on strategic issues (information items) to promote meaningful discussion and engagement of Board members; staff presentations are kept to a minimum to encourage more Board interaction; agenda items are also strategically developed to provide the Board with an accounting of certain expenditures (for example, the Distance Learning fee).	Completed	September-19
8	Board of Trustees	Board of Trustees May 16, 2019 Meeting	University Audit will work with UCF management and staff to identify PeopleSoft automated internal control enhancements to reduce inappropriate or unnecessary system access, block or flag inappropriate financial transactions, as well as to develop monitoring reports for activities such as large dollar transfers and the timing and amount of construction project funding transactions.	High	Internal Control Redesign & Process Enhancements	CFO, University Audit (Oversight)	Kristie Harris, Robert Taft (Oversight)	Audit and Compliance Committee	Finance and Accounting in conjunction with University Audit, will evaluate both automated preventative and detective controls to prevent or flag potentially inappropriate transfer of funds and source/use concerns. Discussed possible system solutions and policy enhancements with IT and others (facilities and general accounting staff). The control has been implemented and has now been tested by University Audit on a live transaction over $2 million that was rounded in an automated fashion. This automated alert takes place regardless of the source of funds. It includes both an email alert and an action item with PeopleSoft.	The implementation of the automated workflow control satisfies this recommendation. The university will also obtain a new Cloud ERP system which will address this in the long term.	Completed	March-20
9	Bryan Cave Investigation	Bryan Cave January 17, 2019 Report	The University should explore ways in which technology could be used to enhance its internal controls, such as automated workflows within the budget and general ledger systems that flag transactions which may constitute a violation of BOG regulations and/or state law concerning the use of state appropriated funds.	High	Internal Control Redesign & Process Enhancements	CFO, University Audit (Oversight)	Kristie Harris, Robert Taft (Oversight)	Audit and Compliance Committee	Finance and Accounting will evaluate possible technology solutions or other options to enhance internal controls and develop an appropriate plan for implementation. Discussed possible system solutions and policy enhancements with IT and others (facilities and general accounting staff). The control has been implemented and has now been tested by University Audit on a live transaction over $2 million that was rounded in an automated fashion. This automated alert takes place regardless of the source of funds. It includes both an email alert and an action item with PeopleSoft.	The implementation of the automated workflow control satisfies this recommendation. The university will also obtain a new Cloud ERP system which will address this in the long term.	Completed	March-20

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Pending Recommendation List

Post Investigation Action Plan - Includes all updates since February 13, 2020
Closed as of June 30, 2020

Item #	Summary Source	Source Detail	Recommendation	Risk Rating	Theme	Responsible Office	Responsible Person	Responsible BOT Committee	Action Plan	Action Plan Completion	Status	Completion Date
4	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Checks and balances must be instituted to ensure that no high-ranking administrator becomes a single point of both information and authority with respect to decisions involving significant sums of public funds. Boards of Trustees and the Board of Governors should required universities to notify General Counsel, audit and compliance, and Board of Governors staff of the substance of such decisions. Compliance staff must have authority and opportunity to question the legitimacy of such decisions.	High	Culture, Ethics, & Governance	President's Office	Thad Seymour	Audit and Compliance Committee	1) In Fall 2018, then-President Whittaker created new CFO and COO positions to separate functions and provide internal checks and balances in funding authority and decision-making; in January 2019 the BOT made that change official board policy. 2) In Fall 2018, the BOT initiated a new requirement for certifications to the board as to the appropriate source of funds for all UCF construction projects. The required signatures are the CFO, the Vice President presenting the item, the Vice President and General Counsel and the President. 3) In Fall 2018, then-President Whittaker initiated new requirement for real-time audits for capital projects that exceed $2 million. 4) The administration is pursuing a new position of VP, Compliance and Risk to help UCF rebuild a culture of ethics, integrity and accountability. 5) Interim President Seymour has scheduled regular update meetings with the chief audit and compliance officers. This is in addition to any urgent meetings needed. 6) UCF has hired a new Director of Enterprise Risk and Insurance Management	All action plan items completed with the last being the VP for Compliance and Risk start date on September 9, 2019.	**Completed**	**September-19**
5	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Each SUS institution should foster a culture that respects and responds to Auditor General Audit Findings.	High	Culture, Ethics, & Governance	President's Office	Thad Seymour	Audit and Compliance Committee	During his cabinet meeting on October 21, Interim President Seymour communicated his expectations for cooperation with the Auditor General. Additionally, he will send a communication when the next Auditor General Report is issued with a link to the report from the AG website or as an attachment stating: 1) Management (including the Preside+[@[Action Plan]]not, a BOT representative and other key UCF personnel) met with the Auditor General at the exit conference to discuss the proposed report, 2) While there were no recommendations from this report UCF will continue to provide detailed responses and action plans with deadlines for all recommendations in Auditor General reports; 3) The President encourages all personnel working with the Auditor General to continue to be fully transparent and provide all requested information in a timely and complete manner; 4) UCF's goal is to establish an internal control environment and sound financial processes that will reduce the risk of any material weaknesses impacting the reporting of our financial results; 5) Interested employees can go to the Auditor General website to find all reports issued relating to UCF. Auditor General Report was issued in March following which time Interim President Seymour discussed with the cabinet on March 30 and issued the proposed email to his leadership team on the following day, March 31.	The communications from Interim President Seymour following the issuance of the Auditor General Report in March completes the corrective actions for this recommendation.	**Completed**	**March-20**

Pending Recommendation List

Post Investigation Action Plan - Includes all updates since February 13, 2020
Closed as of June 30, 2020

Item #	Summary Source	Source Detail	Recommendation	Risk Rating	Theme	Responsible Office	Responsible Person	Responsible BOT Committee	Action Plan	Action Plan Completion	Status	Completion Date
26	Association of Governing Boards	AGB May 15, 2019 Report	Risk assessment: In light of the disruptive forces that currently affect all of higher education, board attention to the myriad risks associated with governing a massive, complex public enterprise like UCF is highly recommended. A workup of priority risks (a heatmap) by staff and external advisors should be a major topic of board discussion at least annually, and the subject of a board risk assessment committee regularly. A sophisticated risk assessment process at the board level might well have anticipated the crisis brought on by the Trevor Colburn Hall fiasco.	Medium	Culture, Ethics, & Governance	University Compliance, Ethics, and Risk	Rhonda Bishop	Audit and Compliance Committee	The university will and fill two new positions; the Director of Enterprise Risk and Insurance Management and the Vice President for Compliance and Risk. Under their leadership UCER will develop and implement an enterprise risk framework and timeline for conducting a university-wide risk assessment. The office provided executive leadership with an overview of ERM, determined internationally recognized risk standard as the basis for the UCF ERM program, and identified high-level categories for the university risk universe. A revised Audit and Compliance Committee Charter that incorporates ERM oversight was also brought forward for the Committee's review and it was approved during the February 2020 meeting. The VP for Compliance and Risk also formed and leads the university's Emerging Issues and Crisis Response Team (EICRT), the scope of which includes providing appropriate leadership prior to and during an emerging issue, crisis or university incident including president, and board consultation and communication. EICRT's focused has been addressing the current pandemic. As a result, the ERM Framework Implementation and Communication Plan developed will be executed during the Fall 2020 which includes a presentation to university leadership followed by presentations to the Audit and Compliance Committee and full Board.	The university created and filled two new positions; the Director of Enterprise Risk and Insurance Management and the Vice President for Compliance and Risk. Under their leadership, the following was completed: provided executive leadership with an overview of ERM, determined internationally recognized risk standard as the basis for the UCF ERM program, identified high-level categories for the university risk universe, revised the Audit and Compliance Committee's Charter to incorporate ERM oversight and received approval from the Committee, formed the Emerging Issues and Crisis Response team, and developed the ERM Framework Implementation and Communication Plan.	Completed	June-20
27	Board of Trustees	Board of Trustees May 16, 2019 Meeting	Based on a motion that was made and approved during the April 23, 2019, Audit and Compliance Committee meeting, University Audit will work with management to obtain funding for additional new lines/positions. These lines/positions will focus on financial controls, data analysis and completing the increasing number of investigations being received through the IntegrityLine and other sources as described earlier.	Medium	Culture, Ethics, & Governance	University Audit	Robert Taft	Audit and Compliance Committee	A staffing plan is being developed including new positions and reporting structure. Job descriptions will be created and edited and then submitted to HR for salary analysis prior to posting for hire.	Staffing plan was developed and approved, funding has been secured for three additional FTE and a timeline to fill all positions has been established. The first position has already been posted and all others will be posted by March 2020. Original completion date was targeted for December 2019 but it has been completed early.	Completed	November-19
28	Board of Trustees	Board of Trustees May 16, 2019 Meeting	Under BOG Regulation 4.003, at least once every five years, the president and the Board of Trustees shall be provided with an external review of the Compliance and Ethics Program's design and effectiveness and any recommendations for improvement, as appropriate. The first external review shall be initiated within five years from the effective date of the regulation, which is 2021. The assessment shall be approved by the Board of Trustees and a copy provided to the Board of Governors. It was the expectation of University Compliance, Ethics, and Risk that the new vice president for Compliance, Accountability, and Ethics would commission such report upon his or her hire. However, the office will discuss with senior leadership the feasibility of initiating the review sooner, with the expectation that resources to support the review will be provided	Medium	Culture, Ethics, & Governance	University Compliance, Ethics, and Risk	Rhonda Bishop	Audit and Compliance Committee	Collaborate with Florida university peers and BOG IG to define single set of effectiveness standards for use by SUS in effectiveness reviews. Once finalized, UCER will engage a third party to conduct the five-year review. Engagement of the third-party with a timeline for the review will be completed by June 2020. Received final draft SUS effectiveness standards for review. The standards will be finalized and approved during the Spring 2020 SUS meeting. The effectiveness standards were approved on May 22, 2020 by the SUS Compliance and Ethics Consortium during the spring meeting. The finalized materials were submitted to three vendors for quotes to conduct the 5-year program review following which time UCER selected a vendor, executed the contract and finalized the timeline for completion of the 5-Yr Review.	UCER executed a contract with the selected vendor to conduct the external 5-Yr Program Review to commence in the Fall.	Completed	June-20
35	Board of Trustees	Board of Trustees May 16, 2019 Meeting	University Audit will initiate a quarterly financial control evaluation and certification program based on customization of Section 302 of the Sarbanes Oxley Act for publicly traded companies https://www.sarbanes-oxley-101.com/SOX-302.htm. This program will include the completion of a checklist to review process, system and regulatory changes along with a review of material transactions taking place during the period to identify any potential areas of concern. A Financial Statement Disclosure Committee consisting of key members of management will be formed to perform this work. University Audit recommends that a member of the Board of Trustees be named as a member of this committee.	Medium	Internal Control Redesign & Process Enhancements	University Audit	Robert Taft	Audit and Compliance Committee	Will leverage available resources and look to hire staff with prior financial controls/SOX experience. This recommendation was not made by the BOT but was instead a suggested commitment made by University Audit to explore with management the feasibility of implementing Sarbanes Oxley type of financial statement preparation controls.	In discussions with management, it was determined that a formal "SOX-lite" certification process when not required would be cost prohibitive to the university. This suggestion was proposed by University Audit and is not required by state regulations. The university will continue to strengthen the policies and controls outlined in a number of other recommendations and will re-evaluate the control environment following implementation.	Completed	November-19

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36	Board of Trustees	Board of Trustees May 16, 2019 Meeting	University Audit will work with UCF management to verify that all follow-up activities the university has committed to in the Auditor General's operational report and all other reports are fully implemented. All identified issues will be tracked in University Audit's audit management software.	Medium	Monitoring Post-Transaction Activities	University Audit	Robert Taft	Audit and Compliance Committee	Perform follow-up work and provide a status update to the BOT Audit and Compliance committee at a future 2019 meeting.	University Audit tracked the Auditor General (AG) recommendations from its operational report until all items were completed. The AG is currently conducting fieldwork for its next financial statement audit. Their report is expected to be issued early 2020. Any issues noted in the upcoming report will be monitored by University Audit. This update is scheduled for the December Audit and Compliance Committee.	**Completed**	**November-19**
49	Board of Trustees	Board of Trustees May 16, 2019 Meeting	University Compliance, Ethics, and Risk will implement, at a minimum, senior management annual ethics training with a signed statement that they have taken the training, their direct reports are trained, and they are in compliance with university, SUS, and state regulations and policies.	Medium	Training & Awareness	University Compliance, Ethics, and Risk	Rhonda Bishop	Audit and Compliance Committee	UCER will develop a program and plan for implementation by June 2020. The office is currently exploring third party options for developing the training and certification process. UCER identified a vendor to provide materials for annual training and is pursuing a contract. Mandatory training and certification will be required for all faculty and staff (excludes student employees) and will be implemented at the year anniversary of the first mandatory training in September. We have executed a contract with Compliance Wave to develop the course and certifications and scheduled out the steps for deploying the training in September, 2020 in an Annual Code of Conduct with Certifications Implementation and Communication Plan. The Plan has been initiated and is currently in progress with customizations already begun. Note that this action plan item was originally scheduled for completion in June 2020 but it has been completed early.	The executed contract with Compliance Wave and the implementation of the Annual Code of Conduct with Certifications Implementation and Communication Plan satisfies the corrective actions in this recommendation. The training will commence on the year anniversary of the first mandatory training in September.	**Completed**	**April-20**
29	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Public universities should employ sufficient Audit and Compliance staff to protect the interests of taxpayers and students.	Medium	Culture, Ethics, & Governance	President's Office	Thad Seymour	Audit and Compliance Committee	A staffing plan was developed including new positions and reporting structure. Job descriptions will be created and edited and then submitted to HR for salary analysis prior to posting for hire. Developed and approved plan, funding and timeline for recruiting will be completed by December 2019. University Audit has an approved staffing plan, has secured funding, and a timeline for filling the positions. University Compliance, Ethics, and Risk has finalized its proposed staffing plan and presented it to the president for review. Proposed completion date was changed from December 2019 to February 2020 to allow additional time for the president's office to identify funding to support the staffing needs. Funding for staffing plan was secured for the new positions in Compliance and Ethics which satisfies this recommendation.	Both University Audit and University Compliance and Ethics have approved staffing plans, secured funding, and a timeline for filling the positions.	**Completed**	**February-20**
30	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Boards of Trustees should review each state audit finding, be fully advised by legal counsel, audit staff and trained administrators of the seriousness of findings of unlawful operations or activities, and maintain regular review of institutional responses until compliance is achieved and certified by the university's chief audit executive, Board of Governors Inspector General, or the Auditor General	Medium	Culture, Ethics, & Governance	University Audit	Robert Taft	Audit and Compliance Committee	As noted in several other recommendations, open AG audit issues will be tracked by UCF Audit. The Board Chair or Chair of the Audit and Compliance meeting are invited to AG exit conferences. Draft responses to AG reports will be provided to specific BOT members prior to sending to AG.	Audit has been and will continue to take the steps outlined in the action plan. Any issues from the upcoming AG Financial Audit report (hopefully none) will be added to the tracking work. Process is outlined in the UCF Audit Operations Manual.	**Completed**	**September-19**

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38	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Regular internal operational audits to monitor compliance with such policies (Policies developed to ensure adherence to budget and planning laws and regulations).	Medium	Monitoring Post-Transaction Activities	University Audit	Robert Taft	Audit and Compliance Committee	Will look at scheduling a budget process audit or consulting project once the current process is redefined and is implemented or is being implemented. Will work with management and BOT to determine which type of audit project would add the most value. Will discuss with CFO at future meeting.	During discussions with Dennis C on audit/advisory topics agreed that cash flow monitoring/Treasury operations, Investments and Budget process audit would be good audit topics and we have them on our watch list to do once we actually have updated processes to audit. In addition, I had a discussion with Kathy M on a mid-year review (February 2020 or so) on carryforward to see how the activity year to date matches what has been proposed in the recently developed carryforward plan. This item is closed; this item appears as one of the six standard objectives for every audit; reports and updates will be provided during within University Audit's update to the Audit and Compliance Committee.	**Completed**	**September-19**
39	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Capital Outlay Budgets, Fund Composition Reports and E&G carry forward expenditures should be routinely audited.	Medium	Monitoring Post-Transaction Activities	University Audit	Robert Taft	Audit and Compliance Committee	University Audit will continue to perform real time capital project monitoring through December 2021 and will perform a mid fiscal year review of E&G carry forward spending activity and trends. Fund Composition audits have been included in the audit universe and will be scheduled in the next audit plan. Audit is finalizing the substantive testing on a material sample of carryforward expenditures from multiple colleges and departments to verify that the funds were used as documented by the plans submitted. This work will be completed by the end of the fiscal year and a memo will be issued with any identified recommendations. Audit is meeting with Finance on July 2nd to discuss the proposed recommendations for the E&G Carryforward budget process. The formal project exit meeting is scheduled for July 15th and the final report will be issued by the end of July.	Capital project monitoring is scheduled through 2021, fund composition audits have been included in the audit universe for scheduling during the next audit plan and the E&G carryforward testing is being finalized. Audit is meeting with Finance on July 2nd to discuss the proposed recommendations for the E&G Carryforward budget process. The formal project exit meeting is scheduled for July 15th and the final report will be issued by the end of July.	**Completed**	**June-20**
40	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Internal auditors should prioritize audits of E&G carry forward distributions and capital project funding.	Medium	Monitoring Post-Transaction Activities	University Audit	Robert Taft	Audit and Compliance Committee	Look at current risk assessment process to determine how to adjust criteria to increase audit work to be done around this area.	Real time capital project monitoring continues and is scheduled through December 2021. A mid fiscal year review of E&G carry forward spending activity and trends is scheduled for March 2020.	**Completed**	**November-19**
56	Board of Trustees	Board of Trustees May 16, 2019 Meeting	Compliance efficiency and benchmarking metrics will be provided at the next Board of Trustees Audit and Compliance Committee meeting.	Low	Culture, Ethics, & Governance	University Compliance, Ethics, and Risk	Christina Serra	Audit and Compliance Committee	Preparing report for August 8, 2019 meeting.	Report presented and discussed at the August 8, 2019 Audit and Compliance Committee Meeting.	**Completed**	**August-19**
58	Board of Trustees	Board of Trustees March 13, 2019 Meeting	Audit and Compliance Committee to review and consider extending real time audits to all major financial commitments that are beyond budget or major changes to budgets throughout the year and provide recommendations to the full board.	Low	Monitoring Post-Transaction Activities	University Audit	Robert Taft	Audit and Compliance Committee	University Audit performed an initial assessment and did not identify any other real time audit opportunities beyond the continued work on capital projects that would provide significant value to the university. After review, it was determined that other standard audits and advisory projects will be the most effective and efficient approach for using our resources. This was discussed with the Chair of the Audit and Compliance Committee. Two real time initiatives that will be evaluated by Audit to determine if they should be pursued include 1) looking at new contracts on a periodic/scheduled basis and 2) reviewing carryforward expenditure activity on a periodic/scheduled basis. The two initiatives are being piloted and Audit will determine if they should be incorporated into our audit plan as an ongoing activity or be included as stand-alone projects within our audit universe and periodically audited based on our risk assessment analysis.	This action plan item is now considered closed based on Audit's completion of the real time project evaluation process and discussion with the Chair of the Audit and Compliance Committee.	**Completed**	**April-20**

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59	Board of Trustees	Board of Trustees May 16, 2019 Meeting	University Audit will monitor changes to Florida statutes relating to whistle-blower eligibility and determination criteria and adjust university policies and internal procedures accordingly	Low	Policies & Procedures	University Audit	Robert Taft	Audit and Compliance Committee	Work with UCF General Counsel, BOG IG and other Chief Audit Executives to keep up on legal and operational issues.	As part of University Audit's ongoing monitoring of state requirements, the office attends SUAC and BOG IG meetings and discuss upcoming changes to statutes. Additionally, the office obtains notifications directly from the BOG when there are new or proposed regulation changes. While there is a potential Florida Senate Bill relating to whistleblower program coming up in the next Legislative session, there are no other planned changes that have been identified at this time. The office will continue to monitor and make appropriate changes to policies and procedures. Original completion date was targeted for December 2019 but was completed early.	Completed	November-19
60	Board of Trustees	Board of Trustees May 16, 2019 Meeting	University Compliance, Ethics, and Risk and University Audit will, as appropriate, review and update current policies related to reporting misconduct and investigations, adding new policies as necessary.	Low	Policies & Procedures	University Compliance, Ethics, and Risk and University Audit	Rhonda Bishop and Robert Taft	Audit and Compliance Committee	Review policies to determine updates as necessary.	The Reporting Misconduct and Protection from Retaliation Policy was revised and approved by the University Policies and Procedures Committee on September 26 and the President on October 4, 2019. No changes necessary to the Whistle-blower policy.	Completed	October-19
61	Board of Trustees	Board of Trustees May 16, 2019 Meeting	University Compliance, Ethics, and Risk along with University Audit will develop and deliver the following: i.UCF Employee Code of Conduct training which includes awareness of reporting options available to employees and the UCF IntegrityLine ii.Online training covering university policies on reporting misconduct and protection from retaliation and whistle-blower protections, the reporting options available to employees, and the UCF IntegrityLine	Low	Training & Awareness	University Compliance, Ethics, and Risk, University Audit, and President's Office	Rhonda Bishop, Robert Taft, Tom Hope	Audit and Compliance Committee	On-line module and communication plan targeted for distribution in late Summer/early Fall.	The UCF Employee Code of Conduct online training module had already been developed and contained a section on the UCF IntegrityLine. A newly developed Speak Up! Whistle-blower training module was developed, paired with the Code of Conduct training and launched as mandatory training. Interim President Seymour announced the mandatory training in an all employee email August 30, 2019. All employees were auto-enrolled in the UCF Employee Code of Conduct / Speak Up! Whistle-blower Training on September 12, 2019 and received an email notification with instructions on how to access with a deadline of October 11, 2019. In-Person mandatory Ethical Leadership Training took place on September 18, 2019 and recorded for those who could not attend. Reminder emails were scheduled weekly to those who had not yet completed either training. Training status reports were submitted in advance of Monday Cabinet Meetings for the Interim President to address with leadership. On October 14, 2019 the online training completion rate was 85.40%; the names of those who did not complete the training and in-person requirement were sent to the Interim President. The President's office will continue to follow up through the VPs, accommodating extensions as necessary (UFF bargaining) until all training is completed.	Completed	October-19

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62	Board of Trustees	Board of Trustees May 16, 2019 Meeting	University Compliance, Ethics, and Risk will continue training and advertising on the UCF IntegrityLine through the online training modules and the IntegrityStar, will confirm Speak Up posters are in all employee common areas within all buildings, and Speak Up icons with hyperlinks to the IntegrityLine are on appropriate websites	Low	Training & Awareness	University Compliance, Ethics, and Risk	Rhonda Bishop	Audit and Compliance Committee	Confirming all IntegrityLine posters and icons are posted where they should be and continue training and awareness efforts on the IntegrityLine.	The office developed and implemented a UCF IntegrityLine Annual Communication Plan that includes: 1) annual review and confirmation that IL image with hyperlink appears on all compliance partner websites, posters in all employee common areas, wallet cards and office brochures included in all new hire packets; 2) review and revision as necessary, Reporting Misconduct Policy, Code of Conduct, Mandatory Training and office brochure; 3) Marketing efforts to include three editions of the IntegrityStar newsletter, tabling events, annual C&E week, and IntegrityLine bus. Additionally, a newly developed Speak Up! Whistle-blower training module was developed, paired with the Code of Conduct training and launched as mandatory training. Next year it will be combined with the revised COC. (This item was originally marked with Dec 2019 target completion but was completed early)	Completed	October-19
63	Board of Trustees	Board of Trustees May 16, 2019 Meeting	University Audit will provide face-to-face whistle-blower determination training as requested or if retaliation activities are substantiated for a specific area of the university.	Low	Training & Awareness	University Audit	Robert Taft	Audit and Compliance Committee	Develop a PowerPoint for presentations and schedule training as needed.	The training presentation was developed and delivered to requested audiences. University Audit will continue to look for opportunities and audiences to train on this topic and will train as requested.	Completed	November-19
64	Bryan Cave Investigation	Bryan Cave January 17, 2019 Report	The University should consider the need for improved training and communications regarding its whistleblower program designed to increase awareness of the program and encourage employees to report known or suspected violations of law, regulation or University policy.	Low	Training & Awareness	University Compliance, Ethics, and Risk, University Audit, and President's Office	Rhonda Bishop, Robert Taft, Tom Hope	Audit and Compliance Committee	On-line module and communication plan targeted for distribution in late Summer/early Fall.	The UCF Employee Code of Conduct online training module had already been developed and contained a section on the UCF IntegrityLine. A newly developed Speak Up! Whistle-blower training module was developed, paired with the Code of Conduct training and launched as mandatory training. Interim President Seymour announced the mandatory training in an all employee email August 30, 2019. All employees were auto-enrolled in the UCF Employee Code of Conduct / Speak Up! Whistle-blower Training on September 12, 2019 and received an email notification with instructions on how to access with a deadline of October 11, 2019. In-Person mandatory Ethical Leadership Training took place on September 18, 2019 and recorded for those who could not attend. Reminder emails were scheduled weekly to those who had not yet completed either training. Training status reports were submitted in advance of Monday Cabinet Meetings for the Interim President to address with leadership. On October 14, 2019 the online training completion rate was 85.40%; the names of those who did not complete the training and in-person requirement were sent to the Interim President. The President's office will continue to follow up through the VPs, accommodating extensions as necessary (UFF bargaining) until all training is completed.	Completed	October-19

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1	Board of Governors	Board of Governors January 31, 2019 Audit and Compliance Committee Meeting	Build a strategic plan and brief to the Board of Governors on: (1) how UCF grew so fast; (2) how big it should be; and (3) what are the controls to govern growth.	High	BOT & Staff Interaction	President's Office	Alex Cartwright	Board Chair	BOG officials clarified the request for an enrollment plan instead of a strategic plan. President Seymour created an Enrollment Management Taskforce consisting of faculty, staff, deans, administration, SGA and BOT chair and charged them to "define a 10-year enrollment strategy that supports student and faculty success, meets regional needs, and aligns with state goals to further UCF's pursuit of excellence." Oct 2019: Task Force in second phase with subgroups looking at international, graduate, online, plus traditional undergrads. Major ready group is looking at student success and finance is building a financial model to understand cost implications. Annual accountability plan presentation to the BOG in June 2019 and June 2020 may satisfy the BOG recommendation. During BOT meeting in Feb 2020, trustees requested that UCF's new president develop a strategic enrollment plan within the first year that engaged academic constituents in the planning and revise UCF's Direct Connect program. Since President Cartwright's arrival in April, weekly enrollment monitoring occurs with the President and Cabinet to monitor the impacts of COVID-19 on UCF's overall enrollment. Moving forward, UCF will implement the Board's recommendations to create a strategic enrollment plan that will align UCF's enrollment with UCF's strategic priorities, to be reviewed and approved by the UCF BOT.	This item is not complete. The development and approval of a strategic enrollment plan has been added to President Cartwright's goals and objectives and will be tracked separately from this PIAP and monitored by the Board for completion through a separate process.	Completed	June-20
19	Association of Governing Boards	AGB May 15, 2019 Report	Board-president relationship: The relationship between the board, especially as represented by its chair, and the president works best when it is a leadership partnership characterized by common goals for the university, well defined areas of respective authority, and recognition of the many topics that require discussion and collaboration. Mutual respect, transparency, and openness to constructive criticism are essential attributes of the relationship, shaped by a regular pattern of communication. The chair speaks for the board; the president speaks for the university. The president should actively participate in board discussions, recognizing that when it comes to a vote, the board alone votes and prevails. Presidential assessment and compensation should be delegated to a committee but involve the whole board. Participation in chair-president training and coaching has proven useful especially when the institution faces challenges as serious as UCF's.	Medium	BOT & Staff Interaction	Board Office	Janet Owen	Board Chair	The Chair and President have weekly calls to engage in strategic discussions about the advancement of the institution. Additionally, the president will consult with the Chair via unscheduled, issue-oriented calls to ensure alignment with Board expectations. The president has monthly meetings/calls scheduled with the vice chair and monthly calls with committee chairs, as well as regular meetings/calls with trustees. Board workshops have been built into the 2020 BOT schedule so the president and board can have deliberate "big picture" discussions. The Compensation and Labor Committee reviews presidential performance and compensation annually. Additionally, the Board of Trustees Statement of Expectations approved by the BOT on November 14, 2019 outlines the roles of the Board and the president. This action plan item was originally scheduled for completion in June 2020 but it has been completed early.	With the weekly calls between the Chair and President, the President's scheduled calls with committee chairs and regular meetings/calls with trustees, the Board of Trustees Statement of Expectations approved on November 14, 2019 outlining the roles of the Board and the President, and the Board workshops built into the 2020 BOT schedule, all corrective actions for this recommendation have been completed.	Completed	May-20

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2	Association of Governing Boards	AGB May 15, 2019 Report	Crisis leadership: The board should adopt an expanded approach to crisis leadership that goes beyond traditional risk management and addresses strategic leadership going forward. The board also should ensure all of those involved in achieving this recommendation understand it. We recommend three interrelated activities in asserting expanded crisis leadership following the Trevor Colbourn Hall (TCH) failure: (1) continue to make the necessary changes in policy, management practices, and personnel to ensure that the errors leading to the TCH misappropriation are not repeated, (2) ensure that UCF complies fully with the regulatory changes and clarifications demanded by the BOG and the Legislature and (3) the board needs to reclaim the confidence of the public and political leaders through sound exercise of its governance authority and return their attention to helping UCF achieve excellence.	High	Culture, Ethics, & Governance	Board Office	Janet Owen	Executive Committee	1) In June 2019 the BOT chair designated the Audit and Compliance committee to track and update the board about progress made on the multiple recommendations. This action plan represents the continuing effort. 2) This plan will provide accountability for implementing recommendations. 3) The university has hired a new Director of Enterprise Risk and Insurance Management, has hired a new Vice President for Compliance and Risk, and is hiring additional staff in University Audit. (4) Crisis Management presentation and discussion at the September 19, 2019 board meeting and the implementation of a Crisis Management Task Force led by Trustee John Lord. (5) The use of ad-hoc task forces as needed for in-depth review of strategic initiatives. The university has also developed the Board Office, clarified the role of the Board and the role of the Board to leadership, established an Executive Committee of the Board and is in the process of recruiting a permanent president. The work of Board task forces, including the Crisis Management Task Force, continues. A final Board Crisis Plan was finalized and approved by the Board of Trustees during its February 20, 2020.	With the Board's approval of the Board Crisis Plan approved during the February 20, 2020 Board meeting, all corrective actions for this recommendation have been completed.	Completed	February-20
23	Association of Governing Boards	AGB May 15, 2019 Report	Committees and their functions: The committee titles at UCF represent a common approach that largely reflects the administrative departments and functions of the university, and it too often places a board in an oversight rather than a strategic position. Recommendations include: (a) consider reducing the number of committees, aligning them with UCF's strategic priorities, (b) ensure that the committee chair is central to setting the annual committee agenda and specific meeting agendas and (c) identify the right balance between oversight of past/current performance and strategic directions for the future.	Medium	Culture, Ethics, & Governance	Board Office	Janet Owen	Executive Committee	This recommendation will be led by the Board of Trustees and Board Chair and UCF leadership will provide support in whatever capacity needed to determine committee structure and roles. Establishing an Executive Committee. The Executive Committee was activated in August 2019 and the board approved its charter on Sept. 19, 2019. Recommending dissolution of the Strategic Planning Committee. The board unanimously voted to dissolve the Strategic Planning Committee at the Sept. 19, 2019 meeting. Adjusted the October completion date to June 2020 to allow time for committee restructuring/aligning with the university's strategic direction.	Chair Seay has assigned Board Members based on their individual areas of expertise, to lead efforts in researching and making recommendations for emerging issues that are impacting the university. This effort has allowed the Board to engage in areas on an ad hoc, as needed basis, arriving at a final resolution on strategic issues as a full board, and without creating additional committees that could potentially tip the balance between oversight of past/current performance and strategic direction for the future. In accordance with BOG Regulation 1.001 University Board of Trustees Powers and Duties, the Board Chair and University President set the agendas for the Board meetings in consultation. Further, committee chairs are central to setting the agendas for their respective committees, in consultation with the direction of the Board Chair and University President. To ensure cross collaboration between committees, the Board Chair established an Executive Committee comprised of all committee chairs, committees meet jointly when appropriate, and committees meet on one day to facilitate the potential engagement of Board members who are interested in the work of committees on which they are not currently serving as a voting member.	Completed	June-20

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6	Board of Governors	Board of Governors September 13, 2018 FAC and Full Board Meetings	University will not move forward with any capital projects until the UCF BOT has completed the implementation of the procedures discussed at the UCF BOT meeting held on 9/6/18 and verified to the BOG that the procedures are in place.	High	Internal Control Redesign & Process Enhancements	COO	Misty Shepherd	Finance and Facilities Committee	All proposed projects on hold until further notice.	1. University Audit will continue to perform real-time capital project monitoring for all projects costing two million dollars or more that are approved by the UCF Board of Trustees between the time period of 9/15/2019 to 12/31/2021. We would use the current monitoring approach including providing 60 day status memos throughout the course of each project. 2. For calendar year 2022, the President and Chair of the UCF BOT Finance and Facilities Committee would jointly decide to: a) Extend the monitoring program for another 12 months b) Make the monitoring program permanent (perhaps adjusting the dollar amount for volume of projects, inflation or regulatory changes) c) Continue monitoring efforts on a project by project basis based on a request from the President or Committee Chair at the time the project is formally approved by the BOT d) Discontinue the monitoring program altogether	**Completed**	**September-19**
7	Board of Trustees	Board of Trustees September 8, 2018 Meeting	All future board and committee approvals of capital projects over $2 million require a written certification signed by the president, vice president submitting the item, the CFO and general counsel identifying the source of funds and certifying that they are appropriate for that purpose.	High	Internal Control Redesign & Process Enhancements	General Counsel	Scott Cole	Finance and Facilities Committee	To be included in Board Operating Procedures 2. Upon further review it was determined that this recommendation had already been satisfied by the Board of Trustees Policy titled Capital Projects Funding Certification implemented in September 2018.	Board of Trustees Policy titled Capital Projects Funding Certification was established by the Board in September 2018 and posted to the BOT website. There is no further action required.	**Completed**	**November-19**
14	Bryan Cave Investigation	Bryan Cave January 17, 2019 Report	The University should require all newly hired F&A and Facilities department employees, and other employees with budgetary responsibilities, to undergo education and training regarding the proper use of state-appropriated funds, the relevant state statutes, regulations and BOG guidance, and should provide for regular training and education of all such employees regarding these matters. The University should also implement periodic education and training on the key concepts regarding the budgeting process and the appropriation of state funds for members of the BOT and University leaders.	High	Training & Awareness	CFO	Joseph Trubacz	Finance and Facilities Committee	A process was developed to provide initial training on the proper use of funds to new F&A and Facilities employees, with periodic refreshes provided to existing employees and BOT members. Training on the proper use of funds was provided to the BOT on 5/17/19 and 11/20/19, to new members of the BOT in January and May 2020 and to university VPs and Deans on 5/31/19. Three mandatory training sessions were delivered in March and May 2020 for all F&A staff. Training was delivered to the Financial Focus Group in May 2020 and will continue with Budget Directors as well as for facilities and construction accounting.	Training on the proper use of funds was provided to the BOT on 5/17/19 and 11/20/19, to new members of the BOT in January and May 2020 and to university VPs and Deans on 5/31/19. Three mandatory training sessions were delivered in March and May 2020 for all F&A staff. Training was delivered to the Financial Focus Group in May 2020 and will continue with Budget Directors as well as for facilities and construction accounting.	**Completed**	**June-20**
3	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Capital Outlay Budgets must comply with statutory requirements showing all capital projects and the actual source of funds committed to each project	High	Culture, Ethics, & Governance	COO	Misty Shepherd	Finance and Facilities Committee	The BOG has provided a template to all universities for presenting their capital outlay budget. UCF is actively using the template and will be presenting it for BOT approval in July 2019. The FFC meeting scheduled for September 18th will address the Capital Budget, at that time the committee will also acknowledge that the we have met our obligation with regards to this recommendation and it can be removed from open items.	The original date for presenting the budget to the board was July but the BOG made changes to the instructions and the template and therefore gave all university's an extension to September. The FFC meeting scheduled for September 18th will address the Capital Budget, at that time the committee will also acknowledge that the we have met our obligation with regards to this recommendation and it can be removed from open items. This was agenda item FFC4 on the September 18 meeting.	**Completed**	**September-19**

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Item #	Summary Source	Source Detail	Recommendation	Risk Rating	Theme	Responsible Office	Responsible Person	Responsible BOT Committee	Action Plan	Action Plan Completion	Status	Completion Date
10	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Capital projects in excess of $1 million in cost should not be undertaken before the President and General Counsel certify the actual source of all funds to be expended and that planning and funding conform to the Capital Outlay Budget, Capital Improvement Plan, Master Plan, applicable laws and regulations. Such certifications should be submitted to the BOT for information at the next scheduled meeting	High	Internal Control Redesign & Process Enhancements	General Counsel	Scott Cole	Finance and Facilities Committee	To be included in Board Operating Procedures 2. The Board of Trustees Policy titled Capital Projects Funding Certification implemented in September 2018 already requires capital projects over $2 million to have a written certification signed by the president, vice president submitting the item, the CFO and general counsel identifying the source of funds and certifying that they are appropriate for that purpose. This recommendation would reduce the $2 million threshold to $1 million and requires further discussion by the Finance and Facilities Committee. Additionally, the Committee will need to determine whether having the GC certify is appropriate. The proposed completion date was changed from March 2020 to April 2020 due to a change in the FFC meeting schedule.	During the Finance and Facilities Committee meeting on April 22, 2020 the Committee voted to retain the $2 million threshold that currently exists in the Board of Trustees Policy titled Capital Projects Funding Certification implemented in September 2018. The Committee also agreed that the General Counsel's signature is still appropriate and will remain on the certifications; however, the certification form wording will be changed to reflect General Counsel's legal approval of the funding shown on the certification form, not as to whether that source of funding was, in fact, later used on the project. The certification form may be modified and submitted for approval at a future Finance and Facilities Committee meeting. There is no further action required for this action item and it is therefore now considered completed.	Completed	April-20
11	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Internal loans should be fully disclosed and audited to ensure the safety and security of all funds, particularly E&G funds.	High	Internal Control Redesign & Process Enhancements	CFO	Dennis Crudele	Finance and Facilities Committee	Internal loans have been discussed with the President, BOT chairman, and Finance & Facilities Committee chair. The CFO is in the process of obtaining signed loan agreements for each loan and will present a complete list and repayment plan to the BOT at the November 14, 2019 meeting. A follow up training is also scheduled for November 20, 2019 during the Board retreat. Annual updates will be provided to the BOT until all internal loans are repaid.	The list of internal loans and plan for repayment was presented to the BOT at the November 14, 2019 meeting and fully discussed during the Board retreat on November 20, 2019.	Completed	December-19
12	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	E&G funds should not be transferred or encumbered except as authorized in budgets and carry forward commitment lists approved by the Board of Trustees.	High	Policies & Procedures	CFO	Joseph Trubacz	Finance and Facilities Committee	An internal process was developed based on BOG guidance and the BOT Delegation of Authority. A newly drafted University Budgets Policy containing the restrictions on use of E&G funds was approved by the University Policies and Procedures Committee on June 26, 2020 and forwarded to the President for his approval and signature.	An internal process was developed based on BOG guidance and the BOT Delegation of Authority. A newly drafted University Budgets Policy containing the restrictions on use of E&G funds was approved by the University Policies and Procedures Committee on June 26, 2020 and forwarded to the President for his approval and signature.	Completed	June-20
13	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	University investment policies and accounting of investment shares of various university accounts should disclose the source and possible use of all funds commingled in investment programs. Care should be taken to avoid risking University reserves or endowments through internal allocation practices that are not fully accountable to the BOT's	High	Policies & Procedures	CFO	Joseph Trubacz	Finance and Facilities Committee	Procedures were developed to clarify the sources of funding in each of the university's investment vehicles. A revision to the UCF Investment Policy Manual was approved by the Board of Trustees on June 18, 2020.	A revision to the UCF Investment Policy Manual was approved by the Board of Trustees on June 18, 2020.	Completed	June-20
15	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Budget and finance decision makers should receive regular notifications of changes in applicable laws and regulations including new Board of Governance guidance.	High	Training & Awareness	CFO	Dennis Crudele	Finance and Facilities Committee	F&A will continue to provide notification via email, budget directors' meetings, and financial focus group meetings, to budget and finance decision makers as there are changes to applicable laws and regulations. Particular emphasis will be given to new Board of Governors guidance when it is received.	Division of Financial Affairs developed a communication plan that outlines the process for monitoring additions or changes to Florida Statutes and BOG Regulations and the procedure for communicating those changes. This action item was originally marked with a proposed completion date in December 2019 but was completed completion date in October, 2019.	Completed	October-19

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16	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	The General Counsel, audit, and other compliance offices should help train budget, finance and accounting staff, and their administrative superiors, in applicable laws and regulations	High	Training & Awareness	CFO	Joseph Trubacz	Finance and Facilities Committee	A process was developed to provide initial training on the proper use of funds to new F&A and Facilities employees, with periodic refreshes provided to existing employees and BOT members. Training on the proper use of funds was provided to the BOT on 5/17/19 and 11/20/19, to new members of the BOT in January and May 2020 and to university VPs and Deans on 5/31/19. Three mandatory training sessions were delivered in March and May 2020 for all F&A staff. Training was delivered to the Financial Focus Group in May 2020 and will continue with Budget Directors as well as for facilities and construction accounting.	Training on the proper use of funds was provided to the BOT on 5/17/19 and 11/20/19, to new members of the BOT in January and May 2020 and to university VPs and Deans on 5/31/19. Three mandatory training sessions were delivered in March and May 2020 for all F&A staff. Training was delivered to the Financial Focus Group in May 2020 and will continue with Budget Directors as well as for facilities and construction accounting.	Completed	June-20
17	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	Boards of Trustees should approve E&G carryforward commitments reported to the BOG's each August and approve University changes to the approved commitments on a quarterly basis	High	Transparency & Pre-Approvals	CFO	Dennis Crudele	Finance and Facilities Committee	An internal process is being developed based on BOG guidance.	Division of Financial Affairs developed a process document that outlines the requirement and process for seeking approval of annual E&G carryforward expenditure plans by the BOT and BOG. This action item was originally marked with a proposed completion date in December 2019 but was completed in October, 2019.	Completed	October-19
31	Accenture	Accenture January 17, 2019 Report	Reporting Relationship of Academic/DSO Financial Leads and CFO - We recommend that each unit's designated finance lead (sometimes this is a single role that combines finance/operations at the unit level) serve as a dual report to the CFO organization (potentially reporting in to an AVP of Finance).	Medium	Internal Control Redesign & Process Enhancements	President, Provost & CFO	Alex Cartwright, Michael Johnson & Joseph Trubacz	Finance and Facilities Committee	The Division of Finance, led by the CFO, hired a new Assistant VP for Budget, Planning, and Administration following which time the reporting structure for the college/division/unit Budget Directors was re-evaluated to ensure consistency in training, work product, and communication. Athletics DSO financial accounting and reporting staff moved to F&A in January. Through further evaluation and discussion with the interim provost and chief HR officer, the university restructured the University Budget Committee to include the primary budget directors for each college and division. The repurposed Committee is now the University Budget Directors Committee. A newly developed University Budget Policy contains a section addressing the Budget Directors Committee, its purpose and the reporting expectations to the AVP for Budget, Planning, & Analysis. Additional recommendations to strengthen DSO reporting structure were provided to the President and the BOT during the June 18 BOT meeting. Those recommendations and action items will be tracked separately.	The reporting relationships were evaluated by university leadership. Athletics DSO financial accounting and reporting staff moved to F&A in January. Through further evaluation and discussion with the interim provost and chief HR officer, the university restructured the University Budget Committee to include the primary budget directors for each college and division. The repurposed Committee is now the University Budget Directors Committee. A newly developed University Budget Policy contains a section addressing the Budget Directors Committee, its purpose and the reporting expectations to the AVP for Budget, Planning, & Analysis. Additional recommendations to strengthen DSO reporting structure were provided to the President and the BOT during the June 18 BOT meeting. Those recommendations and action items will be tracked separately.	Completed	June-20

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32	Accenture	Accenture January 17, 2019 Report	CFO Role in Budgeting - UCF would benefit from formalizing the CFO's role to include setting the overall fiscal constraint in the budget process (e.g. revenue, expenditure, liquidity and debt targets). From a practicable standpoint, this translates into the President, Provost and the CFO "stacking hands" on fiscal capacity, with the Provost driving the budget allocation process thereafter.	Medium	Internal Control Redesign & Process Enhancements	President, Provost & CFO	Alex Cartwright, Michael Johnson & Joseph Trubacz	Finance and Facilities Committee	The Division of Finance will draft a University Budgets policy, which will include the CFO's responsibility for establishing the total available funding from all sources to be allocated in the university's budget. After this amount is set, the CFO, Provost, and President will jointly determine the allocation to the academic and non-academic units across campus. The Provost, working with the deans and vice provosts, will take the lead on allocations to the academic units reporting to the Provost; the CFO, working with the other vice presidents, will take the lead on allocations to the non-academic units. When the allocation process is completed, the CFO, Provost, and President will review and sign the final allocation document. F&A is working with Huron Consulting to develop a new budget model to be implemented fiscal year 2021. A newly drafted University Budgets Policy was approved by the University Policies and Procedures Committee on June 26, 2020 and forwarded to the President for his approval and signature.	A newly drafted University Budgets Policy was approved by the University Policies and Procedures Committee on June 26, 2020 and forwarded to the President for his approval and signature.	Completed	June-20
21	Association of Governing Boards	AGB January 17, 2019 Memo	The UCF budget should be developed with appropriate engagement of the Board through its Finance Committee as institution priorities are being shaped with a focus on the strategic plan of the University.	Medium	BOT & Staff Interaction	CFO	Joseph Trubacz	Finance and Facilities Committee	Annual budgets for the university and DSOs were presented at the June 2019 BOT meeting. Going forward, UCF will need to determine budget approval workflow including use of various internal committees such as the Budget Committee and how the BOT will be involved in the decision making process prior to formal presentation of the proposal. F&A is working with Huron Consulting to develop a new budget model to be implemented fiscal year 2021. A newly developed Board Policy for University Operating, Carryforward, and Capital Outlay Budgets was approved by the Board of Trustees on June 18, 2020.	A newly developed Board Policy for University Operating, Carryforward, and Capital Outlay Budgets was approved by the Board of Trustees on June 18, 2020.	Completed	June-20
33	Auditor General	Florida Auditor General January 4, 2019 Report	Document the BOT approval of any auxiliary fund deficit fund balances that were caused by restoration of the E&G funds and provide such documentation to the BOG.	Medium	Internal Control Redesign & Process Enhancements	CFO	Dennis Crudele	Finance and Facilities Committee	Documentation to be reviewed and approved during upcoming Board meetings	UCF's response to the Auditor General included the following paragraph on page 17: In terms of auxiliary balances addressed in this finding, as permitted by BOG Regulation 9.013, Auxiliary Operations, UCF has determined that its auxiliary services will be self-supporting in the aggregate, and not on an individual basis Accordingly, an auxiliary operation had a temporarily deficit fund balance due to the timing of when the correcting journal entries were posted; however, at no time was there a deficit in the collective fund balance for all auxiliary operations.	Completed	July-19

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48	Auditor General	Florida Auditor General January 4, 2019 Report	Enhance procedures to ensure and demonstrate that E&G carryforward funds are only used for authorized purposes. Such enhancements may include appropriate training to ensure that University management responsible for approving the use of E&G funding understand the restrictions for such use and documenting support for allowable uses of the funding.	Medium	Training & Awareness	CFO	Joseph Trubacz	Finance and Facilities Committee	Training will be developed and provided to budget and finance decision makers to ensure E&G carryforward funds are used for authorized purposes. Working with other SUS institutions, F&A is developing funds use guidelines that will be posted on F&A's website. Training materials and guidelines will be developed with a timeline for implementation by June 2020. Training on the proper use of funds was provided to the BOT on 5/17/19 and to university VPs and Deans on 5/31/19. Guidelines have been drafted and will be posted on a newly developed website with the implementation of the Expenditure of University Funds policy once approved. The Expenditure of University Funds Policy was approved by the University Policies and Procedures Committee on April 30 and forwarded to the President for his approval and signature. Corresponding Expenditure Guidelines were posted on the F&A website.	The approval of the Expenditure of University Funds Policy and corresponding Expenditure Guidelines posted to the F&A website satisfies this corrective action item. This action item had a proposed completion date in June 2020 but was completed in May, 2020.	Completed	May-20
42	Board of Governors	Board of Governors January 31, 2019 Audit and Compliance Committee Meeting	Develop a policy for the authorization of funds, which is approved the President, CFO, Legal, and Board of Trustees. NOTE ***This was not a recommendation from the BOG. Marchena/Pres Whittaker informed them that this was an action we were taking.	Medium	Policies & Procedures	CFO	Dennis Crudele	Finance and Facilities Committee	To be included in Board Operating Procedures 2. This commitment refers to the policy on capital projects. Upon further review it was determined that this had already been satisfied by the Board of Trustees Policy titled Capital Projects Funding Certification implemented in September 2018.	Board of Trustees Policy titled Capital Projects Funding Certification was established by the Board in September 2018 and posted to the BOT website. There is no further action required.	Completed	November-19
43	Board of Trustees	Board of Trustees January 24, 2019 Meeting	Office of the General Counsel, Compliance, Ethics and Risk Office, and Internal Audit will develop updated policies and procedures for the board's consideration to further ensure proper use of state appropriated E&G funds.	Medium	Policies & Procedures	CFO	Joseph Trubacz	Finance and Facilities Committee	F&A will consult with the Office of the General Counsel, Compliance, Ethics and Risk Office, and Internal Audit to develop updated policies and procedures to further ensure proper use of state appropriated E&G funds. An Expenditure of University Funds policy has been drafted and is currently under review. The Expenditure of University Funds Policy was approved by the University Policies and Procedures Committee on April 30 and forwarded to the President for his approval and signature. Corresponding Expenditure Guidelines were posted on the F&A website.	The approval of the Expenditure of University Funds Policy and corresponding Expenditure Guidelines posted to the F&A website satisfies this corrective action item. This action item had a proposed completion date in June 2020 but was completed in May, 2020.	Completed	May-20
37	Bryan Cave Investigation	Bryan Cave January 17, 2019 Report	The University should develop, as a supplement to the budgeting documents and reports required to be submitted to the BOT and/or BOG by Florida law and BOG regulations, a clear and consistent reporting package to be presented to the BOT on a periodic basis, designed to appropriately inform the Board regarding the funding of capital projects.	Medium	Monitoring Post-Transaction Activities	CFO	Joseph Trubacz	Finance and Facilities Committee	Budget reporting templates were developed and presented to the Finance and Facilities Committee (FFC) on September 18, 2019 and full BOT on September 19. Adjustments were made and resubmitted to the FFC at October 16, 2019 meeting and then presented to the BOG Facilities Committee on October 30, 2019. A board policy/procedure that outlines the final budget reporting package and frequency for submitting to the BOT and BOG will be developed and presented for Board approval. A newly developed Board Policy for University Operating, Carryforward, and Capital Outlay Budgets was approved by the Board of Trustees on June 18, 2020.	A newly developed Board Policy for University Operating, Carryforward, and Capital Outlay Budgets was approved by the Board of Trustees on June 18, 2020.	Completed	June-20

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44	Bryan Cave Investigation	Bryan Cave January 17, 2019 Report	The University should require F&A to consult with the University's General Counsel, Compliance, Ethics, and Risk Office, Internal Audit, and the BOG, as appropriate, to develop specific written policies and procedures designed to reasonably ensure the proper use of state-appropriated E&G funding. These policies and procedures should, at a minimum, clearly identify those persons and/or bodies within the university with responsibility to approve and oversee expenditures of E&G.	Medium	Policies & Procedures	CFO	Joseph Trubacz	Finance and Facilities Committee	F&A will consult with the University's General Counsel, Compliance, Ethics, and Risk Office, Internal Audit, and the BOG, as appropriate, to develop specific written policies and procedures designed to reasonably ensure the proper use of state-appropriated E&G funding. These policies and procedures will, at a minimum, clearly identify those persons and/or bodies within the university with responsibility to approve and oversee expenditures of E&G. An Expenditure of University Funds policy has been drafted and is currently under review. The Expenditure of University Funds Policy was approved by the University Policies and Procedures Committee on April 30 and forwarded to the President for his approval and signature. Corresponding Expenditure Guidelines were posted on the F&A website.	The approval of the Expenditure of University Funds Policy and corresponding Expenditure Guidelines posted to the F&A website satisfies this corrective action item. This action item had a proposed completion date in June 2020 but was completed in May, 2020.	Completed	May-20
45	Bryan Cave Investigation	Bryan Cave January 17, 2019 Report	The policies and procedures should also describe the documentation necessary to support certain funding-related requests, such as budget transfer requests above a certain threshold, and provide clear instructions to employees charged with the responsibility to approve such requests.	Medium	Policies & Procedures	CFO	Joseph Trubacz	Finance and Facilities Committee	F&A will consult with the University's General Counsel, Compliance, Ethics, and Risk Office, Internal Audit, and the BOG, as appropriate, to develop specific written policies and procedures designed to reasonably ensure the proper use of state-appropriated E&G funding. These policies and procedures will also describe the documentation necessary to support certain funding-related requests, such as budget transfer requests above a certain threshold, and provide clear instructions to employees charged with the responsibility to approve such requests. The drafted Expenditure of University Funds policy with corresponding guidelines include a description of the documentation necessary to support certain funding-related requests and provides clear instructions to employees charged with the responsibility to approve such requests. The Expenditure of University Funds Policy was approved by the University Policies and Procedures Committee on April 30 and forwarded to the President for his approval and signature. Corresponding Expenditure Guidelines were posted on the F&A website.	The approval of the Expenditure of University Funds Policy and corresponding Expenditure Guidelines posted to the F&A website satisfies this corrective action item. This action item had a proposed completion date in June 2020 but was completed in May, 2020.	Completed	May-20
46	Public Integrity and Ethics Committee	Public Integrity and Ethics Committee March 14, 2019 Report	All SUS leadership should jointly search for best practices in budgeting and accountability. Each Board of Trustees should adopt policies to ensure adherence to budget and planning laws and regulations.	Medium	Policies & Procedures	CFO	Joseph Trubacz	Finance and Facilities Committee	Budget reporting templates were developed and presented to the Finance and Facilities Committee (FFC) on September 18, 2019 and full BOT on September 19. Adjustments were made and resubmitted to the FFC at October 16, 2019 meeting and then presented to the BOG Facilities Committee on October 30, 2019. A board policy/procedure that outlines the final budget reporting package and frequency for submitting to the BOT and BOG will be developed and presented for Board approval. A newly developed Board Policy for University Operating, Carryforward, and Capital Outlay Budgets was approved by the Board of Trustees on June 18, 2020.	A newly developed Board Policy for University Operating, Carryforward, and Capital Outlay Budgets was approved by the Board of Trustees on June 18, 2020.	Completed	June-20
55	Accenture	Accenture January 17, 2019 Report	Customer Experience & Employee Satisfaction Surveys - As part of promoting a performance oriented culture, A&F would benefit from an employee satisfaction survey. These surveys could be conducted every 2-3 years at a low cost (given the value) with small, dedicated internal teams taking actions to address the survey findings.	Low	Culture, Ethics, & Governance	CFO	Dennis Crudele	Finance and Facilities Committee	The Division of Finance will consider use of periodic employee satisfaction surveys.	A&F considered the use of periodic satisfaction surveys and determined that the existing process to survey satisfaction with services is accomplished by Procurement Services' and F&A's email signature blocks that solicit feedback. A&F considers this action item completed. Original completion date was for June 2020 but has been changed to reflect November 2019 completion.	Completed	November-19

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57	Accenture	Accenture January 17, 2019 Report	Benchmarking of A&F Services for Efficiency & Effectiveness - UCF has the opportunity to establish a new culture of performance. Benchmarking cost and quality of transaction processing areas in Finance, Procurement, HR, IT and Facilities would provide UCF with a fact based approach to staffing and performance improvement.	Low	Internal Control Redesign & Process Enhancements	CFO and COO	Joseph Trubacz and Misty Shepherd	Finance and Facilities Committee	The Division of Finance and the Division of Administration will benchmark transaction processing in areas such as Finance & Accounting, Procurement, Facilities, Police, and HR and will use this information to reassess staffing needs in those units. Division of Finance gathered professional staffing and audited expenditure data from SUS peer institutions and the University Innovation Alliance to determine the efficiency and effectiveness of staffing. Improvements were identified and are in progress. Separate benchmarking efforts by the Administration Division for HR, Facilities, and Police have been conducted. UCFPD participated in a BOG request in early 2020 with all SUS which identified opportunities. Facilities contracts with an independent consultant every year, Sightlines, which provides benchmarking against SUS peers as well as southern region schools of similar size and stature. The 2020 report was just finalized and shared with the President. HR benchmarking was conducted both through Huron ERP pre-launch process as well as against SUS partners and peer institutions; that work continues. UCF's IT governance is addressed separately by the BOT Emerging Issues taskforce (see the related April 23, 2020, BOT agenda item).	Division of Finance gathered professional staffing and audited expenditure data from SUS peer institutions and the University Innovation Alliance to determine the efficiency and effectiveness of staffing. Improvements were identified and are in progress. Separate benchmarking efforts by the Administration Division for HR, Facilities, and Police have been conducted. UCFPD participated in a BOG request in early 2020 with all SUS which identified opportunities. Facilities contracts with an independent consultant every year, Sightlines, which provides benchmarking against SUS peers as well as southern region schools of similar size and stature. The 2020 report was just finalized and shared with the President. HR benchmarking was conducted both through Huron ERP pre-launch process as well as against SUS partners and peer institutions; that work continues. UCF's IT governance is addressed separately by the BOT Emerging Issues taskforce (see the related April 23, 2020, BOT agenda item).	Completed	June-20
18	Association of Governing Boards	AGB May 15, 2019 Report	Committee support: Staff who support specific committees should consult with the committee chairs about the content and relevant strategic issues well in advance of finalizing agendas.	Medium	BOT & Staff Interaction	General Counsel	Scott Cole	Governance Committee	To be included in Board Operating Procedures 1.	Approved at July BOT Meeting.	Completed	July-19
20	Association of Governing Boards	AGB May 15, 2019 Report	Staff development: Since many of the staff are new in their positions, they should engage in professional development focused on accepted best practices as soon as practicable. A major goal of this developmental process would be to clarify the board's role as the highest governing authority at UCF and the staff's role in supporting the work of the board.	Medium	BOT & Staff Interaction	Board Office	Janet Owen	Governance Committee	In April 2019, the board relations team in the Office of the President attended the Association of Governing Boards Workshop for Board Professionals. The team has also completed the AGB online training modules. The Board Office staff will attend AGB's 2020 Workshop for Board Professionals and share highlights from the conference with committee support staff. The board relations team in the Office of the President also attended the May 2019 BOT retreat with AGB and BOG representatives. Board Office staff participated in the virtual version of AGB's Workshop for Board Professionals in April 2020 and continue to engage in conversations with peers regarding best practices for board governance in higher education. The board-staff relationship will continue to be articulated by a new President and his expectations for interacting with the Board.	The Board Office completed training in 2019 and 2020 and continues to engage in conversations with peers regarding best practices for board governance in higher education. This action plan item is now considered completed with the understanding that training is ongoing and will continue annually.	Completed	April-20

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Item #	Summary Source	Source Detail	Recommendation	Risk Rating	Theme	Responsible Office	Responsible Person	Responsible BOT Committee	Action Plan	Action Plan Completion	Status	Completion Date
22	Association of Governing Boards	AGB May 15, 2019 Report	Leadership role of the chair: There is wisdom in the first and last word in the description of the chair as "first among equals." The chair is the leader of the board, is the sole official spokesperson for the board, and symbolizes through discourse and demeanor the seriousness and importance of the board. Board members should keep in clear focus that the board is a single entity as distinct from a body of separate voices. Nevertheless, with the exception of specific authority noted in the bylaws such as naming members of committees and committee chairs, the board chair has only one vote just like other members. Board members who fail to respect the role of the chair especially as the public spokesperson for the board and the controller of the time for debate during board discussions render the board less effective. The BOT should consider following the lead of high-performing boards in taking time to develop a code of board member behavior that embodies respect for the essential role of the chair, the duty of all members to seriously engage themselves in the work of the board, and the rules of transparency and decorum. (See Appendix C for The Ten Habits of Highly Effective Boards.)	Medium	Culture, Ethics, & Governance	Board Office	Janet Owen	Governance Committee	A draft statement of expectations for the Board was reviewed by the Nominating and Governance Committee at its October 22, 2019 meeting. The statement was then presented to the full board for adoption at the November 14, 2019 meeting.	The Board of Trustees Statement of Expectations approved by the BOT on November 14, 2019 satisfies this recommendation.	Completed	November-19
24	Association of Governing Boards	AGB May 15, 2019 Report	Governance Committee/Taskforce on Governance Reform: The current nominating and governance committee should be charged with a close examination of these and other recommendations with an eye toward implementation of changes in governance behavior—including, perhaps, the name of the committee. However, to give the governance reform work the energy and attention it deserves, consideration should be given to a special task group charged (during a three-month time frame) with implementing, assessing progress on, and reporting regularly to the board on accomplishment of specific reforms. (See Appendix A for a checklist of topics meriting governance committee oversight.)	Medium	Culture, Ethics, & Governance	Board Office	Janet Owen	Governance Committee	This recommendation will be lead by the Board of Trustees and Board Chair. In June 2019, the BOT chair directed the Audit and Compliance Committee to track and monitor post investigation recommendations from all sources. The committee could also recommend a taskforce of trustees assume this responsibility, or that a taskforce review certain categories of recommendations. At the October 22, 2019 meeting, the Nominating and Governance Committee discussed changing the name of the committee to the 'Governance Committee' to better reflect the work the committee is performing. The request to approve the name change was brought before the full Board on November 14, 2019 for approval.	The Board approved changing the name of the Nominating and Governance Committee to the 'Governance Committee' and approved the revised charter which reflects the change in the work the committee is performing. This satisfies this recommendation.	Completed	November-19
25	Association of Governing Boards	AGB May 15, 2019 Report	Board self-assessment: A high-functioning board is composed of members who make service to the institution and its effectiveness in fulfilling its public mission their top priority. Willingness to engage in a regular self-assessment is a sign of commitment to this fiduciary standard. Board self-assessment is also required of Florida institutions by the regional accrediting body—as regional accreditors are demonstrating a focus on board governance among their periodic reviews. An annual retreat that includes self-appraisal, as well as discussion of strategic topics is highly recommended, as are more frequent checks on board performance, its working relationship with the president and staff, as well as the functioning of committees and similar topics. The UCF conflict of interest policy is adequate but relies heavily on self-reporting of conflicts or potential conflicts. It would be greatly strengthened by adherence to the best practices described in the AGB Board of Directors' Statement on Conflict of Interest with Guidelines on Compelling Benefit issued in 2013. (See Appendix D for more information.) A fully functioning governance committee should assume responsibility for structuring a process of board and trustee assessment and conflict of interest oversight.	Medium	Culture, Ethics, & Governance	Board Office	Janet Owen	Governance Committee	This recommendation will be lead by the Board of Trustees and Board Chair; however many good examples of board self assessment processes exist which the Board could model, including AGB and the UCF Foundation. The same is true for conflict of interest reporting. The Governance Committee could request examples of both for discussion at an upcoming meeting. The Board Office staff are meeting with the Sr. Associate Provost and SACSCOC Liaison, the Director and Assistant Director for Academic Compliance on October 24, 2019 to discuss the SACSCOC requirements for board self-assessment. Additionally, the Board Office has collected self-assessment survey questions from the UCF Foundation and other institutions. Consider adding specific responsibility for the development of board self-assessment tools to the Governance Committee Charter. The self-assessment framework, COI policy, and new trustee orientation plan was presented to the Governance Committee during the June 17 meeting and approved. Those items were then advanced to the full board for adoption and were approved during the full board meeting on June 18.	The self-assessment framework, COI policy, and new trustee orientation plan was presented to the Governance Committee during the June 17 meeting and approved. Those items were then advanced to the full board for adoption and were approved during the full board meeting on June 18.	Completed	June-20

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Pending Recommendation List

Post Investigation Action Plan - Includes all updates since February 13, 2020
Closed as of June 30, 2020

Item #	Summary Source	Source Detail	Recommendation	Risk Rating	Theme	Responsible Office	Responsible Person	Responsible BOT Committee	Action Plan	Action Plan Completion	Status	Completion Date
41	Association of Governing Boards	AGB May 15, 2019 Report	Recording minutes: The minutes of board and committee meetings became much more detailed during the course of 2018. However, the appropriate board committee and staff should develop guidelines to ensure that minutes present a full and accurate report on board and committee deliberations and actions.	Medium	Policies & Procedures	General Counsel	Scott Cole	Governance Committee	To be included in Board Operating Procedures 1.	Approved at July BOT Meeting.	**Completed**	**July-19**
47	Association of Governing Boards	AGB May 15, 2019 Report	Board orientation and development: Orienting new members and reorienting longer-serving trustees is a standard best practice to enable newer board members to add value more quickly and the veterans to update their working awareness of the scope and limits of effective board responsibility and governance. A sound orientation program avoids the "drinking from a fire hose syndrome" just as it provides all of the relevant information a new member needs or requests. An ongoing development program polls members on their interests and proposes special workshops on the compelling issues for boards now and in the foreseeable future. Topics could well include technology and educational effectiveness, predictive analytics and student achievement, the evolving nature of the student body, maximizing athletics as a university asset, as well as such areas of risk as Title IX violations, cybersecurity, et cetera. As of the date of the drafting of this report, UCF has made AGB's online board orientation program available to all members of the UCF BOT.	Medium	Training & Awareness	Board Office	Janet Owen	Governance Committee	A draft orientation plan is nearing completion. This plan would have new trustees participate in a full day (or two half day) sessions with administration, deans, faculty, staff and students and provide a rich history of UCF and its goals, as well as the governance and fiduciary requirements from the AGB, BOG and BOT retreat. This plan would also include regular, ongoing trustee education and training on strategic issues throughout the year. The new board meeting format allows and welcomes these opportunities. Three Trustees have been onboarded with the newly developed BOT Orientation Agenda. The agenda was built to compliment the AGB orientation, BOG orientation, and continuing education the Trustees now receive with the new meeting format. The self-assessment framework, COI policy, and new trustee orientation plan was presented to the Governance Committee during the June 17 meeting and approved. Those items were then advanced to the full board for adoption and were approved during the full board meeting on June 18.	The self-assessment framework, COI policy, and new trustee orientation plan was presented to the Governance Committee during the June 17 meeting and approved. Those items were then advanced to the full board for adoption and were approved during the full board meeting on June 18.	**Completed**	**June-20**
50	Association of Governing Boards	AGB May 15, 2019 Report	In advance of meetings: Staff should arrange to discuss the agenda and materials in advance with the board chair and committee chairs to ensure the clarity and adequacy of the information provided.	Medium	Transparency & Pre-Approvals	General Counsel	Scott Cole	Governance Committee	To be included in Board Operating Procedures 1.	Approved at July BOT Meeting.	**Completed**	**July-19**
51	Association of Governing Boards	AGB May 15, 2019 Report	Full disclosure: Prior to distributing materials, the president, senior legal counsel, and chief of staff along with other staff as appropriate should meet to discuss and confirm the completeness and accuracy of materials. The president should confirm in writing that to the best of his knowledge the materials disclose all relevant information, including legal issues and requirements, needed for board deliberations and action.	Medium	Transparency & Pre-Approvals	General Counsel	Scott Cole	Governance Committee	To be included in Board Operating Procedures 1.	Approved at July BOT Meeting.	**Completed**	**July-19**
52	Association of Governing Boards	AGB May 15, 2019 Report	Governance in the sunshine: Florida's embracive open meetings and records requirements mean that nearly all board discourse be open to the public. Board meetings at an institution as prominent as UCF attract broad attention from internal stakeholders, the media, and the public at large. The Trevor Colbourn Hall controversy magnifies this attention. In this environment, board members must develop the habit of openly and freely discussing serious strategic and occasionally divisive topics in public. Sticking to noncontroversial items or discussing serious matters superficially will not serve the board or the public. Given the recent spate of negative publicity, the board should not be concerned about a few more headlines about it tackling difficult topics.	Low	BOT & Staff Interaction	Board Office	Janet Owen	Governance Committee	This recommendation will be lead by the Board of Trustees and Board Chair; however it can be achieved by articulating a "Statement of Expectations" to guide individual and collective behavior. In terms of transparency, board meetings will be livestreamed beginning in July 2019. A draft statement of expectations will be reviewed by the Nominating and Governance Committee at its October 22, 2019 meeting. The statement will then be presented for full board adoption at the November 14, 2019 meeting. Additionally, the activation of an Executive Committee has allowed the board to focus on areas where the university has made a significant investment of resources and proactively engage a Trustee in working with staff to evaluate current strategies. The assigned Trustee is responsible to the board for providing regular updates and recommendations on the respective task force or area of focus.	The Board of Trustees Statement of Expectations approved by the BOT on November 14, 2019 satisfies this recommendation.	**Completed**	**November-19**

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Pending Recommendation List

Post Investigation Action Plan - Includes all updates since February 13, 2020
Closed as of June 30, 2020

Item #	Summary Source	Source Detail	Recommendation	Risk Rating	Theme	Responsible Office	Responsible Person	Responsible BOT Committee	Action Plan	Action Plan Completion	Status	Completion Date
54	Association of Governing Boards	AGB May 15, 2019 Report	Staff responsibilities to the board: Develop a concise statement of the staff's role in supporting the board's governance authority and responsibilities to include attention to the completeness and transparency of materials provided to the board.	Low	BOT & Staff Interaction	General Counsel	Scott Cole	Governance Committee	To be included in Board Operating Procedures 1.	Approved at July BOT Meeting.	**Completed**	**July-19**
65	Board of Governors	Board of Governors January 31, 2019 Audit and Compliance Committee Meeting	Develop a policy for the BOT to verify agenda items that are supported by statute. NOTE: ***This was not a recommendation from the BOG. President Whittaker informed them that this was an action we were taking.	Low	Transparency & Pre-Approvals	General Counsel	Scott Cole	Governance Committee	To be included in Board Operating Procedures 1.	Approved at July BOT Meeting.	**Completed**	**July-19**
34	Board of Governors	Board of Governors January 31, 2019 Budget Committee and Full Board Meetings	Expand the Bryan Cave investigation to address all E&G misuses (paid for by UCF), review the UCF Strategic Plan, BOG Budget and Finance Committee to review UCF reserves, and review with the UCF BOT of its fiduciary responsibilities.	Medium	Internal Control Redesign & Process Enhancements	Board Office	Janet Owen	Board Chair	Investigation completed in August. The BOG provided a template to all universities for presenting their capital outlay budget. On September 18, 2019, the Finance and Facilities Committee reviewed and approved the capital outlay budget in the new template provided by the Board of Governors. This budget was approved by the full board on September 19, 2019. UCF's 2019-2020 Carryforward spending plan and fixed capital outlay budgets were approved by the BOG Budget and Finance Committee on Oct. 3, 2019. A budget workshop was held on November 20, 2019 where Trustees received presentations on the current budget model, budget redesign, and revised allocation process. Additionally, Trustees received a briefing on the internal loans as of June 30, 2019, planned restoration for FY2020, and payback/reimbursement plan as a result of the 8.22.19 Bryan Cave report to the BOG. To allow for additional discussions between the Board Chair and Chancellor, the target completion date remains, December 2019.	All action plan items completed. Chair Seay will continue to work with the BOG Chair and Chancellor regarding the repayment plan.	**Completed**	**December-19**

UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: University Compliance, Ethics, and Risk Charter

Background:
University Compliance, Ethics, and Risk provides centralized and coordinated oversight of the university's ethics, compliance, and risk mitigation efforts. The charter formally defines the purpose, authority, and responsibility of the office and staff. It further establishes the program's position within the organization, authorizes access to records, personnel, and physical properties, and defines the scope of compliance, ethics, and risk activities. The charter was previously revised and approved by this Committee on August 28, 2018, and the Board of Trustees on September 27, 2018. It has since been revised to update job titles.

Issues to be Considered:
No issues to consider. The charter was revised to update job titles.

Alternatives to Decision:
The Committee could propose additional revisions to those proposed by university staff.

Fiscal Impact and Source of Funding:
There is no anticipated fiscal impact.

Recommended Action:
Approval of the proposed changes.

Authority for Board of Trustees Action:
UCF Audit and Compliance Committee Charter and Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs.

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by:
Rhonda L. Bishop, Vice President for Compliance and Risk

Supporting Documentation:
Attachment A: University Compliance, Ethics, and Risk Charter (redline)
Attachment B: University Compliance, Ethics, and Risk Charter (clean copy)

Facilitators/Presenters:
Rhonda L. Bishop, Vice President for Compliance and Risk

UNIVERSITY COMPLIANCE, ETHICS, AND RISK CHARTER

Purpose and Mission

University Compliance, Ethics, and Risk provides oversight and guidance to university-wide ethics, compliance, and enterprise risk management activities, and fosters a culture that embeds these disciplines in all university functions and activities. The office provides centralized and coordinated oversight through the ongoing development of effective policies and procedures, education and training, monitoring, communication, risk assessment, and response to reported issues as required by Chapter 8 of the Federal Sentencing Guidelines and Board of Governors Regulation 4.003. These guidelines and regulation set forth the requirements of an effective compliance and ethics program and require promoting compliance with laws and ethical conduct.

The mission of the office is to support and promote a culture of ethics, compliance, risk mitigation, and accountability.

Reporting Structure and Independence

University Compliance, Ethics, and Risk reports administratively to the president and functionally to the Audit and Compliance Committee of the Board of Trustees. This reporting structure promotes independence and full consideration of compliance, ethics, and risk recommendations and action plans.

The ~~chief compliance and ethics officer~~vice president for compliance and risk and staff shall have organizational independence and objectivity to perform their responsibilities and all activities of the office shall remain free from influence.

Authority

University Compliance, Ethics, and Risk has the authority to review or investigate all areas of the university, including its direct support organizations and faculty practice plan. Reviews and investigations shall not be restricted or limited by management, the president, or the Board of Trustees. University Compliance, Ethics, and Risk has unrestricted and timely access to records, data, personnel, and physical property relevant to performing compliance reviews and investigations, and to allow for appropriate oversight and guidance related to compliance, ethics, and risk mitigation efforts.

The ~~chief compliance and ethics officer~~vice president for compliance and risk will notify the president and request remediation of any unresolved restriction or barrier imposed by any individual on the scope of any inquiry, or the failure to provide access to necessary information or people for the purposes of such inquiry. If unresolved by the president or if the inappropriate restriction is imposed by the president, the ~~chief compliance and ethics officer~~vice president for compliance and risk will notify the chair of the Audit and Compliance Committee of the Board of Trustees. If not resolved, the ~~chief compliance and ethics officer~~vice president for

compliance and risk -will notify the Board of Governors through the Office of the Inspector General and Director of Compliance.

Documents and records obtained for the above purposes will be handled in compliance with applicable laws, regulations, and university policies and procedures. As required by law, University Compliance, Ethics, and Risk will comply with public records requests.

Duties and Responsibilities

The duties and responsibilities of the ~~chief compliance and ethics officer~~vice president for compliance and risk and staff include projects and activities that fulfill the requirements for an effective compliance and ethics program as required by Chapter 8 of the Federal Sentencing Guidelines and Board of Governors Regulation 4.003. The University Compliance, Ethics, and Risk Program (Program) will be reasonably designed to optimize its effectiveness in preventing or detecting noncompliance, unethical behavior, and criminal conduct. The Program's design supports mitigation of risks to the university and its employees and provides safe harbor in the event of misconduct or noncompliance. The following elements define the duties and responsibilities of the office:

1. Oversight of Compliance and Ethics and Related Activities
2. Development of Effective Lines of Communication
3. Providing Effective Training and Education
4. Revising and Developing Policies and Procedures
5. Performing Internal Monitoring, Investigations, and Compliance Reviews
6. Responding Promptly to Detected Problems and Undertaking Corrective Action
7. Enforcing and Promoting Standards through Appropriate Incentives and Disciplinary Guidelines
8. Measuring Compliance Program Effectiveness
9. Oversight and Coordination of External Inquiries into Compliance with Federal and State Laws and Take Appropriate Steps to Ensure Safe Harbor

The ~~chief compliance and ethics officer~~vice president for compliance and risk and staff will:

- Develop a Program plan based on the requirements for an effective program. The Program plan and subsequent changes will be provided to the Board of Trustees for approval. A copy of the approved plan will be provided to the Board of Governors.

- Provide training to university employees and Board of Trustees' members regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures. The Program plan will specify when and how often this training will occur.

- Obtain an external review of the Program's design and effectiveness at least once every five years. The review and any recommendations for improvement will be provided to the president and Board of Trustees. The assessment will be approved by the Board of Trustees and a copy provided to the Board of Governors.

- Identify and provide oversight and coordination of compliance partners responsible for compliance and ethics related activities across campus and provide communication, training, and guidance on the Program and compliance and ethics related matters.

- Administer and promote the UCF IntegrityLine, an anonymous mechanism available for individuals to report potential or actual misconduct and violations of university policy, regulations, or law, and ensure that no individual faces retaliation for reporting a potential or actual violation when such report is made in good faith.

- Maintain and communicate the university's policy on reporting misconduct and protection from retaliation and ensure the policy articulates the steps for reporting and escalating matters of alleged misconduct, including criminal conduct, when there are reasonable grounds to believe such conduct has occurred.

- Communicate routinely to the president and the Board of Trustees regarding Program activities. Annually report on the effectiveness of the Program. Any Program plan revisions, based on the ~~chief compliance and ethics officer's~~ vice president for compliance and risk report, shall be approved by the Board of Trustees. A copy of the report and revised plan will be provided to the Board of Governors.

- Promote and enforce the Program, in consultation with the president and Board of Trustees, consistently through appropriate incentives and disciplinary measures to encourage a culture of compliance and ethics. Failures in compliance and ethics will be addressed through appropriate measures, including education or disciplinary action.

- Initiate, conduct, supervise, coordinate, or refer to other appropriate offices such inquiries, investigations, or reviews deemed appropriate in accordance with university regulations and policies, state statutes, and/or federal regulations.

- Make necessary modification to the Program in response to detected non-compliance, unethical behavior, or criminal conduct and take steps to prevent its occurrence.

- Assist the university in its responsibility to use reasonable efforts to exclude within the university and its affiliated organizations individuals whom it knew or should have known through the exercise of due diligence to have engaged in conduct not consistent with an effective Program.

- Coordinate or request compliance activity information or assistance as necessary from

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any university, federal, state, or local government entity. Oversee and coordinate external inquiries into compliance with federal and state laws and take appropriate steps to ensure safe harbor in instances of non-compliance.

University Compliance, Ethics, and Risk provides guidance on compliance, ethics, and related matters to the university community. The office collaborates with compliance partners and senior leadership to review and resolve compliance and ethics issues and coordinate compliance and ethics activities, accomplish objectives, and facilitate the resolution of problems.

To ensure University Compliance, Ethics, and Risk staff has the capabilities to perform the duties and responsibilities as described the ~~chief compliance and ethics officer~~ vice president for compliance and risk will:

- Maintain a professional staff with sufficient size, knowledge, skills, experience, and professional certifications
- Utilize third-party resources as appropriate to supplement the department's efforts
- Perform assessments of the program and make appropriate changes and improvements

Professional Standards

University Compliance, Ethics, and Risk adheres to the *Florida Code of Ethics* and the *Code of Professional Ethics for Compliance and Ethics Professionals.*

The University Compliance, Ethics, and Risk Charter will be reviewed at least every three years for consistency with applicable Board of Governors and university regulations, professional standards, and best practices. Subsequent changes will be submitted to the Board of Trustees for approval. A copy of the charter and any subsequent changes will be provided to the Board of Governors.

I HEREBY CERTIFY that the University of Central Florida Board of Trustees adopted this third amended and restated charter at its regularly scheduled meeting on August 20, 2020.

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Associate Corporate Secretary   Date
University of Central Florida Board of Trustees

Revision History:
1-13-2017; 9-27-2018

Approved by the UCF Board of Trustees September 27, 2018

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UNIVERSITY COMPLIANCE, ETHICS, AND RISK CHARTER

Purpose and Mission

University Compliance, Ethics, and Risk provides oversight and guidance to university-wide ethics, compliance, and enterprise risk management activities, and fosters a culture that embeds these disciplines in all university functions and activities. The office provides centralized and coordinated oversight through the ongoing development of effective policies and procedures, education and training, monitoring, communication, risk assessment, and response to reported issues as required by Chapter 8 of the Federal Sentencing Guidelines and Board of Governors Regulation 4.003. These guidelines and regulation set forth the requirements of an effective compliance and ethics program and require promoting compliance with laws and ethical conduct.

The mission of the office is to support and promote a culture of ethics, compliance, risk mitigation, and accountability.

Reporting Structure and Independence

University Compliance, Ethics, and Risk reports administratively to the president and functionally to the Audit and Compliance Committee of the Board of Trustees. This reporting structure promotes independence and full consideration of compliance, ethics, and risk recommendations and action plans.

The vice president for compliance and risk and staff shall have organizational independence and objectivity to perform their responsibilities and all activities of the office shall remain free from influence.

Authority

University Compliance, Ethics, and Risk has the authority to review or investigate all areas of the university, including its direct support organizations and faculty practice plan. Reviews and investigations shall not be restricted or limited by management, the president, or the Board of Trustees. University Compliance, Ethics, and Risk has unrestricted and timely access to records, data, personnel, and physical property relevant to performing compliance reviews and investigations, and to allow for appropriate oversight and guidance related to compliance, ethics, and risk mitigation efforts.

The vice president for compliance and risk will notify the president and request remediation of any unresolved restriction or barrier imposed by any individual on the scope of any inquiry, or the failure to provide access to necessary information or people for the purposes of such inquiry. If unresolved by the president or if the inappropriate restriction is imposed by the president, the vice president for compliance and risk will notify the chair of the Audit and Compliance Committee of the Board of Trustees. If not resolved, the vice president for compliance and risk will notify the Board of Governors through the Office of the Inspector General and Director of Compliance.

Documents and records obtained for the above purposes will be handled in compliance with applicable laws, regulations, and university policies and procedures. As required by law, University Compliance, Ethics, and Risk will comply with public records requests.

Duties and Responsibilities

The duties and responsibilities of the vice president for compliance and risk and staff include projects and activities that fulfill the requirements for an effective compliance and ethics program as required by Chapter 8 of the Federal Sentencing Guidelines and Board of Governors Regulation 4.003. The University Compliance, Ethics, and Risk Program (Program) will be reasonably designed to optimize its effectiveness in preventing or detecting noncompliance, unethical behavior, and criminal conduct. The Program's design supports mitigation of risks to the university and its employees and provides safe harbor in the event of misconduct or noncompliance. The following elements define the duties and responsibilities of the office:

1. Oversight of Compliance and Ethics and Related Activities
2. Development of Effective Lines of Communication
3. Providing Effective Training and Education
4. Revising and Developing Policies and Procedures
5. Performing Internal Monitoring, Investigations, and Compliance Reviews
6. Responding Promptly to Detected Problems and Undertaking Corrective Action
7. Enforcing and Promoting Standards through Appropriate Incentives and Disciplinary Guidelines
8. Measuring Compliance Program Effectiveness
9. Oversight and Coordination of External Inquiries into Compliance with Federal and State Laws and Take Appropriate Steps to Ensure Safe Harbor

The vice president for compliance and risk and staff will:

- Develop a Program plan based on the requirements for an effective program. The Program plan and subsequent changes will be provided to the Board of Trustees for approval. A copy of the approved plan will be provided to the Board of Governors.

- Provide training to university employees and Board of Trustees' members regarding their responsibility and accountability for ethical conduct and compliance with applicable laws, regulations, rules, policies, and procedures. The Program plan will specify when and how often this training will occur.

- Obtain an external review of the Program's design and effectiveness at least once every five years. The review and any recommendations for improvement will be provided to the president and Board of Trustees. The assessment will be approved by the Board of Trustees and a copy provided to the Board of Governors.

- Identify and provide oversight and coordination of compliance partners responsible for compliance and ethics related activities across campus and provide communication, training, and guidance on the Program and compliance and ethics related matters.

- Administer and promote the UCF IntegrityLine, an anonymous mechanism available for individuals to report potential or actual misconduct and violations of university policy, regulations, or law, and ensure that no individual faces retaliation for reporting a potential or actual violation when such report is made in good faith.

- Maintain and communicate the university's policy on reporting misconduct and protection from retaliation and ensure the policy articulates the steps for reporting and escalating matters of alleged misconduct, including criminal conduct, when there are reasonable grounds to believe such conduct has occurred.

- Communicate routinely to the president and the Board of Trustees regarding Program activities. Annually report on the effectiveness of the Program. Any Program plan revisions, based on the vice president for compliance and risk report, shall be approved by the Board of Trustees. A copy of the report and revised plan will be provided to the Board of Governors.

- Promote and enforce the Program, in consultation with the president and Board of Trustees, consistently through appropriate incentives and disciplinary measures to encourage a culture of compliance and ethics. Failures in compliance and ethics will be addressed through appropriate measures, including education or disciplinary action.

- Initiate, conduct, supervise, coordinate, or refer to other appropriate offices such inquiries, investigations, or reviews deemed appropriate in accordance with university regulations and policies, state statutes, and/or federal regulations.

- Make necessary modification to the Program in response to detected non-compliance, unethical behavior, or criminal conduct and take steps to prevent its occurrence.

- Assist the university in its responsibility to use reasonable efforts to exclude within the university and its affiliated organizations individuals whom it knew or should have known through the exercise of due diligence to have engaged in conduct not consistent with an effective Program.

- Coordinate or request compliance activity information or assistance as necessary from any university, federal, state, or local government entity. Oversee and coordinate external inquiries into compliance with federal and state laws and take appropriate steps to ensure safe harbor in instances of non-compliance.

University Compliance, Ethics, and Risk provides guidance on compliance, ethics, and related matters to the university community. The office collaborates with compliance partners and senior leadership to review and resolve compliance and ethics issues and coordinate compliance and ethics activities, accomplish objectives, and facilitate the resolution of problems.

To ensure University Compliance, Ethics, and Risk staff has the capabilities to perform the duties and responsibilities as described the vice president for compliance and risk will:

- Maintain a professional staff with sufficient size, knowledge, skills, experience, and professional certifications
- Utilize third-party resources as appropriate to supplement the department's efforts
- Perform assessments of the program and make appropriate changes and improvements

Professional Standards

University Compliance, Ethics, and Risk adheres to the *Florida Code of Ethics* and the *Code of Professional Ethics for Compliance and Ethics Professionals*.

The University Compliance, Ethics, and Risk Charter will be reviewed at least every three years for consistency with applicable Board of Governors and university regulations, professional standards, and best practices. Subsequent changes will be submitted to the Board of Trustees for approval. A copy of the charter and any subsequent changes will be provided to the Board of Governors.

I HEREBY CERTIFY that the University of Central Florida Board of Trustees adopted this third amended and restated charter at its regularly scheduled meeting on August 20, 2020.

_____

Associate Corporate Secretary   Date
University of Central Florida Board of Trustees

Revision History:
1-13-2017; 9-27-2018

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UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: University of Central Florida 2020 Florida Equity Report

Background:
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, 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 under-utilization. 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 non-discrimination 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.

Issues to be Considered:
The annual Florida Educational Equity Act 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 University of Central Florida's Office of Institutional Equity (OIE) prepares the Florida Equity Report annually to fulfill this state requirement. OIE requests approval of UCF's 2020 Florida Educational Report by the Board of Trustees to allow for submission of the report to the Florida Board of Governors.

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
Approval of UCF's 2020 Florida Equity Report does not result in a financial cost to the university.

Recommended Action:
Approval of the Annual University of Central Florida 2020 Florida Equity Report as required by law.

Authority for Board of Trustees Action:
Florida Educational Equity Act (§1000.05, Fla. Stat.) and the Florida Board of Governors' Equity Regulation 2.003 Equity and Access (5)(e).

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by:
Rhonda L. Bishop, Vice President for Compliance and Risk
Nancy Fitzpatrick Myers, Director Office of Institutional Equity

Supporting Documentation:
Attachment A: University of Central Florida 2020 Florida Equity Report

Facilitators/Presenters:
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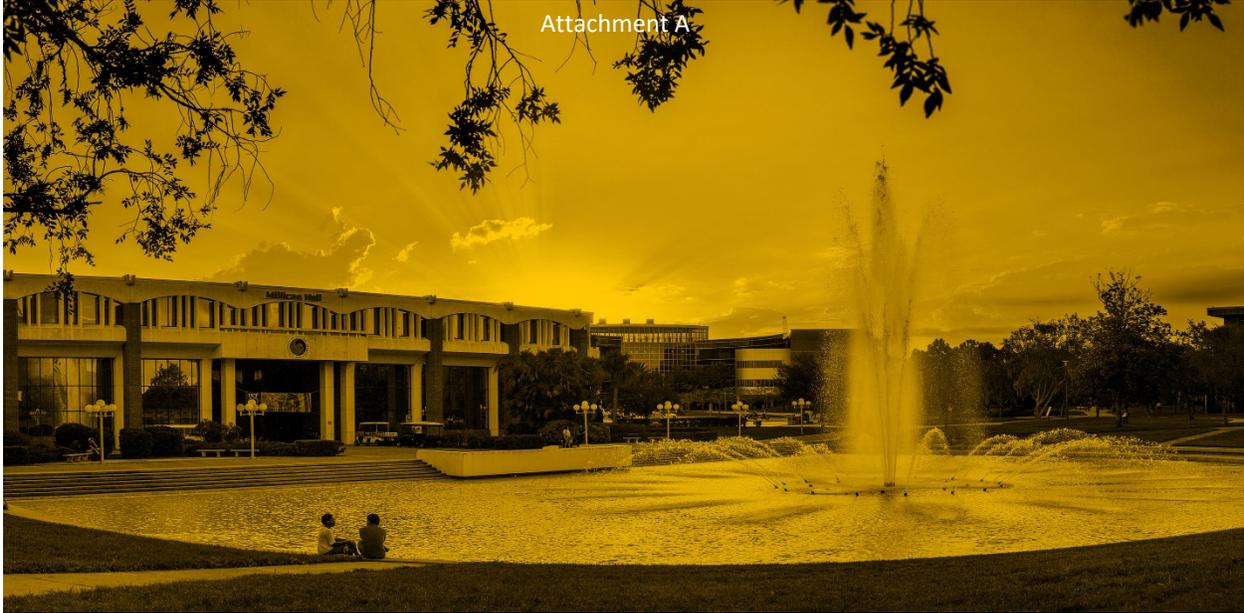
Florida Equity Report

Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2020

University of Central Florida

Data Year: July 1, 2018 – June 30, 2019

Approved by University Board of Trustees: August 20, 2020

Alexander Cartwright, President:

_____
Signature

Date approved by University President: _____

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2020 Florida Educational Equity Act Report
University of Central Florida
Data Year 2018-2019

ATTACHMENTS

    A.   Division of Student Development and Enrollment Services 2018-19 Equity Report
    B.   UCF's *Let's Be Clear* Website Samples
    C.   President's Statement
    D.   Office of Multicultural Academic and Support Services Program 2018-19 Report

2020 Florida Educational Equity Act Report
University of Central Florida
Data Year 2018-2019

Part I: Executive Summary

The annual Florida Educational Equity Act 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 University of Central Florida'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 (§1000.05, Fla. Stat.) 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. The data focuses on women and members of specified race/ethnic protected classes or underrepresented minority groups. Beginning with Summer 2010, Integrated Post-Secondary Education Data System (IPEDS) terminology for these classes was used for reporting. The classes are:

- Black or African American (B),
- Hispanic (H),
- Asian (A),
- Native Hawaiian or Other Pacific Islander (NH/OPI),
- American Indian/Alaska Native (AI/AN), and
- Two or More Races (≥ Two).

Data on Whites (W) and Non-Resident Aliens (NRA) are also included in the tables provided in this report.[1] This 2020 Florida Equity Report covers fiscal year 2018 – 2019.

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, Department 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 data. Prior to submission to the Board of Governors, the data was reviewed by the President and the Board of Trustees of UCF.

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[1] Non-resident alien is defined by IPEDS as a person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

B. **Summary of Institutional Progress**

Policies and Procedures in Support of Equity (Part II)

In 2017-2018, 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. As set forth in the 2018 and 2019 Florida Equity Reports, this resulted in the development of the University's *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy, No. 2-004.1*, as well as the review and update of 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*) to reflect consistent language among UCF's regulations, policies and procedures. The updated regulations were approved by the Board of Trustees on October 26, 2017. The policy and regulations remained in effect for 2018-2019.

Academic Program Reviews (Part III)

The UCF's Institutional Knowledge Management office provided data and quantitative tables for 2018-2019 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 2018-19 was 54%, which was consistent with the prior year's data. Enrollment for fulltime transfers was consistent with prior years with a total enrollment of 58% female.
  - The overall retention rate for full time FTICs after one year increased from 90.4% to 91.5%. The retention rates for full time FTICs after one year increased for both males and females. Specifically, for female students, the retention rate increased from 91.3% to 92.2%. For male students, the retention rate increased from 89.4% to 90.6%. Also, the overall graduation rate after six years slightly decreased from 72.4% to 72.2%. The graduation rate increased for female students (76.5% to 77.6%), but decreased for male students (67.6% to 65.7%).
  - Similar to last year's report, female students continued to obtain a higher percentage of Bachelor's degrees (58%), Master's degrees (62%), and First Professional degrees (55%). With regard to Doctoral degrees, 41% were earned by female students, which was less than the percentage awarded in 2013-14 (45%).

- *Racial and Ethnic Diversity*:
  o Enrollment of FTIC underrepresented students in Fall 2019 was 48.1%, which was a slight increase from Fall 2018 (47.3%). Transfer enrollment data for 2018-19 was consistent with last year's data of 52.9%.
  o With regard to retention rates for full time FTICs after one year, the data was consistent with the last three report years in that Asian students were retained at a higher rate (92.4%) than the overall retention rate (91.5%). For the second straight year, Black students were retained at a higher rate (91.7%) than the overall retention rate. For Fall 2019, Native Hawaiian/Other Pacific Islander students, Non-Resident Alien students, and students whose identities were unknown were retained at a higher rate than the overall retention rate (100%, 93.8% and 94%, respectively). With regard to the overall graduation rate after six years (72.2%), five of the protected categories exceeded the overall graduation rate – namely, American Indian/Alaskan Native students (83.3%), Native Hawaiian/Other Pacific Islander students (80%), Unknown students (77.8%), Asian students (74.5%), and White students (73.2%).
  o Underrepresented students received 49% of Bachelor's degrees, 45% of Master's degrees, 55% of Doctoral degrees, and 36% of First Professional degrees.

Goals & Results:

For the 2018-2019 academic year, the university's goal was to maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees. With regard to Bachelor's degrees, UCF achieved its goal. UCF remained consistent with 58% being earned by female students and 49% being earned by underrepresented categories. Among the racial and ethnic categories, they were relatively consistent with the percentages set forth in last year's report. Notably, the number of degrees awarded increased for students who identified as two or more races, Hispanic, or Black.

With regard to Master's Degrees, UCF achieved its goal. UCF remained consistent with 62% of Master's Degrees being earned by female students. With regard to racial and ethnic diversity compared to last year's data, there were slight changes regarding most of the individual races/ethnicities with no notable increases or decreases. Approximately 45% of the Master's degrees were earned by individuals in underrepresented categories. With regard to Doctoral Degrees, UCF did not achieve its goal as to female students but maintained 55% with racial and ethnic diversity. As to female students, the percentage of degrees awarded decreased from 43% to 41%. With regard to First Professional Degrees, UCF achieve its goal in that it maintained its percentage of 36% for underrepresented categories, increased the percentage of degrees awarded to females from 51% to 55, and increased the number of degrees to underrepresented students by one (58 to 59).

Goals for 2019-2020: Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees.

Gender Equity in Athletics (Part IV)

The University of Central Florida evaluated the eleven elements of equity requested. Data for 2018-2019 demonstrated the following:

- The university was compliant with regard to student-athlete participation. Specifically, the 2018-19 female undergraduate enrollment was 54% and the female athletics participation ratio was 54%.
- For the 2018-19 academic year, all sports were funded at the NCAA maximum limits per sport. The university was compliant with regard to student-athletes' scholarships. Specifically, the unduplicated female student-athletes ratio was 49% and these students received 48% of the scholarship funding ($3,683,884). The unduplicated male student-athletes ratio was 51% and these students received 52% of scholarship funding ($3,927,760). Since the scholarship offerings are within a 1% variance, they are 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 2018-2019 academic year, the university's goal was to continue with the upgrading of locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field. Due to delays caused by COVID19, these upgrades were not completed in Spring 2020 and are expected to be completed by the end of 2020.

Goals for 2019-20: Complete upgrade to locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field by the end of 2020.

Employment Representation (Part V)

The UCF's Institutional Knowledge Management office 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 2018-19 (682 to 700), including the number of female faculty from 219 to 222. However, the percentage of tenured female faculty members decreased from 32.1% to 31.7%, which barely exceeded peer data of 31.2%. Accordingly, UCF will retain its goal of increasing female tenured faculty members.

With regard to racial and ethnic diversity, there was a decrease in the number of Black tenured faculty (30 to 28). Three categories remained the same, and four categories experienced increases in the number of faculty [Non-Resident Alien (8 to 9); Asian (130 to 138); Hispanic (39 to 40); and White (469 to 479)]. When using comparative national standards, the category for tenured Black faculty members was not identified as an area in need of improvement. The peer data demonstrated that the percentage of Black tenured faculty members was 3.1% and UCF data exceeded this at 4%. However, it is important to note that the overall percentage of tenured Black faculty members in 2019 (4%) was less than the percentage in 2014 (5.16%). Moreover, the total number of tenured Black faculty members (28) has changed very little compared to 2014 (27)

despite the nearly 17% increase in total number of tenured faculty members. Similarly, the overall percentage of tenured Hispanic faculty members in 2019 (5.71%) was less than the percentage in 2013 (6.54%). Accordingly, UCF will retain its goal of increasing Black and Hispanic tenured faculty members.

With regard to tenure-track faculty, although UCF increased the number of tenure-track female faculty from 130 to 151 (40% to 42.4% of the total), comparative national data identified this as an area in need of improvement as the peer data demonstrated that tenure-track female faculty made up 43.8% of the tenure-track faculty members. During 2018-19, UCF experienced an increase in the number of tenure-track faculty members who identified as Black (12 to 16), Asian (49 to 68), and White (174 to 196). UCF experienced a decrease in the number of tenure-track faculty members who identified as Non-Resident Alien and Hispanic. The remaining categories remained the same with regard to the number of faculty members. Compared to 2014, the overall diversity for tenure-track faculty increased from 42% to 51%.

With regard to non-tenure-earning faculty, approximately 56% identified as female. With regard to racial and ethnic diversity, the university increased the number of non-tenure-earning faculty from 560 to 568, and increased the number of faculty that identified as Non-Resident Alien (15 to 16), Black (21 to 23), Asian (34 to 35), and Hispanic (47 to 55).

With regard to management positions, compared to the prior year, UCF decreased the number of management occupations in 2018-19 by 26% (759 to 562). The number of management occupations held by female employees decreased (463 to 293), and female employees' overall percentage of management positions decreased as well (61% to 52%). Compared to 2014, this also was a decrease from 57%. With regard to racial and ethnic diversity, four categories experienced a decrease in the total number of managers – namely, Black (81 to 49), American Indian/Alaskan Native (3 to 2), Asian (33 to 22), Hispanic (91 to 68), and White (543 to 412). The overall diversity for management occupations decreased from approximately 29% to 27%.

Utilizing comparative national standards for management occupations, this year's review indicated that UCF's data related to individuals that identified as female, Asian or Native Hawaiian/Other Pacific Islander was lower than peer data, and thus areas in need of improvement. Specifically, peer data related to female managers demonstrated a percentage of 54.6% whereas UCF's percentage was 52%. Peer data related to Asian managers demonstrates a percentage of 4.4% whereas UCF's percentage is 3.56%. Similarly, peer data related to Native Hawaiian/Other Pacific Islander demonstrates a percentage of 0.2% whereas UCF's percentage was 0.18%.

When using comparative national standards, the category for individuals that identify as Black was not identified as an area in need of improvement as the peer data demonstrated that the percentage of Black managers was 7.8% and UCF data exceeded this at 8.7%. However, it is important to note that the overall percentage of Black managers in 2019 (8.7%) was less than the percentage in 2014 (10.6%). Accordingly, UCF will maintain its goal of increasing the diversity of its executive/administrative/managerial positions.

Goals for 2019-20: For tenured faculty, increase the number of tenured faculty that identify as female, Black, Hispanic, and Native Hawaiian/Other Pacific Islander. For tenure-track faculty, increase the number of tenure-track faculty that identify as female, as well as maintain or increase the overall diversity percentage for this group (including increasing the number of tenure-track faculty who identify as American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and two or more races). For non-tenure-earning, increase the overall diversity percentage for this group (including increasing the number of non-tenure-earning faculty who identify as American Indian/Alaskan Native, Asian, and Native Hawaiian/Other Pacific Islander). For executive/administrative/managerial positions, increase the overall diversity percentage for this group (including increasing the number of managers that identify as female, Black, Asian and Native Hawaiian/Other Pacific Islander).

Protected Class Representation (Part VII)

Of the 31 total applicants for the tenure granting process, 29 were granted tenure. Twelve female faculty and seventeen underrepresented faculty were granted tenure.

Promotion and Tenure Committee Composition (Part VIII)

The table set forth in Part VIII provides information on the extent of diverse participation or involvement of women and ethnic/racial minorities in the promotion and tenure process. For 2018-19, the University Committee was comprised of ten members: seven males, three females, seven White individuals, and three Asian individuals. As to the college committees' composition, consistent with the last two years, the data demonstrated that all college committees had female representation for 2018-19 except for the College of Engineering & Computer Science and the College of Optics & Photonics. Female faculty comprised 28% of the college committees' composition. Also, faculty that identified as White (69%), Asian (18%), Hispanic (10%), Black (2%), and two or more races (2%) were members of these committees.

Overall, of the 337 department committee members, women comprised approximately 31% (104 of 337), which was an increase from 29% last year. Also, 70% identified as White, 21% as Asian, 6% as Hispanic, 3% as Black, and 0.3% as American Indian/Alaska Native. 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 the 2018-19 Equity Report submitted by the Division of Student Development and Enrollment Services (Attachment A).

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:

Regulation/Policy	Web Address
UCF-3.001 Non-Discrimination; Affirmative Action Programs	https://regulations.ucf.edu/chapter3/documents/3.001NonDiscrimAffirmActionsProgramsFINALSep19.pdf
UCF-3.0134 Grievances Alleging Discrimination	https://regulations.ucf.edu/chapter3/documents/3.0134GrievancesAllegingDiscriminationFINAL_July17.pdf
UCF-5.006 Student Rights and Responsibilities	https://regulations.ucf.edu/chapter5/documents/5.006StudentsRightsResponsibilitiesfinalJune2020.pdf
UCF-5.007 Student Conduct and Academic Integrity; Scope; Student Conduct Records; Medical Emergencies (Drugs & Alcohol)	https://regulations.ucf.edu/chapter5/documents/5.007OfficeStudCondScopefinalMay2020.pdf
UCF-5.008 Rules of Conduct	https://regulations.ucf.edu/chapter5/documents/5.008RulesofConductfinalJune2020.pdf
UCF-5.009 Student Conduct Review Process; Sanctions	https://regulations.ucf.edu/chapter5/documents/5.009StudentConductRevProcfinalMay2020.pdf
UCF-5.010 Student Conduct Appeals	https://regulations.ucf.edu/chapter5/documents/5.010StudentConductAppealsfinalMay2020.pdf
UCF-5.012 Organizational Rules of Conduct	https://regulations.ucf.edu/chapter5/documents/5.012OrgRulesofConductOptionfinalJune2020.pdf
UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals	https://regulations.ucf.edu/chapter5/documents/5.013StuOrgConductfinalJune2020.pdf
UCF-5.020 Religious Observances	https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf
Policy 2-700.1 Reporting Misconduct and Protection from Retaliation	https://policies.ucf.edu/documents/2-700.pdf

Policy 2-004.1 Prohibition of Discrimination, Harassment and Related Interpersonal Violence[2]	https://policies.ucf.edu/documents/2-004.pdf
UCF Employee Code of Conduct	https://compliance.ucf.edu/document/ucf-employee-code-of-conduct/
The Golden Rule Student Handbook	https://goldenrule.sdes.ucf.edu/

UCF is currently in the process of developing and implementing a new UCF regulation related to the Department of Education's May 6, 2020 release of new federal Title IX regulations for those complaints that meet the definition of sexual harassment set forth in 34 CFR 106.30 in an educational program or activity as defined in 34 CFR 106.44. The effective date for the new regulations is August 14, 2020. Accordingly, UCF will issue an emergency regulation on or before that date pursuant to section I of the *Board of Governors Regulation Development Procedure for State University Boards of Trustees*. This new UCF regulation will be published to the university's Regulations website (https://regulations.ucf.edu/).

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

Procedures/Guidelines/Forms	Web Address
OIE Investigation Procedures	https://oie.ucf.edu/documents/OIEInvestigationProcedures.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

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[2] Policy No. 2-004.1 specifically states that 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." This policy further states that 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…" Similar language is reflected in Regulations UCF-3.001 and UCF-3.0134.

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
OIE Protocol for Department Providing Reasonable Accommodation	http://www.oie.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf
Reasonable Accommodation Request Form (Medical Condition)	http://www.oie.ucf.edu/documents/UCFReasonableAccomodationRequestForm.pdf; https://oie.ucf.edu/documents/UCFReasonableAccomodationRequestFormSpanish.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 "How to Cancel or Modify Accommodations"	http://sas.sdes.ucf.edu/wp-content/uploads/sites/22/2018/04/CAL-Modify-Knights-Access.pdf
General Appeal Procedures Related to Student Accessibility Services' (SAS) Reasonable Accommodation Decisions (includes Procedure for Conducting Fundamental Alteration Assessments)	http://sas.sdes.ucf.edu/wp-content/uploads/sites/22/2017/12/grievance_process1.pdf
Pregnancy Accommodation Request Form	https://oie.ucf.edu/documents/UCFReasonableAccomodationRequestFormPregnancy.pdf
Public Request for Accommodation	https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPublic.pdf

In addition, as set forth in the university's prior Florida Equity Report, OIE, in consultation with campus partners, is continuing to develop guidelines related to nondiscrimination based on

pregnancy, pregnancy-related conditions and/or childbirth. OIE anticipates finalizing these guidelines in 2020.

Also, as noted in UCF's previous Florida Equity Reports, UCF maintains a website with information for students, parents, faculty, staff, and third parties regarding Title IX (federal law that prohibits sex discrimination), and what to do if they encounter a student who has experienced sexual violence. This website lends support to the University's campus-wide *Let's Be Clear* campaign (https://letsbeclear.ucf.edu/), which has raised awareness across campus regarding nondiscrimination, reporting requirements, and resources available to students and employees impacted by sex discrimination (including sexual violence). (Attachment B) Individuals can access this site to submit a report directly to UCF's Title IX Coordinator regarding an incident of sex discrimination. Individuals also may report concerns of discrimination, discriminatory harassment and/or retaliation directly to the Office of Institutional Equity via the office's website (https://www.oie.ucf.edu/).

Each year, the Office of Institutional Equity notifies all faculty and staff members regarding the university's commitment to non-discrimination (see President's Statement) (Attachment C), and requires all new employees 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; new supervisor training; and, in-service programs for resident assistants.

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 (Full-time)

	NRA	B	AI/AN	A	H	NH/O PI	W	≥ TWO	UNK	TOTAL
Men	44	197	4	290	892	1	1,669	124	45	3,266
Women	54	392	4	301	1,067	4	1,865	164	35	3,886
Total Fall 2019	98	589	8	591	1,959	5	3,534	288	80	7,152
Category % of Total Fall 2019	1.4%	8.2%	0.1%	8.3%	27.4%	0.1%	49.4%	4.0%	1.1%	100.0%
Total FALL 2018	99	643	7	562	1815	8	3554	306	68	7,062
Category % of Total FALL 2018	1.4%	9.1%	0.1%	8.0%	25.7%	0.1%	50.3%	4.3%	1.0%	100.0%
Total FTIC Fall 2014	42	619	3	355	1391	8	3499	269	30	6,216
Category % of Total Fall 2014	0.7%	10.0%	0.0%	5.7%	22.4%	0.1%	56.3%	4.3%	0.5%	100.0%
Percentage Change in number from Fall 2014 to Fall 2019	133.3%	-4.8%	166.7%	66.5%	40.8%	-37.5%	1.0%	7.1%	166.7%	15.1%

The UCF's First Time in College (FTIC) Enrollment data reveals a slight increase (1.3%) in FTIC enrollment (7,062 to 7,152) with 54% female and 46% male for the Fall 2019 academic year. The gender representation is consistent with data of prior years. With regard to the composition of racially and ethnically diverse students, UCF continued to be significant at 48.1%, which was a slight increase from Fall 2018 (47.3%). The 48.1% was comprised of students from various racial/ethnic backgrounds including Hispanic (27.4%), Asian (8.3%), Black (8.2%), two or more races (4.0%), American Indian/Alaskan Native (0.1%), and, Native Hawaiian/Other Pacific Islander (0.1%). White students represented 49.4%, Non-Resident Alien students represented 1.4%, and students identifying as Unknown represented 1.1% of UCF's FTIC full-time students during the 2019 Fall enrollment.

Compared to Fall 2018, the Fall 2019 data demonstrated a decrease in the number of students that identified as Black (643 to 589), White (3,554 to 3,534), two or more races (306 to 288), and Native Hawaiian/Other Pacific Islander (8 to 5), and an increase in the number of students that identified as Hispanic (1,815 to 1,959), Asian (562-591), and American Indian/Alaskan Native (7 to 8). The overall percentage for most of the racial groups remained relatively consistent between the Fall 2018 data and Fall 2019 data with the exception of the percentage of Black students and White students both decreasing by 0.9% (9.1% to 8.2% for Black students; 50.3% to 49.4% for White Students) and the percentage of Hispanic students increasing by 1.7% (25.7% to 27.4%).

This enrollment data of 48.1% represented a continued increase in racial/ethnic diversity compared to 2014. During the Fall of 2014, UCF's FTIC student body was composed of 42.5% racially and ethnically diverse students. All categories showed an increase in the number of students except for Black students and Native Hawaiian/Other Pacific Islander students.

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

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Total Fall 2019	408	1438	21	556	3489	31	4790	398	87	6481	4737	11218
Category % of Total Fall 2019	3.6%	12.8%	0.2%	5.0%	31.1%	0.3%	42.7%	3.5%	0.8%	57.8%	42.2%	100.0%
Total FALL 2018	308	1491	30	569	3479	26	4923	420	126	6547	4825	11372
Category % of Total Fall 2018	2.7%	13.1%	0.3%	5.0%	30.6%	0.2%	43.3%	3.7%	1.1%	57.6%	42.4%	100.0%
Total Fall 2014	179	1440	23	531	2826	29	5917	353	72	6490	4880	11370
Category % of Total Fall 2014	1.6%	12.7%	0.2%	4.7%	24.9%	0.3%	52.0%	3.1%	0.6%	57.1%	42.9%	100.0%
Category % Change from 2014 to 2019	127.9%	-0.1%	-8.7%	4.7%	23.5%	6.9%	-19.0%	12.7%	20.8%	-0.1%	-2.9%	-1.3%

The UCF's Fulltime Transfers data was the same as the prior year's data related to gender in that 58% of enrollment identified as female and 42% identified as male. With regard to the composition of racially and ethnically diverse students, UCF continued to be significant at 52.9%, which also is the same as the prior year's data. White students (42.7%), Hispanic students (31.1%) and Black students (12.8%) remained the three categories of students larger than ten percent. Overall, the 2019 data indicated minor changes throughout all racial categories compared to the 2018 data.

The enrollment diversity data of 52.9% represented a noticeable change compared to 2014 despite the 1.3% decrease in total enrollment (11,370 to 11,218). During the Fall of 2014, UCF's transfer students were composed of 45.9% 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
Fall 2018 Cohort	96	642	7	564	1818	8	3548	307	67	3794	3263	**7057**
Category % of Total	1.4%	9.1%	0.1%	8.0%	25.8%	0.1%	50.3%	4.4%	0.9%	53.8%	46.2%	100.0%
Enrolled Fall 2019	90	589	4	521	1664	8	3239	278	63	3499	2957	**6456**
Retention Rate	93.8%	91.7%	57.1%	92.4%	91.5%	100.0%	91.3%	90.6%	94.0%	92.2%	90.6%	91.5%

The 2019 overall retention rate for UCF FTICs after one year was 91.5%, which was an increase from the previous year (90.4%). The overall retention rates for males and females increased. Specifically, for female students, the retention rate was 92.2%, which was an increase from the previous year (91.3%). For male students, the retention rate was 90.6%, which was a slight increase from the previous year (89.4%).

Consistent with the last three report years, Asian students were retained at a higher rate (92.4%) than the overall retention rate. For the second straight year, Black students were retained at a higher rate (91.7%) than the overall retention rate. For Fall 2019, Native Hawaiian/Other Pacific Islander students, Non-Resident Alien students, and students whose identities were unknown were retained at a higher rate than the overall retention rate (100%, 93.8% and 94%, respectively). Compared to the previous year's data, two racial/ethnic categories experienced noticeable changes – namely, Non-Resident Alien students' retention rate increased from 84.8% to 93.8% and Native Hawaiian/Other Pacific Islander students' retention rate increased from 60% to 100%.

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
2013-19 Cohort	20	591	6	377	1251	5	3311	238	18	3,180	2,637	**5817**
Category % of Total	0.3%	10.2%	0.1%	6.5%	21.5%	0.1%	56.9%	4.1%	0.3%	54.7%	45.3%	100.0%

Number of Graduates within 6 years from cohort	10	400	5	281	900	4	2424	162	14	2,467	1,733	**4200**
Percent Graduated	50.0%	67.7%	83.3%	74.5%	71.9%	80.0%	73.2%	68.1%	77.8%	77.6%	65.7%	72.2%
Category % Graduated	7.7%	10.5%	12.9%	11.5%	11.1%	12.4%	11.3%	10.5%	12.0%	54.1%	45.9%	100.0%
Number Still Enrolled in 6th year from cohort	10	417	5	299	952	4	2528	173	14	2543	1859	**4402**
Percent Retained	50.0%	70.6%	83.3%	79.3%	76.1%	80.0%	76.4%	72.7%	77.8%	80.0%	70.5%	75.7%

The overall graduation rate for UCF after six years was 72.2%, which was a slight decrease from the previous year's report (72.4%). With the exception of the 2016 report and this year's report setting forth decreases, UCF has gradually increased its overall graduation rate over the last six years. Female students' graduation rate increased to 77.6% compared to the last three reports (73-76%). However, male students' graduation rate decreased from 67.6% (last year) to 65.7%.

With regard to race/ethnicity, five of the protected categories exceeded the overall graduation rate – namely, American Indian/Alaskan Native students (83.3%), Native Hawaiian/Other Pacific Islander students (80%), Unknown students (77.8%), Asian students (74.5%), and White students (73.2%). Compared to last year's data, there were noticeable changes in the graduation rates for Non-Resident Alien students (68.4% to 50%), Native Hawaiian/Other Pacific Islander students (63.6% to 80%), and American Indian/Alaskan Native students (71.4% to 83.3%). The remaining categories were relatively consistent with the percentages set forth in last year's report.

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 2018-19 Equity Report submitted by the Division of Student Development and Enrollment Services (SDES) (Attachment A).

Table 5. Bachelor's Degrees Awarded by Race

	NRA	B	AI/ AN	A	H	NH/OP I	W	≥ TWO	UNK	TOTAL
AY 2018-19										
Male	98	548	11	369	1472	13	3103	220	51	**5885**
Female	101	1017	15	454	2144	15	3968	305	58	**8077**
Total	**199**	**1565**	**26**	**823**	**3616**	**28**	**7071**	**525**	**109**	13962
Category % of Total	1.4%	11.2%	0.2%	5.9%	25.9%	0.2%	50.6%	3.8%	0.8%	100.0%
AY 2017-18										
Male	72	507	10	377	1270	14	3006	188	29	**5473**
Female	76	956	14	389	1925	20	4139	300	51	**7870**

Total	148	1463	24	766	3195	34	7145	488	80	13343
Category % of Total	1.1%	11.0%	0.2%	5.7%	23.9%	0.3%	53.5%	3.7%	0.6%	100.0%
AY 2013-14										
Male	87	433	4	291	1045	18	3162	98	51	5189
Female	110	762	25	349	1418	16	4280	139	84	7183
Total	197	1195	29	640	2463	34	7442	237	135	12372
Category % of Total	1.6%	9.7%	0.2%	5.2%	19.9%	0.3%	60.2%	1.9%	1.1%	100.0%

The number of Bachelor's degrees awarded remained consistent at UCF. In the 2018-2019 academic year, UCF awarded 13,962 Bachelor's degrees, which was a slight increase from the previous year (13,343). Of the degrees awarded, 58% were earned by female students and 42% by male students, which was consistent with the previous three academic years. Among the racial/ethnic categories, they were relatively consistent with the percentages set forth in last year's report.

Compared to the 2013-14 academic year, UCF increased the total number of Bachelor's degrees awarded by approximately 11.4% in 2018-19 (12,372 to 13,962), with relatively equivalent gains among male and female students. The number of degrees awarded notably increased for students who identified as two or more races [237 to 525 (55% increase)], Hispanic [2,463 to 3,616 (32% increase)], and Black [1,195 to 1,565 (24% increase)]. Consistent with the last two reports, proportionally, the most significant changes from 2013-14 data to 2018-19 data included an increase in the overall percentage of Hispanic students (19.9% to 25.9%) and a decrease in the overall percentage of White students (60.2% to 50.6%).

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-19										
Male	138	68	2	63	157	0	473	11	16	928
Female	94	207	6	66	255	0	817	37	36	1518
Total	232	275	8	129	412	0	1290	48	52	2446
Category % of Total	9.5%	11.2%	0.3%	5.3%	16.8%	0.0%	52.7%	2.0%	2.1%	100.0%
AY 2017-18										
Male	142	75	0	57	144	1	454	14	26	913
Female	101	171	3	62	242	2	715	27	59	1382
Total	243	246	3	119	386	3	1169	41	85	2295
Category % of Total	10.6%	10.7%	0.1%	5.2%	16.8%	0.1%	50.9%	1.8%	3.7%	100.0%
AY 2013-14										

Male	124	75	0	61	124	0	585	13	57	**1039**
Female	75	181	4	60	210	0	825	24	121	**1500**
Total	**199**	**256**	**4**	**121**	**334**	**0**	**1410**	**37**	**178**	**2539**
Category % of Total	**7.8%**	**10.1%**	**0.2%**	**4.8%**	**13.2%**	**0.0%**	**55.5%**	**1.5%**	**7.0%**	**100.0%**

UCF awarded 2,446 Master's degrees during 2018-2019, which was an increase compared to the last four academic years (2,232 for 2014-15; 2,217 for 2015-16; 2,195 for 2016-17; and 2,295 for 2017-18), but still less than the number (2,539) awarded for 2013-14. Female students continued to earn 62% of the Master's degrees awarded, which was relatively consistent with the five previous academic years. With regard to racial and ethnic diversity compared to last year's data, there were slight changes as to most of the individual races/ethnicities with no notable increases or decreases. Similar to the Bachelor's degrees data, the most significant changes from 2013-14 data to 2018-19 data were the increases in the overall percentage of Hispanic students (13.2% to 16.8%) and a decrease in the overall percentage of White students (55.5% to 52.7%).

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-19										
Male	59	6	0	8	6	0	61	4	4	**148**
Female	30	10	0	2	11	0	46	3	1	**103**
Total	**89**	**16**	**0**	**10**	**17**	**0**	**107**	**7**	**5**	**251**
Category % of Total	**35.5%**	**6.4%**	**0.0%**	**4.0%**	**6.8%**	**0.0%**	**42.6%**	**2.8%**	**2.0%**	**100.0%**
AY 2017-18										
Male	73	5	0	4	10	0	60	2	2	**156**
Female	30	10	0	4	7	0	63	4	3	**121**
Total	**103**	**15**	**0**	**8**	**17**	**0**	**123**	**6**	**5**	**277**
Category % of Total	**37.2%**	**5.4%**	**0.0%**	**2.9%**	**6.1%**	**0.0%**	**44.4%**	**2.2%**	**1.8%**	**100.0%**
AY 2013-14										
Male	57	8	0	1	10	0	67	1	0	**144**
Female	26	10	0	10	8	0	68	0	0	**122**
Total	**83**	**18**	**0**	**11**	**18**	**0**	**135**	**1**	**0**	**266**
Category % of Total	**31.2%**	**6.8%**	**0.0%**	**4.1%**	**6.8%**	**0.0%**	**50.8%**	**0.4%**	**0.0%**	**100.0%**

UCF awarded 251 Doctoral degrees in 2018-19. Female students earned 41% of the Doctoral degrees, which was a decrease compared to 2017-18 (43%) and 2016-17 (51%). With regard to racial and ethnic diversity compared to last year's data, there were minor percentage increases for students that identified as Black, Asian, Hispanic, or two or more races. Similarly, there were minor percentage decreases for students that identified as Non-Resident Alien or White.

Similar to prior years, students that identified as American Indian/Alaskan Native or Native Hawaiian/Other Pacific Islander remained at zero.

Table 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2018-19										
Male	0	5	0	19	9	0	32	1	8	74
Female	0	1	0	17	5	0	55	2	10	90
Total	0	6	0	36	14	0	87	3	18	164
Category % of Total	0.0%	3.7%	0.0%	22.0%	8.5%	0.0%	53.0%	1.8%	11.0%	100.0%
AY 2017-18										
Male	0	0	0	17	11	0	38	1	12	79
Female	0	3	1	13	9	0	40	3	13	82
Total	0	3	1	30	20	0	78	4	25	161
Category % of Total	0.0%	1.9%	0.6%	18.6%	12.4%	0.0%	48.4%	2.5%	15.5%	100.0%
AY 2013-14										
Male	0	1	0	4	4	1	22	0	1	33
Female	0	4	1	6	7	0	36	1	2	57
Total	0	5	1	10	11	1	58	1	3	90
Category % of Total	0.0%	5.6%	1.1%	11.1%	12.2%	1.1%	64.4%	1.1%	3.3%	100.0%

During 2018-19, the UCF awarded 164 First Professional degrees, which was nearly double the number awarded in 2013-14. A closer look at the demographic data showed that women earned approximately 55% of these degrees, which was an increase from last year's report (51%) and consistent with the previous years (55-57%). In 2013-14, 63% 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, similar to last year's report, this data was unknown for 11% of the students (more than three times the percentage from 2013-14). The data also showed a doubling in the number of degrees awarded to Black students compared to last year's data, but the overall number of Black students remained low (3 to 6). The number of Asian students increased by 6 (30 to 36) while Hispanic students decreased by 6 (20 to 14). Overall, UCF maintained its diversity percentage for First Professional degrees at 36%.

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 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.   **Knights Major Exploration and Transition Center (KMETC)** - https://academicsuccess.ucf.edu/kmetc/ 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. Academic advisors and coaches within the Knights Major Exploration and Transition Center work to empower and support all UCF undergraduate students in an undeclared designation or in the major exploration process. KMETC also works with students at any point in their academic career that encounter challenges. Our academic advisors and coaches assist students in recognizing their successes while also identifying barriers which could prevent the student's academic accomplishments.

     B.   **Admission to Academic Programs** – https://www.ucf.edu/admissions/; https://www.ucf.edu/online/admissions/graduate-admissions/ - UCF 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 Office of Institutional Equity (OIE). Inquiries about policies and practices may be directed to the Office of Institutional Equity at 12701 Scholarship Drive, Suite 101, Orlando, FL 32816-0030; Phone: (407) 823-1336; or Email: oie@ucf.edu.

     C.   **Student Health Services & Counseling and Psychological Services** – https://studenthealth.ucf.edu/; https://caps.sdes.ucf.edu/ - UCF'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.   **Student Organizations and Intramural Athletics** – http://rwc.sdes.ucf.edu/im/ & https://osi.ucf.edu/ - 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 success at the university. All intramural sports programs are open for participation by all enrolled UCF students, faculty and staff who have purchased Recreation and Wellness Center memberships.

The University of Central Florida has over 650 student clubs and organizations for students to get involved in, as well as offices that support UCF's mission to create a welcoming, diverse and inclusive community, including the following:

- *Access at UCF*: The mission of Access at UCF is to advocate for safe accessibility and to support inclusion to members and non-members of those living with disabilities by advocating for a Community environment with the UCF community.
- *Copper Knights*: The mission of Copper Knights is to start a conversation surrounding the stigma connected to sex crimes, and how sexual violence has become normalized in society.
- *Lesbian Gay Bisexual Transgender Questioning/Queer Services (LGBTQ+ Services) and Pride Commons*: https://sja.sdes.ucf.edu/lgbtq/ The mission of LGBTQ+ Services is to connect UCF's diverse student population to opportunities, resources, and each other to achieve the vision of a stronger, healthier, and more equitable world for LGBTQ+ people and its allies. Located in Ferrell Commons, Pride Commons is a place for UCF students who are looking for resources, community, a place to hang out, or a quiet place to study. It is open to all students of all genders and sexual orientations. The Pride Commons is staffed by LGBTQ+ Services staff members, the Multicultural Student Center Executive Board, and student volunteers.
- *Multicultural Academic & Support Services (MASS)*: https://www.ucf.edu/services/s/multicultural-academic-support-services-mass/ MASS's mission is to maximize student success by assisting the student through the transition to UCF and by connecting with the UCF community and our partners to promote and facilitate academic support services and programs.
- *Social Justice and Advocacy (SJA)*: https://sja.sdes.ucf.edu/ SJA 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 UCF.
- *Sexual Assault/Rape Awareness (SARA)*: The mission of SARA is to provide awareness and support to students. SARA allows students, victimized or not, to consolidate and grow in strength while influencing a call to action among the community.

E. **Student Financial Assistance** – http://finaid.ucf.edu/ - UCF'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 (prohibiting discrimination on the basis of race, color or national origin), Title IX of the Education Amendments of 1972 (prohibiting discrimination on the basis of sex), Section 504 of the

Rehabilitation Act of 1973 (prohibiting discrimination on the basis of disability), 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 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 a 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 arrangement 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 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://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 the protected classes as set forth in the University's *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*.

H.   Student Accessibility Services - https://sas.sdes.ucf.edu/ - Student Accessibility Services assists students with disabilities with access to their education, and envisions UCF to be a fully accessible campus and inclusive environment for people with disabilities.

I.   Office of Institutional Equity - Educational and Work Environment – http://www.oie.ucf.edu/ - UCF 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 Office of Institutional Equity 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 12701 Scholarship Drive, Suite 101, Orlando, FL 32816-0030; Phone: (407) 823-1336; or Email: oie@ucf.edu.

J.   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 nondiscrimination policies and regulations.

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

UCF 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' 2018-19 Equity Report (Attachment A) sets forth in detail approximately 400 activities and programs directed at student success in 2018-19, which included more than 300,000 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' 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 D) include:

- 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 2018-19, 55 students participated in this program.
- ACCESS 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. For 2018-19, 399 students participated in this program.
- 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 opportunities to network and learn strategies that will help alleviate the cultural stress of acclimating to a new environment.
- Multicultural and First Generation Programs provide a structured approach to developing social integration, self efficacy, and sense of belonging on campus through campus resources and support services; meaningful student engagement and student involvement opportunities. For 2018-19, 1,029 students participated in these programs.

Accolades:
- UCF's ODI continued to lead the way to federal designation as a Hispanic Serving Institution (HIS), 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 was officially designated as an HSI in early 2019.
- For 2018 Fall semester, UCF attained its most diverse student enrollment with 47.3% identifying as minorities with the highest GPA for a freshman class (4.12) and many National Merit Scholars (82).
- UCF continues to have more than 220 degree programs in 13 colleges with demonstrated excellence.
  - UCF received a record $183 million in research funding for 2018, which was a 23% increase from 2017 and a 37% increase from 2015.
  - *Kiplinger* and *Forbes* ranked a UCF education among the nation's best values.

- o *U.S. News & World Report* ranked UCF among the nation's most innovative universities.
  - o Rosen College of Hospitality Management was ranked No. 5 in the world for hospitality and tourism academics in the *Shanghai Rankings* listing of 500 of the world's top universities.
- 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.
- In addition to other student support programs and resources, the University provides the following support to students seeking degrees in STEM disciplines:
  - o COMPASS: The mission of COMPASS is to increase the number of UCF students pursuing a STEM discipline by offering students opportunities for career exploration and experiential learning in STEM during the first two years of their college career. To date, 400 students per year participate in this program. Approximating 80-85% of participants are captured into a STEM discipline with 50% of all cohorts achieving graduation.
  - o EXCEL: Through improved student learning in cohort math and science courses, block housing shared by STEM-focused students, a tutoring center and early engagement in research experiences, EXCEL increases the likelihood of graduation in a student's chosen STEM discipline. During their first two years of college, EXCEL participants work in cohorts, making it easy for them to team up with study partners in required courses that may have several hundred students. To date, the program has served over 5000 students since 2006, and recruits a larger percentage of women and traditionally underrepresented individuals. Since 2016, approximately 300 students per year have engaged in this program. The program has a 92% retention rate for its first-year participants and has achieved a graduation rate of 50-55%, which is 10% higher than the national average.
  - o GEMS (Girls EXCELing in Math and Science): The mission of the GEMS program is to increase student success for female freshmen students' college career in a STEM discipline by providing mentorship for the students. When the program initially started at UCF in 2010, there was a 15% gap in retention between male and female students. For the last four years, that gap has been reduced to 1-2%.
  - o WISE: The mission of WISE is to foster mentoring connections between seasoned industry leaders and female upper-division students from the GEMS program at UCF who are interested in excelling in STEM. Selected participants commit to a six-month formal mentoring partnership. This program has approximately 25-30 participants each year and provides for one-on-one mentoring.

PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS

UCF's Athletics provides 16 programs and more than 400 student-athletes with the opportunity to compete.   As set forth below, UCF Athletics evaluated the eleven elements of equity requested. UCF's participation rates for 2018-19 remained compliant with a rate of 46% male and 54% female. With regard to scholarship funding, as noted below, the unduplicated female student-athletes ratio was 49% and these students received 48% of the scholarship funding ($3,683,884). The unduplicated male student-athletes ratio was 51% and these students received 52% of the scholarship funding ($3,927,760). Since the scholarship offerings are within a 1% variance, they are compliant.

Table 1. Sex Equity in Athletics Update		
Element	**Assessment**	**Area for improvement? (check if yes, and describe on form below)**
1. Sports offerings	**Men's Sports:** Baseball, Basketball, Football, Golf, Soccer, Tennis **Women's Sports:** 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**: 46% male, 54% female **Undergraduate Enrollment:** 46% male, 54% 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 our coaches. Projected for the Summer of 2020, M/W Soccer will get new locker rooms, coaches offices and auxiliary spaces. Volleyball and Women's Track and Field will also have some enhancements to their	

	existing spaces once M/W Soccer move into the new administrative buildings. All other Olympic Sport Coaches will be housed in the new administrative building as well.	
4. Scholarship offerings for athletes	We are fully funded per NCAA limits for all our sponsored sports which includes the allowable NCAA miscellaneous dollars that can be provided through scholarship distribution.	
5. Funds allocated for:	For the 2018-19 academic year, all sports were funded at the NCAA maximum limits per sport. Women's scholarships were funded at: $3,683,884.00 (48%) and the unduplicated participants for female student-athletes was 49% (within the 1% variance). Men's scholarships were funded at: $3,927,760.00 (52%) and the unduplicated participant numbers for male student-athletes was 51% (within the 1% variance).	
5(a): the athletic program as a whole	$65,154,673	
5(b): administration	$22,612,761	
5(c): travel and per diem allowances	$3,914,421	
5(d): recruitment	$891,211	
5(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 $11,703,264	

5(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.	
5(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. Those resources are available to all student-athletes and staff respectively.	
6. Provision of equipment and supplies	The provision of equipment and supplies is equitable amongst all sport programs. Our equipment staff performs an internal audit to address all equipment needs for each sport. Student-athletes, coaches and staff are provided with the necessary equipment to perform the tasks related to their sport/administrative assignment.	
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 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. There are four satellite training rooms that are used to assist with providing medical and training services to all 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
Facilities Upgrades	**UCFAA is in the process of upgrading the locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field. Part of the facilities upgrade will also include new offices for Olympic Sport coaches and their assistants. This project was anticipated to take three years to complete and was expected to be completed during Spring 2020. However, due to COVID19, the completion of the project was delayed. It is expected to now be completed by the end of 2020.**	**End of 2020**

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Table 3. Student Athletes by Gender, 2018-19

	Male	Female	Total
Number	228	264	492
Percent of Total	46%	54%	100%

Basis for Ensuring Compliance

_____ Accommodation of Interest and Abilities

__X__ Substantial Proportionality

_____ History and Practice of Expansion of Sports

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. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	9	28	4	138	40	0	479	2	0	222	478	700
Number, Fall 2018	8	30	4	130	39	0	469	2	0	219	463	682
1YR Percentage Change	12.5%	-6.7%	0.0%	6.2%	2.6%	0.0%	2.1%	0.0%	0.0%	1.4%	3.2%	
Number, Fall 2014	3	27	3	98	38	0	411	1	0	167	414	581
5YR Percentage Change	200%	3.7%	33.3%	40.8%	5.3%	0.0%	16.5%	100%	0.0%	32.9%	15.5%	
Area for improvement, compared with national standards? (Check if yes)						✓						1

Table 2. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	46	16	0	68	26	0	196	4	0	151	205	356
Number, Fall 2018	51	12	0	49	29	0	174	4	0	130	189	319
1YR Percentage Change	-9.8%	33.3%	0.0%	38.8%	-10.3%	0.0%	12.6%	0.0%	0.0%	16.2%	8.5%	
Number, Fall 2014	29	4	0	22	15	0	98	2	0	77	93	170
5YR Percentage Change	58.6%	300.0%	0.0%	209.1%	73.3%	0.0%	100.0%	100.0%	0.0%	96.1%	120.4%	
Area for improvement, compared with national standards? (Check if yes)			✓		✓		✓			✓		4

Table 3. Category Representation – Non-Tenure-Earning Faculty _or_ Faculty at Non-Tenure Granting Universities

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	16	23	0	35	55	0	432	7	0	318	250	**568**
Number, Fall 2018	15	21	0	34	47	0	434	9	0	303	257	**560**
1YR Percentage Change	6.7%	9.5%	0.0%	2.9%	17.0%	0.0%	-0.5%	-22.2%	0.0%	5.0%	-2.7%	
Number, Fall 2014	14	13	1	17	31	0	400	4	0	264	216	**480**
5YR Percentage Change	14.3%	76.9%	-100.0%	105.9%	77.4%	0.0%	8.0%	75.0%	0.0%	20.5%	15.7%	
Area for improvement, compared with national standards? (Check if yes)			✓	✓		✓						**3**

Table 4. Category Representation – Executive/Administrative/Managerial

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	3	49	3	20	68	1	412	6	0	293	269	**562**
Number, Fall 2018	3	81	2	33	91	1	543	5	0	463	296	**759**
1YR Percentage Change	0.0%	-39.5%	50.0%	-39.4%	-25.3%	0.0%	-24.1%	20.0%	0.0%	-36.7%	-9.1%	
Number, Fall 2014	4	72	2	30	64	1	502	5	0	390	290	**680**
5YR Percentage Change	-25.0%	-31.9%	50.0%	-33.3%	6.3%	0.0%	-17.9%	20.0%	0.0%	-24.9%	-7.2%	
Area for improvement, compared with national standards? (Check if yes)			✓		✓					✓		**3**

Effectiveness of the University's Employment Efforts

Tenured Faculty – Table 1:

Compared to the prior year, UCF added 18 tenured faculty positions (2.6% increase). Although UCF experienced a 1.4% increase in the number of tenured female faculty members (219 to 222), the percentage of tenured female faculty members decreased from 32.1% to 31.7%. Despite the percentage decrease and unlike prior years' reports, the category for female tenured

faculty was no longer identified as an area in need of improvement for the university using comparative national standards. Peer data demonstrated that the percentage of female tenured faculty members was 31.2% and UCF barely exceeded this at 31.7%. With UCF being so close to falling below the peer data percentage, UCF will retain its goal of increasing female tenured faculty members.

With regard to racial and ethnic diversity, there was a decrease in Black tenured faculty (30 to 28; 4.4.% to 4%). Three categories remained the same – namely, American Indian/Alaskan Native at 0.5%; two or more races at 0.3%; and Native Hawaiian/Other Pacific Islander at 0%. The following four categories experienced increases in the number of faculty: Non-Resident Alien [8 to 9 (1.2% to 1.3% of total)]; Asian [130 to 138 (19.1% to 19.7% of total)]; Hispanic [39 to 40 (remained 5.7% of total)]; and White [469 to 479 (remained 68% of total)].

Similar to last year's report, when using comparative national standards, the category for tenured Black faculty members was not identified as an area in need of improvement. The peer data demonstrated that the percentage of Black tenured faculty members was 3.1% and UCF data exceeded this at 4%. However, it is important to note that the overall percentage of tenured Black faculty members in 2019 (4%) was less than the percentage in 2014 (5.16%). Moreover, the total number of tenured Black faculty members (28) has changed very little compared to 2014 (27) despite the nearly 17% increase in total number of tenured faculty members. Similarly, the overall percentage of tenured Hispanic faculty members in 2019 (5.71%) was less than the percentage in 2013 (6.54%). Accordingly, UCF will retain its goal of increasing Black and Hispanic tenured faculty members.

Comparative national data demonstrated that the category of tenured faculty that identify as Native Hawaiian/Other Pacific Islander was as an area in need of improvement. The peer data percentage for this category was 0.1% and UCF had zero tenured faculty in 2019 that identified in this category. Accordingly, UCF will retain its goal of increasing Native Hawaiian/Other Pacific Islander tenured faculty members.

Tenure-Track Faculty – Table 2:

Compared to the prior year, UCF's tenure-track faculty population increased from 319 to 356 (10% increase). Although UCF increased the number of tenure-track female faculty from 130 to 151 (40% to 42.4% of the total), comparative national data identified this as an area in need of improvement as the peer data demonstrated that tenure-track female faculty made up 43.8% of the tenure-track faculty members.

During 2018-19, UCF experienced an increase in the number of tenure-track faculty members who identified as Black [12 to 16 (3.7% to 4.5% of total)]; Asian [49 to 68 (15.4% to 19.1% of total)]; and White [174 to 196 (remained at 55% of total)]. UCF decreased the number of tenure-track faculty members who identified as Non-Resident Alien [51 to 46 (16% to 13% of total)]; and Hispanic [29 to 26 (9.1% to 7.2% of total)]. The three following categories remained the same with regard to the number of faculty members: American Indian/Alaskan Native; Native Hawaiian/Other Pacific Islander; and two or more races. Compared to 2014, the overall diversity

for tenure-track faculty increased from 42% to 51%. Utilizing comparative national standards, the following areas were identified as areas in need of improvement: American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and two or more races.

Non-Tenure-Earning Faculty – Table 3:

Compared to the prior year, UCF increased the number of female faculty from 303 to 318. For 2019, approximately 56% of non-tenure-earning faculty members identified as female, which was an increase from 2018 (54%) and 2014 (55%).

With regard to racial and ethnic diversity, the university increased the number of non-tenure-earning faculty from 560 to 568, and increased the number of faculty in the following categories: Non-Resident Alien (15 to 16), Black (21 to 23), Asian (34 to 35), and Hispanic (47 to 55). The data demonstrated a decrease in faculty that identified as White, as well as two or more races. Compared to 2013, the overall diversity for non-tenure-earning faculty increased from 22% to 24%. Utilizing comparative national standards, the following categories were identified as areas in need of improvement: American Indian/Alaskan Native, Asian, and Native Hawaiian/Other Pacific Islander.

Executive/Administrative/Managerial – Table 4:

Compared to the prior year, UCF decreased the total number of management occupations in 2018-19 by 26% (759 to 562). The number of management occupations held by female employees decreased (463 to 293), and female employees' overall percentage of management positions decreased as well (61% to 52%). Compared to 2014, this also was a decrease from 57%. With regard to racial and ethnic diversity, four categories experienced a decrease in the total number of managers – namely, White (543 to 412), Hispanic (91 to 68), Black (81 to 49), Asian (33 to 22), and American Indian/Alaskan Native (3 to 2). Management that identified as Non-Residence Aliens or Native Hawaiian/Other Pacific Islander remained the same, whereas management that identified as American Indian/Alaskan Native or two or more races increased by one (2 to 3; 5 to 6, respectively). The overall diversity for management occupations decreased from approximately 29% to 27%.

Utilizing comparative national standards for management occupations, this year's review indicated that UCF's data related to individuals that identified as female, Asian or Native Hawaiian/Other Pacific Islander was lower than peer data. Specifically, peer data related to female managers demonstrated a percentage of 54.6% whereas UCF's percentage was 52%. Peer data related to Asian managers demonstrated a percentage of 4.4% whereas UCF's percentage was 3.56%. Similarly, peer data related to Native Hawaiian/Other Pacific Islander demonstrated a percentage of 0.2% whereas UCF's percentage was 0.18%.

When using comparative national standards, the category for individuals that identify as Black was not identified as an area in need of improvement as the peer data demonstrated that the percentage of Black managers was 7.8% and UCF data exceeded this at 8.7%. However, it is important to note that the overall percentage of Black managers in 2019 (8.7%) was less than the

percentage in 2014 (10.6%). Accordingly, UCF goals related to these positions will include increasing the number of managers that identify as Black.

Summary:

As set forth above, the university continues to have goals related to increasing diversity among its faculty members and managers. To assist with the University's diversity and inclusion efforts, the Office of Institutional Equity continues to encourage all colleges and departments to engage in active recruitment of applicants and advertise national 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 and departments 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.

Equally important, as set forth in last year's report, the Office of Institutional Equity, the Department of Human Resources and the Office of the Provost and Academic Affairs conducted an in-depth review of the university's search processes to assess whether the processes could be improved to increase efficiency, as well recruitment efforts and diversification of applicant pools. These offices will continue to partner on the development of improvements to the search process in order to ensure equal opportunity for employment and that specifically identified, traditionally underrepresented groups are aware of employment opportunities and actively encouraged to pursue them. To assist with this initiative, the Office of Institutional Equity and the Department of Human Resources are in the process of adding staff to their areas that will support implementation of these search and hiring process improvements.

Also, as set forth in last year's report, following the failed search for UCF's first Vice President for Equity, Inclusion and Diversity in Spring 2019, the University selected an Interim Chief Equity, Inclusion and Diversity Officer to report directly to the President and help the University recruit and retain underrepresented faculty and staff, help underrepresented students reach their academic and professional goals, and develop and lead campus-wide initiatives that address equity, diversity, access and inclusion. As recently as June 2020, President Alexander Cartwright provided the following overview of his action plan to support equity, inclusion, and diversity at UCF:

- Make the position of Chief Equity, Inclusion, and Diversity Officer a Vice President position and, as such, a member of the President's cabinet. A national search will be conducted for this position during Fall 2020.
- Create a President's Executive Committee on equity, inclusion, and diversity.
- Implement a requirement that all units and colleges demonstrate their own commitment to inclusive excellence, through dedicated resources and training.
- Increase institutional resources and full-time staff who are dedicated to helping deliver on these promises.

- Improve search committee trainings and education.
- Build strong recruitment efforts into the search process to encourage qualified applicants from underrepresented backgrounds to apply, and provide the resources to be competitive in attracting and retaining top talent.

These additional resources will supplement the ones in place including Faculty Excellence (https://facultyexcellence.ucf.edu/), which is committed to supporting and strengthening faculty through recruitment, development, and retention of outstanding scholars and educators. Faculty Excellence promotes the growth of academic leaders through professional development opportunities and institutional policies designed to strengthen our collective faculty who advance UCF's mission of discovery, learning, and engagement. Faculty Excellence supports faculty across campus in creating a welcoming and inclusive learning environment for students, and endeavors to diversify our faculty through inclusive excellence.

PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT

Part VI presents the required information regarding areas of achievement for 2018-19 goals and areas for improvement in 2019-20.

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (2019-20)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (2018-19)
Goal for 2019-20: Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees.	*Goals for 2018-19*: Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees. *Result for 2018-19:* With regard to Bachelor's degrees, UCF achieved its goal. UCF remained consistent with 58% being earned by female students and 49% being earned by underrepresented categories. Among the racial and ethnic categories, they were relatively consistent with the percentages set forth in last year's report. Notably, the number of degrees awarded increased for students who identified as two or more races, Hispanic, or Black. With regard to Master's Degrees, UCF achieved its goal. UCF remained consistent with 62% of Master's Degrees being earned by female students. With regard to racial and ethnic diversity compared to last year's data, there were slight changes as to most of the individual races/ethnicities with no notable increases or decreases. Approximately 45% of the Master's degrees were earned by individuals in underrepresented categories. With regard to Doctoral Degrees, UCF did not achieve its goal related to female students, but maintained 55% with regard to racial and ethnic diversity. As to female students, the percentage of degrees awarded decreased from 43% to 41%. With regard to First Professional Degrees, UCF achieve its goal in that it maintained its

<table>
<tr><td></td><td>percentage of 36% for underrepresented categories, increased the percentage of degrees awarded to females from 51% to 55, and increased the number of degrees to underrepresented students by one (58 to 59).</td></tr>
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Areas of Improvement Pertaining to Gender Equity in Athletics (2019-20)	**Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (2018-19)**
Goal for 2019-20: Complete upgrade to locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field by the end of 2020.	*Goal for 2018-19*: UCFAA is in the process of upgrading the locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field. Part of the facilities upgrade will also include new offices for Olympic Sport coaches and their assistants. This will be a project that will span over the next three years. *Result for 2018-19*: UCFAA's upgrade of the locker rooms made progress throughout 2018-19. Due to delays related to COVID19, the upgrade was not completed in Spring 2020 but is expected to be completed by the end of 2020.
Areas for Improvement Pertaining to Employment Identified (2019-20)	**Achievement Report for Areas of Improvement Pertaining to Employment (2018-19)**
Goals for 2019-20: For tenured faculty, increase the number of tenured faculty that identify as female, Black, Hispanic, and Native Hawaiian/Other Pacific Islander. For tenure-track faculty, increase the number of tenure-track faculty that identify as female, as well as maintain or increase the overall diversity percentage for this group (including increasing the number of tenure-track faculty who identify as American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and two or more races). For non-tenure-earning, increase the overall diversity percentage for this group (including increasing the number of non-tenure-earning faculty who identify as American Indian/Alaskan Native, Asian, and Native	*Goals for 2018-19*: For tenured faculty, increase the number of tenured faculty that identify as female and increase the overall diversity percentage for this group. For tenure-track faculty, maintain or increase the overall diversity percentage for this group. For non-tenure-earning faculty and executive /administrative/ managerial positions, increase the overall diversity percentage for these groups. *Result for 2018-19*: With regard to tenured positions, UCF did not achieve its goal to increase tenured female faculty members. Although UCF experienced an increase in the number of tenured female faculty members (219 to 222), the percentage of tenured female faculty

Hawaiian/Other Pacific Islander). For executive/administrative/managerial positions, increase the overall diversity percentage for this group (including increasing the number of managers that identify as female, Black, Asian and Native Hawaiian/Other Pacific Islander).	members decreased from 32.1% to 31.7%. Also, although there were slight increases in the number of faculty that identified as Non-Resident Alien (8 to 9), Asian (130 to 138), and Hispanic (39 to 40), there was a decrease in Black faculty (30 to 28) and faculty that identified as American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, or two or more races remained the same (4, 0, and 2, respectively). With regard to tenure track faculty, UCF achieved its goal of increasing the overall diversity percentage from 45% to 51%. With regard to non-tenure-earning faculty, UCF achieved its goal as the overall diversity percentage increased from 22% to 24%. With regard to executive /administrative/ managerial positions, UCF did not achieve its goals as the overall diversity for management occupations decreased from approximately 29% to 27%.

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2020 Florida Educational Equity Act Report
University of Central Florida
Data Year 2018-2019

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, 2018-19

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	3	0	0	0	3
Black or African American	0	0	0	0	0
Hispanic	2	0	0	0	2
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	13	1	0	0	12
Other, Not Reported	0	0	0	0	0
Total Male (Include Other, Not Reported)	**18**	**1**	**0**	**0**	**17**
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	3	0	1	0	2
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	8	0	0	0	8
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (Include Other, Not Reported)	**13**	**0**	**1**	**0**	**12**
	41.9%	**0.0%**	**100.0%**	**0.0%**	**41.4%**
GRAND TOTAL	**31**	**1**	**1**	**0**	**29**

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

In the 2018-19 promotion and tenure process, the university had a 94 percent approval rate (29 of 31). One unapproved application that was submitted by a White male was withdrawn. The other application submitted by an Asian female was denied. As to "comparative success" rates, the underrepresented classes had a success rate of 90% (9/10) and White applicants had a success rate of 95% (20/21). Females had a success rate of 92% (12/13) and males had a success rate of 94% (17/18).

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 2018-19																		
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	2	1	0	0	0	0	0	0	5	2	0	0	7	3
COLLEGE OF NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Nursing Systems	0	1	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	5
COLLEGE OF OPTICS & PHOTONICS	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	11	1	0	0	14	1
COLLEGE OF SCIENCES	0	0	0	0	1	0	0	0	2	0	0	0	4	2	0	0	7	2
Physics	0	0	0	0	4	1	0	0	1	0	0	0	10	0	0	0	15	1
Chemistry	0	0	0	0	4	1	0	0	0	1	0	0	8	0	0	0	12	2
Sociology	0	0	0	0	0	0	0	0	2	0	0	0	3	6	0	0	5	6
Anthropology	0	0	0	0	0	0	0	0	0	1	0	0	2	3	0	0	2	4
Mathematics	0	0	0	0	6	1	0	0	0	0	0	0	5	1	0	0	11	2
Statistics	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3	0
Psychology	0	0	0	0	1	0	0	0	1	0	0	0	12	5	0	0	14	5
Biology	0	0	1	0	0	0	0	0	0	0	0	0	8	3	0	0	9	3
Film & Mass Media	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	2	3

Communications	0	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	1	3
COLLEGE OF MEDICINE	0	0	0	0	1	0	0	0	0	1	0	0	2	0	0	0	3	1
Burnett School of Biomedical Sciences	0	0	0	0	6	0	0	0	2	2	0	0	6	5	0	0	14	7
Medical Education	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
Rosen College of Hospitality Management	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Foodservice & Lodging Management	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
Hospitality Services	0	0	0	0	3	1	0	0	1	0	0	0	2	0	0	0	6	1
Tourism, Events and Attractions	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
COLLEGE OF ENGINEERING & COMPUTER SCIENCE	0	0	0	0	4	0	0	0	1	0	0	0	1	0	0	0	6	0
Civil, Environmental & Construction Engineering	0	0	0	0	4	0	0	0	0	0	0	0	3	0	0	0	7	0
Computer Science	0	0	0	0	9	2	0	0	1	0	0	0	9	1	0	0	19	3
Mechanical & Aerospace Engineering	1	0	0	0	7	0	0	0	0	0	0	0	1	0	0		9	0
COLLEGE OF ARTS AND HUMANITIES	0	0	0	0	0	2	0	0	1	0	0	0	3	1	0	0	4	3
Music	0	2	0	0	0	0	0	0	1	1	0	0	17	6	0	0	18	9
Theatre	0	0	0	0	0	1	0	0	0	0	0	0	6	1	0	0	6	2
Modern Languages and Literatures	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	2
COLLEGE OF COMMUNITY INNOVATION & EDUCATION	1	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	7	1

Public Administration	1	0	0	0	1	1	0	0	1	0	0	0	2	4	0	0	5	5
Health Management & Informatics	0	0	0	0	2	0	0	0	1	0	0	0	1	4	0	0	4	4
Counselor Education & School Psychology	1	2	0	0	0	0	0	0	0	0	0	0	1	3	0	0	2	5
Learning Sciences & Educational Research	0	0	0	0	1	1	0	0	0	0	0	0	1	3	0	0	2	4
School of Teacher Education	0	1	0	0	0	0	0	0	2	0	0	0	5	8	0	0	7	9
Criminal Justice	0	0	0	0	0	0	0	0	1	0	0	0	6	5	0	0	7	5
COLLEGE OF HEALTH PROFESSIONS & SCIENCES	0	0	0	0	0	0	0	0	0	1	1	0	0	2	0	0	1	3
Kinesiology & Physical Therapy	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
Communication Sciences and Disorders	0	0	0	0	0	0	0	0	0	0	0	0	3	3	0	0	3	3
Social Work	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
COLLEGE OF BUSINESS ADMINISTRATION	0	0	0	0	1	0	0	0	0	0	0	0	3	1	0	0	4	1
Management	0	0	0	0	0	0	0	0	0	0	0	0	6	2	0	0	6	2
Accounting	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
Marketing	0	0	0	0	3	1	0	0	0	0	0	0	2	0	0	0	5	1
GRAND TOTAL	5	6	1	0	66	13	0	0	18	8	1	0	177	91	0	0	268	118

Faculty members elect committee representatives from among the tenured faculty to serve on departmental and college committees, as well as the University committee. For 2018-19, the University Committee was comprised of ten members: seven males, three females, seven White, and three Asian.

Consistent with the last two years, a review of the college committees' composition demonstrated that all college committees had female representation for 2018-19 except for the College of Engineering & Computer Science and the College of Optics & Photonics. Female

faculty comprised 28% of the college committees' composition. Also, faculty that identified as two or more races (2%), Black (2%), Hispanic (10%), Asian (18%) and White (69%) were members of these committees.

A review of the department committees' composition demonstrated that seven of the 36 department committees had no female representation in 2018-19, which was an increase from six departments from the previous year's report. Specifically, the following department committees lacked female representation: (1) Statistics; (2) Medical Education; (3) Foodservice and Lodging Management; (4) Civil, Environmental and Construction Engineering; (5) Mechanical and Aerospace Engineering; (6) Kinesiology and Physical Therapy; and, (7) Accounting. One department committee had no male representation in 2018-19 (Nursing Systems). Women comprised approximately 31% of the 337 committee members (104 of 337), which was an increase from 29% last year. Non-female representation may be attributed to a number of factors including a comparative lack of tenured female faculty.

Seven department committees included faculty members that identified as Black, which is five less than last year. Fourteen department committees included faculty members that identified as Hispanic (which is one less than last year), and sixteen department committees included faculty that identified as Asian (which is six less than last year). One department committee included an American Indian/Alaska Native faculty member. Overall, similar to representation in last year's report, of the 337 department committee members, 234 identified as White (70%), 70 as Asian (21%), 21 as Hispanic (6%), 10 as Black (3%), and one as American Indian/Alaska Native. This resulted in underrepresented individuals making up approximately 30% of the department committees.

PART IX: OTHER REQUIREMENTS

A. Budget Plan

The University of Central Florida's 2018-19 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 SDES 2018-19 Equity Report (Attachment A), the Provost's Office developed UCF's Faculty Recruitment Program (formerly referred to as the Targeted Opportunity Program (TOP) Inclusive Excellence (IE) Program). This program has been in existence since 2015-16 as a replacement to the previously administered Diversity Enhancement Program. The Faculty Recruitment 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 2018-19, this program was utilized for the hiring of six faculty members.

Procedure: Each Faculty Recruitment Program line is funded 100% (up to $100,000) by the Office of the Provost and 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 this Program, the candidate applies to UCF via a unique Faculty Recruitment 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. Faculty Recruitment 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 Faculty Recruitment 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 fiscal year, $958,000 for the 2016-17 fiscal year, $1,156,365 for the 2017-18 fiscal year, and $1,742,522 for the 2018-19 fiscal year for the Faculty Recruitment Program.

B. President's Evaluation

For 2018-19, a President's evaluation was not completed as former-President A. Dale Whittaker resigned from his position on February 21, 2019. On April 19, 2019, Thaddeus Seymour began serving as Interim President with Elizabeth Dooley as Provost. On April 13, 2020 Alexander Cartwright was hired as President.

C. Top Administrators' Evaluations

For 2018-19, Former-Interim President Thad Seymour completed the evaluations for the Vice President positions that reported to him. Dr. Seymour's evaluations of the Vice Presidents resulted in evaluations of above satisfactory for overall performance, as well as above satisfactory for promotion of cultural diversity.

With regard to the Vice Presidents and Vice Provosts that report to the Provost, those were not completed due to transitions in the President's and Provost's Offices. On April 19, 2019, Dr. Seymour began serving as Interim President with Elizabeth Dooley as Provost. On January 10, 2020, Elizabeth Dooley resigned from her position as Provost and Michael Johnson was appointed as Interim Provost on January 24, 2020. On April 13, 2020 Alexander Cartwright was hired as President. Prior to the resignations and new appointments, the evaluations for the Vice President positions reporting to the Provost were not completed.

ATTACHMENT A

TRANSFORMATIVE OPPORTUNITIES

Inspiring Equity, Diversity and Inclusion

2018–19 EQUITY REPORT

UNIVERSITY OF CENTRAL FLORIDA | DIVISION OF STUDENT DEVELOPMENT AND ENROLLMENT SERVICES

BETH 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/.

INTRODUCTION

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 say in school, be healthy, and live ethically" (Ehasz, 2017).

EXECUTIVE SUMMARY PROGRAMS

ACADEMIC PROGRAMS

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
79	**83,542**

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.

FLORIDA CONSORTIUM: Florida Consortium helps to provide information on inclusive Florida college programs to students with an intellectual disability and their families as well as postsecondary and secondary staff. Students with an intellectual disability are attending college courses, on campuses around the country, with peers without disabilities, and engaged in internships and paid employment in their communities. As with their peers without disabilities, students with an intellectual disability are also active in their college's organizations, clubs, and social activities.

INCLUSIVE EDUCATION SERVICES (IES): At the University of Central Florida, Inclusive Education Services, offers students with intellectual disabilities an inclusive, comprehensive non-degree seeking academic experience. Our structured curriculum requires a 2.5-year commitment to complete their course of study. Students may choose one of three concentrations from our Professional Services' Credential which include: Hospitality, Social Services or Education. Students will earn a credential for completing the course of study through the Division of Continuing Education with the support of the College of Innovation and Education.

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.

ADMISSIONS

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
13	**94,665**

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:**

22 | 2,273

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:**

186 | 117,197

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.

OFFICE OF STUDENT RIGHTS AND RESPONSIBILTY (OSRR): The Office of Student Rights and Responsibilities promotes a campus climate of integrity, civility, accountability and student well-being by providing a wide array of resources, education, and support services for the university community. The OSRR office is comprised of: Student Conduct, Integrity and Ethical Development and Student Care Services. OSRR also oversees the Golden Rule Student Handbook, The UCF Creed and Title IX reports perpetrated by a student on a student.

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 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.

THE VETERANS ACADEMIC RESOURCE CENTER (VARC): VARC is your one-stop solution to your needs as a student veteran. We provide offices, study space and lounge space, as well as access to a number of university offices, in one central location. At the Veterans Academic Resource Center, our goals are to: Help you understand and ensure your access to all of the campus resources available to you; Help you succeed by providing study space and special tutoring at your convenience; Help UCF faculty and staff understand your unique needs as a student veteran; Provide you with the tools you need to stay on track and finish your degree.

HEALTH SERVICES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: | **TOTAL ATTENDANCE:**

51 | 13,825

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.

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.

HOUSING

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: **TOTAL ATTENDANCE:**

34 | 5,624

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.

UNIQUE CATEGORY

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: **TOTAL ATTENDANCE:**

4 | 555

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 2018–2019

ACADEMIC

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:

TOTAL ATTENDANCE:

79 | 83,542

FIRST YEAR ADVISING AND EXPLORATION

SUMMER ACCESS PROGRAM
Summer 2018
Attendance: 409
Purpose: Summer Bridge program for selected students who must meet all program requirements to be admitted for the fall 2018 semester. FYAE provides the academic advising support for this population.
Departments hosting and collaborators: FYAE, SARC, & MASS

WELCOME EXPO
August 2018
Attendance: 2,293
Purpose: Welcome event for new and returning students.
Department hosting and collaborators: FYAE, University Colleges and Departments, Student Organizations, UCF Offices, and area vendors/ businesses

HONORS ADVISING KNIGHTS
September 17 & 18
Attendance: 505
Purpose: Assist Burnett Honor Students with their spring 2019 registration
Department hosting and collaborators: FYAE, Burnett Honors College, College Academic Advising Offices

KNIGHT WATCH PROGRAM
Fall 2018 and Spring 2019
Attendance: 129 (fall), 241 (spring)
Purpose: Provide additional academic support for FTIC students with a summer term GPA of 2.00–2.59 in either summer or fall semesters during the first year.
Department hosting and collaborators: FYAE, Lead Scholars Academy, and Student Academic Resource Center

FIRST YEAR EXPERIENCE

PEGASUS PALOOZA
August 17–August 25, 2018
Attendance: 43,290
Purpose: Pegasus Palooza takes place during the first week of every fall semester and is UCF's official welcome week. The purpose of Pegasus Palooza is to provide social, academic and service activities for students to get acquainted with the UCF campus, learn about resources and meet other people. Events are designed to introduce students to campus life and provide them with fun things to do in their first week.
Department hosting and collaborators: Varies per event; most SDES offices, and many outside of the division and FYE

OUT-OF-STATE STUDENT MENTORING PROGRAM (OSSM)
Fall 2018–Spring 2019
Attendance: 590 students in OSSM, 76 students in the Living Learning Community

Purpose: The Out of State Student Mentoring program is a first-year transition program to connect out of state first time in college (FTIC) students to UCF and the Orlando communities. Involvement includes connecting students to on campus events and resources via their assigned peer mentor. Students are offered unique, discounted excursions in the Orlando area to help connect them to their new home. Students have the opportunity to live in the optional living learning community where they connect with other out of state peers on their residence hall floor.
Department hosting and collaborators: FYE, FYAE, Housing & Residence Life, RWC

SLS 1501 FRESHMAN SEMINAR
2018–2019 academic year
Attendance: Enrollment in SLS 1501 for the 2018-2019 academic year was 1,909 FTIC students, offered Summer B, Fall, and Spring semesters.
Purpose: All read and participate in an engaging class discussion around "Embracing Diversity and Disabilities" as part of the textbook. 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 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.
Department hosting and collaborators: First Year Experience College of Community Innovation and Education

LEARNING AND INTERACTING WITH NEW KNIGHTS (LINK)
Events held throughout the 2018–2019 academic year
Attendance: Varies with each event
Purpose: LINK 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. SDES office and many outside of the division.

ORIENTATION — 2 WEEK UNIT ON ENHANCING CULTURAL PROFICIENCY FOR THE ORIENTATION TEAM LEADERSHIP DEVELOPMENT COURSE SLS2715
January 27–February 7, 2019
Attendance: 37 O-Teamers
Purpose: To introduce the concepts of individual identity, diversity, inclusion and the importance of being accepting of others as it relates to their work with new students and their guest thought Orientation.
Department hosting and collaborators: First Year Experience

BEING A RESPONSILBE KNIGHT
Summer 2019
Attendance: All incoming FTIC students required to attend the session
Purpose: The responsible Knight program focused on introducing incoming FTIC students to campus resources, what it means to be part of the UCF community, and their responsibility to create an environment that is safe, inclusive, and positive.
Department hosting and collaborators: First Year Experience , OSRR, Title IX, UCFPD

FLORIDA CONSORTIUM ON INCLUSIVE HIGHER EDUCATION

ORLANDO ECONOMIC DEVELOPMENT SYMPOSIUM
January 14, 2020
Purpose: To build a community of business, civic and education leaders in Central Florida who are committed to building a more socially conscious and progressive economy where we find talent in very zip code.
Department hosting and collaborators: Florida Consortium, UCF President's Office, SDES Vice President Office, UCF Constituent Relations

INCLUSIVE EDUCATION SERVICES

INCLUSIVE EDUCATION SERVICES STUDENT GRADUATION
Spring 2019
Attendance: 4
Purpose: Students completed a 3 year program
Department hosting and collaborators: Inclusive Education Services

MULTICULTURAL ACADEMIC AND SUPPORT SERVICES

MASS STUDENT SUCCESS CONFERENCE
August 24–26, 2018
Attendance: 102
Purpose: To engage participants on the following five design principles: a) creating a framework for a college-going, college-staying and college graduating culture; b) exploring and resolving underlying cultural and campus related issues which impede the educational achievement of males; c) motivating and inspiring males towards educational achievement and degree attainment; and d) building community partnerships with state colleges, state universities, community-based organizations and community stakeholders.
Department hosting and collaborators: Multicultural Academic and Support Services

MULTICULTURAL AND ACADEMIC SUPPORT SERVICES EXCELLENCE IN ACTION PROGRAM
February 2019
Attendance: 1,029
Purpose: To celebrate those students who received a GPA of 3.5 or higher.
Department hosting and collaborators: Multicultural Academic and Support Services

TRANSFER AND FTIC RECEPTION
January 2019
Attendance: 88
Purpose: To allow multicultural and first generation students the opportunity to connect with each other and learn about possible academic resources.
Department hosting and collaborators: Multicultural Academic and Support Services

MASS WELCOME BACK BASH
January 2019
Attendance: 231
Purpose: To engage FTIC and transfer students with learning about resources, campus departments and student organizations across the campus.
Department hosting and collaborators: Multicultural Academic and Support Services, MSC, Fraternity and Sorority Life, UCF PD, Legal Services, FYAE, OSI and various student organizations.

SISTER TO SISTER PROGRAM
2018–2019
Attendance: 129
Purpose: To provide multicultural and first generation female students the opportunity to connect and learn about various ways to be successful in UCF and in life.
Department hosting and collaborators: Multicultural Academic and Support Service

KNIGHTS FIRST GENERATION PROGRAM
2018–2019
Attendance: 114
Purpose: To provide camaraderie and help first generation students become adjusted to the UCF campus and then get them connected to various support offices on the UCF campus.
Department hosting and collaborators: Multicultural Academic and Support Services

STUDENT SUCCESS PROCESS IMPROVEMENT, FIRST GENERATION GROUP
2018–2019
Attendance: 1,054
Purpose: To assist first generation students in persisting at the University, which will eventually lead to meeting the University retention and graduation goals.
Department hosting and collaborators: Multicultural Academic, Support Services, and Career Services

MULTICULTURAL AND FIRST GENERATION NETWORK RECEPTION
January 2018
Attendance: 129
Purpose: To provide multicultural and first generation students the opportunity to meet with employers and make connections which could lead to possible internships, part time or full time employment.
Department hosting and collaborators: Multicultural Academic and Support Services and Career Services

STUDENT SUCCESS PROCESS INVOLVEMENT MINORITY MALE GROUP
2018–2019
Attendance: 1,225
Purpose: To assist multicultural males to persist at the University, which will lead to meeting the University's overall retention and graduation goals.
Department hosting and collaborators: Multicultural Academic and Support Services

BROTHER TO BROTHER PROGRAM
2018–2019
Attendance: 92
Purpose: The mission of the Brother to Brother (B2B) program is to provide academic, career, and leadership assessment (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.
Department hosting and collaborators: Multicultural Academic and Support Services

LATINOS IN ACTION CONFERENCE
March 6, 2019
Attendance: 969
Purpose: To help Latino high school and middle school students understand the importance of getting a college education.
Department hosting and collaborators: Multicultural Academic and Support Services

DACA DREAMER EVENTS
2018–2019 academic year
Attendance: 299
Purpose: To assist those undocumented students at UCF by providing them with a sense of belonging and to advocate for those student on the UCF campus.
Department hosting and collaborators: Multicultural Academic and Support Services and Financial Aid

DIVERSITY SCHOLARHIPS (DEST)
Fall 2018
Attendance: 18
Purpose: To provide multicultural, first generation and low income transfer students a scholarship to assist them in their pursuit of higher education at the University of Central Florida.
Department hosting and collaborators: Multicultural Academic, Support Services

MASS LUNCH AND LEARN PROGRAM
2018–2019 academic year
Attendance: 65
Purpose: To provide multicultural and first generation students the opportunity to network with UCF faculty and staff on campus by asking those individuals out to lunch to learn more about what they do and further enhance the relationship between under represented students and UCF faculty and staff.
Department hosting and collaborators: Multicultural Academic and Support Services

MASS SCHOLARHSIPS
2018–2019 academic year
Attendance: 48
Purpose: To provide multicultural and first generation students the opportunity to secure scholarship money by attending various engagement events/workshops conducted by different departments on campus. It provides the students the opportunity to meet other professionals at UCF and gain valuable knowledge about those programs, as well as assisting them financially.
Department hosting and collaborators: Multicultural Academic and Support Services, Financial Aid, Pre-Law, Pre Health, Career Services, MSC and Academic Advancement Program

NON-FLORIDA WIAVER PROGRAM
2018–2019 academic year
Attendance: 17
Purpose: To provide financial assistance to those multicultural and first generation students who are non Florida residents. These funds will help offset the additional cost of attending UCF as an out of state student.
Department hosting and collaborators: Multicultural Academic and Support Services

ACCESS CLOSING CEREMONY
August 2018
Attendance: 670
Purpose: To provide a closing ceremony to recognize those students who have successfully completed the ACCESS Program.
Department hosting and collaborators: Multicultural Academic and Support Services, FYAE and SARC

DR. VALERIE KING FIRST GENERATION NGUZO CELEBRATION
May 2018
Attendance: 50 (First Generation Students)
Purpose: To recognize the first generation students who have graduated from the University of Central Florida.
Department hosting and collaborators: Multicultural Academic and Support Services, MSC and Black Faculty and Staff Association

STUDY ABROAD TRIP TO CHINA
May 2018
Attendance: 5 (Sponsored by MASS)
Purpose: To provide the opportunity for multicultural and first generation students to study and visit another country outside of the United State.
Department hosting and collaborators: Multicultural Academic and Support Services and MSC

AVP GRADUATION LETTER TO SPRING FIRST GEN SPRING GRADUATES
May 2019
Attendance: 1,973
Purpose: To congratulate those first generation students who have graduated from the University of Central Florida.
Department hosting and collaborators: Multicultural Academic and Support Services

BLACK FACULTY AND STAFF ASSOCIATION 25TH ANNUAL JOSEPH C. ANDREW'S ANNUAL MENTORING CELEBRATION
January 2019
Attendance: 500
Purpose: To recognize the mentoring relationships on the UCF campus.
Department hosting and collaborators: Multicultural Academic and Support Services, MSC and Black Faculty and Staff Association

STUDENT ACADEMIC RESOURCE CENTER

BRING YOUR "A" GAME: GETTING A'S USING TIME MANAGEMENT
September 6, 2018
Attendance: 29
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

GOAL SETTING
September 13, 2018
Attendance: 24
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

STUDY SMARTER, NOT HARDER: STUDY SKILLS & TEST PREPARATION
September 20, 2018
Attendance: 10
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

NO STRESS ZONE: REDUCING TEST TAKING ANXIETY
October 2, 2018
Attendance: 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

BRING YOUR "A" GAME: GETTING A'S USING TIME MANAGEMENT
October 11, 2018
Attendance: 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
October 18, 2018
Attendance: 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
November 6, 2018
Attendance: 18
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

FINAL EXAM PREPARATION
November 27, 2018
Attendance: 29
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
December 1–4, 2018
Attendance: 11,994 including in-person, live streaming and recorded sessions.
Purpose: Learn how to prioritize, make effective lists, and become better at time management.
Department hosting and collaborators: Student Academic Resource Center

DON'T STOP BELIEVIN: SETTING GOALS & ACHIEVING THEM
January 22, 2019
Attendance: 9
Purpose: Feeling unmotivated? Learn the skills needed to set and achieve realistic goals.
Department hosting and collaborators: Student Academic Resource Center

UNDER PRESSURE MANAGING TEST ANXIEETY
February 12, 2019
Attendance: 11
Purpose: Do you have test anxiety? Learn more about where this kind of anxiety comes from and how to overcome it for your next exam.
Department hosting and collaborators: Student Academic Resource Center

WORKING FOR THE WEEKEND DEVELOPING BETTER STUDY HABITS
February 26, 2019
Attendance: 13
Purpose: Learn from our experts the tricks of the trade on how to best prepare for your exams.
Department hosting and collaborators: Student Academic Resource Center

BEAT IT PROCRASTINATION
March 19, 2019
Attendance: 9
Purpose: Do you keep pushing things off? Learn how to beat the procrastination cycle.
Department hosting and collaborators: Student Academic Resource Center

THE FINAL COUNTDOWN: PREPARING FOR FINALS
April 11, 2019
Attendance: 10
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
April 21–24, 2019
Attendance: 10,489 including in-person, live streaming and recorded sessions
Purpose: To provide final exam review sessions to students.
Department hosting and collaborators: Student Academic Resource Center

TIME AFTER TIME MANAGING A STUDENT SCHEDULE
June 26, 2019
Attendance: 19
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, First Year Experience and University Housing

BEAT IT: PROCRASTINATION
July 2, 2019
Attendance: 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, First Year Experience and University Housing

FINAL COUNTDOWN: PREPARING FOR FINALS
July 22, 2019
Attendance: 30
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, First Year Experience and University Housing

ACCESS PROGRAM
Summer 2018
Attendance: 409
Purpose: Summer Bridge program for selected students who must meet all program requirements to be admitted for the fall 2018 semester. SARC provides the academic support for this population
Department hosting and collaborators: Student Academic Resource Center, First Year Advising & Exploration and Multicultural Academic and Support Services.

STUDENT ACCESSIBILITY SERVICES

DISABILITY RIGHTS, BARRIERS AND YOU
October 26, 2018
Attendance: 7 SDES staff
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

BARRIERS BE GONE ESCAPE ROOM ACTIVITY
September 26, 2018
Attendance: 16 LEAD Scholar Students
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. The general feedback and impact reported is that those who play gain various insight on social barriers that impact disabled individuals. Every group seems to learn something different based on life experiences and perspectives.

Department hosting and collaborators: Student Accessibility Services and LEAD Scholars

BARRIERS BE GONE ESCAPE ROOM ACTIVITY
October 5, 2018
Attendance: 26 Rosen Faculty
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. The general feedback and impact reported is that those who play gain various insight on social barriers that impact disabled individuals. Every group seems to learn something different based on life experiences and perspectives.

Department hosting and collaborators: Student Accessibility Services and Rosen College Of Hospitality

BARRIERS BE GONE ESCAPE ROOM ACTIVITY
November 9, 2018
Attendance: 82 students, faculty and staff
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. The general feedback and impact reported is that those who play gain various insight on social barriers that impact disabled individuals. Every group seems to learn something different based on life experiences and perspectives.

Department hosting and collaborators: Student Accessibility Services

INCLUSION AND INTELLECTUAL DISABILITY: THE EVOLVING STORY
November 16, 2018
Attendance: 18 staff
Purpose: Led by Inclusive Education Services, this workshop discussed the Inclusive Education Services program at UCF and highlighted why this program is so important for people with intellectual disabilities is defined in our culture and how our culture may limit opportunities for people with intellectual disabilities.

Department hosting and collaborators: Inclusive Education Services.

BARRIERS BE GONE ESCAPE ROOM ACTIVITY
March 22, 2019
Attendance: 56 students, faculty and staff
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. The general feedback and impact reported is that those who play gain various insight on social barriers that impact disabled individuals. Every group seems to learn something different based on life experiences and perspectives.

Department hosting and collaborators: Student Accessibility Services

SDES TRIO CENTER

TRIO — PROJECT EDGE SUMMER RESIDENTIAL COMPONENT
June 10–July 27, 2018
Attendance: 30
Purpose: The Summer Residential Component is an intensive six week session which takes place on the University of Central Florida Campus and Edgewater High School. During this period, the Upward Bound students live in a residence hall for two weeks and attend classes designed to improve their academic skills. Field trips to cultural events and visits to other colleges and universities are just two of the activities undertaken during the Summer Residential Component.
Department hosting and collaborators: SDES TRiO Center, Office of Student Financial Assistance, Office of Academic Integrity, UCF Cares, UCF Global, Housing & Residence Life, Office of Diversity and Inclusion, Institute for Simulation & Training, Recreation & Wellness Center, Rosen College of Hospitality Management and Undergraduate Admissions.

TRIO — UPWARD BOUND SUMMER ACADEMY
June 10–July 25, 2018
Attendance: 26
Purpose: The purpose of the program is to provide opportunities so that participants can succeed in their pre-collegiate performance and higher education pursuits. The 6 week Summer Academy focuses on academic skills, student success skills, diversity skills. Mental and health wellness, Financial Aid and financial literacy, personal motivation, targeted tutoring, critical thinking skills, career guidance and exposure to cultural and extra-curricular activities. The curriculum consists of Mathematics, English, Foreign Language and Science.
Department hosting and collaborators: SDES TRiO Center, Office of Student Financial Assistance, MASS, Recreation and Wellness, Career Services, Office of Diversity and Inclusion, College of Engineering (Dr. Pamela McCauley), Office of Social Justice and Advocacy, Housing & Residence Life.

TRIO — ACADEMIC COACHING
July 1, 2018–June 30, 2019
Attendance: 261
Purpose: The Academic Coach worked with students to develop effective time management. The Academic Coach discussed with students how they were spending their time and whether they needed to adjust their schedules in order to accommodate goals and priorities. Study plan included: school/classes, work, family and friends, and personal care.
Department hosting and collaborators: SDES TRiO Center

TRIO — PRIME STEM ORIENTATION
September 5, 2018
Attendance: 32
Purpose: To welcome the students back to campus and provide important information for the semester. We reviewed the fall calendar of events and discussed activities taking place during the semester. WE also provided the scholars with important dates, such as advising weeks, the withdrawal deadline, last day to remove incomplete, and the grade forgiveness deadline.
Department hosting and collaborators: SDES TRiO Center

TRIO — EXAM JAM
December 4, 2018
Attendance: 61
Purpose: Hosted a fall semester Study Day, SSS provided scholars with breakfast and information about financial literacy. Myths concerning building credit, student loans and effectively managing your money were covered. Additionally, scholars were able to take a break from studying and have a nutritious meal.
Department hosting and collaborators: TRiO & Fairwinds

TRIO — TRIO DAY OF SERVICE
February 23, 2019
Attendance: 7
Purpose: The scholars wrote handwritten letters of appreciation to our current and past military personnel.
Department hosting and collaborators: SDES TRiO Center

PRIME STEM ORIENTATION
March 22, 2019
Attendance: 50
Purpose: To welcome students back to campus and provide important information for the semester. We reviewed the fall calendar of events and discussed activities taking place during the semester. We also provided the scholars with important dates, such as advising weeks, the withdrawal deadline, last day to remove an incomplete, and the grade forgiveness deadline.
Department hosting and collaborators: SDES TRiO Center

STEM CAREER ACADEMY
April 5, 2019
Attendance: 18
Purpose: The fourth annual STEM Career Academy offered several workshops on career readiness, which included creating an elevator pitch, developing an effective cover letter, preparing for interviews, networking, and a keynote address by Dr. Danielle Webster. Dr. Webster is an Associate Lecturer in the UCF Health Sciences 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 six industry representatives from the central Florida area from a diversity of fields including engineering, medicine, and information technology.
Department hosting and collaborators: TRIO, Career Services and faculty from the College of business UCF & Business Incubator

TRIO END OF YEAR CELEBRATION
April 17, 2019
Attendance: 69
Purpose: This annual event is designed to celebrate the academic and personal achievements of our scholars as well as our graduating seniors. The focus was on the success of our low-income and first-generation students who seek to improve their lives academically and personally. Students were recognized for academic excellence, above and beyond participation, and dedication to financial literacy. The graduating seniors received

a graduation cord, a book about life after college, and a padfolio.
Department hosting and collaborators: TRiO, MASS, McNair, Career Services

EXAM JAM
April 23, 2019
Attendance: 22
Purpose: PRIME STEM hosted an exam jam on Study Day to provide the scholars with cookies and information about financial literacy.
Department hosting and collaborators: TRiO & Fairwinds

TALENT SEARCH
May 29, 2019
Attendance: 57
Purpose: This event recognized our participants' hard work throughout the academic year. It also engaged parents in the college access process. Students participating in a scavenger hunt on campus.
Department hosting and collaborators: TRiO

PROJECT EDGE SUMMER RESIDENTIAL COMPONENT
June 4–July 26, 2019
Attendance: 19
Purpose: The Summer Residential Component is an intensive six-week session which takes place on the University of Central Florida campus and Edgewater High School. During this period, the Upward Bound students live in a residence hall for two weeks and attend classes designed to improve their academic skills. Field trips to cultural events and visits to other colleges and universities are just two of the activities undertaken during the Summer Residential Component.
Department hosting and collaborators: TRIO, Management and Undergraduate Admissions.

TRIO HITMAKERS' STUDENT SESSION
June 4–7, 2019
Attendance: 19
Purpose: The TRIO Hit Makers Session was designed to provide students with a fun, hands-on introduction to a basic understanding of the aesthetic, creative, and logistical decisions involved in narrative filmmaking. The program that

challenged students to write, direct, and edit their own films. Students explored directing techniques, producing, cinematography and sound recording. Students were also exposed to a multitude of careers that require a post-secondary degree.
Department hosting and collaborators: TRiO

COLLEGE BOOT CAMP FOR HIGH SCHOOL SENIORS
June 9–12, 2019
Attendance: 15
Purpose: This event was developed to prepare our rising 12th grade at-risk students for college admission process and for academic success for upcoming school year. This event also exposed high school students to college campus life through a campus tour and a college panel of UCF students sharing their perspective on leadership and their collegiate experience and success. Students were able to apply to their colleges early, register for the SAT and ACT, learn about the Financial Aid process, scholarships, majors/careers and how to write an effective college essay.
Department hosting and collaborators: TRiO, Undergraduate Admissions, Office of Student Financial Assistance, Dinning Services, Career Services, LEAD Scholars, Housing & Residence Life, Recreation and Wellness.

PROJECT RISE SUMMER ACADEMY
June 10–July 26, 2019
Attendance: 33
Purpose: Upward Bound Program serves first generation, low income high school students. The program provides support and resources for participants to succeed in their pre-collegiate performance and ultimately in their post-secondary educational pursuits. As part of our six-week summer program, students will spend a week residing at UCF's campus housing, eating in the dining hall, and attending summer bootcamp workshops covering topics such as academic success, SAT/ACT prep, and college readiness. Students also participated in instruction in core classes. The Summer Academy provided a firsthand opportunity for students to experience college life.

Department hosting and collaborators: TRiO, Lead Scholars, Office of Student Financial Assistance, Career Services, Diversity & Inclusion, MASS, Arboretum, Limitless, and Office of Institutional Equity.

TRIO — STUDENT SUPPORT SERVICES/ PRIME STEM: STEM CAREER ACADEMY
May 2, 2018
Attendance: 21 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

TRIO — TALENT SEARCH: PROJECT PACE & PROJECT REACH: PROJECT PACE & REACH SUMMER ACADEMY
June 12–28, 2018
Attendance: 75
Purpose: The Talent Search Summer Academy was designed to provide pre-collegiate exposure to middle and high school participants through social development and college and career exploration. Daily team building and leadership activities and exposed participants to different STEM careers and majors. 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: PROJECT ACE, PROJECT EDGE & PROJECT RISE: UPWARD BOUND SUMMER ACADEMY
June 10–July 27, 2018
Attendance: 59 students 25 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 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: PROJECT ACE, PROJECT EDGE & PROJECT RISE: 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

TRIO — TALENT SEARCH PROJECT PACE & REACH SUMMER ACADEMY: 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 & Adulting/Career Services. Adulting/Career Services.

TRANSFER & TRANSITION SERVICES

FACULTY SERIES ON TRANSFER SUCCESS AND TRANSFER ADVOCATES DIVERSITY SERIES
Fall 2018, Spring 2019
Attendance: 49 Faculty completed the first Faculty series cohort.
Purpose: UCF's Institute for Transfer Success, housed within the Office of Transfer and Transition Services, serves as a university, state, and national resource center for the advancement of transfer student information and collaborative initiatives. This is done by providing research, assessment, and professional development to the UCF community and beyond.
Department hosting and collaborators: Transfer & Transition Services Office of Diversity and

Inclusion, Faculty Center for Teaching and LearningAlliance (Faculty, Academic Deans, Career Services, SDES)

FLORIDA SUMMIT ON ACCELERATING TRANSFER SUCCESS
September 18, 2018
Attendance: 225
Purpose: To share tools and strategies for accelerating transfer success as a priority on Florida College System and State University System campuses. Across the state. Educational breakout sessions are hosted on student success topics related to admissions, advising and data driven decision making.
Department hosting and collaborators: Transfer and Transition Services Florida Consortium of Metropolitan Universities.

SUCCESSFUL EARLY EXPLORATION PROGRAM (SEE UCF)
Fall 2018, Spring 2019
Attendance: 356 combined semester total
Purpose: This free full day experience is specifically designed for the first year Valencia College students to discover and prepare for a successful transition into the University of Central Florida.
Department hosting and collaborators: TTS, UCF Connect, Academic Colleges, Office of Student Involvement, Career Services and Experiential Learning.

ADMISSIONS

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: | **TOTAL ATTENDANCE:**

13 | 94,665

REGISTRAR'S OFFICE

PREFERRED NAME OPTION FOR STUDENTS — ENHANCEMENTS TO STUDENT SYSTEM
Continuous
Attendance: Option available to over 69,000 currently enrolled students.
Purpose: Allows students who identify with a particular gender that differs from what was on record when there information was originally entered into the database, to declare a preferred name. The preferred name will appear 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. In addition, during the 2018-19 Academic Year, the preferred name is now displayed on the student ID card.

Department hosting and collaborators: Registrar's Office, Center for Distributed Learning, UCF Card Services, Social Justice and Advocacy

COMMENCEMENT — ACCESSIBILITY TEAM
August 4, 2018; December 14–15 2018 ; May 2–4, 2019. This event is recurring 3X annually
Attendance: Approximately 13,000 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
(2018) July 21, September 22, October 13, October 19, November 3, (2019) January 26, February 15, March 30, April 13
Attendance: Prospective Students: 3,378; Total Guests 9,186
Purpose: To introduce prospective students and their families to the University of Central Florida (including academic information, student support services, housing, financial assistance, co-curricular opportunities, and the admission process)
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 5, 2018 and February 6, 2019
Attendance: 10/5; 31 students, 2/6; 70 students
Purpose: To promote educational opportunities available at UCF to international students currently studying at Valencia and looking to complete their education at UCF.
Department hosting and collaborators: UCF Global, UCF Connect, Housing and Residence Life, RWC, and Undergraduate Admissions

CLUB AND INTRAMURAL ACTIVITIES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: | **TOTAL ATTENDANCE:**

22 | 2,273

FRATERNITY AND SORORITY LIFE

GREEK LEADERSHIP INSTITUTE/ FRATERNAL UNIVERSITY
First Six Weeks of IFC New Member Education Fall and Spring
Attendance: 334
Purpose: To provide training to new community members on hazing, sexual assault, bystander intervention, alcohol and drug prevention, and how to become better fraternal members.
Department hosting and collaborators: Office of Fraternity and Sorority Life, Student Health Services, Green Dot and Integrity and Ethical Development

CULTURAL COUNCIL'S RISK PREVENTION DAY
August 26, 2018
Attendance: 145
Purpose: To provide training to new community members on hazing, sexual assault, bystander intervention, alcohol and drug prevention, and safe zone training.
Department hosting and collaborators: Office of Fraternity and Sorority Life, Student Health Services, SJA, Victim Services and Green Dot

CULTURAL COUNCIL'S RISK PREVENTION DAY
January 12, 2019
Attendance: 73
Purpose: To provide training to new community members on hazing alcohol and drug prevention, bystander intervention, and safe zone training.

Department hosting and collaborators: Office of Fraternity and Sorority Life, Student Health Services, Victim Services/Green Dot, Social Justice and Advocacy

U-TALK: DIVERSITY
March 20, 2019
Attendance: 65
Purpose: Education on diversity topics as they relate to the fraternity and sorority community. Six roundtable topics included transgender membership, religious Identities in our organizations, tokenizing minority members, personal identity not aligning with traditional identity of the organization, socioeconomic status, and inclusivity of LGBTQA+ members.
Department hosting and collaborators: Office of Fraternity and Sorority Life, Multicultural Student Support Services, Office of Student Conduct, Housing and Residence Life, Office of Student Rights and Responsibilities

RECREATION & WELLNESS CENTER

KNIGHT'S LEADERSHIP SERIES: CAMPUS CONVERSATIONS: HOW TO HAVE DIFFICULT DISCUSSIONS AND RACE AND COMMUNITY POLICING
October 18, 2018
Attendance: 62 participants
Purpose: Partnership with SJA and UCF PD designed to increase campus relationships between faculty, staff and students with UCF PD.
Department hosting and collaborators: RWC

INCLUSIVE RECREATION EXPO
October 19, 2018
Attendance: 122 participants
Purpose: Promote equity, diversity, inclusion respect and responsibility
Department hosting and collaborators: RWC and Orlando Community

WOUNDED WARRIOR CAMP
January 19–20, 2019
Attendance: 36
Purpose: Partnership with the Wounded Warrior Project to promote inclusive and increase awareness

of sports for people with visual disabilities.
Department hosting and collaborators: RWC & Visually

CULTURAL DANCE SERIES
SAMBA — September 19, 2018
Attendance: 60
AFRICAN DANCE — February 19, 2019
Attendance: 33
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

INTRAMURALS
July 19, 2019
Attendance: 18
Purpose: Promote active recreation and wellness for students with any physical ability.
Department hosting and collaborators: RWC

GOALBALL
July 19, 2019
Attendance: 18
Purpose: Promote active recreation and wellness for students with any physical ability.
Department hosting and collaborators: RWC

GLOBAL UCF WORLD CUP
October 22–29, 2018
Attendance: 352
Purpose: Promote equity, diversity, inclusion respect and responsibility
Department hosting and collaborators: RWC

OUTDOOR ADVENTURE
September 30, 2018
Attendance: 8
Purpose: Promote active recreation and wellness for students with any physical ability.
Department hosting and collaborators: RWC

KNIGHTS LEADERSHIP SERIES: UCF: A HISPANIC SERVING INSTITUTION
Attendance: 30 participants
Purpose: Partnership with ODI to enhance the awareness of UCF's status as a Hispanic serving institution

Department hosting and collaborators: RWC Student Staff

WOMEN ON WEIGHTS
10/16/18
Attendance: 56 participants
10/18/18
Attendance: 60 participants
10/23/18
Attendance: 39 participants
10/25/18
Attendance: 25 participants
10/30/18
Attendance: 21 participants
11/2/18
Attendance: 13 participants
Purpose: Promote the use of resistance training for women to increase confidence on the weight floor.
Department hosting and collaborators: RWC

STUDENT ASSISTED WORKOUT (SAW) PROGRAM
2018–2019 Academic Year
Attendance: 369 sessions
Purpose: Promote active recreation and wellness for students with any physical ability
Department hosting and collaborators: RWC & DPT Program

WOMEN'S FLAG FOOTBALL CLINIC
September 5, 2018
Attendance: 21

Purpose: Promote inclusion within officiating
Department hosting and collaborators: RWC

SITTING VOLLEYBALL
November 8–29, 2018
Attendance: 104 participants
Purpose: Promote equity, diversity, inclusion respect and responsibility
Department hosting and collaborators: RWC

UNIFIED BASKETBALL
February 9, 2019
Attendance: 144 participant
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
November 8–29, 2018
Attendance: 51 participants
Purpose: Promote active recreation and wellness for students with any physical ability
Department housing and collaboration: RWC

WHEELCHAIR TENNIS CLINIC
January 10, 2019
Attendance: 17 participants
Purpose: Promote active recreation and wellness for students with any physical ability
Department housing and collaboration: RWC

EDUCATIONAL AND WORK ENVIRONMENT

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:

TOTAL ATTENDANCE:

186 | 117,197

CAREER SERVICES

DARE2DREAM! PANEL
October 16, 2018
Attendance: 49 student participants in person. The event was also live-streamed so students could attend remotely.

Purpose: To provide training to new community members on hazing, alcohol and drug prevention, bystander intervention, and safe zone training.
Department hosting and collaborators: Career Services and MASS

WOMEN IN STEM: AIM HIGHER
October 22, 2018

Attendance: 95 participants and representatives from 15 companies

Purpose: The 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

2019 FIRST GENERATION & MULTICULTURAL KNIGHTS NETWORKING RECEPTION
January 28, 2019

Attendance: 176 participated in this event

Purpose: The event was preceded by a workshop entitled "Networking: The Key to a Successful Job Search" offered by Naomi Lampkin, Enterprise Holdings Talent Acquisition Specialist facilitated which drew 25 student participants. The 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

Attendance: 60

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 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 LBGTQ+ 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

Attendance: 19

Purpose: Career Services presented the "Research, Internship, and Career Paths" workshop on April 6th for the Brother to Brother program. It provided information on services and resources about establishing career paths and using high impact practices to gain competencies sought by employers. The workshop helped facilitate conversation around high impact practices which are essential for student success.

Department hosting and collaborators: Career Services and MASS

TARGETED POPULATIONS USE OF CAREER SERVICES
2018–2019 academic year
Attendance:

Special Populations	Handshake Log-ins	Appointments	Event Attendance
Multicultural students	78,014	604	5,143
Males	115,956	687	8,810

Purpose: Engaging targeted populations to increase student success and career readiness is a priority for Career Services. After reviewing our engagement data for 2018–1019 academic year, we learned that multicultural students are engaging with Career Services at a high rate.
Department hosting and collaborators: Career Services

INTEGRITY AND ETHICAL DEVELOPMENT

ETHICAL DECISION MAKING IN GRADUATE SCHOOL AND BEYOND
Summer 2018 — 2 Sessions
Purpose: To bring awareness to new graduate students on how to handle ethical situations in different roles in one's life.
Department hosting and collaborators: Integrity and Ethical Development and Graduate Studies

CONFLICT RESOLUTION
6 sessions Fall 2018
Attendance: 53
Purpose: How to handle conflict in the workplace involving other peers
Department hosting and collaborators: Integrity and Ethical Development and SDES

TRAPS OF ACADEMIC MISCONDUCT
Summer 2018
Attendance: 22
Purpose: To provide an awareness to new college students of how to demonstrate academic integrity and avoid committing academic misconduct
Department hosting and collaborators: Integrity and Ethical Development and SLS1501

DEVELOPING ONE'S OWN ETHICAL STANDARDS
Summer 2018
Attendance: 15
Purpose: To assist students in developing their own ethical standards and learn how to maintain them while serving in a student organization
Department hosting and collaborators: Integrity and Ethical Development and SGA

ACADEMIC INTEGRITY/EXPECTATIONS OF GRADUATE STUDENTS
Summer 2018
Attendance: 500+ (New Graduate Student Orientation)
Purpose: To provide an overview of expectations of graduate students related to demonstrating academic integrity and an overview of what is considered academic misconduct at UCF.
Department hosting and collaborators: Integrity and Ethical Development and Graduate Studies

THINGS THAT ARE SEEN BUT NOT GRADED
Spring 2018
Attendance: 70 (BSW Orientation)
Purpose: To provide an awareness of the importance of demonstrating professionalism in the classroom and beyond.
Department hosting and collaborators: Integrity and Ethical Development and School of Social Work

PROFESSIONALISM NOW
Fall 2018 (2 classes)
Attendance: 76
Purpose: To provide an awareness of what Instructors look for in students beyond the grade.
Department hosting and collaborators: Integrity and Ethical Development and College of Nursing

ETHICAL DECISION MAKING IN GRADUATE SCHOOL AND BEYOND
Fall 2018 (3 sessions)
Attendance: 89
Purpose: To bring an awareness to the area of ethics for graduate students to apply to the role while at UCF in their future careers.
Department hosting and collaborators: College of Business and Integrity and Ethical Development

TAKE THE ZERO
Fall 2018 (6 sessions)
Attendance: 1500+
Purpose: To understand the importance of maintaining one's academic integrity and the consequences of academic misconduct
Department hosting and collaborators: Integrity and Ethical Development and Biology Department

TRAPS OF ACADEMIC MISCONDUCT
Fall 2018
Attendance: 61 (4 sessions)
Purpose: To provide an awareness of what academic integrity and academic misconduct is considered at UCF
Department hosting and collaborators: Integrity and Ethical Development and Global UCF

COLLEGE LIFE SKILLS WORKSHOP SERIES
Spring 2019 (8 Workshops)
Attendance: 86
Purpose: To assist students in navigating their college experience. Topics included Creating a Vision Board, Social Media Etiquette, Email Etiquette, Picture Perfect Transcripts, Take the Zero, Traps of Academic Misconduct, Developing a Personal Code of Ethics, How to Get Letters of Recommendation from a Professor.
Department hosting and collaborators: Integrity and Ethical Development, MASS, Lead Scholars and LINK

TRAPS OF ACADEMIC MISCONDUCT
Spring 2019
Attendance: 61 (4 sessions)
Purpose: To provide an awareness to new college students of how to demonstrate academic integrity and avoid committing academic misconduct
Department hosting and collaborators: Integrity and Ethical Development and Global UCF

THINGS THAT ARE SEEN BUT NOT GRADED
Summer 2018
Attendance: 54 (MSW Orientation)
Purpose: To provide an awareness of the importance of demonstrating professionalism in the classroom and beyond.
Department hosting and collaborators: Integrity and Ethical Development and School of Social Work

PROFESSIONALISM NOW
Spring 2018
Attendance: 76 (Nursing Orientation)
Purpose: To provide an awareness of the importance of demonstrating professionalism in the classroom and beyond
Department hosting and collaborators: Integrity and Ethical Development and School of Nursing

COLLEGE LIFE SKILLS WORKSHOP SERIES
Fall 2018 (10 Workshops)
Attendance: 94
Purpose: To assist students in navigating their college experience. Topics included Social Media Etiquette, Email Etiquette, Reputation Building, Developing Ethical Standards, Picture Perfect Transcript, Take the Zero, Traps of Academic Misconduct, Academic Integrity, Making Ethical Decisions
Department hosting and collaborators: Integrity and Ethical Development, MASS, Lead Scholars, LINK

ETHICAL DECISION MAKING
Fall 2018
Attendance: 69
Purpose: Developing strategies on how to make ethical decisions while serving in a student organization.
Department hosting and collaborators: Integrity and Ethical Development and SGA

UNDERSTANDING FACULTY AND BUILDING RELATIONSHIPS
Fall 2018
Attendance: 20
Purpose: To assist students in how to develop positive working relationships with their Instructors.
Department hosting and collaborators: Integrity and Ethical Development and TRiO

LEAD SCHOLARS ACADEMY

WOMEN'S LEADERSHIP PROGRAM
Fall 2018, Spring 2019 & Summer 2019
Attendance: 86 participants
Purpose: Inspired Women's Leadership Program aims to provide leadership enhancement and empowerment opportunities for UCF women students.
Department hosting and collaborators: Hosted by LEAD Scholars Academy and Interdisciplinary Studies

LEAD OUT LOUD LEADERSHIP PROGRAM
Fall 2018, Spring 2019
Attendance: 37
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 student at UCF.
Department hosting and collaborators: Hosted by LEAD Scholars Academy & Interdisciplinary Studies

UCF LEADERSHIP WEEK 2019: BUILDING A BETTER SOCIETY AND LEADING A BETTER TOMORROW
February 17–23, 2019
Attendance: 400
Purpose: Leadership Week was created to identify, recognize and develop leadership throughout UCF. It is a week of lectures, programs, events and workshops intended to educate the campus and develop leadership throughout UCF.
Department hosting and collaborators: Hosted by LEAD Scholars Academy

OFFICE OF STUDENT CONDUCT

CULTURAL DIVERSITY
October 11, 2018
Attendance: 4
Purpose: Every individual does not come from the same background. People are raised to believe and abide by different rules in life. Many people have ingrained prejudices and stereotypes that we do not even realize. This session will help you to recognize your biases and how to remove them in hearings.
Department hosting and collaborators: UCF Global and the Office of Student Conduct.

CULTURAL DIVERSITY
November 13, 2018
Attendance: 6
Purpose: Every individual does not come from the same background. People are raised to believe and abide by different rules in life. Many people have ingrained prejudices and stereotypes that we do not even realize. This session will help you to recognize your biases and how to remove them in hearings.
Department hosting and collaborators: UCF Global and the Office of Student Conduct.

CHECKING YOUR BIAS
February 6, 2018
Attendance: 8
Purpose: All persons are able to have preconceived notations and beliefs about people or situations and are unaware of them. This training will focus on how to be aware of those biases during hearings, and how to prevent them from interfering with the hearing decisions.
Department hosting and collaborators: UCF Global and the Office of Student Conduct.

SAFE ZONE UCF
April 16, 2018
Attendance: 5
Purpose: The UCF Safe Zone Series is a program for UCF students, staff and faculty members interested in showing visual support for gay, lesbian, bisexual, transgender or questioning (GLBTQ) persons at the University. This session will give you more insight on interacting with members of the GLBTQ community during hearings.
Department hosting and collaborators: Social Justice and Advocacy and the Office of Student Conduct.

OFFICE OF STUDENT INVOLVEMENT

VOLUNTEER UCF AND ALTERNATIVE BREAK PROGRAM STUDENT LEADER TRAINING
May 2019–June 2019
Attendance: 28
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 and Volunteer UCF Alternative Break Program

CHAT AND CHEW
September 2018
Attendance: 8
Number of captioned videos: 60 (457 minutes)
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

SAFE ZONE
September 21, 2018
Attendance: 25
Purpose: Educate RCHM community on LGBTQ+ inclusion
Department hosting and collaborators: OSI, LGBTQ+ and Social Justice & Advocacy

CAMPUS ACTIVITIES BOARD: SABOR LATINO
September 25, 2018
Attendance: 100
Purpose: Talent show specifically to showcase the talents of the Hispanic/Latinx student body. There was live performances and short films presented during the event.
Department hosting and collaborators: OSI, Campus Activities Board

INCLUSION CHAMPTION PART 1
September 28, 2018
Attendance: 20
Purpose: Educate RCHM community on inclusion practices in their work spaces and classrooms
Department hosting and collaborators: OSI, Rosen Life

CAMPUS ACTIVITIES BOARD: COMEDY FEATURING ADAM GRABOWSKI
October 8, 2018
Attendance: 100
Purpose: Comedy show featuring Adam Grabowski and support from NAMI and UCFPD to promote positivity and mental health awareness. Campus partners present to promote resources available to students.
Department hosting and collaborators: OSI, Campus Activities Board

INCLUSION CHAMPION PART 2
October 26, 2018
Attendance: 20
Purpose: Educate RCHM community on inclusion practices in their work spaces and classroom.
Department hosting and collaborators: OSI, ODI

GAME KNIGHT
November 2018
Attendance: 15
Purpose: Expose our graduate veteran students to ways to get involved.
Department hosting and collaborators: OSI, VARC

KNIGHTS GOT TALENT
November 7, 2018
Attendance: 1,000
Purpose: Showcase student talent from a wide variety of cultures and communities through intentional outreach
Department hosting and collaborators: OSI, UCF Homecoming

SPIRIT SPLASH
November 9, 2018
Attendance: 12,000
Purpose: Promote Spirit and tradition while making the event more accessible to those with different abilities and needs by providing reserved accessibility area for attendees.
Department hosting and collaborators: OSI, UCF Homecoming

HC FIREWORKS
November 9, 2018
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, UCF Homecoming

GREEK EXTRAVAGANZA
November 9, 2018
Attendance: 1,400
Purpose: Showcase talent and traditions of National Pan-Hellenic and Diversified Greek Councils through the art of step to the UCF and surrounding community.
Department hosting and collaborators: OSI

GREEN DOT TRAINING
February 8, 2019
Attendance: 15
Purpose: Educate RCHM community on advocacy/bystander intervention related to sexual assault, intimate partner abuse.
Department hosting and collaborators: OSI, Rosen Life, Green Dot — Victim Services

LAVENDER LUNCH TABLING
April/May 2019
Attendance: 22
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 and LGBTQ+ Services

SAFE ZONE
April 10, 2019
Attendance: 15
Purpose: Educate RCHM community on LGBTQ+ inclusion

SPANISH MARKETING MATERIALS
Summer 2019
Purpose: Helping students find a sense of belonging at UCF by providing resources in Spanish.
Department hosting and collaborators: OSI

BLACK HISTORY MONTH LIVE STREAM
January 2019
Attendance: 35
Purpose: Live Stream the BFSA Mentoring Breakfast speaker to our connect campus students
Department hosting and collaborators: OSI, KoTC, and Graduate Outreach

SGA SENATE SAFE ZONE TRAINING
July 2018
Attendance: 45
Purpose: To ensure SGA Leaders are well versed in inclusive language, gender identity, sexual orientation, etc.
Department hosting and collaborators: OSI, SJA, & SGA Senate

SGA SENATE FALL RETREAT — DIVERSITY TRAINING
October 2018
Attendance: Approximately 30
Purpose: Educating student leaders on representation, access, diversity, and inclusion.
Department hosting and collaborators: OSI, SJA, & SGA Senate

SGA SENATE — ONGOING ONLINE DIVERSITY TRAINING FOR APPOINTED STUDENT SENATORS
Ongoing
Attendance: Unknown
Purpose: Educating student leaders on representation, access, diversity, and inclusion
Department hosting and collaborators: OSI, ODI, & SGA Senate

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES

TITLE IX AND CONSENT WORKSHOP
Fall 2018 and Spring 2019
Attendance: 68 (5 sessions)
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may bae impacted.
Department hosting and collaborators: Let's Be Clear

TITLE IX AND RELATIONSHIP VIOLENCE WORKSHOP
July 5 & 16, 2018
Attendance: 29
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted.
Department hosting and collaborators: Let's Be Clear

NEUROBIOLOGY OF TRAUMA
Fall 2018 & Spring 2019
Attendance: 91 (6 sessions)
Purpose: Let's Be clear campaign educates students about title IX and resources available to those who may be impacted.
Department hosting and collaborators: Let's Be Clear, UCF PD, SCS

LET'S BE CLEAR TABLING POOL PARTY
July 27, 2018
Attendance: 51
Purpose: Let's Be Clear campaign educates students about Title IX resources available to those who may be impacted.
Department hosting and collaborators: Student Care Services, Faculty, SARC, RWC, MASS

SDES PEER MENTORING TRAINING
August 16, 2018
Attendance: 47
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted.
Department hosting and collaborators: Let's Be Clear, OIE

"WHY DIDN'T YOU FIGHT BACK"
August 16, 2018
Attendance: 28
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted.
Department hosting and collaborators: Let's Be Clear

LET'S BE CLEAR RESOUCE FAIR
August 21, 2018
Attendance: 156
Purpose: Let's be Clear campaign educates student about Title IX and resources available to those who may be impacted.
Department hosting and collaborators: Let's Be Clear, OIE

LET'S BE CLEAR PRIZE RIDE
Fall 2018
Attendance: 77
Purpose: Let's be Clear campaign educates student about Title IX and resources available to those who may be impacted.
Department hosting and collaborators: Let's Be Clear, SCS

LET'S BE CLEAR TABLING
Fall 2018
Attendance: 208 (6 sessions)
Purpose: Let's Be Clear campaign educates student about Title IX
Department hosting and collaborators: Let's Be Clear, OIE, Care Services

CONTINUUM
Fall 2018 & Spring 2019
Attendance: 40 (6 sessions)
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted. The violence prevention certificate services covers many topics relating to Title impacted. The violence prevention certificate services covers many topic relating to Title IX.
Department hosting and collaborators: Let's Be Clear, OSRR

ESCALATION WORKSHOP
Fall 2018 & Spring 2019
Attendance: 33 (4 sessions)
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted. The violence prevention certificate services covers many topics relating to Title impacted. The violence prevention certificate services covers many topic relating to Title IX.
Department hosting and collaborators: Let's Be Clear, OSRR

ZETA BETA TAU: LBC TITLE IX OVERVIEW
September 23, 2018
Attendance: 50
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted.
Department hosting and collaborators: Let's Be Clear, Zeta Beta Tau Fraternity

KNIGHTS CARE: CREATING A TRAUMA
September 26, 2018
Attendance: 30
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted.
Department hosting and collaborators: Let's Be Clear

NAVIGATING DIFFICULT RELATIONSHIPS
Fall 2018 & Spring 2019
Attendance: 63 (4 sessions)
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted. The violence prevention certificate services covers many topic relating to Title IX.
Department hosting and collaborators: Let's Be Clear

ARE YOU INTO THIS? CONSENT WORKSHOP
October 9 & 12, 2018
Attendance: 22
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted. The violence prevention certificate services covers many topic relating to Title IX.
Department hosting and collaborators: Student Care Services, Faculty, SARC, RWC, MASS

STUDENT UNION TITLE IX SET TRAINING
October 15, 2018
Attendance: 32
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be Impacted.
Department hosting and collaborators: Let's Be Clear

BENEFITS OF REPORTING
Fall 2018 & Spring 2019
Attendance: 36 (4 sessions)
Purpose: TLet's Be Clear campaign educates students about Title IX and resources available to those who may be impacted. The violence prevention certificate services covers many topic relating to Title IX.
Department hosting and collaborators: Let's Be Clear, OSRR

LEGGO MY EGO
October 24, 2018
Attendance: 13
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted.
Department hosting and collaborators: Let's Be Clear, OSRR

YOU BELONG HERE
October 24, 2018
Attendance: 13
Purpose: Let's Be Clear campaign educates students about Title IX and resources available to those who may be impacted.
Department hosting and collaborators: OSRR and FYE

LET'S BE CLEAR LUNCHEON
March 5, 2019
Attendance: 110
Purpose: Educate students on Title IX and resources available such as Victim Services and remedial measures.
Department hosting and collaborators: Let's Be Clear, OIE

"DON'T JUST STAND THERE"
April 3 & 4, 2019
Attendance: 35 (2 sessions)
Purpose: Educate students on Title IX and resources available such as Victim Services and remedial measures.
Department hosting and collaborators: Let's Be Clear

SOCIAL JUSTICE AND ADVOCACY

CONSCIOUS THOUGHTS CAFÉ — SJA
Fall 2018 & Spring 2019
Attendance: 121 (5 sessions)
Purpose: Monthly dialogues that are centered on relevant social issues that impact the student body
Department hosting and collaborators: Social Justice and Advocacy

INTERFAITH DIALOGUE — SJA
Fall 2018 & Spring 2019
Attendance: 36 (6 sessions)
Purpose: Monthly dialogues that are centered on topics concerning faith and non-faith
Department hosting and collaborators: Social Justice and Advocacy

HOLI
April 14, 2019
Attendance: 350+
Purpose: Indian holiday celebration of spring and festival of colors
Department hosting and collaborators: Social Justice and Advocacy, Indian Student Association, SGA

SOCIAL JUSTICE WEEK 2019 — SJA
January 21–25, 2019
Attendance: 953 (students, faculty, staff in person and live stream)
Purpose: A collection of intentional events to engage the campus community in conversation about relevant social issues impacting the college experience. Impact: The week of events highlighted various social justice issues and started necessary conversations
Department hosting and collaborators: Social Justice and Advocacy

TUNNEL OF OPPRESSION
January 25, 2019
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, 2019
Attendance: 200
Purpose: Event to demonstrate and provide education that "love has no labels."
Department hosting and collaborators: Social Justice and Advocacy, MASS/BSU

DRAG DIVAS
March 19, 2019
Attendance: 329
Purpose: Celebration and Educational event of Drag Culture.
Department hosting and collaborators: Social Justice and Advocacy, Campus Activities Board and Zebra Coalition

LGBTQ+ HISTORY MONTH OPENING CEREMONY
October 3, 2019
Attendance: 105
Purpose: Opening Ceremony for the LGBTQ+ History Month and provided a celebration of the LGBTQ+ Community
Department hosting and collaborators: Social Justice and Advocacy

CITY OF ORLANDO MLK PARADE
January 19, 2019
Attendance: 53 (students and staff)
Purpose: Represent UCF in a local community event
Department hosting and collaborators: Social Justice and Advocacy, LEAD Scholars

TASTE OF UCF
August 21, 2018
Attendance: 3,650 (students, faculty, staff)
Purpose: Provides the UCF campus community an opportunity to experience the cultural make-up of the university student body through food.

CAMPUS PRIDE INDEX
August 2018
Purpose: The Campus Pride Index provides detailed information concerning how LGBTQ+ friendly is a college/university based on services, polices, protections, and procedures
Department hosting and collaborators: Social Justice and Advocacy

REDTALK; AIDS BANQUET
November 18, 2019
Attendance: 67 (students, faculty, staff)
Purpose: Provide the UCF community with information and awareness concerning HIV and AIDS
Department hosting and collaborators: Social Justice and Advocacy

SAFE ZONE TRAININGS (LGBTQ+ 101, ADVOCATES, COMING OUT, GOLD)
Fall 2018–Spring 2019
Attendance: 833 (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: Social Justice and Advocacy

NGUZO SABA
May 3, 2019
Attendance: 190 (student, faculty, staff, parents 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 — MSC & LGBTQ+ SERVICES
April 19, 2019
Attendance: 100 (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: Social Justice and Advocacy

HIDDEN LOTUS
April 17, 2019
Attendance: 90 (students, faculty, staff, parents, and family)
Purpose: Graduation celebration to recognize the academic achievement of UCF Asian and Pacific Islander graduates and their families. Each student receives a graduation stole.
Department hosting and collaborators: Social Justice and Advocacy

UCF REMEMBERS 6.12.19
June 11–15, 2019
Attendance: 250 (students, staff, faculty, community)
Purpose: To honor, celebrate and remember the 49 individuals that lost their lives in the Pulse Nightclub shooting and recognize the UCF Knights that were lost.
Department hosting and collaborators: Social Justice and Advocacy, UCF Communications, OSI, WHPS

LAVENDAR LUNCH
August 23, 2018
Attendance: 500+
Purpose: Connect new students with campus and community resources.
Department hosting and collaborators: Various campus and community resources

STUDENT LEGAL SERVICES

LAVENDER LUNCH (TABLING)
August 23, 2018
Attendance: 500+
Purpose: Welcome LGBTQ students to campus
Department hosting and collaborators: LGBTQ+, Student Legal Services

ELI'S WELCOME FAIR
August 23, 2019
Attendance: Unknown
Purpose: Welcoming ELI students to UCF
Department hosting and collaborators: UCF Global, Student Legal Services

LIGHT UP THE NIGHT
October 8, 2018
Attendance: Unknown
Purpose: Honor victims of intimate partner violence and raise awareness
Department hosting and collaborators: Victim Services, Student Legal Services

SEX OR RAPE MOCK TRIAL
November 5, 2019
Attendance: Unknown
Purpose: Raise awareness of services that we offer
Department hosting and collaborators: Victim Services, Student Legal Services

INTERNATIONAL FAIR
November 15, 2018
Attendance: Unknown
Purpose: Educate student body and ROS's resources for UCF international students
Department hosting and collaborators: UCF Global, Student Legal Services

WELCOME BACK BASH
January 16, 2019
Attendance: Unknown
Purpose: Education multicultural students on resources and organizations
Department hosting and collaborators: MASS, Student Legal Services

STUDENT UNION

STUDENT EMPLOYEE STAFF — DIVERSITY TRAINING REQUIREMENT
Ongoing
Attendance: 230 students
Purpose: All Student Union student staff members are required to complete one hour of campus diversity training of their choice every year. Student Staff leadership required to complete a minimum of two hours of training.
Department hosting and collaborators: Various

STUDENT EMPLOYEE STAFF — INCLUSION TRAINING
February 2019
Attendance: 20
Purpose: Optional inclusion training for Student Union student staff members exploring different Aspects of individual identities.
Department hosting and collaborators: Student Union

NEW STUDENT EMPLOYEE ORIENTATION-PERSONAL IDENTITY
Fall 2018 and Spring 2019
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

INCLUSIVE RESTROOM FACILITIES
Ongoing
Attendance: N/A
Purpose: The Student Union recently completed construction and is now providing a Mother's Room and an All Gender Restroom.
Department hosting and collaborators: Student Union

CATERING EXEMPTION PROCESS
Ongoing
Attendance: Unknown
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

REFLECTION ROOM
Ongoing
Attendance: N/A
Purpose: The Student Union has provided a temporary Reflection Room to the campus community to allow patrons of all different beliefs and non-beliefs a peaceful opportunity to reflect, pray, or meditate. Construction of a permanent room complete with ablution spaces will complete in late Spring 2019.
Department hosting and collaborators: Student Union

VETERANS ACADEMIC RESOURCE CENTER

SUMMER 2018 VETERANS GRADUATION RECOGNITION RECEPTION
August 1, 2018
Attendance: 100
Purpose: To honor the academic achievement of our Summer 2018 Student Veterans.
Department hosting and collaborators: Veterans Academic Resource Center

VARC TOTALLY WONKA OPEN HOUSE
September 8, 2018
Attendance: 10
Purpose: For new students to tour the VARC, learning more about the services provided, and connect with other student veterans and dependents.
Department hosting and collaborators: Veterans Academic Resource Center

VETERANS NETWORKING AND SOCIAL HOUR
September 12, 2018
Attendance: 17
Purpose: For student veterans and ROTC members to engage with other Central Florida Veteran Service Organizations.
Department hosting and collaborators: Veterans Academic Resource Center

UNITED STATES AIR FORCE 171ST BIRTHDAY
September 18, 2018
Attendance: 6
Purpose: To celebrate the birthday of the U.S. Air Force at the Veterans Academic Resource Center. Also posted trivia questions about Air Force Historical Events and Figures.
Department hosting and collaborators: Veterans Academic Resource Center

VETCONNECT
November 13, 2018
Attendance: 25
Purpose: The main purpose of this event was for student veterans to meet directly with human resource managers who had open positions through rounds of interviews in speed dating format. For these interviews, employers could make recommendations on potential opportunities, provide feedback on resume and interview skills.
Department hosting and collaborators: Veterans Academic Resource Center

VETERANS KNIGHTS AT LIGHT UP UCF
November 15, 2018
Attendance: 75
Purpose: To provide student veterans and their families with a free night for Light Up UCF.
Department hosting and collaborators: Veterans Academic Resource Center

UCF TOYS FOR TOTS 2018
Attendance: 30
Purpose: Over 30 university offices and departments over the campus participated and were able to provide over two tons of toys for the children in need from the Central Florida Community.
Department hosting and collaborators: Veterans Academic Resource Center

LUNCH AND LEARN WITH LEADERSHIP FROM ASSOCIATION OF THE US ARMY
January 31, 2019
Attendance: 15
Purpose: Student Veterans and other members of the university community are able to meet and members of the United States Army, National Office, in Washington DC.
Department hosting and collaborators: Veterans Academic Resource Center

UCF VETERANS RESOURCE FAIR
October 11, 2018
Attendance: 26
Purpose: Student veterans learn about all other veterans centric organizations and how to become involved.
Department hosting and collaborators: VARC, UCF Veterans History Project and UCF Restores

UNITED STATES NAVY 243RD BIRTHDAY
October 15, 2018
Attendance: 7
Purpose: To celebrate the birthday of the U.S. Navy at the Veterans Academic Resource Center. Also posted trivia questions about Navy Historical Events and Figures.

VA BENEFITS UPDATES WITH ORANGE COUNTY VETERANS SERVICES
October 30, 2018
Attendance: 15
Purpose: For student veterans to learn about the 2018–2019 Veterans Benefits, Learn how to file claims, and meet with a Veterans Service Officer to start the claims process.
Department hosting and collaborators: VARC

VETERANS FLAG DAYS (PART OF VETERANS HISTORY MONTH)
November 7–9, 2018
Attendance: 20
Purpose: To honor over 1400 UCF Student Veterans who attended during the Fall 2018 Semester. Also to bring awareness of our student veterans to the university community.
Department hosting and collaborators: VARC, UCF ROTC (Air Force and Army)

MARINE'S 243RD BIRTHDAY
November 9, 2018
Attendance: 5
Purpose: To celebrate the birthday of the U.S. Marine Corps at the Veterans Academic Resource Center.
Department hosting and collaborators: VARC, U.S. Marine Corps.

SCULPTURES AND WORKS WITH KEVIN HARRAN, ASSOCIATE PROFESSOR, STUDIO ART
March 22, 2019
Attendance: 25
Purpose: To showcase military and veterans art in the VARC. A lunch and learn was hosted by the VARC and sponsored by the UCF Veterans History Project for Mr. Harran to showcase and discuss his inspiration behind his art work.
Department hosting and collaborators: VARC, UCF Veterans History Project, UCF School of Visual Art and Design.

WOMEN VETERANS NETWORK SOCIAL
March 22, 2019
Attendance: 10
Purpose: To gather UCF Women Veterans to meet, and discuss current issues facing women veterans in their community and workplace. Part of Women Veterans Month.
Department hosting and collaborators: VARC

VARC'S FAMILTY DAY BBQ
April 30, 2019
Attendance: 15
Purpose: A day for student veterans to bring their families and enjoy a day of enjoying camaraderie and fellowship.
Department hosting and collaborators: VARC, Career Services

ASSOCIATION OF THE UNITED STATES ARMY (AUSA) YOUNG PROFESSIONAL NETWORKING EVENT
May 9, 2019
Attendance: 26
Purpose: To meet and interact with other student veterans and ROTC members in the Central Florida Area and learn more about the AUSA and their opportunities.
Department hosting and collaborators: VARC

SOBER KNIGHTS TAILGATING
Saturday, April 13, 2019
Attendance: 17
Purpose: To provide an alternative locations for student to tailgate.
Department hosting and collaborators: VARC, Student Health Services, Student Veterans of America) UCF Chapter, UCF Sober Knights

VETWORKING
April 19, 2019
Attendance: 17
Purpose: Engage with employers in the Central Florida community to a one day seminar format.
Department hosting and collaborators: VARC, Career Services

GRADUATION RECEPTION
May 1, 2019
Attendance: 41
Purpose: To honor the academic achievements of our Spring 2019 Student Veterans.
Department hosting and collaborators: VARC

UNITED STATES ARMY'S 244TH BIRTHDAY
June 13, 2019
Attendance: 6
Purpose: To celebrate the birthday of the U.S. Army at the Veterans Academic Resource Center. Also posted trivia questions about Army Historical Events and Figures.
Department hosting and collaborators: VARC

HEALTH SERVIES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: | **TOTAL ATTENDANCE:**

51 | 13,825

COUNSELING AND PSYCHOLOGICAL SERVICES

OUTREACH, PREVENTION AND PROGRAMMING SERVICES

BUILDING LEADERS AND CONNECTING KNIGHTS (B.L.A.C.K.) INSTITUTE
February 19, 2019
Attendance: 50
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. Reduce stigma of mental health services so black students will seek support and authentic connection.
Department hosting and collaborators: CAPS & ODI

CAPS SERVICES, COUNSELING, AND CULTURE SHOCK
July 24, 2018
Attendance: 13
Purpose: Discuss culture shock and emotional experiences to middle eastern students participating in ELI program. Session focused on discussing services offered at CAPS and experiences of US culture.
Department hosting and collaborators: CAPS and UCF Global

LAVENDER LUNCH
August 23, 2018
Attendance: 586
Purpose: It is an opportunity to celebrate the LGBTQ+ community while sharing important resources located across the UCF campus as well as community partners withing the Central Florida community.
Department hosting and collaborators: CAPS, SJA and MSC

SAFE ZONE LEVEL II: ADVOCATES
Fall 2018, Spring 2019
Attendance: 105 (11 sessions)
Purpose: Further individuals knowledge and understanding of LGBTQ+ issues. The training is geared toward helping attendees explore, identify, and expose cultural biases and acquire skills necessary for advocating for marginalized populations. In addition, these trainings promote a safe and welcoming environment across the UCF campus for people who identify as LGBTQ+.
Department hosting and collaborators: CAPS

FIELD OF MEMORIES: BE AWARE, SHOW YOU CARE
September 5, 2018
Attendance: 1,700
Purpose: The Field of Memories is a visual display representing the 1100 suicides of college students that occur in the US each year. 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: CAPS, CARES

SUICIDE PREVENTION EFFOTS QPR
Fall 2018, Spring 2019
Attendance: 491 (11 sessions)
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
Departments hosting and collaborators: CAPS

VETERANS COMMUNITY FAIR
October 18, 2018
Attendance: 40
Purpose: Increase awareness of campus resources for student veterans.
Department hosting and collaborators: CAPS, SHS, WHPS

GRAD CONNECTIONS
Summer 2018 to end of 2019
Attendance: 19
Purpose: This group helps students support one another through the many demands of graduate life. Academic and personal challenges are discussed, with an opportunity to understand and build meaningful relationships.
Department hosting and collaborators: CAPS

HEALTH SUPPORT GROUP
Summer 2018 to end of 2019
Attendance: 29
Purpose: This is a support group to empower and enhance wellness for students with chronic health conditions. Goals include improving self-care, increasing coping skills, discussing body image concerns, and learning how to set health boundaries with others.
Department hosting and collaborators: CAPS

MEN'S GROUP
Summer 2018 to end of 2019
Attendance: 36
Purpose: This group is aimed at helping men explore society's unwritten rules and expectations while examining the impact of confining gender roles. Group members will learn to differentiate between external and internal pressures, learn to manage and express emotions, balance social/cultural expectations with personal life goals, enhance self-care, and redefine masculinity.
Department hosting and collaborators: CAPS

SISTER CIRCLE
Summer 2018 to end of 2019
Attendance: 42
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.
Department hosting and collaborators: CAPS

TRANS/GNC SUPPORT
Summer 2018 to the end of 2019
Attendance: 95
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

WOMEN'S EMPOWERMENT
Summer 2018 to the end of 2019
Attendance: 39
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

EMPOWERING ASIAN VOICES
Summer 2018 to end of 2019
Attendance: 18
Purpose: A supportive space for any Asian-identified students to express themselves, share their voice, and be heard. Students will explore culturally relevant issues such as academics, family, race, culture, identity, pressures/expectations, discrimination and values to facilitate improved wellness.
Department hosting and collaborators: CAPS

WOMEN AND RELATIONSHIPS
Summer 2018 to end of 2019
Attendance: 17
Purpose: Helps create an empowering space for women to challenge societal pressures/roles of being a woman while identifying personal values, increasing self-esteem, self-confidence and setting healthy boundaries.
Department hosting and collaborators: CAPS

GETTING IN TUNE WITH YOUR ADHA/ADULTING WITH ADHD
Summer 2018 to end of 2019
Attendance: 21
Purpose: Provide a space for those living with ADHD to share their experiences, gain support, explore effective coping strategies, gain greater understanding of symptomatology, and learn to harness the gifts of ADHD to improve overall life satisfaction
Department hosting and collaborators: CAPS

WOMEN'S FAMILY GROUP
Summer 2018 to end of 2019
Attendance: 41
Purpose: focuses on facilitating self-understanding and awareness of relationship patterns. Students will explore past experiences with one's family and important relationships, unresolved concerns, and learn new ways of relating to one's self and others.
Department hosting and collaborators: CAPS

CLINICAL SERVICES

WORLD HIV/AIDS AWARENESS DAY
November 28, 2018
Attendance: 180
Purpose: Provide an opportunity for people on campus to unite in the fight against HIV, show support for people living with HIV and commemorate those who have died from an AIDS related illness. CAPS offered a visual display of red flags with messages of hope for those living with HIV.
Department hosting and collaborators: CAPS

GROUP THERAPY
Runs Weekly from summer 2018 to end of 2019
Attendance: 7,323
Purpose: Group therapy helped to improve the problem for which they sought therapy.
Department hosting and collaborators: CAPS

AUTISM CONNECTIONS SUPPORT GROUP
Summer 2018 thru end of 2019
Attendance: 29
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 formatting meaningful relationships.
Department hosting and collaborators: CAPS

HISPANIC HERITAGE MONTH CELEBRATION
September 18, 2018, October 9, 2018
Attendance: 29
Purpose: Celebrate and increase awareness of the contributions of Hispanic in the US. CAPS participated in a campus wide event recognizing the diversity of our staff and highlighting the value we place on diversity.
Department hosting and collaborators: CAPS, FJA, ODI, MSC, UCF Global, LASA

GLOBAL UCF REVIEW OF CAPS SERVICES
August 16, 2018
Attendance: 30
Purpose: Destigmatizing of counseling services and review of available resources the students have access to.
Department hosting and collaborators: CAPS and Global UCF

DEFENDING OUR DREAM: A DIALOGUE AND DISCUSSION ON DREAMERS PANEL
September 26, 2018
Attendance: 60
Purpose: Promote dialogue among DACA students on how UCF can further support their unique needs and discuss resources available to DACA students.
Department hosting and collaborators: CAPS, Financial Aid Office

BLACK EMPOWERMENT
Summer 2018 to end of 2019
Attendance: 110
Purpose: An empowering and supportive gender-inclusive group of Black students. This safe, confidential group allows for exploration of issues such as academics, family, relationships, self-esteem, body image, discrimination, while incorporating essential elements of interpersonal connection, ethnic identity and ally identity development.
Department hosting and collaborators: CAPS

TRUE COLORS
Summer 2018 to end of 2019
Attendance: 48
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

HEALING ARTS EXHIBIT
February 13, 2019
Attendance: 206
Purpose: The mission of this exhibit is to create campus wide awareness of the Counseling & Psychological services at UCF, to increase inclusivity across campus, to reduce mental health stigma and to create an open exhibition space for creativity and healing.
Department hosting and collaborators: CAPS, SVAD, Sam Flax, SAS

KOGNITO
August 23, 2018
Attendance: 10
Purpose: Increase knowledge and awareness about mental health and suicide through a role playing avatar software that discusses the unique experiences of LGBT students and veterans.
Department hosting and collaborators: CAPS

MENTAL HEALTH PRESENTATION WITH ASIAN-AMERICAN FOCUS PHI DELTA PSI FRATERNITY
January 23, 2019
Attendance: 19
Purpose: Discuss the importance of mental health awareness and dialogue within the Asian community amongst college students as well as share information about CAPS services.
Department hosting and collaborators: CAPS

TRAINING PROGRAM

VIOLENCE AGAINST LGBTQ+ COMMUNITIES/TRANS WOMEN PRESENTATION
February 18, 2019
Attendance: 30
Purpose: Increase awareness of signs of domestic violence in LGBTQ+ relationships including risk factors, statistics on violence and domestic violence in trans/queer community. Session reviewed resources available for victims of domestic violence in the LGBTQ+ community.
Department hosting and collaborators: CAPS

GENDER AFFIRMING HEALTHCARE PANEL
April 18, 2019
Attendance: 30
Purpose: Review of services on health, wellness and transition related options for trans and gender diverse students.
Department hosting and collaborators: CAPS, SHS, Multicultural Association of Pre-Health Students (MAPS)

VETERANS COMMUNITY FAIR
October 11, 2018
Attendance: 40
Purpose: Increase awareness of campus resources for student veterans.
Department hosting and collaborators: CAPS, SHS, WHPS

UCF REMEMBERS PULSE
June 10, 2019
Attendance: 100
Purpose: Vigil in remembrance of the lives lost at the pulse nightclub shooting in 2016.
Department hosting and collaborators: CAPS, SJA

STUDENT CARE SERVICES

UCF CARES CONFETTI AND CRAFTS SUMMER B PROGRAM
July 12, 2018 and July 30, 2018
Attendance: 55
Purpose: Educate students about UCF Cares initiative and campus resources in a welcoming environment
Department hosting and collaborators: Student Care Services

UCF CARES BALLPIT
July 17, 2018
Attendance: 25
Purpose: Provide students with a conversation starter space (ballpit) to help them meet peers and learn about UCF Cares resources and services.
Department hosting and collaborators: Student Care Services, WHPS, FYAE, FYE

UCF CARES BALLPIT
August 28, 2018
Attendance: 25
Purpose: Provide students with a conversation starter space (ballpit) to help them meet peers and learn about UCF Cares resources and services
Department hosting and collaborators: Student Care Services

UCF CARES CONFETTI AND CRAFTS FALL PROGRAM
FAll 2018
Attendance: 85
Purpose: Educate students about UCF Cares imitative and campus resources in a welcoming environment.
Department hosting and collaborators: Student Care Services

UCF CARES WEEK OF ACTION KICK OFF
October 23, 2018
Attendance: 100
Purpose: Educate Students about UCF Cares initiative and resources related to high risk student issues.
Department hosting and collaborators: Student Care Services

UCF CARES WEEK OF ACTION: STRANGER THINGS MARATHON
October 24, 2018
Attendance: 50
Purpose: Provide an interactive space for students to learn about UCF Cares resources while watching Stranger Things episodes and doing crafts, directed towards on-campus FTIC population
Department hosting and collaborators: Student Care Services

NATIONAL UCF CARES WEEK OF ACTION: RESOURCE FAIR
October 25, 2018
Attendance: 30 (rained out)
Purpose: Tabling with campus partners who participate in UCF Cares initiative to learn about services
Department hosting and collaborators: Student Care Services, WHPS, CAPS,SHS, Victim Services, Green Dot

NATIONAL HUNGER AND HOMELESSNESS AWARENESS WEEK: COMMUNITY RESOURCE SHOWCASE
November 15, 2018
Attendance: 50
Purpose: Introduce students to community resources and services related to food insecurity, homelessness and financial distress
Department hosting and collaborators: Student Care Services, VUCG, SJA, NRSE, WHPS, Graduate Student Association, and 15 community providers.

NATIONAL HUNGER AND HOMELESSNESS AWARENESS WEEK: FLORIDA PROJECT FILM SCREENING

November 15, 2018
Attendance: 33
Purpose: Film screening of The Florida Project, film on housing insecurity in Central Florida with discussion following.
Department hosting and collaborators: Student Care Services, OSI

RECESS

Fall 2018 and Spring 2019
Attendance: 130 (4 sessions)
Purpose: Provide students with hands on interactive activities to each mindfulness and learn about UCF Cares resources and services.
Department hosting and collaborators: Student Care Services, CAPS

SAFE KNIGHT WEEK: UCF CARES DAY CARNIVAL

March 14, 2019
Attendance: 600+
Purpose: Carnival activities and campus partner tabling to education students about safety and wellness services.
Department hosting and collaborators: Student Care Services, WHPS, CAPS, SHS, RWC, OIE, Victim Services, UCF PD

SAFE KNIGHT WEEK: UCF CARES MOVIE KNIGHT

March 6, 2019
Attendance: 95
Purpose: Provide students with a program to meet UCF Cares Ambassadors, learn about UCF Cares initiative and resources and watch a film.
Department hosting and collaborators: Student Care Services, SGA, CAPS, SHS

WELLNESS AND HEALTH PROMOTION

RAPID HIV TESTING DAY

Fall 2018 and spring 2019
Attendance: 270
Purpose: Florida has one of the highest number of new HIV cases in the country. We also know that certain groups such as LGBT, African American and Latino groups are at a greater risk for contracting HIV. This office holds Rapid Walk-in testing once a month to provide additional opportunities for students to get tested. We also work with student organizations to help get information out about the importance of testing within the higher risk populations.
Department hosting and collaborators: Student Health Services and Student Care Services.

COUPONING 101/SNAP

Fall 2018–Spring 2019
Attendance: 35
Purpose: To help students learn the basics of couponing and SNAP assistance in order to eat health.
Department hosting and collaborators: SARC, Recreation and Wellness, MASS and Faculty

GATHER

February 26, 2019
Attendance: 511
Purpose: To bring students together as a community and share a meal.
Department hosting and collaborators: Wellness and Health Promotion Services

FRESH U

November 15, 2018
Attendance: 35
Purpose: This event was to bring together the Men's mentor groups in MASS to tech them healthy recipes and nutrition education.
Department hosting and collaborators: Wellness and Health Promotion Services and MASS

FRESH U KITCHEN WITH THE CREATIVE SCHOOL

May 3, 2019 and May 13, 2019
Attendance: 140
Purpose: This event was to teach students and their parents how to make a health snack that kids will also eat.
Department hosting and collaborators: Wellness and Health Promotion Services

HOUSING

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:

TOTAL ATTENDANCE:

34 | **5,624**

HOUSING AND RESIDENCE LIFE

2-PART DIVERSITY READING SERIES: *THE GLASS CASTLE*
July 13, 2018 and August 3, 2018
Attendance: 17
Purpose: Participants explored the effects of dysfunctional family dynamics on children through the author's memoir.
Department hosting and collaborators: DHRL, Human Resources

"WHAT IS SOCIAL JUSTICE?" WORKSHOP FOR STUDENT STAFF TRAINING
August 8, 2018 and May 9, 2019
Attendance: 35
Purpose: Participants learned to distinguish between the following terms: diversity, inclusion, and social justice.
Department hosting and collaborators: Housing and Residence Life

"WHAT IS SOCIAL JUSTICE?" WORKSHOP FOR HOUSING LEADERSHIP INSTITUTE
August 14, 2018
Attendance: 15
Purpose: Participants learned to distinguish between the following terms: diversity, inclusion, and social justice.
Department hosting and collaborators: Housing and Residence Life

"MICROAGGRESSIONS: EVERYDAY LIFE" WORKSHOP FOR HOUSING LEADERSHIP INSTITUTE
August 14, 2018
Attendance: 15
Purpose: Participants explored how microaggressions affect individuals throughout their personal and professional life.
Department hosting and collaborators: Housing and Residence Life

4-PART DIVERSITY READING SERIES: *MEMOIRS OF A GEISHA* BY ARTHUR GOLDEN
September 7, 2018, October 5, 2018, November 2, 2018, and November 30, 2018
Attendance: 22
Purpose: Participants explored the historic novel's themes of femininity, oppression, and cultural traditions.
Department hosting and collaborators: DHRL Human Resources

"INCLUSIVITY IN AREA COUNCIL PROGRAMMING" WORKSHOP AT FALL LEADERSHIP DAY
September 15, 2018
Attendance: 15
Purpose: Participants explored how diversity and inclusion impacts residence hall programming and how to implement programming that increases the representation of diverse identities at UCF.
Department hosting and collaborators: Housing and Residence Life

LGBTQ+101 AND ADVOCATES SAFE ZONE TRAINING (2.5 HOURS)
September 2018 to May 2019
Attendance: 199
Purpose: Participants learned to create a safe, more inclusive, and affirming environment for students, staff, and faculty.
Department hosting and collaborators: Housing and Residence Life

"DEFINING IMPLICIT BIAS IN RECRUITMENT AND SELECTION" WORKSHOP
October 11, 2018
Attendance: 30
Purpose: Participants were introduced to how implicit bias may effect the recruitment and the selection of Resident Assistants.
Department hosting and collaborators: Housing and Residence Life

"GOVERNMENT SHUTDOWN AND SOCIAL IDENTITIES" RESIDENTIAL CURRICULUM LESSON PLAN FOR STUDENT STAFF
January 2019
Attendance: 199
Purpose: Participants explored how the U.S. government shutdown impacted different social identities (i.e. socioeconomic status).
Department hosting and collaborators: Housing and Residence Life

RESIDENTIAL CURRICULUM: PASSIVE/ EXPLORING IDENTITY
January 17–31, 2019
Attendance: 1,773
Purpose: Participants discussed aspects of their personal identities with their RA.
Department hosting and collaborators: Housing and Residence Life

RESIDENTIAL CURRICULUM: CONVERSATIONS/ INCLUDING OTHERS
January 28–February 23, 2019
Attendance: 1,803
Purpose: RAs engaged residents in dialogue about the importance of including everyone in the community.
Department hosting and collaborators: Housing and Residence Life

3-PART DIVERSITY READING SERIES: *BEHOLD THE DREAMER*S BY IMBOLO MBUE
January 11, 2019, February 8, 2019, and March 8, 2019
Attendance: 25
Purpose: Participants explored the novel's themes of marriage, immigration, race, power and privilege during the 2008 great recession.
Department hosting and collaborators: DHRL, Human Resources

STAFF MENTAL HEALTH: BURNOUT AND WELLBEING
OVERCOME BURNOUT & FRUSTRATION W/ HIGH DEMAND WORKLOADS AND IMPROVE PERFORMANCE
January 31, 2019
Attendance: 25
Purpose: The webinar's expert panelists discussed how burnout results in anger and frustration, interpersonal isolation, and declining work performance and presented potential solutions from individual and systemic perspectives.
Department hosting and collaborators: DHRL, Human Resources & PaperClip Communications

"PRINCIPLES FOR HOW WE TREAT EACH OTHER" WORKSHOP
February 22, 2019
Attendance: 16
Purpose: This 2-hour workshop provided participants with relationship building strategies for creating communities of peace, justice and respect with inclusive environments.
Department host and collaborators: Housing and Residence Life

GREEN DOT CERTIFICATION
March 1, 2019
Attendance: 23
Purpose: Participants in the 2-hour bystander intervention workshop developed skills to prevent and reduce power-based personal violence by communicating intolerance for sexual violence, dating violence, and stalking.
Department hots and collaborators: DHRL Human Resources & Green Dot Office

RESIDENTIAL CURRICULUM: PASSIVE/ COMMUNITY ROLES
March 4–22, 2019
Attendance: 970
Purpose: Participants described their roles within their local, national and international communities.
Department hosts and collaborators: DHRL

3-PART DIVERSITY READING SERIES — *WHITE OLEANDER* BY JANET FITCH
April 5, 2019, May 10, 2019, and June 7, 2019
Attendance: 24
Purpose: Participants explored the novel's themes of motherhood, children in foster care, and the effects of childhood abuse and neglect.
Department host and collaborators: DHRL Human Resources

LUNCH AND LEARN: "YOU'VE ALREADY LIKELY JUDGED ME" BY MARJORY CURRY
Date: April 12, 2019
Attendance: 23
Purpose: Participants viewed the TED talk "You've already likely judged me" and discussed the speaker's themes of jumping to assumptions, lack of care compassion, and the need to understand other's circumstances through conversation.
Department hosts and collaborators: DHRL Human Resources

LUNCH AND LEARN: "WHY BEING RESPECTFUL TO YOUR CO-WORKERS IS GOOD FOR BUSINESS" BY CHRISTINE PORARTH
May 3, 2019
Number in attendance: 13
Purpose: Participants viewed the TED talk "Why being respectful to your co-workers is good for business" by Georgetown leadership researcher Christine Porarth.
Campus hosts and collaborators: DHRL Human Resources

COMING OUT SAFE ZONE TRAINING
May 9, 2019
Attendance: 45
Purpose: Participants learned to create a safe, more inclusive, and affirming environment for people disclosing their sexual orientation or gender identity (a.k.a., coming out).
Department hosts and Collaborators: DHRL, LBGTQ+ Services

LBGTQ+101 SAFE ZONE TRAINING
May 9, 2019
Attendance: 45
Purpose: Participants to create a safe, more inclusive, and affirming environment for students, staff, and faculty.
Department hosts and collaborators: DHRL

"CULTURAL CONSCIOUSNESS" WORKSHOP
May 9, 2019
Attendance: 45
Purpose: Participants explore how to increase their cultural understanding of others and to move towards acceptance.
Department hosts and collaborators: DHRL, Social Justice and Advocacy

"IDENTITY DEVELOPMENT" WORKSHOP
June 28, 2019
Attendance: 30
Purpose: Participants were introduced to the concept of social identity and some of the barriers that comes with social identity: power, privilege, oppression, and bias.
Department hosts and collaborators: DHRL, Social Justice and Advocacy

NEIGHBORHOOD RELATIONS & SAFETY EDUCATION

MALE MENTORSHIP PROGRAM
September 7th 2018 and through the fall semester
Attendance: 2
Purpose: To staff and provide support and mentoring for male students as an alternative for sanctions for student conduct violations; to enhance the retention and graduation of vulnerable male students, in order to increase the retention and graduation rate among males. Impact made: Enabled the university to reach and maintain its retention and graduation goals for performance funding/preeminence matrix targets.
Department hosting and collaborators: Office of Student Conduct sponsored this program with Neighborhood Relations and Safety Education staffed it.

UCF POLICE DEPARTMENT IMPLICIT BIAS
December 7, 2018
Attendance: 40 UCF faculty and staff
Purpose: To orient, train, and reveal fair and impartial policing and enhance awareness and reporting as community members; the workshop was designed to reduce, eliminate, and mitigate incidents of bias police enforcement on campus. Neighborhood Relations and Safety Education staff participated in this training.
Impact made: Increased campus support of the UCF Police Department and enhanced the collaboration among faculty and staff, which encouraged positive public relations and more effective campus policing.
Department hosting and collaborators: UCF Police Department and Neighborhood Relations

OVIEDO WOMAN'S CLUB BLACK HISTORY MONTH PROGRAM
February 19, 2019
Attendance: 75 community members
Purpose: To highlight and focus upon local African-American leaders, who are making history and contributing to the public good; A.J. Range was honored to be featured speaker representing UCF. Impact made: Brought positive public relations, enhanced the image of the university, and promoted university diversity and inclusion as projected in the local community.
Department hosting and collaborators: Oviedo Historical Society, Oviedo Woman's Club, and Neighborhood Relations and Safety education.

B.L.A.C.K INSTITUTE
February 28, 2019
Attendance: 25 UCF students, faculty, and staff
Purpose: To encourage, inspire, and motive students of color to thrive and succeed at UCF; served as a panelist to inform and educate students in ways and means to be successful. Impact made: Connected with and reached out to students of color and served as a role model to maintain and increase retention and graduation of students of color.
Department hosting and collaborators: Counseling and Psychological Center (CAPS) and Neighborhood Relations and Safety Education

NGUZO SABA GRADUATION CEREMONY
April 30, 2019
Attendance: approximately 75 students of color
Purpose: To recognize, honor, and celebrate multicultural students in a n intimate, personalized graduation program.
Impact made: Created, sustained, and solidified the essence of strong, supportive alumni.
Department hosting and collaborators: Community Support Services, Multicultural Academic & Support Services (MASS) and the Office of Equity, Inclusion, and Diversity

UNIQUE CIRCUMSTANCES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: | **TOTAL ATTENDANCE:**

4 | **555**

CREATIVE SCHOOL

CREATIVE SCHOOL INTERNATIONAL DINNER
November 9, 2018
Attendance: 196
Purpose: The International Dinner celebrates the diversity of the children attending Creative School. 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 47 countries were represented by our families.
Department hosting and collaborators: Creative School

CSC CHINESE NEW YEAR CELEBRATION
February 5, 2019
Attendance: 146
Purpose: The Chinese New Year Celebration provides the children, families and staff the opportunity to learn about Chinese New Year. Families share books, music and snacks with the children. The culmination event is the Dragon parade through the playground. This activity helps to bring awareness to other cultures and allows families to celebrate together.
Department hosting and collaborators: Creative School

CSC HOLI FESTIVAL
March 20, 2019
Attendance: 173
Purpose: The Holi Festival celebrates the joy of color in this ancient Hindu festival. The children, families and staff participate by throwing colored powder on each other in the beautiful display of renewal. This activity helps to bring awareness to other cultures and allows families to celebrate together.
Department hosting and collaborators: Creative School

CSC FLORIDA VOLUNTARY PRE-KINDERGARTEN PROGRAM
Yearly Initiative August 2018-May 2019
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. Children are placed in a developmentally appropriate environment to help prepare them for kindergarten.
Department hosting and collaborators: Creative School

CCAMPUS GRANT
Creative School for Children received the Department of Education CCAMPS grant (Child Care Access Means Parents in School Program). Over the next 4 years, the $1.5 million grand will provide Pell-eligible students with subsidies for their children's child care tuition. In 2018–2019, 18% of the Creative School for Children families have received support from the grant.
A requirement for the program is that parents participate in school activities with their children. This year's activities included, World Read Aloud Day, Family Friday, Mother's Day, Father's Day, Grandparents'/Special Friends' Day and school events listed above.

APPENDIX: SDES DIRECTORY

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

ACTIVITY AND SERVICE FEE BUSINESS OFFICE (A&SF)

Student Union

Room 215 | Zip +4: 3230

407.823.5548

asf.sdes.ucf.edu

BUDGET AND PERSONNEL SUPPORT, SDES

Millican Hall

Room 282 | Zip +4: 0160

407.823.4625

bps.sdes.ucf.edu

CAREER SERVICES (CS)

CSEL Building

Room 101 | Zip +4: 0165

407.823.2361

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

CREATIVE SCHOOL FOR CHILDREN (CSC)

Creative School for Children

Room 102 | Zip +4: 3546

407.823.2727

csc.sdes.ucf.edu

FIRST YEAR ADVISING AND EXPLORATION (FYAE)

Trevor Colbourn Hall

Room 133 | Zip +4: 0170

Tel: 407.823.3789

Fax: 407.823.3546

fyae.sdes.ucf.edu

FIRST YEAR EXPERIENCE (FYE)

Howard Phillips Hall

Room 216 | Zip +4: 3240

407.823.5105

fye.sdes.ucf.edu

FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

12424 Research Parkway

Suite 101 | Zip: 32826

Tel: 407.823.1773

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

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

INCLUSIVE EDUCATION SERVICES (IES)

Ferrell Commons

Room 18 | Zip +4: 3222

Tel: 407.823.4427

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

LEAD SCHOLARS ACADEMY

Ferrell Commons

Room 165 | Zip +4: 0126

Tel: 407.823.2223

Fax: 407.823.3942

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

NEIGHBORHOOD RELATIONS AND SAFETY EDUCATION

Millican Hall

Room 282 | Zip +4: 0160

Tel: 407.823.4625

Fax: 407.823.3942

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

OFFICE OF STUDENT INVOLVEMENT (OSI)

Student Union

Room 208 | Zip +4: 3245

Tel: 407.823.6471

Fax: 407.823.5899

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

RECREATION AND WELLNESS CENTER (RWC)

RWC, Room 204 | Zip +4: 3548

Tel: 407.823.2408

Fax Number: 407.823.5446

rwc.sdes.ucf.edu

REGISTRAR'S OFFICE (RO)

Millican Hall

Room 161 | Zip +4: 0114

Tel: 407.823.3100

Fax: 407.823.5652

registrar.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

STUDENT ACADEMIC RESOURCE CENTER (SARC)

Trevor Colbourn Hall

Room 117 | Zip +4: 3115

Tel: 407.823.5130

Fax: 407.823.2051

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

STUDENT FINANCIAL ASSISTANCE (SFA)

Millican Hall

Room 120 | Zip +4: 0113

Tel: 407.823.2827

Fax: 407.823.5241

finaid.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

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

STUDENT UNION (SU)

Student Union

Room 312 | Zip +4: 3250

Tel: 407.823.3677

Fax: 407.823.6483

studentunion.ucf.edu

TRANSFER AND TRANSITION SERVICES (TTS)

Trevor Colbourn Hall

Room 133A | Zip +4: 0123

407.823.2231

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

UNDERGRADUATE ADMISSIONS (UA)

Duke Energy University Welcome Center

Room 215 | Zip +4: 0111

407.823.3000

admissions.ucf.edu

UNIVERSITY TESTING CENTER (UTC)

Howard Phillips Hall

Room 106 | Zip +4: 3117

407.823.5109

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

ATTACHMENT B

LET'S BE CLEAR

📞 **GET HELP NOW** | **FILE A REPORT** | **EXIT PAGE**

GET HELP   **REPORTING**   **OFFER SUPPORT**   **TITLE IX AT UCF**   **PROGRAMS AND PREVENTION**   **MORE INFORMATION**   **CONTACT**

Thank you for visiting the University's Let's Be Clear website. Due to University guidance relating to addressing COVID-19, the Office of Institutional Equity (OIE) staff, including the Title IX Coordinator Matt Ricke, are working remotely; however, OIE remains open and available Monday-Friday, 8:00 am – 5:00 pm. Please contact us using our <u>Reporting Form</u> or by email at <u>oie@ucf.edu</u> and someone will respond to you promptly. **UCF Victim Services confidential advocates remain available 24/7 by phone (<u>407-823-1200</u>) or text (<u>407-823-6868</u>).**

Let's Be Clear...

You can find help and support here for sexual harassment, sexual assault, relationship violence and stalking.

➕ **RESOURCES**

📄 **REPORTING**

▶️ **LET'S BE CLEAR**

STUDENT CARE SERVICES

407-823-5607

**EMPLOYEE ASSISTANCE
PROGRAM (EAP)**

407-823-2771

**OFFICE OF INSTITUTIONAL
EQUITY (OIE)**

407-823-1336

LET'S BE CLEAR

GET HELP NOW | FILE A REPORT | EXIT PAGE

GET HELP | REPORTING | OFFER SUPPORT | TITLE IX AT UCF | PROGRAMS AND PREVENTION | MORE INFORMATION | CONTACT

Title IX at UCF

ABOUT TITLE IX AT UCF ▶

Explore Title IX at UCF.

MEET THE UCF TITLE IX TEAM ▶

Familiarize yourself with the UCF personnel here to help you in the Title IX process.

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UCF POLICIES AND REGULATIONS ▶

Learn more about UCF policies regarding sex discrimination including sexual harassment, sexual assault, relationship violence, stalking and/or retaliation.

UCF INVESTIGATION PROCEDURES ▶

Learn about what to expect during an Title IX investigation, Student Conduct proceedings and employee disciplinary matters.

PREGNANCY AND PARENTING ▶

Learn more about support and resources for faculty, staff and students.

VICTIM SERVICES	COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)	STUDENT HEALTH SERVICES (SHS)
407-823-1200 (CALL) 407-823-6868 (TEXT)	407-823-2811	407-823-2701
STUDENT CARE SERVICES	EMPLOYEE ASSISTANCE PROGRAM (EAP)	OFFICE OF INSTITUTIONAL EQUITY (OIE)
407-823-5607	407-823-2771	407-823-1336

UCF SIGN IN +

Search UCF

LET'SBECLEAR

GET HELP NOW | FILE A REPORT | EXIT PAGE

GET HELP | REPORTING | OFFER SUPPORT | TITLE IX AT UCF | PROGRAMS AND PREVENTION | MORE INFORMATION | CONTACT

Get Help

SURVIVORS / COMPLAINANTS ▶

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

ACCUSED / RESPONDENTS ▶

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, or retaliation.

EMPLOYEES ▶

UCF employees have resources, reporting options and rights when they are involved in matters of sex discrimination, which includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, or retaliation.

RESOURCES ▶

Search here to find campus, local, regional, state and national resources available to you or someone you are supporting through this process.

VICTIM SERVICES
407-823-1200 (CALL)
407-823-6868 (TEXT)

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
407-823-2811

STUDENT HEALTH SERVICES (SHS)
407-823-2701

STUDENT CARE SERVICES
407-823-5607

EMPLOYEE ASSISTANCE PROGRAM (EAP)
407-823-2771

OFFICE OF INSTITUTIONAL EQUITY (OIE)
407-823-1336

UCFTITLEIX

LET'SBECLEAR

📞 **GET HELP NOW**   **FILE A REPORT**   **EXIT PAGE**

GET HELP   **REPORTING**   OFFER SUPPORT   TITLE IX AT UCF   PROGRAMS AND PREVENTION   MORE INFORMATION   CONTACT

Reporting

WHAT KIND OF REPORT SHOULD I FILE?

While survivors are strongly encouraged to make a report to both the police and the Office of Institutional Equity (OIE) for assistance and investigation, it is ultimately the survivor's decision as to which type(s) of report, if any, are best for their recovery and well-being. The police investigate criminal violations. The University (OIE) investigates University conduct code and policy violations. Reporting can help to ensure the safety of the victim-survivor and the entire campus community. The Advocates at UCF Victim Services can assist you in deciding what type of reporting is best for you.

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UNIVERSITY INVESTIGATION ▶

Search here for information on filing a UCF Report.

POLICE REPORTS ▶

Search here for information on filing a Police Reports.

EMPLOYEE REPORTING RESPONSIBILITIES ▶

Learn about responsible employees and confidential employees.

FAQS ▶

Find answers to frequently asked questions regarding reporting options.

VICTIM SERVICES
407-823-1200 (CALL)
407-823-6868 (TEXT)

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
407-823-2811

STUDENT HEALTH SERVICES (SHS)
407-823-2701

STUDENT CARE SERVICES
407-823-5607

EMPLOYEE ASSISTANCE PROGRAM (EAP)
407-823-2771

OFFICE OF INSTITUTIONAL EQUITY (OIE)
407-823-1336

LET'SBECLEAR

GET HELP NOW | FILE A REPORT | EXIT PAGE

GET HELP   REPORTING   **OFFER SUPPORT**   TITLE IX AT UCF   PROGRAMS AND PREVENTION   MORE INFORMATION   CONTACT

Offer Support

AS A FRIEND ▶

Learn about how to help your friend at UCF.

AS A PARENT / GUARDIAN ▶

Learn about how you can support your student.

AS A PARTNER ▶

AS A UCF FACULTY OR STAFF ▶

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Learn about how to offer healthy support to your partner, spouse, boyfriend, or girlfriend.

UCF employees have obligations regarding reporting incidents of sex discrimination including sexual harassment, sexual assault, relationship violence and stalking. Learn about your responsibilities and how to provide appropriate support for your students and peers.

VICTIM SERVICES
407-823-1200 (CALL)
407-823-6868 (TEXT)

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)
407-823-2811

STUDENT HEALTH SERVICES (SHS)
407-823-2701

STUDENT CARE SERVICES
407-823-5607

EMPLOYEE ASSISTANCE PROGRAM (EAP)
407-823-2771

OFFICE OF INSTITUTIONAL EQUITY (OIE)
407-823-1336

Reporting Form: Sex Discrimination, Sexual Harassment, Sexual Misconduct or Interpersonal Violence

UNIVERSITY OF CENTRAL FLORIDA

This form should be used to report any Title IX related incident involving Sex Discrimination, Sexual Harassment, Sexual Assault, Relationship Violence or Stalking, (herein "Prohibited Conduct") as those terms are defined in the University of Central Florida's rules of conduct found in the Golden Rule Student Handbook and the University's Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy.

Please note that submissions using this form will not be responded to outside of normal business hours. If there is immediate risk to health or safety, please call 911.

By submitting this report, you are stating that all information contained in the report is true and correct to the best of your knowledge. Knowingly filing a false record may lead to University Administrative Action. Please know that the University takes reports of this nature seriously, and prohibits retaliation for making a good faith report of misconduct.

Furthermore, please realize that the individuals involved may be afforded certain privacy rights under the Family Educational Rights and Privacy Act (FERPA) which established requirements regarding the privacy of student records. Please note that parties have the right to inspect any information submitted regarding this matter. Similarly, employees may be afforded certain privacy rights in regards to personnel matters. Once this report is received, Title IX Personnel may contact you via phone or e-mail to discuss the matter in further detail.

As a reminder: all responsible university employees including staff members, faculty members, and administrators with the exception of those working in a confidential capacity (e.g., counselors, victim advocates, medical providers and clergy), who learn of suspected incidents of Prohibited Conduct directly or indirectly have a duty to report the information immediately to the Office of Institutional Equity/Title IX Coordinator through this reporting form.

Your full name:

Your position/title:

Your position/title:

Your phone number:

Your email address (required):

Your physical address:

Reason for this report (Required):

Please Choose... ▼

Law Enforcement agency
called (Required):

Please Choose... ▼

Date of incident (Required)

mm/dd/yyyy 📅

Time of incident:

Location of incident (Required):

Please select a location ▼

Specific location :

Involved Parties

Please list any individuals involved excluding yourself. Please note that individuals involved in incidents of sex discrimination, sexual harassment, sexual assault, relationship violence or stalking are referred to as **Complainants, Respondents and Witnesses.**

* Any person who feels they have been subjected to Prohibited Conduct shall be referred to as **"Complainant."**

* Any individual or group who has been accused of committing an act of Prohibited Conduct shall be referred to as **"Respondent."**

* Any person who has directly observed an incident or has direct or indirect knowledge related to an incident of Prohibited Conduct shall be referred to as **"Witness."**

Name of Individual or Organization	Select Gender	Select Role	UCF ID Number
	▼	▼	

DOB (YYYY-MM-DD)	Phone number	Email address	Hall/Address

Add another party

Incident Reporting

Please complete the fields below

Please provide a detailed description of the incident/concern using specific concise, objective language. Please make sure to include all relevant information, including who was involved in the incident, how each person associated with this report was involved in the incident, what happened during the incident, where the incident took place and when the incident took place, and how you became aware of the incident. (Required)

What other departments have been notified? (Required)

- ☐ UCF Police Department
- ☐ Other Law Enforcement
- ☐ UCF Victim Services
- ☐ Counseling & Psychological Services (CAPS)
- ☐ Student Health Services
- ☐ Off Campus Health Services
- ☐ Residence Life
- ☐ Student Care Services
- ☐ Human Resources
- ☐ Other (i.e. Department Chair, Dean, Supervisor)
- ☐ None

If you answered "Other" above please specify what other department was notified.

Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. 1GB maximum total size.
Attachments require time to upload, so please be patient after submitting this form.

Choose files to upload

Choose Files

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☐ Email me a copy of this report

Submit report

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ATTACHMENT C

PRESIDENT'S STATEMENT
Regarding Equal Opportunity and Affirmative Action

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. Please visit the University's **Let's Be Clear website** to file a report by clicking on the "File A Report" tab, as well as to review additional information regarding resources and reporting options for incidents of this nature. 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.

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.

_____

Alexander N. Cartwright
President

May 5, 2020
_____
Date

ATTACHMENT D

Initiative Title	Description	Student Participation (if available; counts or % of eligible students)	Outcomes / Effectiveness	Other Comments (if any)
I. ACCESS Summer Bridge Program	The Access program is six-week academic, on-campus summer program for selected first-year students who receive additional academic preparation before attending classes in the fall. Participation is by invitation only from Undergraduate Admissions.	a. Access Summer Bridge Program (399)	To offer 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 at UCF. The program assisted diverse students with making a smooth transition from high school to college. 1) To assist students with the transition from high school to college, and 2) To enhance the leadership skills of students participating in the program.	Impact: 1) Improved Academic Engagement and Achievement, 2) Improved interpersonal relationships, personal responsibility for college completion and campus community involvement.
II. Multiculutural and First Generation Programs, Conferences, Support Services, and Outreach	Multiculultural and First Generation Programs provide a structured approach to developing social integration, self-efficacy, and sense of belonging on campus throught campus resources and support services; meaningful student engagement and student involvement opportunities. The conferences and programs are designed to ease the transition to college for multicultural and first generation students; provide students with the skills and knowledge to transition successfully to college; demystify the college experience, assist with navigating the university landscape, and help prepare students to succeed at UCF and beyond. The services provided includes the following: One-on-one guidance and advising through our friendly student and professional staff - Referral to the appropriate resources - Resources on Financial Concerns & Scholarships, Academic Success, Getting Involved, Counseling and Advisement, Internships, and Future Planning - Opportunities to connect with students, faculty, staff, community professionals, and alumni - Overall support through your time at UCF! Our job is to see you succeed!	a. MASS Student Success Conference (102) b. MASS Spring Multicultural Celebration (231) c. Student Success Process Improvement First Generation Group (1054) d. Multicultural and First Generation Excellence in Action Recognition Program (1029)* e. Sister to Sister Program (129) f. Knights First-Generation Program (114) g. Multicultural Networking Reception (129) h. Multicultural Transfer & FTIC Reception (88)	Student Learning Outcomes for the conferences are as follows: 1) Students attending the conference will be able to link campus dynamics and campus culture to academic success and degree attainment. 2) Students attending the conference will able to connect academic success to service(s), program(s), and policies on college campus. 3) Students attending the conference will be able to list two benefits of graduating from college. 4) Students attending the conference will accept responsibility for their academic achievement. 5) Students attending the conference will accept responsibility for understanding the importance of financial and economic literacy.	Impact: 1) Improved Academic Engagement and Achievement, 2) Improved interpersonal relationships, personal responsibility for college completion and campus community involvement.
III. Brother to Brother, Collegiate Male Institute, Collegiate Males	The mission of the Brother to Brother (B2B) program is to provide academic, career, and leadership assessment (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.	a. Student Success Process Improvement Minority Male Group (1225) b. Brother to Brother Program (B2B 55) c. Brothers on the Rise (7) d. Collegiate Male Institute (30)	Program Outcomes: The intent of the B2B Program is prepare collegiate males for academic and personal success at the university. The program outcomes are as follows: 1) To increase the number of males graduating college; 2) To increase the number of mentor/mentee male relationships; and 3) To increase the number of males engaged and persisting in college.	Impact: 1) Improved Academic Engagement and Achievement, 2) Improved interpersonal relationships, personal responsibility for college completion and campus community involvement.
IV. Deferred Action Childhood Arrivals (DACA), DREAMERS	UCF provides a safe and inclusive learning environment, support services and guidance to Dreamers, DACA and TPS students.	a. Latinos In Action Conference (969) b. Dream.US Reception (32) c. Dare to Dream (43) d. Deferred Action Childhood Arrivals/Dreamers Pep Rally and orientation (49) e. Deferred Action Childhood	To coordinate student pledges for DACA, Dreamers and TPS students to support student progression and retention.	Impact: 1) Improved Academic Engagement and Achievement, 2) Improved interpersonal relationships, personal responsibility for college completion and campus social integration.

V. Knight Alliance Network Program (Former Foster Care Youth)	The mission of the Knight Alliance Network (KAN) mentoring 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. We serve as a one-stop shop for foster care youth at UCF.	a. Knight Alliance Network Program (Foster Care Youth) (69)	The MASS Office serves as a one stop shop for foster care youth at UCF. The MASS Office, under the guidance of SDES has developed a continuum of programs and options to serve the educational needs of foster youth and adult alumni. The Knight Alliance Network supports the populations of students who have recently turned 18 while in foster care with the following Learning Outcomes: 1) 75% of former foster youth and adults participating in the MASS Knight Alliance Network will complete financial literacy; 2) 75% of former foster youth and adult alumni completing a survey of Financial Literacy module will report they understand the importance of financial literacy;	Impact: 1) Improved Academic Engagement and Achievement, 2) Improved interpersonal relationships, personal responsibility for college completion and campus community involvement.
VI. Pre-Collegiate and T	The purpose of Pre College and Transfer State College outreach is to focus on providing multicultural and first generation students with information on the college admissions process, SAT/ACT, Financial Aid, and Careers. Community based programs invite students from the following surrounding counties: Orange, Seminole, Duval, Osceola, Volusia and Lake. Department: Multicultural Academic and Support Services	NA	To engage diverse students in the admissions and transfer process to UCF i.e. Greek Life, Admissions process, Financial Aid process and Student Involvement activities at UCF. 1) Identify the steps for applying to college. 2) Apply the resources learned to the admissions application process for college. 3) Communicate through writing about the college going process with a college.	Impact: 1) Improved Academic Engagement and Achievement; 2) Increased personal responsibility for attending and graduating form college.
VII. Workshops, Scholarships and Student Recognition Ceremonies	The purpose of the workshops, scholarships and student recognition ceremonies are to provide multicultural and first generation students with an opportunity to engage with UCF faculty or staff members outside the classroom. These services are designed to increase student involvement and engagement on campus in support services and programs.	a. Diversity Scholarship (DEST)(18) b. MASS Workshops & Lunch and Learns (65) c. Scholarships (48) d. Non-Florida Waivers (17) e. Access Closing Ceremony (670)* f. Dr. Valerie King First Generation Nguzo Saba Celebration (50) g. Study Abroad China (3) h. AVP Graduation Letter to Spring First-Gen Spring Graduates (1,973)	To provide students with scholarships and recognition as they progress towards student success annually. 1) To recognize first generation and multicultural students for their academic achievement(s) while in college. 2) To create a platform where the university celebrates with students, faculty and staff the academic achievements of first generation and multicultural students.	Impact: 1) Improved Academic Engagement and Achievement; and 2) Increased personal responsibility.
VII. Diversity and Inclusion	Diversity and Inclusion efforts are intentionally aimed to impact and expand UCF diversity framework and expand campus awareness and knowledge surrounding equity and inclusion.	a. Black Faculty and Staff Association 25th Annual Joseph C. Andrew's Annual Mentoring Celebration (500) *	To engage students, faculty, and staff in the diversity, equity and inclusion programs in the campus community.	Impact: 1) Improved campus engagement opportunities 2) Improved interpersonal relationships, personal responsibility for diversity, equity and inclusion.
	* Includes Guests			

UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: Compliance and Ethics Culture Survey Results Presentation

Background:
In response to a recommendation made by the Audit and Compliance Committee at the August 8, 2019, meeting, University Compliance, Ethics, and Risk engaged a third-party vendor, Ethisphere, to conduct a Compliance and Ethics Culture Survey. The survey was completed in April 2020 and today Ethisphere is presenting the survey results to the Audit and Compliance Committee.

Issues to be Considered:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
N/A

Authority for Board of Trustees Action:
UCF Audit and Compliance Committee Charter and Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs.

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by:
Rhonda L. Bishop, Vice President for Compliance and Risk

Supporting Documentation:
Attachment A: Compliance and Ethics Culture Survey Results Presentation

Facilitators/Presenters:
Rhonda L. Bishop, Vice President for Compliance and Risk
Erica Salmon Byrne, Executive Vice President, Ethisphere

2020 Compliance and Ethics Culture Survey Results

Audit and Compliance Committee | August 12, 2020

UCF Survey Structure

UCF's 2020 Ethical Culture Assessment was comprised of 92 questions of embedded data, single-select, multiple-select, and open-ended essay question types.

- 84 questions covering employee perceptions of an ethical culture across Ethisphere's Eight Pillars

- 1 question for collecting open-ended comments

- 7 embedded demographic criteria

Not all questions were given to every respondent on account of the skip logic attached to certain questions. <u>Respondents were not required to answer every question before proceeding</u>.

The Eight Pillars of Ethical Culture Measured

PILLAR 1 | **Awareness of the Program and Resources**
Familiarity with the assets and efforts of the compliance and ethics function.

PILLAR 2 | **Perceptions of the Function**
Perceived quality and effectiveness of the function's efforts in communicating, training and support.

PILLAR 3 | **Observing and Reporting Misconduct**
Comfort in reporting perceived misconduct, the reason for doing so, and potential reporting barriers.

PILLAR 4 | **Pressure**
Strength and source of pressure employees may be experiencing to compromise standards to hit goals.

PILLAR 5 | **Organizational Justice**
Perception of whether the company holds wrongdoers accountable and the awareness of discipline.

PILLAR 6 | **Manager Perceptions**
Perceptions of supervisor's conduct and communication; comfort approaching with concerns.

PILLAR 7 | **Perceptions of Leadership**
Perceptions of the conduct, values, and communications of senior leadership.

PILLAR 8 | **Perceptions of Peers and Environment**
Perceived priorities of coworkers, the values of their organization, and willingness to share opinions.

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UCF Survey Timing and Responses

Response Rate. Approximately 13,492 UCF employees were asked to participate in the survey. Ethisphere received 2,365 completed surveys for a response rate of 18 percent. This response rate is below UCF's Benchmark of 28 percent. Partially completed surveys were not factored into Ethisphere's analysis.

Survey Distribution. The assessment was distributed using email and made accessible online in web- and mobile-friendly formats. UCF was responsible for distributing email invitations and reminders.

Translations. The survey was made available in English and Latin American Spanish.

Distribution Schedule. The 2020 survey was launched on March 17th and closed April 27th.

Project Context

UCF Custom Benchmark

UCF's assessment findings were compared against a handpicked assortment of companies from Ethisphere's database of nearly 100 Ethical Culture Assessment projects.

Survey data in this Benchmark includes nearly **44,000 respondents** from **28 companies** that meet the following criteria:

- Annual revenue of less than $5 billion
- Data collected from surveys administered in **the past two years** (April 2018 through April 2020)

Fifty percent of Benchmark companies have been designated as a World's Most Ethical Company®.

OVERALL

Respondents	Exp. Respondents	Response Rate	Total Representation	Organizations
43,622	156,217	28%	332,471	28

INDUSTRIES

Financial Services	10.3%
Aerospace & Defense	3.4%
Chemicals	3.4%
Industrial Manufacturing	24.1%

Additional information about UCF's 2020 Benchmark appears in Ethisphere's *Culture Quotient* application

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Participants

Employee Type	Count	Percent
Faculty Member	635	27%
Executive Leadership	23	1%
Professional Staff	683	29%
Technical, Clerical, Service Personnel	767	33%
Student Employee	250	10%
No Responses	7	0%
Total	2,365	100%

Service Length	Count	Percent
Less than 1 year	455	19%
1-2 years	502	21%
3-4 years	339	14%
5-6 years	205	9%
7-8 years	150	6%
9-10 years	58	3%
Longer than 10 years	649	28%
No Responses	7	0%
Total	2,365	100%

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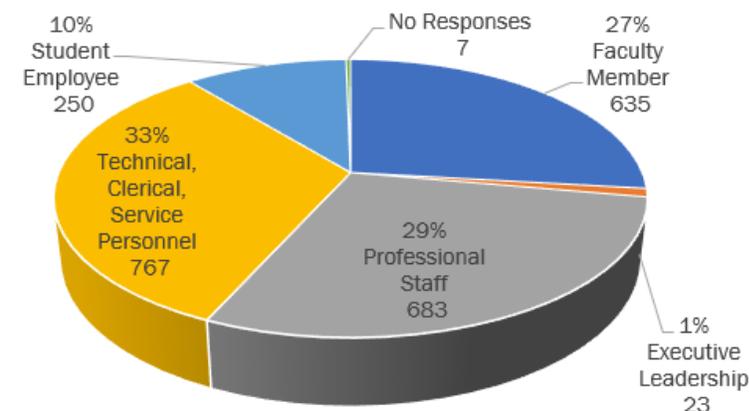
Ethical Culture Assessment
Participants

Respondents by College	Respondents (% of Total)	Respondents (Count)
COLLEGE OF SCIENCES	16.7%	198
COLLEGE OF MEDICINE	15.3%	182
COLLEGE OF ENGINEERING/COMPUTER SCIENCE	15.2%	180
COLLEGE OF COMMUNITY INNOVATION AND EDUCATION	13.1%	156
COLLEGE OF ARTS & HUMANITIES	11.4%	136
COLLEGE OF HEALTH PROFESSIONS AND SCIENCES	7.2%	86
COLLEGE OF BUSINESS ADMINISTRATION	5.2%	62
COLLEGE OF NURSING	4.2%	50
NICHOL SCHOOL OF COMMUNICATIONS AND MEDIA	3.6%	43
COLLEGE OF HOSPITALITY MANAGEMENT	3.3%	39
COLLEGE OF OPTICS & PHOTONICS	2.5%	30
COLLEGE OF GRADUATE STUDIES	1.4%	17
BURNETT HONORS COLLEGE	0.8%	9

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Perceptions of the Function

UCF tracks the Benchmark in areas measuring perceptions of compliance program effectiveness

Pillar 2 Question	Results	Benchmark *(Comparison)*
2.1 The training on the UCF Employee Code of Conduct was clear and understandable.	**2020** — 90.6 / 6.3 / 3.1	90.5 *(+0.1)*
2.2 UCF's training and communication efforts about ethical responsibilities and conduct are effective.	**2020** — 81 / 9 / 10.1	82.8 *(-1.8)*
2.3 The Code explains what is expected of me as I conduct university business.	**2020** — 94.6 / 3.7 / 1.7	93.2 *(+1.4)*

■ Favorable Responses (%)   ■ Neutral Responses (%)   ■ Unfavorable Responses (%)

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Perceptions of the Function

Policies and non-Code training receive high marks by respondents across UCF

Pillar 2 Question	Results		Benchmark *(Comparison)*
2.4 UCF's policies and regulations effectively explain what is expected of me as I conduct university business.	**2020**	93.8 · 3.5 · 2.7	90.3 *(+3.5)*
2.5 The training I receive on ethics and compliance topics effectively explains what is expected of me as I conduct university business.	**2020**	91.6 · 4.9 · 3.5	90.9 *(+0.5)*

■ Favorable Responses (%)   ■ Neutral Responses (%)   ■ Unfavorable Responses (%)

Observing & Reporting Misconduct

More than a third of respondents indicating they have observed misconduct over the past 12 months did not report it

Pillar 3 Question	Results		Benchmark *(Comparison)*
3.1 If I were to observe misconduct, I would be willing to report it.	**2020**	Favorable 90.3 / Neutral 5.5 / Unfavorable 4.2	88.7 *(+2.6)*
3.4 Over the past 12 months, have you observed unethical behavior or business misconduct at UCF.[2]	**2020**	Favorable 72.2 / Neutral 15.5 / Unfavorable 12.2	79.5 *(-7.3)*
3.6 I reported the unethical behavior or misconduct that I observed.[3]	**2020**	Favorable 35.8 / Neutral 29.8 / Unfavorable 34.4	44.5 *(-8.7)*

■ Favorable Responses (%) ■ Neutral Responses (%) ■ Unfavorable Responses (%)

2 – For this question a favorable response is "No", a neutral response is "Unsure" or "Decline to answer", and an unfavorable response is "Yes"; UCF edited the survey template so that the neutral answer option of "Unsure/Decline to answer" was split into two, discrete options of "Unsure" and "Decline to answer"

- A "Yes" response is considered favorable, a "No" response is unfavorable, and a response of "Decline to answer" is classified as neutral. This question is only given to respondents that answer "Yes" to the question "Over the past 12 months, I have previously observed what I believe might be unethical behavior or business misconduct at the Company."

Observing & Reporting Misconduct

"Which type(s) of unethical behavior or business misconduct did you observe? (Please select all that apply)"

Ten Most Commonly Selected Misconduct Types	Responses (Count)	Responses (Percentage)
Bullying	157	55.1%
Retaliation or intimidation	133	46.7%
Harassment or discrimination	133	46.7%
Unfair employment practices	102	35.8%
Conflicts of interest	99	34.7%
Other (Please specify)	60	21.1%
Misuse of university resources or assets	50	17.5%
Accounting, financial reporting, or billing irregularities	45	15.8%
Violation of health or safety policies or procedures	29	10.2%
ud	17	6%

Harassment, Bullying and Retaliation were the most commonly selected types of misconduct observed

285 respondents (roughly twelve percent) selected at least one type of misconduct that they observed in the past 12 months

Observing & Reporting Misconduct

*"I did not report the misconduct for the following reason(s):
(Please select all that apply)"*

Ten Most Commonly Selected Reasons	Responses (Count)	Responses (Percentage)
I didn't believe that corrective action would be taken	63	64.3%
I was concerned about retaliation	61	62.2%
I was worried about remaining anonymous	53	54.1%
The person I'm reporting about is senior level	46	46.9%
I was worried that reporting might damage my reputation	36	36.7%
Other reason	28	28.6%
I was afraid reporting the misconduct would harm my team members	21	21.4%
I was not sure the misconduct was significant enough to report	21	21.4%
My leader prefers to keep issues within our team without escalating them	20	20.4%
as not sure who to contact to make the report	15	15.3%

*Of the 98 respondents who provided a reason why they did not report, 63 – 64 percent – indicated that they **did not believe corrective action would be taken***

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Pillar 3

Observing & Reporting Misconduct

Awareness of UCF's non-retaliation policy exceeds peers, but those who know lack faith in its application

Pillar 3 Question	Results			Benchmark (Comparison)
3.10 UCF has a policy that prohibits retaliation against employees who report misconduct or participate in an investigation.[1]	2020	88.5	10.2	1.3	83.1 *(+5.4)*
3.11 I believe the University enforces its non-retaliation policy.[2]	2020	65	24.8	10.2	71.1 *(-6.1)*
3.12 I believe my manager complies with the non-retaliation policy.[2]	2020	81.5	13.1	5.3	84.4 *(-2.9)*

■ Favorable Responses (%)   ■ Neutral Responses (%)   ■ Unfavorable Responses (%)

[1] – A favorable response is "Yes", unfavorable is "No", and the neutral response option is "Don't Know"

- These questions are presented only if a "Yes" answer was given to the question, "Does the Company have a policy that prohibts retaliation against associates who report misconduct or rticipate in an investigation?"

Pillar 4

Pressure to Commit Misconduct

Leadership teams comprise the three most commonly cited sources of pressure to achieve goals

"4.1 I feel pressure to compromise the university's Code, policies, laws, rules or regulations in order to achieve business goals." [1]
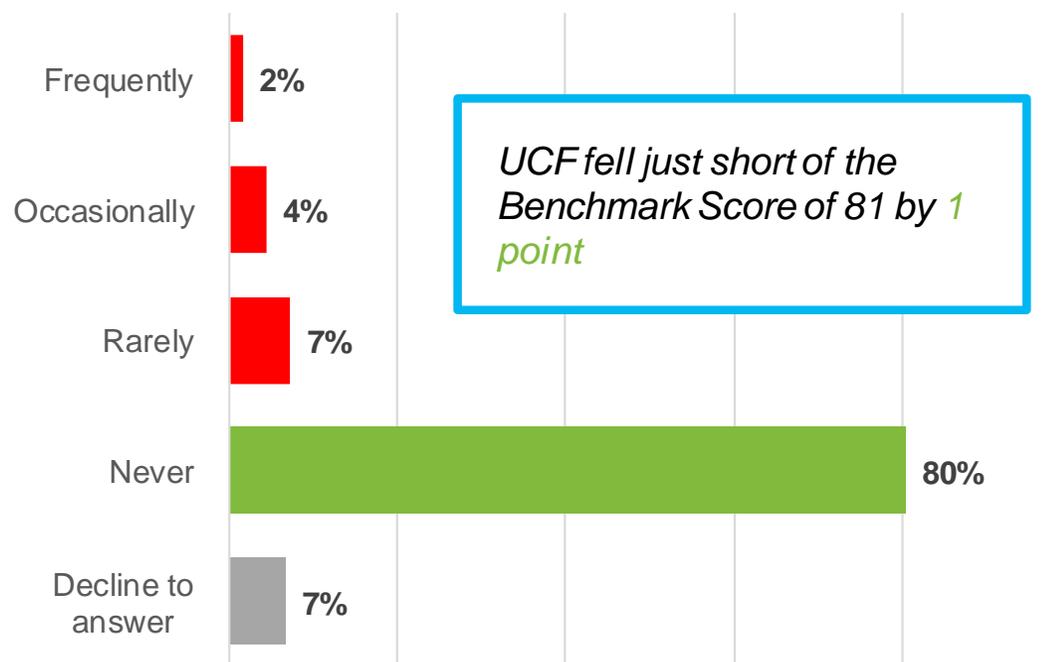
"4.2 I feel pressure from the following sources:"

Response	%
Frequently	2%
Occasionally	4%
Rarely	7%
Never	80%
Decline to answer	7%

UCF fell just short of the Benchmark Score of 81 by 1 point

Source	%
Senior leadership	50.7%
My immediate manager	31.8%
Middle management	25.5%
Co-workers	25.5%
Other	13.5%
Business partners	7.7%
Subordinates	7.3%
Suppliers	5.5%

■ **2020 UCF (n=274)**

- "Never" is favorable, "Decline to answer" is neutral, all other responses are classified as unfavorable

Pillar 5
Organizational Justice

Respondents exhibit mixed results across dimensions measuring organizational justice

Pillar 5 Question	Results				Benchmark *(Comparison)*
5.1 I believe disciplinary actions are taken when individuals engage in unethical behavior or misconduct at the university.	2020	68.8	17	14.2	66.4 *(+2.4)*
5.2 I believe the rules and associated disciplinary actions for unethical behavior or misconduct are the same for every employee.	2020	55.9	15.3	28.8	60.6 *(-4.7)*
5.3 If I raise a concern about unethical behavior or misconduct, I believe UCF will fully investigate it.	2020	74.3	12.3	13.4	77.5 *(-3.2)*

■ Favorable Responses (%)   ■ Neutral Responses (%)   ■ Unfavorable Responses (%)

Perceptions of Managers

Immediate managers are mostly viewed favorably across UCF

Pillar 6 Question	Results			Benchmark *(Comparison)*
6.1 I believe my manager is committed to ethical conduct at all times.	**2020**	88.1 / 6.8	5.1	88.9 *(-0.8)*
6.2 I am comfortable approaching my manager with issues or questions related to ethical conduct.	**2020**	86.2 / 6.5	7.3	86.6 *(-0.4)*
6.3 My manager is consistently a role model for ethical behavior and demonstrates the importance of integrity and ethical behavior.	**2020**	84.8 / 9.2	6	85.0 *(-0.2)*

■ Favorable Responses (%) ■ Neutral Responses (%) ■ Unfavorable Responses (%)

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Pillar 6
Perceptions of Managers

Frequency of manager communications on the topic of ethics correlated to stronger perceptions

"6.4 My manager discusses ethics or compliance related issues/topics."
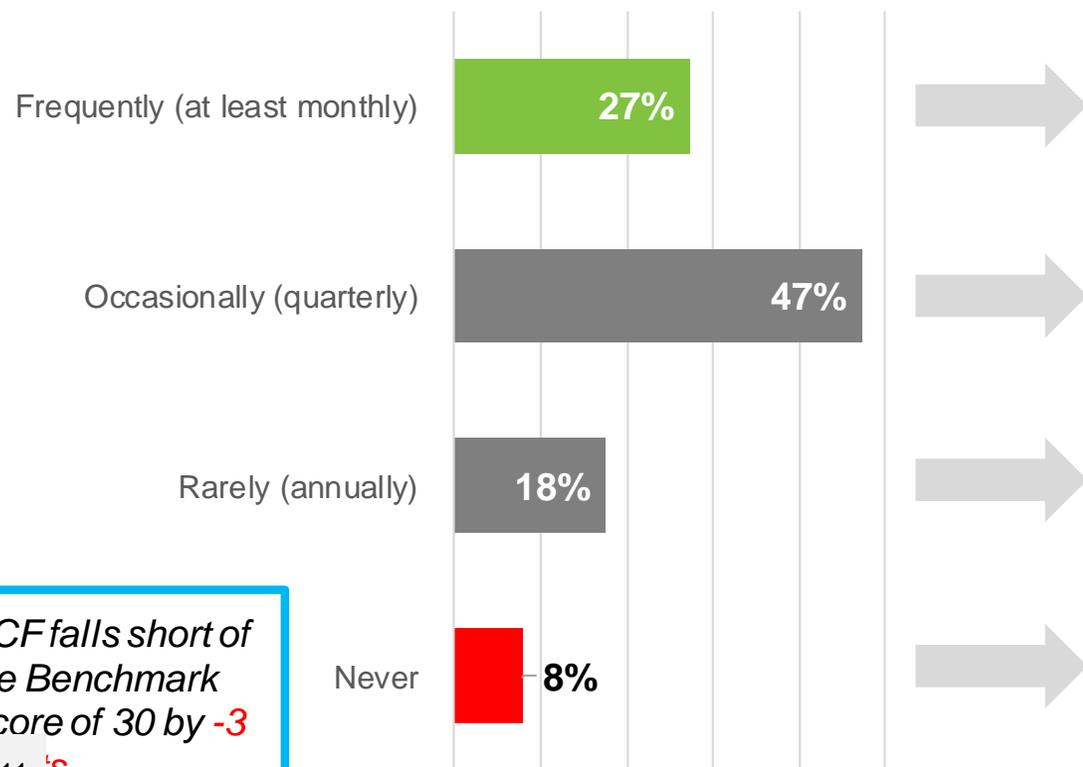
	Employees that are willing to report misconduct if observed	Employees comfortable approaching their manager with issues	Employees that believe the rules apply equitably to all
Frequently (at least monthly) **27%**	**95%**	**97%**	**68%**
Occasionally (quarterly) **47%**	**92%**	**93%**	**58%**
Rarely (annually) **18%**	**85%**	**68%**	**40%**
Never **8%**	**78%**	**42%**	**33%**

UCF falls short of the Benchmark Score of 30 by -3 points

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Pillar 7
Perceptions of Senior Leadership

High neutral response rates reported in areas measuring perceptions of Senior Leadership

Pillar 7 Question	Results			Benchmark (Comparison)
7.1 Senior leadership promotes the importance of ethical behavior throughout the university.	2020	78.1	11.3	10.6	80.0 *(-1.9)*
7.2 I believe our senior leadership team acts ethically at all times.	2020	64.1	17.1	18.8	69.2 *(-5.1)*

■ Favorable Responses (%) ■ Neutral Responses (%) ■ Unfavorable Responses (%)

Pillar 8
Perceptions of Peers and the Environment

UCF respondents show strong perceptions of co-workers acting with integrity compared to peers

Pillar 8 Question	Results			Benchmark *(Comparison)*
8.2 I believe my co-workers follow the Code.	**2020**	92.9	4.9	2.3	85.3 *(+7.6)*
8.3 I have a personal responsibility for making sure the university behaves ethically.	**2020**	90.2	7.9	1.9	89.3 *(+0.9)*

■ Favorable Responses (%)   ■ Neutral Responses (%)   ■ Unfavorable Responses (%)

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UCF Culture Survey Trends

How familiar are you with...	2016		2018		Trend (2018 - 2016)	2020		Trend (2020 - 2018)	4YR Trend (2020 - 2016)
	Count	% Familiar	Count	% Familiar		Count	% Familiar		
University Compliance, Ethics and Risk office	1,003	47%	1,162	69%	22%	1,885	80%	11%	33%
UCF Creed	1,676	80%	1,410	84%	5%	2,130	91%	7%	11%
UCF's policy for reporting Misconduct and Protection from Retaliation	1,278	61%	1,249	75%	14%	2,129	91%	16%	30%
UCF IntegrityLine for anonymously reporting compliance and ethical concerns	945	45%	1,117	67%	22%	2,067	88%	21%	43%
UCF Employee Code of Conduct	Not applicable		1,450	86%		2,288	97%	11%	11%
% Familiar includes responses of "Very Familiar", "Familiar" or "Somewhat Familiar"									

UCF Culture Survey Trends

UNIVERSITY OF CENTRAL FLORIDA

To what extent do you agree or disagree with the statement:	2016		2018		Trend (2018 - 2016)	2020		Trend (2020 - 2018)	4YR Trend (2020 - 2016)
	Count	% Agree	Count	% Agree		Count	% Agree		
I know where to find information on UCF policies and procedures.	1,649	78%	1,408	84%	6%	2,195	93%	9%	15%
I know where to find information on UCF regulations.	1,576	75%	1,340	80%	5%	2,139	91%	11%	16%
I believe that most UCF employees demonstrate integrity and ethical behavior.	1,790	85%	1,393	83%	-2%	2,162	92%	9%	7%
I feel comfortable reporting incidents or concerns of noncompliance to my supervisors.	1,457	69%	1,191	71%	2%	1,926	82%	11%	13%
I feel that I would be protected from retaliation if I report a suspected compliance violation to my supervisor.	1,341	64%	1,106	66%	3%	1,814	77%	11%	13%
I feel that I would be protected from retaliation if I report a suspected compliance violation to a central office (e.g. Human Resources, OIE, Procurement, etc.)	1,332	63%	1,103	66%	3%	1,770	76%	10%	13%
I feel that I would be protected from retaliation if I report a suspected compliance violation through UCF IntegrityLine.	1,301	62%	1,128	67%	6%	1,893	80%	13%	18%
% Agree includes responses of "Strongly Agree", "Agree" or "Somewhat Agree"									

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UCF Culture Survey Trends

Please indicate a Yes or No response to each item:	2016		2018		Trend (2018 - 2016)	2020		Trend (2020 - 2018)	4YR Trend (2020 - 2016)
	Count	% Yes	Count	% Yes		Count	% Yes		
I have experienced or observed bullying in the workplace by a supervisor within the last 12 months. Workplace bullying is defined as "repeated, deliberate, disrespectful behavior, which harms the target."	331	16%	287	17%	1%	337	14%	-3%	-2%
I have experienced or observed a violation of laws, regulations, or university regulation or policy in my office or department within the last 12 months.	309	15%	283	17%	2%	288	12%	-5%	-3%
I was asked to bend, break, or circumvent laws, regulations, university regulations, or policies during the last 12 months by someone in my department.	100	5%	102	6%	1%	37	2%	-4%	-3%
(2016-2018) If you replied "Yes" to any of the above three questions, did you report your concern? (2020) "Yes" responses to whether they reported the witnessed misconduct and being asked to commit misconduct.	143	14%	156	21%	7%	112	34%	13%	20%
(2016-2018) Was the matter properly resolved? (2020) Total reporting some level of satisfaction	53	41%	54	36%	-5%	61	54%	18%	13%

Key Recommendations

1 — **Increase communications in support of the non-retaliation policy**

2 — **Over-communicate closing the loop on investigations process**

3 — **Continue to leverage leadership in compliance messaging**

More than a third of respondents did not affirm having faith in UCF's application of its non-retaliation policy. Increase communications about how UCF enforces this policy.

Of the 54 reporters who indicated being dissatisfied with how the process was handled, twenty-seven said it was because of a lack of information received throughout the process.

UCF's leadership team lagged behind the Benchmark in the area of ethical leadership according to our assessment. Incorporating functional-leads into your messaging could potentially build goodwill amongst employees.

Continue the Conversation

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UCF
UNIVERSITY OF
CENTRAL FLORIDA

University Compliance, Ethics and Risk Office

2020 Compliance and Ethics Culture Survey
Executive Summary

Background

In 2016, University Compliance, Ethics, and Risk conducted its first compliance and ethics culture survey to evaluate the compliance and ethics culture at UCF. From March 16 to April 6, 2016, the office distributed the anonymous survey by email to all university employees, including hourly and student employees with email addresses. Of the 7,276 university employees, 2,137 employees (29.4%) responded. The results of the initial survey were positive, but there were several opportunities identified for improvement including the relatively low employee familiarity with University Compliance, Ethics, and Risk, the UCF IntegrityLine, and UCF's policy 2-700.1 Reporting Misconduct and Protection from Retaliation. To increase employee awareness, the office implemented initiatives such as the UCF Employee Code of Conduct, three online web trainings titled *Gifts and Honoraria*, *Potential Conflicts*, and *UCF Employee Code of Conduct*, and created the compliance and ethics newsletter, the *IntegrityStar*. Annual Compliance & Ethics Week awareness campaigns were held each November and the office hosted tabling events for faculty during orientation and for staff during the benefits fair each year. At Human Resources' New Employee Orientations all new employees began receiving information about the office, the UCF IntegrityLine, and UCF Employee Code of Conduct.

In 2018, the culture survey was repeated. From March 1 to March 30, 2018, the office distributed the anonymous survey by email to all university employees, including hourly and student employees with email addresses. An article was included in the March 2018 edition of the compliance and ethics newsletter, the UCF *IntegrityStar*. Of the 8,892 university employees, 1,700 employees (19%) responded. The results from this survey were benchmarked against the initial results from the compliance and ethics culture survey conducted in 2016 and reflect positive trends.

Specifically, the 2018 survey revealed a 22% increase in employee awareness of the University Compliance, Ethics, and Risk office and the UCF IntegrityLine. Employee awareness of UCF's policy for reporting Misconduct and Protection from Retaliation increased by 14%, with 75% employees reporting familiar with this policy. There was also an increase in the percentage of employees who knew where to find information on UCF policies and procedures, with 78% reporting familiar in 2016 to 84% in 2018. Knowledge on finding information on UCF regulations also increased from 75% in 2016 to 80% in 2018. Familiarity with the UCF Creed also increased from 80% in 2016 to 84% in 2018. Eighty-six percent of employees reported that they were familiar with the new UCF Employee Code of Conduct.

The office continued its communications and training during fiscal year 2018-19 and 2019-20 to raise awareness of University Compliance, Ethics, and Risk, the UCF IntegrityLine, UCF policies and

regulations, and compliance and ethics topics.

2020 Survey

At the request of a Board of Trustee, the 2020 survey was conducted by a third party. In partnership with Ethisphere, a global leader in defining and advancing the standards of ethical business practices, this year's survey was launched on March 17 and was open through April 27, 2020. Ethisphere distributed surveys by email to 13,492 UCF employees. An article was included in the March 2018 edition of the compliance and ethics newsletter, UCF *IntegrityStar*. Ethisphere received 2,365 completed surveys for a response rate of 18%. While this participation rate is below the previous rates of 19% and 28%, this year we invited more than 5,000 additional employees with a total of 13,492 invited (in 2018 was 8,892; 2016 was 7,276). In terms of the number of surveys completed, this year's number of 2,365 is the largest number of survey responses received (2018 was 1,700 and 2016 was 2137). Additional conditions that may have contributed to a lower than expected participation rate: a competing survey that was launched just prior to this survey and the start of the pandemic. The following summary highlights the key responses and trends from 2016 – 2020 with the complete survey results and trend reports attached. Ethisphere benchmarked UCF's responses against a handpicked assortment of organizations, 28 in total, from Ethisphere's database of nearly 100 ethical culture projects and includes 50% of those companies that have been designated as a World's Most Ethical Company®. Ethisphere's report is also attached.

Results

Ethisphere placed UCF at an overall 78.6% positive rating across the eight pillars of an ethical culture, compared to an overall 80.5% for the benchmark (1.9% below). UCF exceeded the Ethisphere benchmark in the following Pillars:

>
> Pillar 2: Perception of the Function   90.3% (89.5 benchmark)
>
> Pillar 8: Perceptions of Peers and Environment   91.6% (87.3 benchmark)

The results from this 2020 survey were also benchmarked against the initial results from the compliance and ethics culture survey conducted in 2016 and 2018. We continue to see a positive trend with significant increases in employee awareness levels (43% for the IntegrityLine), decreases in witnessing misconduct (by 4-5%), increases in reporting misconduct (20%), employees feeling protected from retaliation (18% via the IntegrityLine) and an increase in employee's perceptions of peers and their environment (7%). The only area measured since 2016 that reflects a backward trend is employees' faith in senior leadership (15% decrease since 2016).

More specifically, the 2020 survey results revealed:

- A 21% increase in awareness of the UCF IntegrityLine from 2018 (overall 43% increase since 2016).

- An 11% increase in employee awareness of the University Compliance, Ethics, and Risk office (overall 33% increase since 2016).

- Employee awareness of UCF's Reporting Misconduct and Protection from Retaliation Policy increased by 16%, with 91% employees reporting familiar with this policy (an overall 30%

increase since 2016).

- When Ethisphere asked whether employees knew if UCF had a policy that prohibits retaliation; 89% responding favorably which exceeded the Ethisphere benchmark by 5.4%. However, despite the high level of awareness, only 65% reported that they believe that the university enforces its non-retaliation policy (6% lower than the Ethisphere benchmark).

- A 9% increase in employees reporting that they knew where to find information on UCF policies and procedures, with a total of 93% familiar (exceeding the Ethisphere benchmark by 1.8%).

- Knowledge on finding information on UCF regulations also increased by 11% since 2018, with 91% reporting familiar.

- A total of 94% responded favorably that UCF's policies and regulations effectively explain what is expected of employees as they conduct university business, exceeding the Ethisphere benchmark by 3.5%.

- An impressive 97% (up 11% from 2018) of employees reported that they were familiar with the UCF Employee Code of Conduct.

- Ninety-five percent responded favorably that the Code explains what is expected of employees as they conduct university business, exceeding the Ethisphere benchmark by 1.4%.

- Familiarity with the UCF Creed also increased to 91%, up from 84% in 2018.

- Employee responses regarding whether they observed unethical behavior or business misconduct at UCF within the last 12 months decreased by 5% since 2018, with a total of 12% responding yes. Although the decrease reflects a positive trend for UCF, it is still 7.3% below the Ethisphere benchmark.

- A total of 90% responded favorably to being willing to report misconduct if they observed it, which is 2.6% higher than the Ethisphere benchmark.

- Responses to the question whether employees were asked to bend, break, or circumvent laws, regulations, or university policies or regulations also decreased by 4% from 2018 with 2% responding yes. A total of 90% stated that they were <u>not</u> asked to bend, break, or circumvent laws, regulations, or university policies or regulations (8% reported being unsure or declined to answer).

- The number of employees reporting that they witnessed and reported the misconduct has increased by 13% since 2018, and overall by 20% since 2016. However, UCF is still 8.7% below the Ethisphere benchmark in reporting witnessed misconduct.

- That since 2018 there was an 11% increase in employees' favorable responses to being comfortable reporting misconduct to their supervisor (82%) and feeling protected by retaliation when reporting to their supervisor (77%).

- Employees reported a 13% increase in feeling protected from retaliation when using the UCF IntegrityLine, with 80% responding favorably. The favorable responses increased by a total of 18% since 2016.

- Overall satisfaction levels reported by respondents regarding the resolution of reporting misconduct increased by 18% since 2018. However, the Ethisphere benchmark reflects UCF

well below the benchmark for each of the reporting mechanisms.

- Ninety-two percent of employees stated that they believed that employees demonstrate integrity and ethical behavior, an increase of 9% from 2018.

- An additional 93% responded favorably to the belief that their co-workers follow the Code, exceeding the Ethisphere benchmark by 7.6%.

- Ninety percent responded favorably to having a personal responsibility for making sure employees behave ethically, which also exceeded the benchmark by .9%.

- That when asked about senior leadership, 78% reported a belief that senior leadership promotes the importance of ethical behavior throughout the university, which is below the Ethisphere benchmark by 1.9%.

- A total of 64% responded favorably to the belief that senior leadership acts ethically at all times. Ethisphere's benchmark was 5.1% higher.

Response to Survey

Based on the UCF trends and Ethisphere benchmark results, the office will focus on increased communications to reinforce the non-retaliation policy, over-communicate closing the loop on the investigations process, and continue to leverage leadership in compliance messaging. The survey will be repeated in 2022.

The response data for each question in the 2020 Compliance and Ethics Survey is attached.

2020 UCF Compliance and Ethics Culture Survey Responses

Demographic Information

Employee Type	Count	Percent
Faculty Member	635	27%
Executive Leadership	23	1%
Professional Staff	683	29%
Technical, Clerical, Service Personnel	767	33%
Student Employee	250	10%
No Responses	7	0%
Total	**2,365**	**100%**
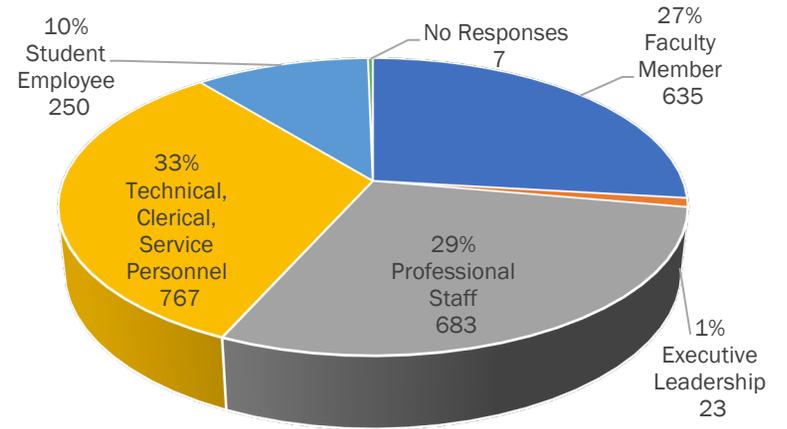
Service Length	Count	Percent
Less than 1 year	455	19%
1-2 years	502	21%
3-4 years	339	14%
5-6 years	205	9%
7-8 years	150	6%
9-10 years	58	3%
Longer than 10 years	649	28%
No Responses	7	0%
Total	**2,365**	**100%**

How familiar are you with the University Compliance, Ethics, and Risk Office?

How familiar are you with the University Compliance, Ethics, and Risk office?	Count	Percent
Not at all familiar	104	4%
Unfamiliar	150	6%
Somewhat unfamiliar	220	9%
Somewhat familiar	788	33%
Familiar	798	34%
Very familiar	299	13%
Total	2,359	100%
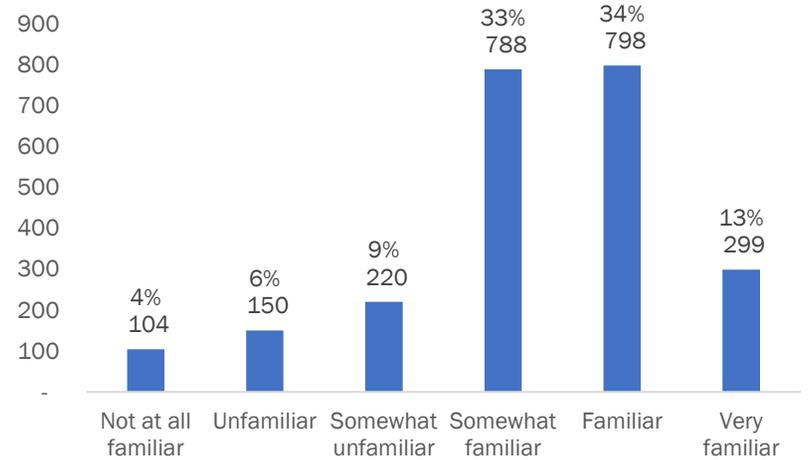
How familiar are you with UCF Creed?

How familiar are you with UCF Creed?	Count	Percent
Not at all familiar	41	2%
Unfamiliar	75	3%
Somewhat unfamiliar	109	5%
Somewhat familiar	520	22%
Familiar	1,048	45%
Very familiar	562	24%
Total	2,355	100%
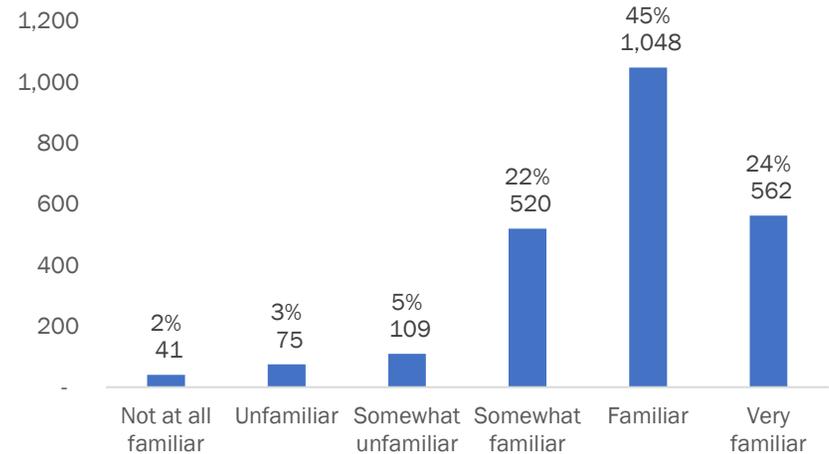
20 UCF Compliance and Ethics Culture Survey Responses

How familiar are you with UCF's policy Reporting Misconduct and Protection from Retaliation?

How familiar are you with UCF's policy Reporting Misconduct and Protection from Retaliation?	Count	Percent
Not at all familiar	22	1%
Unfamiliar	60	3%
Somewhat unfamiliar	128	6%
Somewhat familiar	588	25%
Familiar	1,064	46%
Very familiar	477	20%
Total	2,339	100%
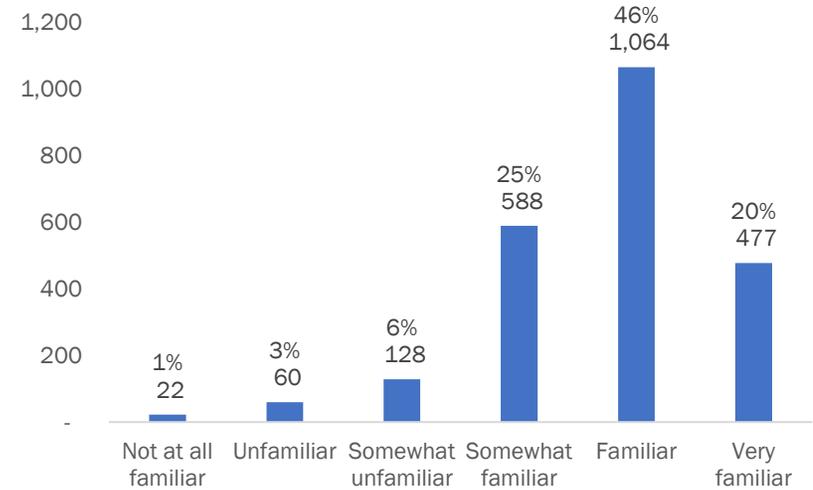
How familiar are you with the UCF IntegrityLine for anonymously reporting compliance and ethical concerns?

How familiar are you with the UCF IntegrityLine for anonymously reporting compliance and ethical concerns?	Count	Percent
Not at all familiar	51	2%
Unfamiliar	99	4%
Somewhat unfamiliar	130	6%
Somewhat familiar	574	25%
Familiar	1,021	44%
Very familiar	472	20%
Total	2,347	100%

20 UCF Compliance and Ethics Culture Survey Responses
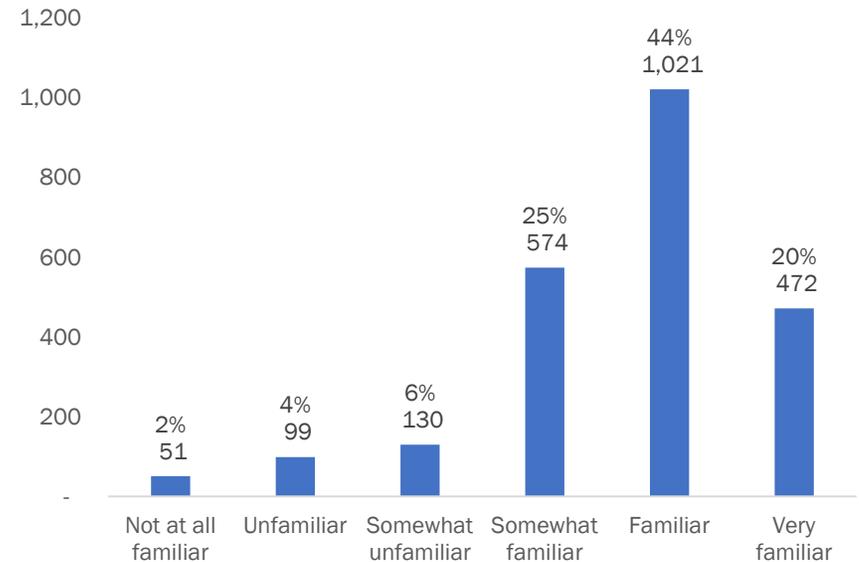
How familiar are you with the UCF Employee Code of Conduct?

How familiar are you with the UCF Employee Code of Conduct?	Count	Percent
Not at all familiar	8	0%
Unfamiliar	17	1%
Somewhat unfamiliar	42	2%
Somewhat familiar	322	14%
Familiar	1,235	52%
Very familiar	731	31%
Total	2,355	100%
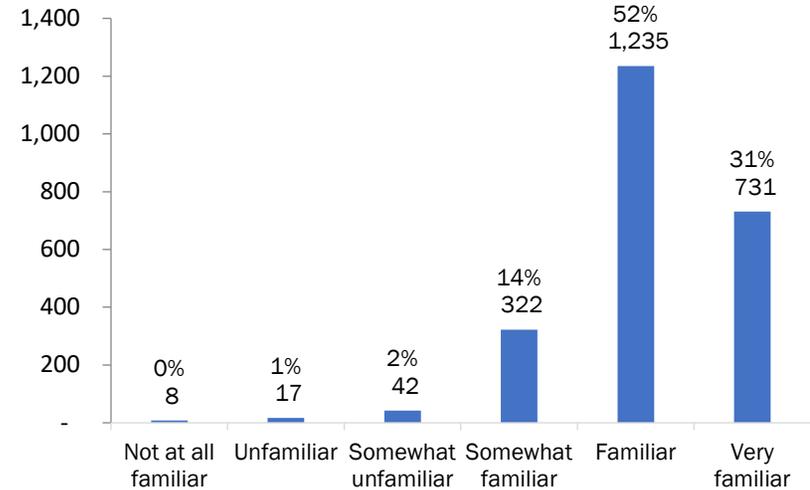
I know where to find information on UCF policies and procedures.

I know where to find information on UCF policies and procedures.	Count	Percent
Strongly disagree	19	1%
Disagree	30	1%
Somewhat disagree	40	2%
Neither agree nor disagree	67	3%
Somewhat agree	330	14%
Agree	1,118	48%
Strongly agree	747	32%
Total	2,351	100%

20 UCF Compliance and Ethics Culture Survey Responses
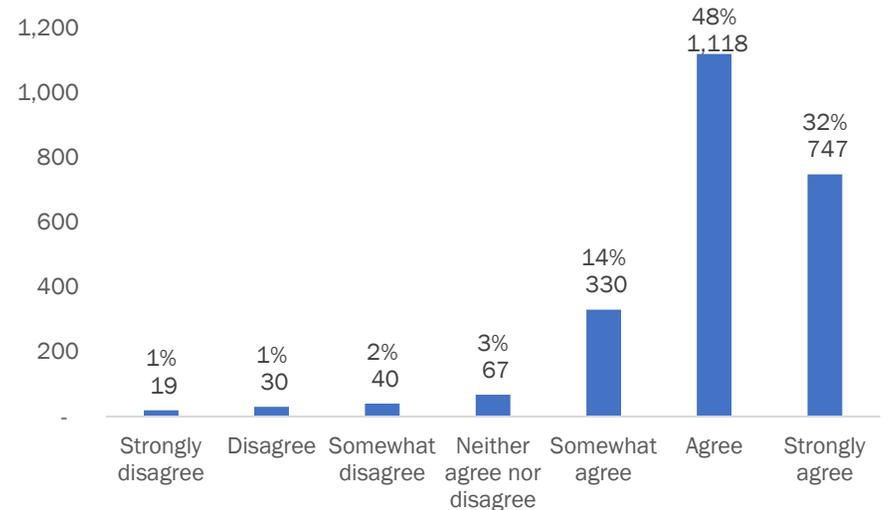
I know where to find information on UCF regulations.

I know where to find information on UCF regulations.	Count	Percent
Strongly disagree	22	1%
Disagree	37	2%
Somewhat disagree	54	2%
Neither agree nor disagree	92	4%
Somewhat agree	451	19%
Agree	1,051	45%
Strongly agree	637	27%
Total	2,344	100%
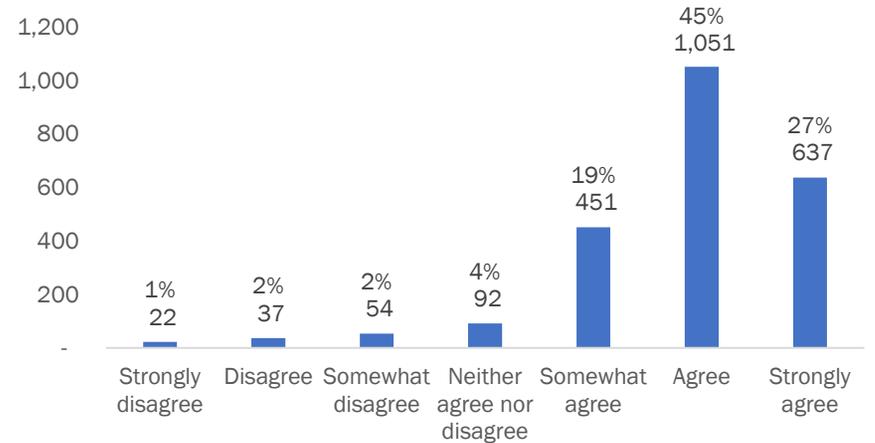
I believe that most UCF employees demonstrate integrity and ethical behavior.

I believe that most UCF employees demonstrate integrity and ethical behavior.	Count	Percent
Strongly disagree	4	0%
Disagree	18	1%
Somewhat disagree	30	1%
Neither agree nor disagree	137	6%
Somewhat agree	316	13%
Agree	1,254	53%
Strongly agree	592	25%
Total	2,351	100%

20 UCF Compliance and Ethics Culture Survey Responses
5
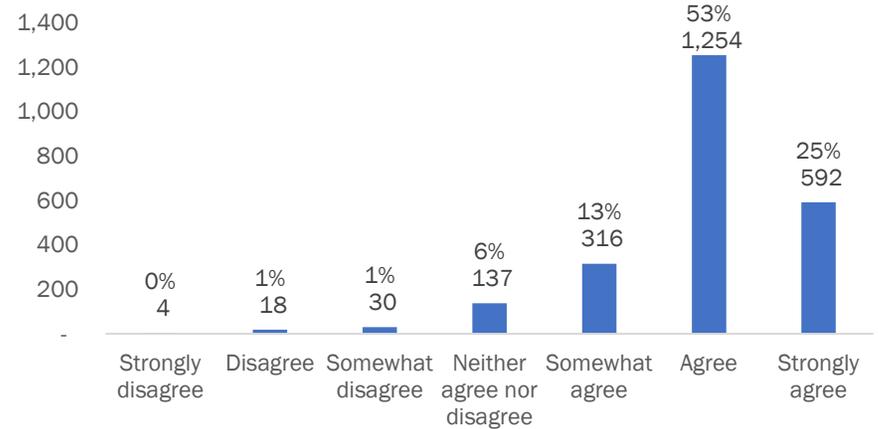
I believe our senior leadership team acts ethically at all times.

I believe our senior leadership team acts ethically at all times.	Count	Percent
Strongly disagree	132	6%
Disagree	154	7%
Somewhat disagree	156	7%
Neither agree nor disagree	314	13%
Somewhat agree	400	17%
Agree	771	33%
Strongly agree	336	14%
Don't Know	89	4%
Total	2,352	100%
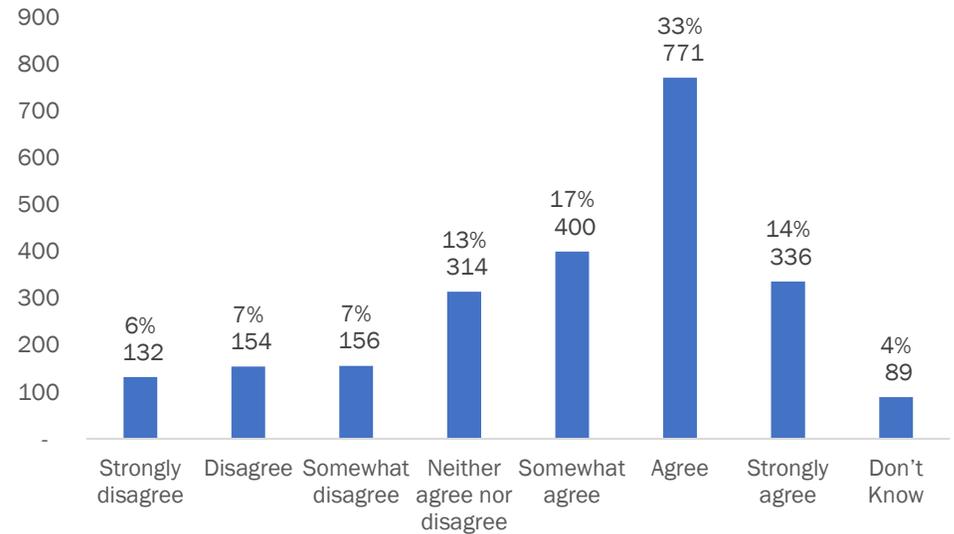
I feel comfortable reporting incidents or concerns of noncompliance to my supervisor/manager.

I feel comfortable reporting incidents or concerns of noncompliance to my supervisor/manager.	Count	Percent
Strongly disagree	78	3%
Disagree	73	3%
Somewhat disagree	95	4%
Neither agree nor disagree	181	8%
Somewhat agree	321	14%
Agree	849	36%
Strongly agree	756	32%
Total	2,353	100%
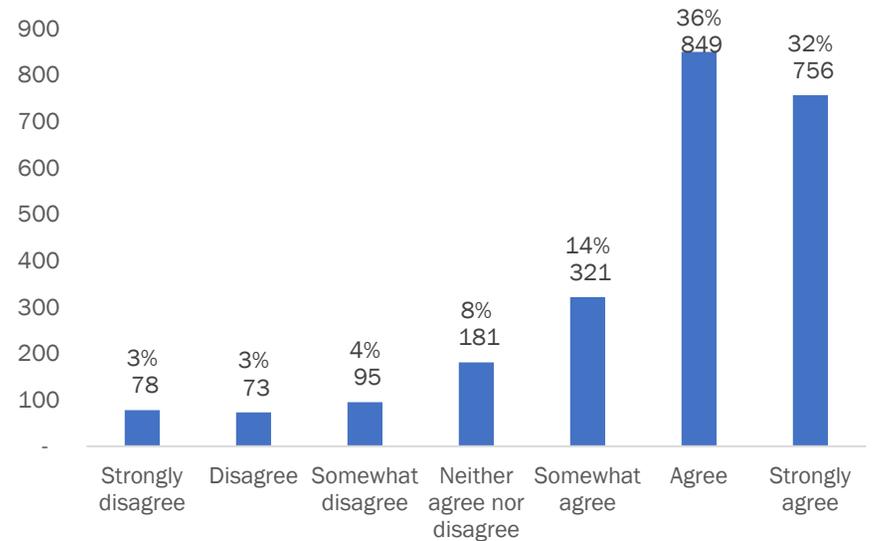
I feel I would be protected from retaliation if I report a suspected compliance violation to my supervisor/manager.

I feel I would be protected from retaliation if I report a suspected compliance violation to my supervisor/manager.	Count	Percent
Strongly disagree	94	4%
Disagree	82	4%
Somewhat disagree	105	5%
Neither agree nor disagree	256	11%
Somewhat agree	306	13%
Agree	845	36%
Strongly agree	663	28%
Total	2,351	100%
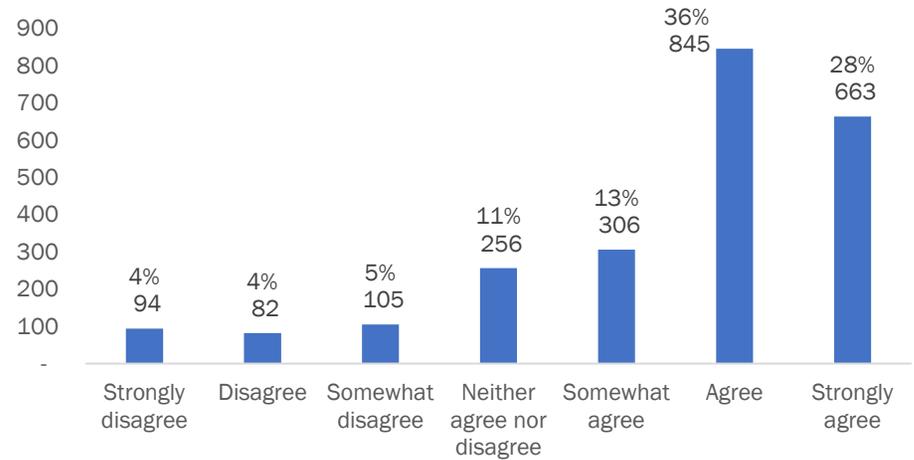
I feel I would be protected from retaliation if I report a suspected compliance violation to a central office (e.g., Human Resources, OIE, Procurement, etc.)

I feel I would be protected from retaliation if I report a suspected compliance violation to a central office (e.g., Human Resources, OIE, Procurement, etc.)	Count	Percent
Strongly disagree	89	4%
Disagree	78	3%
Somewhat disagree	98	4%
Neither agree nor disagree	305	13%
Somewhat agree	362	16%
Agree	897	38%
Strongly agree	511	22%
Total	2,340	100%
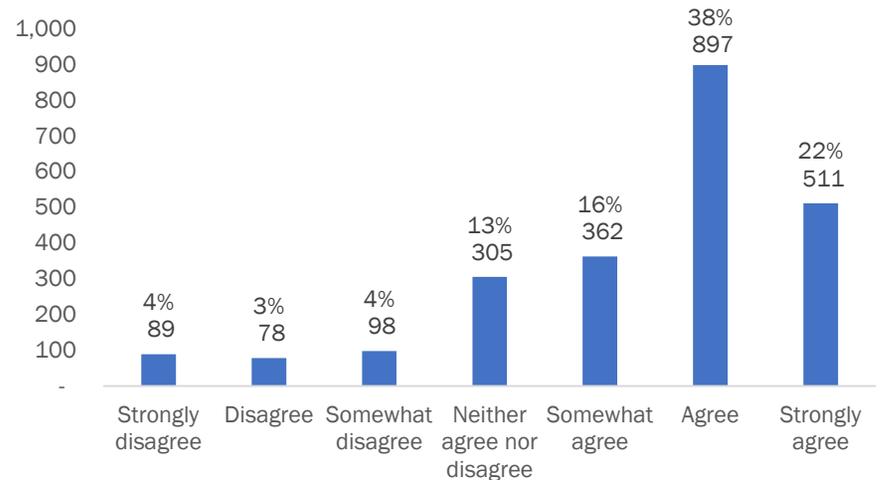
20 UCF Compliance and Ethics Culture Survey Responses

I feel I would be protected from retaliation if I report a suspected compliance violation through the UCF IntegrityLine.

I feel I would be protected from retaliation if I report a suspected compliance violation through the UCF IntegrityLine.	Count	Percent
Strongly disagree	67	3%
Disagree	48	2%
Somewhat disagree	63	3%
Neither agree nor disagree	282	12%
Somewhat agree	292	12%
Agree	951	40%
Strongly agree	650	28%
Total	2,353	100%
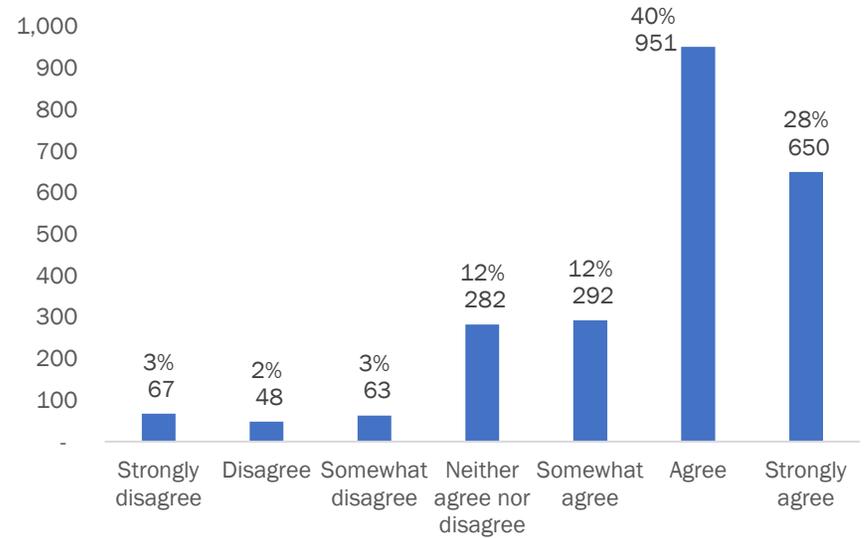
I have experienced or observed bullying in the workplace by a supervisor/manager within the last 12 months. Workplace bullying is defined as "repeated, deliberate, disrespectful behavior, which harms the target."

I have experienced or observed bullying in the workplace by a supervisor/manager within the last 12 months. Workplace bullying is defined as "repeated, deliberate, disrespectful behavior, which harms the target."	Count	Percent
Yes	337	14%
No	1,999	86%
Total	2,336	100%
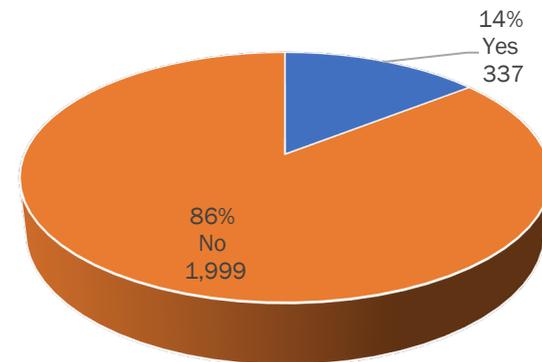
Over the past 12 months, have you observed unethical behavior or business misconduct at UCF?

Over the past 12 months, have you observed unethical behavior or business misconduct at UCF?	Count	Percent
Yes	288	12%
Unsure / Decline to answer	366	16%
No	1,701	72%
Total	2,355	100%

12%
Yes
288

16%
Unsure /
Decline to
answer
366

72%
No
1,701

20 UCF Compliance and Ethics Culture Survey Responses
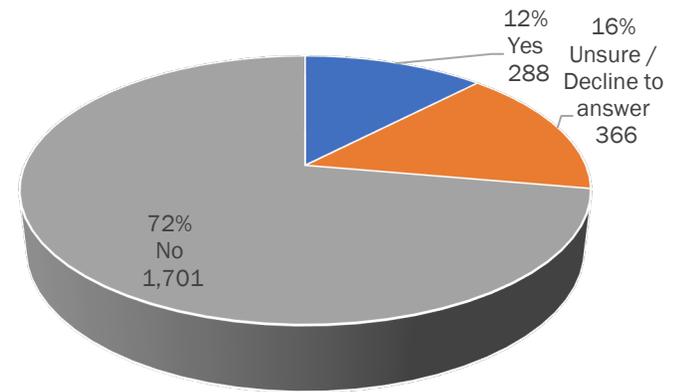
Which type(s) of unethical behavior or business misconduct did you observe?

Which type(s) of unethical behavior or business misconduct did you observe? (Select all that apply)	Count	Percent
Theft	4	1%
Inappropriate political activities or contributions	2	1%
Insider trading	1	0%
Unauthorized media communication	6	2%
Violence in the workplace	4	1%
Cyber security/privacy violation	16	6%
Conflicts of interest	99	35%
Improper record retention or destruction practices	16	6%
Inappropriate procurement practices	10	4%
Violation of health or safety policies or procedures	29	10%
Bribes or kickbacks	14	5%
Unfair employment practices	102	36%
Accounting, financial reporting, or billing irregularities	45	16%
Drug, alcohol, or substance abuse	8	3%
Intellectual property or trade secret violation	4	1%
Misuse of university resources or assets	50	18%
Antitrust violations, collusion with competitors, or other anticompetitive behavior	11	4%
Bullying	157	55%
Fraud	17	6%
Unauthorized disclosure of confidential or proprietary information	13	5%
Improper sales, advertising, or marketing practices	9	3%
Environmental violation	6	2%
Inappropriate travel and expense reporting	6	2%
Retaliation or intimidation	133	47%
Harassment or discrimination	133	47%
Other	60	21%
Total (n=285)		

20 UCF Compliance and Ethics Culture Survey Responses
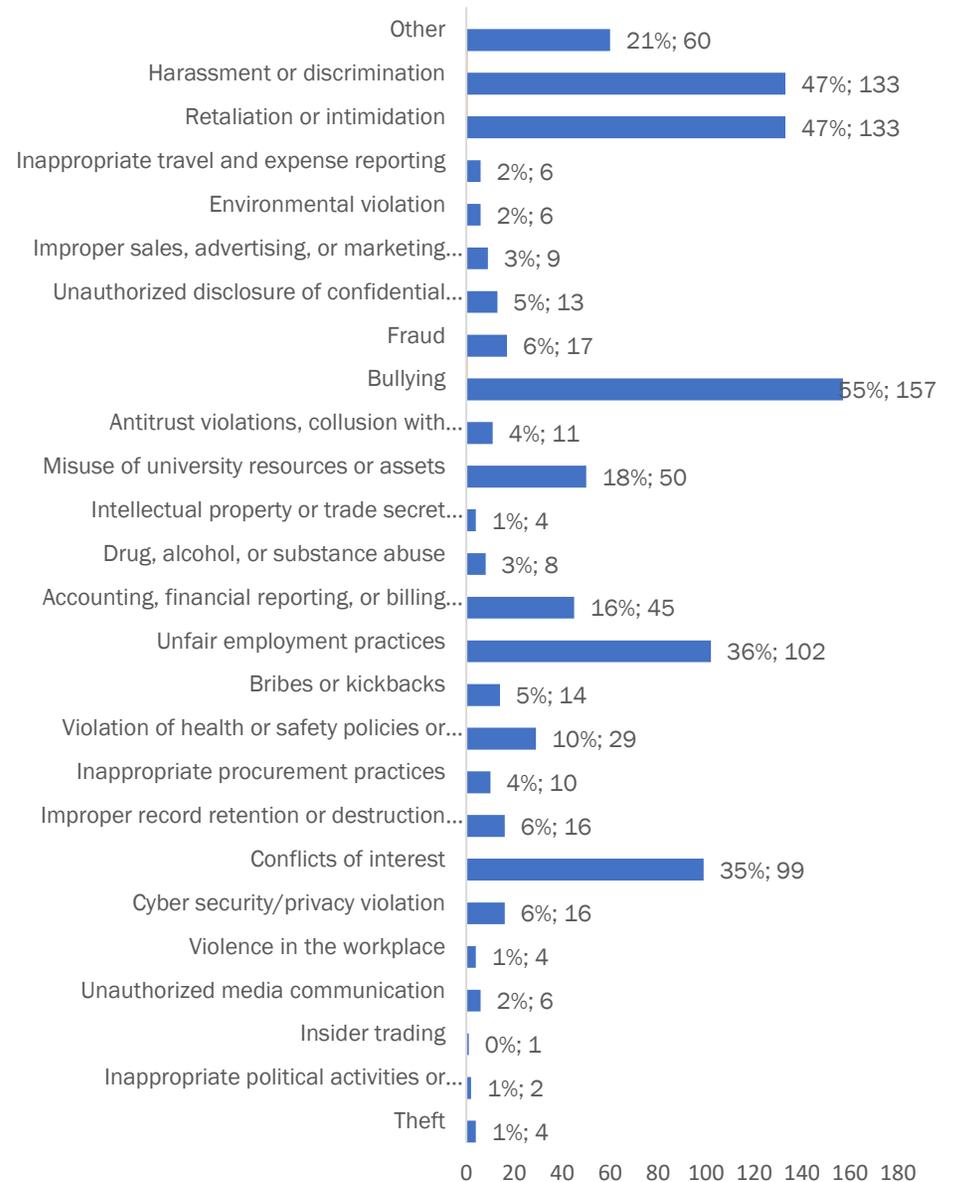
Please identify the source(s) of the bullying you observed or experienced in the workplace: (Only asked when respondent selected bullying as the misconduct type)

Please identify the source(s) of the bullying you observed or experienced in the workplace: (Select all that apply)	Count	Percent
Senior Leadership	81	53%
Supervisor	76	50%
Peer	59	39%
Subordinate	11	7%
Total (n=153)		
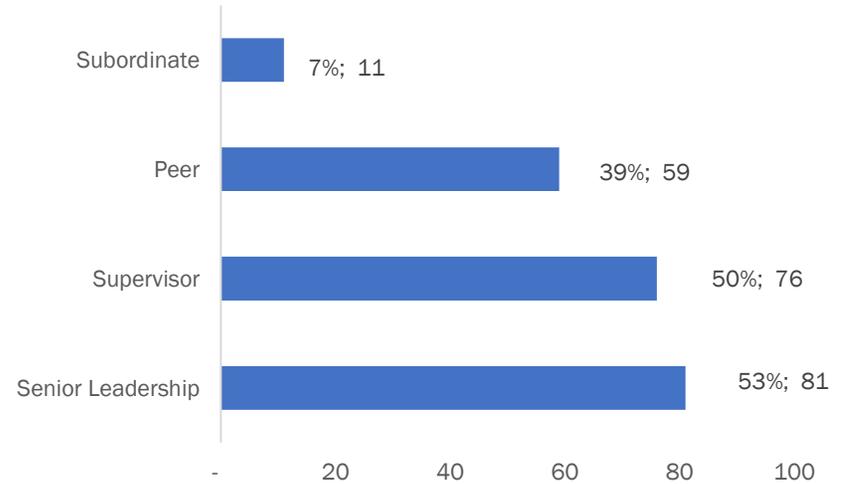
I reported the unethical behavior or misconduct that I observed.

I reported the unethical behavior or misconduct that I observed.	Count	Percent
Yes	102	36%
No	98	34%
Decline to Answer	85	30%
Total	285	100%

20 UCF Compliance and Ethics Culture Survey Responses
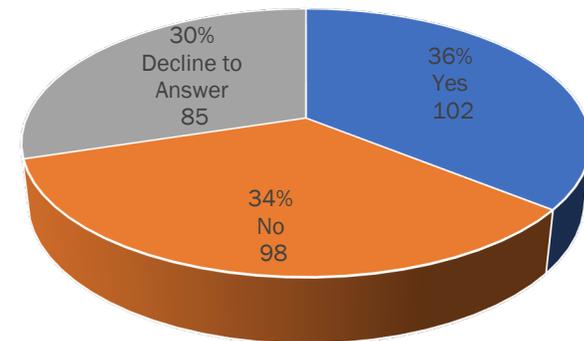
How did you report the suspected misconduct or unethical behavior?

How did you report the suspected misconduct or unethical behavior? (Select all that apply)	Count	Percent
My immediate manager	57	56%
My manager's manager	27	27%
Human Resources representative	21	21%
Compliance and Ethics representative	16	16%
Internal audit representative	4	4%
Office of Institutional Equity (OIE) representative	18	18%
The Board of Trustees or a Committee of the Board	1	1%
Ombudsman	8	8%
UCF IntegrityLine	27	27%
Other	18	18%
Total (n=102)		
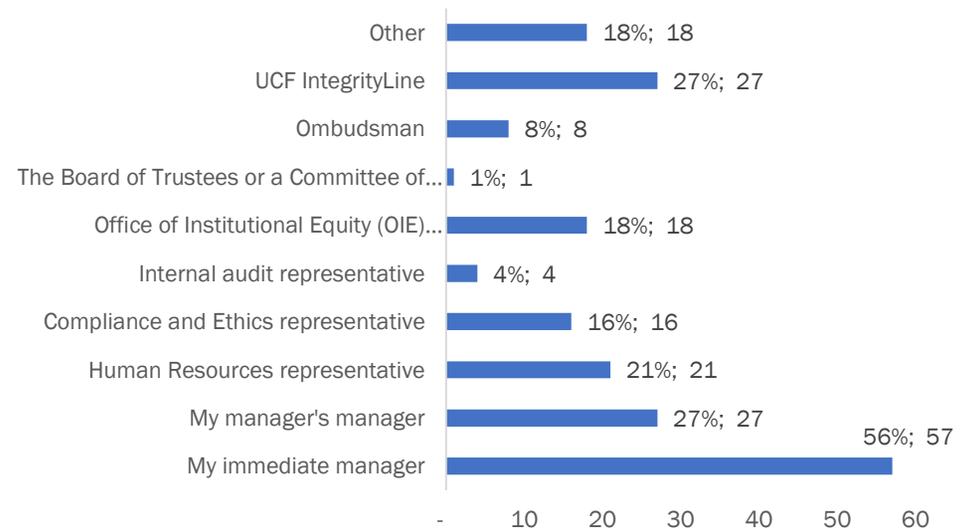
How satisfied were you with how the process was handled by your immediate manager?

| How satisfied were you with how the process was handled by your immediate manager?	Count	Percent
Very Dissatisfied	14	24.6%
Dissatisfied	9	15.8%
Neither Satisfied nor Dissatisfied	9	15.8%
Satisfied	13	22.8%
Extremely Satisfied	12	21.1%
Total	57	100%
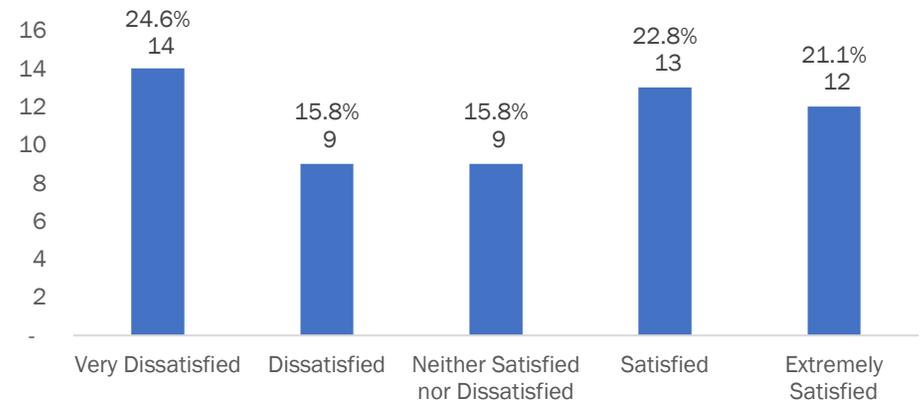
20 UCF Compliance and Ethics Culture Survey Responses
22

How satisfied were you with how the process was handled by your manager's manager?

How satisfied were you with how the process was handled by your manager's manager?	Count	Percent
Very Dissatisfied	10	37.0%
Dissatisfied	7	25.9%
Neither Satisfied nor Dissatisfied	2	7.4%
Satisfied	5	18.5%
Extremely Satisfied	3	11.1%
Total	27	100%
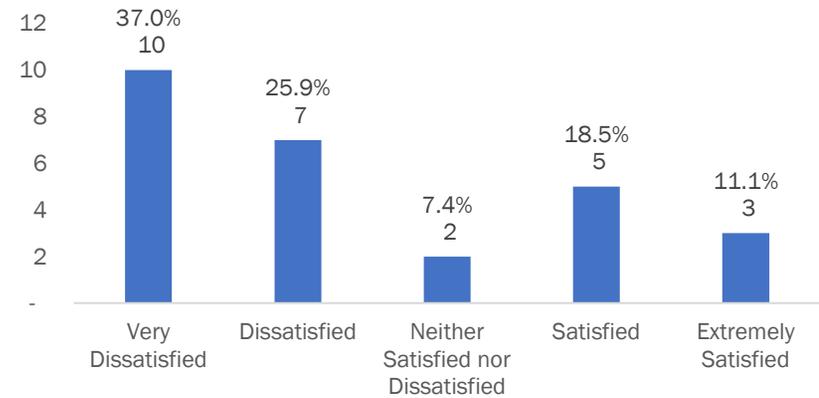
How satisfied were you with how the process was handled by the Human Resources representative?

How satisfied were you with how the process was handled by the Human Resources representative?	Count	Percent
Very Dissatisfied	9	42.9%
Dissatisfied	7	33.3%
Neither Satisfied nor Dissatisfied	1	4.8%
Satisfied	1	4.8%
Extremely Satisfied	3	14.3%
Total	21	100%
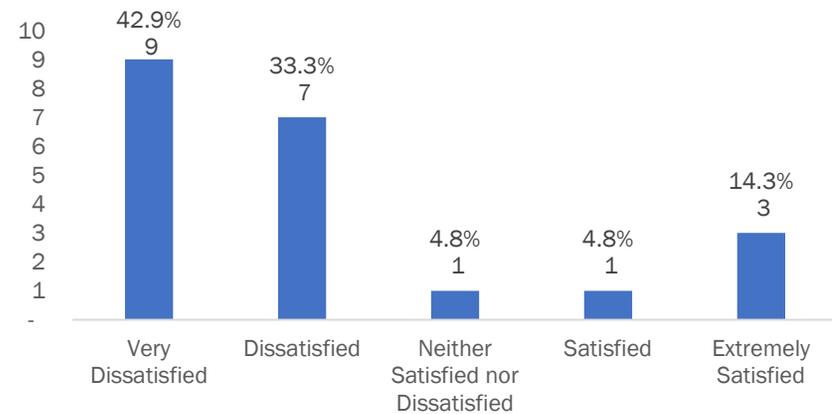
20 UCF Compliance and Ethics Culture Survey Responses

How satisfied were you with how the process was handled by the Compliance and Ethics representative?

| How satisfied were you with how the process was handled by the Compliance and Ethics representative?	Count	Percent
Very Dissatisfied	9	56.3%
Dissatisfied		
Neither Satisfied nor Dissatisfied	2	12.5%
Satisfied	1	6.3%
Extremely Satisfied	4	25.0%
Total	16	100%
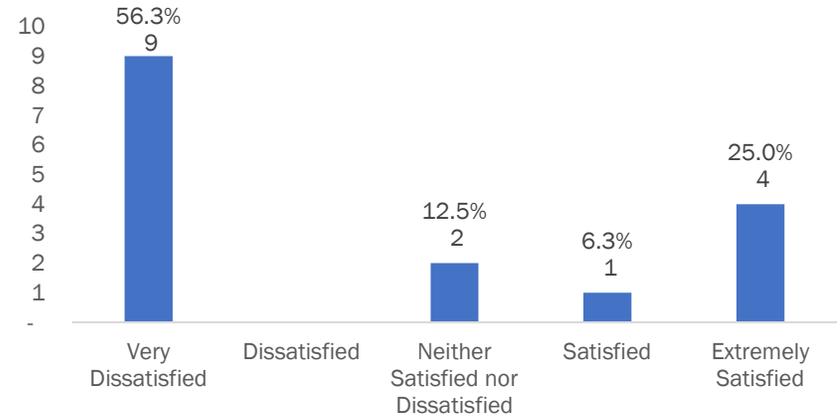
How satisfied were you with how the process was handled by the Internal Audit representative?

How satisfied were you with how the process was handled by the Internal Audit representative?	Count	Percent
Very Dissatisfied		
Dissatisfied	2	50%
Neither Satisfied nor Dissatisfied	2	50%
Satisfied		
Extremely Satisfied		
Total	4	100%
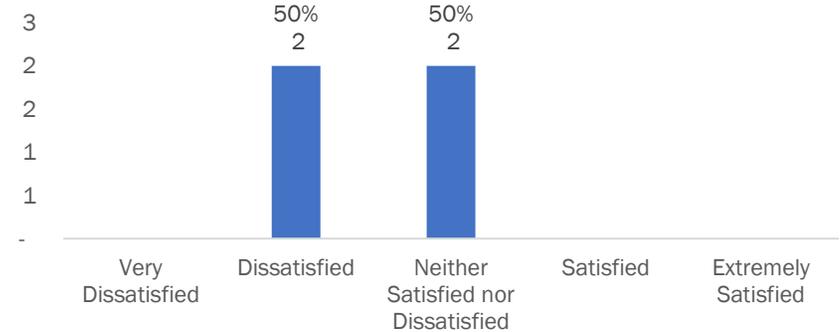
How satisfied were you with how the process was handled by the Office of Institutional Equity (OIE) representative?

How satisfied were you with how the process was handled by the Office of Institutional Equity (OIE) representative?	Count	Percent
Very Dissatisfied	7	38.9%
Dissatisfied	3	16.7%
Neither Satisfied nor Dissatisfied		
Satisfied	3	16.7%
Extremely Satisfied	5	27.8%
Total	18	100%
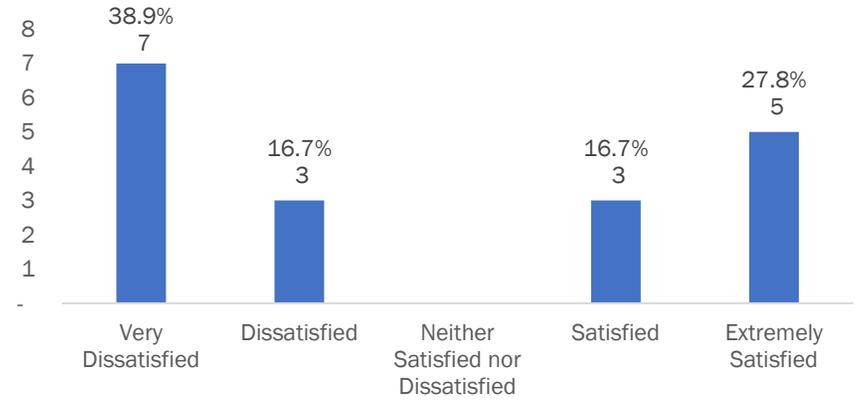
How satisfied were you with how the process was handled by the Board of Trustees or a Committee of the Board?

How satisfied were you with how the process was handled by the Board of Trustees or a Committee of the Board?	Count	Percent
Very Dissatisfied		
Dissatisfied	1	100%
Neither Satisfied nor Dissatisfied		
Satisfied		
Extremely Satisfied		
Total	1	100%

20 UCF Compliance and Ethics Culture Survey Responses
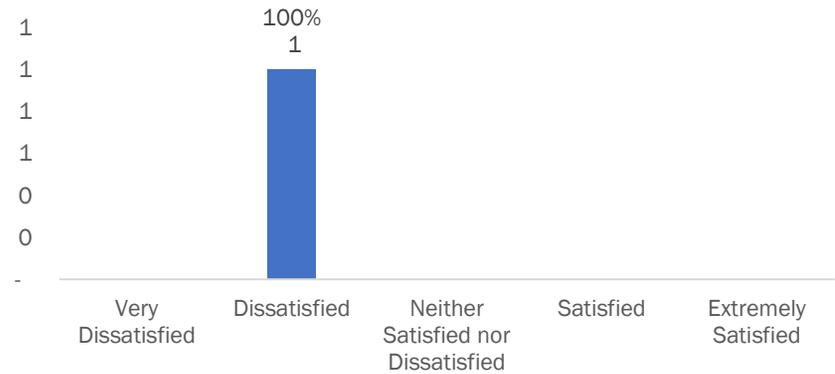
How satisfied were you with how the process was handled by the Ombudsman?

How satisfied were you with how the process was handled by the Ombudsman?	Count	Percent
Very Dissatisfied	2	25.0%
Dissatisfied		
Neither Satisfied nor Dissatisfied	3	37.5%
Satisfied	2	25.0%
Extremely Satisfied	1	12.5%
Total	8	100%
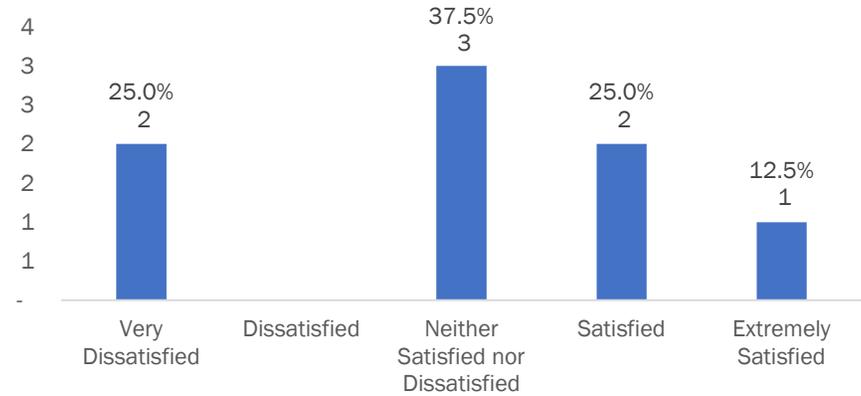
How satisfied were you with how the process was handled by the UCF IntegrityLine?

How satisfied were you with how the process was handled by the UCF IntegrityLine?	Count	Percent
Very Dissatisfied	8	29.6%
Dissatisfied	7	25.9%
Neither Satisfied nor Dissatisfied	9	33.3%
Satisfied	2	7.4%
Extremely Satisfied	1	3.7%
Total	27	100%
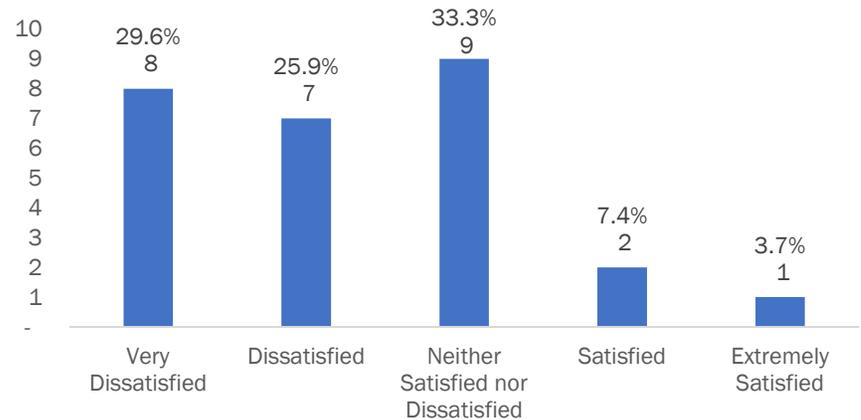
20 UCF Compliance and Ethics Culture Survey Responses

What aspect of the process made you feel dissatisfied?

What aspect of the process made you feel dissatisfied? (Select all that apply)	Count	Percent
Outcome of the investigation (action taken) did not seem fair	23	43%
Lack of notification that the investigation was complete	23	43%
How the process was handled by my manager	15	28%
Time it took to investigate and reach a conclusion	19	35%
Outcome of the investigation (action taken) was not clear	22	41%
Treatment after the process; feelings of isolation and/or retaliation	20	37%
Lack of information received throughout the process	27	50%
I didn't feel my anonymity/confidentiality was respected	14	26%
How the process was handled by the investigator	13	24%
Other	21	39%
Total (n=54)		

Other — 39%; 21
How the process was handled by the investigator — 24%; 13
I didn't feel my anonymity/confidentiality was respected — 26%; 14
Lack of information received throughout the process — 50%; 27
Treatment after the process; feelings of isolation and/or retaliation — 37%; 20
Outcome of the investigation (action taken) was not clear — 41%; 22
Time it took to investigate and reach a conclusion — 35%; 19
How the process was handled by my manager — 28%; 15
Lack of notification that the investigation was complete — 43%; 23
Outcome of the investigation (action taken) did not seem fair — 43%; 23

20 UCF Compliance and Ethics Culture Survey Responses

I did not report the misconduct for the following reason(s):

I did not report the misconduct for the following reason(s): (Select all that apply)	Count	Percent
I didn't believe that corrective action would be taken	63	64%
My leader prefers to keep issues within our team without escalating them	20	20%
I was not concerned about the misconduct	2	2%
I was worried that reporting might damage my reputation	36	37%
I was afraid reporting the misconduct would harm my team members	21	21%
I was not sure who to contact to make the report	15	15%
I was not sure the misconduct was significant enough to report	21	21%
The person I'm reporting about is senior level	46	47%
I was worried about remaining anonymous	53	54%
I was concerned about retaliation	61	62%
Other reasons	28	29%
Total (n=98)		
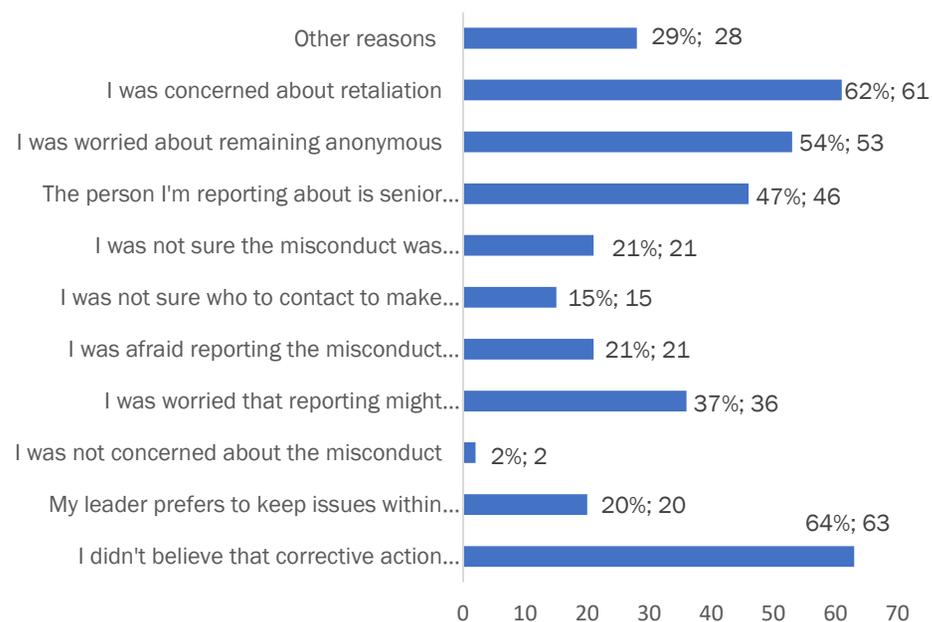
Chart data:
- Other reasons: 29%; 28
- I was concerned about retaliation: 62%; 61
- I was worried about remaining anonymous: 54%; 53
- The person I'm reporting about is senior...: 47%; 46
- I was not sure the misconduct was...: 21%; 21
- I was not sure who to contact to make...: 15%; 15
- I was afraid reporting the misconduct...: 21%; 21
- I was worried that reporting might...: 37%; 36
- I was not concerned about the misconduct: 2%; 2
- My leader prefers to keep issues within...: 20%; 20
- I didn't believe that corrective action...: 64%; 63

I was asked to bend, break, or circumvent laws, regulations, university regulations, or policies during the last 12 months by someone in my department.

I was asked to bend, break, or circumvent laws, regulations, university regulations, or policies during the last 12 months by someone in my department.	Count	Percent
Yes	37	2%
No	2,121	90%
Unsure / Decline to answer	190	8%
Total	2,348	100%

20 UCF Compliance and Ethics Culture Survey Responses
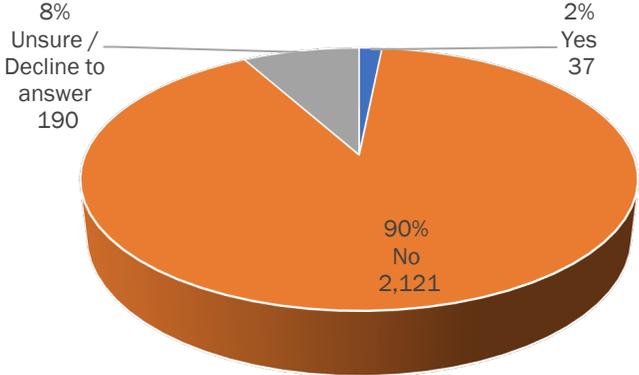
Which type of violation(s) were you asked to commit?

Which type of violation(s) were you asked to commit? (Select all that apply)	Count	Percent
Theft	1	3%
Cyber security/privacy violation	1	3%
Conflicts of interest	8	22%
Improper record retention or destruction practices	3	8%
Inappropriate procurement practices	8	22%
Violation of health or safety policies or procedures	4	11%
Bribes or kickbacks	2	5%
Unfair employment practices	5	14%
Accounting, financial reporting, or billing irregularities	7	19%
Intellectual property or trade secret violation	1	3%
Misuse of university resources or assets	5	14%
Bullying	3	8%
Fraud	1	3%
Unauthorized disclosure of confidential or proprietary information	1	3%
Improper sales, advertising, or marketing practices	1	3%
Inappropriate travel and expense reporting	1	3%
Harassment or discrimination	3	8%
Other	14	38%
Total (n=37)		
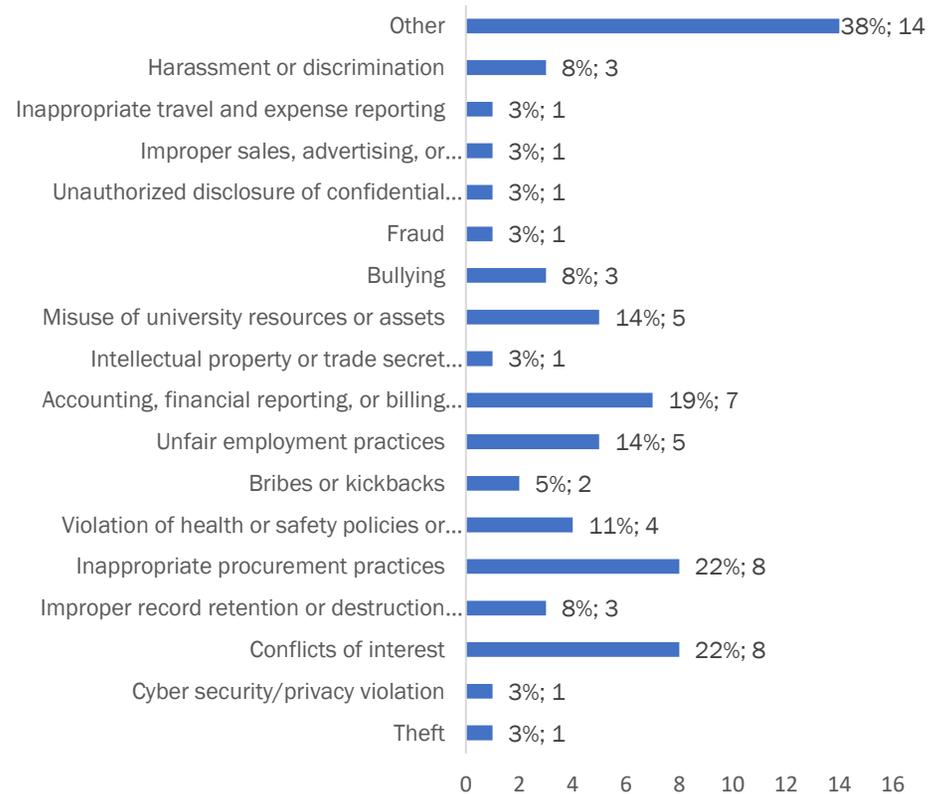
20 UCF Compliance and Ethics Culture Survey Responses

I reported that I was asked to bend, break, or circumvent laws, regulations, or university regulations or policies.

I reported that I was asked to bend, break, or circumvent laws, regulations, or university regulations or policies.	Count	Percent
Yes	10	27%
No	19	51%
Decline to Answer	8	22%
Total	37	100%
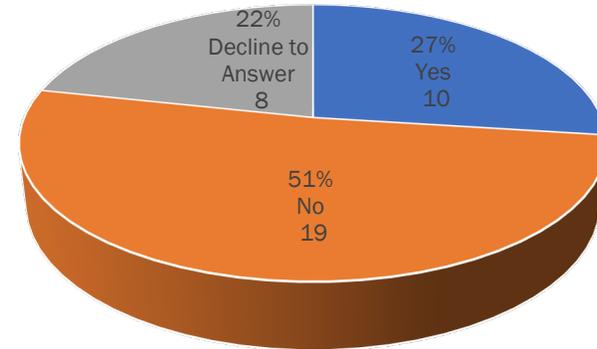
How did you report that you were asked to bend, break, or circumvent laws, regulations, or university regulations or policies?

How did you report that you were asked to bend, break, or circumvent laws, regulations, or university regulations or policies? (Select all that apply)	Count	Percent
My immediate manager	9	90%
My manager's manager	2	20%
Human Resources representative	2	20%
Compliance and Ethics representative	1	10%
Office of Institutional Equity (OIE) representative	1	10%
UCF IntegrityLine	3	30%
Other	3	30%
Total (n=10)		

How satisfied were you with how the process was handled by your immediate manager?

| How satisfied were you with how the process was handled by your immediate manager?	Count	Percent
Very Dissatisfied	3	33.0%
Dissatisfied	2	22.2%
Neither Satisfied nor Dissatisfied	2	22.2%
Satisfied	1	11.1%
Extremely Satisfied	1	11.1%
Total	9	100%

How satisfied were you with how the process was handled by your manager's manager?

| How satisfied were you with how the process was handled by your manager's manager?	Count	Percent
Very Dissatisfied	1	50%
Dissatisfied		
Neither Satisfied nor Dissatisfied		
Satisfied	1	50%
Extremely Satisfied		
Total	2	100%

20 UCF Compliance and Ethics Culture Survey Responses

How satisfied were you with how the process was handled by the Human Resources representative?

How satisfied were you with how the process was handled by the Human Resources representative?	Count	Percent
Very Dissatisfied	1	50%
Dissatisfied		
Neither Satisfied nor Dissatisfied		
Satisfied		
Extremely Satisfied	1	50%
Total	2	100%

How satisfied were you with how the process was handled by the Compliance and Ethics representative?

How satisfied were you with how the process was handled by the Compliance and Ethics representative?	Count	Percent
Very Dissatisfied	1	100%
Dissatisfied		
Neither Satisfied nor Dissatisfied		
Satisfied		
Extremely Satisfied		
Total	1	100%

How satisfied were you with how the process was handled by the Office of Institutional Equity (OIE) representative?

How satisfied were you with how the process was handled by the Office of Institutional Equity (OIE) representative?	Count	Percent
Very Dissatisfied	1	100%
Dissatisfied		
Neither Satisfied nor Dissatisfied		
Satisfied		
Extremely Satisfied		
Total	1	100%

How satisfied were you with how the process was handled by the UCF IntegrityLine?

How satisfied were you with how the process was handled by the UCF IntegrityLine?	Count	Percent
Very Dissatisfied	1	33.3%
Dissatisfied	1	33.3%
Neither Satisfied nor Dissatisfied		
Satisfied		
Extremely Satisfied	1	33.3%
Total	3	100%
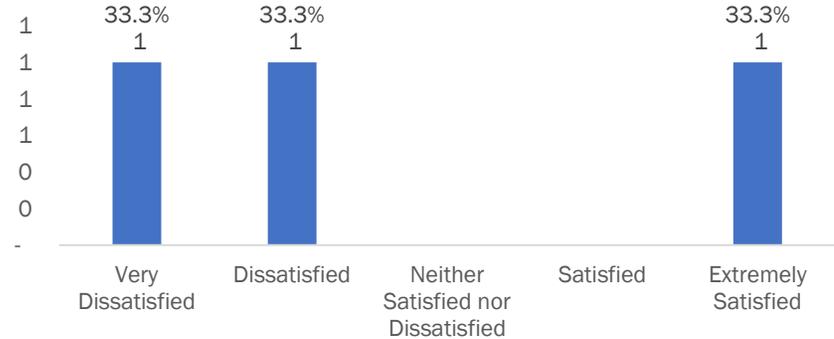
20 UCF Compliance and Ethics Culture Survey Responses

What aspect of the process made you feel dissatisfied?

What aspect of the process made you feel dissatisfied? (Select all that apply)	Count	Percent
Outcome of the investigation (action taken) did not seem fair	2	40%
Lack of notification that the investigation was complete	2	40%
How the process was handled by my manager	3	60%
Time it took to investigate and reach a conclusion	2	40%
Outcome of the investigation (action taken) was not clear	2	40%
Treatment after the process; feelings of isolation and/or retaliation	3	60%
Lack of information received throughout the process	2	40%
I didn't feel my anonymity/confidentiality was respected	2	40%
How the process was handled by the investigator	1	20%
Other	3	60%
Total (n=5)		

Other — 60%; 3
How the process was handled by the investigator — 20%; 1
I didn't feel my anonymity/confidentiality was… — 40%; 2
Lack of information received throughout the process — 40%; 2
Treatment after the process; feelings of isolation and/or… — 60%; 3
Outcome of the investigation (action taken) was not clear — 40%; 2
Time it took to investigate and reach a conclusion — 40%; 2
How the process was handled by my manager — 60%; 3
Lack of notification that the investigation was complete — 40%; 2
Outcome of the investigation (action taken) did not seem fair — 40%; 2

20 UCF Compliance and Ethics Culture Survey Responses
25

I know where to find our Employee Code of Conduct.

| I know where to find our Employee Code of Conduct.	Count	Percent
Strongly disagree	23	1%
Disagree	35	2%
Somewhat disagree	67	3%
Neither agree nor disagree	79	3%
Somewhat agree	332	14%
Agree	1,115	47%
Strongly agree	707	30%
Total	2,358	100%
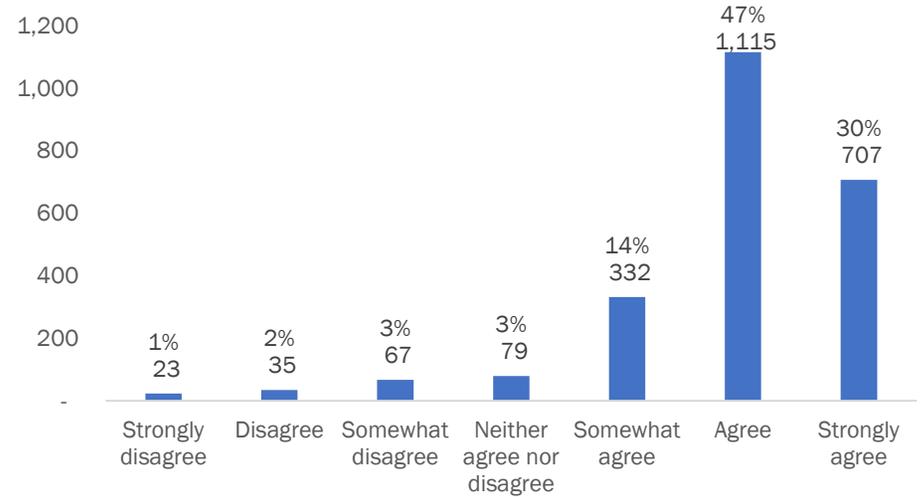
I know how to report ethical concerns or observed misconduct at UCF.

I know how to report ethical concerns or observed misconduct at UCF.	Count	Percent
Strongly disagree	21	1%
Disagree	43	2%
Somewhat disagree	75	3%
Neither agree nor disagree	90	4%
Somewhat agree	455	19%
Agree	1,051	45%
Strongly agree	614	26%
Total	2,349	100%

20 UCF Compliance and Ethics Culture Survey Responses
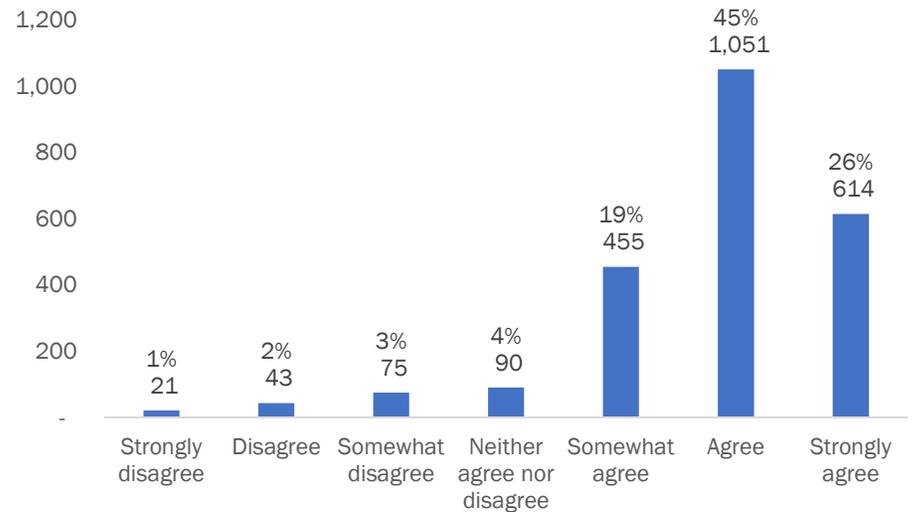
UCF has clearly communicated ethical expectations to me.

UCF has clearly communicated ethical expectations to me.	Count	Percent
Strongly disagree	29	1%
Disagree	25	1%
Somewhat disagree	55	2%
Neither agree nor disagree	79	3%
Somewhat agree	253	11%
Agree	1,027	44%
Strongly agree	882	38%
Total	2,350	100%
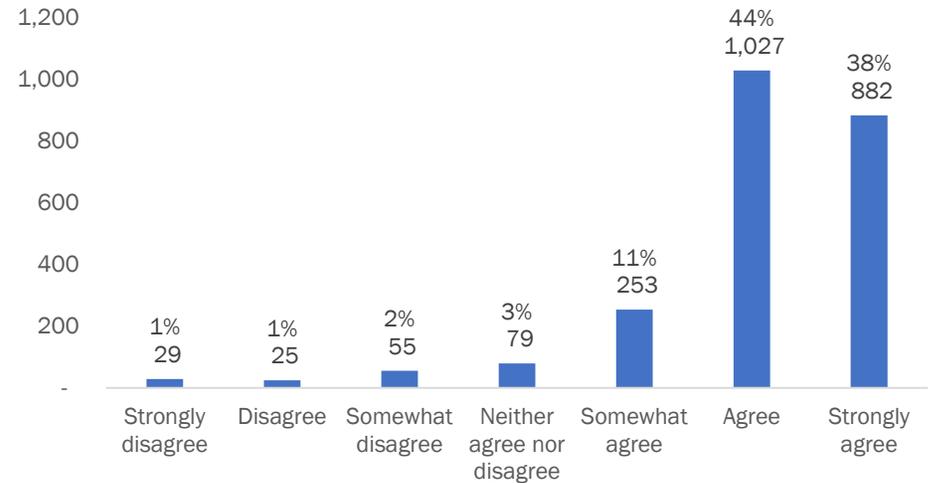
UCF has clearly communicated disciplinary guidelines to me; therefore, I am aware of the consequences of misconduct.

UCF has clearly communicated disciplinary guidelines to me; therefore, I am aware of the consequences of misconduct.	Count	Percent
Strongly disagree	31	1%
Disagree	42	2%
Somewhat disagree	106	4%
Neither agree nor disagree	119	5%
Somewhat agree	363	16%
Agree	972	41%
Strongly agree	716	31%
Total	2,349	100%

20 UCF Compliance and Ethics Culture Survey Responses
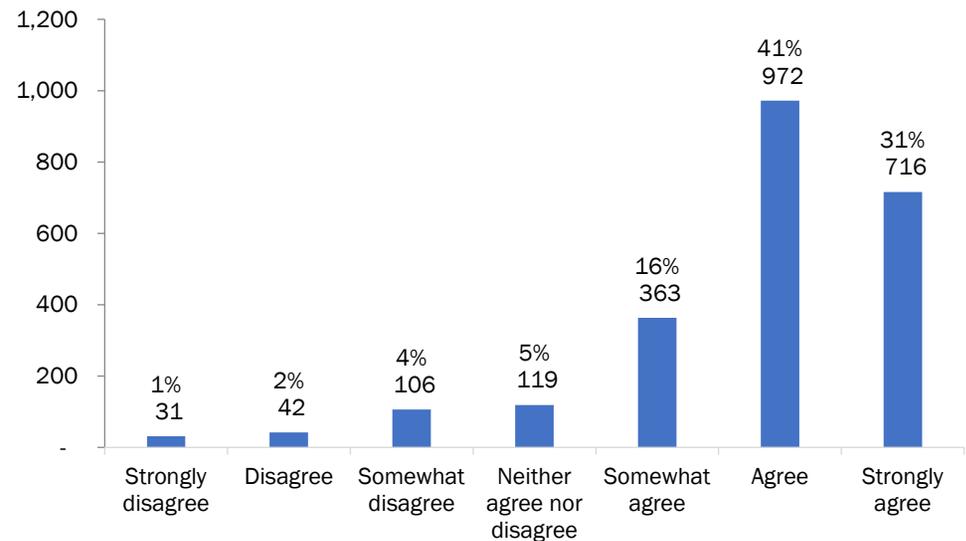
I am familiar with UCF's stated Values.

| I am familiar with UCF's stated Values.	Count	Percent
Strongly disagree	18	1%
Disagree	28	1%
Somewhat disagree	41	2%
Neither agree nor disagree	92	4%
Somewhat agree	347	15%
Agree	1,130	48%
Strongly agree	699	30%
Total	2,355	100%
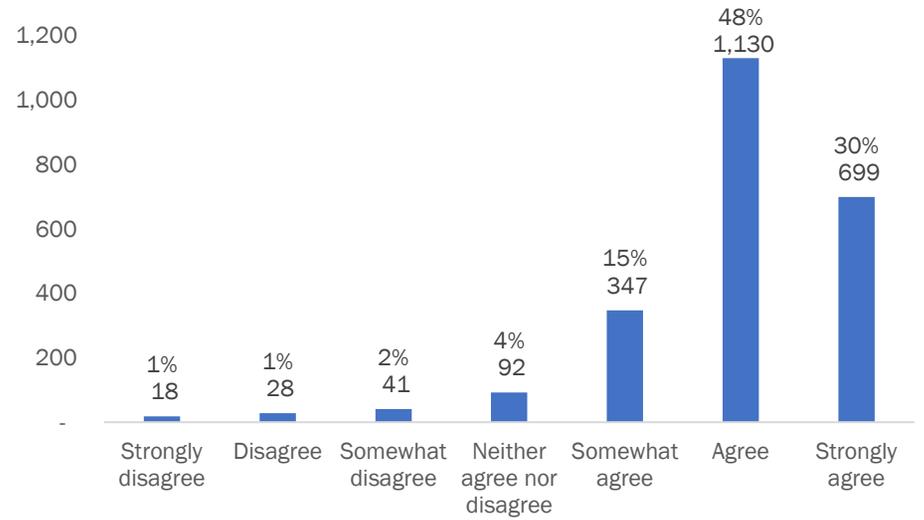
I believe UCF follows it Values.

I believe UCF follows it Values.	Count	Percent
Strongly disagree	65	3%
Disagree	65	3%
Somewhat disagree	124	6%
Neither agree nor disagree	140	6%
Somewhat agree	468	22%
Agree	888	41%
Strongly agree	411	19%
Total	2,161	100%

20 UCF Compliance and Ethics Culture Survey Responses
28
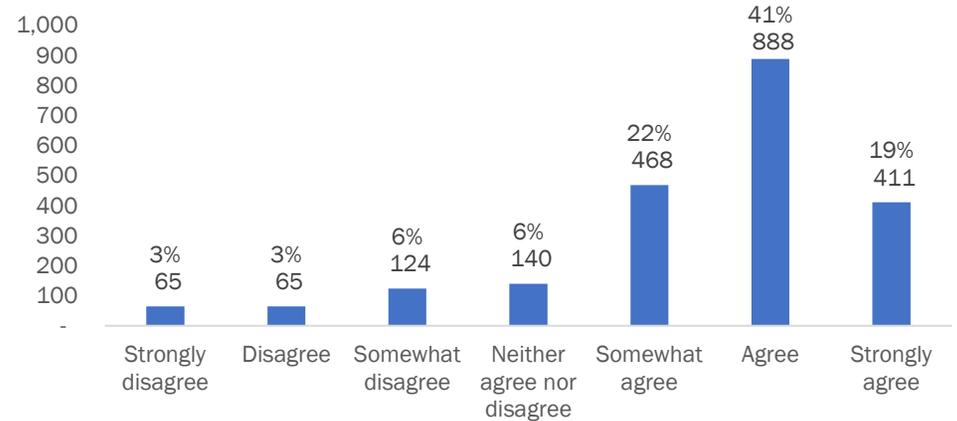
The training on the UCF Employee Code of Conduct was clear and understandable.

| The training on the UCF Employee Code of Conduct was clear and understandable.	Count	Percent
Strongly disagree	20	1%
Disagree	21	1%
Somewhat disagree	32	1%
Neither agree nor disagree	148	6%
Somewhat agree	240	10%
Agree	1,196	51%
Strongly agree	698	30%
Total	2,355	100%
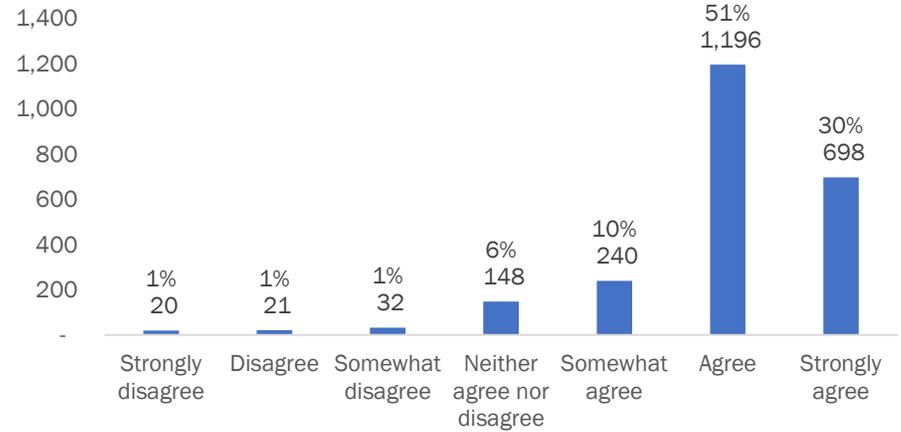
UCF's training and communication efforts about ethical responsibilities and conduct are effective.

| UCF's training and communication efforts about ethical responsibilities and conduct are effective.	Count	Percent
Strongly disagree	58	2%
Disagree	70	3%
Somewhat disagree	109	5%
Neither agree nor disagree	211	9%
Somewhat agree	441	19%
Agree	963	41%
Strongly agree	505	21%
Total	2,357	100%

20 UCF Compliance and Ethics Culture Survey Responses
29
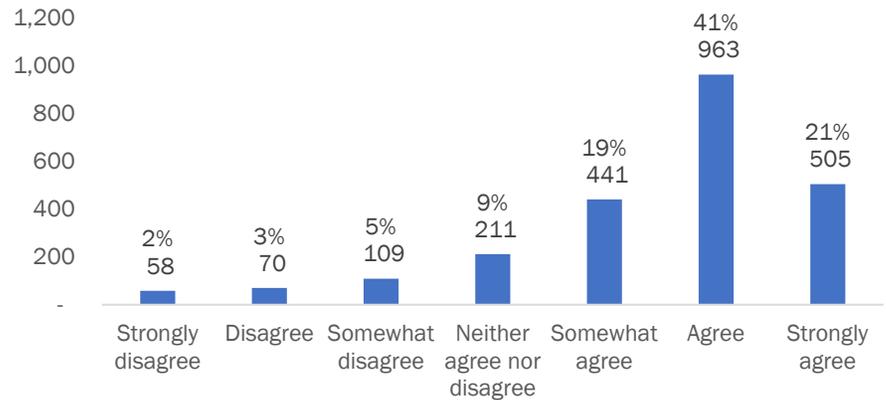
The Code explains what is expected of me as I conduct university business.

| The Code explains what is expected of me as I conduct university business.	Count	Percent
Strongly disagree	10	0%
Disagree	15	1%
Somewhat disagree	16	1%
Neither agree nor disagree	86	4%
Somewhat agree	236	10%
Agree	1,231	52%
Strongly agree	753	32%
Total	2,347	100%
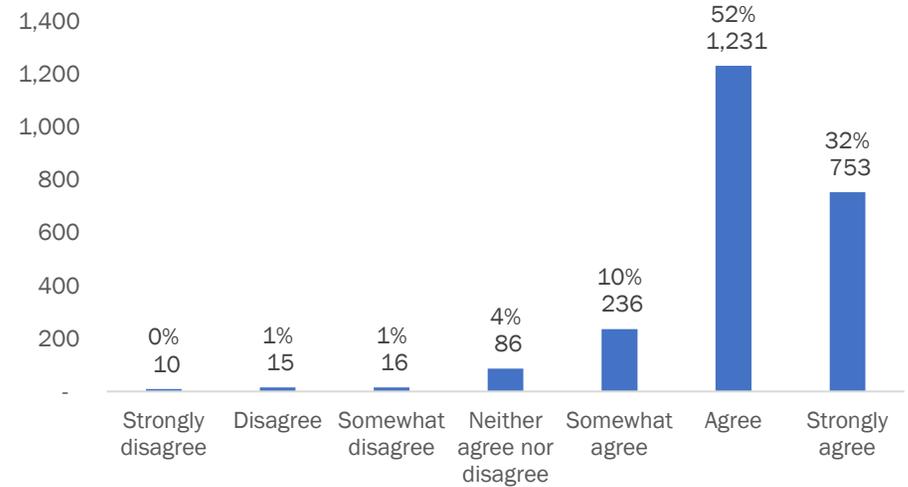
UCF's policies and regulations effectively explain what is expected of me as I conduct university business.

| UCF's policies and regulations effectively explain what is expected of me as I conduct university business.	Count	Percent
Strongly disagree	12	0.5%
Disagree	19	0.5%
Somewhat disagree	32	1%
Neither agree nor disagree	83	4%
Somewhat agree	300	13%
Agree	1,185	50%
Strongly agree	719	31%
Total	2,350	100%
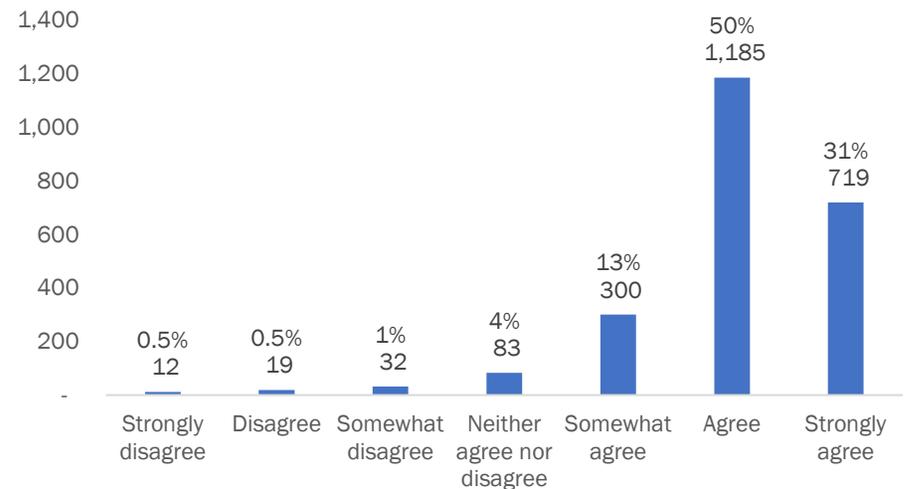
20 UCF Compliance and Ethics Culture Survey Responses

The training I receive on ethics and compliance topics effectively explains what is expected of me as I conduct university business.

| The training I receive on ethics and compliance topics effectively explains what is expected of me as I conduct university business.	Count	Percent
Strongly disagree	19	0.5%
Disagree	23	0.5%
Somewhat disagree	40	2%
Neither agree nor disagree	116	5%
Somewhat agree	281	12%
Agree	1,179	50%
Strongly agree	694	30%
Total	2,352	100%
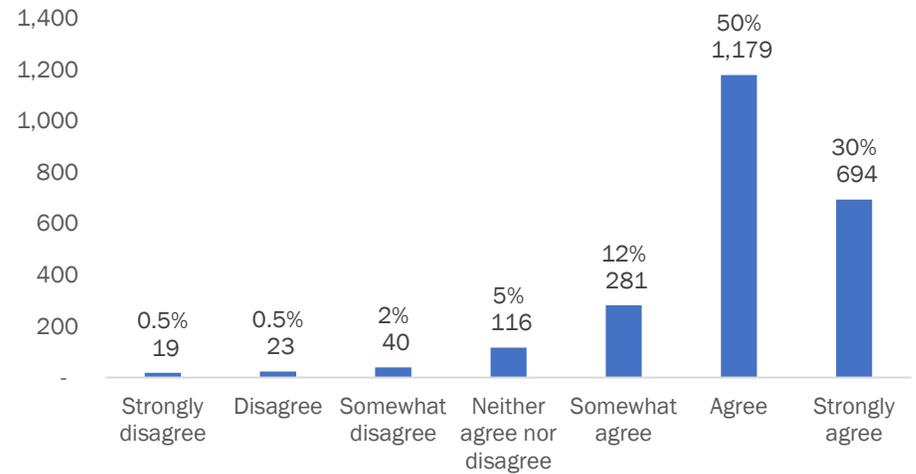
If I were to observe misconduct, I would be willing to report it.

| If I were to observe misconduct, I would be willing to report it.	Count	Percent
Don't Know	27	1%
Strongly disagree	15	1%
Disagree	29	1%
Somewhat disagree	55	2%
Neither agree nor disagree	103	4%
Somewhat agree	289	12%
Agree	976	42%
Strongly agree	860	37%
Total	2,327	100%

20 UCF Compliance and Ethics Culture Survey Responses
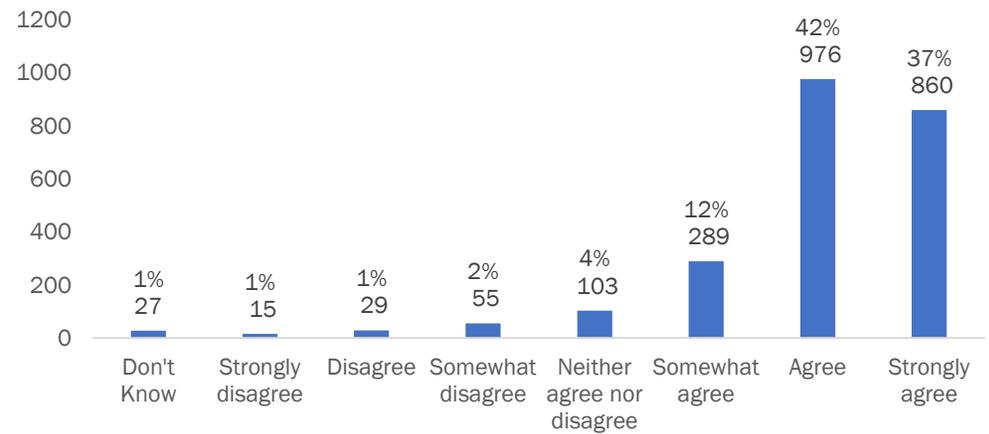
I would be willing to report the misconduct for the following reason(s):

| I would be willing to report the misconduct for the following reason(s): (Select all that apply)	Count	Percent
My manager will support me	915	41%
If I don't do it, no one else will	665	30%
The reporting is anonymous	1,313	59%
Senior leadership will support me	732	33%
It is the right thing to do	2,053	92%
Corrective action is necessary	1,326	59%
My co-workers will support me	695	31%
Other reasons	46	2%
Total (n=2237)		
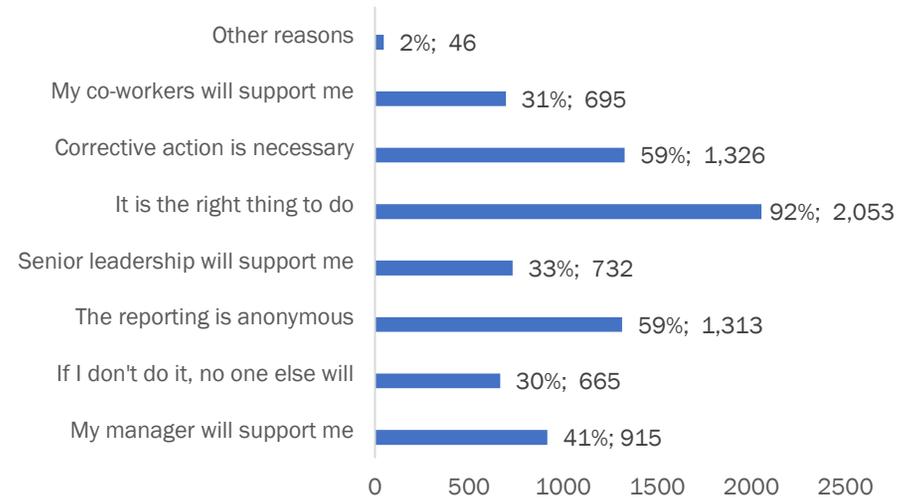
I would NOT be willing to report the misconduct for the following reason(s):

| I would NOT be willing to report the misconduct for the following reason(s): (Select all that apply)	Count	Percent
I am not concerned	16	8%
If the person who committed it was senior level	104	50%
I fear retaliation	151	73%
I do not believe that corrective action would be taken	146	71%
Lack of anonymity in the reporting process	114	55%
I am not sure whom to contact	30	15%
Other reasons	25	12%
Total (n=207)		
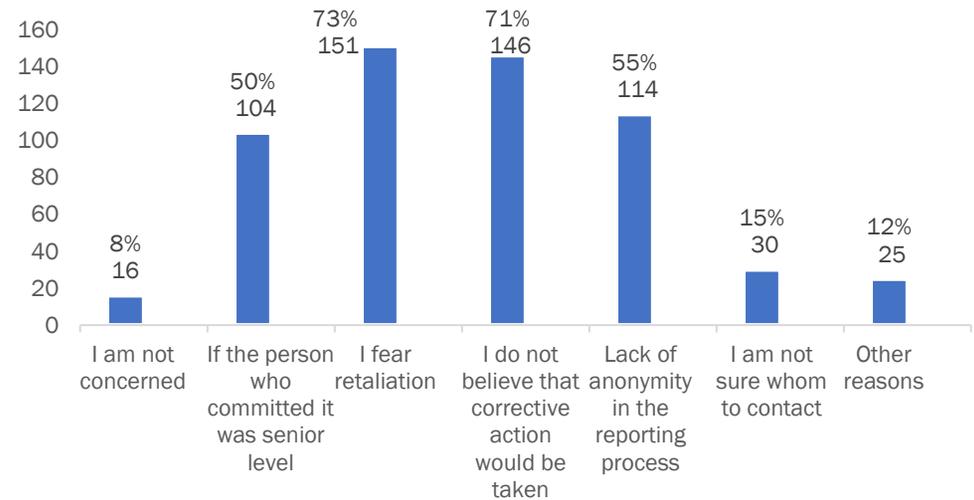
20 UCF Compliance and Ethics Culture Survey Responses

UCF has a policy that prohibits retaliation against employees who report misconduct or participate in an investigation.

| UCF has a policy that prohibits retaliation against employees who report misconduct or participate in an investigation.	Count	Percent
Don't Know	240	10%
No	30	1%
Yes	2,088	89%
Total	**2,358**	**100%**
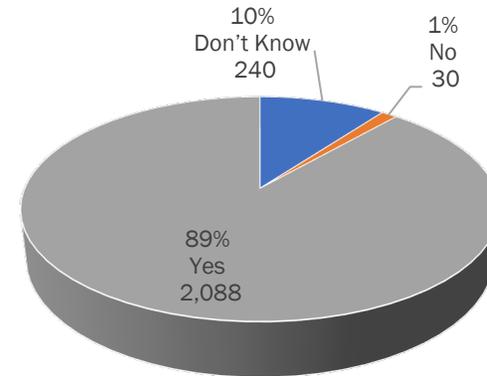
I believe the university enforces its non-retaliation policy.

| I believe the University enforces its non-retaliation policy.	Count	Percent
Strongly disagree	53	3%
Disagree	69	3%
Somewhat disagree	90	4%
Neither agree nor disagree	516	25%
Somewhat agree	284	14%
Agree	750	36%
Strongly Agree	317	15%
Total	**2,079**	**100%**

20 UCF Compliance and Ethics Culture Survey Responses
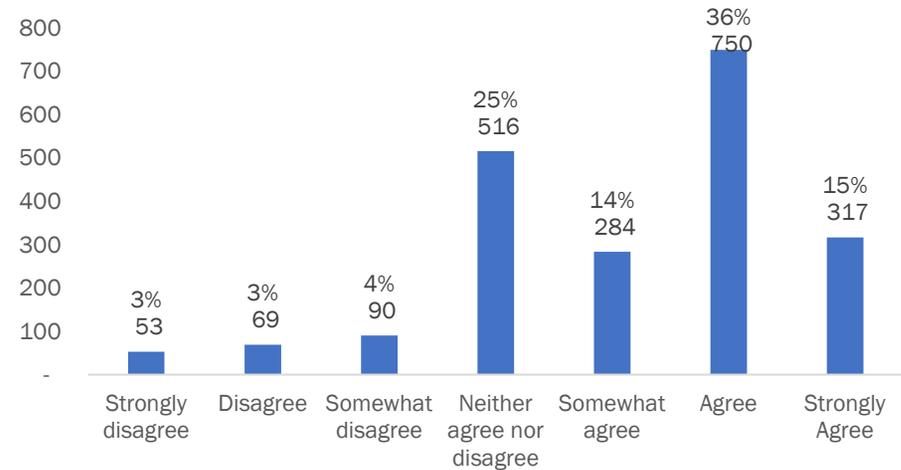
I believe my manager complies with the non-retaliation policy.

I believe my manager complies with the non-retaliation policy.	Count	Percent
Strongly disagree	34	2%
Disagree	38	2%
Somewhat disagree	39	2%
Neither agree nor disagree	273	13%
Somewhat agree	121	6%
Agree	775	37%
Strongly Agree	799	38%
Total	2,079	100%
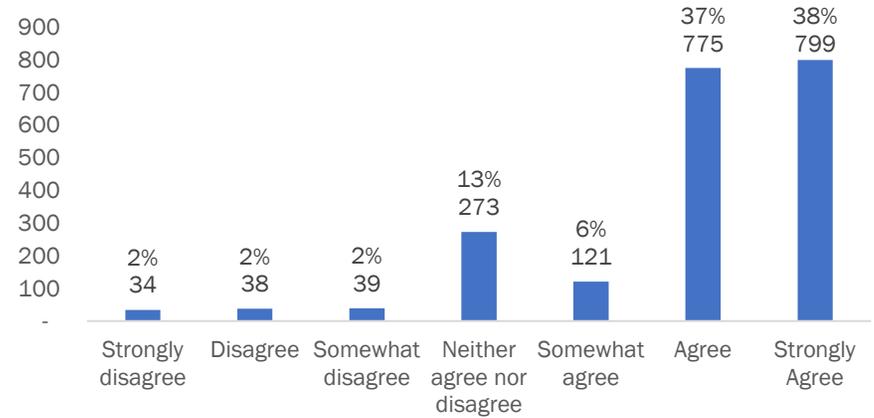
I feel pressure to compromise the university's Code, policies, laws, rules or regulations in order to achieve business goals.

I feel pressure to compromise the university's Code, policies, laws, rules or regulations in order to achieve business goals.	Count	Percent
Frequently	36	2%
Occasionally	102	4%
Rarely	168	7%
Decline to answer	155	7%
Never	1,888	80%
Total	2,349	100%

20 UCF Compliance and Ethics Culture Survey Responses
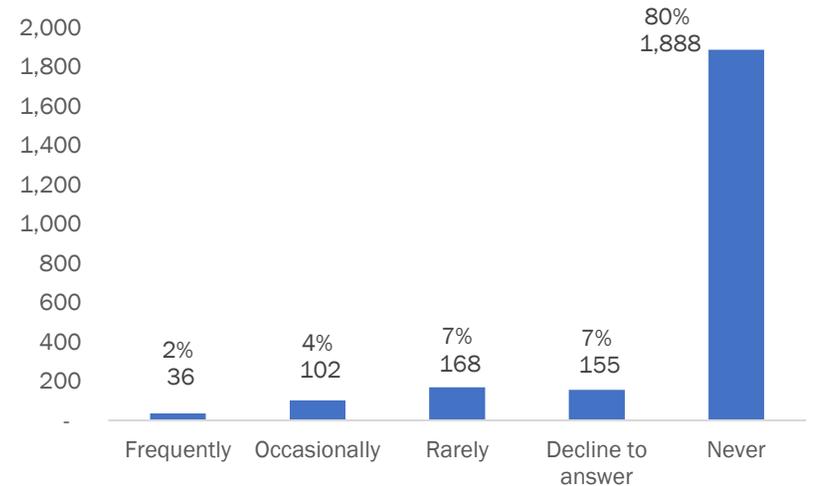
I feel this pressure from the following sources:

I feel this pressure from the following sources: (Select all that apply)	Count	Percent
Business partners	21	8%
My immediate manager	87	32%
Middle management	70	26%
Subordinates	20	7%
Other	37	14%
Senior leadership	139	51%
Co-workers	70	26%
Suppliers	15	6%
Total (n=274)		
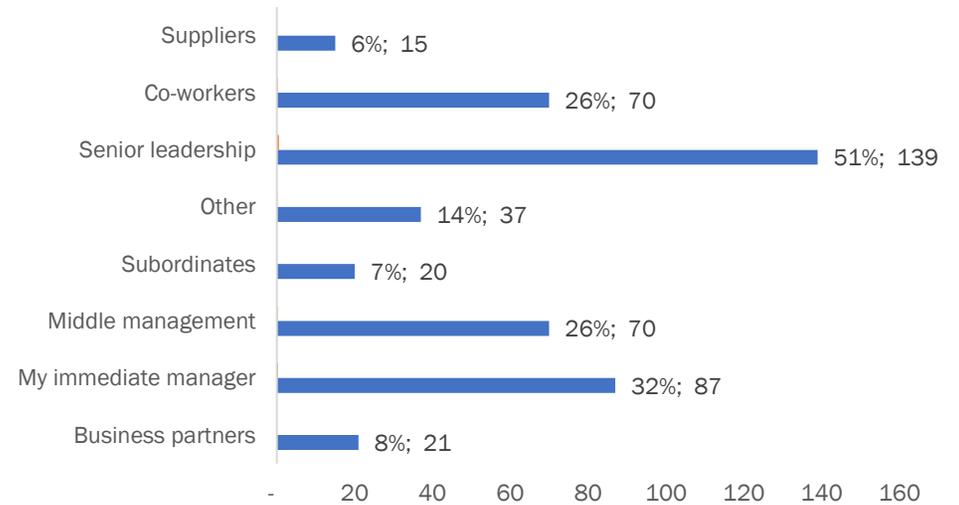
The type of pressure I feel is:

The type of pressure I feel is:	Count	Percent
Moderate	143	47%
Weak	88	29%
Decline to answer	35	12%
Strong	37	12%
Total	303	100%
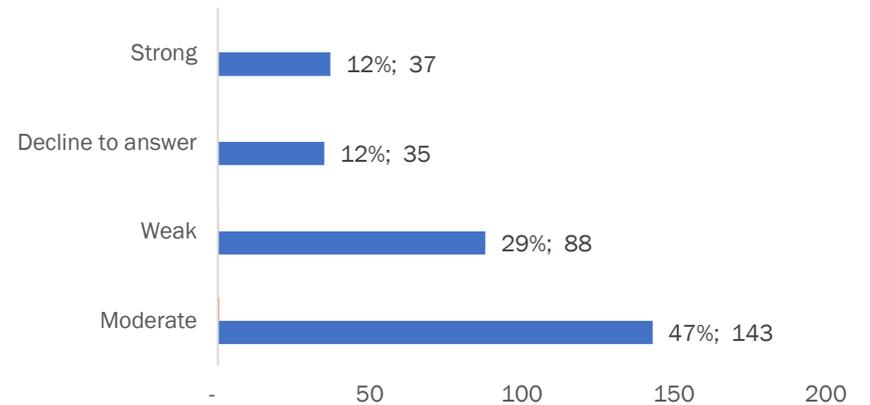
20 UCF Compliance and Ethics Culture Survey Responses

I believe disciplinary actions are taken when individuals engage in unethical behavior or misconduct at the university.

I believe disciplinary actions are taken when individuals engage in unethical behavior or misconduct at the university.	Count	Percent
Don't Know	135	6%
Strongly disagree	83	4%
Disagree	98	4%
Somewhat disagree	153	7%
Neither agree nor disagree	265	11%
Somewhat agree	449	19%
Agree	832	35%
Strongly agree	337	14%
Total	2,352	100%
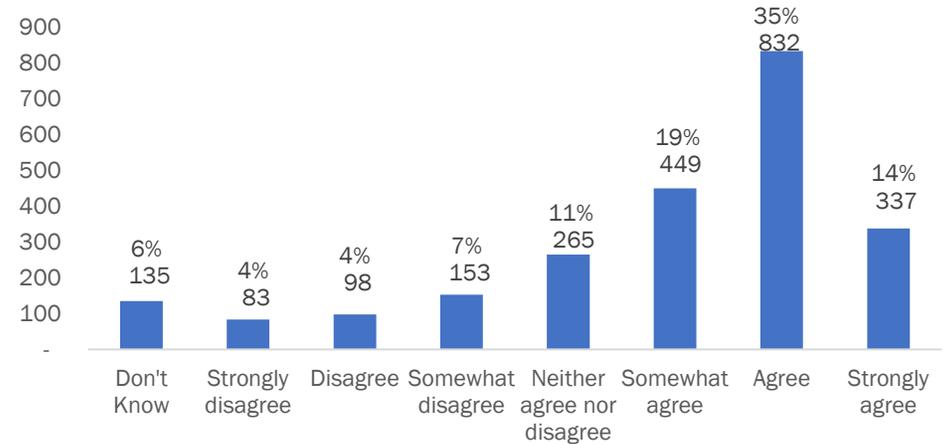
I believe the rules and associated disciplinary actions for unethical behavior or misconduct are the same for every employee.

I believe the rules and associated disciplinary actions for unethical behavior or misconduct are the same for every employee.	Count	Percent
Don't Know	108	5%
Strongly disagree	240	10%
Disagree	214	9%
Somewhat disagree	223	9%
Neither agree nor disagree	251	11%
Somewhat agree	358	15%
Agree	657	28%
Strongly agree	298	13%
Total	2,349	100%
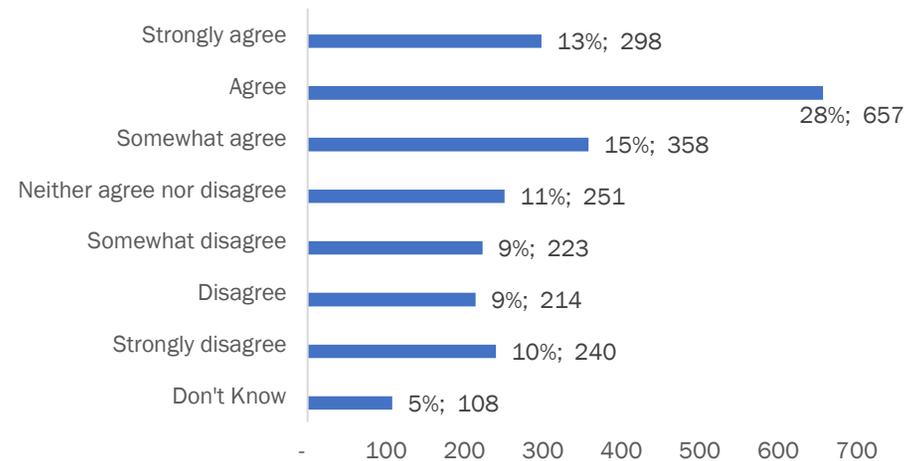
If I raise a concern about unethical behavior or misconduct, I believe UCF will fully investigate it.

| If I raise a concern about unethical behavior or misconduct, I believe UCF will fully investigate it.	Count	Percent
Don't Know	56	2%
Strongly disagree	78	3%
Disagree	98	4%
Somewhat disagree	139	6%
Neither agree nor disagree	234	10%
Somewhat agree	484	21%
Agree	886	38%
Strongly agree	377	16%
Total	2,352	100%

Strongly agree — 16%; 377
Agree — 38%; 886
Somewhat agree — 21%; 484
Neither agree nor disagree — 10%; 234
Somewhat disagree — 6%; 139
Disagree — 4%; 98
Strongly disagree — 3%; 78
Don't Know — 2%; 56
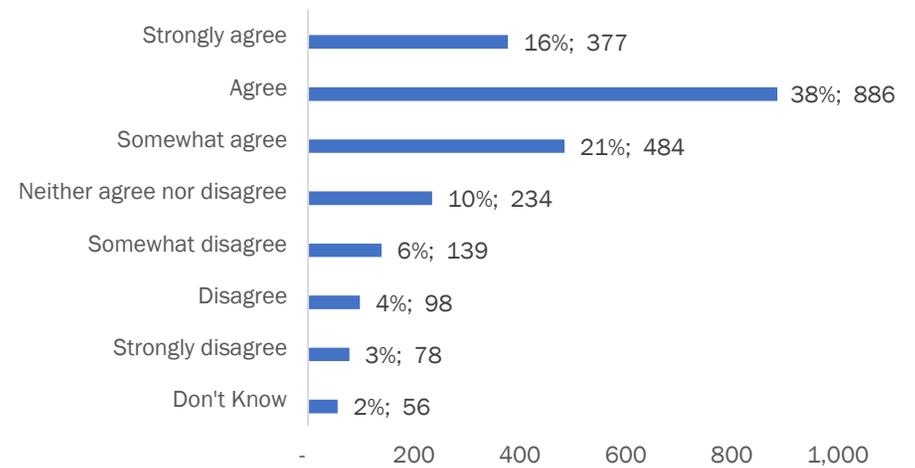
I believe my manager is committed to ethical conduct at all times.

I believe my manager is committed to ethical conduct at all times.	Count	Percent
Strongly disagree	40	1.5%
Disagree	39	1.5%
Somewhat disagree	41	1.5%
Neither agree nor disagree	160	7%
Somewhat agree	157	6.5%
Agree	843	36%
Strongly agree	1,070	46%
Total	2,350	100%
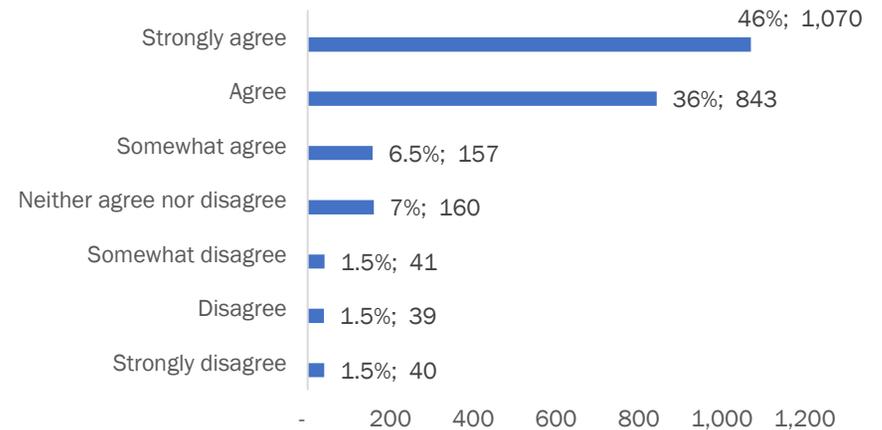
Strongly agree — 46%; 1,070
Agree — 36%; 843
Somewhat agree — 6.5%; 157
Neither agree nor disagree — 7%; 160
Somewhat disagree — 1.5%; 41
Disagree — 1.5%; 39
Strongly disagree — 1.5%; 40

20 UCF Compliance and Ethics Culture Survey Responses

I am comfortable approaching my manager with issues or questions related to ethical conduct.

| I am comfortable approaching my manager with issues or questions related to ethical conduct.	Count	Percent
Strongly disagree	58	3%
Disagree	53	2%
Somewhat disagree	61	3%
Neither agree nor disagree	153	6%
Somewhat agree	214	9%
Agree	829	35%
Strongly agree	980	42%
Total	2,348	100%
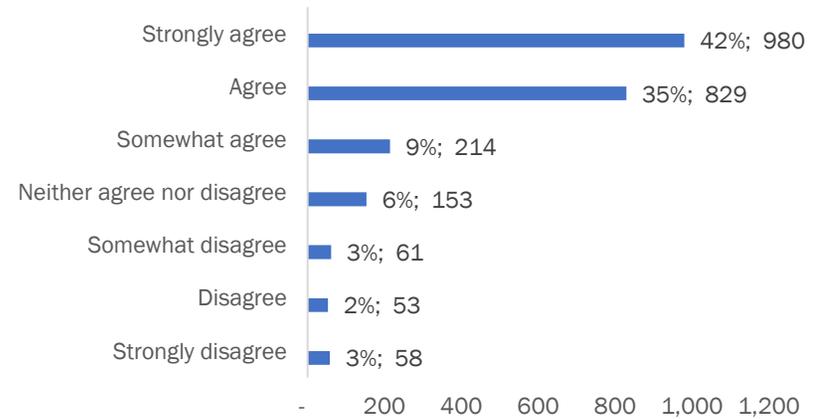
My manager is consistently a role model for ethical behavior and demonstrates the importance of integrity and ethical behavior.

| My manager is consistently a role model for ethical behavior and demonstrates the importance of integrity and ethical behavior	Count	Percent
Strongly disagree	56	2%
Disagree	41	2%
Somewhat disagree	44	2%
Neither agree nor disagree	215	9%
Somewhat agree	183	8%
Agree	795	34%
Strongly agree	1,012	43%
Total	2,346	100%

20 UCF Compliance and Ethics Culture Survey Responses
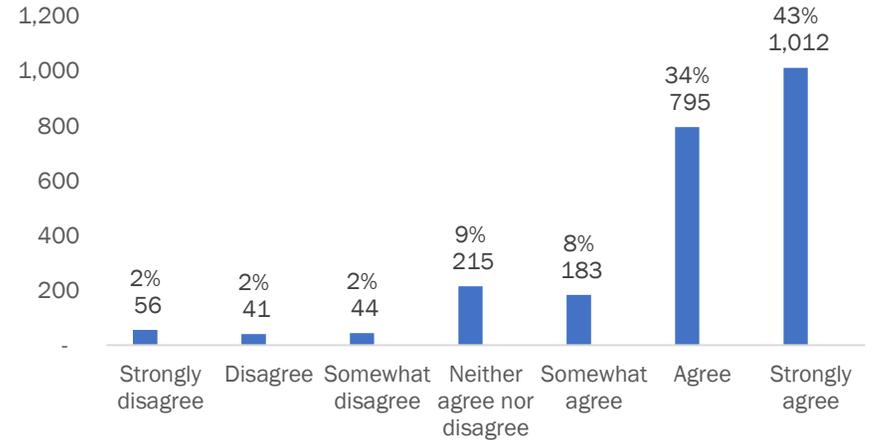
My manager discusses ethics or compliance related issues/topics.

My manager discusses ethics or compliance related issues/topics.	Count	Percent
Never	182	8%
Rarely (once per year, on average)	410	18%
Occasionally (once per quarter, on average)	1,102	47%
Frequently (at least once per month, on average)	636	27%
Total	2,330	100%
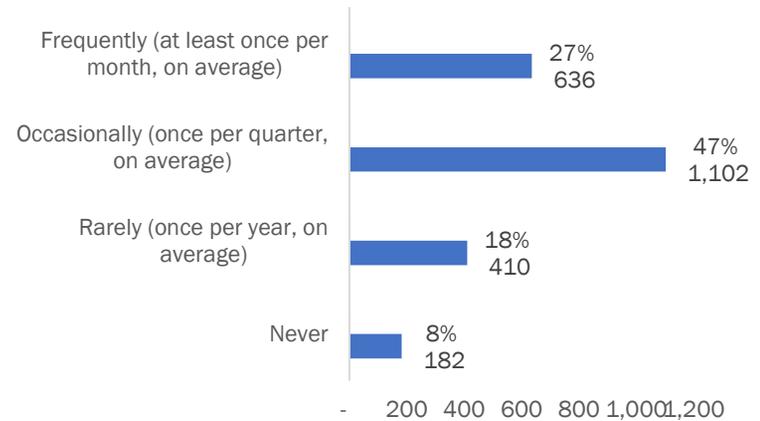
Senior leadership promotes the importance of ethical behavior throughout the university.

| Senior leadership promotes the importance of ethical behavior throughout the university.	Count	Percent
Strongly disagree	67	3%
Disagree	78	3%
Somewhat disagree	103	4%
Neither agree nor disagree	266	11%
Somewhat agree	387	17%
Agree	938	40%
Strongly agree	509	22%
Total	2,348	100%

20 UCF Compliance and Ethics Culture Survey Responses
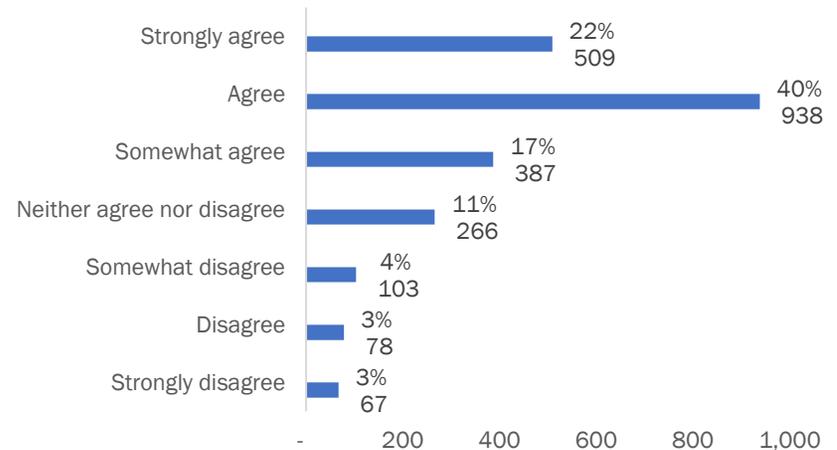
I believe my co-workers follow the Code.

| I believe my co-workers follow the Code.	Count	Percent
Strongly disagree	7	0%
Disagree	17	0.5%
Somewhat disagree	29	1%
Neither agree nor disagree	114	4.5%
Somewhat agree	246	11%
Agree	1,220	52%
Strongly agree	717	31%
Total	2,350	100%
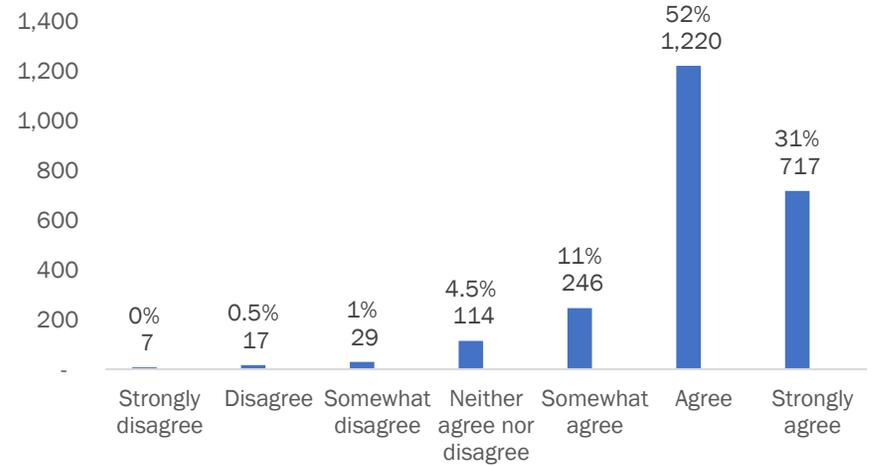
I have a personal responsibility for making sure the university behaves ethically.

| I have a personal responsibility for making sure the university behaves ethically.	Count	Percent
Strongly disagree	6	0%
Disagree	19	0.5%
Somewhat disagree	19	0.5%
Neither agree nor disagree	186	8%
Somewhat agree	253	11%
Agree	1,003	43%
Strongly agree	866	37%
Total	2,352	100%
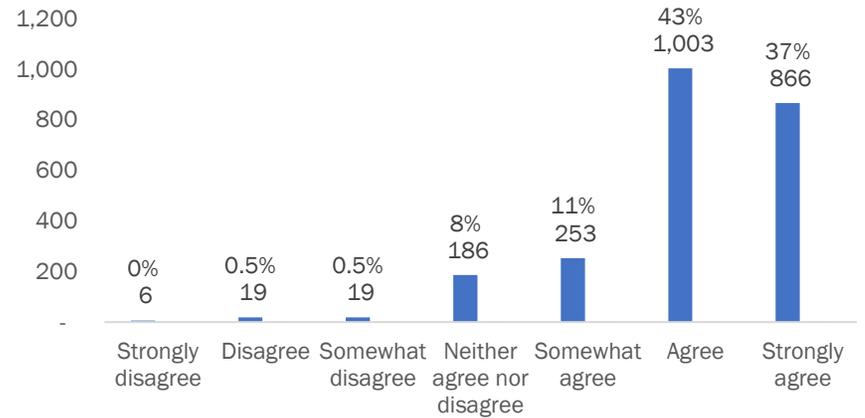
UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: UCF IntegrityLine Report

Background:
Annually data and trends from the UCF IntegriyLine are analyzed and provided to the committee as an information item. A report covering the data and any trends from the period of January 1, 2019, to December 31, 2019 is provided and outcomes will be discussed.

Issues to be Considered:
The committee is asked to consider any planned actions by University Compliance, Ethics, and Risk in response to the trend identified.

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
No funding request is identified at this time.

Recommended Action:
N/A

Authority for Board of Trustees Action:
UCF Audit and Compliance Committee Charter and Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs.

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by:
Rhonda L. Bishop, Vice President for Compliance and Risk

Supporting Documentation:
Attachment A: UCF IntegrityLine Report

Facilitators/Presenters:
Rhonda L. Bishop, Vice President for Compliance and Risk

UCF IntegrityLine Report
January 1, 2019, to December 31, 2019
University Compliance, Ethics, and Risk

During the 2019 calendar year, the UCF IntegrityLine received a total of 188 reports, 187 containing allegations of suspected misconduct or ethical concerns and one test case. Reports containing allegations of misconduct were triaged between University Compliance, Ethics, and Risk and University Audit. Based on the nature of the report, it was either investigated by University Compliance, Ethics, and Risk, University Audit, the Office of Institutional Equity, or referred to the appropriate compliance partner for review. Reports involving students under the UCF Golden Rule were referred to the Office of Student Rights and Responsibilities and reports criminal in nature were referred to the UCF Police Department.

Issue Type

Reports submitted to the UCF IntegrityLine in 2019 spanned a range of 20 issue types.

Case Issue Types

Legend:
- Offensive or Inappropriate Communication
- Employee Misconduct
- Discrimination or Harassment
- Other Academic Affairs Matters
- Other Human Resource Matters
- Environmental and Safety Matters
- Waste, Abuse or Misuse of Institution Resources
- EEOC or ADA Matters
- Data Privacy/Integrity
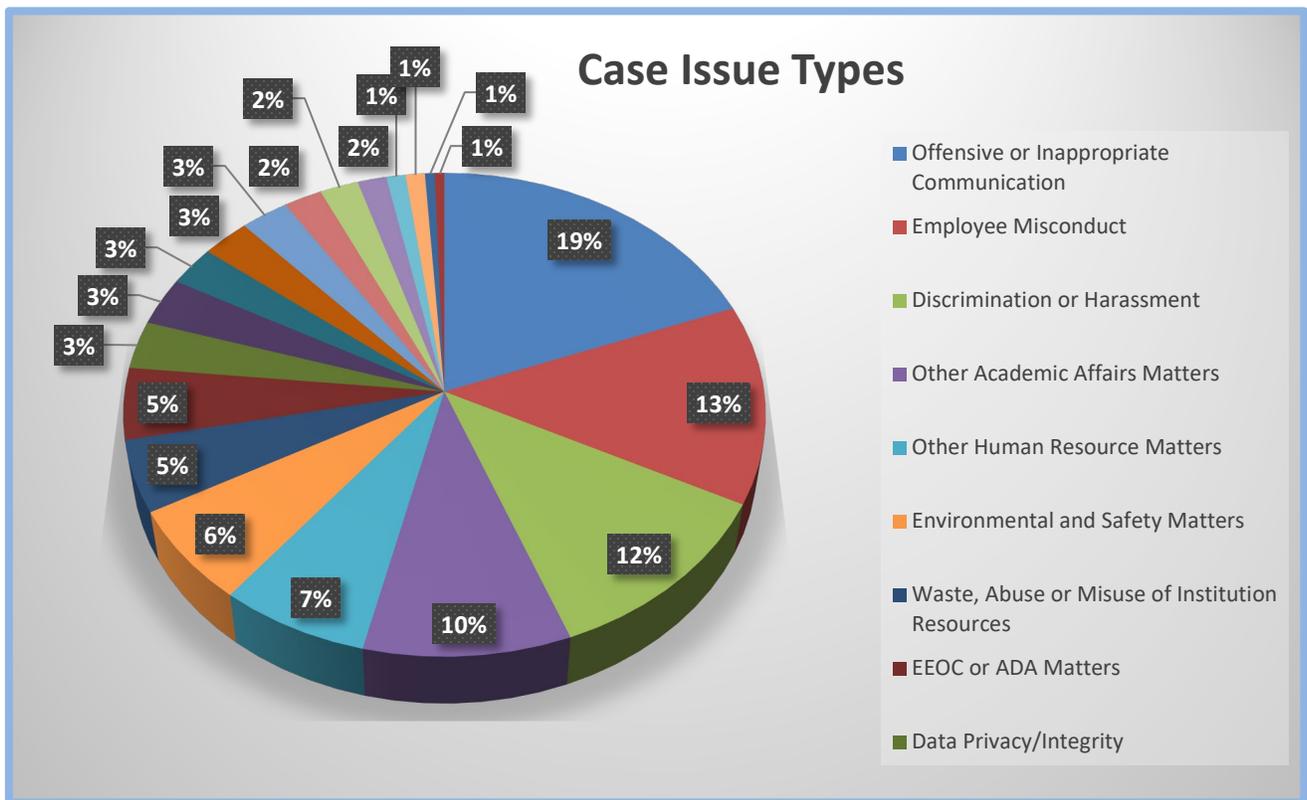
Highest Number of Reports by Issue Type

Primary Issue	Total	Primary Issue	Total
Offensive or Inappropriate Communication	36	Sexual Harassment	5
Employee Misconduct	25	Time Abuse	5
Discrimination or Harassment	22	Other Financial Matters	5
Other Academic Affairs Matters	18	Other	4
Other Human Resource Matters	13	Nepotism	4
Environmental and Safety Matters	12	Retaliation	3
Waste, Abuse or Misuse of Institution Resources	9	Cheating / Plagiarism	2
EEOC or ADA Matters	9	Alcohol / Drug Abuse	2
Data Privacy / Integrity	6	Research Misconduct	1
Conflict of Interest	6	Accounting and Auditing Matters	1
		Grand Total	**188**

Offensive or Inappropriate Communication

The highest number of reports in a single-issue type were categorized as Offensive or Inappropriate Communication with 36 reports representing 19% of all reports submitted. This issue type includes concerns related to inflammatory, derogatory, unduly critical or insulting communication and failure to treat one another with respect in accordance with the UCF Ethical Standards outlined in the UCF Employee Code of Conduct.

Employee Misconduct

With 25 reports, representing 13% of all reports submitted, the second highest reported issue type was Employee Misconduct. This is a general category to capture allegations of employee non-compliance with university policies, procedures, regulations and the Code of Conduct that do not fit within one of the other 19 issue types.

Discrimination or Harassment

The third highest number of reports made to the IntegrityLine in 2019 were allegations of Discrimination or Harassment with 22 reports, representing 12% of all reports submitted. These reports involve allegations of non-compliance with UCF 2-004 Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy, which includes but is not limited to uninvited and unwelcome verbal or physical conduct directed at an employee because of his or her sex, religion, ethnicity or beliefs.

Closed Cases

University Compliance, Ethics, and Risk closed 181 IntegrityLine cases during the 2019 calendar year. Closed cases include a combination of reports received in 2019 as well as those submitted in a previous year. Below are the outcomes for all cases closed in 2019.
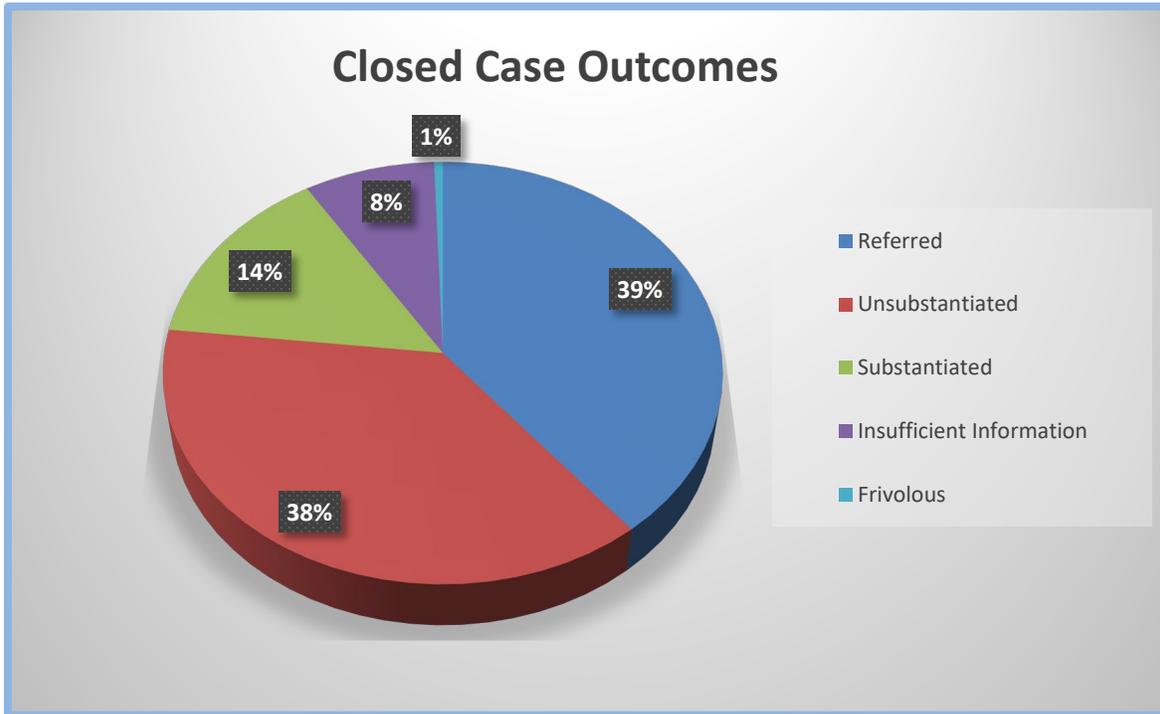
Closed Case Outcomes	Total
Referred	71
Unsubstantiated	68
Substantiated	26
Insufficient Information	15
Frivolous	1
Grand Total	**181**

Closed Cases – Investigations with Substantiated and Unsubstantiated Findings

In 2019, a total of 94 of the 181 cases were closed after an investigation was conducted by University Compliance, Ethics, and Risk, University Audit or the Office of Institutional Equity, with the following outcomes:

Substantiated Cases

There were 26 investigations with a substantiated finding (representing 14% of all closed cases) where investigations yielded evidence to support the complaint and a finding that misconduct occurred. The substantiated cases spanned a range of topics, with the highest in the categories of Offensive or Inappropriate Communication, Employee Misconduct, and Research Misconduct.

Substantiated Cases by Type
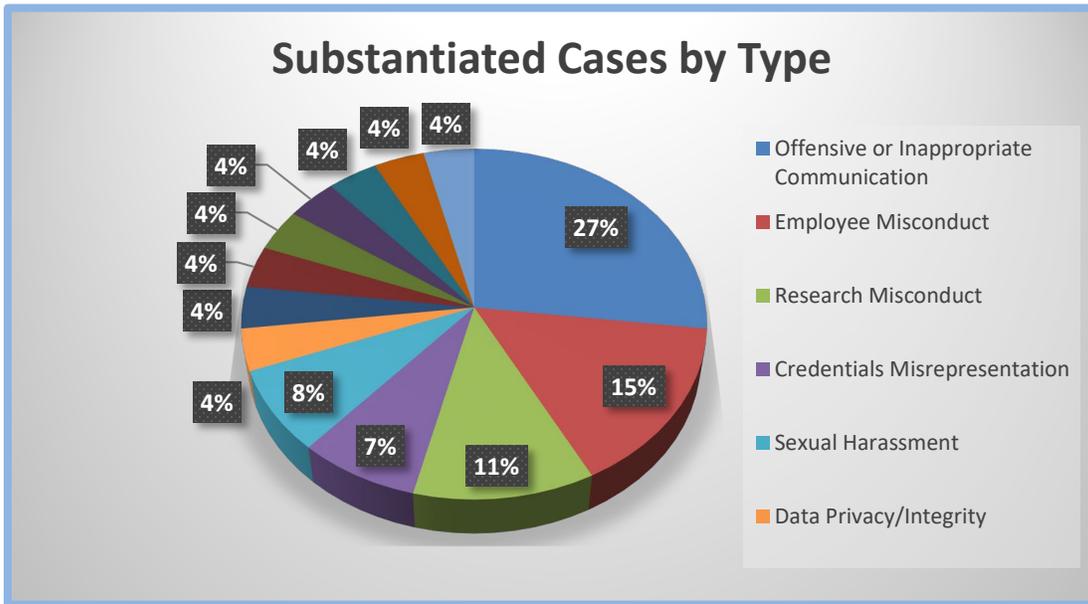
Primary Issue	Total
Offensive or Inappropriate Communication	7
Employee Misconduct	4
Research Misconduct	3
Credentials Misrepresentation	2
Sexual Harassment	2
Data Privacy / Integrity	1
Discrimination or Harassment	1
EEOC or ADA Matters	1
Environmental and Safety Matters	1
Nepotism	1
Other Financial Matters	1
Retaliation	1
Waste, Abuse or Misuse of Institution Resources	1
Grand Total	**26**

Substantiated Cases – Action Taken

For the 26 investigations that resulted in substantiated findings, the university took the appropriate action. Those actions included policy / process reviews, disciplinary action and termination.
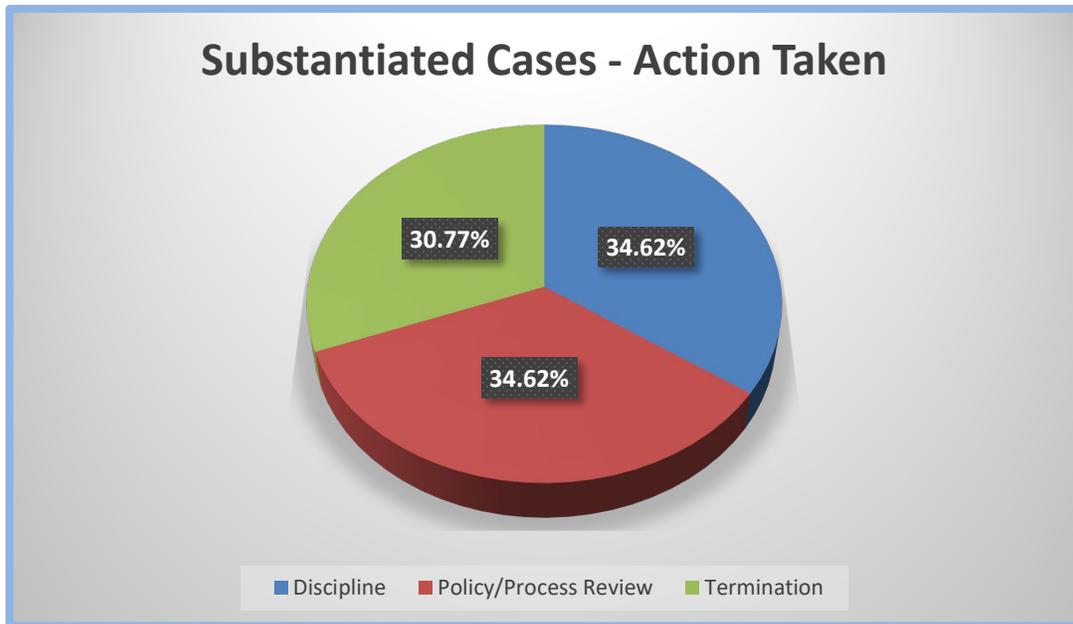
Action Taken	Total
Discipline	9
Policy / Process Review	9
Termination	8
Grand Total	**26**

Unsubstantiated Cases

The remaining 68 investigations (38% of closed cases) conducted by University Compliance, Ethics, and Risk, University Audit or the Office of Institutional Equity yielded insufficient or no evidence to support that misconduct occurred and were closed with an unsubstantiated outcome. Despite the unsubstantiated finding, 26 of the cases resulted in recommendations for improvements such as a review in a policy, process, or training due to identified weaknesses.

Closed Cases – Referred, Insufficient Information, Frivolous

Eighty-seven cases were not investigated by University Compliance, Ethics, and Risk, University Audit or the Office of Institutional Equity and were either referred out of the system or to another office, closed due to insufficient information or marked as frivolous.

Referred. A total of 71 cases (39% of all closed cases) were referred as follows:

- **Fifty-three cases** were referred to the UCF Police Department, Student Conduct, or another college or department to address through the appropriate university process and closed out in the IntegrityLine system. These cases span the range of issues involving student misconduct such as alleged alcohol or drug abuse, grade disputes, and interpersonal conflicts. Once the report is referred to the appropriate office, it is closed in the IntegrityLine system with a message posted back to the complainant.

- **The remaining 18 cases** were referred to a college or department to conduct an internal investigation and report back their findings. These cases are appropriately reported to the IntegrityLine and are tracked by University Compliance, Ethics, and Risk until closed.

  Four of the cases investigated internally by a college or department resulted in a **substantiated** finding with the following issue types and actions taken.

Primary Issue	Total	Action Taken
Offensive or Inappropriate Communication	1	Policy / Process Review
Employee Misconduct	1	Policy / Process Review
Environmental and Safety Matters	1	Policy / Process Review
Waste, Abuse or Misuse of Institution Resources	1	Policy / Process Review
Grand Total	**4**	

  The remaining 14 referred cases were **unsubstantiated**. However, all 14 required improvements due to identified weaknesses with 11 policy or process reviews and three reports that required additional training.

Insufficient Information. For 15 cases (8% of all closed cases), questions were posted to the reporter requesting additional information with no response. These cases were closed due to insufficient information.

Frivolous. One test case was submitted to evaluate system functionality, which resulted in removing an unnecessary question. This case was marked as frivolous and closed.

Trends Identified

The highest number of reports submitted to the IntegrityLine in 2019 were categorized as Offensive or Inappropriate Communication with a total of 36 reports, representing 19% of all reports submitted. This issue type involves allegations of non-compliance with the UCF Ethical Standards outlined in the UCF Employee Code of Conduct. These cases often involve allegations of bullying or an employee's continued failure to treat others with respect. In analyzing the IntegrityLine reports since 2016, we have seen a significant increase in the number of reports with this issue type. In 2016, there were 13 cases submitted to the IntegrityLine and in 2019, that number soared to 36, which was a 177% increase in a relatively short period.

Issue Type - Offensive or Inappropriate Communication	Report Year	Reports Submitted
	2019	36
	2018	16
	2017	14
	2016	13

In evaluating the case closures in 2019 we identified that the highest number of substantiated cases investigated by University Compliance, Ethics, and Risk, University Audit or the Office of Institutional Equity were also issue type Offensive or Inappropriate Communication. Additionally, a referred case with this issue type that went to a college or department for internal investigation was also substantiated.

In further analyzing the increase in reports and the number of closed cases substantiated with this issue type, we did not identify a pattern or trend in one college or department but have identified opportunities for improving a culture of respect across the institution. Partnering with Human Resources, the office will continue to evaluate the data in comparison to the results of the 2020 Ethical Culture and Compliance Perception Survey. To address this issue in our culture, University Compliance, Ethics, and Risk will partner with Human Resources to evaluate the development of a training and awareness campaign targeted at improving respectful interactions amongst employees.

Additionally, the office will closely monitor reports received on this issue type through the IntegrityLine and once the training program is developed, provide targeted training for those cases in real time.

UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: 2019-20 Work Plan - Status of All Activities

Background:
The 2019-20 Work Plan - Status of All Activities is a summary of the projects and activities completed by University Compliance, Ethics, and Risk (UCER) from July 1, 2019, to June 30, 2020. Each fall, UCER submits a work plan outlining the office's activities to meet the required elements of an effective compliance and ethics program. That 2019-20 Work Plan was presented to this committee on August 8, 2019.

Issues to be Considered:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
N/A

Authority for Board of Trustees Action:
UCF Audit and Compliance Committee Charter and Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs.

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by:
Rhonda L. Bishop, Vice President for Compliance and Risk

Supporting Documentation:
Attachment A: 2019-20 Work Plan - Status of All Activities

Facilitators/Presenters:
Rhonda L. Bishop, Vice President for Compliance and Risk

University Compliance, Ethics and Risk Office

2019-20 Work Plan – Status of All Activities
July 1, 2019 – June 30, 2020

UCF's comprehensive compliance and ethics program was built based on the elements of an effective compliance program set forth in Chapter 8 of the Federal Sentencing Guidelines, and as required by Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs. The Guidelines and Regulation establish the minimum standards for effective programs. Each year, University Compliance, Ethics, and Risk submits an Annual Workplan to the Audit and Compliance Committee of the Board of Trustees detailing the office's efforts that support an effective program. This report contains the activities committed to in the office's 2019-20 Compliance and Ethics Annual Work Plan and includes the final status of those activities.

1. **Provide Oversight of Compliance and Ethics and Related Activities**
   Promote accountability among UCF employees for compliance with applicable federal, state, and local laws and regulations, and appoint knowledgeable individuals responsible for developing and implementing a comprehensive compliance and ethics program.

2. **Develop Effective Lines of Communication**
   Create communication pathways that allow the dissemination of education and regulatory information and provide a mechanism for reporting compliance activities or concerns.

3. **Conduct Effective Training and Education**
   Educate the UCF community on its compliance responsibilities and regulatory obligations, and on the university compliance and ethics program.

4. **Revise and Develop Policies and Procedures**
   Revise or develop university regulations along with policies and procedures that reflect UCF's commitment to ethical conduct and compliance with applicable laws and regulations.

5. **Conduct Internal Monitoring and Compliance Reviews**
   Identify and remediate noncompliance through proactive review and monitoring of risk areas.

6. **Respond Promptly to Detected Problems and Undertake Corrective Action**
   Conduct timely investigations of allegations of noncompliance and provide guidance on corrective actions.

7. **Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines**
   Promote the compliance and ethics program and university regulations, policies and procedures, and the consequences of noncompliance.

8. **Measure Compliance Program Effectiveness**
   Evaluate the overall compliance and ethics culture of UCF and the performance of the University Compliance, Ethics, and Risk office.

9. **New Regulations and Special Projects**

<center>

2019-20 Compliance and Ethics Work Plan
Status of All Activities
July 1, 2019 – June 30, 2020

</center>

1. Provide Oversight of Compliance and Ethics and Related Activities

Coordinate and conduct bi-monthly meetings of the University Compliance and Ethics Advisory Committee

➢ Developed materials and chaired the Compliance and Ethics Advisory Committee meetings in July, October, February, April, and June.
➢ Provided updates on the Youth Protection Program and the mandatory all-employee Code of Conduct/Speak Up training; the testimony given to the FL House of Representative Select Committee on the Integrity of Research Institutions regarding research investigations and the Chinese Talent plan; hiring Ethisphere to conduct the Compliance and Ethics Culture Survey, and the Emergency Policy COVID-19 Return to Campus.
➢ Highlights from compliance partners included the reaccreditation of the UCF Police Department, the updated Golden Rule which includes students using apps, mental health awareness training for faculty members; a new research regulatory process effective in November; building an ADA Accessibility program; creation of the Knights Care Leave Share, and the new UCF Expenditure Guidelines.

Conduct quarterly meetings with compliance partners and senior leadership

➢ Met with vice presidents, key administrators, and compliance partners to provide updates on compliance and ethics initiatives and discuss any concerns or issues.
➢ Provided quarterly Athletics compliance update to the president.

Meet with executive leadership to update the Compliance and Ethics Accountability Matrix and reaffirm structure of compliance accountability

➢ Met with executive leadership to review compliance accountability and updated the Accountability Matrix.

Serve on and provide compliance guidance to the Title IX workgroup

➢ Provided guidance and support to the Title IX coordinator and served on and provided compliance guidance to the Title IX workgroup.

Serve as a member of the Security Incident Response Team and provide guidance

➢ Served as a member of the Security Incident Response Committee and provided review and guidance associated with federal and state privacy and data breach requirements.

2. Develop Effective Lines of Communication

Prepare and distribute *IntegrityStar*, the compliance and ethics newsletter

➢ Developed and issued the July 2019 edition of the *IntegrityStar* with a focus on speaking up, including common misconceptions about reporting misconduct, an annual update on IntegrityLine reports and a short training video on Reporting Violations.
  o Article titled *Reluctant to use the UCF IntegrityLine?*
  o Article with an annual update on IntegrityLine reporting.
  o Article titled *Reporting Misconduct – Is the Door Really Open?*
  o In the Spotlight highlighting UCF policy, UCF 2-800.1 Fraud Prevention and Detection.
➢ Developed and issued the November 2019 edition of the *IntegrityStar* with a message from Rhonda Bishop, vice president for compliance and risk and an article from Interim President Thad Seymour Jr.
  o Article titled *Building Upon Our Ethical Culture: A Message from Interim President Thad Seymour Jr.*
  o Article titled *International Compliance Considerations – Export Controls*
  o Article titled *Who are Ombuds?*
  o Audit Unlocked article highlighted fraud scenarios and suggestions for avoiding timecard fraud.
➢ Developed and issued the April 2020 edition of the *IntegrityStar* featuring messages from Vice President for Compliance and Risk, Rhonda Bishop, and from Interim Provost Michael Johnson on caring for one another during the rapid shift to remote courses and work, as well as an article focused on the procurement process with frequently asked questions, a cartoon, and a short training video.
  o Article titled *A Caring Community: A Message from Interim Provost Michael Johnson*
  o Article announcing the upcoming Ethical Culture and Compliance Perception Survey
  o Article titled *Procurement Services – Some Helpful Guidance*
  o Audit Unlocked article with a focus on fraud awareness and prevention through employee training

Administer and promote the UCF IntegrityLine; verify posters are hanging in all employee common areas and IntegrityLine image with link appears on all compliance partner websites

- Continued administration of the UCF IntegrityLine to include review and tracking of all reports, data compilation, trend review, and reporting.
- Continued promoting the UCF IntegrityLine in the *IntegrityStar* newsletter; in compliance videos; in the University Compliance, Ethics, and Risk pamphlet; on the University Compliance, Ethics, and Risk website; on the websites of all compliance partners; tabling events; and through distribution of customized IntegrityLine earbuds and wallet cards.
- Continued providing UCF IntegrityLine wallet cards and pamphlets to all new employees during orientation.
- Confirmed Speak Up posters were in all employee common areas within all buildings and Speak Up icons with hyperlinks to the IntegrityLine were on appropriate websites.
- Developed and implemented an annual communication plan to verify placement of IntegrityLine posters and links.
- Provided language regarding the UCF IntegrityLine for UCF Athletics Association handbook and to include with general DSO board training materials.

Coordinate timely responses to regulatory and other external agencies

- Corresponded with the Department of Defense Inspector General regarding a whistle-blower investigation and provided requested materials and information.
- Collaborated with the Office of Institutional Equity to review and prepare response to the National Science Foundation (NSF) regarding complaints submitted to the NSF, U.S. Department of Energy, and the National Aeronautics and Space Administration.
- Prepared and submitted the annual report to the Governor and Legislature on research exemptions granted as required by state statute prior to the March 2020 deadline.
- Provided testimony to the Florida House of Representatives Select Committee on the Integrity of Research Institutions regarding research investigations and the Chinese Talent plan and provided materials for the Committee's document requests.

Maintain and promote the compliance and ethics website

➤ Promoted the compliance and ethics website in the University Compliance, Ethics, and Risk pamphlets distributed to all new employees.

➤ Updated the website to include the July and November 2019, and the April 2020 editions of the *IntegrityStar* newsletter, updated the organizational chart, revised the compliance Accountability Matrix and the Compliance and Ethics Advisory Committee to include changes to compliance partners and members, and added the Annual Report.

➤ Added page links to offices that were moved under the University Compliance, Ethics, and Risk reporting structure.

Disseminate compliance and ethics program information and educational materials in person during new faculty orientation and the benefits fair

➤ Participated in tabling events at both the new faculty orientation and the benefits fair. Provided office pamphlets, earbuds, UCF Employee Code of Conduct books, and Speak Up wallet cards to new personnel. Provided additional information to individuals at each event upon request.

3. Conduct Effective Training and Education

Track employee completion of mandatory Employee Code of Conduct and mandatory Potential Conflicts – Florida Code of Ethics for Public Officers and Employees online training modules and escalate any non-compliance to senior leadership

➤ UCF Employee Code of Conduct / Speak Up! Whistle-blower and Potential Conflicts – Florida Code of Ethics for Public Officers and Employees mandatory training total number of employees who took the online course and passed the final quiz July 1, 2019 – June 30, 2020:

- ○ UCF Employee Code of Conduct = 330 new employees trained
- ○ UCF Employee Code of Conduct / Speak Up! Whistle-blower = 1,039 new employees trained
- ○ Potential Conflicts – Florida Code of Ethics for Public Officers and Employees = 1,055 new employees trained

Launch fifth annual Compliance and Ethics week awareness campaign

➤ Scheduled and launched activities for the annual Compliance and Ethics Week awareness campaign during November 4-8, 2019, including a series of "Know the Code" mini training modules on Conflicts of Interest, Gifts and Honoraria, and Protecting Personal Information. Distributed an online photo hunt containing compliance violations. 56 participants completed the trainings and 10 were randomly selected to receive prizes.

Collaborate with the university's Clery compliance specialist to develop an online training module, and assist with conducting in-person Campus Security Authority (CSA) training as needed

- ➤ Met with the university's Clery compliance specialist and discussed adding CSA responsibilities to respective personnel position descriptions to better meet training needs. Developed a plan to identify these positions.
- ➤ Developed a plan to create and implement a campus-wide survey to identify CSAs, a training Webcourse for CSAs to complete initial training, as well as annual refresher training.
- ➤ Reviewed and provided guidance on the university's Annual Security Report.

Promote Gifts and Honoraria and Potential Conflicts online training modules for current employees and track employee completion

- ➤ Continued to promote the online training modules to employees.
- ➤ Total number of existing employees who took the online courses and passed the final quiz:
  - o *Gifts and Honoraria* = 232 employees
  - o *Potential Conflicts – Florida Code of Ethics for Public Officers and Employees* = 342 employees

Issue annual memo on Vulnerable Persons Act

- ➤ Annual memo was prepared and issued in March 2020.

Develop and implement an annual ethics training program with certifications for senior leadership

- ➤ Executed a contract with vendor, Compliance Wave to develop a customized course with certifications for all non-student employees and scheduled the steps for deploying the training in September 2020 in an Annual Code of Conduct with Certifications Implementation and Communication Plan. The Plan is in progress with video and content customizations under development.

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Develop and launch mandatory Speak Up online training module and escalate any non-compliance to senior leadership

➢ Developed a combined UCF Employee Code of Conduct / Speak Up! Whistle-blower training in Webcourses and, in collaboration with Human Resources, auto-enrolled and notified 13,480 employees on September 12, 2019, with a required completion of 30-days.
  ○ 85.40% completed the training within the deadline of October 11, 2019.
➢ Delinquent lists were prepared and submitted to the president for circulation to responsible vice presidents each Monday during cabinet meetings to follow up on non-compliance.
  ○ As of October 28, 2019, the completion rate increased to 88.20%.
  ○ Continued efforts to follow up increased the completion rate to 92.50% as of December 31.
  ○ Reached 100% completion in June 2020

Promote Youth Protection online training module and monitor compliance for mandatory completion

➢ During this report period, Youth Protection training was completed as required by 615 program staff working in programs/activities involving minors as participants where the program staff are responsible for the care, custody, and control of the minor(s).

Identify additional opportunities to develop and deliver compliance and ethics training

➢ Developed and delivered mandatory in-person Ethical Leadership training for all employees in positions of director and above. Invitations were emailed to 603 employees to either attend the in-person training session or watch the training online by the required deadline.
  ○ 88.72% completed the training within the deadline of October 11, 2019.
  ○ Delinquent lists were prepared and submitted to the president for circulation to responsible vice presidents each Monday during cabinet meetings to follow up on noncompliance.
    ▪ As of October 28, 2019, the completion rate increased to 90.88%.
    ▪ Continued efforts to follow up increased the completion rate to 93.86% as of December 31.
    ▪ Reached 100% completion in May 2020
➢ Provided education and promotion of online training to employees following investigations and in response to questions submitted through our complianceandethics@ucf.edu email account.
➢ Hosted a table at the New Faculty Orientation in August 2019 and the employee benefits fair in October 2019 to raise awareness of the office and provide education on the UCF IntegrityLine and the conflict of interest and commitment reporting.
➢ Distributed University Compliance, Ethics, and Risk pamphlets and IntegrityLine wallet cards to employees during new employee orientation.
➢ Provided Ethical Leadership Workshops in March and June.

Issue additional regulatory alerts and updates as appropriate

- ➢ Issued the annual communication to all faculty and staff members to remind them of the standards of conduct and reporting responsibilities under Florida ethics laws in October 2019.

4. Revise and Develop Policies and Procedures

Chair the University Policies and Procedures Committee and provide guidance on policy development

- ➢ Chaired the University Policies and Procedures Committee. Provided coordination of the committee and management of the online Policies and Procedures Manual.
- ➢ Reviewed and edited policies and procedures prior to submission for approval to the committee. Worked directly with departments, provided guidance, and when needed revised policies to improve content and the communication of expectations to the university community. During this period, the office reviewed and edited five new policies and 18 existing policies that were approved by the committee and president.
- ➢ Announced approved policies to all employees via email, the message includes an invitation to sign up to receive notification when policies are posted and available for comment prior to approval.

Continue to enforce 2-001.5 University Policy Development policy which requires annual policy reviews by department and mandatory five-year reviews by the University Policies and Procedures Committee

- ➢ Continued progress on the five-year review project in compliance with UCF-2-001.5 University Policy Development to ensure that policies continue to be appropriate and current. Out of 38 policies initially identified as overdue, reduced the overdue count to 8 as of June 30, 2020.

Support policy development efforts outlined in the TCH Post Investigation Action Plan

- ➢ Communicated with responsible individuals on respective policies, procedures, and guidelines and assisted with the newly implemented Expenditure of University Funds Policy with corresponding Expenditure Guidelines, University Budgets Policy, and Board Conflict of Interest Statement with Disclosure Form.

Review and update Policy 2-700.1 Reporting Misconduct and Protection from Retaliation

➢ Policy was revised, posted for public comment for two weeks, approved by the University Policies and Procedures Committee on September 26, 2019, and then signed by the president on October 4, 2019.

Begin bi-annual review of the UCF Employee Code of Conduct

➢ Began tracking edits to include feedback provided by compliance partners during the review of mandatory Code of Conduct training.
➢ Updated content to include a new message from the president, new and updated policies and regulations, and reporting options.
➢ Finalized and published the revised Employee Code of Conduct on the University Compliance, Ethics, and Risk website in June 2020.

Serve as members of the HIPAA Collaborative to develop university policies and procedures on HIPAA compliance

➢ Served on the UCF Health Sciences HIPAA Collaborative, a university-wide task force involved with the development of a single set of HIPAA Privacy and Security policies for the university. Provided guidance and communicated compliance expectations for development of policies.
➢ Reviewed and provided feedback on nine policies.

5. Conduct Internal Monitoring and Compliance Reviews

Manage university-wide conflict of interest and commitment processes; begin efforts to migrate to a new online reporting system

➢ In preparation for the 2019-20 conflict of interest and commitment disclosure process, revised training modules to reflect updates from the previous year and provided the trainings to faculty and staff members as an online resource.

➢ Implemented communication plan for the 2019-20 conflict of interest and commitment online disclosure process and launched the new disclosure year on August 12, 2019.

➢ Distributed communications, monitored online disclosure submissions, conducted reviews, and worked with faculty and administrators to resolve potential conflicts. Tracked compliance rates and worked with Academic Affairs to address noncompliance.

➢ At the start of the report year, notified 2,950 employees by email to submit an online disclosure and 2,454 submitted within the deadline achieving an 83% compliance rate with employee submissions prior to the deadline. (30-day compliance rate in 2017-18 was 98.4%, in 2018-19 the rate dropped to 88% due to increased demand on the office of University Compliance, Ethics, and Risk without additional resources to support the demand; the rate continues to drop this year in 2019-20 to 83%)
  o As of June 30, 2020, the overall compliance rate was 98%

➢ By the end of the report year, a total of 3452 disclosures (an increase from 3,072 last year) and 117 amendments (increase from 115) were submitted. For any disclosure with at least one outside activity reported, the office serves as the final review. This year, there were 1,194 online disclosures for the office to review (an increase from 1,139 last year), with potential conflicts identified in 83 requiring a monitoring plan or annual update to a monitoring plan (a decrease from 91 last year). At the time this report was completed, there were still 99 disclosures under review.

➢ Completed 298 online reviews for the employment of relatives, a decrease of 34 from 332 last year.

➢ Conflict of interest reviews outside the online system were also tracked and included 328 requests for review of potential conflicts and guidance provided to employees and departments (an increase from 296 last year).

➢ Reviewed and provided feedback on 17 research exemption requests prior to coordinating with the provost, president, and Chair of the Board of Trustees for approval as required by state statute. On behalf of the president and Board of Trustees, prepared the annual research exemption report and submitted it to the governor and legislature as required by state statute. Developed the report in partnership with the Research Integrity Compliance Office and submitted in February 2020.

➢ Received and completed 122 reviews of potential conflicts of interest associated with the attendance at conferences or events sponsored by vendors (a decrease from 167 last year).

Manage university-wide Youth Protection Program; begin efforts to source and implement a software solution to manage registration process

➢ Staff attended the Higher Education Protection Network Conference.

➢ Participated in the UCF Athletics Camp Summit by providing guidance and direction on the program.

➢ Responded to inquiries by departments seeking additional information on state and university requirements, met with departments upon request. Processed 123 registrations for youth programs throughout the year.

Continue compliance partner reporting

➢ Compliance partners provided updates on their program activities during committee meetings and through separate meetings and discussions when significant issues and challenges arose.

➢ Compliance partner 2019 annual reports were consolidated with the activities of University Compliance, Ethics, and Risk and published in the 2019 compliance and ethics program annual report in November.

➢ Formal annual reports will be submitted again for 2020 with an expected publication in the fall 2020.

Collaborate with the director of enterprise risk and insurance management to conduct a formal risk assessment

➢ Provided university leadership with an overview of enterprise risk management (ERM).

➢ Determined internationally recognized risk standard as the basis for the UCF ERM program.

➢ Identified high-level categories for university risk universe.

➢ Developed and implemented an enterprise risk management implementation and communication plan.

Review UCF IntegrityLine and department database for trends, risk areas, and address appropriately

➢ Identified a spike in IntegrityLine reports following all-employee mandated Code of Conduct / Speak Up! Training as well as an increase in requests to the compliance and ethics email account regarding potential conflicts of interest.

➢ Prepared the annual UCF IntegrityLine Report for 2019 which identified an increase in reports in the category Offensive or Inappropriate Communication and in substantiated reports with this category type. A plan to address this trend was included the Report.

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6. Respond Promptly to Detected Problems and Undertake Corrective Action

Receive and evaluate UCF IntegrityLine reports and allegations of misconduct made directly to the office and conduct investigations

➢ Provided administration and oversight of the UCF IntegrityLine to include review and tracking of all reports until completion, data compilation, trend review, and reporting. Received 362 reports through the UCF IntegrityLine alleging misconduct since July 1, 2019 (an increase from 194 received last year).

➢ Coordinated triage of reports with University Audit and the Office of Institutional Equity. When appropriate, reports were referred to a compliance partner or University Audit for review or investigation. During this time, 130 cases were investigated and closed.

➢ Received 14 allegations of misconduct directly to University Compliance, Ethics, and Risk. Ten of these cases are still ongoing.

Provide recommendations for corrective actions and improvement of ethical conduct

➢ Continued providing recommendations for corrective actions and improvements of ethical conduct to the appropriate authorities following investigations or requests for guidance.

7. Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines

Develop and promote compliance and ethics incentive opportunities

- ➢ Recognized a faculty member for his outstanding efforts in compliance and ethics in the July 2019, edition of the *IntegrityStar* newsletter.
- ➢ Awarded ten prizes to employees as incentive for participating in contests during the 2019 Compliance and Ethics Week.

Work with Human Resources to develop new employee appraisal templates that include compliance and ethics as a performance measure

- ➢ Corresponded with the associate vice president and chief HR officer regarding the addition of a compliance and ethics performance measure and provided samples used by other universities. HR launched a project to update appraisals and automate the process.

Promote awareness of UCF regulations, policies and procedures, and regulatory requirements

- ➢ Highlighted in the July 2019 edition of the *IntegrityStar* nine new and revised UCF policies and 14 new and revised regulations that had been implemented since the March 2019 *IntegrityStar* edition.
- ➢ Highlighted in the Nov 2019 edition of the *IntegrityStar* seven new and revised UCF policies and 16 new and revised regulations that had been implemented since the July 2019 *IntegrityStar* edition.
- ➢ Highlighted in the April 2020 edition of the IntegrityStar ten new and revised UCF Policies and three new and revised regulations that had been implemented since the Nov 2019 edition.
- ➢ Distributed a campus email to all employees alerting them of the approval of 23 new or revised policies implemented from July 1, 2019 – June 30, 2020.

Promote accountability and consistent discipline

➢ Following investigations with outcomes of substantiated employee misconduct, provided recommendations for appropriate discipline to ensure accountability and consistency in corrective actions.
➢ Continued serving as the point of contact and source for guidance to research compliance related to scientific misconduct, export controls, conflict of interest, and development of policies and procedures.

8. Measure Compliance Program Effectiveness

Develop and issue the University Compliance, Ethics, and Risk Annual Report

➢ Compiled and designed the annual report for 2018-19 which included the activities of our compliance partners and programs across the university.
➢ Report finalized and issued in November 2019.

Launch third Compliance and Ethics Culture Survey to benchmark against 2016 and 2018 results

➢ Obtained quotes from three vendors with expertise in institutional compliance and ethics culture surveys, selected the vendor, Ethisphere.
➢ The survey was open from March 17, 2020 to April 17, 2020, with direct invitations sent to all employees by Ethisphere.
➢ A full report is expected from Ethisphere with the results in August 2020.

Prepare and deliver compliance efficiency and benchmarking metrics report to the Board of Trustees

➢ Report prepared and presented to the Board of Trustees Audit and Compliance Committee during the August 2019 meeting.

Collaborate with Florida university peers and BOG Inspector General to define single set of effectiveness standards for use in SUS effectiveness reviews; engage third party to conduct the five-year review once finalized

- Final draft of the effectiveness standards was distributed in October 2019 for review by all SUS consortium members.
- The standards were approved on May 22, 2020, by the SUS Compliance and Ethics Consortium during the spring meeting.
- The finalized materials were submitted to three vendors for quotes to conduct the 5-year program review following which time University Compliance, Ethics, and Risk selected a vendor and executed the contract and finalized the timeline for completion of the 5-year program review.

Develop, measure, and track department process improvement efforts using the university assessment process

- Outcomes and measures supporting the continuous improvement of several areas such as the UCF IntegrityLine continue to be reviewed, measured, and improved.

9. New Regulations and Special Projects

Oversee compliance efforts with National Institute of Standards and Technology 800-171 (NIST) federal requirements

- The vice president for compliance and risk initiated a NIST 800-171 workgroup to move the university forward towards compliance.
- Set a bi-weekly schedule, identified immediate compliance needs and charged workgroup with developing an action plan with timeline.
- Reviewed corrective action plans including budget needs, provided guidance on implementation and compliance requirements.

Oversee compliance efforts with European Union General Data Protection Regulation (GDPR)

- Developed a position description to hire a director, data privacy to support privacy compliance, including oversight of GDPR compliance.
- Position was advertised and a search committee was charged. Three finalists were invited to participate in a virtual day of interviews including providing a presentation during an open forum. A final candidate was selected, offer was made and accepted. The new director, data privacy starts on July 20, 2020.

Provided Support to Compliance Partners and University Stakeholders

- ➢ Participated in and provided support to the Office of Institutional Equity (OIE) and University Audit to fill open candidate searches.
- ➢ Provided input/guidance on the revised Dissertation Approval form.
- ➢ Served on the Student Data & Analytics Ethics Working Group led by the Office of Institutional Management, as well as served on the University Records Management Advisory Board led by Administration and Finance.
- ➢ Responded promptly to public records requests for information on closed IntegrityLine cases.
- ➢ Continued intake and timely responses to emails submitted to the department email address complianceandethics@ucf.edu and conflict of interest email address PCA@ucf.edu.

Provided Oversight in the Completion of Corrective Actions Contained in the Trevor Colbourn Hall Post Investigation Action Plan

➢ The Post Investigation Action Plan (PIAP) was developed and presented to the Audit and Compliance Committee of the Board of Trustees during a special meeting on July 9, 2019, with edits requested by the Committee that were made and submitted for presentation to the Board of Trustees on July 18, 2019. The vice president for compliance and risk was charged by the former interim president with responsibility for monitoring and implementation of the PIAP and ensuring the closure of the remaining 65 out of a total of 86 recommendations.

➢ In the last year, the office:
- Identified a point person for each recommendation
- Reviewed action plans to confirm they met the intended recommendation and communicated suggested edits to each assigned point person
- Defined completion targets/stake in the ground for each recommendation
- Adjusted proposed completion dates, some with closer completion timeframes
- Reviewed completed action plans submitted on a monthly basis:
  - Evaluated rationale and supporting documentation
  - Engaged University Audit to provide assurance
  - Approved closure
- Provided reports to Board Committee staff for reporting to appropriate oversight committee - the PIAP was a standing agenda item for each meeting

➢ As of June 30, 2020, all 65 action plan items were approved for closure and all 86 recommendations are now considered closed. The PIAP will be presented for approval to close at the August 12, 2020, Audit and Compliance Committee meeting and will go before the full Board on August 20, 2020.

Served on State University System Compliance and Ethics Consortium
➢ Continued active participation in the Florida State University System Compliance Consortium, participating in virtual meetings and conference calls.
➢ Collaborated with Florida university peers and BOG Inspector General to define single set of effectiveness standards for use in SUS effectiveness reviews required under BOG Regulation 4.003. Standards were approved during May 2020 meeting.
➢ Vice president for compliance and risk served as interim chair until a new chair was identified.
Centralized Key Compliance Functions
➢ Transitioned the offices of Environmental Health and Safety, Office of Institutional Equity, Building Code, and DSO Governance to a direct reporting to the vice president for compliance and risk.

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UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: Compliance and Ethics Annual Workplan 2020-21

Background:
The Compliance and Ethics Annual Workplan 2020-21 lists the required elements of an effective compliance and ethics program and the activities that University Compliance, Ethics, and Risk will perform from July 1, 2020, to June 30, 2021, to meet those requirements.

Issues to be Considered:
Whether the focus of the office for 2020-21 is appropriate and consistent with the expectations of the Committee.

Alternatives to Decision:
The Committee could recommend changes in proposed actions for the office, either adding additional projects or recommending that projects not be undertaken or deferred.

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
N/A

Authority for Board of Trustees Action:
UCF Audit and Compliance Committee Charter and Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs.

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by:
Rhonda L. Bishop, Vice President for Compliance and Risk

Supporting Documentation:
Attachment A: Compliance and Ethics Annual Workplan 2020-21

Facilitators/Presenters:
Rhonda L. Bishop, Vice President for Compliance and Risk

University Compliance, Ethics and Risk Office

Compliance and Ethics Annual Work Plan
2020-21

University Compliance, Ethics, and Risk provides centralized and coordinated oversight of UCF's ethics, compliance, and risk mitigation efforts through the ongoing development of effective policies and procedures, education and training, monitoring, communication, risk assessment, and response to reported issues as required by Chapter 8 of the Federal Sentencing Guidelines. These guidelines set forth the requirements of an effective compliance and ethics program for organizations and require not only promoting compliance with laws, but also promoting a culture of ethical conduct. The compliance and ethics program is focused on projects that will mitigate risks to the resources and reputation of UCF as well as the careers and professional reputations of its employees.

The following work plan lists the required elements and the activities that will be conducted from July 1, 2020, to June 30, 2021.

1. Provide Oversight of Compliance and Ethics and Related Activities	
Promote accountability among UCF employees for compliance with applicable federal, state and local laws and regulations, and appoint knowledgeable individuals responsible for developing and implementing a comprehensive compliance and ethics program	Coordinate and conduct bi-monthly meetings of the University Compliance and Ethics Advisory Committee
	Conduct quarterly meetings with compliance partners and senior leadership
	Serve on and provide compliance guidance to the Title IX workgroup
	Serve as a member of the Security Incident Response Team and provide guidance
2. Develop Effective Lines of Communication	
Create communication pathways that allow the dissemination of education and regulatory information and provide a mechanism for reporting compliance activities or concerns	Prepare and distribute *IntegrityStar*, the compliance and ethics newsletter
	Administer and promote the UCF IntegrityLine, reinforce expectations for non-retaliation, and increase communications during and after investigations.

	Coordinate timely responses to regulatory and other external agencies
	Maintain and promote the compliance and ethics website
	Disseminate compliance and ethics program information and educational materials in person during new faculty orientation and the benefits fair
3. Conduct Effective Training and Education	
Educate the UCF community on its compliance responsibilities and regulatory obligations, and on the university compliance and ethics program	Track new employee completion of mandatory Code of Conduct and Potential Conflicts – Florida Code of Ethics for Public Officers training
	Launch sixth annual Compliance and Ethics Week awareness campaign
	Review and provide guidance on new procedures to be implemented for identifying CSAs to determine necessary training requirements and on online training being developed for new and current CSAs.
	Promote Gifts and Honoraria and Potential Conflicts online training modules for current employees and track employee completion
	Issue annual memo on Vulnerable Persons Act
	Develop and launch new mandatory annual Code of Conduct training with certifications for non-student employees and monitor compliance for mandatory completion
	Promote Youth Protection online training module and monitor compliance for mandatory completion
	Identify additional opportunities to develop and deliver compliance and ethics training
	Issue additional regulatory alerts and updates as appropriate

4. Revise and Develop Policies and Procedures	
Revise or develop university regulations along with policies and procedures that reflect UCF's commitment to ethical conduct and compliance with applicable laws and regulations	Chair the University Policies and Procedures Committee and provide guidance on policy development
	Continue to enforce UCF Policy 2-001 University Policy Development, which requires annual policy reviews by department and mandatory five-year reviews by the University Policies and Procedures Committee
	Serve as members of the HIPAA Collaborative to develop university policies and procedures on HIPAA compliance
5. Conduct Internal Monitoring and Compliance Reviews	
Identify and remediate noncompliance through proactive review and monitoring of risk areas	Manage university-wide conflict of interest and commitment process; begin migration efforts to a new online reporting system
	Manage university-wide Youth Protection Program; final implementation of new software solution to manage registration process
	Continue compliance partner reporting
	Collaborate with the director of enterprise risk and insurance management to conduct a formal compliance risk assessment
	Review UCF IntegrityLine and department database for trends and risk areas and address appropriately
6. Respond Promptly to Detected Problems and Undertake Corrective Action	
Conduct timely investigations of allegations of noncompliance and provide guidance on corrective actions	Receive and evaluate UCF IntegrityLine reports and allegations of misconduct made directly to the office; conduct investigations
	Provide recommendations for corrective actions and improvement of ethical conduct
7. Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines	
Promote the compliance and ethics program and university regulations, policies and procedures, and consequences of noncompliance	Develop and promote compliance and ethics incentive opportunities
	Work with Human Resources to develop new employee appraisal templates that include compliance and ethics as a performance measure

	Promote awareness of UCF regulations, policies and procedures, and regulatory requirements
	Promote accountability and consistent discipline

8. Measure Compliance Program Effectiveness	
Evaluate the overall compliance and ethics culture of UCF and the performance of the University Compliance, Ethics, and Risk office	Develop and issue the University Compliance, Ethics, and Risk Annual Report
	Obtain five-year compliance and ethics program review required under BOG Regulation 4.003
	Develop, measure, and track department process improvement efforts using the university assessment process

9. New Regulations and Special Projects	
	Oversee compliance efforts with National Institute of Standards and Technology 800-171 (NIST) federal requirements
	Oversee compliance efforts with European Union General Data Protection Regulation
	Oversee compliance efforts with the acceptance of CARES Act funding
	Working with Human Resources, evaluate and develop a communication, education, and awareness campaign to address increased reports of offensive or inappropriate communication.

UCF BOARD OF TRUSTEES
Audit and Compliance Committee
August 12, 2020

Title: University Compliance, Ethics, and Risk Update

Background:
Rhonda Bishop is providing an update on the University Compliance, Ethics, and Risk program.

Issues to be Considered:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

Recommended Action:
N/A

Authority for Board of Trustees Action:
N/A

Contract Reviewed/Approved by General Counsel:
N/A

Committee Chair or Chair of the Board approval:
Chair Joseph Conte has approved adding this item to the agenda.

Submitted by:
Rhonda L. Bishop, Vice President for Compliance and Risk

Facilitators/Presenters:
Rhonda L. Bishop, Vice President for Compliance and Risk