



**Board of Trustees
Educational Programs Committee
September 24, 2015
10:00 – 11:00 a.m.
FAIRWINDS Alumni Center
Conference call-in phone #800-442-5794, passcode 463796**

AGENDA

- | | |
|--|---|
| I. CALL TO ORDER | Robert Garvy
<i>Chair, Educational Programs Committee</i> |
| II. ROLL CALL | Susan Tracy
<i>Senior Administrative Assistant of Academic Program Quality</i> |
| III. MEETING MINUTES | Chair Garvy |
| <ul style="list-style-type: none">• Approval of July 23, 2015, Educational Programs Committee meetings minutes | |
| IV. NEW BUSINESS | Chair Garvy |
| <ul style="list-style-type: none">• 2015 Equity Accountability Program (EPC-1) | A. Dale Whittaker
<i>Provost and Executive Vice President</i> |
| <ul style="list-style-type: none">• Amendment to Chapter 5 University Regulations (EPC-2)<ul style="list-style-type: none">– UCF-5.006 Student Rights and Responsibilities– UCF-5.007 Office of Student Conduct; Scope; Definitions; Student Conduct Records; Special Student Panels– UCF-5.008 Rules of Conduct– UCF-5.009 Student Conduct Review Process; Sanctions– UCF-5.010 Student Conduct Appeals– UCF-5.011 Scope; Authority; Principles of Group Responsibility; Violations of Law and Rule of Conduct Violations; Definitions; Student Organizational Conduct Records | Youndy Cook
<i>Deputy General Counsel</i> |

Educational Programs Committee - Agenda

- UCF-5.012 Organizational Rules of Conduct
- UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals
- UCF-5.015 Student Academic Behavior Standards
- UCF-5.016 Student Academic Appeals

- Update to Type I Campus Proposal (EPC-3) A. Dale Whittaker

- State University System Annual Status Report on Market Tuition (INFO-1) A. Dale Whittaker

- Provost's update A. Dale Whittaker

V. OTHER BUSINESS



MINUTES
Educational Programs Committee
University of Central Florida
Board of Trustees

July 23, 2015

FAIRWINDS Alumni Center

Conference call-in #800-442-5794, passcode 463796

CALL TO ORDER

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 9:35 a.m. Committee members Richard Crotty, Keith Koons, and Cait Zona were present. Committee member Ray Gilley attended via teleconference. Board of Trustees Chair Olga Calvet was present.

MINUTES

The minutes from the May 21, 2015, meeting were approved as written.

NEW BUSINESS

Conferral of Degrees (EPC-1)

A. Dale Whittaker, Provost and Executive Vice President, requested approval for the Summer 2015 conferral of degrees. A motion to recommend the conferral of degrees was approved.

Tenure with Hire (EPC-2)

There was a discussion on the process for granting tenure to individuals who have come from outside of the university and whose credentials have been reviewed using the university's standards for tenure.

Whittaker requested tenure for the following 28 recently hired faculty members:

- Dr. Mindi Anderson, associate professor, College of Nursing
- Dr. Vladimir Boginski, associate professor, Department of Industrial Engineering and Management Systems
- Dr. Giselle Carnaby, professor, Department of Communication Sciences and Disorders
- Dr. Pamela Carroll, professor, School of Teaching Learning and Leadership
- Dr. James Combs, professor, Department of Management
- Dr. Michael Crary, professor, Department of Communication Sciences and Disorders
- Dr. Joseph Donoghue, associate professor, Department of Physics
- Dr. Elizabeth Dooley, professor, Department of Child, Family, and Community Sciences
- Dr. Joellen Edwards, associate professor, College of Nursing
- Dr. Brian Fisak, associate professor, Department of Psychology
- Dr. David Harrison, professor, Department of Finance and Dr. P. Phillips School of Real Estate
- Dr. Su-I Hou, professor, Department of Health Management and Informatics
- Dr. Catherine Kaukinen, professor, Department of Criminal Justice
- Dr. Kathleen King, professor, Department of Child, Family, and Community Sciences
- Mr. Eric Merriam, professor, Department of Legal Studies
- Dr. Matt Nobles, associate professor, Department of Criminal Justice

- Dr. Harry Paarsch, professor, Department of Economics
- Dr. Harvey Philpotts, professor, Department of English
- Dr. Deanna Sellnow, professor, Nicholson School of Communication
- Dr. Timothy Sellnow, professor, Nicholson School of Communication
- Dr. Margaret Ann Shillingford-Butler, associate professor, Department of Child, Family, and Community Sciences
- Dr. Mindy Shoss, associate professor, Department of Psychology
- Dr. Ajai Singh, professor, Department of Finance and Dr. P. Phillips School of Real Estate
- Dr. Sevil Sonmez, professor, Department of Tourism, Events, and Attractions
- Dr. Chris Stewart, associate professor, School of Social Work
- Dr. Güneş Murat Tezcür, associate professor, Department of Political Science
- Dr. Michele Upvall, professor, College of Nursing
- Dr. Liqiang Wang, associate professor, Department of Electrical Engineering and Computer Science

Amendment to University Regulation UCF-2.032 Textbook Adoption (EPC-3)

Youndy Cook, Deputy General Counsel, requested approval to amend University Regulation UCF-2.032 Textbook Adoption to update the name of the form used to report a conflict of interest concerning the use of a textbook written by the instructor of a course, by a relative of the instructor, or by a team of authors which includes the instructor, where the instructor anticipates receiving royalties from materials purchased by students enrolled in the course. Possible mitigation actions are also incorporated into this regulation.

Program Productivity Review - Diane Chase, Vice Provost for Academic Program Quality, asked the deans of the colleges of undergraduate studies, graduate studies, sciences, and engineering and computer sciences, as well as a representative from education and human performance, to join the committee to answer questions the board may have regarding program productivity. The Board of Governors Regulation 8.004 requires that Board staff work with the Council of Academic Vice Presidents to review proposed and existing programs to facilitate collaboration, articulation, and coordination of academic program delivery across the State University System. This activity consists of two parts: review of pre-proposals for new degree programs under consideration; and, review of existing degree programs from the perspective of productivity and viability.

This year's review builds on earlier work and includes data related to enrollments and degrees awarded in each approved degree program by Classification of Instruction Code and by level for the last five academic years.

UCF submitted an action plan to the Board of Governors for three programs: the bachelor's degree in foreign language teacher education; the master's degree in forensic science and technology; and the doctoral degree in environmental health engineering.

Provost's Update

Whittaker provided the following updates.

- **Southern Association of Colleges and Schools Commission on Colleges Reaffirmation** – Whittaker introduced Dr. Steven Sheeley, Vice President with the Southern Association of Colleges and Schools Commission on Colleges. Sheeley spoke about the importance of accreditation and the Board of Trustees role in the reaffirmation process.

- **New Deans** – Whittaker reported the following new deans:
 - Dr. Pamela Carrol, dean of the College of Education and Human Performance
 - Dr. Elizabeth Dooley, Vice Provost for Teaching and Learning and Dean of the College of Undergraduate Studies
 - Dr. Mubarak Shah, Interim Dean of the College of Graduate Studies
 - Dr. Mary Lou Sole, Dean of the College of Nursing
- **Faculty Hires** – Over the course of two years, UCF is using Board of Governors performance-based funding to hire approximately 400 new faculty. Of the 400 hires, 200 are replacement faculty and 200 are new lines. A preponderance of the new lines will be tenure-track positions. This will increase UCF's tenured and tenure-earning faculty members by 25 percent.
- **Faculty Clusters** – The Faculty Cluster Initiative was created last year to encourage university-wide interdisciplinary scholarship, educational opportunities, and collaboration. An evaluation panel of internal and external area experts selected six of the 40 proposals that were submitted by faculty members. These clusters are
 - cyber security and privacy
 - renewable energy
 - coastal systems
 - genomics and bioinformatics
 - prosthetics
 - energy conversion and propulsion.

Trustee Garvy adjourned the meeting at 10:25 a.m.

Joint Meeting: Trustee Calvet called the meeting of the Finance and Facilities Committee and the Educational Programs Committee to order at 10:30 a.m.

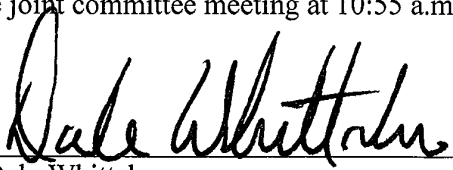
A. Dale Whittaker, Provost and Executive Vice President, provided an update on UCF Downtown that will expand UCF's presence and academic program offerings in downtown Orlando. This project has been guided by three values: creating impact, expanding access, and cultivating innovation.

William Merck, II, Vice President and Chief Financial Officer, updated the committees on the facilities for UCF Downtown, including housing and parking. To supplement state funding, UCF is exploring additional financing options, including corporate and community philanthropy.

Whittaker thanked the Board of Trustees for its continued support of the project.

Trustee Calvet adjourned the joint committee meeting at 10:55 a.m.

Respectfully submitted:


A. Dale Whittaker
Provost and Executive Vice President

9/10/15
Date

ITEM: EPC-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2015 Equity Accountability Program

DATE: September 24, 2015

PROPOSED BOARD ACTION

Approval of 2015 Florida Equity Report.

BACKGROUND INFORMATION

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

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

- (a) At a minimum, 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.

The Office of Equal Opportunity and Affirmative Action Programs will report on progress towards achieving goals established in the 2014 Florida Equity Report, equity goals established in the 2015 Florida Equity Report and actions planned to achieve these goals.

Supporting documentation: 2015 Florida Equity Report:

- Florida Equity Report; Enrollment, Sex Equity in Athletics, and Employment; Report Year: 2014-15 (Attachment A)
- Florida Equity Report; Enrollment, Sex Equity in Athletics, and Employment; Report Year: 2014-15; Data Year: July – June, 2013-14 (Attachment B)
- UCF-3.001 Non-Discrimination; Affirmative Action Programs. (Attachment C)
- Report on the Assessment of the President's Performance and Recommendation for Compensation (Attachment D)
- Student Development and Enrollment Services Annual Report 2013-2014 (Attachment E)

Prepared by: Maria Beckman, Director, Equal Opportunity and Affirmative Action Programs

Submitted by: Dale Whittaker, Provost and Executive Vice President

Attachment A

Florida Equity Report

Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2014-2015

University of Central Florida

Approved by University Board of Trustees: September 24, 2015

John C. Hitt, President: _____
Signature

Date approved by University President: _____

Submitted by:
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September 30, 2015

University of Central Florida

FLORIDA EQUITY REPORT 2014-2015

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PART I: EXECUTIVE SUMMARY AND DESCRIPTION OF PLAN DEVELOPMENT

**University of Central Florida
Executive Summary: Florida Equity Report 2015
Enrollment, Gender Equity in Athletics, and Employment
Prepared by UCF Equal Opportunity and Affirmative Action Programs**

UCF Equal Opportunity and Affirmative Action (EO and AA) prepares the Florida Equity Report annually to fulfill state requirements. These include provisions within the Florida Educational Equity Act and the Florida Board of Governors' Equity Regulation 2.03 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 employment assessment includes reviewing representation of women and minorities in senior-level administrative positions and by faculty rank and/or tenure status.

EO and AA obtained data included in this report from officials in the University's Academic Affairs, Student Development and Enrollment Services, Human Resources, and Institutional Knowledge Management offices. Data collected includes information on women and members of specified race and ethnic protected classes.

Enrollment and Graduation

EO and AA analyzed the seven required indicators of equity by race, ethnicity, and sex. This assessment uses "annual maintenance or increase in enrollment levels" as the indicator of equity achievement represented by "☑" in the table below. EO and AA accepts representation of at least 80 percent of the maintenance level as acceptable to account for annual fluctuations in representation. Representation between 80 and 100 percent of the maintenance level is indicated by "≈". Representation below 80 percent of the maintenance level indicates an area for improvement and is indicated by "X" in Table 1.

For areas of improvement, EO and AA has established goals and timelines to achieve the goals. EO and AA periodically reviews the goals to monitor achievement efforts.

Table 1 Achievement of Equity in Enrollment and Graduation

Indicators	Black	American Indian and Alaska Native	Asian	Hispanic	Native Hawaiian and other Pacific Islander	Two or more races	Female
first time in college (FTICs), fall	≈	X	x	☑	≈	☑	☑
FCS ¹ transfers, fall	☑	X	☑	≈	X	≈	≈
retention of full-time FTICs after one year	≈	☑	≈	≈	X	X	≈
Graduation, full-time FTICs after six years ²	☑	☑	≈	☑	N/A	N/A	☑
bachelor's degrees awarded, 2013-2014	☑	X	☑	☑	☑	☑	≈
master's degrees awarded, 2013-2014	☑	≈	☑	☑	X	≈	X
doctoral ³ degrees awarded, 2013-2014	☑	N/A	X	≈	N/A	X	≈

Goal for 2014-15: Maintain or increase protected class member degree achievement at all levels. Particularly monitor the progress of American Indian and Alaska Native students. Goal achieved for black students at all degree levels and Asian and Hispanic students at the bachelor's and master's degree levels. However, there was a significant decrease in the number of American Indian and Alaska Native and Native Hawaiian and other Pacific Islander students in the following areas: FTICs, FCS transfers, retention and bachelor's degree. It is noted that American Indian and Alaska Native and Native Hawaiian and other Pacific Islander students were not awarded doctoral degrees. No Native Hawaiian and other Pacific Islander students were awarded master's degrees.

Goal for 2015-16: Maintain or increase protected class member degrees at all levels. Particularly increase the number of American Indian and Alaska Native and Native Hawaiian and other Pacific Islander FTICs and FCS transfers. EO and AA will work with the undergraduate admissions office to develop strategic recruitment opportunities to achieve this goal.

SDES provides a broad range of programs and services for protected-class students to include mentoring, workshops, conferences, and tutorial services. There are also various student associations that serve students by providing support and networking opportunities. This information is available in the full narrative report and attachments.

EO and AA has determined that the programs and services are effective and equitable in terms of availability and accessibility. EO and AA did not receive any formal

¹ "FCS" means Florida College System.

² The "Native Hawaiian and other Pacific Islander" and "Two or more races" categories were not used until 2010.

³ No doctoral degrees were awarded in the "American Indian and Alaskan Native" or "Native Hawaiian and other Pacific Islander" group.

discrimination grievances regarding the administration of services or the accessibility of programs for the dated year reported. EO and AA received one report of race discrimination concerning library services. This complaint was resolved amicably with the library inviting the student to participate on an advisory board. The student accepted.

Gender Equity in Athletics

This section involves review of 11 elements of gender equity, including comparisons of participation opportunities, scholarship offerings, facilities, training, coaching, competition levels and frequency, and equivalencies in practice times. UCF may be out of compliance with the equitable participation and scholarship requirements of Title IX for this data year (2013-2014).

Goal for 2014-15: Address the sex-based inequity in publicity and promotion for athletic teams by increasing the attention that the communications and marketing department pay to all Olympic sports teams, including the women's rowing team (the most populated women's sport). Goal achieved. A 2014 UCF Today report cited that the UCF women's rowing team finished as runners-up at the inaugural 2014 American Athletic Conference Rowing Championship. Additionally, four Knights were honored with all-conference honors.⁴ The assistant director of the Athletics Communications Department also received an award (Sports Information Director of the Year) for her reporting on the UCF Women's Volleyball team.

Goals for 2015-16: Increase the participation of women in athletic opportunities and in scholarship offerings. Encourage the women's sport coaches to award all available scholarship funds. Manage men's sport rosters, and investigate the feasibility of adding women's sport teams. Implement a program that assists coaches in tracking participation numbers.

Employment

EO and AA analyzed the four required indicators of equity for protected classes. This assessment uses "annual maintenance or increase in employment" as the indicator of equity achievement represented by a check mark in the table below. EO and AA accepts representation of at least 80 percent of the maintenance level as acceptable to account for annual fluctuations in representation. Representation between 80 and 100 percent of the maintenance level is indicated by "≈". Representation below 80 percent of the maintenance level indicates an area for improvement and is indicated by "X" in Table 1. The definitions used within the categories below include full-time faculty members and administrators on regular and visiting appointments.

⁴ <http://today.ucf.edu/knights-finish-second-inaugural-conference-rowing-championships/> May 2014

Table 2: Equity in Employment

Indicators		Black	American Indian and Alaska Native	Asian	Hispanic	Two or more races	Female
tenured faculty	one-year	≈	☑	≈	☑	☑	☑
	five-year	≈	☑	☑	☑	N/A	☑
tenure-track faculty	one-year	☑	N/A (n=0)	≈	≈	☑	≈
	five-year	X	X	X	☑	N/A	☑
non-tenure-track faculty	one-year	≈	≈	≈	≈	☑	☑
	five-year	☑	☑	≈	☑	N/A	☑
executive, administrative, and managerial employees	one-year	☑	≈	≈	≈	☑	☑
	five-year	☑	X	☑	☑	N/A	☑

Goals for 2014-15: Increase the number of tenured and tenure-earning black faculty members in the next academic year. Goal not achieved. The number of tenured black faculty members decreased from 30 to 27. The University did not lose or gain any tenure-track black faculty members during the reporting year. However, given that there were only four members⁵, the University must also do more to attract and hire black tenure-track faculty.

Increase the number of tenured and tenure-earning Hispanic faculty members in the next academic year. Goal achieved with respect to tenured faculty members, but not achieved with respect to tenure-track faculty members. The number of tenured Hispanic faculty members increased by four (34 to 38) during the last reporting year as did their proportion of the total tenured faculty workforce. However, the number of tenure-track Hispanic faculty members decreased by one member maintaining their proportion of the total tenured faculty workforce. EO and AA retains a goal of increasing the number of tenured and tenure-earning Hispanic faculty members in the next academic year.

Increase the number of women tenure-track faculty. Goal not achieved. The number of female tenure-track faculty members declined slightly (by one faculty member) during the last reporting year.

Goals for 2015-16: Increase the number of tenured and tenure-earning black faculty members, tenured and tenure earning Hispanic faculty members, tenure earning and tenured American Indian and Alaska Native faculty members, and tenure-track women faculty members in the next academic year. EO and AA has established a workgroup to review the causes for the decline of black faculty members in the tenure-track and tenured groups. The EO and AA office and the Office of Diversity and Inclusion are

⁵ See Tab 5, Chart 2, *infra*.

partnering to develop and implement strategies to attract and hire more minority and women candidates for tenure-track positions.

PART II: REVIEW OF POLICIES AND PROCEDURES

The University listed 31 policies and procedures in support of equity. EO AND AA created and monitored the 25 online links housed at the EO AND AA office's webpage, www.eeo.ucf.edu. That office periodically checks the other six links (from Academic Affairs, Human Resources, and Student Accessibility Services) to ensure they are operational.

EO AND AA includes website entries that provide a general description of 14 topics related to discrimination. For example, the religious discrimination section defines actions prohibited by statute. It then offers a scenario that would prompt UCF to conduct an investigation of discrimination.

The site offers four sections that relate to sex discrimination. Sexual harassment includes unwelcome sexual advances or requests for sexual favors. It also can include verbal or physical conduct of a sexual nature that an individual must submit to as a term or condition of employment, enrollment, or use of campus facilities or programs. Sexual harassment could include the creation of a hostile environment. The harassment is unlawful when it is so severe that it alters the conditions of employment, enrollment, or participation and creates an abusive environment based on sex. For the specific definition, see University Regulation 3.001: the description above is a summarized resource, for first reference.

Stemming from the recent emphasis on the Title IX rights of students faced with sexual violence, EO and AA addressed general questions in a Title IX overview section. The U.S. Department of Education renewed its interest in ensuring that all University representatives know precisely what to do if they encounter a student who has experienced sexual violence. EO and AA and the University Compliance, Ethics, and Risk Office created a separate Title IX website with information for students, parents, faculty, staff, and others. See <https://shield.ucf.edu/>.

In addition to these resources, the EO and AA website links to the University regulation prohibiting discrimination; the Faculty hiring guide; and the A&P and USPS hiring guides. The site provides search and screen guidelines, the Discrimination Grievance policy, procedures to file, an explanation of reasonable accommodation, and the request form to file.

As required by the Report Guidelines, UCF provides a reproduction of its Non-Discrimination Regulation, 3.001, last updated January 3, 2011, in the support documents for this report.

Each year, EO and AA notifies all faculty and staff members regarding the University's Non-Discrimination commitments. The office accomplishes this via email, with an accompanying invitation to training. This same training is required for all new employees including faculty and staff. The online registration system allows faculty and staff members to record their participation and to print a copy of their training transcript. During 2014-2015, EO and AA also provided in-person discrimination prevention training to supervisors enrolled in the University's Supervisory Skills Certification course, to employees involved in interviewing and selecting applicants, to other groups on request. EO and AA has been providing Title IX in-person training sessions to faculty and staff, and will continue to do so in the next academic year.

UCF Purchasing notifies vendors who contract with the University by printing the EO and AA statement on all documents. Official University letterhead includes the phrase "an equal opportunity and affirmative action institution". When a user enters the terms "discrimination," "equal opportunity," and "affirmative action" from the University's homepage, they are automatically redirected to EO and AA Office homepage. The President's Policy Statement, posted on campus bulletin boards, websites, and in other venues reinforce the University's Non-Discrimination commitment and provides contact information about the EO and AA office.

PART III: ACADEMIC PROGRAM REVIEWS

Items A, B, and C: As presented in the Executive Summary, each of the eight enrollment charts displays appropriate representation for females and protected class race/ethnic codes. The University established an internal goal to maintain or improve protected class representation. Two race/ethnic groups indicated representation at below 80% of expected levels. However, with respect to two groups, the cohort was in the single digits, so that the small fluctuation in absolute numbers produced a misleadingly large statistical disparity. The University will monitor the areas of improvement for masters, doctoral and first degrees for American Indian/Alaska Native and Native Hawaiian/ Other Pacific Islander students. It is noted that the retention rate for full-time FTICs entering fall 2013 and continuing into fall 2014 is within the 80 percentile with the exception of Native Hawaiian/Other Pacific Islander students (71 percent).

EO and AA applied the standard of parity or representation within 80% of the majority grouping to determine acceptable progress. This year, Chart 4 (Graduation Rate of Full-Time FTICs after Six Years) displays the pre-2010 race/ethnicity codes used by IPEDS. Charts 1, 2, 3, 5, 6,7 and 8 all use the current IPEDS codes.

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2014 and Early Admits										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	18	237	0	173	660	6	1667	119	19	2899
Women	24	382	3	182	731	2	1832	150	11	3317
Total	42	619	3	355	1391	8	3499	269	30	6216
Category % of Total	0.7%	10.0%	0.5%	5.7%	22.4%	0.1%	56.3%	4.3%	0.5%	100.0%
<i>Source: IPEDS 2014-15 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students.</i>										

Chart 2. Full-time Florida College System A.A. Transfers, Fall 2014 and Summer 2014										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	49	222	3	103	440	3	993	52	15	1880
Women	45	332	5	95	620	6	1255	88	19	2465
Total	94	554	8	198	1060	9	2248	140	34	4345
Category % of Total	2.2%	12.8%	0.2%	4.6%	24.4%	0.2%	51.7%	3.2%	0.8 %	100.0%
<i>Source: IPEDS 2014-15 Part A, Fall enrollment by race, ethnicity, and sex. Column 2, Transfer-In</i>										

Chart 3. Retention of Full-Time FTICs Entering Fall 2013, or Summer 2013 and Continuing into Fall, After One Year

	NRA	B	AI/AN	A	H	NH/OP I	W	≥ Two	Unk	Femal e	Male	Total
Cohort	33	591	9	367	1247	7	3297	242	23	3181	2635	5816
Category % of Total	0.6%	10.2%	0.2%	6.3%	21.4%	0.1%	56.7%	4.2%	0.4%	54.7%	45.3%	100.0%
After 1 year	29	522	8	340	1088	5	2879	196	22	2831	2258	5089
Retention Rate	87.9%	88.3%	88.9%	92.6%	87.2%	71.4%	87.3%	81.0%	95.7%	89.0%	85.7%	87.5%

*Source: Local File***Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2008, or Summer 2008 and Continuing into Fall After Six Years**

	NRA	B	AI/AN	A/PI	H	W	Unk	Female	Male	Total
Cohort	39	569	24	362	921	4128	91	3277	2856	6133
Category % of Total	0.6%	9.3%	0.4%	5.9%	15.0%	67.3%	1.5%	53.4%	46.6%	100.0%
After 6 years										
Number of Graduates	28	381	14	247	640	2900	67	2438	1839	4277
Percent Graduated	73.7%	67.0%	58.3%	68.2%	69.5%	70.3%	73.6%	74.4%	64.4%	69.7%
Category % Graduated	0.7%	8.9%	0.3%	5.8%	15.0%	67.8%	1.6%	57.0%	43.0%	100.0%
Number Retained	2	31	0	24	41	143	5	90	156	246
Percent Retained	5.3%	5.4%	N/A	6.6%	4.5%	3.5%	5.5%	2.7%	5.5%	4.0%
Category % Retained	0.8%	12.6%	N/A	9.8%	16.7%	58.1%	2.0%	36.6%	63.4%	100.0%

Source: Local Files

Chart 5. Bachelor's Degrees Awarded, AY 2013-2014

	NRA	B	AI/A N	A	H	NH/OPI	W	≥ Two	Unk	T
Men	87	433	4	291	1045	18	3162	98	51	5189
Women	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%

Source: IPEDS Completions 2014-15 report (degrees awarded AY 2013-14), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

Chart 6. Master's Degrees Awarded, AY 2013-2014

	NRA	B	AI/A N	A	H	NH/OPI	W	≥ Two	Unk	T
Men	124	75	0	61	124	0	585	13	57	1039
Women	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%	N/A	55.5%	1.5%	7.0 %	100.0%

Source: IPEDS Completions 2014-15 report (degrees awarded AY 2013-14), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

Chart 7. Doctoral Degrees Awarded, AY 2013-2014

	NRA	B	AI/A N	A	H	NH/OPI	W	≥ Two	Unk	T
Men	57	8	0	1	10	0	67	1	0	144
Women	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%	N/A	4.1%	6.8%	N/A	50.8%	0.4%	N/A	100.0%

Source: IPEDS Completions 2014-15 report (degrees awarded AY 2013-14), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Chart 8. First Professional Degrees Awarded, AY 2013-2014										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Women	0	4	1	6	7	0	36	1	2	57
Total	0	5	1	10	11	1	58	1	3	90
Category % of Total	N/A	5.6%	1.1%	11.1%	12.2%	1.1%	64.4%	1.1%	3.3%	100.0%
Source: IPEDS Completions 2014-15 report (degrees awarded AY 2013-14), GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.										

Item D. Student Services review: Student Development and Enrollment Services (SDES) prepared an annual report on five of the requested areas using institutional effectiveness goals as a guideline. The full 2013-2014 SDES Annual Report EO and AA is attached. EO and AA evaluates the other four areas as described below.

1. Academic Advising
2. [Admission to Academic Program: **see below**]
3. Health Services
4. Club and Intramural Athletics
5. [Student Financial Assistance: **see below**]
6. Housing
7. [Student Employment: **see below**]
8. Educational and work environment
9. [Personnel: **see below**]

Area 2: Charts 1 and 2 above described admission to the academic program at the undergraduate level, both for FTICs and AA transfers. Neither level requires designation as an area for improvement, except for Native Hawaiian/Other Pacific Islander students. The chart below reflects graduate admission data, Fall 2014. For each protected class, the University has admitted a proportion of protected class members that is within 80 percent of their proportion in the previous year. This does not require a designation as an area for improvement.

Graduate Enrollment, Fall 2014											
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	F	T
Total	910	689	17	394	998	8	4283	155	642	4630	8096
Cat. % of Total	9.9 %	8.5%	0.2%	4.9%	12.3%	0.1%	53.0%	1.9%	8.0%	57.1 %	100.0%
Source: Fall 2014 IPEDS, full and part-time graduate students											

Area 5, 7: The Office of Student Financial Assistance awards grants, loans, scholarships, and College Work-Study to qualifying students. The office bases awards on compliance with basic guidelines, such as timely completion of the FAFSA for need-based awards and awards in which need is one of the criteria.

Student employment includes the federally-funded College Work-Study Program and independently-sought employment in campus units. Work-study students must demonstrate financial need.

Area 9: The University included all Personnel achievements in the Employment section.

Item E. Overall effectiveness in enrollment equity: A-

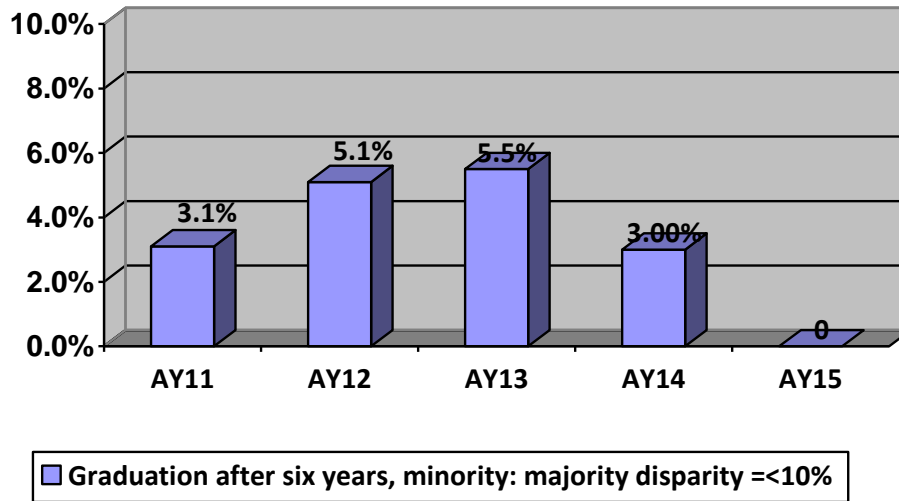
This non-scientific grading system reflects the University's programs that support all students, but may particularly support minority students such as the following:

Multicultural Academic Support Services: Entrepreneurship Series	Students were awarded scholarships through a \$3,000 Comerica Fund grant the Limited Liability Company licensing of awardees. Attendance to a four week series is required.
Multicultural Academic Support Services: Multicultural Knights Networking Reception	872 multicultural and first generation students discussed employment opportunities with 37 external corporations.
Multicultural Academic Support Services: The Seizing Opportunities for Achievement and Retention (SOAR) is a six-week academic, on-campus summer program for a selected group of freshman who receive additional academic preparation before attending classes in the fall. Students in this intensive program are evaluated solely by UCF's Undergraduate	Fi50 students (41 females and 9 males) attended the 2013-14 program. The summer to fall retention rate for SOAR participants was 100%.

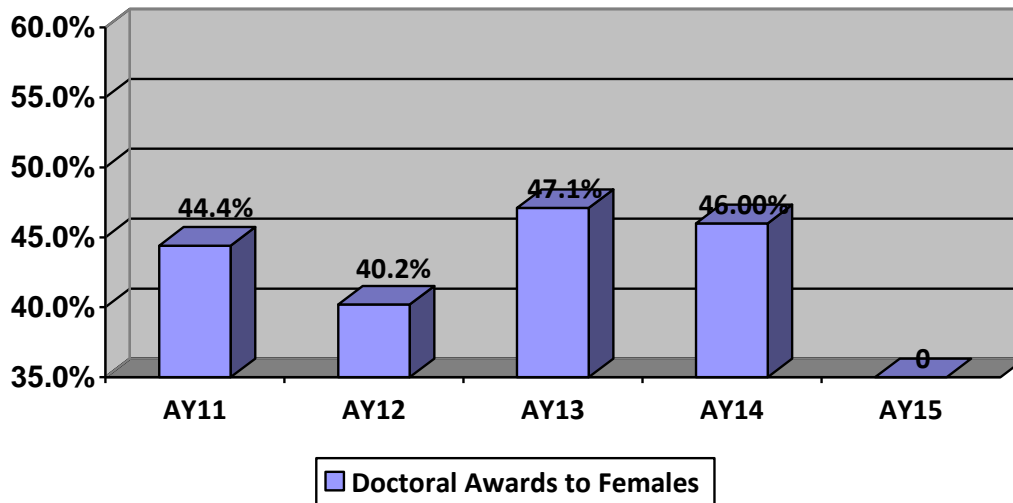
Admissions Office and participation is by invitation only .	
Student Academic Resource Center: The <i>Pegasus Success Program</i> is a Summer Bridge program that UCF offers to selected freshmen students each year by invitation only through the Undergraduate Admissions Office as a part of their conditional acceptance to the University. It is a program designed to help students make a successful transition from the high school environment to the UCF college environment.	The summer to fall retention rate for Pegasus Success participants remains above 90%.
Legacy Leadership and Mentoring Closing Program: This program recognized and celebrated graduating students of color in the program.	50 students, faculty and staff attended the event. .
Black History Month speaker actor and author Hill Harper. He has been recognized by Ebony as one of the 100 most influential Black Americans and has authored 5 books.	300 students, faculty and staff were in attendance. This year's for Black History Month event brought in 100 more participants than in 2013-2014.

Diverse Magazine (2014) featured the UCF in 128 categories for minority undergraduate degree production. In 42 of those categories, UCF ranked nationally in the Top 20. UCF ranked 8th nationally for awarding degrees to African American (988); 8th for Hispanics (1,868); 22nd Native Americans (49); and 39th for Asian Americans (605). The magazine did not rank UCF for award of Master's degrees, but ranked UCF in 4 categories for award of doctoral degrees. Source: <http://diverseeducation.com>.

EO and AA created charts for enrollment, athletics and employment that are important to equitable participation in higher education. The charts will be updated annually. The chart below indicates the disparity between the average minority graduation rate (including non-resident aliens) of FTIC, Beginners and Early Admits after 6 years and the majority graduation rate. The graduation rate of the lowest-performing racial/ethnic group is more than 90% of the majority graduation rate.



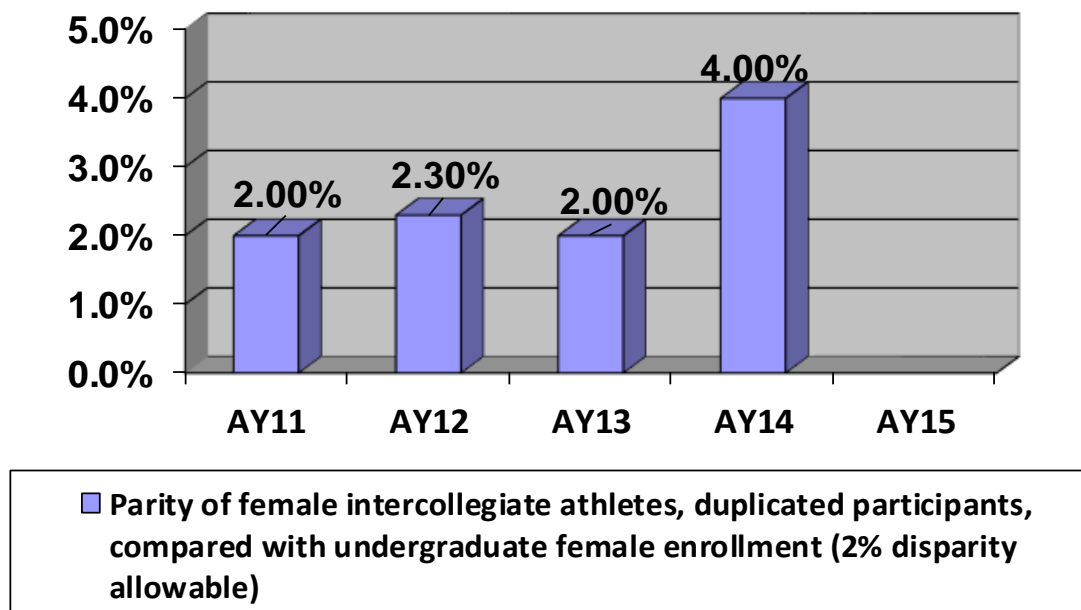
Over the past two years, females out performed males in obtaining bachelor's degrees, master's degrees and first professional degrees. Males out performed females in obtaining doctorate degrees during the previous two years. The chart below shows that females are reversing this trend last year and are maintaining this advancement this reporting year.



PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS

Tab 4 presents the required information regarding intercollegiate athletics.

EO and AA created a chart (below) for one area within gender equity in Athletics, to reflect disparity between male and female athletic participation. Current case law suggests that a disparity of two percent is the maximum variance that the U.S. Department of Education, Office for Civil Rights would accept to reflect fluctuations and other factors. This year, there is a 4% variance.



UCF Athletics evaluated all 11 elements of equity and identified two areas for improvement: Measure Numbers 2 (Participation) and 4 (Scholarship Offerings). UCF Athletics achieved its goal last year of improving publicity and promotion of the female Olympic sports. A 2014 UCF Today report cited that the UCF women's rowing team finished as runners-up at the inaugural 2014 American Athletic Conference Rowing Championship. Additionally, 4 Knights were honored with all-conference honors. The assistant director of the Athletics Communications Department also received an award (Sports Information Director of the Year) for her reporting on the UCF Women's Volleyball team.

UCF Athletics' scholarship offerings would have been within the 1% variance allowable in the reporting year if all of the coaches of the women's teams awarded all of the scholarship funds that were available to him or her. Next year, Athletics will encourage

the women's sport coaches to award all available scholarship funds. Athletics will also explore adding women's sport teams that will provide additional scholarship offerings.

With respect to the decrease in the participation opportunities for women athletes, Athletics will implement a program that assists coaches in tracking participation numbers. Athletics will also explore imposing roster limits for men's sport teams and adding women's sport teams. As the chart above indicates, Athletics has been within the 2% variance that meets the "substantially proportional" standard in the past several years (with improvement last year), but Athletics had some fluctuation this year. It is notable that an equal participation rate could have been achieved with the addition of approximately 17 female athletes or the reduction of 7 male athletes.

PART V: EMPLOYMENT REPRESENTATION

An analysis of the data compiled for this report last year, revealed the need for improvement in two employment areas: tenure-earning Black faculty as measured after one year and five years. Therefore, EO and AA set a goal to correct the decline in tenure-earning Black faculty members. In 2013-14, the University did not lose or gain any tenure-track black faculty members. However, given that there were only four tenure-track faculty members, it is clear that the University must do more to attract and hire black tenure-track faculty. In 2013-14, the University lost three *tenured* Black faculty members (from 30 to 27) while gaining tenured faculty members in other minority groups. EO and AA has established a workgroup to review the causes for the decline of black faculty members in the tenure-track and tenured groups. The EO and AA office and the Office of Diversity and Inclusion are partnering to develop and implement strategies to attract and hire more minority and women candidates for tenure-track positions.

EO and AA also set as a goal last year to increase the number of tenured and tenure-earning Hispanic faculty members in the next academic year. The goal was achieved with respect to tenured faculty members, but not achieved with respect to tenure-track faculty members. The number of tenured Hispanic faculty members increased by four (38 to 34) in 2013-14 which is a slightly greater increase than of tenured white faculty members. However, the number of tenure-track Hispanic faculty members decreased by one member maintaining their proportion of the total tenured faculty workforce. EO and AA retains a goal of increasing the number of tenured and tenure-earning Hispanic faculty members in the next academic year.

Last year, EO and AA set as a goal to increase the number of women tenure-track faculty. This goal was not achieved. The number of female tenure-track faculty members declined slightly (by one faculty member) during the last reporting year. increase tenure-track female faculty. EO and AA retains this goal for next year.

EO and AA has also set a goal of increasing the number of tenured and tenure-earning black faculty members, tenured and tenure earning Hispanic faculty members, tenure earning and tenured American Indian and Alaska Native faulty members, and tenure-track women faculty members in the next academic year.

PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT

Tab 6 presented the required information regarding areas of achievement in 2013-14. and areas for improvement in 2014-15.

Academic Services, Programs, and Student Enrollment:

Goal for 2014-15: Maintain or increase protected class member degree achievement at all levels. Particularly monitor the progress of American Indian and Alaska Native students. Goal achieved for black students at all degree levels and Asian and Hispanic students at the bachelor's and master's degree levels. However, there was a significant decrease in the number of American Indian and Alaska Native and Native Hawaiian and other Pacific Islander students in the following areas: FTICs, FCS transfers, retention and bachelor's degree. It is noted that American Indian and Alaska Native and Native Hawaiian and other Pacific Islander students were not awarded doctoral degrees. No Native Hawaiian and other Pacific Islander students were awarded master's degrees. EO and AA also monitored a significant reduction in the proportion of Asian students earning master's degrees. Asian students have exceeded last year's master's degree achievement.

Maintain or increase protected class member degrees at all levels. Particularly increase the number of American Indian and Alaska Native and Native Hawaiian and other Pacific Islander FTICs and FCS transfers. EO and AA will work with the undergraduate admissions office to develop strategic recruitment opportunities to achieve this goal. Monitor the decrease in Asian student's achievement of doctoral degrees which significantly decreased during the reporting year.

Sex Equity in Athletics:

Goal for 2014-15: the University set as a goal to address a sex-based inequity in publicity and promotion for athletic teams by increasing the attention that the communications and marketing department pay to all Olympic sports teams, including the women's rowing team (the most populated women's sport). Goal achieved. A 2014 UCF Today report cited that the UCF women's rowing team finished as runners-up at the inaugural 2014 American Athletic Conference Rowing Championship. Additionally, four Knights were honored with all-conference honors. The assistant director of the Athletics Communications Department also received an award (Sports Information Director of the Year) for her reporting on the UCF Women's Volleyball team.

Goals for 2015-16: Increase the participation of women in athletic opportunities and in scholarship offerings. Encourage the women's sport coaches to award all available scholarship funds. Manage men's sport rosters, and investigate the feasibility of adding women's sport teams. Implement a program that assists coaches in tracking participation numbers.

Employment:

Goals for 2014-15: Increase the number of tenured and tenure-earning black faculty members in the next academic year. Goal not achieved. The number of tenured black faculty members decreased from 30 to 27. The University did not lose or gain any tenure-track black faculty members during the reporting year. However, given that there were only four members, the University must also do more to attract and hire black tenure-track faculty.

Increase the number of tenured and tenure-earning Hispanic faculty members in the next academic year. Goal achieved with respect to tenured faculty members, but not achieved with respect to tenure-track faculty members. The number of tenured Hispanic faculty members increased by four (34 to 38) during the last reporting year as did their proportion of the total tenured faculty workforce. However, the number of tenure-track Hispanic faculty members decreased by one member maintaining their proportion of the total tenured faculty workforce. EO and AA retains a goal of increasing the number of tenured and tenure-earning Hispanic faculty members in the next academic year.

Increase the number of women tenure-track faculty. Goal not achieved. The number of female tenure-track faculty members declined slightly (by one faculty member) during the last reporting year.

Goals for 2015-16: Increase the number of tenured and tenure-earning black faculty members, tenured and tenure earning Hispanic faculty members, tenure earning and tenured American Indian and Alaska Native faculty members, and tenure-track women faculty members in the next academic year. EO and AA has established a workgroup to review the causes for the decline of black faculty members in the tenure-track and tenured groups. The EO and AA office and the Office of Diversity and Inclusion are partnering to develop and implement strategies to attract and hire more minority and women candidates for tenure-track positions.

PART VII: PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

Tab 7 presents the required information regarding protected-class representation in the tenure process.

In the 2013-2014 promotion and tenure process, the University has a 100% approval rate. As such, adverse impact is not a factor for race/ethnic protected classes.

The second measure of equity applied to this area was “comparative success” rates:

- Race/ethnic minorities succeeded in achieving tenure at a rate of 100% (4/4). White applicants succeeded at a rate of 100% (8/8).
- Females succeeded at a rate of 100% (4/4). Males succeeded at a rate of 100% (8/8).

Progress in the tenure process for race/ethnic minorities and females reveals no adverse impact.

The University of Central Florida follows the guidelines for academic assignments as outlined in the Board of Trustees – United Faculty of Florida Collective Bargaining Agreement 2012-2015.

PART VIII: PROMOTION AND TENURE COMMITTEE COMPOSITION

Tab 8 presents the required information regarding composition of committees reviewing promotion and tenure. Faculty members elect committee representatives from among the tenured faculty to serve on departmental and college committees and the University committee. The University committee is comprised of 9 members: 5 (males) and 4 (females); 7 (whites), 1 Asian and 1 Hispanic respectively. 2 colleges and 5 departments had no female representation for 2013-2015. Non-female representation may be attributed to a number of factors including lack of tenure female faculty. EO and AA will follow-up with the departments to determine how to increase representation for not only women but other protected class members where possible.

PART IX: OTHER REQUIREMENTS

A. Budget Plan

BOG Regulation 2.003 (7) requires each University to develop a budget plan to support the University's goals as outlined in its equity plan in accordance with state and federal law.

The Office of Academic Affairs developed the Diversity Enhancement program to provide funding to hire tenured or tenure-track faculty members, as well as University librarians. This program was in operation in the 2013-2014 Academic Year. The goal of this program was to increase diversity at UCF and to attract under-represented faculty members in certain academic disciplines where under-representation was indicated.

Procedure: Each diversity enhancement line was funded for three years to cover a salary up to \$70,000. At the end of the initial three-year period, responsibility for funding a position must be assumed by the unit involved. The number of positions provided in a given year was 10, with a maximum of 30 for a three-year period. The distribution of these positions among eligible units was made by the provost and executive vice president based on requests for funding received by March 1 for the following year.

To assist with this program, the EO and AA prepared an under-representation analysis, using standard accepted techniques. The faculty representation in each discipline at the relevant levels will be compared with appropriate national availability factors. Disciplines with documented under-representation of protected classes were identified as disciplines meriting special attention for corrective action under the program.

Hires that address documented under-representation were exempt from posting in the UCF position vacancies system. National advertising could effectively be replaced by systematic, personal contact with colleagues or other search techniques. In some cases, national advertising for a particular position produced candidates who may not be selected for that vacancy but who may enhance the department through selection on a diversity enhancement line.

Criteria for hires: Eligible applicants were U.S. citizens or permanent residents who sought a tenured or tenure-track faculty appointment in an academic discipline or a faculty appointment in the UCF Library and who address a defined area of under-representation.

All faculty members hired under this program had strong credentials and met criteria for promotion and tenure on the normal schedule for faculty advancement. Thus, appropriate faculty review procedures were required during the appointment process.

Final approval for hire rested with the provost and executive vice president based upon all factors mentioned above.

The University Provost supported the University's equity goals to increase faculty diversity and to reduce significant underrepresentation of protected groups and females with a commitment of \$1,680,000 over the 2013-2014 FYs for the "Provost's Diversity Enhancement Program."⁶

B. President's Evaluation

President John Hitt included "to become more inclusive and diverse" in his five University goals shortly after assuming the presidency in 1992. The Board of Trustees' annually evaluates President Hitt's performance which includes an equity component. Comments on the 2013-2014 Performance Assessment reveal that President Hitt's commitment to diversity and inclusion is outstanding.

C. UCF Regulation 3.001 (attached)

D. Student Development and Enrollment Services report (attached)

⁶ In FY 2016, this program will be replaced with the Targeted Opportunity Funding Program. New hires will be funded by the Provost's office for three years.

Attachment B

Florida Equity Report:
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2014- 2015

University of Central Florida

Data Year: July – June, 2013-2014

Approved by University Board of Trustees (or designee): *(date)*

Approved by University President: *(signature and date)*

Submitted by:

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Equal Opportunity and Affirmative Action Programs
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(date)

Florida Equity Reports University of Central Florida 2014 - 2015

PART II: Policies and Procedures in Support of Equity

Data Year: July – June, 2013-2014

- A. President's Statement on Equal Opportunity and Affirmative Action
<http://www.eeo.ucf.edu/documents/new/PresidentStatement.pdf>
- B. Search and Screening Guidelines
<http://www.eeo.ucf.edu/documents/new/SearchandScreeningGuidelines3-10-152.pdf>
- D. Discrimination Grievance Investigation Procedure
<http://www.eeo.ucf.edu/documents/new/DiscriminationGrievancePolicy3-15-DirectorInfo.pdf>
- E. ADA - Request for Reasonable Accommodation
<http://www.eeo.ucf.edu/documents/new/DiscriminationGrievanceInvestigationProcedure3-15.pdf>
- F. Protocol for Providing Reasonable Accommodation
<http://www.eeo.ucf.edu/documents/new/ADA%20-%20Form%20to%20Request%20Reasonable%20Accommodation%207-10.pdf>
- G. Religious Accommodation: Guidelines for Departmental Procedures for Requests
<http://www.eeo.ucf.edu/documents/new/ADAAccommodationsInEmploymentAndForMembersOfThePublic7-10.pdf>
- H. Faculty Hiring Guide
<http://www.eeo.ucf.edu/documents/new/ReligiousAccommodation7-10.pdf>
- I. A&P Hiring Guide
<http://provost.ucf.edu/files/2012/06/Faculty-Hiring-Guide.pdf>
- J. Student Disability Services: Eligibility for accommodations, Disability documentation requirements
http://hr.ucf.edu/files/AP_Hiring_Guide.pdf
- K. University Regulation on Grievances Alleging Discrimination
<http://sas.sdes.ucf.edu/accommodations>

- L. University Non-Discrimination and Affirmative Action Regulation
http://www.eeo.ucf.edu/documents/new/3.0134GrievancesAllegingDiscrimination_finalMay09.pdf
- M. Resources - Discrimination Complaints - UCF Resource List
http://www.eeo.ucf.edu/documents/new/3_001Non-DiscrimAffirmActionsPrograms_Nov10.pdf
- N. Resources - Discrimination Complaints - Report Discrimination to UCF
<http://www.eeo.ucf.edu/documents/new/DiscriminationPrevention-CampusResourceList6-13.pdf>
- O. Resources - Discrimination Complaints - External Reporting Channels
<http://www.eeo.ucf.edu/documents/new/ReportDiscriminationtoUCF6-13.pdf>
- P. ADA - Student Accommodation Reviews
<http://www.eeo.ucf.edu/documents/new/Resourcesforexternalcomplaints4-15.pdf>
- P. Discrimination - Descriptions, Prevention - Age
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-Age.pdf>
- Q. Discrimination - Descriptions, Prevention - Disability
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-Disability.pdf>
- R. Discrimination - Descriptions, Prevention - Gender Identity or Gender Expression
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-GenderIdentityandExpression.pdf>
- S. Discrimination - Descriptions, Prevention - Genetic Information
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-GeneticInformation.pdf>
- T. Discrimination - Descriptions, Prevention - Marital Status
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-MaritalStatus.pdf>
- U. Discrimination - Descriptions, Prevention - National Origin
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-NationalOrigin.pdf>
- V. Discrimination - Descriptions, Prevention - Race
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-Race.pdf>
- W. Discrimination - Descriptions, Prevention - Religion
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-Religion.pdf>
- X. Discrimination - Descriptions, Prevention - Sex
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-Sex.pdf>
- Y. Discrimination - Descriptions, Prevention - Title IX overview
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-TitleIXoverview.pdf>
- Z. Discrimination - Descriptions, Prevention - Toolkit for assisting students
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-ToolkitforAssistingStudents.pdf>

- AA. Discrimination - Descriptions, Prevention - Sexual Harassment
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-SexualHarassment.pdf>
- BB. Discrimination - Descriptions, Prevention - Sexual Orientation
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-SexualOrientation.pdf>
- CC. Discrimination - Descriptions, Prevention - Veterans
<http://www.eeo.ucf.edu/documents/new/Discrimination-Descriptions,Prevention-VeteranStatus.pdf>
- DD. Discrimination - Descriptions, Prevention - Quick Reference to Assist Students
<http://www.eeo.ucf.edu/documents/new/Under%20Construction.pdf>
- EE. Search Committee Procedures Incorporating Search Firm-Search Firms
<http://www.eeo.ucf.edu/documents/new/Usingsearchfirms6-13.pdf>

Florida Equity Reports
University of Central Florida
2014 - 2015
PART III: Academic Program Reviews

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2014 and Early Admits

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	18	237	0	173	660	6	1667	119	19	2899
Women	24	382	3	182	731	2	1832	150	11	3317
Total	42	619	3	355	1391	8	3499	269	30	6216
Category % of Total	0.7%	10.0%	0.0%	5.7%	22.4%	0.1%	56.3%	4.3%	0.5%	100.0%

Source: IPEDS 2014-15 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students.

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PART III: Academic Program Reviews**

Chart 2. Full-time Florida College System A.A. Transfers, Fall 2014 and Summer 2014

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	49	222	3	103	440	3	993	52	15	1880
Women	45	332	5	95	620	6	1255	88	19	2465
Total	94	554	8	198	1060	9	2248	140	34	4345
Category % of Total	2.2%	12.8%	0.2%	4.6%	24.4%	0.2%	51.7%	3.2%	0.8%	100.0%

Source: IPEDS 2014-15 Part A, Fall enrollment by race, ethnicity, and sex. Column 2, Transfer-In

**Florida Equity Reports
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Chart 3. Retention of Full-Time FTICs Entering Fall 2013, or Summer 2013 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	33	591	9	367	1247	7	3297	242	23	3181	2635	5816
Category % of Total	0.6%	10.2%	0.2%	6.3%	21.4%	0.1%	56.7%	4.2%	0.4%	54.7%	45.3%	100.0%
After 1 year	29	522	8	340	1088	5	2879	196	22	2831	2258	5089
Retention Rate	87.9%	88.3%	88.9%	92.6%	87.2%	71.4%	87.3%	81.0%	95.7%	89.0%	85.7%	87.5%
Source: Local File												

**Florida Equity Reports
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PART III: Academic Program Reviews**

Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2008, or Summer 2008 and Continuing into Fall After Six Years										
	NRA	B	AI/AN	A/PI	H	W	Unk	Female	Male	Total
Cohort	38	569	24	362	921	4128	91	3277	2856	6133
Category % of Total	0.6%	9.3%	0.4%	5.9%	15.0%	67.3%	1.5%	53.4%	46.6%	100.0%
After 6 years										
Number of Graduates	28	381	14	247	640	2900	67	2438	1839	4277
Percent Graduated	73.7%	67.0%	58.3%	68.2%	69.5%	70.3%	73.6%	74.4%	64.4%	69.7%
Category % Graduated	0.7%	8.9%	0.3%	5.8%	15.0%	67.8%	1.6%	57.0%	43.0%	100.0%
Number Retained	2	31	0	24	41	143	5	90	156	246
Percent Retained	5.3%	5.4%	N/A	6.6%	4.5%	3.5%	5.5%	2.7%	5.5%	4.0%
Category % Retained	0.8%	12.6%	N/A	9.8%	16.7%	58.1%	2.0%	36.6%	63.4%	100.0%

Source: Local Files

**Florida Equity Reports
University of Central Florida
2014 - 2015
PART III: Academic Program Reviews**

Chart 5. Bachelor's Degrees Awarded, AY 2013-2014

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	87	433	4	291	1045	18	3162	98	51	5189
Women	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%

Source: IPEDS Completions 2014-15 report (degrees awarded AY 2013-14), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

**Florida Equity Reports
University of Central Florida
2014 - 2015
PART III: Academic Program Reviews**

Chart 6. Master's Degrees Awarded, AY 2013-2014

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	124	75	0	61	124	0	585	13	57	1039
Women	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%	N/A	55.5%	1.5%	7.0%	100.0%

Source: IPEDS Completions 2014-15 report (degrees awarded AY 2013-14), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99,0000, all disciplines.

**Florida Equity Reports
University of Central Florida
2014 - 2015
PART III: Academic Program Reviews**

Chart 7. Doctoral Degrees Awarded, AY 2013-2014

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	57	8	0	1	10	0	67	1	0	144
Women	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%	N/A	4.1%	6.8%	N/A	50.8%	0.4%	N/A	100.0%

Source: IPEDS Completions 2014-15 report (degrees awarded AY 2013-14), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

**Florida Equity Reports
University of Central Florida
2014 - 2015
PART III: Academic Program Reviews**

Chart 8. First Professional Degrees Awarded, AY 2013-2014

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	0	1	0	4	4	1	22	0	1	33
Women	0	4	1	6	7	0	36	1	2	57
Total	0	5	1	10	11	1	58	1	3	90
Category % of Total	N/A	5.6%	1.1%	11.1%	12.2%	1.1%	64.4%	1.1%	3.3%	100.0%

Source: IPEDS Completions 2014-15 report (degrees awarded AY 2013-14), GRAND TOTAL BY FIRST MAJOR, First professional degrees. Chart for 99,0000, all disciplines.

**Florida Equity Reports
University of Central Florida
2014 - 2015**

PART IV: Sex Equity in Athletics

Chart 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: Basketball, Golf, Rowing, Soccer, Softball, Tennis, Cross Country, Indoor Track, Outdoor Track, Volleyball	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Male Sport Participation: 227; Female Sport Participation: 238 = 51% Female, 49% Male. University Undergraduate Enrollment: Male: 16,570; Female: 19,853 = 55% Female, 45% Male	Yes
3. Availability of facilities, defined as locker room, practice, and competitive facilities	All equivalent	
4. Scholarship offerings for athletes	3% variance from participation proportions favoring males.	Yes
5. Funds allocated for:		
a) the athletic program as a whole	All equivalent	
b) administration	All equivalent	
c) travel and per diem allowances	All equivalent	
d) recruitment	All equivalent	
e) comparable coaching	All equivalent	

f) publicity and promotion	All equivalent	
g) other support costs	All equivalent	
6. Provision of equipment and supplies	All equivalent	
7. Scheduling of games and practice times	All equivalent	
8. Opportunities to receive tutoring	All equivalent	
9. Compensation of coaches and tutors	All equivalent	
10. Medical and training services	All equivalent	
11. Housing and dining facilities and services	All equivalent	

**Florida Equity Reports
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PART IV: Sex Equity in Athletics

Chart 2. Sex Equity in Athletics - Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Participation Rates	Athletics will implement a program that assists our coaches in tracking our participation numbers. Encourage the women's sport coaches to award all available scholarship funds. Manage men's sport rosters, and investigate the feasibility of adding women's sport teams. Implement a program that assists coaches in tracking participation numbers. Athletics has been proportional for our previous years, but we had some fluctuation this year. Please note that the participation % could change with the addition of approximately 17 female athletes or the reduction of 7 male athletes, Athletics would be in compliance with our proportionality numbers.	Next Year (2015-16)

Encourage the women's sport coaches to award all available scholarship funds. Investigate the feasibility of adding women's sport teams.

Scholarship Offerings

Next Year (2015-16)

Check one basis below for assuring that the University is in compliance with the Florida Educational Equity Act:

☐ Accommodation of Interest and Abilities

☐ Substantial Proportionality

☐ History and Practice of Expansion of Sports

**Florida Equity Reports
University of Central Florida
PART V: Employment Representation**

Chart 1. Category Representation – Tenured Faculty												
Indicator	NRA	B	AI/AN	A (2013 and 2014)	A/PI (2009)	H	NH/OPI (2013 and 2014)	W	≥ Two (2013 and 2014)	Not Reported	Female	Total
Number, Fall 2014	3	27	3	98	N/A	38	0	411	1	0	167	581
Number, Fall 2013	3	30	3	99	N/A	34	0	410	1	1	165	581
Percentage Change From Fall 2013 to 2014	0.0%	-10.0%	0.0%	-1.0%	N/A	11.8%	N/A	0.2%	0.0%	-100.0%	1.2%	0.0%
Number, Fall 2009	2	26	2	N/A	82	29	N/A	406	N/A	0	153	547
Percentage Change From Fall 2009 to 2014	50.0%	3.8%	50.0%	N/A	N/A	31.0%	N/A	1.2%	N/A	N/A	9.2%	6.2%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Fall Staff 2014, 2013 and 2009												

**Florida Equity Reports
University of Central Florida
PART V: Employment Representation**

Chart 2. Category Representation – Tenure-Track Faculty												
Indicator	NRA	B	AI/AN	A (2013 and 2014)	A/PI (2009)	H	NH/OPI (2013 and 2014)	W	≥ Two (2013 and 2014)	Not Reported	Female	Total
Number, Fall 2014	29	4	0	22	N/A	15	0	98	2	0	77	170
Number, Fall 2013	24	4	0	24	N/A	16	0	100	1	0	78	169
Percentage Change From Fall 2013 to 2014	20.8%	0.0%	N/A	-8.3%	N/A	-6.3%	N/A	-2.0%	100.0%	N/A	-1.3%	0.6%
Number, Fall 2009	20	15	3	N/A	36	12	N/A	121	N/A	0	64	207
Percentage Change From Fall 2009 to 2014	45.0%	-73.3%	-100.0%	N/A	N/A	25.0%	N/A	-19.0%	N/A	N/A	20.3%	-17.9%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Fall Staff 2014, 2013 and 2009												

Florida Equity Reports
University of Central Florida
PART V: Employment Representation

Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	B	A/AN	A (2013 and 2014)	A/PI (2009)	H	NH/OPI (2013 and 2014)	W	≥ Two (2013 and 2014)	Not Reported	Female	Total
Number, Fall 2014	14	13	1	17	N/A	31	0	400	4	0	264	480
Number, Fall 2013	11	12	1	11	N/A	34	0	353	2	0	225	424
Percentage Change From Fall 2013 to 2014	27.3%	8.3%	0.0%	54.5%	N/A	-8.8%	N/A	13.3%	100.0%	N/A	17.3%	13.2%
Number, Fall 2009	70	13	0	N/A	23	20	N/A	402	N/A	0	257	528
Percentage Change From Fall 2009 to 2014	-80.0%	0.0%	N/A	N/A	N/A	55.0%	N/A	-0.5%	N/A	N/A	2.7%	-9.1%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Fall Staff 2014, 2013 and 2009												

**Florida Equity Reports
University of Central Florida
PART V: Employment Representation**

Chart 4. Category Representation – Executive/Administrative/Managerial												
Indicator	NRA	B	A/AN	A (2013 and 2014)	A/PI (2009)	H	NH/OPI (2013 and 2014)	W	≥ Two (2013 and 2014)	Not Reported	Female	Total
Number, Fall 2014	4	72	2	30	N/A	64	1	502	5	0	390	680
Number, Fall 2013	3	67	2	29	N/A	60	0	468	4	0	359	633
Percentage Change From Fall 2013 to 2014	33.3%	7.5%	0.0%	3.4%	N/A	6.7%	N/A	7.3%	25.0%	N/A	8.6%	7.4%
Number, Fall 2009	4	63	2	N/A	20	39	N/A	411	N/A	0	297	539
Percentage Change From Fall 2009 to 2014	0.0%	14.3%	0.0%	N/A	N/A	64.1%	N/A	22.1%	N/A	N/A	31.3%	26.2%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Fall Staff 2014, 2013 and 2009												

Florida Equity Reports University of Central Florida 2014 - 2015

PART VI: Areas of Improvement from 2014 Report; Achievement of Improvement Reported in 2015

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in September 2015 Report	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, September 2014
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Maintain or increase protected class member degrees at all | Improvement achieved. Percentage of Asian students achieving r

Areas of Improvement Pertaining to Sex Equity in Athletics Identified in September 2015 Report	Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, September 2014
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Increase the participation of women in athletic opportunities

1. Increase resources for publicity and promotion for women's rowing team finished as runners-up at the inaugural 2014 American Athletic Conference Rowing Championship. The assistant director of the Athletics Communications Department also received an award for her reporting on the UCF Women's Volleyball team.

Areas of Improvement Pertaining to Employment Identified in September 2015 Report	Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, September 2014
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Increase the number of tenured and tenure-earning black faculty members, tenured and tenure earning Hispanic faculty members, tenure earning and tenured American Indian and Alaska Native faculty members, and tenure-track women faculty members in the next academic year.

Improvement Not Achieved. Numbers of Black faculty members remained constant and the University lost one Hispanic tenure-track faculty member. However, the university gained 4 tenured faculty members. The university lost 3 Black tenured faculty members.

Not Achieved: Decline has accelerated.

**Florida Equity Reports
University of Central Florida
2014 - 2015**

PART VII: Protected-class Representation in the Tenure Process, 2014-2015

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	1	0	0	3
Black or African American	0	0	0	0	0
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	5	1	0	0	4
Other, Not Reported	0	0	0	0	0
Total Male (Number and Percent) (Include Other, Not Reported)	10	2	0	0	8
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	4	0	0	0	4
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (Include Other, Not Reported)	4	0	0	0	4
	28.6	0%	0%	0%	33.3
GRAND TOTAL	14	2	0	0	12

**Florida Equity Reports
University of Central Florida
2014-2015**

PART VIII: Promotion and Tenure Committee Composition, AY 2014-2015

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		Grand Total		Grand Total Committee
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
University Committee	0	0	0	0	1	0	0	0	0	1	0	0	4	3	0	0	5	4	9
College of Graduate Studies	0	0	0	0	3	0	0	0	0	0	0	0	2	0	0	0	5	0	5
Nanoscience Technology Center	0	0	0	0	3	1	0	0	1	0	0	0	3	0	0	0	7	1	8
College of Medicine	0	0	0	0	2	0	0	0	0	0	0	0	6	0	0	0	8	0	8
Biomedical Sciences	0	0	0	0	8	1	0	0	2	1	0	0	7	1	0	0	17	3	20
Internal Medicine	0	0	0	0	0	0	0	0	0	2	0	0	1	2	0	0	1	4	5
M.D. Program	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1	4
College of Educ & Human Perfrm	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2	3
Educational & Human Sciences	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2	3
Teach Learn & Ldrshp, Schl of	0	0	0	0	0	0	0	0	0	0	0	0	2	5	0	0	2	5	7
ED Child, Family & Comm Sci	2	1	0	0	0	0	0	0	0	2	0	0	6	6	0	0	8	9	17
College of Sciences	0	0	0	0	2	0	0	0	0	0	0	1	6	1	0	0	8	2	10
Physics	0	0	0	0	4	1	0	0	3	0	0	0	13	0	0	0	20	1	21
Chemistry	0	0	0	0	0	0	0	0	1	0	0	0	11	0	0	0	12	0	12
Psychology	0	0	0	0	0	0	0	0	2	0	0	0	9	6	0	0	11	6	17
Political Science	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2	5
Sociology	0	0	0	0	0	0	0	0	1	0	0	0	4	5	0	0	5	5	10
Biology	0	0	1	0	0	0	0	0	1	0	0	0	8	1	0	0	10	1	11
Anthropology	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1	3
College of Arts & Humanities	0	0	0	0	0	0	0	0	2	0	0	0	5	1	0	0	7	1	8
Visual Arts & Design, Schl of	1	0	0	0	1	2	0	0	0	0	0	0	12	7	0	0	14	9	23
Philosophy	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0	3
English	0	0	0	0	0	0	0	0	0	0	0	0	5	2	0	0	5	2	7

Writing and Rhetoric	0	0	0	0	0	1	0	0	0	0	1	2	3
College of Engr & Comp Sci	0	0	0	0	2	1	0	0	0	0	3	5	6
Electrical Engr & Comp Sci	0	0	0	0	7	0	0	0	0	0	8	15	16
Civil, Environ, & Constr Engr	0	1	0	0	2	0	0	0	0	0	8	10	11
Computer Science	0	0	0	0	4	0	0	1	0	0	2	7	7
College of Health & Public Aff	0	0	0	0	0	0	0	0	0	0	3	3	5
Comm Sciences & Disorders	0	0	0	0	0	0	0	0	0	0	2	2	4
Criminal Justice/Legal Studies	0	0	0	0	0	0	0	0	0	0	3	3	3
Grand Total	3	2	1	0	39	7	0	14	6	0	147	204	274

Attachment C

UCF-3.001 Non-Discrimination; Affirmative Action Programs.

(1) The University shall actively promote equal opportunity policies and practices conforming to federal and state laws against discrimination. The University shall not discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, gender expression, and veteran status (as protected under the Vietnam Era Veterans' Readjustment Assistance Act). This commitment applies to the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers, only to the extent of state and federal requirements.

(2) It is the policy of the University that each employee and student be allowed to work and study in an environment free from unlawful discrimination, including harassment, and retaliation.

(a) For purposes of this regulation, unlawful discrimination is defined as treating an individual differently than similarly situated other individuals based on a protected category (such as race, color, religion, et al).

(b) Unlawful harassment is a form of unlawful discrimination wherein an individual is subjected to verbal or physical conduct, based on a protected category (such as race, color, religion, et al), which, due to severity and pervasiveness of the conduct, (i) has the purpose or effect of creating an objectively intimidating, hostile or offensive work, educational or business environment; and (ii) has the purpose or effect of unreasonably interfering with an individual's employment, schooling, or business with the University.

(c) Retaliation is defined as taking an adverse action against an individual because that individual, in good faith: (i) reported or threatened to report discrimination or harassment; or (ii)

participated in any capacity, including as a witness or complainant, in a discrimination investigation or proceeding.

(d) Gender identity is defined as an individual's self-perception of being male, female, or both. Gender expression is defined as the manifestation of an individual's self-perception of being male, female, or both.

(3) Sexual harassment is a form of sex discrimination. Sexual harassment is defined as unwelcome sexual advances, or requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(a) Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment or academic achievement;

(b) Submission to or rejection of such conduct or request by an individual is used as the basis for employment or academic decisions affecting such individual; or

(c) Such conduct or request has the purpose or effect of both unreasonably interfering with an individual's employment or academic performance and creating an intimidating, hostile, or offensive work or academic environment.

(4) Disciplinary Action.

(a) Any employee or student of the University who is found to have unlawfully discriminated against an employee, an applicant for employment, or a student will be subject to disciplinary action up to and including dismissal or expulsion. Any contractor or other visitor to the University who is found to have engaged in unlawful discriminatory or retaliatory conduct in violation of this regulation will be subject to removal from University facilities and may be denied reentry.

(b) Any employee in a supervisory capacity or student in a position of authorized influence who has actual knowledge by direct observation or by receipt of a complaint of

discrimination involving any of those employees he or she supervises or over whom he or she has authority, and who does not investigate or report the matter to an appropriate university official with authority to take action with regard to the matter, shall be subject to disciplinary action up to and including dismissal or expulsion.

(5) Complaint and Grievance Procedures. Any employee, student, contractor or visitor who believes that he or she is a victim of unlawful discrimination, including harassment, or retaliation may take formal or informal action. The individual may report the conduct to his or her supervisor or a higher level for further action; pursue informal resolution of the complaint; or may file a formal written grievance in accordance with Regulation UCF-3.0134. The Office of Equal Opportunity and Affirmative Action Programs is available to assist employees, students, contractors and visitors in reporting discriminatory conduct, informally resolving a complaint, or filing a formal grievance.

(6) The University, in affirming equal opportunity practices, is committed to a continuing program of promotion and maintenance of an affirmative action program. The University, as a federal contractor, is required by law to maintain a current affirmative action plan for the University. For further information about that plan, contact the Office of Equal Opportunity and Affirmative Action Programs, University of Central Florida, Orlando, Florida 32816.

Authority: BOG Regulation 1.001. History—New 10-8-75, Amended 1-10-82, 1-9-83, 12-27-83, 12-27-84, Formerly 6C7-3.01, Amended 3-27-86, 1-6-93, 3-16-03, 11-07-07, 07-10-08. Formerly 6C7-3.001, Amended 3-25-00, 1-3-11.

Attachment D

ITEM: CL-5

**University of Central Florida
BOARD OF TRUSTEES**

SUBJECT: Report on the Assessment of the President's Performance and
Recommendation for Compensation

DATE: November 20, 2014

PROPOSED BOARD ACTION

Approve the Compensation and Labor Committee's report on the assessment of the president's performance and its recommendation for compensation.

BACKGROUND INFORMATION

On November 30, 2004, the Presidential Performance and Compensation Review Policy was approved by the University of Central Florida Board of Trustees. This policy provides for the review of the president's performance and compensation on an annual basis by the board.

In addition, the charter of the Compensation and Labor Committee, approved by the board on March 19, 2009, states that the committee will submit an annual recommendation to the board for the president's performance and compensation.

Supporting documentation: 2013-14 Compensation and Labor Committee Report and
Recommendations

Prepared by: Marvin Pyles, Associate Vice President and Chief Human Resources Officer

Submitted by: John Sprouls, Chair of the Compensation and Labor Committee

**2013-14
Compensation and Labor Committee Report
and Recommendations**

UCF Board of Trustees

The Compensation and Labor Committee met on October 22, 2014, to review the university's accomplishment of goals established by the Board of Trustees, discuss new long-term goals with the president for 2014-17, review the president's performance, and consider recommendations for his compensation.

The Board of Trustees' Performance and Compensation Review Policy requires an annual assessment of the president's performance. The Board of Trustees Compensation and Labor Committee is responsible for conducting this annual assessment. Each trustee was interviewed by Marvin Pyles, chief human resources officer, using assessment questions that were distributed to each trustee in advance. The nine categories assessed were administrative leadership, budget and finance, external relations, academic leadership, medical affairs, fund-raising, relationship with the board, vision for the university, and personal characteristics. In addition, an overall assessment is required for the president's stewardship of UCF over the 2013-14 year. The assessment levels are defined as unsatisfactory, conditional, satisfactory, above satisfactory, and outstanding.

The assessment by the trustees was very positive. President Hitt was rated highest in the categories of administrative leadership, academic leadership, vision for the university, and personal characteristics. The president received a majority of trustee assessment ratings of outstanding in all categories, except for fund-raising. During this review, the president received no trustee ratings below satisfactory. The president also received an outstanding rating and supportive comments from the Board of Governors' Chair, Mori Hosseini.

The trustees believe the president has done an outstanding job in providing leadership to the university through recent challenging times and will continue to do so in the future. Many of them felt that the university has been successful because of his stewardship. In addition, they recognize that he has assembled a strong leadership team that has helped him guide the university. The trustees were unanimous in praising President Hitt's vision for the university. Several commented that he is particularly adept at identifying and pursuing visionary projects, which continue to create momentum to carry the university forward, citing the recent launch of the downtown Orlando campus project as an example.

Some trustees also recognized that it is President Hitt's stature and reputation in the State University System and the Orlando community that are key to helping him pursue these initiatives. He is consistently identified as a primary player in the growth and recognition of UCF within the community and the region. Several trustees expressed the sentiment

that they feel that the university would not be where it is today if not for his leadership over the past 22 years. As one trustee put it, he has a “knack for identifying opportunities for the university and bringing those opportunities to fruition.” Another trustee summarized, “Dr. Hitt stands out in his vision. He is second to none. He’s charging ahead.”

Two themes emerged as areas of concern. First, fundraising was consistently seen as an area that needed improvement. Most of the trustees identified fundraising as an area that needed more focus and emphasis. A second area of concern from several trustees was the lack of a succession plan for the president. While trustees were very complimentary of the president and do not want to see him retire, concerns exist about the difficulty to eventually replace him.

Responding to this annual performance review, the committee recommends that President Hitt’s annual assessment be rated as “Outstanding.”

An annual evaluation of the president’s compensation was also conducted in accordance with the Board of Trustee’s Performance and Compensation Review Policy. The committee studied data on presidential compensation for national, high-research universities of a size similar to that of UCF. The committee reviewed his compensation over the last six years. The committee observed that the president has more than 22 years of highly successful leadership at UCF. The committee also noted the 5 percent salary increase that was distributed to all employees, with the exception of the president.

Mindful of President Hitt’s “Outstanding” annual evaluation and the assessment of his compensation, the committee recommends a 3 percent increase to the president’s base salary, which increases his annual salary from \$491,000 to \$505,730.

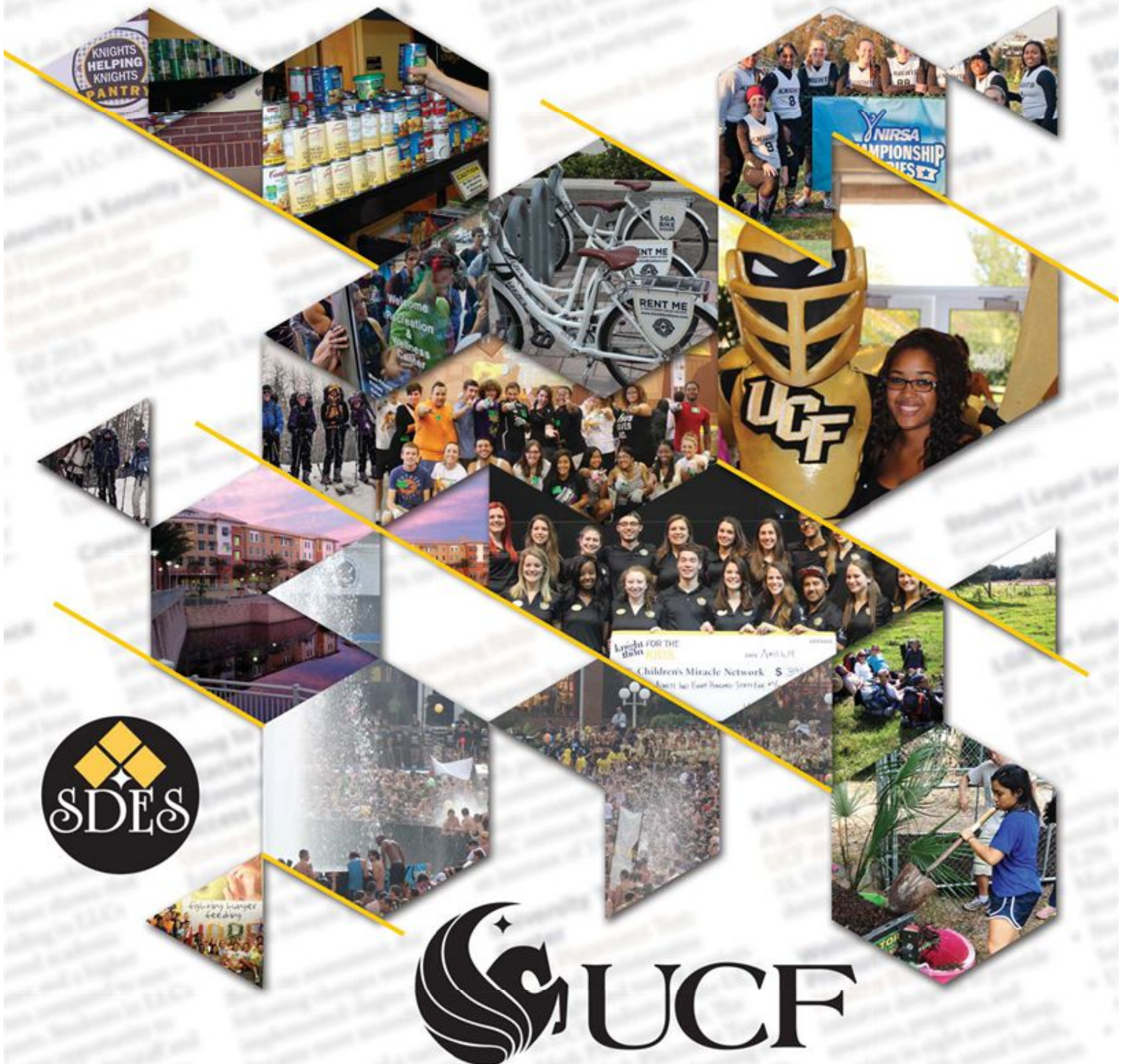
The committee also recommends a 3 percent increase for the president’s performance-based incentive award for the next three-year cycle. The performance incentive awards are “at risk” remuneration, and they are paid according to the level of achievement of the three-year performance measures that are established by the board.

Prepared by: Marvin Pyles, associate vice president and chief human resources officer

Submitted by: John Sprouls, chair of the Compensation and Labor Committee

STUDENT DEVELOPMENT and ENROLLMENT SERVICES

Annual Report
2013-2014



MAJOR ACHIEVEMENTS

Accreditations; awards; highly regarded unit activities; specific programs; and faculty, administrators, and staff members which were all externally recognized.

Undergraduate Admissions

May 2014: UCF recognized as the Most Desirable College in Florida by collegefinder.com. Only one university was recognized from each state in the nation based on the most number of applications from high school seniors.

Career Services

Summer 2013: Ranked 13 on the 25 Most Popular College Career Services Departments in the United States by JobBrander.com.

Fall 2013: Silver Award winner for the 2013-2014 NASPA Excellence Awards in the careers, academic advising, and support for the program, 'Look Before You Leap - Externship Job Shadowing'

Spring 2014: Now ranked as a 'Silver' level school by Out for Work, a national organization for LGBT students. Moved up from 'Bronze' level status held during 2012.

University Testing Center

Spring 2014: 9th consecutive year the UTC has been recognized by College Board College Level Examination Program as one of the Top 100 CLEP test centers in the nation, administering the most number of CLEP exams and promoting access to higher education for all students.

Fraternity and Sorority Life

90% of the total Greek population is listed as full-time students (those enrolled in 12 or more hours) during spring 2014 semester.

38,614 hours of service completed in Orlando community during the 2013-2014 academic year.

\$189,274.73 raised by Greek community during the 2013-2014 academic year.

February 2014: Recognized by Gamma Sigma Alpha National Academic Honor Society for having a GPA higher than UCF's all-men's and all-women's GPA.

Student Union

August 2013: Recognized as 7 on list of 25 of Top Banquet and Meeting Facilities in Greater Orlando Area by Orlando Business Journal.

Recreation and Wellness Center

January 2014: Ranked among 6 standout university outdoor programs featured by *The Clymb* magazine.

January 2014: Intramural Sports - Women's Flag Football team became national champions as recognized by NIRSA. The team defeated Universidad de Nuevo León to win UCF's 11th all-time

national title, which is the highest in the USA.

April 2014: Achieved 2nd place for Creative Excellence Award as recognized by NIRSA. The *Hand Guide* was one of three award winners nationally.

First-Time-in-College Student Retention: Students who visited between 11-20 times had a retention rate of 92.3%, while those who visited 45 times or more had a retention rate of 90.4%. The UCF retention rate is 88%.

Alcohol and Other Drugs Program

October 2013: Received a score of 100% in Licensure Review by Florida Department of Children and Families, demonstrating proficiency in substance abuse treatment.

Academic Services for Student-Athletes

National Recognition: The UCF Football team received the Conference USA Sport Academic Award for having the highest GPA among all teams in the conference, 2nd year in a row.

The UCF Football team's Graduation Success Rate of 83% was a school record and ranked as #1 among the final Associated Press top 10 teams at the end of the 2013 season. UCF's overall student-athletes

Graduation Success Rate is 89%, which is a school record, highest in the American Athletic Conference and tied for 15th nationally among Football Bowl Subdivision schools.

Provided Resources and Services to Student-Athletes: ASSA recorded the 3rd highest GPA during the spring 2014 term: 3.11 overall for all student-athletes and an overall GPA of 3.09 for the academic year.

Prime TRIO

Peer Mentor Program: Received International Mentor Training Program Certification from the College Reading Language Association. This national certification is valid until 2017.

Student Outreach Services

National Achievers Society:

- High school graduation rate for 2014: 100%
- Postsecondary enrollment rate: 100%

Traditionally, students who participated in the former College Reach-Out Program and the National Achievers Society have maintained at least 99% high school graduation rate and 95% postsecondary enrollment over the past 10 years.

SPECIAL PROJECTS

Cost saving efforts, new or revised processes that improved efficiency, procured grants, or increased the number of student populations and customers served.

Enrollment and Academic Success

Undergraduate Admissions

First Time in College Enrollment:

- 33,265 applications
- 16,399 admitted
- 6,455 enrolled

Transfer Enrollment:

- 26,092 applications
- 16,938 admitted
- 10,930 enrolled

National Merit Signature Recruitment Effort: A record 79 new National Merit Scholars will enroll for fall 2014, which creates another overall record enrollment for National Merit Scholars at UCF and is an increase from 60 enrolled in fall 2013.

Top 10 Knights Signature Recruitment Effort: A new initiative launched to recognize academic achievement in high school and provide Florida students more certainty regarding admission to UCF. 2,234 new First Time in College Top 10 Knights to enroll in summer/fall 2014.

Student Financial Assistance

Financial Aid Disbursed: \$439,232,782 total aid disbursed to 103,400 (duplicated count) students.

Student Leadership Development

LEAD Scholars Recruited Students:

With high academic achievements in high school from fall 2013-2014 class:

- GPA: 4.08 (+.01 from 2012-2013)
- SAT: 1273.5 (+24.5)
- ACT: 27.44 (+.24)

LEAD Scholars Retention and Graduation Rates:

- 94.9% retention rate (2012-2013 rate: 94%)
- 83.1% graduation rate (2012-2013 rate: 80.3%)

Clinton Global Initiative University Member Institution:

12 UCF students were selected to be CGIU students. A project by three UCF students took the highest monetary award at the conference (\$7,500) in competition with 1,200 students. Three other UCF students were selected to present their posters at the project showcase.



LEAD Scholars participating in a group activity

Academic Support

SDES Academic Advising

Advising Contacts Made Across the SDDES Division:

- Total student contacts: 49,833
- First Year Advising and Exploration: 4,312 unique contacts
- Academic Advising for Student-Athletes: 1,210 (duplicated)
- Transfer and Transition Services: 36,611 (48% increase from 2012-2013)
- Sophomore and Second Year Center: 7,700 (duplicated)

First Year Advising and Exploration

Welcome Expo: 4,585 students in attendance with 26 vendors, 101 student organizations, and 33 academic departments, a 65% increase from 2012-2013.



Student with Knightro at the Welcome Expo

Study Union

A Partnership Between the Student Union and Student Academic Resource Center During Finals Week: Total guest count of 477,523 for the two Study Union periods (5% increase from 2012-2013). Study Union facilitated 143 final review sessions, including face-to-face, live-streamed, and recorded sessions with 12,943 (duplicated) student contacts (8% increase from 2012-2013).

Student Academic Resource Center

Online Peer-Assisted Learning (OPAL) Sessions: Online tutoring and Supplemental Instruction sessions offered via Adobe Connect as an option for Regional Campuses, veterans, non-traditional UCF students and for those who prefer to connect online. 183 OPAL sessions were offered with 410 contacts (39% increase in participants).

Supplemental Instruction (SI) Sessions:

Offered SI sessions for Science, Technology, Engineering, and Mathematics (STEM) in course sections to support student learning. 3,580 SI sessions were provided and 37,670 (duplicated) students attended SI sessions in 103 course sections.

In fall 2013, SI attendees had significantly higher average final grades (2.6 out of 4) than students who did not attend SI sessions (2.4 out of 4).

SI participants were also more likely to receive grades of A, B, or C and more likely to be retained in their STEM major, compared to the non-SI participants.

Learning Skills Development:

SARC supports learning skills development through programming and other outreach programs for the UCF community. 29,081 students connected with SARC outreach programming, an increase of 14%.

University Testing Center

Math Placement Test: Provided administrative oversight and testing services to UCF students for the UCF Math Placement Test. First-time-in-college students are placed in the math course for which they are most prepared.

Over 22,000 students received services for the UCF Math Placement Test, a 49% increase in the number of students from 2012-2013.

Wellness and Safety

Knights Helping Knights Pantry

A Program Designed to Aid UCF Students in Need: 33,553 lbs. of food distributed during 15,956 student visits.



HKHK Pantry is located in Ferrell Commons

Wellness and Health Promotion Services

Healthy Knights 2020: An initiative designed to provide resources, programs, and services in eight areas: sleep, mental health, sexual health, violence prevention, nutrition and physical activity, health disparities, alcohol and other drugs, and tobacco.

In the first year of this initiative, surveys indicated:

- Alcohol impaired driving rate decreased 6.4%
- Students who report receiving information on sexual assault increased 5.2%
- Marijuana use rate decreased 2.7%
- Students reporting being

- bullied decreased 2.1%
- Use of cigarettes was reduced 1.8%
- Binge drinking rate decreased 2%
- Students reported being in an emotionally abusive relationship decreased 1.8%
- Students indicating they received information about sleep increased 1.1%
- Students reporting ever having been tested for HIV increased .9%
- Students reporting use of condoms for oral sex increased .4%
- Students reporting unwanted sexual penetration decreased .5%
- Attempted suicide rate down .1%



Office of Student Rights and Responsibilities

UCF CARES: Initiative to develop and assist the UCF community with care-related resources and programs focused on health and safety, finding an appropriate network of support, connecting with advocacy, and education and training.

Student of Concern Committee assesses all information to facilitate consistent and comprehensive university responses to specific, critical student, faculty and staff concerns. 80 students were reviewed.

Health Services

Flu Shot Campaign: 3,442 flu vaccines, highest amount administered (non-pandemic).

Counseling and Psychological Services

Safe Zone: New program started in August 2013. Created by therapists at CAPS for UCF students, faculty, and staff members interested in showing visual support for Lesbian, Gay, Bisexual, Transgender, or Questioning+ persons at the university. The program provided:

- 15 LGBTQ+ 101 (Level 1) workshops, 331 participants
- 9 Safe Zone Advocates (Level 2) workshops, 102 advocates trained
- 5 Train the Trainer workshops, 13 new facilitators trained

QPR (Suicide Prevention): 800 students, faculty and staff were trained in QPR.

Since the inception of the program in 2007, over 6,000 people have been trained and on average, UCF has between 1,000-1,500 people on campus who have been trained in QPR.

Recreation and Wellness Center

RWC @ Knights Plaza: In its first full year of operation, RWC @ Knights Plaza saw 94,046 visitors. 284% increase (last fiscal year had 6 months data since opening).

Student Engagement



Students participating in UCF's Knights Give Back

Knights Giving Back

SDES Student Volunteer Activities

UCF Sport Clubs	5,200
Volunteer UCF	39,484
Fraternity and Sorority Life	38,614
LEAD Scholars	22,384
Academic Services for Student-Athletes	2,161
Total Hours	107,843

TOTAL ECONOMIC IMPACT \$2,387,644*

*at \$22.14 per hour based on the Points of Light Foundation impact of service



\$392,831 was raised by Knight-Thon in support of the Children's Miracle Network.

Student Engagement

Office of Student Involvement

Introduction of the KnightConnect Involvement Platform: An online system designed to assist students in keeping track of their on-campus involvement. In its first year, there were 13,462 users.



Volunteer UCF: Knights Give Back: A day of service by the UCF community saw 1,100 student volunteers, a growth from 950 volunteers in 2012.

Knight-Thon: UCF's largest student-run philanthropic event. Raised \$392,831 for the Children's Miracle Network. In 2012, \$258,554 was raised.

Fraternity and Sorority Life

Reconstructed Inter-Fraternity Council Fall 2013 Recruitment Kickoff: Over 400 men attended and IFC signed 520 students. The efforts doubled the number of men attending and signings by 50% from the previous year.

Programs

Career Services

Outreach Programming: 18,174 students participated in 566 outreach programs, including workshops, information tables, and employer information sessions.

There was an 80% increase in student participation and a 54% increase in programs offered.

Dream Share Project: A project based on the story of two college graduates who left their full-time employment to travel the country to interview people from a variety of backgrounds to find out how they found their career dreams.

205 students participated, a 388% increase from the previous year.

Activity and Service Fee Business Office Budget Committee:

Administered the receipt of 20 budget packages from agencies, departments, and the Student Government Administration.

The total requested budget from all areas for fiscal year 2014-15 was \$18,402,185. Projected fees to be received totaled \$17,500,000, which the committee worked with all areas to balance the budget.

Multicultural Academic and Support Services

First Generation Speaker Series: 6 First Generation speakers for a total of 650 student attendees.

LGBTQ+ Services

LGBTQ+ History Month: 35 programs offered with a total of 1,307 student participants. A large increase from 300 participants in 2012-2013.

Office of Student Rights and Responsibilities

Integrity and Ethical Development: 304 outreach programs and services with 2,710 students, faculty, and staff impacted.

Student Legal Services:

Gained 1,393 new student clients, a 14% increase from the previous year. 412 students attended outreach programs.

SDS Information Technology

IT Externships: A partnership with Career Services created with a focus

on a broad spectrum of IT functionality and operations, including customer support, infrastructure, development, applications, and management. 8 externships were completed (4 per session) during the first year of this partnership.

Creative School for Children

School-age Summer Camp: For the summer of 2014, Creative School for Children added a summer camp for elementary age students, serving 44 children between the ages of 5 and 12 years old. The UCF students, faculty, and staff's children, "Littlest Knights," participated in activities at the Arboretum, RWC, Student Union and the Colleges of Education and Human Performance, Sciences, and Hospitality Management. The Shimmery Knights, Zeta Phi Beta Step Team, Gospel Choir and UCF Women's Soccer coaches visited the school and shared their expertise with the children.



Students and administration at the LGBTQ+ Lavender Celebration

MAJOR EFFORTS

Housing and Residence Life

Living Learning Communities: Provide the opportunity to live and learn with others who share their interests or majors and a number of benefits to FTIC students.

Nationally benchmarked assessments have shown that students residing in LLCs have improved academic performance and a higher GPA when compared to non-participants. Students in LLCs have greater opportunity to connect with faculty and staff and report increased satisfaction with their overall collegiate experience.

- Overall university FTIC Retention Rate: 88%
- Students not living in on-campus housing: 84.6%
- Students living in on-campus housing: 88.2%
- Students living in LLCs: 89.6%
- LLCs
 - EXCEL: 94.2%
 - LEAD Scholars: 93.5%
 - Honors: 92.8%
 - LEARN: 92.6%
 - COMPASS: 92.3%
 - Hospitality (Rosen): 91.9%
 - Honors Lake Claire: 91.4%
 - Go Knights!: 91.2%
 - Business Knights: 90.6%
 - Nursing: 89.7%

Fraternity and Sorority Life

All Fraternity and Sorority GPAs were Higher than the Average UCF Undergraduate GPA: Fall 2013: All-Greek Average: 3.071 Undergraduate Average: 2.961

Spring 2014: All-Greek Average: 3.081 Undergraduate Average: 2.936

Career Services

First Destination Survey Project: An initiative to track graduates after leaving the institution. A response rate of 89% was achieved for the fall 2013 class and 87% for the spring 2014 class.

Probing to Remove Obstacles and Retention for Enrolled Student Success

PROGRESS: Universitywide initiative identifies policies, programs, and issues that are interfering with a student's progress towards graduation.

Based on assessment, the following changes were implemented: degree audits became more accessible via the MyUCF student system; more information about advising appointments, including walk-ins; aligned college communication with students failing to graduate after filing an ITG (Intent To Graduate) form to encourage completion of degree; and developed a new advising prototype (Pegasus Path).

Recreation and Wellness Center

Increase in Annual Visits to Facilities Across Campus: Total visits 1,041,460 up 1% from 1,034,756 (2012-2013).

SGA Bike Share Program: RWC partnered with SGA to start the Bike Share Program. Over 800 bikes were rented in the first semester of the program.

Office of Student Financial Assistance

ERS Robo-calls: The calls provided more efficient contact with student aid recipients to encourage them to turn in documents on time to receive student aid in a timely manner.

Office of Student Involvement

Homecoming Spirit Splash: UCF's largest Homecoming tradition. Topped an estimated 10,000 participants for the first time in event history.



RWC partnered with SGA to initiate the Bike Share Program.

Office of Student Rights and Responsibilities

Student Death Response Team:

The actions of the Death Protocol Committee play a significant role in offering condolences and support to the family and always strive to represent the university in a caring and concerned manner. In 2013-2014, there were 12 student deaths. In 2012-2013, UCF had 11 student deaths.

Homeless Student Committee:

Provided the students with additional on-campus and off-campus resources associated with financial aid, academic support, employment, and housing accommodations. During the 2013-2014 academic year, 13 students used this committee.

Activity and Service Fee Business Office

SGA Ticket Office: Sold 57,787 attraction tickets in 2013-2014, saving students over \$1,300,000 for these ticket sales.

Student Union

Knightro's Closet: Partnered with SGA to bring Knightro's Closet to the Knights Pantry, with a focus on providing clothing to students in need. In the first two months since the initiative started, approximately 300 clothing items were donated with approximately 25% of those being distributed to students.

Housing and Residence Life

Neptune Community: Completed construction and operationalized the Academic Village expansion project.

665 new on campus beds, a classroom, a multipurpose room, study rooms, counseling and advising offices, and other services are now available on the south end of campus.

NorthView Residence Facility:

HRL is managing a privately owned housing facility, NorthView, which is adjacent to campus. NorthView houses 600 UCF students and provides adjoining space for the Hillel Center and Catholic Campus Ministries. This project provided additional housing specifically for UCF students.

In Partnership with Fraternity and Sorority Life:

Opened two new sorority houses. 80 additional bed spaces in Greek Park, for an increase from 284 to 364 total beds.

Health Services

Free STD Testing Events:

Partnership with Orange County Health Department to provide free testing for the UCF student community. Bi-monthly screening days (6 events from June, 2013 - May, 2014), testing approximately 1,000 students. The testing cost per person averages \$45, saving over \$45,000 for our students.

Provided Full Spectrum Pharmacy Services at the Main Health Center and Knights Plaza:

- Total prescriptions: 63,282
- Point of sale transactions processed (Health Center): 45,327
- Point of sale transactions process (Knights Plaza): 32,046
- Over the counter items scanned and sold: 139,537

Pride Commons

LGBTQ+ Affirming Space on Campus: Serves as a location where students within the community or whom support LGBTQ+ could space time. Approximately 6,049 student hours were recorded in Pride Commons in 2013-2014.

Multicultural Academic and Support Services

First Generation Advising Series: Four (2-hour) sessions for 30 academic advisor participants designed to train advisors on how to advise first generation students.

Counseling and Psychological Services

Outreach, Prevention, and Programming: Groups and workshops were provided, which addressed a variety of issues, with over 21,989 points of contact with students.

SDES Institute

New Professional Development Programs: Implemented by and for SDES

staff. Over 100 SDES staff members registered for the event.

First Year Experience



Coordinated Convocation for incoming students, which kicked-off the academic year with a welcome from President John C. Hitt, SDDES Vice President Maribeth Ehasz, and SGA President Weston Bays. Convocation also hosted the author from UCF's Common

Reading Program book selection, *Garbology* by Edward Humes. Approximately 3,188 students were in attendance.

Student Disability Services

Examining the Real Disability Barriers Workshop: The workshop explores 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. Approximately 100 people have attended three sessions of this workshop.

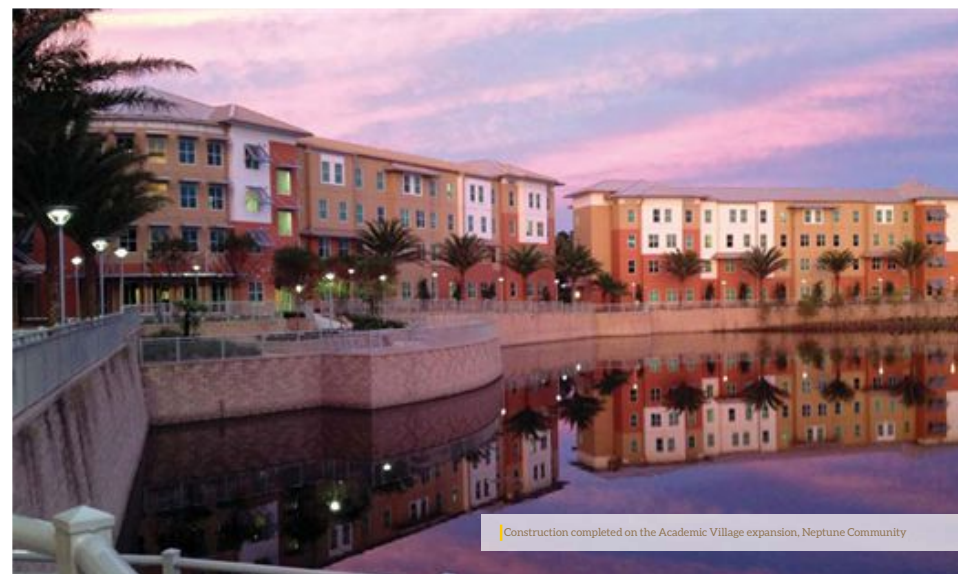
Registrar's Office

Electronic Transcript Implemented: Option allows students to ensure delivery to a destination, anywhere in the world, within

one hour. In addition, students have the ability to track the receipt, routing and opening of the transcript. In the first year of implementation, over 10,000 electronic transcripts were delivered on behalf of students.

Neighborhood Relations and Safety Education

Office Name Change: The Office of Off-Campus Student Services changed their name to Neighborhood Relations and Safety Education to emphasize and focus on neighborhood relations in order to support and market Housing and Residence Life and their work in the neighborhoods. The office staff resolved 80 out of 85 complaints, concerns, and issues related to neighborhood relations involving students and neighbors with a 94.1% success rate.



Construction completed on the Academic Village expansion, Neptune Community



Spirit Splash topped an estimated 10,000 participants for the first time in event history.



SDES: WHO WE ARE

Vice President



Maribeth Ehasz



Gordon Chavis



Sharon Ekern



Patricia MacKown



DeLaine Priest



Kerry Welch

Associate Vice Presidents

Assistant Vice Presidents



Belinda Boston



Mark Gumble



David Pavlannis



A.J. Range



Chanda Torres

The UCF Creed

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

Integrity
I will practice and defend academic and personal honesty.

Scholarship
I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

Community
I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

Creativity
I will use my talents to enrich the human experience.

Excellence
I will strive toward the highest standards of performance in any endeavor I undertake.

Vision

"SDES empowers students to succeed by adding values"

Mission

The Division of Student Development and Enrollment Services (SDES) engages students in the total collegiate experience at the University of Central Florida (UCF); from matriculation, to successful progression, graduation, and employment in a global workforce. This is accomplished by providing opportunities for enriched student development, leadership growth, experience based learning, values education and civic engagement which lead to overall student success.

As a division within Academic Affairs, SDES affirms that "the student who comes to UCF should not be the same student who leaves UCF." We embrace the tenets of the UCF Creed - Integrity, Scholarship, Community, Creativity, and Excellence as a framework for developing student learning outcomes to facilitate transformational learning.

SDES goals support the university's strategic plan to lead and serve the Central Florida city-state.

Goals

- Promote student progression to graduation, graduate and professional school and productive employment.
- Create opportunities for students to develop and strengthen leadership skills.
- Assist students to further develop purpose, integrity, ethical practices, and civic responsibility.
- Embrace diversity and inclusiveness.
- Foster student engagement in the Central Florida city-state and the global community.

SDES Departments

- Academic Services for Student-Athletes
- Activity and Service Fee Business Office
- Budget and Personnel Support
- Career Services
- Counseling and Psychological Services
- Creative School for Children
- First Year Advising and Exploration
- First Year Experience
- Fraternity and Sorority Life
- Health Services
- Housing and Residence Life

- Information Technology
- LEAD Scholars Academy
- Multicultural Academic and Support Services
- Neighborhood Relations and Safety Education
- Office of Student Involvement
- Office of Student Rights and Responsibilities
- Recreation and Wellness Center
- Registrar's Office
- Social Justice and Advocacy
- Sophomore and Second Year Center
- Student Academic Resource Center

- Student Disability Services
- Student Financial Assistance
- Student Legal Services
- Student Outreach Services
- Student Union
- Transfer and Transition Services
- TRIO Programs
- Undergraduate Admissions
- Wellness and Health Promotion Services



Student Development and Enrollment Services

Enrollment Services

- » Enrollment Services
- » High School and State College Recruitment Visits
- » College Fairs
- » Campus-Based Open House Events
- » OverKnight Showcase for High School Counselors
- » Daily Campus Tours and Information Sessions
- » Admission Counseling
- » Comprehensive Counseling on Student Aid Options
- » Efficient Delivery of Student Aid
- » Financial Literacy and Debt Management Counseling
- » Promote College Awareness to Underrepresented 6-12 Grade Students and Parents

First Year Transition

- » Orientation
- » First Year Experience
- » LINK-Freshman Engagement
- » Freshman Seminar
- » FTIC Academic Advising
- » Undeclared Advising
- » Transfer and Transition Services

Learning Support

- » Peer Tutoring, and Mentoring
- » Supplemental Instruction
- » Sophomore Support
- » Academic Services for Student-Athletes
- » Student Disability Services
- » Course Accommodations
- » Summer Bridge Programs
- » TRiO Programs

Support Services

- » Career Development
- » Job Preparation
- » Career Fairs
- » Course Scheduling and Registration
- » Grades
- » Commencement
- » FERPA
- » Veteran Services
- » Creative School for Children
- » Pegasus Parent Resources
- » Neighborhood Relations
- » Articulation Agreements
- » Budget and Personnel
- » Information Technology
- » A&SF Business Office

Student Rights and Responsibilities

- » Integrity and Ethics Development
- » Student Conduct
- » Student Legal Services
- » Golden Rule
- » Crisis Response
- » Turnitin.com
- » Disciplinary Verifications
- » Death Notices
- » Admission Clearances

Community Support

- » Diversity and Inclusion Initiatives
 - Diversity Certification
- » Multicultural Academic and Support Services
- » Social Justice and Advocacy
 - LGBTQ+ Services
 - Multicultural Student Center
- » Fraternity and Sorority Life
- » Greek Student Involvement and Leadership
- » Spiritual Development
- » Just Knights Response Team

Maribeth Hhasz
Vice President
407.823.4372

Helping students stay in school, be healthy, live ethically.

Integrity
Scholarship
Community
Creativity
Excellence

Housing and Residence Life

- » Orlando Campus Housing
- » Rosen Campus Housing
- » Greek Housing and Development
- » Affiliated Housing
- » Residence Life
- » Off-Campus Housing Services

Wellness

- » Health Services
- » Alcohol Drug Programs
- » Individual and Group Counseling
- » Fitness
- » Lifestyle Assessments
- » Healthy Knights
- » Mental Health Assessment
- » Stress Management
- » HIV Testing
- » Clinical Dietician Services
- » Pharmacy
- » Dental Services
- » Safety Education
- » UCF CARES

Student Life

- » Student Government Association
- » Registered Student Organizations
- » Volunteer UCF
- » Late Knights
- » Homecoming
- » Campus Activities Board
- » LEAD Scholars Academy
- » Student Union
- » Recreational Sports
- » Outdoor Adventures
- » Knights Helping Knights Pantry

ITEM: EPC-2

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Amendment to Chapter 5 University Regulations

DATE: September 24, 2015

PROPOSED BOARD ACTION

Approve amendment to the following Chapter 5 university regulations:

- UCF-5.006 Student Rights and Responsibilities
- UCF-5.007 Office of Student Conduct; Scope; Definitions; Student Conduct Records; Special Student Panels
- UCF-5.008 Rules of Conduct
- UCF-5.009 Student Conduct Review Process; Sanctions
- UCF-5.010 Student Conduct Appeals
- UCF-5.011 Scope; Authority; Principles of Group Responsibility; Violations of Law and Rule of Conduct Violations; Definitions; Student Organizational Conduct Records
- UCF-5.012 Organizational Rules of Conduct
- UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals
- UCF-5.015 Student Academic Behavior Standards
- UCF-5.016 Student Academic Appeals

BACKGROUND INFORMATION

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

Supporting documentation: Chapter 5 University Regulations:

- UCF-5.006 Student Rights and Responsibilities (Attachment A)
- UCF-5.007 Office of Student Conduct; Scope; Definitions; Student Conduct Records; Special Student Panels (Attachment B)
- UCF-5.008 Rules of Conduct (Attachment C)

- UCF-5.009 Student Conduct Review Process; Sanctions (Attachment D)
- UCF-5.010 Student Conduct Appeals (Attachment E)
- UCF-5.011 Scope; Authority; Principles of Group Responsibility; Violations of Law and Rule of Conduct Violations; Definitions; Student Organizational Conduct Records (Attachment F)
- UCF-5.012 Organizational Rules of Conduct (Attachment G)
- UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals (Attachment H)
- UCF-5.015 Student Academic Behavior Standards (Attachment I)
- UCF-5.016 Student Academic Appeals (Attachment J)

Prepared by: Youndy Cook, Deputy General Counsel

Submitted by: Scott Cole, Vice President and General Counsel

Attachment A

UCF-5.006 Student Rights and Responsibilities

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

- (a) Participation in Student Government Association and its elective process.
- (b) Membership in Student Organizations.
- (c) Freedom of expression. The basic freedoms of students to hear, write, distribute, and act upon a variety of thoughts and beliefs are guaranteed. Freedom of expression carries with it the responsibility for seeing that the essential order of the University is preserved.
- (d) Freedom to hold public forums. The University desires to create a spirit of free inquiry and to promote the timely discussion of a wide variety of issues, provided the views expressed are stated openly and are subject to critical evaluation. Restraints on free inquiry are held to a minimum and are consistent with preserving an organized society in which peaceful, democratic means for change are available. Guest lecturers or off-campus speakers sponsored by student groups may appear on the UCF campus following arrangements with the designated University authority for such appearances.
- (e) Freedom to hear, write, distribute, and act upon a variety of thoughts and beliefs. This freedom is subject to the following regulations:
 - 1. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism as established and supervised by the University Board of Publications which is appointed by the President or designee. The distribution of such material, as is arranged by the Director of Office of Student Involvement, is permissible for student organizations provided steps have been taken to preserve the orderliness of the campus.
 - 2. Non-university or off-campus printed materials shall not be distributed or circulated by students or student organizations without first being stamped by the office of the Director of the Office of Student Involvement.
 - 3. The distribution of materials or circulation of petitions to captive audiences such as those in classrooms, at registration, in study areas or in residential units is not allowed without prior permission. Such permission may be requested from the appropriate university official.
- (f) Peaceful assembly. Student gatherings must neither disrupt or interfere with the orderly educational operation of the institution, nor violate state or local laws, or University regulations.
- (g) Fair and impartial hearing. These matters shall include, but not be limited to:
 - 1. Disciplinary proceedings involving alleged violation of academic and nonacademic regulations.

2. Refunds and charges. The status of a student charged with a violation of University regulations shall not be affected pending final disposition of the charges except in the case of administrative action. For specific procedures and rights of students during the student conduct process, see later section entitled “Student Conduct Review Process.”
- (h) Confidentiality of student records. Each University office and agency which generates, collects, and disseminates information on students must follow the guidelines for confidentiality of those records in their possession. For further information see “Student Record Guidelines.”

~~(2) — Provisions for Responding to Incidents Involving Acts of Violence. The University of Central Florida strongly encourages individuals to report any acts of violence including, harassment, sexual violence, relationship violence, physical harm and stalking to appropriate university of law enforcement officials. The Office of Student Rights and Responsibilities is responsible for educating students about their rights and responsibilities as students at the University of Central Florida. The Office of Student Rights and Responsibilities is available to assist students who are victims of crime or violations of the Rules of Conduct which are committed by University of Central Florida students. The office can also provide educational programs on related topics and refer individuals who are victims of crimes to campus support services. The Office of Student Rights and Responsibilities is also concerned with the well-being and rights of students who are victims in the university community.~~

- ~~(a) — Reporting Options. Reports of sexual misconduct or sexual harassment (including sexual violence) by a UCF student or UCF student organization may be filed through the University’s student conduct review process or through the University’s Equal Opportunity & Affirmative Action Office, in addition to or aside from, pursuing criminal charges. Reports of all other abusive conduct by a UCF student may be filed with the Office of Student Conduct in addition to or aside from pursuing criminal charges. Any University of Central Florida student who has been harassed, sexual assaulted, physically harmed or stalked is strongly encouraged to contact the local police department (University of Central Florida Police Department), Orange County Sheriff’s Office, Seminole County Sheriff’s Office, City of Orlando Police Department or other local law enforcement authorities where such harassment, assault, stalking, and/or harm occurred.~~
- ~~(b) — Resources. UCF recognizes the importance of offering assistance and support for individuals who feel they are a victim of a violent act committed by a student or student organization of the University of Central Florida. Individuals are also highly encouraged to contact the University’s Counseling and Psychological Services (CAPS), the University Health Center, Student Care Services or the University Victim Services office for any counseling, health care or other advocacy services.~~
- ~~(c) — Interim Measures. Upon the University’s receipt of a report of harassment, sexual misconduct, relationship violence, physical harm or stalking, the University will~~

~~impose reasonable and appropriate interim measures designed to eliminate the reported hostile environment and protect the parties involved. The University will maintain consistent contact with the parties to ensure that all safety, emotional, and physical well-being concerns are being addressed. Interim measures may be imposed regardless of whether formal disciplinary action is sought by the victim or the University. The University, at its discretion, will implement interim measures for individuals involved including but not limited to:~~

- ~~1. Issuing a no contact order~~
- ~~2. Access to counseling services and assistance in setting up an initial appointment~~
- ~~3. Providing alternative course completion options~~
- ~~4. Assistance from University support staff in completing housing relocation~~
- ~~5. Providing an escort to ensure safe movement between classes and activities~~

~~If the Director of the Office of Student Rights and Responsibilities or designee, upon notifying the Vice President of Student Development and Enrollment Services decides at any point that the well-being of a student or of any member of the University community is at stake, an interim suspension may be imposed on a student or student organization who is suspected of violating the Rules of Conduct or Organizational Rules of Conduct as outlined in the Golden Rule [section UCF-5.009 (1) (a), UCF 5.013 (1) (a)].~~

- ~~(d) Conduct Process. The University has an obligation under Title IX to investigate reports of sexual misconduct and harassment (including sexual violence) and take prompt and appropriate action. For reports received regarding cases of sexual misconduct and harassment (including sexual violence) against students or student organizations, the Deputy Title IX Coordinator within Student Development and Enrollment Services assists in conducting an investigation, recommending corrective action and serving as point of contact to direct students to appropriate campus and community resources. Victims may choose whether or not to pursue any action through the University student conduct review process. Victims who do choose to pursue the University student conduct review process may choose how to proceed within the student conduct review process. If a victim of sexual misconduct or harassment (including sexual violence) requests confidentiality or asks that the matter not be pursued, the University will determine whether or not the matter will be pursued by means of the student conduct review process within a reasonable time frame from the receipt of the incident report. The University may proceed with conduct action without the victim's consent if the alleged behavior renders others in reasonable fear of physical harm or creates a hostile environment in which others are unable to conduct or participate in University work, education, research or other activities, or otherwise adversely affects the accused student's or student organization's~~

suitability as a part of the University community. If the decision is made to proceed, the charged student and/or charged student organization and the victim will be notified of alleged charges and each provided an appointment date to discuss the matter with the Office of Student Conduct. At that point, the victim can choose whether he or she will participate or not in the University student conduct review process (See UCF 5.009 and UCF 5.013 for information regarding the Student Conduct Review Process). To encourage reporting, any individual (including a bystander or third party) who reports sexual misconduct or harassment (including sexual violence) will not be subject to disciplinary action by the University for one's own personal use of alcohol or other drugs at or near the time of incident provided that any such violations did not harm or place the health or safety of any other person at risk. The University may offer support, resources, and educational counseling to such an individual. The University will provide due process to students or student organizations accused of harassment, sexual violence, relationship violence, physical harm and stalking. See UCF 5.009 and UCF 5.013 for more information regarding the student conduct review processes for students and student organizations.

- (e) — ~~Accommodations in Student Conduct Hearings. Individuals who feel they are a victim of harassment, sexual violence, relationship violence, physical harm and stalking whose cases are handled by the Office of Student Conduct in a formal administrative or panel hearing have certain rights in the student conduct review process as listed below should they choose to participate in the process. Administrative and panel hearing officers who hear cases of sexual violence, harassment, relationship violence, physical harm and stalking cases receive annual training on how to conduct fair and impartial hearings for these types of cases. The following provisions are designed to provide a fair process for both parties while also ensuring victims protections under Title IX and campus SaVE Act. The University shall provide notice of these rights to the victim at least five (5) business days before a formal disciplinary hearing is conducted through the University student conduct review process. Victim rights include the following:~~
- ~~1. — A victim may have a person of her or his choice accompany her or him throughout the Student Conduct Review process. This person will act as a support person or advisor but will not represent the victim or address witnesses, accused student, accused student organization, panel, administrator or any other party or otherwise directly participate in the hearing. A victim shall be notified of the available assistance at the University of Central Florida.~~
 - ~~2. — A victim will be afforded similar and timely access to any information that will be used during the Student Conduct Review Process.~~

- ~~3. A victim will receive notice to attend a preliminary conference meeting with the Office of Student Conduct and be informed of the available resolution options in the Student Conduct Review Process.~~
- ~~4. A victim may submit a list of questions related to the alleged incident, prior to the hearing, that she or he feels the charged student should be asked during the hearing process.~~
- ~~5. A victim will have equal opportunity to present relevant witnesses and other information during the Student Conduct Review Process.~~
- ~~6. A victim may not have her or his irrelevant past conduct, including sexual history, discussed during the hearing. The issue of relevancy shall be determined by the Student Hearing Panel or the hearing officer.~~
- ~~7. A victim or survivor will be provided access to participate, view and hear the entire formal hearing whether in person, via videoconference or telephone or by other means available.~~
- ~~8. A victim should not be questioned directly by the charged student or charged student organization during the Student Conduct Review Process. All questions shall be asked through a hearing officer.~~
- ~~9. A victim may make a "victim impact statement" and suggest an appropriate disciplinary sanction: warning, probation, suspension, or expulsion (see UCF 5.009(5) for more information regarding disciplinary sanctions for students, see section UCF 5.013(5) for more information regarding student organization disciplinary sanctions) to include appropriate compensations if the charged student or charged student organization is found to have been in violation of the Rules of Conduct or Organizational Rules of Conduct.~~
- ~~10. The victim and the charged student or charged student organization will be informed of the outcome of the student conduct review, any outcomes, and the appeal process concurrently in writing. The victim be informed of the outcome of the hearing and the outcome of any appeal without a commitment to protect the confidentiality of the information, pursuant to the Clery Act Regulations, 34 CFR 668.46(b)(11). The "final outcome" means only the final determination with respect to the alleged offense and any sanction that is imposed against the charged student or student organization. If the alleged victim of such crime or offense is deceased as a result of such crime or offense, the next of kin shall be treated as the alleged victim for purposes of this paragraph. The university will provide the written determination of the hearing and appeal outcomes, and any changes to the result before it becomes final to the victim.~~
- ~~11. A victim has the right to appeal the outcome of the Student Conduct Review Process on the basis outlined in the Student Conduct Appeals section UCF 5.010 and UCF 5.013.~~

~~12. — A victim will be given periodic status updates throughout the Student Conduct Review Process, which generally takes sixty calendar days following receipt of an incident report.~~

- ~~(f) — Possible Sanctions. Any student or student organization found in violation of the Rules of Conduct for sexual harassment, stalking, relationship violence, and sexual assault is subject to disciplinary action from UCF including but not limited to disciplinary probation, disciplinary suspension, or disciplinary expulsion. In addition to issuing punitive sanctions, educational requirements such as but not limited to attendance at seminars, workshops, presentations, writing papers, and conducting interviews on what constitutes consent and other relevant topical areas will also be imposed. Any student organization found in violation of the Organizational Rules of Conduct for sexual harassment and/or sexual assault is subject to disciplinary action from UCF including but not limited to organizational probation, organizational suspension, or recommendation of charter revocation. In addition to issuing punitive sanctions, educational requirements such as but not limited to attendance at seminars, workshops, presentations, writing papers, and conducting interviews on what constitutes consent and other relevant topical areas will also be imposed. The standard used to determine responsibility is a preponderance of the evidence, that is, whether it is “more likely than not” that charged student or charged student organization violated University policy. It is also a violation of University policy to engage in any form of retaliation or intimidation in connection with complaints of sexual harassment, stalking, relationship violence, and sexual assault. Any such acts of retaliation or intimidation by a UCF student should be reported to the Office of Student Conduct. The same penalties may be imposed for retaliation as for the alleged violence.~~

(32) Student Responsibilities. A student at the University is deemed to have given his or her consent to the policies of the University and the Florida Board of Governors and to the laws of the State of Florida. Each student is responsible for reviewing the rules and regulations of the University and for abiding by them. ~~The most basic responsibility of a student is to study and move forward in intellectual development, while taking advantage of the many opportunities provided in this University environment for total personal growth, development and maturation.~~

- ~~(a) — Students and organizations are responsible for the observation of all University policies and regulations.~~
- ~~(b) — Rights and freedoms in any environment are protected through exercised responsibilities and maintained through an established system for justice. The ideal balance of control for liberties is strongly weighted toward understanding and observing regulations as acts of individual responsibility, not always because of agreement, but because compliance also serves the best interests of all and helps in the completion of stated individual and University objectives.~~

- ~~(c) — The University has compiled student governing information in this handbook and has distributed it to help provide direction and awareness for the academic community. It is each student's responsibility to become aware of and learn its regulatory content and procedures for dealing with problems which may arise in the course of educational progress.~~
- ~~(d) — When University regulations are judged to no longer serve the best interests of all; the consideration for change should be introduced through appropriate channels.~~
- ~~(e) — Within the University, emphasis is placed on the development of each individual's recognition and acceptance of personal and social responsibilities.~~
- ~~(f) — High ethical and moral standards of conduct are a part of the University's mission and its contribution to the well being of society.~~

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

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

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

- (a.) ~~Student Care Services~~Care Managers will reach out to the student ~~of concern~~ to assess what resources would be beneficial ~~to the student~~ and collaboratively develop an action plan ~~with the student~~ to reduce obstacles affecting ~~their~~ success at UCF. ~~Student Care Services~~Care Managers will assist the student in coordinating with campus resources currently being utilized and then will work with the student to monitor progress. Depending upon the circumstances, the referring person may receive feedback about the student's action plan.
- (b.) In order to support student success, ~~Student Care Services~~Care Managers may utilize additional campus resources to assist the student. This may include

collaboration with the Student of Concern Committee (SOCC), a multidisciplinary group that reviews potential concerns presented by the UCF community regarding student behavior. SOCC offers additional knowledge of university resources and procedures and may make further recommendations regarding action plan items for student success. Students of concern are presented to the committee at the discretion of ~~the~~ Student Care Services or ~~the~~ Director of Student Rights and Responsibilities.

- (c.) ~~Student Care Services has~~ Care Managers have additional campus support systems in place to assess students engaging in behavior that may pose a risk to themselves or others. This includes the University Crisis Committee, Mandated Assessment Procedure, and Involuntary Withdrawal Procedure.

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

- (a) The Director of OSRR or designee will convene the crisis committee members in order to review each case and decide on the best course of action. The Crisis Committee is composed of the following persons and/or their designee(s): Health Services Director, Counseling and Psychological Services Director, ~~Associate Director of Safety and Security for~~ Chief of UCF Police Department ~~University Police~~, Director of the Office of Student Rights and Responsibilities, ~~Case Manager of the Office of Student Rights and Responsibilities~~, Student Care Services Assistant Director, Office of Student Conduct ~~Director~~ Representative, Associate Dean for Academic Services, Senior Associate Vice President & Dean of Students, and the Director of Housing and Residence Life.
- (b) Various campus units may enlist the services of the Committee. These include but are not limited to Housing and Residence Life, Health Services, ~~Disability~~ Student Accessibility Services, Counseling and Psychological Services, Recreation and Wellness Center, Wellness and Health Promotion Services, Office of Fraternity and Sorority Life, Athletics, Alcohol and Other Drug ~~Programming Office~~ Intervention Services, University Police, and the Office of Student Conduct. In the event that a student's behavior raises concern about risk of danger to self or others, the involved unit will contact the Director of OSRR or designee. The Director of OSRR or designee will then contact Crisis Committee members to convene a meeting in order to review the case and decide on the best course of action.
- (c) The role of the Health Services Director and the Counseling and Psychological Services Director on the Crisis Committee will be consultative in nature. When possible, the Health Services Director and the Counseling and Psychological Services Director will not confer on a case for which they are (or have been)

serving in a direct provider relationship with the involved student. When the involved student has been a client at UCF Counseling and Psychological Services, the Counseling and Psychological Services Director or designee will maintain the confidentiality of the student's clinical information and will make recommendations for action based solely upon the information provided in the Crisis Committee meeting.

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

- (a.) Once a report is received, the ~~Director of OSRR~~ Assistant Director of Student Care Services or designee may notify and consult with designated representatives of UCF Counseling and Psychological Services or Student Health Services and/or the University Crisis Committee to review the severity of the student's behavior for potential of continued risk to the campus community. A determination will be made whether a mandated assessment and/or physical assessment is needed to help the student in their specific situation or whether some other more stringent, protective action is appropriate to protect both the welfare of the student and the community. The mandated assessment session(s) may be used to evaluate the student's risk of harm to self or others, and to take appropriate actions to ensure the safety of the student or others if risk is present. In addition, the mandated assessment session(s) are designed to assist students in developing a safety and/or well-being plan and provide students with educational resources. ~~The Director of OSRR or designee~~ A member of Student Care Services will contact the student in a timely manner and require an initial meeting between an OSRR representative and the student to inform the student of their rights and responsibilities regarding the incident.
- (b.) All students identified as threatening self-harm or having attempted suicide must complete a mandated assessment with a licensed mental health professional and/or a physical assessment with a licensed medical provider. Examples of a licensed mental health professional include a UCF Health Services psychiatrist, a UCF Counseling and Psychological Services clinician, or a community based counselor or psychiatrist of the student's choice. Before the mandated assessment is conducted, the Assistant Director of Student Care Services ~~Director of OSRR~~ or designee will first attempt to obtain an *Authorization to Release/Exchange Confidential Information form* from the student to provide the licensed mental

health professional and/or licensed medical health professional conducting the assessment with background information relevant to the reason for the mandated assessment. The Director of OSRR or designee will require proof of participation for the mandated assessment with a licensed mental health professional and/or proof of a physical assessment with an appropriate medical provider. The student must meet with Student Care Services within two weeks (10 business days) to complete a follow up appointment. Student must provide proof of assessment within four weeks (20 business days) or prior to return to the university (in the event a student withdraws for the remainder of the semester or is placed on Medical Withdrawal). Failure to comply may result in disciplinary action or the convening of the University Crisis Committee to consider the initiation of the Involuntary Withdrawal Procedure

- (c.) In cases where more protective action is needed based on more severe behavior/conduct (e.g., behaviors/actions towards killing self, behavior endangering others, threats to harm others, behavior significantly disruptive to the UCF community), the Director of OSRR or designee may initiate one or both of the following:

1. Interim Suspension followed by initiating the Student Conduct Review process;
2. Convening of the University Crisis Committee to consider the initiation of the Involuntary Withdrawal Procedure.

(98) Involuntary Withdrawal Procedure. A student who poses a serious danger of imminent or serious physical harm ~~to himself/herself or others on property~~ at the University may be involuntarily withdrawn from the University by the Director of OSRR or designee upon appropriate notification and consultation from the University Crisis Committee and the Senior Associate Vice President & Dean of Students ~~Vice President for SDES~~ or designee.

- (a) This notification is received in the form of an incident report to the Office of Student Rights & Responsibilities, or a psychiatric evaluation filed with the UCF Police Department. The student will be withdrawn if the Director of OSRR or designee concludes, on the basis of preponderance of evidence that the student engages or threatens to engage in behavior that may:
1. Pose a significant danger of causing harm ~~to others~~;
 2. Cause significant property damage or interfere with the educational environment of others at the university; or
 3. Demonstrates an inability to care for his/her daily physical or mental wellbeing without assistance and has failed to secure such assistance.
- (b) The Director of OSRR or designee reserves the right to impose an immediate and interim withdrawal (the equivalent of an summary-interim suspension), prior to the review of all information, if the Director of OSRR or designee concludes that the student poses a threat to the welfare of any individual, the student body, or any part of the University or its community. In such cases, there will be a

- scheduling of a hearing within three (3) ~~calendar~~business days to determine the status of interim withdrawal. At this hearing, the student shall be offered an opportunity to provide documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment.
- (c) The Director of OSRR or designee will call a meeting of the University Crisis Committee at the earliest possible date. The student may be present at this meeting and may present information in support of his/her case. Following the student's presentation, the committee shall convene in executive session. At the conclusion of this proceeding, the committee shall make a recommendation to the Director of OSRR or designee whether to withdraw the student, reinstate the student, or reinstate the student with conditions.
 - (d) The Director of OSRR or designee will make a final decision regarding the student's enrollment status and notify the student in writing within 24 hours of the Crisis Committee's recommendation.
 - (e) A student subject to involuntary withdrawal is entitled to the following:
 1. Notice of intent to remove the student pursuant to this policy stating the reasons for the action.
 2. The opportunity to examine the psychiatric or other evaluations provided to the committee and to discuss them.
 3. The opportunity to present relevant information for consideration of his/her case personally, or by a health professional working with that student, if the student is not capable of self-representation.
 4. The opportunity to have an advisor of the student's own choice accompany the student.
 5. The right to appeal.
 - (f) In the event a student disagrees with the decision of the Director of OSRR or designee, the student may appeal the finding. The appeal must be made in writing to the ~~Associate~~ Vice President ~~for Campus Life~~ for SDES, or designee, within three (3) business days after the date of the notification to the student of the decision. The ~~-~~Vice President of SDES or designee, shall, within three (3) business days, sustain the initial decision or remand the case to the Crisis Committee for re-consideration. The Vice President's decision will be considered final agency action.
 - (g) Upon being withdrawn, the student may no longer enroll in classes, may not be an active member of a registered Student Organization, may no longer use University facilities, must vacate University owned ~~or affiliated~~ housing, may no longer be permitted on University property, may not be employed by UCF, and may be entitled to whatever refunds of tuition, fees, and room and board charges as would be appropriate given the timing of the withdrawal.
 - (h) Students who are involuntarily withdrawn from the University shall have a hold placed on their records, which will prevent them from being readmitted or

reenrolled ~~in~~at the institution except as stated in this paragraph. A student may request readmission or reenrollment at the University and provide the Director of OSRR or designee with documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment of the student and concluded that the student does not pose a serious threat to others. In cases where the Director of OSRR or designee has imposed other conditions for readmission, it is the responsibility of the student to provide documentation of compliance with such conditions.

- (i) A student who is not involuntarily withdrawn may be subject to conditions to continue enrollment at the University. In such cases, the student will be provided with a written summary of conditions and must meet all conditions in order to maintain student status. A student who fails to meet such conditions will be subject to involuntary withdrawal by the Director of the Office of Student Rights & Responsibilities or designee, or will be subject to charges through the University's Student Conduct Review Process for failure to comply.
- (j) The current medical withdrawal process should not be used to handle withdrawals related to mental health issues where an imminent threat to the community is evident or a violation of the ~~Golden Rule~~Rules of Conduct has allegedly occurred. However, a student could choose to pursue a medical withdrawal within six (6) months of the end of the semester. As a general principle, the regular Student Conduct Review Process and its policies and practices are preferred in serious instances of misconduct, without regard to whether there might be mental health issues present. The procedures and specifications given in this regulation are to be employed in those extraordinary situations in which, in the judgment of the appropriate administrative officers, the regular Student Conduct Review Process is not applicable or cannot be applied.

(9) Student Title IX Resources and Statement of Policy on Sexual Misconduct

- (a) The University of Central Florida is committed to fostering an environment in which all members of our campus community are safe, secure, and free from sexual misconduct, including but not limited to, sexual harassment, sexual assault, stalking, dating violence, and domestic violence.
- (b) Our community expects that all interpersonal relationships and interactions – especially those of an intimate nature – be grounded upon mutual respect and open communication. When learning of conduct or behavior that may not meet these standards, community members are expected take an active role in promoting the inherent dignity of all individuals.
- (c) Federal laws, specifically Title IX of the Education Amendments of 1972 (Title IX), prohibits discrimination on the basis of sex in education programs or activities. Title IX prohibits sex discrimination against students, staff and faculty– which includes acts of sexual misconduct such as sexual harassment, sexual violence, dating violence, domestic violation, and sex-related stalking. Title IX

also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. A closely related federal law, Section 304 of the Violence against Women Act, requires universities to increase transparency about the scope of sex-related violence on campus, guarantee victims enhanced rights, provide for standards in institutional conduct proceedings, and provide campus community wide prevention education and awareness programming.

(d) The University Of Central Florida encourages any faculty, staff, student or non-student who thinks that he or she has been subjected to Sexual Misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident.

(e) Rights of the Complainant and the Respondent. A student or student organization charged with Sexual Misconduct (“Respondent”) and a student alleging Sexual Misconduct (“Complainant”) rights in the student conduct review process as listed below where there is an administrative or panel hearing. These rights are in addition to the conduct review procedures outlined in UCF-5.009 (students) and UCF-5.013 (student organizations). Administrative hearing officers and panel members who hear cases of Sexual Misconduct – including sexual assault, sexual harassment, dating violence, domestic violence and stalking – receive training on how to conduct fair and impartial hearings for these types of cases. The following provisions are designed to provide a fair process for both parties while also ensuring victims protections under Title IX and Campus SaVE Act. The University shall provide notice of these rights to the Complainant and the Respondent at least five (5) business days before a formal disciplinary hearing is conducted through the University student conduct review process. Complainant and Respondent rights include the following.

1. Both the complainant and respondent are permitted to have an advisor or support person accompany them throughout the entire process. This person will act as a support person or advisor but will not represent the complainant or respondent or address witnesses, panel, administrator or any other party or otherwise directly participate in the hearing. A complainant or respondent shall be notified of the available assistance at the University of Central Florida.
2. Both the complainant and respondent will be afforded similar and timely access to any information that will be used during the Student Conduct Review Process.
3. Both the complainant and respondent will receive notice to attend a preliminary conference meeting with the Office of Student Conduct and be informed of the available resolution options in the Student Conduct Review Process.

4. Both the complainant and respondent may submit a list of proposed questions related to the alleged incident, prior to the hearing, to be asked during the hearing process.
5. Both the complainant and respondent will have equal opportunity to present relevant witnesses and other information during the Student Conduct Review Process.
6. The complainant may not have irrelevant past conduct, including sexual history, discussed during the hearing. The issue of relevancy shall be determined by the Student Hearing Panel or the hearing officer.
7. The complainant will be provided access to participate, view and hear the entire formal hearing whether in person, via videoconference or telephone or by other means available.
8. The complainant and respondent should not be questioned directly by one another during the Student Conduct Review Process. All questions shall be asked through the hearing body.
9. The complainant may make a “victim impact statement” and suggest an appropriate disciplinary sanction: warning, probation, suspension, or expulsion. See UCF-5.009(5) for more information regarding disciplinary sanctions for students, and section UCF-5.013(5) for more information regarding student organization disciplinary sanctions to include appropriate compensations if the respondent is found to have been in violation of the Rules of Conduct or Organizational Rules of Conduct.
10. Both the complainant and respondent will be informed, concurrently and in writing, of the outcome of the student conduct review process and the outcome of the appeal process, in accordance with federal guidelines.
11. Both the complainant and the respondent have the right to appeal the outcome of the Student Conduct Review Process on the basis outlined in the Student Conduct Appeals section UCF-5.010 and UCF-5.013.
12. Both the complainant and respondent will be given periodic status updates throughout the Student Conduct Review Process.

Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.003, New 6-18-09, Amended 7-19-12, 9-5-13, 11-24-14, _____-15.

Attachment B

UCF-5.007 Office of Student Conduct; Scope, Definitions; Student Conduct Records

(1) Scope

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

(2) Authority

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

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

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

(4) Definitions

- (a) The term “Academic Integrity Panel” is comprised of two faculty members and two students selected from the Student Conduct Board. Members of this panel will receive training annual on how to conduct an investigation related to academic misconduct.

- (b) The term “Advisor” or “Support Person” refers to the person of the Complainant’s, Respondent’s, charged students or organization’s choice who may assist and/or accompany the charged student or student organization throughout the Student Conduct Review Process but shall not speak for or present the case on behalf of the Complainant, Respondent, or organization~~charged student or organization.~~

- ~~(c) The term “Charged student” means any student that is charged with a violation of the Rules of Conduct.~~

- ~~(d)~~ (e) The term “Clery Act” refers to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act is a federal law that requires institutions of higher education to provide current and prospective students and employees, the public, and the Department with crime statistics and information about campus crime prevention programs and policies. Among other

crimes, the Clery Act requires that colleges and universities report forcible sex offenses including sexual assault and rape. The Clery Act was most recently amended by the Violence Against Women Reauthorization Act of 2013.

- (d) The term “Complainant” refers to anyone who reports having been subject to sexual misconduct.
- (e) The term “Continuously enrolled” is defined as being enrolled in classes without a break of two or more consecutive regular semesters/terms (i.e., Fall and Spring, or Spring, Summer, and Fall).
- (f) The term “Dating Violence is defined as violence or threat of such violence to an individual committed by a student who is or has been in a romantic or intimate relationship with said individual.
- ~~(fg)~~ The term “Director of the ~~OSRROSC~~” refers to the Director of the Office of Student ~~Rights and Responsibilities~~ Conduct.
- ~~(gh)~~ The term “Disciplinary Sanction Review Committee” is a committee composed of an equal number of faculty/staff and students appointed by the Director of the ~~OSRROSC~~ to review the disciplinary probation/suspension status of a student.
- ~~(hi)~~ The term “Hold” refers to a service indicator placed on a student’s record.
- ~~(ij)~~ The term “Off campus” refers to any location not defined as University premises.
- ~~(jk)~~ The term “Overlay” refers to a notification on a student’s university transcript that states the student is not in good standing.
- ~~(kl)~~ The term “Preponderance of evidence” means that evidence, considered as a whole, shows that the fact sought to be proved is more probable than not. This is the standard used in adjudicating all disciplinary cases within the Student Conduct Review Process.
- ~~(lm)~~ The term “Record Sealing” refers to when a student’s disciplinary record cannot be examined except by a court order or designated officials.
- (n) The term “Respondent” means any student that is charged with a violation of the Rules of Conduct.
- (o) The term “Responsible Employee” is defined as a university employee who has the authority to redress sexual misconduct or other forms of harmful behavior, the duty

to report incidents of sexual misconduct or other student misconduct, or is someone a student could reasonably believe has this authority or duty.

- (mp) The term “Sanction” refers to outcome(s) imposed on students found in violation of any Rules of Conduct of this University.
- (mq) The term “Student” means any person enrolled in one or more classes at the University, either full time or part time, study abroad, on-line students, students pursuing undergraduate, graduate or professional studies, whether degree seeking or non-degree seeking. Persons who withdraw after allegedly violating the Rules of Conduct, or who are not officially enrolled for a particular academic term but who have a continuing relationship with the University, or who have been notified of their acceptance for admission are considered “students”.
- (or) The term “Student Conduct Board” means any person or persons authorized by the Director of the ~~OSRROSC~~ or designee to gather information and make proposed findings regarding whether a student has violated the Rules of Conduct and to propose sanctions that may be imposed. Board members are selected through an annual application and interview process with the exception of the justices from the Student Government Association Judicial Council. All Student Conduct Board members, including justices, receive training from the Office of Student Conduct. Student Conduct Board members who serve on hearings related to allegations of domestic violence, dating violence, sexual assault, and stalking will receive additional training annually. They will be trained on how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.
- (ps) The term “Title IX” refers to the Title IX of the Education Amendments of 1972 which is a federal law that protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. Title IX’s sex discrimination prohibition protects against sexual harassment and sexual violence and extends to claims of discrimination based on

gender identity or failure to conform to stereotypical notions of masculinity or femininity. Other examples of the types of discrimination that are covered under Title IX include the failure to provide equal opportunity in athletics; discrimination in a school's science, technology, engineering, and math (STEM) courses and programs; and discrimination based on pregnancy and parental status.

(t) The “Title IX Coordinator” is defined as a university employee who is responsible for coordinating the University’s efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of this College, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.

~~(qu)~~ The term “University” means the University of Central Florida.

~~(fv)~~ The term “University community” refers, collectively and individually, to students, University officials, Trustees, and all visitors, contractors, and guests to the University or any of its campuses, facilities or events.

~~(sw)~~ The term “University official” includes any person employed by the University (i.e. faculty, staff, administration, and residence hall staff) acting within the scope of their job duties.

~~(tx)~~ The term “University premises” includes all land, buildings, facilities, and other properties in the possession of or owned, used, or controlled by the University.

~~(uy)~~ The term “VAWA” refers to the Violence Against Women Reauthorization Act of 2013, amended the Violence Against Women Act and the Clery Act to provide new requirements for schools to prevent and respond to sexual violence, domestic violence, dating violence, and stalking. Some of these requirements include providing primary prevention education and awareness programs for all incoming students and employees; collecting statistics on domestic violence, dating violence, and stalking in addition to current requirements to collect sexual assault statistics; issuing complainants a written notice of their rights; and adopting grievance policies that are prompt, fair, and impartial as well as administered by trained officials. The updates are sometimes referred to as Campus Sexual Violence Elimination Act or Campus SaVE Act.

(~~v~~z) The term “VP of SDES” refers to the Vice President of Student Development and Enrollment Services.

(~~w~~aa) The term “Witness” refers to an individual who is in the proximity of an incident and viewed the actions of said incident or who has relevant information about a given incident or who has relevant information about a given incident or actions related to a specific incident.

(5) Student Conduct Records

(a) Maintenance of Records. A student’s conduct case record will be maintained in the Office of Student Conduct. The case record of a student found responsible for charge(s) against them, with sanctions less than suspension or expulsion, will generally be maintained in the Office of Student Conduct for seven years from the calendar year of record, after which they are destroyed. The case record of a student who has been placed on Disciplinary Suspension or Expulsion will be permanently maintained as official records by the Office of Student Conduct.

(b) Release of Records. The release of student disciplinary records will be governed by applicable federal and state laws regarding the privacy of educational records.

(6) Evaluation of Student Conduct Review Process. The Student Conduct Review Process will be evaluated periodically by a committee, which shall be composed of students and staff members of the university.

Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.0041, New 6-18-09. Amended 9-5-13, 11-20-14, _____-15.

Attachment C

UCF-5.008 Rules of Conduct

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

(1) Academic Misconduct

- (a) Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course related material also constitutes cheating.
- (b) Communication to another through written, visual, electronic, or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project.
- (c) Commercial Use of Academic Material: Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor is a violation of this rule.
- (d) Falsifying or misrepresenting your academic work.
- (e) Plagiarism: Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- (f) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- (g) Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.

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

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

(3) Disruptive Conduct

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

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

(4) Harmful Behavior

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

~~fear of injury or death. Bullying: Defined as behavior (including written, visual, electronic or oral means) that is intentional and repeated, or meant to be done in humor or in jest, that results in the intimidation, injury, or distress of another individual physically, mentally, or socially. Bullying, however, is not speech or conduct otherwise protected by the First Amendment of the United States Constitution and any other applicable law~~

~~(e) Dating Violence: defined as violence, or threat of such violence, to an individual committed by a student who is or has been in a romantic or intimate relationship with said individual.~~

~~(f) Domestic Violence: defined as violence towards a current or former spouse or intimate partner in which the individuals are currently or have previously cohabitated together.~~

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

~~(hf)~~ Failure to respect the privacy of other individuals including but not limited to stalking.

~~(ig)~~ Retaliation against or harassment of complainant(s), ~~or~~ other person(s) alleging misconduct, or anyone who participates in an investigation of harassment.

~~(jh)~~ Condoning or encouraging acts of harmful behavior as defined above or failing to stop an act of harmful behavior while it is occurring. ~~Note: See provisions for victim/survivor acts of violence regarding domestic violence, dating violence, and stalking in section UCF 5.006(2) under Student Rights. See F.S.S. 741.28, 784.046, 784.048 for definitions of Florida State Statutes www.leg.state.fl.us/Statutes/.~~

(5) Sexual Misconduct

~~(a) Any nonconsensual sexual conduct which occurs on or off the UCF campus.~~

~~Consent, to be valid, must be:~~

~~1. Freely and actively given.~~

~~2. In mutually understandable words or actions.~~

- ~~3. Consent to one form of sexual activity can never imply consent to other forms of sexual activity.~~
- ~~4. Consent is not the lack of resistance; there is no duty to fight off a sexual aggressor.~~
- ~~5. Consent can be withdrawn at anytime, as long as the withdrawal is clearly communicated by the person withdrawing consent through words or actions.~~
- ~~6. A person shall not knowingly take advantage of another person who is under 18 years of age, mentally defective, under the influence of prescribed medication, alcohol or other chemical drugs, or who is not conscious or awake, and thus is not able to give consent as defined above. Further, a person shall not physically or verbally coerce another person to engage in any form of sexual conduct, to the end that consent as defined above is not given.~~
- ~~7. Any attempted acts of sexual misconduct are also violations of this policy.~~

(a) Any nonconsensual sexual conduct which occurs on or off the UCF campus.

1. Consent, to be valid, must be an affirmative act or statement by each person that is informed, freely given and mutually understood. A determination of whether consent exists will be based on the information the initiator of the sexual act knew or should have known as a sober, reasonable person. Being intoxicated does not relieve an initiator of a sexual act from obtaining consent.:
 - a. It is the responsibility of each person involved in any sexual activity to ensure that he or she has the affirmative consent of the other, or others, to engage in the sexual activity.
 - b. The existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations is not indicator of consent for any current or future sexual encounter.
 - c. Consent cannot be obtained by force, threat, coercion, manipulation, reasonable fear of injury, intimidation, use of position of influence, or through the use of one's mental or physical helplessness or incapacity.

2. Consent must be ongoing throughout a sexual activity, for each sexual act, and can be revoked at any time.

a. Within each sexual encounter, there may be separate individual sexual acts involved.

b. Consent to one act by itself does not constitute to another act.

c. If verbal consent is not given, ongoing active participation is required for consent.

d. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.

e. Lack of protest or resistance is not consent

f. Silence is not consent.

g. Consent can be withdrawn at any time as long as the withdrawal is clearly communicated by the person withdrawing consent through words or actions.

3. If a person is mentally or physically incapacitated so that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.

a. Incapacitation is a temporary or permanent state in which a person cannot make informed, rational judgments because the person lacks the physical or mental capacity to understand the nature or consequences of their words and/or conduct, and/or the person is unable to physically or verbally communicate consent.

b. This includes but is not limited to conditions due to age, alcohol or drug consumption, being unconscious or asleep, or because of an intellectual or other disability that prevents the person from having the capacity to give consent.

- (b) Sexual Harassment: Conduct (verbal or physical behavior) that would constitute sexual harassment under federal or state civil rights laws or under University Regulation UCF-3.001. Unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature which, due to the severity and pervasiveness of the conduct and the targeted nature of the conduct on the basis of sex, objectively prevents or impairs another person's full enjoyment of the educational

benefits, atmosphere, or opportunities provided as part of the University. This provision also applies to unwanted, unwelcome, inappropriate, or irrelevant sexual or gender-based activities, sexual advances, or requests for sexual favors, when (i) submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic, extracurricular, or employment participation; or (ii) submission to or rejection of such conduct or request is used as the basis for employment decisions or to determine participation in academic or extracurricular activities.

- (c) Exposure of one's body in such a manner that another party reasonably could be offended or to display sexual behavior which another person reasonably finds offensive.
- (d) Sexual stimulation sought through trespass, spy, or eavesdropping activities.
- (e) Attempting to commit by solicitation sexual acts with a minor by oral, written, or electronic means.
- (f) Dating Violence: defined as violence, or threat of such violence, to an individual committed by a student who is or has been in a romantic or intimate relationship with said individual.
- (g) Domestic Violence: defined as violence towards a current or former spouse or intimate partner in which the individuals are currently or have previously cohabitated together.
- (h) Sex-related stalking: defined as repeated, unwanted conduct toward or contact with another person because of sex that creates fear for the person's safety or the safety of others, or causes an individual to suffer emotional distress. Such conduct is direct, indirect, or through a third party, using any type of action, method, or means. Cyber stalking is also included in this definition.
- (fi) Condoning or encouraging acts of sexual misconduct as defined above or failing to stop an act of sexual misconduct while it is occurring.
- (gi) Any attempted acts of sexual misconduct are also violations of this policy.

~~Note: See provisions for victim acts of sexual misconduct in section UCF-5.006(2) under Student Rights. See F.S.S. 784.046 for definitions of Florida State Statutes www.leg.state.fl.us/Statutes/.~~

(6) Larceny/Property Damage

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

(7) Hazing

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

(8) Misuse or Unauthorized Use of Facilities and Grounds

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

(9) Misconduct at University Sponsored/Related Activities

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

(10) Controlled Substance and Drug Violations

- (a) Possessing, consuming, or attempting to possess cannabis in any amount, except as expressly permitted by law
- (b) Cultivating, manufacturing, or attempting to obtain cannabis in any amount, except as expressly permitted by law.
- (c) Possessing, consuming, cultivating, manufacturing, or attempting to possess any controlled substances other than alcohol, cannabis, , except as expressly permitted by law.
- (d) Selling or distributing cannabis or any other controlled substances and related paraphernalia, other than alcohol and alcohol-related paraphernalia, except as expressly permitted by law.
- (e) Possessing or attempting to possess any drug related paraphernalia, other than alcohol-related paraphernalia, except as expressly permitted by law.
- (f) Misconduct under the influence of controlled substance of alcohol.

(11) Alcoholic Beverages Violation

- (a) Possessing or consuming alcoholic beverages, or possessing or using alcohol-related paraphernalia, except as expressly permitted by the law and University Regulations and/or Policies.
- (b) Selling or distributing alcoholic beverages or alcohol-related paraphernalia, except as expressly permitted by law and University Regulations and/or Policies
- (c) Misconduct under the influence of alcohol
- (d) Alcohol Emergencies- University Expectations for Individuals.
 - 1. University of Central Florida students who receive medical attention due to alcohol-related emergencies may be exempt from disciplinary action as part of the conditions for alcohol emergencies after review by the Director of the Office of Student ~~Rights and Responsibilities~~Conduct. Students

eligible for exemption will be referred for assessment and follow-up services in lieu of the student conduct review process.

2. Students who receive medical assistance for alcohol emergencies may receive exemption for violations of the Rules of Conduct Section 11 subsections a, b, & c; however, exemption for other Rules of Conduct violations may not be granted. The Director of the ~~Office of Student Rights and Responsibilities~~Office of Student Conduct reserves the right to review each incident individually to determine whether the student will be exempt from disciplinary action. The Director of the ~~Office of Student Rights and Responsibilities~~Office of Student Conduct maintains the right to recommend additional requirements for students who are referred for assessment and fail to meet the requirements of their assessment. For subsequent incidents, appropriate interventions will be handled on a case by case basis.
3. Students who seek medical assistance on behalf of another intoxicated student may be exempt from disciplinary action for violations of the Rules of Conduct Section 11 subsections a, b & c. However, exemption for other Rule of Conduct violations may not be granted.
4. For parental notification regarding medical transports for alcohol-related incidents, refer to the Parental Notification Policy in the on the Office of Student Conduct website: <http://osc.sdes.ucf.edu/notification>.
5. Additional information regarding alcohol emergencies can be found through the ~~Office of Student Rights and Responsibilities~~Office of Student Conduct website: ~~<http://osrr.sdes.ucf.edu>~~<http://osc.sdes.ucf.edu/alcohol>.

(12) Possession of Weapons and/or Dangerous Material

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

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

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

(14) Misuse of Computing and Telecommunications Resources

- (a) Theft or other abuse of computer facilities and resources
- (b) Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
- (c) Unauthorized transfer of a file.
- (d) Use of another individual's identification and/or password.
- (e) Use of computing facilities and telecommunications resources to interfere with the work of another student, faculty member or University Official.
- (f) Use of computing facilities and telecommunications resources to send obscene or abusive messages.
- (g) Use of computing facilities and telecommunications resources to interfere with normal operation of the University computing system.
- (h) Use of computing facilities and telecommunications resources in violation of copyright laws.
- (i) Any violation of the University of Central Florida Use of Information Technology and Resources Policy.
- (j) Any violation of the University of Central Florida ResNet Acceptable Use Policy.

(15) Gambling

- (a) Play in an unlawful game of chance for money or for anything of value on University premises or at any affair sponsored by a student or student organization.
- (b) Unlawfully sell, barter or dispose of a ticket, order, or any interest in a scheme of chance by whatever name on University premises or at any affair sponsored by a student or student organization.

(c) Wager on a University team or organization in a competition, with a direct influence in the success of the competition.

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

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

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

Authority: BOG Regulations 1.001 and 6.0105. History – Formerly 6C7-5.0042, New 6-18-09, Amended 7-19-12, 9-5-13, 11-20-14, _____-15.

Attachment D

UCF-5.009 Student Conduct Review Process; Sanctions

(1) Violation Reports. Alleged violations of the UCF Rules of Conduct shall be reported in writing to the Director of the ~~OSRR-OSC~~ or designee. Upon receiving an alleged violation of misconduct, the Director of the ~~OSRR-OSC~~ or designee may review relevant information and consult with relevant parties regarding the incident in question. In unusual cases, which dictate a decision for the welfare of any individual, the student body, or any part of the University or its community, the Director of the ~~OSRR-OSC~~ or designee, upon notifying the VP of SDES, may take immediate action to resolve the situation by placing the student on interim suspension. Such action is subject to review at a hearing within three (3) business days by the VP of SDES or designee to determine the status of the interim suspension. The outcome of an interim suspension hearing shall remain in effect until the final disposition of formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.

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

Government Association Judicial Advisor. At the conclusion of the meeting, the Office of Student Conduct recommends an option for resolution of the disciplinary charges. These options are dismissal, mediation, informal hearing, or formal hearing.

(2) Options for Resolution of Disciplinary Charges

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

responsibility and recommended sanctions) are final and are not eligible to be appealed (UCF-5.010).

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

Formal notification shall include:

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

(3) Formal Hearings.

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

(a) Panel Hearings.

1. A panel to consider an individual case shall be randomly selected by the Office of Student Conduct from the Student Conduct Board and shall consist of two (2) faculty and administrative staff members combined, and two (2) student members. One panel member shall be selected by the Office of Student Conduct to chair the hearing and report the finding(s) and recommended sanctions, if any, to the Director of the ~~OSRR~~ OSC or designee.
2. At hearings conducted by a panel, an Office of Student Conduct staff member shall act as an advisor to the panel. The Director of the ~~OSRR~~ OSC or designee shall receive the panel's proposed finding(s) as to "in violation" or

"not in violation" of the Rules of Conduct, and consider any sanctions proposed by the panel.

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

(b) Administrative Hearings

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

finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.

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

3. A recording of the announcement of the proposed finding(s) and proposed sanctions, if any.
4. All staff memoranda submitted.
5. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.
6. The proposed finding(s) and sanction(s) by the hearing panel or administrator, if any.
7. The Director of the ~~OSRR's~~OSC's or designee's decision.

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

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

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

manner that does not disrupt the proceedings. A student organization's advisor must not be connected to the actual conduct case or a related case. In addition, an advisor may not serve as a witness. If the advisor does not adhere to their defined role in the student conduct review process, they may be removed from the hearing. The Office of Student Conduct shall maintain a list of impartial advisors and resources available to the student.

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

- (i) The results of any formal hearing shall be made available to the student within seven (7) business days following the hearing (deadline can be extended by mutual agreement of the charged student and the Director of the ~~OSRROSC~~'s or designee). For academic integrity cases, the results of any formal hearing shall be made available to the student within fourteen (14) business days following the hearing.
- (j) The student's enrollment status shall remain unchanged pending the University's final agency action in the matter, except in cases where the VP of SDES or designee determines that the safety, health, or general welfare of the student, any individual, or any part of the University may be involved.

(5) Additional Procedures in Cases of Sexual Misconduct. Where a student is charged with Sexual Misconduct, the procedures outlined in UCF-5.006(9)(e) will apply in addition to the procedures of the Student Conduct Review Process.

(56) Sanctions.

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

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

- (c) Disciplinary Suspension- A student involved in an offense warranting consideration of action more serious than disciplinary probation or one involved in repeated misconduct may face suspension. During the period of suspension, a student may not be enrolled in classes, participate in University related activities, whether they occur on or off campus. A student under disciplinary suspension may not otherwise be present on University premises unless authorized in writing in advance under conditions approved by the Director of the ~~OSRROSC~~. In determining if and to what extent suspended students shall be authorized to be on University premises, the Director of the ~~OSRROSC~~ or designee shall consider whether the suspension creates an undue hardship on the suspended student in regard to considerations that include, but are not limited to, the medical needs of the student. An overlay will be placed on a student's record during the period of suspension. Further, while on disciplinary suspension, a hold will be placed on a student's record for record keeping purposes. All assigned educational sanctions must be completed prior to the conclusion of disciplinary suspension; otherwise the disciplinary suspension will remain in effect.
- (d) Disciplinary Expulsion- Expulsion is a sanction which removes the student from his/her academic program and permanently separates a student from the University of Central Florida without opportunity to graduate or re-enroll at the university in the future. An overlay will be permanently placed on the student's record. Further, a hold will be permanently placed on a student's record for record keeping purposes.
- (e) Educational Sanctions- In conjunction with a sanction listed above, a student found to have been in violation of any of the Rules of Conduct will be assigned educational requirements such as, but not limited to, reflective/research papers, classes/seminars, community service, interviews, etc. If a student has any outstanding educational requirements at the conclusion of disciplinary probation or suspension, a student's disciplinary probation or suspension status and hold will remain in effect pending the completion of the educational requirements.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.0041, New 6-18-09.
Amended 9-5-13, 3-5-15, _____-15.*

Attachment E

UCF-5.010 Student Conduct Appeals**(1) Appeals Within the Student Conduct Review Process**

- (a) Students found in violation as a result of a formal hearing may appeal the finding(s) and sanction(s) imposed. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within seven (7) business days after the date the student was notified of the decision by the Director of the ~~OSR~~OSC or designee. The appeal form can be found at <http://osc.sdes.ucf.edu/processresources>.
- (b) Students may appeal the finding and sanction(s) imposed on the basis of one or more of the following:
 - 1. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
 - 2. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
 - 3. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (c) On the appeal form, the student must state the reason(s) for appeal, the supporting facts, and the recommended solution. This is not a re-hearing of the conduct case. An appeal cannot be filed simply because a student is dissatisfied with the decision. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of an appeal.
- (d) The Appellate Officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s) or do one of the following:
 - 1. If the student alleges that the sanction was disproportionate to the violation(s) and the Appellate Officer finds the sanction to be disproportionate, the Appellate Officer may reduce the sanction.
 - 2. If the student alleges that there was a defect in procedure or new information was presented which was sufficiently substantial to have affected the outcome, the Appellate Officer will order a new hearing.

- (e) The student shall receive a written decision to the appeal. There is no definitive timeline for receiving an appeal response. It depends on many factors including the complexity of the case and the information mentioned in the appeal, as well as the Appellate Officer's appeal load at that particular time. Decisions of the ~~VP of SDES or designee~~ Appellate Officer reflect final agency action.
- (f) The Office of Student Conduct cannot place an overlay on the student's record until the appeal decision is completed or if the student chooses not to appeal. At such time, if appropriate, a hold and/or overlay, is placed on the student's record. If the Appellate Officer upholds the original findings, the effective date of any disciplinary sanction(s) imposed will revert back to the date of the Director of the ~~OSRR's~~ OSC's or designee's final decision letter.

(2) Appeals Within the Student Conduct Review Process —~~Victims~~ Complainants

- (a) ~~Victims~~ Complainants of sexual assault, dating violence, domestic violence, and stalking may appeal the finding(s) and sanction(s) imposed of a student conduct formal hearing. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within seven (7) business days after the date both the charged student and victim were notified of the decision by the Director of the ~~OSRR's~~ OSC or designee. The appeal form can be found at <http://osc.sdes.ucf.edu/processresources>.
- (b) ~~Victims~~ Complainants may appeal the finding and sanction(s) imposed on the basis of one or more of the following:
 1. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
 2. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
 3. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (c) On the appeal form, one must state the reason(s) for appeal, supporting facts, and the recommended solution. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of the appeal.

- (d) The Appellate Officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s) or do one of the following:
 - 1. If the ~~victim~~complainant alleges that the sanction was disproportionate to the violation(s) and the Appellate Officer finds the sanction to be disproportionate, the Appellate Officer may alter the sanction.
 - 2. If the ~~victim~~complainant alleges that there was a defect in procedure or new information was presented which was sufficiently substantial to have affected the outcome, the Appellate Officer will order a new hearing.
 - (e) The victim and charged student shall receive a written decision to the appeal concurrently. There is no definitive timeline for receiving an appeal response. It depends on many factors including the complexity of the case and the information mentioned in the appeal, as well as the Appellate Officer's appeal load at that particular time. Decisions of the ~~VP of SDES or designee~~ Appellate Officer reflect final agency action.
- (3) Disciplinary Sanction Review Request (Probation/Suspension)
- (a) Upon completion of one semester of disciplinary probation and one semester of disciplinary suspension, and completion of all educational requirements, a student has the opportunity to request a review of their disciplinary probation or disciplinary suspension status through the Community ReEngagement and Educational Development (CREED) Program.
 - (b) Requests should be submitted to the Director of the ~~OSRROSC~~ or designee via an online ~~Disciplinary Sanction Review~~ CREED Program request submission form available at www.osc.sdes.ucf.edu. This request can only be submitted once a semester.
 - (c) The CREED Program is designed for a student to have the opportunity to demonstrate that in the period following a violation of the Rules of Conduct, they have taken steps to become a productive and engaged member of the UCF community. This request is intended to provide a student with the opportunity to discuss in writing what they have done to proactively address their behavior while on disciplinary probation or disciplinary suspension.

- (d) In considering this request, ~~a student should provide information showing how they have been going above and beyond the basic requirements of their sanction(s)~~ a student should complete all outlined requirements of the CREED Program which can be reviewed online at www.osc.sdes.ucf.edu. Students that simply fulfill the minimum requirements of their sanction(s) will not be subject eligible for a disciplinary sanction review the CREED Program.
- (e) A CREED Program application request for disciplinary sanction review should include information such as the following:
1. Reflection Essay~~Positive change in ethical decision making and personal accountability~~
 2. Faculty/Staff/Advisor (Academic or Organization) Letter of Recommendation~~Proof of counseling or assessment (if applicable)~~
 3. Community Service~~Involvement in educational programs and academic progress~~
 4. Residential Life Letter of Support (On-Campus or Affiliated Residential Students only)~~Community involvement and service~~
 5. Proof of Counseling/Assessment (if applicable)
 6. Academic Progress (if applicable)
 7. Termination of Probation Letter (Admission Clearance Only, and if applicable)
- (f) Upon receipt of the ~~CREED Program packet request~~, the Director of the ~~OSRR~~ OSC or designee will review to determine whether or not the student meets criteria for review. If the Director of the ~~OSRR~~ OSC or designee agrees that the student's request meets any or all of the above mentioned criteria, the student will be contacted within fourteen (14) business days to schedule a "~~disciplinary sanction review meeting~~CREED review meeting" with a committee appointed by the Director of the ~~OSRR~~ OSC or designee, comprised ~~of an equal number of~~ faculty, staff and students.
- (g) Prior to this meeting, the committee will have reviewed the submitted packet and will prepare 10-15 questions for the student to address, as well as provide the student with the opportunity to further discuss why the disciplinary probation or

~~suspension status should be altered or terminated. At this meeting, the student will have the opportunity to further discuss with the committee why their disciplinary probation and/or suspension status should be altered or terminated.~~ No alterations

shall be made to include new or increased sanctions. Should the committee feel that further information and/or documentation is necessary in order to render a recommendation, the review may be temporarily recessed. A time frame of not more than two (2) weeks will be given to the student to produce requested information and/or documentation. Upon receipt of the requested information and/or documentation, the committee will reconvene the review with the student.

- (h) After the meeting, the committee will issue a recommendation to the Director of the ~~OSRROSC~~ or designee. The Director of the ~~OSRROSC~~ or designee will provide a decision to the student in writing within five to seven (5-7) business days of receiving the recommendation.
- (i) If the request is denied by the Director of the ~~OSRROSC~~ or designee the decision shall include a concise and explicit written statement that explains the basis for that decision and suggested action items for the student's success.
- (j) There is no appeal process for a CREED Review Meeting decision ~~Disciplinary Sanction Review~~.

(4) Sealing of Records

- (a) A student's conduct record is eligible to be sealed if the incident(s) in question are minor and do not result in suspension or expulsion and where further violations would not likely result in suspension or expulsion from the university.
- (b) A student conduct record may be sealed upon the successful submission and review of appropriate paperwork to the Office of Student Conduct.
- (c) The factors influencing the decision by the Director of the ~~OSRROSC~~ for sealing are the severity of the violation, effect of the violation on the University community, sanctions applied, completion of sanctions, and ethical development demonstrated by the student.
- (d) There is no appeals process regarding student conduct record sealing.

*Authority: BOG Regulations 1.001 and 6.0105. History – Formerly 6C7-5.00431, New 6-18-09.
Amended 3-5-15, _____-15.*

Attachment F

UCF-5.011 Scope; Authority; Principles of Group Responsibility; Violations of Law and Rule of Conduct Violations; ~~Definitions~~; Student Organizational Conduct Records

(1) Scope

- (a) The organizational conduct regulations (UCF-5.011, 5.012, and 5.013) shall apply to all student organizations of the University, including those at its regional campuses and/or at off campus instructional sites, and shall be deemed a part of the terms and conditions of student organization registration. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida, including when students come together as student organizations. The Organizational Rules of Conduct, set out below, apply to student organization conduct and will not be used to impose discipline for the lawful expression of ideas. Specific restrictions on time and place of meetings and assemblies are found in other University regulations or policies.
- (b) The Organizational Rules of Conduct apply to all student organizations for conduct that occurs:
 - 1. on University premises; or
 - 2. during or while participating in University and/or organization sponsored or related activities; or
 - 3. during school sessions, holidays, breaks, and university closures; or
 - 4. against students or non-students.
- (c) The University may take action against a student organization for off-campus conduct if the conduct is specifically prohibited by law or the Organizational Rules of Conduct; or if the conduct poses (or demonstrates that the student organization's continued recognition at the University poses) a danger to the health, safety or welfare of the University community; or if the conduct is disruptive to the orderly processes and functions of the University.

(2) Authority

- (a) The Florida Board of Governors Regulation 6.0105 requires each university to establish a Student Disciplinary System, including a code of conduct, to apply to student disciplinary proceedings.
- (b) These regulations shall ensure a fair and impartial process in student organizational disciplinary proceedings and guarantee the integrity of the university.

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

(3) Definitions. Definitions for terms used in this section, as well as in the Organizational Conduct Review Process, are located in UCF-5.007(4).

- ~~(a) — The term “Advisor” refers to the one person of the charged student organization’s choice who may assist and/or accompany the charged student organization throughout the Student Organization Conduct Review Process. An Advisor shall not speak for or present the case on behalf of the charged student organization.~~
- ~~(b) — The term “Charged student organization” means any student organization that is charged with a violation of the Organizational Rules of Conduct.~~
- ~~(c) — The term “Director of the OSRR” refers to the Director of the Office of Student Rights and Responsibilities.~~
- ~~(d) — The term “University community” refers, collectively and individually, to students, University officials, Trustees, and all visitors, contractors and guests to the University or any of its campuses, facilities or events.~~
- ~~(e) — The term “Off campus” refers to any location not defined as University premises.~~
- ~~(f) — The term “Preponderance of evidence” means that evidence, considered as a whole, shows that the fact sought to be proved is more probable than not. This is the standard used in resolving all disciplinary cases within the Student Conduct Review Process.~~
- ~~(g) — The term “Sanction” refers to outcome(s) imposed on student organizations found in violation of the Organizational Rules of Conduct.~~
- ~~(h) — The term “Student” means any person continuously enrolled in one or more classes at the University, either full time or part time, including study abroad, pursuing undergraduate, graduate or professional studies.~~
- ~~(i) — The term “Student Conduct Board” means any person or persons authorized by the Director of the OSRR or designee to gather information and make proposed findings regarding whether a student organization has violated the Organizational Rules of Conduct and to propose sanctions that may be imposed. Board members~~

~~are selected through an annual application and interview process with the exception of the justices from the Student Government Association Judicial Council. All Student Conduct Board members, including justices, receive extensive training from the Office of Student Conduct.~~

~~(k) The term “University” means the University of Central Florida.~~

~~(l) The term “University official” is any person employed by the University (i.e. faculty, staff, administration, and residence hall staff) acting within the scope of their job duties.~~

~~(m) The term “University premises” includes all land, buildings, facilities, and other properties in the possession of or owned, used, or controlled by the University.~~

~~(n) The term “VP of SDES” refers to the Vice President of Student Development and Enrollment Services.~~

(4) Principles of Group Responsibility. Any student organization can be held responsible for its actions or the actions of one or more of its members (active or inactive). There is no minimum number of group members who must be involved in an incident before disciplinary action may be taken against the organization. In some instances, the conduct of a single member may provide sufficient grounds for action against the entire organization. Misconduct on the part of the organization may be addressed when:

- (a) Members of the organization act together to violate University standards of conduct;
- (b) One or more members, alumni, or guests allegedly violate an Organizational Rule of Conduct at an organization-sponsored, financed, or otherwise supported activity;
- (c) One or more members of an organization or its officers has knowledge of the incident, behavior, etc. and fails to take corrective or prohibitive action before such incident, behavior, etc. occurs or fails to stop such incident, behavior, etc. while it is occurring;
- (d) A violation occurs on premises and/or transportation owned, operated, or rented exclusively by the student organization;
- (e) A pattern of individual violations has occurred and/or continues to occur without adequate control, response, or sanction on the part of the student organization or its leaders;
- (f) The student organization or related activities provided the context for the violation;

- (g) The student organization chooses to protect one or more individual offenders who are members, alumni, former members, or guests of the student organization from official actions.

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

(6) Violations of Law and Rule of Conduct Violations. Students who commit offenses against the laws of municipalities, states, or the United States are subject to prosecution by those authorities and may be subject to disciplinary action by the University when their conduct violates institutional standards. Students shall not be forced to present self-incriminating evidence; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal case. The Student Organization Conduct process is not a criminal or judicial proceeding and is designed to address student organization behavior as outlined in the Principles of Group Responsibility, above; therefore, alleged violations of the Organizational Rules of Conduct will be addressed independently of any penalty imposed by the courts for the criminal offense.

(7) Student Organizational Conduct Records

- (a) Maintenance of Records. A student organizations conduct case record will be maintained in the Office of Student Conduct. The case record of a student organization found responsible for charge(s) against them, with sanctions less than suspension or revocation, will generally be maintained in the Office of Student Conduct for seven years from the calendar year of record, after which they are destroyed. The case record of a student organization that has been suspended or whose registration has been revoked will be permanently maintained by the Office of Student Conduct.

- (b) Release of Records. The release of student organization disciplinary records will be governed by applicable federal and state laws regarding the privacy of educational records.

Authority: BOG Regulations 1.001 and 6.0105. History – New 10-16-09. Amended 7-19-12, 9-3-13, _____-15.

Attachment G

UCF-5.012 Organizational Rules of Conduct

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

(1) Theft, Disregard for Property

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

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

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

(3) Disruptive Conduct

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

(4) Harmful Behavior

- (a) Physical violence towards another person or group.
- (b) Harassment: Defined as conduct (including written or electronic communication) based on a protected category (such as race, color, religion, national origin, et al.) which, due to the severity and pervasiveness of the conduct and its targeted nature on the basis of a protected category, (i) has the purpose or effect of creating an objectively intimidating, hostile or offensive educational or work environment; and (ii) has the purpose or effect of unreasonably interfering with an individual's schooling or employment with the

University. Harassment under this provision is conduct (verbal or physical behavior) that would constitute harassment under federal or state civil rights laws or under University Regulation UCF-3.001.

- (c) Bullying: Defined as behavior of any sort (including communicative behavior) directed at another, that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person in the target's position substantial emotional distress and undermine his or her ability to work, study, or participate in University life or regular activities, or which would place a reasonable person in fear of injury or death.

~~Bullying: Defined as behavior (including written, visual, electronic or oral means) that is intentional and repeated, or meant to be done in humor or in jest, that results in the intimidation, injury, or distress of another individual physically, mentally, or socially. Bullying, however, is not speech or conduct otherwise protected by the 1st First Amendment of the United States Constitution and any other applicable law.~~

- (d) Verbal or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety or well-being of another person or group, or which would place a reasonable person in the victim's position in fear of bodily injury or death. This definition, however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.
- (e) Failure to respect the privacy of other individuals.
- (f) Retaliation against or harassment of complainant(s), ~~or~~ other person(s) alleging misconduct, or anyone who participates in an investigation of harassment.
- (g) Condoning or encouraging acts of harmful behavior as defined above or failing to stop an act of harmful behavior while it is occurring.

(5) Sexual Misconduct

- (a) Any nonconsensual sexual conduct or attempted nonconsensual sexual conduct which occurs on or off the UCF campus.

1. Consent, to be valid, must be an affirmative act or statement by each person that is informed, freely given and mutually understood. A

determination of whether consent exists will be based on the information the initiator of the sexual act knew or should have known as a sober, reasonable person. Being intoxicated does not relieve an initiator of a sexual act from obtaining consent:

- a. It is the responsibility of each person involved in any sexual activity to ensure that he or she has the affirmative consent of the other, or others, to engage in the sexual activity.
 - b. The existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations is not indicator of consent for any current or future sexual encounter.
 - c. Consent cannot be obtained by force, threat, coercion, manipulation, reasonable fear of injury, intimidation, use of position of influence, or through the use of one's mental or physical helplessness or incapacity.
2. Consent must be ongoing throughout a sexual activity, for each sexual act, and can be revoked at any time.
- a. Within each sexual encounter, there may be separate individual sexual acts involved.
 - b. Consent to one act by itself does not constitute to another act.
 - c. If verbal consent is not given, ongoing active participation is required for consent.
 - d. Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
 - e. Lack of protest or resistance is not consent
 - f. Silence is not consent.
 - g. Consent can be withdrawn at any time as long as the withdrawal is clearly communicated by the person withdrawing consent through words or actions.
3. If a person is mentally or physically incapacitated so that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.

- a. Incapacitation is a temporary or permanent state in which a person cannot make informed, rational judgments because the person lacks the physical or mental capacity to understand the nature or consequences of their words and/or conduct, and/or the person is unable to physically or verbally communicate consent.
 - b. This includes but is not limited to conditions due to age, alcohol or drug consumption, being unconscious or asleep, or because of an intellectual or other disability that prevents the person from having the capacity to give consent
- ~~1. — Consent, to be valid, must be: freely and actively given; and in mutually understandable words or actions.~~
 - ~~2. — Consent to one form of sexual activity can never imply consent to other forms of sexual activity.~~
 - ~~3. — Consent is not the lack of resistance; there is no duty to fight off a sexual aggressor.~~
 - ~~4. — Consent can be withdrawn at anytime, as long as the withdrawal is clearly communicated by the person withdrawing consent through words or actions.~~
 - ~~5. — A person shall not knowingly take advantage of another person who is under 18 years of age, mentally defective, under the influence of prescribed medication, alcohol or other chemical drugs, or who is not conscious or awake, and thus is not able to give consent as defined above. Further, a person shall not physically or verbally coerce another person to engage in any form of sexual conduct, to the end that consent as defined above is not given.~~
- (b) Obscene or indecent behavior, which includes, but is not limited to, exposure of one's sexual organs or the lewd display of sexual behavior.
 - (c) Sexual Harassment: defined as conduct (verbal or physical) of a sexual nature that, due to the severity and pervasiveness of the conduct and the targeted nature of the conduct on the basis of sex, creates an objectively intimidating, hostile, or offensive campus, educational, or working environment for another person.

This definition also applies to unwanted, unwelcome, inappropriate, or irrelevant sexual or gender-based activities, sexual advances, or requests for sexual favors, when (i) submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic or extracurricular participation, or employment; or (ii) submission to or rejection of such conduct or request is used as the basis for employment decisions or to determine participation in academic or extracurricular activities. Sexual harassment under this provision is conduct (verbal or physical behavior) that would constitute sexual harassment under federal or state civil rights laws or under University Regulation UCF-3.001.

- (d) Condoning or encouraging acts of sexual misconduct ~~as defined above~~ or failing to stop an act of sexual misconduct while it is occurring.

(6) Alcohol Related Misconduct

- (a) Use and/or possession of alcoholic beverages, except as expressly permitted by law and University regulations/policies.
- (b) Sale and/or distribution of alcoholic beverages, except as expressly permitted by the law and University regulations/policies.
- (c) Furnishing or causing to be furnished any alcoholic beverage to any person under the legal drinking age.
- (d) Behavior under the influence of alcohol.
- (e) Furnishing or causing to be furnished any alcoholic beverage to any person in a state of noticeable intoxication.
- (f) Failure of a student organization to take all necessary steps to see that no person under the legal drinking age possesses alcoholic beverages at functions it sponsors or within any property or transportation it owns, operates, and/or rents.
- (g) Alcohol Emergencies- University Expectations for Student Organizations. Student organizations may be eligible for exemptions from disciplinary action when a representative of an organization at a student organizational event calls for emergency assistance on behalf of a person experiencing an alcohol related emergency. Student organizations that seek medical assistance for alcohol emergencies may receive exemption for violations of the Organizational Rules

of Conduct Section 6 subsections a through f; however, exemption for other Organizational Rule of Conduct violations may not be granted. Student organizations may be eligible for this exemption on a case by case basis at the discretion of the Director of the ~~Office of Student Rights and Responsibilities~~Office of Student Conduct. Additional information regarding alcohol emergencies can be found at the ~~Office of Student Rights and Responsibilities~~Office of Student Conduct website: <http://osrr.sdes.ucf.edu>.

(7) Drug Related Misconduct

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

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

(9) Gambling

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

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

- (a) Any action or situation which recklessly or intentionally endangers the mental or physical health and/or safety of a student for the purpose of initiation or admission into, or association with, any organization. Hazing may result in felony charges.
 - (b) Brutality of a physical nature such as whipping, beating, branding, forced calisthenics, exposure to the elements; forced consumption of any food, liquor, liquid, drug, or other substances; or other forced elements; or other forced activity which could adversely affect the mental or physical health or safety of the individual.
 - (c) Any activity that could subject the individual to mental or physical stress such as sleep deprivation, forced exclusion from social contact, forced contact which could result in embarrassment, or any other activity that could adversely affect the mental or physical health or dignity of the individual.
 - (d) Forcing or requiring the violation of University policies, federal, state, or local law.
 - (e) Any activity, as described above, upon which the initiation or admission into or association with a student organization may be directly or indirectly conditioned, shall be presumed to be a "forced" activity, the willingness of an individual to participate in such an activity notwithstanding.
- (11) Outstanding Debt. Failure to pay on and off campus vendors in a timely manner. Groups shall not knowingly enter into purchase or rental agreements that are beyond the resources of the organization's ability to pay. The University will not cover outstanding debts of student organizations.
- (12) Use of Facilities. Failure to comply with University regulations and procedures for campus events and/or use of campus facilities or grounds. Those individuals acting on behalf of an organization that reserve facilities should check with the University department or office responsible for the facility to guarantee that all procedures have been followed.
- (13) Fire Safety and Sanitation
- (a) Tampering with or damage to fire safety equipment.

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

(14) Advertising

- (a) Origination or circulation of any advertising media that contains matter that violates federal, state and/or local laws.
- (b) Origination or circulation of any advertising media containing false or misleading information, ~~or obscene language or patently offensive material.~~

(15) Solicitation and Fundraising. Failure to comply with applicable law and University regulations and procedures for solicitation and fundraising activities on campus.

(16) University Wordmark Violations. Unauthorized use of the University's name, abbreviation, trademarks or wordmarks, including the Pegasus, monograms, seal, or other graphic identity symbols. The phrases "UCF" or "University of Central Florida" (or some form thereof) cannot precede the title of the organization. This section refers to but is not limited to, the student organization's: domain name, web address, promotional materials, and uniforms/shirts.

(17) Academic Misconduct

- (a) Unauthorized academic assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record.
- (b) The unauthorized possession of examination or course related material.
- (c) Commercial Use of Academic Material: Selling notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor.
- (d) Knowingly helping any student violate academic behavior standards.

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

Authority: BOG Regulations 1.001 and 6.0105. History – New 10-16-09, Amended 7-19-12, 9-3-13, _____-15.

Attachment H

UCF-5.013 Organization Conduct Review Process; Sanctions; Appeals**(1) Violation Reports**

- (a) Alleged violations of the UCF Organizational Rules of Conduct shall be reported in writing to the Director of the ~~OSRROSC~~ or designee. Incident reports can be submitted for information purposes only, for information purposes with the requirement that the student organization attend an academic integrity seminar, or to initiate the student conduct review process. Upon receiving an incident report, the Director of the ~~OSRROSC~~ or designee may review relevant information and consult with relevant parties regarding the incident in question. In unusual cases, which dictate a decision for the health and safety of any individual, the student body, or any part of the University or its community, the Director of the ~~OSRROSC~~ or designee, upon notifying the VP of SDES, may take immediate action to resolve the situation by placing the student organization on interim suspension. Such action is subject to review at a hearing within ten (10) business days by the VP of SDES or designee to determine the status of the interim suspension. The outcome of an interim suspension hearing shall remain in effect until the final disposition of formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.
- (b) The Director of the ~~OSRROSC~~ will refer all information warranting disciplinary action to the Office of Student Conduct. The Office of Student Conduct will send written notification to the chief officer of the student organization at their UCF mailing address indicating the nature of the activity in question and what Organizational Rules of Conduct were allegedly violated. The chief officer of the student organization shall serve as the organization's representative in the organization conduct review process. The student organization may not designate an advisor as their representative in the conduct review process.
- (c) Upon receipt of an incident report the Office of Student Conduct has six months to charge a student organization with a violation of the Organizational Rules of Conduct. The Office of Student Conduct may exercise discretion when applying the time provision to account for circumstances that warrant a waiver of the six month time limit from the date the violation report was filed.
- (d) A student organization charged with alleged violations of the Organizational Rules of Conduct (see UCF-5.012) will receive notice to attend a mandatory preliminary

conference with the Office of Student Conduct. If the student organization fails to attend the mandatory preliminary conference without providing a satisfactory reason for the absence, the student organization may be placed on immediate social probation until such time as the student organization completes the mandatory preliminary conference. During the mandatory preliminary conference the student organization will receive information regarding the Student Organization Conduct Review Process, including the student organization's rights during the process; an opportunity to inspect and/or review the information known at the time charges were prepared and how to contact the Student Government Association Judicial Advisor. At the conclusion of the mandatory preliminary conference, one of the following will occur: case dismissal, mediation, informal hearing, or formal hearing.

- (e) Social probation includes but is not limited to the prohibition of the following: any on or off campus fundraisers, socials, intramural competitions, receptions, service projects, conferences, retreats, etc. The organization may also not be able to update its registration until such time that it appears before a hearing. Groups under social probation may gather at regularly scheduled business meetings.

(2) Options for Resolution of Disciplinary Charges

- (a) Case Dismissal: The Director of ~~OSRR~~OSRROSC or designee may dismiss a case if it is found to not have sufficient facts or evidence to substantiate the claim of misconduct or the misconduct is not a violation of the organizational rules of conduct.
- (b) Mediation: Depending on the nature and severity of the alleged violation, the Office of Student Conduct may recommend formal mediation through the Office of Student Rights and Responsibilities as an alternative to disciplinary action. The involved parties must each agree to mediation. Mediation is a confidential process where the parties voluntarily meet with an impartial mediator to communicate their concerns and needs to each other and to reach their own agreement on the resolution of the case. The participants in mediation are responsible for keeping their agreement or renegotiating it, if necessary. In the event that the participants do not agree to mediate or mediate but do not reach a full and final resolution, the case will be referred back to the Office of Student Conduct for disciplinary action through an informal or a formal hearing. Breach of a mediated agreement may result in a follow up mediation session or the matter may

be referred back through the conduct process at the discretion of the Office of Student Conduct.

- (c) **Informal Hearing:** At the discretion of the Office of Student Conduct, violations found not to warrant a formal hearing may be referred to an informal hearing. At the informal hearing the charged student organization has the opportunity to meet with an Office of Student Conduct staff member and accept responsibility for the charges of violation of the Organizational Rules of Conduct. At the informal level the matter will be settled by the following outcomes: punitive sanction (warning, probation, or restrictive probation) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not settled informally, the case will be resolved through a formal hearing.
- (d) **Formal Hearing:** If an alleged violation of the Organizational Rules of Conduct is not dismissed or otherwise resolved, then the Office of Student Conduct shall present in writing formal charges to the student organization. The charged student organization may request either a panel or administrative hearing. In cases of alleged Harmful Behavior or Sexual Misconduct (see Organizational Rules of Conduct, UCF-5.012) the student organization is required to have a panel hearing. The charged student organization's hearing shall only be open to the charged student organization's chief officer, their advisor, the hearing body, witnesses (when called upon), a representative from the Office of Student Conduct, and a university staff member from an appropriate office (Office of Student Involvement, Office of Fraternity and Sorority Life, Recreation and Wellness Center, etc.).

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

(a) **Panel Hearings.**

1. A panel to consider an organizational case shall be comprised of members from the Office of Student Conduct Student Conduct Board. The panel shall consist of two (2) faculty and administrative staff members combined and two (2) student members that have been trained by the Office of Student Conduct to hear organizational cases. One panel member shall be selected by the Office of Student Conduct to chair the hearing and report the proposed finding(s) and sanction(s), if any, to the Director of the ~~OSRROSC~~ or designee.

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

(b) Administrative Hearings

1. Administrative hearings shall be conducted by a faculty or staff member from the Student Conduct Board trained by the Office of Student Conduct to hear organizational cases. The charged student organization shall be informed of the hearing officer assigned to its case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The charged student organization shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a charged student organization has opted not to challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.
~~Administrative hearings are not an option in cases of alleged Harmful Behavior or Sexual Misconduct (see Organizational Rules of Conduct, UCF 5.012).~~
2. At hearings conducted by an administrative hearing officer, an Office of Student Conduct staff member shall act as an advisor to the administrative hearing officer. The Director of the ~~OSRROSC~~ or designee shall receive the administrative hearing officer's proposed finding(s) as to "in violation" or "not in violation" of the Organizational Rules of Conduct, and consider any sanctions proposed by the administrative hearing officer.
3. The Director of the ~~OSRROSC~~ or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director

of the OSRROSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.

4. Any decision by the Director of the OSRROSC or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (c) Conduct of Formal Hearings - the following is furnished as a guide to the events in a formal hearing. Please note that all formal hearing proceedings are recorded. The recording is part of the official record of the hearing and no other recordings are permitted.
1. Reading of charges.
 2. Student organization response of “in violation” or “not in violation.”
 3. Presentation of information in support of the charges.
 4. Opening statement by the charged student organization.
 5. Questioning of the charged student organization by the hearing body.
 6. Presentation and questioning of witnesses in support of the charges.
 7. Presentation and questioning of witnesses by the charged student organization.
 8. Final questions of the charged student organization by the hearing body.
 9. Closing remarks by the charged student organization.
 10. Hearing is brought to a close; student organization is invited to await announcement of the proposed finding(s) and recommended sanction(s), if any.
- (d) Deliberations by the panel or the administrative hearing officer are not part of the hearing and are confidential. Deliberations occur after the closure of the hearing and are not recorded. Following deliberations, the panel or the administrative hearing officer will announce to the student the finding(s) and recommended sanction(s), if any. The announcement of the finding(s) and recommended sanction(s), if any, will be recorded as part of the official case record.
- (e) Case Record for Formal Hearing - The case record shall consist of the following items:
1. A copy of the formal charges in writing.
 2. A recording of the formal hearing.
 3. A recording of the announcement of the proposed finding(s) and proposed sanctions, if any.

4. All staff memoranda submitted.
5. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.
6. The finding(s) and recommended sanction(s), if any, by the hearing panel or administrator.
7. The Director of the ~~OSPROSC~~'s decision.

(4) Student Organization Rights during the Formal Conduct Review Process - The following rights shall be explained to the charged student organization before the commencement of a formal disciplinary hearing:

- (a) The charged student organization shall be afforded written notice, at least five (5) business days prior to a formal hearing, unless waived in writing. Written notice sent to the chief student officer of the charged student organization's electronic and/or physical address shall constitute full and adequate notice. Written notice shall include:
 1. The name of the organization, the chief student officer's name and organization's address, if applicable.
 2. Date, time and location of the formal hearing
 3. Alleged Organizational Rule of Conduct Violation(s) known at the time formal charges are prepared.
 4. Names of potential witnesses known at the time that formal charges are prepared.
 5. A description of any physical or written documentation known at the time charges are prepared.

Provided that the required notice stated above has been given to the student organization along with its representative(s) but a representative failed to attend a scheduled formal hearing without providing a satisfactory reason for the absence, the organization may be placed on immediate social probation until such time as the organization completes the formal hearing and any further steps in the conduct process. The organization will also not be able to update its registration while on social probation.

- (b) The student organization may have at their own expense and initiative, an advisor present at the hearing. It is the student organization's responsibility to make appropriate arrangements for the advisor to attend the hearing, and the hearing shall not be delayed due to scheduling conflicts of the chosen advisor. The advisor may be present to advise

the student organization but shall not speak for or present the case for the student organization or otherwise participate directly in the proceeding. A student organization may consult with their advisor at any time during the hearing. This consultation must take place in a manner that does not disrupt the proceedings. A student organization's advisor must not be connected to the actual conduct case or a related case. In addition, an advisor may not serve as a witness. If the advisor does not adhere to their defined role in the student conduct review process, they may be removed from the hearing. The Office of Student Conduct shall maintain a list of impartial advisors and resources available to the student organization.

- (c) All hearings shall be conducted on the basis that the charged student organization is not in violation until the preponderance of evidence proves otherwise. At a student conduct organizational hearing, the technical rules of evidence applicable to civil and criminal cases shall not apply. The burden of proof in a student conduct hearing is not on the student organization charged with a violation of the Organizational Rules of Conduct.
- (d) The student organization's chief officer may inspect any information presented in support of the charges. Information may be presented in support of the charged student organization.
- (e) The university cannot compel any person to attend a student organizational hearing. However, all parties to a student organizational conduct hearing may arrange for witnesses to voluntarily present relevant information during the proceeding. Pertinent information may be accepted as information for consideration by the person or body conducting the student organizational formal hearing. The student organization may hear and question adverse witnesses who testify at the student organizational formal hearing.
- (f) The student organization shall not be forced to present information that incriminates its individual members; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal prosecution.
- (g) The proposed finding(s), as well as the Director of the ~~OSRROSC~~'s determination, of "in violation" or "not in violation" on the charges shall be based solely on the information presented at the student organizational formal hearing.

- (h) Should the proposed finding(s) of the hearing body be that the organization is in violation, prior conduct history that has occurred within three academic years of the incident will then be reviewed and may affect the proposed sanctions.
- (i) The final decision shall be furnished in writing to the student organization within four (4) business days following the hearing (the deadline can be extended by mutual agreement of the charged student organization and the Director of the ~~OSRROSC~~ or designee).
- (j) The student organization's registration status shall remain unchanged pending the University's final decision in the matter except in cases where the VP of SDES or designee determines that the safety, health, or general welfare of any individual, or any part of the University may be involved.

(5) Additional Procedures in Cases of Sexual Misconduct. Where a student organization is charged with Sexual Misconduct, the procedures outlined in UCF-5.006(9)(e) will apply in addition to the procedures of the Student Conduct Review Process.

(56) Sanctions for Student Organizations

- (a) Disciplinary Warning: An official warning that the organization's behavior is in violation of the Organizational Rules of Conduct and that if the organization is subsequently found in violation of a rule, subsequent action may be more severe.
- (b) Disciplinary Probation: A period of time during which any further violation of the Organizational Rules of Conduct puts the student organization's status with the University in jeopardy. Restrictive conditions may also be imposed as part of disciplinary probation and will vary according to the severity of the offense. Restrictive conditions may include barring or limiting some or all of the organization's activities and/or privileges (including, but not limited to: social activities; intramural competition; organizational competition; Homecoming; eligibility to receive any University award or honorary recognition; privilege to occupy a position of leadership or responsibility in any University student organization governing body, publication, or activity; or ability to represent the University in an official capacity or position). If a student organization is found "in violation" for another violation of the Organizational Rules of Conduct while on disciplinary probation, more severe sanctions may be imposed.

- (c) Suspension: While on suspension the student organization loses its University recognition and/or registration for a temporary period of time. While an organization is suspended, it may not use University resources or participate as an organization in any University activities or events.
- (d) Revocation of UCF Registration: Permanent severance of the organization's relationship with UCF.
- (e) Recommendation for Charter Revocation: An official request to a national office that the local chapter's charter be revoked.
- (f) Educational Sanctions: In conjunction with any sanction listed above, a student organization found to have been in violation of any of the Organizational Rules of Conduct will be assigned educational sanctions such as, but not limited to: reflective/research papers, classes/seminars, community service, restitution, interviews, etc. If a student organization has any outstanding educational sanctions at the conclusion of disciplinary probation or suspension, the disciplinary probation or suspension will remain in effect pending completion of the educational sanctions.

(67) Appeal Within the Student Organization Review Process

- (a) A student organization found in violation as a result of a hearing may appeal the finding(s) and sanction(s) imposed. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within seven (7) business days after the date the student organization was notified of the decision by the Director of the ~~OSRROSC~~.
- (b) Student organizations may appeal the finding(s) and sanction(s) imposed on the basis of one or more of the following:
 - 1. Irregularities in fairness and stated procedures of the hearing that substantially affected the outcome of the hearing.
 - 2. Discovery of new and significant information that would be likely to change the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
 - 3. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (c) On the appeal form, the student organization must state the reason(s) for appeal, the supporting facts, and the recommended solution. This is not a re-hearing of the conduct case. An appeal cannot be filed simply because a student organization is dissatisfied

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

- (d) The Appellate Officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:
 - 1. reduce the sanction; or.
 - 2. order a new hearing.
- (e) The student organization shall receive a written decision to the appeal. There is no definitive timeline for receiving an appeal response. It depends on many factors including the complexity of the case and the information mentioned in the appeal, as well as the Appellate Officer's appeal load at that particular time. Decisions of the VP of SDES or designee reflect final agency action.
- (f) If the Appellate Officer upholds the original findings, the effective date of any disciplinary sanction(s) imposed will revert back to the date of the Director of OSRROSC's final decision letter.

(78) Student Organization Disciplinary Sanction Review

- (a) Upon completion of one semester ~~one-half~~ of the disciplinary probation or disciplinary suspension (not applicable for one semester probation or suspensions) and upon completion of all educational sanctions/requirements, a student organization has the opportunity to request modification of their disciplinary probation or suspension status through the Community ReEngagement and Educational Development (CREED) Program.
- (b) Requests must be submitted to the Director of the OSRROSC or designee via an online Student Organization CREED Program Submission form ~~Disciplinary Sanction Review form~~ that can be found at <http://www.osc.sdes.ucf.edu>. This request may only be submitted once a semester.
- (c) The CREED Program is designed for student organizations to have the opportunity to demonstrate that in the period following a violation of the Organizational Rules of Conduct, they have taken steps to become productive and engaged members of the UCF community. Student organizations that simply fulfill the minimum requirements of their sanction(s) will not be eligible for the CREED Program. ~~The request shall describe in detail how the organization has exceeded the basic requirements of their sanction(s).~~

~~Fulfillment of the minimum requirements of sanctions will not be sufficient to warrant modification of a sanction.~~

- (d) A CREED Program application ~~A request for disciplinary sanction modification~~ should include information such as the following; ~~but is not limited to, information such as the following:~~

1. Reflection Essay

2. Faculty/Staff/Advisor (Academic or Organization) Letter of Recommendation

3. Community Service

4. Fraternity and Sorority Life (FSL) Letter of Support (*Greek Affiliated Student Organizations Only*)

5. Proof of Counseling/Assessment (*If applicable*)

~~1. Positive change in organizational accountability and decision making.~~

~~2. Proof of additional steps the student organization has taken to proactively address disciplinary matters.~~

~~3. Proof of ongoing communication with appropriate university officials and personnel (i.e. Office of Student Involvement, Office of Fraternity and Sorority Life, Recreation and Wellness Center staff, etc.) regarding criteria 1 and 2 listed above.~~

- (e) Upon receipt of the CREED Program packet, ~~The request will first be reviewed by~~ the Director of the ~~OSRR~~OSC or designee will review to determine whether or not the student organization meets the criteria for review. If the Director of the ~~OSRR~~OSC or designee agrees that the student organizations request meets any or all of the above mentioned criteria, the student organization will be contacted within fourteen (14) business days to schedule a “CREED review meeting” with a committee appointed by the Director of the OSC or designee, comprised of faculty, staff and students. ~~meeting with a committee appointed by the Director of the OSRR or designee, comprised of an equal number of faculty, staff and students.~~

- (f) Prior to this meeting, the committee will have reviewed the packet and will prepare 10-15 questions to be addressed, as well as provide the opportunity to further discuss why the applying organization disciplinary probation or suspension status should be altered or terminated. No alterations shall be made to include new or increased sanctions. Should the committee feel that further information and/or documentation is necessary

in order to render a recommendation, the review may be temporarily recessed. A time frame of not more than two (2) weeks will be given to the organization to produce requested information and/or documentation. Upon receipt of the requested information and/or documentation, the committee will reconvene the review with the organization. At this meeting, the student organization will have the opportunity to further discuss with the committee why their disciplinary probation and/or suspension status should be modified. No modification shall be made to include new or increased sanctions.

- (g) After the meeting, the committee will issue a recommendation to the Director of the OSRROSC or designee. The Director of the OSRROSC or designee will provide a decision to the student organization in writing within ~~two (2)~~five to seven (5-7) business days of receiving the recommendation.
- (h) If the request is denied by the Director of the OSRROSC or designee the decision shall include a concise and explicit written statement that explains the basis for that decision.
- (i) There is no appeal process for a Student Organization Disciplinary CREED Review meeting Sanction Review decision.

Authority: BOG Regulations 1.001 and 6.0105. History - New 10-16-09, Amended 9-3-13, _____-15.

Attachment I

UCF-5.015 Student Academic Behavior Standards

(1) The Office of Undergraduate Studies, College of Graduate Studies, Registrar's Office, and the Office of Student ~~Conduct~~Rights and Responsibilities will review this regulation periodically.

(2) UCF is committed to a policy of honesty in academic affairs. Conduct that comprises a breach of this policy may result in academic action and/or disciplinary action. Academic action affects student assignments, examinations or grades. Disciplinary action could affects student enrollment status.

(3) Academic misconduct includes but is not limited to cheating, plagiarism, assisting another in cheating or plagiarism, and commercial use of academic materials. ~~The V~~violations of ~~student~~ academic ~~behavior standards~~misconduct on the undergraduate and graduate level are listed and defined in the Rules of Conduct (UCF-5.008)

~~(4) Procedures~~

~~(a) —When an instructor becomes aware of an alleged violation of student academic behavior standards and before any academic action is taken, the instructor must decide if the behavior warrants formal documentation through the Alleged Academic Misconduct Report Form (AAMR) by identifying the alleged misconduct violations and proposing course sanctions. Proposed sanctions may be discussed with the department chair prior to student notification. The instructor must notify and attempt to meet the student within 10 days of becoming aware of the alleged violation of academic misconduct. The instructor must attempt to meet with the student in person or virtually, to discuss the incident,~~

~~proposed course sanctions, and to complete the remainder of the form. Report forms are available at <http://osc.sdes.ucf.edu>.~~

~~(b) — The form may be signed with the following options:~~

- ~~1. — The student accepts responsibility for the violation and accepts the academic course sanction(s).~~
- ~~2. — The student does not accept responsibility for this violation, although the instructor or, in the instructor's absence, the chair or unit head, or designee identified by the chair or unit head believes a violation occurred.~~
- ~~3. — The student accepts responsibility for the violation but does not accept the academic sanction(s) and requests a hearing.~~

~~(c) — In all cases where an AAMR form is completed by the instructor, the form and all supporting documentation will be submitted to the department chair or unit head. The instructor will forward the form to the Office of Student Rights and Responsibilities. Should an alleged violation of academic behavior standards arise before the withdrawal deadline in a term, the student shall not be permitted to withdraw from the course in question. Only a written release from the instructor, or the authorized party deciding a student appeal, will permit withdrawal. Should the student withdraw after an alleged incident, the withdrawal will be reversed pending the resolution of the process.~~

~~(d) — If the student accepts responsibility for the alleged academic misconduct and accepts the proposed course sanction(s) by signing the completed form, the instructor carries out the agreed upon sanction(s). The instructor files the AAMR form with the Director, Office of Student Rights and Responsibilities or designee~~

~~for documentation. Once the instructor submits documentation to OSRR and the Director of OSRR concludes the student does not have any previous academic misconduct and the violation is not especially egregious, the undergraduate student will receive the Z designation for the course, be required to complete the Academic Integrity Seminar, and receive an Office of Student Conduct hold on record until the OSC requirements are completed.~~

- ~~(e) — If a student has been previously documented an academic misconduct violation, the violation is deemed especially egregious and/or the student and instructor are unable to resolve the alleged academic misconduct violations through academic course sanctions, the instructor will still complete the AARM form with the Director, Office of Student Rights and Responsibilities, in order to document the incident and propose course sanction(s). The Office of Student Rights and Responsibilities will convene a hearing of the Academic Integrity Panel to consider alleged academic misconduct violations and recommend action. The Academic Integrity Panel meets in the presence of the student, by means of the Student Conduct Review Process (UCF 5.009).~~
- ~~(f) — Students found “in violation” of academic misconduct will be prescribed conduct sanctions appropriate to the findings of the panel. OSRR will report hearing outcomes back to the instructor, department chair and college dean. The student’s undergraduate program will be notified of recommended sanctions and will determine if program sanctions should be imposed. The Office of Student Rights and Responsibilities will be notified by the college, with notification to Academic Services, if the undergraduate program recommends additional program~~

~~sanctions. OSRR shall provide the student with the results of any formal hearing and/or program action(s) should be available for the student within fourteen (14) business days. Students found “not in violation” of academic misconduct may have their proposed course sanctions removed and the instructor will determine a new grade since no violation was found.~~

(4) When an instructor becomes aware of an alleged violation of student academic misconduct and before any academic action is taken, the instructor must:

- (a) document the alleged violation(s) through the Academic Misconduct Report Form (AMR), available at <http://osc.sdes.ucf.edu>;
- (b) discuss proposed action with the department chair prior to student notification;
- (c) attempt to notify the student within 10 business days of becoming aware of the alleged violation of academic misconduct; and
- (d) attempt to meet with the student, whether in person or virtually, to discuss the incident and to complete the remainder of the AMR form. The instructor can recommend one of the following options through the Office of Student Conduct:
 - 1. Documentation only with an Academic Integrity Workshop
 - 2. Initiate the Conduct Review Process

(5) After the AMR form is completed by the instructor, the following steps will be taken:

- (a) the AMR form and all supporting documentation will be submitted to the department chair or unit head.
- (b) the instructor will forward the form to the Office of Student Conduct (Ferrell Commons 7G 227)

- (c) If the student accepts responsibility for the academic misconduct and the recommended action is “Documentation only with an Academic Integrity Workshop”, the following steps shall include:
1. the student and the instructor of record review the allegation(s) and sign (physically or virtually) the completed AMR form;
 2. the instructor files the AMR form with the Director, Office of Student Conduct (<http://osc.sdes.ucf.edu/reporting>);
 3. the student must complete the Academic Integrity Workshop through the Office of Integrity and Ethical Development;
 4. an Office of Student Conduct hold will be placed on the student’s record until the Academic Integrity Workshop requirements are completed.
- (d) If the student accepts responsibility for the academic misconduct and the recommended action is “Initiate the Conduct Review Process”, the final resolution will come from an Academic Integrity Panel following a formal hearing.
- (e) If the student does not accept responsibility for the academic misconduct; or the reported violation of Academic Misconduct is deemed especially egregious; or the student has previously been documented for an Academic Misconduct violation, the student will be required to attend an Academic Integrity Panel as defined in UCF-5.007 (4)(a).
- (f) The Director of Student Conduct has the ability to change the instructor’s recommended action if the violation is particularly egregious or if the student has been previously reported for violating the academic misconduct policy.

- (g) Undergraduate students found “in violation” will be prescribed conduct sanctions appropriate to the findings and recommendations of the Academic Integrity Panel. The Office of Student Conduct will report the hearing outcome from the academic integrity hearing back to the instructor, department chair and college dean who will, with consultation with the college, determine if further course sanctions should be imposed. If the undergraduate program recommends further course or program action, the undergraduate program must notify OSC and Academic Services. Final results of the academic integrity panel hearing and/or course or program action must be made available to the student within fourteen (14) business days.
- (h) Students found “not in violation” will be notified within fourteen (14) business days. The Office of Student Conduct will report the findings back to the instructor, department chair, and college dean. Students may have their proposed course sanctions removed and the instructor may determine a new grade since no violation was found.
- (gi). For graduate students found “in violation” ~~of academic misconduct~~, the ~~OSRR~~ OSC notifies the Dean of the Academic College in which the graduate program resides. They will in turn notify the graduate program that a student was found in violation and asks if the program wishes to invoke any program-level academic sanction(s). The student’s graduate program will determine if program sanctions are necessary. If they are deemed necessary, recommendation of program sanction(s) will be made using the *Probation/Dismissal Form* and/or *Conditional Retention Plan*. This information will be forwarded to the College of Graduate

Studies. The ~~OSRROSC~~ will be notified if the graduate program recommends additional program sanctions. The results of any formal hearing and/or program action(s) should be available for the student within fourteen (14) business days.

(h) Graduate students found “not in violation” of academic misconduct may have their proposed course sanctions removed and the instructor ~~will~~may determine a new grade since no violation was found

(k) Students found “in violation” as ~~at~~the result of an Academic Integrity Panel hearing may appeal the finding(s) and sanction(s) imposed by the Director of the ~~OSRROSC~~. ~~Graduate students may appeal program sanctions provided by the student’s graduate program, per UCF 5.017.~~ The appeal must be made in writing to the appellate officer (Provost or designee) within seven (7) business days after the date the student was notified of the decision by the Director of the ~~OSRROSC~~. Students may appeal the finding and sanction(s) imposed on the basis of one or more of the following:

1. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
2. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the hearing.
3. The sanction(s) are extraordinarily disproportionate to the violation(s).

(l) The student shall receive a written decision to the appeal. There is no definitive timeline for receiving an appeal response. It depends on many factors including the complexity of the case and the information mentioned in the appeal, as well as

the appellate officer's appeal load at that particular time. Decisions of the Provost or designee reflect final agency action.

~~(4m)~~ Undergraduate students may appeal program sanctions provided by the student's undergraduate program, per UCF-5.016. Graduate Students may appeal program sanctions provided by the student's graduate program, per UCF-5.017. Students found "in violation" for academic misconduct are not eligible for academic appeal regarding the final grade issued by the course of the reported violation. Alleged academic misconduct claims are not eligible for review through the academic grade appeal process.

~~(56)~~ Z Designation for Academic Misconduct

- (a) A Z designation is to denote a student was found "in violation" of academic misconduct while enrolled in a course. A Z designation does not affect a student's grade point average. As a result of academic misconduct in an undergraduate course, an appropriate grade will be assigned to a student that is preceded by the letter Z.
- (b) Z designations will remain on a student's transcript if:
 - 1. The student is found "in violation" of academic misconduct and the punitive sanction is suspension for one or more semesters or expulsion; or
 - 2. The student is found "in violation" of academic misconduct twice during their UCF academic career.
 - a. The punitive sanction received in either academic misconduct case has no bearing on the Z designation being permanently placed on the student's transcript.

- b. A Z designation will be placed in association with both courses in which the student was found “in violation” of academic misconduct.
- ~~The faculty member’s syllabus shall state the impact that violating academic behavior standards has on the grade for the course (may provide a zero for the assignment, resulting in the lowering of the final grade (e.g. ZA, ZB, etc...), or award an F in the course (ZF)).~~
- (c) If a student is found “in violation” of academic misconduct a Z designation will be placed on their transcript in association with the final course letter grade recorded (ex. ZA, ZB, ZC, ZD, ZF). ~~The student shall remain enrolled in the course. If the student has withdrawn from the class to avoid the disciplinary action, s/he will be added back to the roster and assigned the appropriate grade.~~
- (d) A Z designation will be denoted on the student’s transcript as a ZW if a student withdrew from the course prior to the conclusion of the conduct process and was subsequently found “in violation” of academic misconduct. ~~When submitting final grades, the faculty member will inform the Registrar’s Office of the Z designation via the change of grade of form. The Registrar’s Office will record the submitted grade, affix a Z in front, and flag the audit such that the grade cannot be changed until the student completes the required Academic Integrity Seminar.~~
- (e) OSC will communicate with the Registrar’s Office to have Z designations placed on student’s transcript following the conclusion of the Conduct Review Process. Student Recourse for Removal of Z Designation (first violation)
1. ~~— If the student has not previously used both grade forgiveness opportunities permitted in a student’s academic lifetime, s/he may repeat the course for~~

~~forgiveness the next semester it is offered. If the class is satisfactorily completed, the Z designation will be removed from the transcript as long as the student also completes the Academic Integrity Seminar, or;~~

~~2. If the student is satisfied with the grade assigned, but wants the Z designation removed, the student must satisfactorily complete a mandatory Academic Integrity Seminar (non-credit) within one year after the violation, at which time the Z designation will be removed from the transcript.~~

~~3. If the student is satisfied with the grade assigned, but wants the Z designation removed, the student must satisfactorily complete a mandatory Academic Integrity Seminar (non-credit) within one year after the violation, at which time the Z designation will be removed from the transcript.~~

(f) Students have the opportunity to improve the letter grade recorded in association with a course in which they were found “in violation” of academic misconduct through the use of grade forgiveness. The Z designation however will still remain on the student’s transcript.~~A grade change, whether removal of the Z and/or designation of forgiveness, must occur within one academic year following the initial enrollment. Only the faculty member initially assigning the grade, or if s/he is unavailable, the department chair is able to change the grade.~~

(g) A student can attempt to have a Z designation permanently removed through participating in an Academic Misconduct Disciplinary Sanction Review.

~~Z designation (second violation)~~

- ~~1. Second violation Z designations are not removable; all Z designations awarded stay on the transcript (the Z is explained on the reverse side of the transcript).~~
 - ~~2. No grade change will occur and the Z designation will be calculated into the GPA in the same way as the grade awarded.~~
- ~~(h) Please note that the Z designation is separate from the Student Conduct Review Process, which may include additional sanctions.~~

Authority: BOG Regulation 1.001. History – Formerly 6C7-5.0042, Amended 8-10-09, 9-4-12,

_____ -15.

Attachment J

UCF-5.016 Student Academic Appeals

(1) Scope. This regulation shall apply to:

- (a) Undergraduate and graduate student appeals of grades (typically limited to final grades) resulting from an instructor's:
 - 1. Alleged deviation from established and announced grading policy;
 - 2. Alleged errors in application of grading procedures; and
 - 3. Alleged lowering of grades for non-academic reasons, including discrimination.
- (b) The professional judgment exercised by an instructor in assigning a specific grade or in conducting a class is excluded from the provisions of this rule except as noted above.
- (c) Appeals of graduate programs actions or decisions by a faculty member, program, or college, including termination from an academic program, are discussed in the following section.

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

- (a) Students are entitled to a fair, timely, and open resolution of academic appeals.
- (b) Faculty members and administrators are entitled to a fair, timely, and open forum in defense of their action.
- (c) Students have access to published materials and student government representatives to help them become familiar with and understand procedures for handling academic appeals.
- (d) Faculty members and administrators have access to published materials and University staff to help them be aware of and understand procedures to address academic appeals.
- (e) Resolution of student academic appeals should be made as informally as possible.
- (f) The University as an institution and its faculty are entitled to procedures that ensure the maintenance of academic standards.
- (g) The appropriate forum for discussion or alteration of academic matters is the academic unit responsible for these matters.

(3) Resolution of Student Appeals at Informal Level

- (a) Step 1: All student academic appeals of allegedly wrongful academic action(s) by an instructor or administrator shall first be brought to the attention of the person whose action is being appealed. (The instructor of the course or administrator whose action is being appealed will be referred to in this regulation as the Responding Party.) This action must be initiated within one semester of the alleged wrongful action or grade. The parties should attempt to resolve the problem in a timely and satisfactory manner. If dissatisfied with the decision of the Responding Party, or if that person is not available, the student must first continue to pursue an informal solution with the unit head, usually the chair or director of the unit.
- (b) Step 2: The unit head or supervisor, in consultation with the Responding Party, should make every effort to communicate with the student and resolve the problem. When classes are in session, this communication shall normally take place within 10 ~~school~~business days of the complaint being brought to the unit head or supervisor. Between semesters and during the summer term, this communication may be extended ten days into the new semester. The unit head or supervisor will provide the student with a written decision that includes reference to student academic appeals procedures.
 - 1. When the Responding Party is not available to discuss the problem, if at all possible, the resolution should wait until such time as the Responding Party can return to the campus, but not more than six months.
 - 2. If the unit head or college dean or designee determines that an emergency exists requiring that the problem be solved prior to the availability of the Responding Party (e.g. in a case of probable delayed graduation), the unit head or dean or designee shall make every reasonable effort to inform the Responding Party of the situation. The Responding Party may elect to submit a written statement and/or to designate a replacement to aid in solving the problem.

3. If the Responding Party cannot be reached or does not designate a replacement, and the complaint must be dealt with promptly, then the unit head or dean or designee shall act on behalf of the Responding Party.

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

- (a) Step 3: If not satisfied with the resolution of the complaint proposed by the unit head or supervisor, the student should consult with Student Government Association's Judicial Advisor or designee, who shall furnish advice to the student's rights and responsibilities with respect to this policy.
- (b) Step 4: Within 10 ~~school~~business days of receipt of the unit head's or supervisor's decision, if the student wishes to file a formal appeal, the student must contact the dean's office of the college in which the action occurred and schedule an appointment with the dean or a designee. That individual will informally review the student's concerns, counsel the student on his/her options, and explain the formal Student Academic Appeals process.
- (c) Step 5: If the student is not satisfied with the outcome of the consultation with the administrator, within 10 days of their meeting or conversation, the student may appeal in writing to the Student Academic Appeals Committee. This committee will determine the legitimacy of the awarded grade and if appropriate, suggest a resolution. The student's written appeal shall include the basis of the original complaint, the dates when the instructor, unit head, administrator, or supervisor, discussed the problem with the student, and the suggested resolution at that time.

(5) Composition of the Student Academic Appeals Committee

- (a) Each college shall establish a Student Academic Appeals Committee whenever required.
- (b) The committee shall be made up of at least three and no more than five tenure-earning or tenured faculty members and an equal number of students.
- (c) Student members shall be selected by the dean of the college or designee from a panel of no less than thirty (30) students. This panel shall be appointed by the Vice President of Student Development and Enrollment Services from a list recommended for this purpose by the Student Body President.

- (d) Any member may be challenged for cause by either party. The validity of such challenges shall be decided by the Office of Student Rights and Responsibilities. If a challenge is upheld, the college dean or designee shall appoint a replacement from the college's tenured and tenure-earning faculty or the student panel.
- (e) The college dean or designee shall assemble the Student Academic Appeals Committee to conduct a formal review of the student academic appeal.

(6) Formal Review of a Student Academic Appeal

- (a) In conducting a formal review, the Student Academic Appeals Committee shall adhere to the following guidelines:
 - 1. The time limits specified in the following review procedure may be extended by mutual agreement of the parties.
 - 2. The committee shall not be officially convened to review the appeal until the Responding Party, or substitute/replacement, has received a copy of the appeal and has had at least 5 ~~school-business~~ days to submit, if desired, a response or additional information. The student will be provided with a copy of any material submitted by the Responding Party at least 5 ~~school-business~~ days before the committee meets to review the case.
 - 3. The committee should make every reasonable effort to meet for review of the case within 20 ~~school-business~~ days after receipt of the student's written appeal and any information provided by the Responding Party and/or unit head.
 - 4. The committee will function as an objective, fact finding body when examining all available and relevant information concerning the student's appeal of academic action by the Responding Party. Such information shall include the student's written appeal, written and/or oral information provided by the Responding Party, statements made by both parties before the committee, and any other information the committee may deem relevant.
 - 5. The college dean or designee will convene the committee, establish procedural rules for conducting the meeting, serve as its chair, and will

vote in the case of a tie. The meeting is not covered by Sunshine laws, and is thus closed to outside parties.

6. The student and Responding Party shall be invited to meet with the committee. Each shall be allowed adequate time to respond to the appeal and material as submitted, to answer any questions from committee members, and to present additional information needed to clarify the issues involved.
7. After meeting with both parties, the committee shall vote on the validity of the student's appeal and if appropriate, develop its recommendations. The committee chair will ensure that the committee's majority opinion is recorded and forwarded to the college dean.

- (b) The college dean shall render a decision within 10 ~~school~~business days of the conclusion of the committee hearing. Copies of the committee's recommendations and the dean's decision shall be made available to both parties concerned, to the provost, and all other involved parties and departments.

(7) Final Appeal

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

Authority: BOG Regulation 1.001. History—Formerly 6C7-5.00431, Amended 8-10-09, 9-4-12, _____-15.

ITEM: EPC-3

EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

SUBJECT: Update to Type I Campus Proposal

DATE: September 24, 2015

PROPOSED BOARD ACTION

Approval of update to Type I Campus Proposal to the Board of Governors, State University System of Florida.

BACKGROUND

As part of the extraordinary opportunity for UCF to develop an innovative living and learning environment that capitalizes on the economic, social, and cultural activity of downtown Orlando, the university proposes updates to its Type I campus proposal for UCF Downtown. The attached presentation outlines updates to the plan for UCF Downtown and the academic programs proposed for that location to accommodate student and program growth. The proposed programming builds on existing program strengths, partnership with Valencia College, and synergies with the Creative Village site.

Supporting documentation: UCF Downtown Update Slides

Prepared by: Diane Chase, Vice Provost for Academic Program Quality

Submitted by: A. Dale Whittaker, Provost and Executive Vice President

UCF DOWNTOWN



Campus Vision

We will create IMPACT:

Foster student success and entrepreneurship.

We will expand ACCESS:

Promote inclusivity and empower all students.

We will cultivate INNOVATION:

Challenge boundaries and create catalysts for change.

Academic Concept

Focus on academic programs that:

- Benefit students because of the learning environment downtown
- Develop unique synergies with downtown industry and organizations
- Build on downtown Orlando's emerging creative technology economy
- Strengthen research, community outreach and service

Criteria for Planning Process

- 1 Enrollment**
- 2 Strategic programs**
- 3 Community-facing programs**
- 4 Student experience**
- 5 Program synergies**

New Academic Building

UCF — 3,954 Students

- Communication (M.A.), Corporate Communication (Certificate)
- Health Care Informatics (M.S.)
- Health Informatics and Information Management (B.S.)
- Health Sciences (M.S.)
- Health Services Administration (B.S.)
- Human Communication (B.A.)
- Legal Studies (B.A., B.S.)
- Social Work (M.S.W.), Military Social Work (Certificate)
- Community Centers

Valencia — 354 Students

- Associate of Arts (A.A.)
- Health Information Technology (A.S.)

Total Students in New Academic Building: 4,308

Center for Emerging Media

UCF — 1,057 Students

- Digital Media (B.A., M.A.)
- Emerging Media: Character Animation Track (B.F.A.)
- Interactive Entertainment (M.S.)

Valencia — 273 Students

- Digital Media (A.S.)

Total Students in Center for Emerging Media: 1,330

Additional Development

UCF

- Food Services and Retail
- Housing: 300 Beds
- Parking Garage: 600 Spaces
- Student Services
- Recreation and Health
- UCF Police

City of Orlando

- Parking Garage: 600 Spaces

Private Developer

- Housing: 400 Beds
- Parking: 600 Spaces

Valencia — 1,676 Students

- Valencia Culinary and Hospitality

Total Students in Additional Development: 1,676

Academic ROI (Year 1)

UCF Academic Programs

13

BOG Programs of
Strategic Emphasis

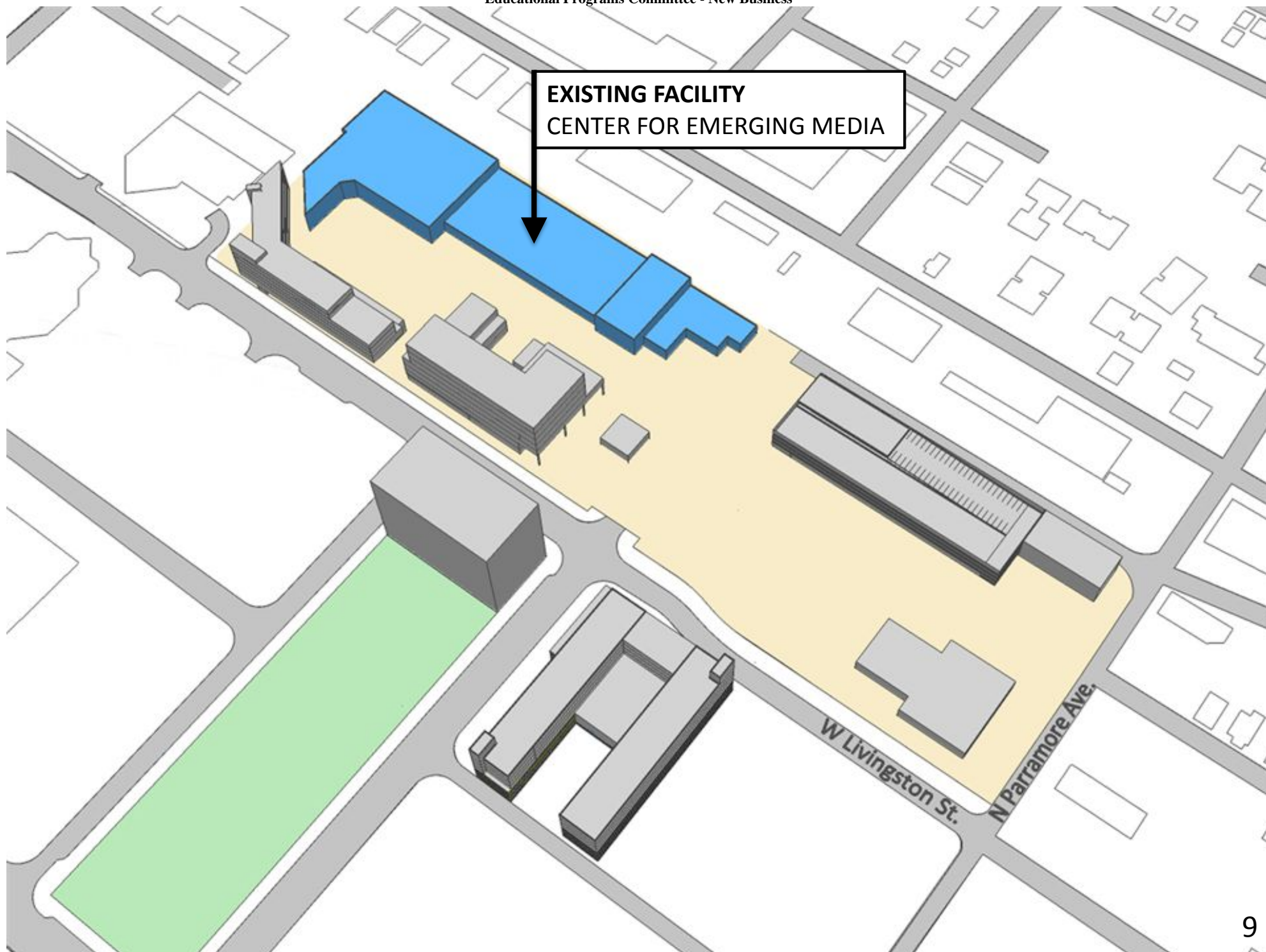
9

UCF Degrees Awarded
Annually

1,600

UCF and Valencia
Students Enrolled

7,314



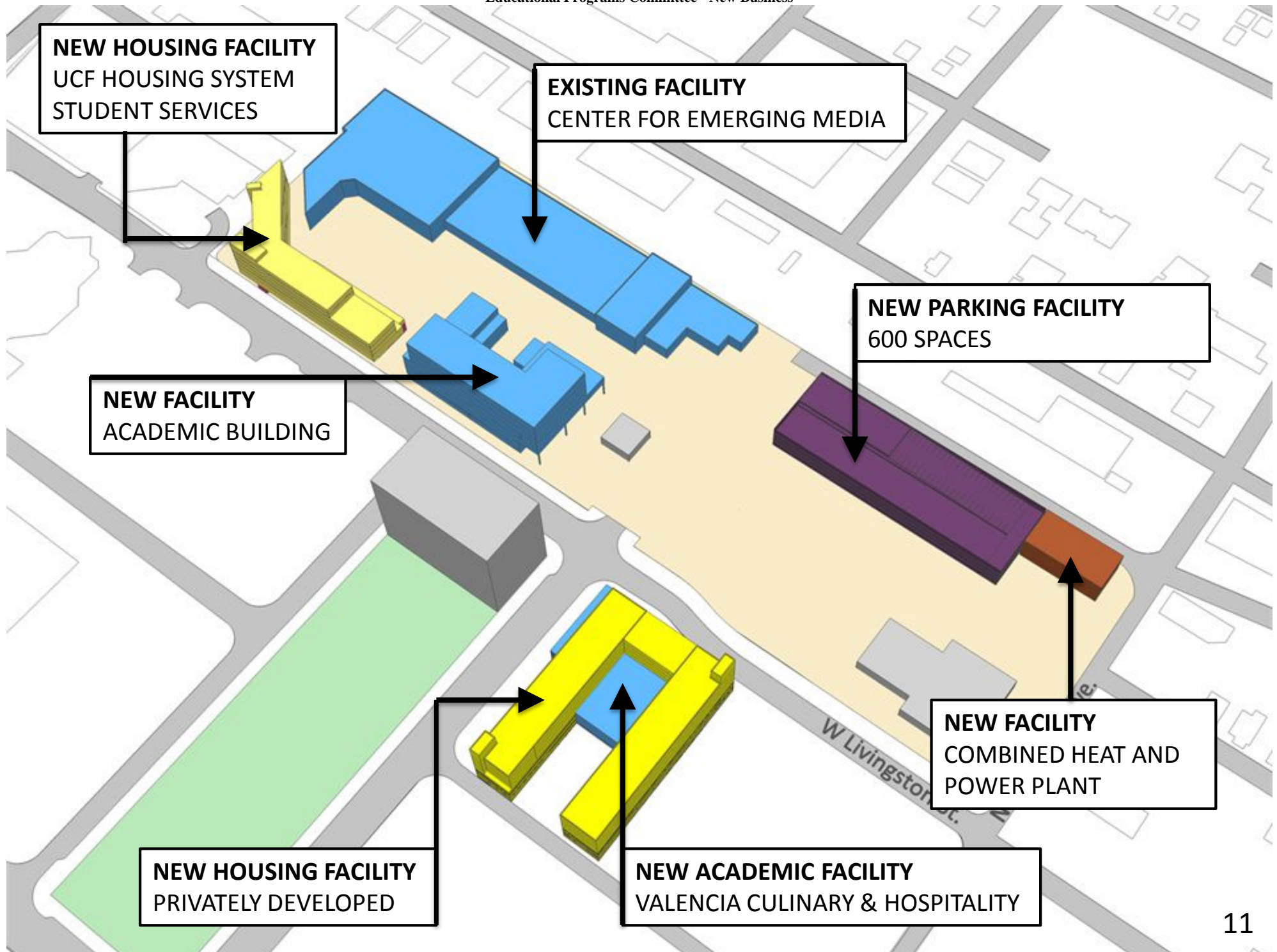
YEAR 1

**EXISTING FACILITY
CENTER FOR EMERGING MEDIA**

**NEW FACILITY
ACADEMIC BUILDING**

**NEW FACILITY
VALENCIA CULINARY & HOSPITALITY**

7,314 STUDENTS



UCF DOWNTOWN



ITEM: INFO-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: State University System Annual Status Report on Market Tuition

DATE: September 24, 2015

PROPOSED BOARD ACTION

Information only.

BACKGROUND INFORMATION

Pursuant to Regulation 7.001(15)(c)(i), each university approved to offer market tuition rates shall provide an annual status report on the implementation of market tuition rates. This annual status report will be provided to the Board of Governors in November 2015.

Supporting documentation: UCF Market Rate Tuition Programs (Attachment A)
Market Rate Tuition Annual Status Report Data Request
Addendum (Attachment B)

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Educational Programs Committee - Information

Attachment A

UCF Market Rate Tuition Programs											
Program	Year Started	Beginning Tuition	Current Tuition	Beginning Enrollment		Current Enrollment		E&G Enrollment (before MR)	E&G Enrollment (after MR) (Fall 2014 estimate)	Degrees or Certificate Completions (2013-14)	Program Hour Req.
		In-State (Out of State)	In-State (Out of State)	In-State	Out-of-State	In-State	Out-of-State				
Executive and Professional Master in Business Administration Degree Programs (EMBA/PMBA) (52.0101)	March, 2011	\$44,000 - EMBA \$35,000- PMBA	\$47,000- EMBA \$39,000- PMBA	111	0	164	0	382 (Fall 2010)	410	56	39
Professional Master of Science in Management Degree Program (52.0101)	March, 2011	\$24, 500	\$29,500	26	0	36	0	0	0	31	30
Professional Master of Science in Real Estate Degree Program (52.1501)	March, 2011	\$29,500	\$29,500	20	0	24	0	0	0	18	30
Master of Science in Health Care Informatics Degree Program (Online Program) (51.0706)	January, 2012	\$29,484	\$29,989	41	1	71	5	0	0	41	36
Master of Science in Engineering Management Degree Program (15.1501)	November, 2012	\$29,499	\$29,500	52	0	31	0	0	0	30	33 ⁽¹⁾
Graduate Health Information Administration Certificate (51.07)	November, 2014	N/A	\$16,660	N/A	N/A	0	0	0		0	20
Master of Social Work (44.0701)	November, 2014	\$386	\$548	N/A	N/A	N/A ⁽²⁾	0	200		0	62
Masters of Science in Management (Business Analytics) (52.0201)	November, 2014	N/A	\$29,500	N/A	N/A	N/A ⁽³⁾		0		0	30

1: MSEM - Program hour requirement changed to 33 hours effective Summer 2014; it was previously 30 hours.

2: MSW - first cohort will begin January 2016

3: PMSM (B.A.) - first cohort will begin January 2016

Attachment B

**Market Rate Tuition Annual Status Report Data Request Addendum
University of Central Florida**

Please describe efforts at the department, college, and university level to assist market rate program students (current and alumni if applicable) in attaining a job or additional career opportunities for students already employed.

Executive Development Center: Executive and Professional Master in Business Administration Degree Program, Professional Master of Science in Management Degree Program, Professional Master of Science in Real Estate Degree Program, Master of Science in Management (Business Analytics)

The Executive Development Center provides several opportunities throughout the year for networking with peers in their cohort as well as across cohort and program tracks. Students are given time during program orientation to connect with others in their industry or field of interest by sharing their career history and goals. At orientation, students are given the opportunity to introduce themselves and share where they work and their career goals. They then meet in small groups twice throughout the day to further conversations. Students and alumni are invited to attend seasonal networking events throughout the year to discuss business and advance relationships. These events yield 60-200 attendees.

The Executive Development Center also offers monthly workshops and educational lunches about current business topics and trends. These workshops are open to the public and are offered to students and alumni free of charge or at a discounted rate. These workshops provide students with an opportunity to sample different topics, expand their business knowledge, and enhance the learning that occurs in the classroom. Another benefit of these workshops is students can invite their coworkers, supervisors, or others in the industry to experience the education that is available at UCF as well as to demonstrate the value that is inherent in the degree they are earning, potentially accelerating promotion opportunities.

At the college and university levels, career guidance is available to students in the form of workshops, counseling, and one-on-one advising. Most of these services are targeted toward undergraduate students or those seeking full-time employment for the first time. However, the UCF Career Services maintains KnightLink where students can advertise or seek career opportunities. They also offer access to a service called CareerShift that offers comprehensive online support to organize a job search.

Due to the work experience requirements of these programs, 99 percent of the students were employed full-time prior to and during enrollment this academic year. Many use the market tuition rate programs as springboards to further their careers within their current company, particularly because those using their company's reimbursement for tuition often require a length of stay with their employer after funding. Third Party surveys conducted for our executive master's in business administration degree and professional master's in business administration degree programs over the last three years of graduates average results show

- 66.6 percent of EMBA and 50 percent of PMBA alumni have received new responsibilities from their employer as a result of their involvement in this program,

- 35 percent of EMBA and 43 percent of PMBA students received a promotion while attending the program,
- 36 percent of EMBA and 40 percent of PMBA students made internal job changes while enrolled in the program.

To that end, the department offers opportunities for networking and for personal growth instead of career placement services so as not to jeopardize the relationship the Executive Development Center may have with employers in the area. When the scope and title of a position is appropriate, job opportunities are shared with students upon request.

Master of Science in Health Care Informatics Degree Program

The master of science in health care informatics degree program requires all students to complete an internship during their last semester in the program. The internship director works with each student to facilitate the internship process and to find the best placement for each student. Four students were offered full-time positions at the end of their internship placement as a direct result of their internships. An additional five students gained employment prior to graduation as a result of the health care informatics degree program. The results from the most recent alumni survey sent out this past May showed that 50 percent (9 of 18) of the most recently graduated cohort of students are employed in health care informatics fields, while 39 percent (7 of 18) are still seeking employment. 11 percent (2 of 18) of students indicated they are not employed. More importantly, 47 percent (7 of 15) of students indicated that the health care informatics degree was the reason they found employment in the health care informatics field.

The internship director is continuously forging relationships with community partners. This has resulted in a paid internship opportunity that has expanded to include undergraduate health information management students for summer and fall semesters and has also resulted in full time employment. The internship director works closely with the community to provide students an opportunity to learn about employers. The Orlando VA and Adventist Health Systems have provided information sessions and/or provide tours at their organizations to students to discuss opportunities available at their organization.

UCF Career Services also plays a role in preparing students to join the workforce and/or secure internships. Career Services provides various professional development workshops to UCF students. Further, the office offers resume and cover letter critiques to ensure that students represent themselves in the most professional manner when they seek employment.

The program director, faculty, and staff are continually developing relationships with community partners. As such, when an organization has volunteer opportunities, internship opportunities, or job vacancies, they reach-out to the health care informatics program for students that meet the criteria they are looking for. Alumni are also a great resource and have approached the program in the past with job opportunities. Students are notified of these job opportunities via Knights email.

The health care informatics degree program participants attend many of the annual health information technology and health related conferences including the Healthcare Information and Management Systems Society, the American Health Information Management Association, the Medical Group Management Association, and the American Public Health Association. Recruiters and health care information technology companies are at many of these conferences

and many of them are also looking to hire new talent. Consequently, students are able to connect with recruiters at these companies.

Lastly, the health care informatics degree program was awarded an information technology grant for the past two years that has enabled students to attend the Healthcare Information and Management Systems Society and the American Health Information Management Association conferences. These conferences exposed students to health information technology companies along with cutting edge research in the field of health information technology. Additionally, students were able to connect and network with the companies in attendance to discover career opportunities that are available to them. The information technology grant also enabled the program to offer students training courses and exam preparation courses including International Classification of Diseases (ICD-10) training; Certified Professional in Healthcare Information and Management Systems exam prep courses; and Certified Health Data Analyst exam prep courses. These training courses and exam preparatory courses equipped students to pass these examinations. With these credentials, our students are more marketable in the health care informatics and information technology workforce.

Master of Science in Engineering Management Degree Program

The master of science degree in engineering management, professional engineering management cohort program was developed by the College of Engineering and Computer Science in partnership with sponsoring companies to address specific industry needs. Faculty members in the program work with students to enhance their careers and employability by

- promoting the program with executive leaders in partner organizations, which increases employability by ensuring the program is viewed as a viable and important step for career development;
- working with executive leaders in partner organizations to connect the program to their internal career and employee development process. In most partner organizations, students complete an internal application process to receive corporate support. The sponsoring organizations view the program as vital long-term growth of their employees. The programs specific course objectives are defined to ensure students learn the skills vital to workplace impacts. The students learn skills and best practices to bring to the workplace. Students reflect on and write papers on how the concepts they are learning will be used in the workplace to improve individual and project performance. This increases students' ability to use their experiences in the program to increase their employability;
- giving students the opportunity to execute cross-company projects, which increases students' knowledge and understanding of different application areas;
- inviting executive leaders from partnering organizations to attend student graduation ceremonies, which increases employability by highlighting the graduate to the executives;
- conducting a "reunion with content" for alumni students to continue to learn new topics, which increases employability by helping the students stay current in the field.

Graduate Health Information Administration Certificate

The graduate in health information administration certificate program will be admitting the first cohort of students in Fall 2015. After the successful completion of the certificate, students will be eligible to sit for the Registered Health Information Administration examination to become credentialed. This credential makes graduates more marketable in the field as they are able to move into management positions. The program plans to build on existing strengths; the bachelor

of science degree in health informatics and information management program has a strong health information management student chapter that brings in local community leaders to discuss opportunities in the workforce and offer advice on professionalism.

Students in the certificate program will be afforded the same opportunities given to the master of science degree in health care informatics program students as stated above. First, because the certificate program and the master's degree program share the same faculty and staff members. Second, the certificate program is only opened to students in or alumni of the master of science in health care informatics program. Thus, employment opportunities given to the master of science degree in health care informatics program students will also be provided to the certificate program students. Faculty and staff in the graduate health information administration certificate program work with students to enhance their careers and employability by

- providing an internship director in the community, who works directly with the graduate in health information administration certificate program students;
- emailing students regarding internship, employment, and volunteer opportunities;
- attending conferences including the Healthcare Information and Management Systems Society, the American Health Information Management Association, the Medical Group Management Association, and the American Public Health Association which exposes the programs to recruiters and in turn connects the recruiters to our students.

Master of Social Work

The master of social work degree, online part-time track will be admitting the first cohort of students starting Spring 2016. Faculty in the School of Social Work have begun converting courses to a Web-based, 7.5 week format. In addition, faculty and administration have been working with university staff in regional campuses to develop an infrastructure to support the program as well as a marketing plan that will capture interest in the program in Florida and across the southeastern region of the United States. A model for the implementation of field placement experiences has been developed by the faculty. Field education is what allows students in the Master of Social Work degree program to apply the knowledge they have learned in the classroom to the practice of social work in the field. Field education will also include seminars where students will have discussions with faculty and peers about State licensure preparation and will learn the application process for the Licensed Clinical Social Worker and the Certified Master Social Worker. The School of Social Work allows for one employment-based internship where students may complete their field education at their current place of employment, as long as they can demonstrate a significant difference in responsibilities. Students may also get assistance from the department with writing a resume. At the university level, students may utilize the Office of Career Services where they will be offered assistance with resume writing and interview skills, as well as have access to tools including KnightLink and career fairs.