



**Board of Trustees
Educational Programs Committee
September 15, 2016, 10:15 a.m. – 11:30 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</i> |
| III. MEETING MINUTES | Chair Garvy |
| <ul style="list-style-type: none">• Approval of the July 28, 2016, Educational Programs Committee meeting minutes | |
| IV. NEW BUSINESS | Chair Garvy |
| <ul style="list-style-type: none">• 2016 Equity Accountability Program (approval) (EPC-1) Tonnette Harris <i>Assistant Director Equal Opportunity & Affirmative Action Programs</i>• 2016-17 Tenure with Hire (approval) (EPC-2) A. Dale Whittaker <i>Provost and Executive Vice President</i>• Provost's update - Faculty Spotlight: Citizen Science GIS in Belize (INFO-1) A. Dale Whittaker Timothy Hawthorne <i>Assistant Professor College of Sciences</i>• Florida Solar Energy Center Follow-up Report (INFO-2) James Fenton <i>Director, Florida Solar Energy Center</i>• State University System Annual Status Report on Market Tuition (INFO-3) A. Dale Whittaker | |

- 2015-16 Academic Program Review Results [\(INFO-4\)](#)
M. Paige Borden
Associate Provost for Academic
Program Quality and Associate Vice
President for Institutional Knowledge
Management
- Centers and Institutes Review Results -
Biomolecular Science Center [\(INFO-5\)](#)
M. Paige Borden

V. OTHER BUSINESS



MINUTES
Educational Programs Committee
University of Central Florida
Board of Trustees

July 28, 2016

Live Oak Event 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 10:30 a.m. Committee members Ken Bradley, Chris Clemente, Keith Koons, and Beverly Seay were present. Also present were Board of Trustees Chairman Marcos Marchena and trustee Clarence H. Brown III. Trustees Ray Gilley, John Sprouls, and David Walsh attended via teleconference.

MINUTES

The minutes from the May 31, 2016, meeting were approved as written.

NEW BUSINESS

Conferral of Degrees (EPC-1)

Dale Whittaker, Provost and Executive Vice President, requested approval for the Summer 2016 conferral of degrees. A motion to recommend the conferral of degrees to the Board of Trustees was unanimously approved.

Path to Preeminence: Five-year Benchmarking Plan (EPC-2)

Whittaker noted that a Florida statute states that a state university that is designated as a preeminent state research university shall submit to the Board of Governors a five-year benchmarking plan with target rankings on key performance metrics for national excellence. UCF's plan describes investments and expectations related to achieving additional metrics and full preeminence. A motion to recommend the Path to Preeminence: Five-year Benchmarking Plan to the Board of Trustees was unanimously approved.

New Degree Programs (EPC-3)

John Weishampel, Associate Dean for the College of Graduate Studies, presented the master of science in genetic counseling degree program. A motion to recommend this new degree program to the Board of Trustees, pending guidance from the Board of Governors regarding cost recovery programs, was unanimously approved.

Amendment to University Regulations: Chapter 2 Regulations (EPC-4a)

Youndy Cook, Deputy General Counsel, requested approval to amend University Regulations UCF-2.031, UCF-2.003, UCF-2.0121, and UCF-2.031. Regulation UCF-2.001 and UCF-2.003 establish the admission requirements for undergraduate and graduate students, respectively. The proposed amendments include a change to immunization requirements for students residing in on-campus housing, and language outlining the requirement that applicants disclose past criminal conduct and educational misconduct. UCF-2.021 relates to the admission of students in limited non-degree seeking status. UCF-2.0031 relates to the admission of post-baccalaureate non-

degree-seeking students. These regulations are amended to clarify that these students are subject to the requirements of the appropriate admissions regulations. A motion to recommend the amended Chapter 2 regulations to the Board of Trustees was unanimously approved.

Amendment to University Regulations: Chapter 5 Regulations (EPC-4b)

Cook requested approval to amend University Regulations UCF-5.006, UCF-5.007, UCF-5.008, UCF-5.009, UCF-5.010, UCF-5.011, UCF-5.012, UCF-5.013, and 5.015. Regulation UCF-5.006, Student Rights and Responsibilities, is amended to include interpersonal violence in addition to sexual misconduct.

Regulations UCF-5.007 through -5.010 relate to the student code of conduct and the conduct review process for students. The regulations are amended to add and update definitions, rewrite the code of conduct provision relating to sexual misconduct and interpersonal violence, and add new language concerning drug emergencies.

Regulations UCF-5.011 through UCF-5.013 relate to the student organizational rules of conduct and the conduct review process for student organizations. The regulations are amended to add and update definitions, rewrite the principles of registered student organization responsibilities, and rewrite the rules relating to sexual misconduct and interpersonal violence.

Trustee Garvy made a motion to hold the Chapter 5 amended regulations and remove them from the Board of Trustees consent agenda for further review. Trustee Bradley seconded the motion, followed by discussion. The motion was called and failed with one *aye* vote by Trustee Garvy, five *nay* votes by Trustees Bradley, Clemente, and Koons, Marchena, and Seay.

A motion to recommend the Chapter 5 amended regulations to the Board of Trustees as presented, along with a request that the Office of the General Counsel provide the committee with information on UCF's student conduct due process at a future meeting, was unanimously approved.

Amendment to University Regulations: Regulation 5.0021 (EPC-4c)

Cook requested approval to amend University Regulation UCF-5.0021, Student Government and Registered Student Organizations. This regulation is amended to include new language articulating that the university considers student involvement in organizations of all types, including student government, to be a valuable part of their educational experience. A request was made to revise Section 2(e) by striking out *proposed how* and substituting it with *may determine the allocation and expenditure of*.

A motion to recommend the amended Regulation 5.0021 to the Board of Trustees was unanimously approved; followed by a motion that was made and unanimously approved to amend the motion to reflect the revision to Section 2(e).

2016-17 Tenure with Hire (EPC-5)

Whittaker discussed 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. Tenure with hire was requested for the following 18 recently hired faculty members:

- Dr. Geri Smith, professor, Department of Modern Languages and Literatures
- Dr. Qinghai Wang, professor, Department of Finance
- Dr. Khim Kelly, associate professor, Kenneth G. Dixon School of Accounting
- Dr. Rebecca Bennett, professor, Department of Management
- Dr. Ronald Piccolo, professor, Department of Management

- Dr. Dave Edyburn, professor, Department of Child, Family and Community Sciences
- Dr. Jerry Johnson, professor, School of Teaching, Learning and Leadership
- Dr. Paula Kohler, professor, Department of Child, Family and Community Sciences
- Dr. Jesse Perez Mendez, professor, Department of Child, Family and Community Sciences
- Dr. Alisa Smith, associate professor, Department of Legal Studies
- Dr. Jeremy Hall, professor, School of Public Administration
- Dr. Claudia Andl, associate professor of medicine, Burnett School of Biomedical Sciences
- Dr. Saleh Rahman, professor of medicine, Department of Medical Education
- Dr. Hongxia Zhou, associate professor of medicine, Burnett School of Biomedical Sciences
- Dr. Elizabeth Klonoff, professor, department of Psychology
- Dr. Robert Littlefield, professor, Nicholson School of Communication
- Dr. Eduardo Texeira, professor, Department of Mathematics
- Dr. Murat Hancer, professor, Department of Hospitality Services

A motion to recommend the 2016-17 tenure with hire to the Board of Trustees was unanimously approved.

Provost's Update

Whittaker provided the following updates.

- Faculty Spotlight: Citizen Science GIS in Belize (INFO-1): Whittaker introduced Timothy Hawthorne and postponed his presentation due to time restraints.
- Whittaker announced that the Belgian-based international nanotechnology leader IMEC has officially opened its United States design headquarters at ICAMR in Osceola County. At the kickoff for the consortium, Senator Nelson acknowledged and recognized that ICAMR submitted a \$70 million proposal for an Institute for Sensor and Imager Materials and Manufacturing to the Department of Commerce Committee of the National Institution of Standards and Technology (NIST).

Florida Solar Energy Center Follow-up Report (INFO-2)

Whittaker postponed the Florida Solar Energy presentation due to time restraints.

Trustee Garvy adjourned the meeting at 11:43 a.m.

Respectfully submitted:



A. Dale Whittaker
Provost and Executive Vice President

8/31/16
Date

ITEM: EPC-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2016 Equity Accountability Program

DATE: September 15, 2016

PROPOSED BOARD ACTION

Approval of the 2016 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 the progress towards achieving goals established in the 2015 Florida Equity Report, equity goals established in the 2016 Florida Equity Report, and actions planned to achieve these goals.

Supporting documentation:

2016 Florida Equity Report:

- Attachment A: Florida Equity Report: Enrollment, Sex Equity in Athletics, and Employment; Report Year: 2016

- Attachment B: Florida Equity Report Data Tables: Enrollment, Sex Equity in Athletics, and Employment; Report Year: 2016
- Attachment C: President's Performance and Compensation Review Policy and Presidential Evaluation Report Submitted by Constantine Curris, Curris Associates
- Attachment D: UCF-3.001 Non-Discrimination; Affirmative Action Programs
- Attachment E: Student Development and Enrollment Services Florida Equity Report 2014-2015
- Attachment F: Black/African American Faculty Exit Survey 2016 report and Black/African American Faculty Exit Survey

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

Submitted by: Dale Whittaker, Provost and Executive Vice President for Academic Affairs

Attachment A

Florida Equity Report

Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2016
Data Year: 2014-15

University of Central Florida

Approved by University Board of Trustees: September 15, 2016

John C. Hitt, President: _____
Signature

Date approved by University President: _____

Submitted by:
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September __, 2016

University of Central Florida

FLORIDA EQUITY REPORT 2016

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PART I: EXECUTIVE SUMMARY AND DESCRIPTION OF PLAN DEVELOPMENT

University of Central Florida Executive Summary: Florida Equity Report 2016 Enrollment, Gender Equity in Athletics, and Employment Prepared by UCF Equal Opportunity and Affirmative Action Programs

The UCF Equal Opportunity and Affirmative Action Programs Office (EOAA) 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 tenure status.

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

Enrollment and Graduation

EOAA 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. EOAA 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, EOAA has established goals and timelines to achieve the goals. EOAA 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 | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ≈ |
| FCS ¹ transfers, fall | ≈ | ☑ | ☑ | ☑ | ☑ | ☑ | ≈ |
| retention of full-time FTICs after one year | ☑ | X | ☑ | ☑ | ☑ | ☑ | ☑ |
| Graduation, full-time FTICs after six years ² | ≈ | ☑ | ☑ | ☑ | N/A | N/A | ☑ |
| bachelor's degrees awarded, 2014-15 | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ≈ |
| master's degrees awarded, 2014-15 | ☑ | ☑ | ≈ | ≈ | ☑ | ☑ | ≈ |
| doctoral ³ degrees awarded, 2014-15 | ≈ | N/A | X | ≈ | N/A | ☑ | ≈ |
| professional practice degrees awarded, 2014-15 | ☑ | ☑ | ☑ | ☑ | X | ☑ | ☑ |

Report on Goals for 2014-15: Maintain or increase protected class member degree achievement at all levels. Particularly increase the number of American Indian or Alaska Native and Hawaiian or other Pacific Islander FTICs and transfer students.

We achieved the goal for American Indian and Alaska Native students at all degree levels except the doctoral degree level. We also achieved the goal of increasing the number of American Indian or Alaska Native and Hawaiian or other Pacific Islander FTICs and transfer students. However, there are still a very low number of American Indian and Alaska Native and Native Hawaiian and Pacific Islander students in almost all of the above categories. For example, although their FTIC fall enrollment increased over last year, their number increased from three to six students. This is down from 21 students in Fall 2010. It is noted that two American Indian and Alaska Native students and zero Native Hawaiian and other Pacific Islander students were awarded doctoral degrees. No American Indian and Alaska Native or Native Hawaiian and other Pacific Islander student was awarded a master's degree.

Goal achieved for Black students at all degree levels except the doctoral degree level. Goal achieved for Asian and Hispanic students at the bachelor and professional practice degree level, but not for the master's or doctoral degree levels.

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.

Goals Set 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 students at all levels, Black students at the doctoral degree level, and Hispanic and Asian students at the master's and doctoral degree levels. EOAA will work with the undergraduate and graduate admissions offices to develop strategic recruitment opportunities to achieve these goals.

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.

EOAA has determined that the programs and services are effective and equitable in terms of availability and accessibility. EOAA did not receive any formal discrimination grievances regarding the administration of services or the accessibility of programs for the 2014-15 data year.

Gender Equity in Athletics

This section involves a 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 is out of compliance with the scholarship requirements of Title IX for this data year (2014-15) but has made significant improvement in participation over the 2013-14 academic year, so that we are essentially in compliance based on the substantial proportionality standard alone, with a 2.1 percent variance (2 percent variance is allowable).

Report on Goals for 2014-15: 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. The goal of increasing participation was achieved, but the goal of increasing scholarship offerings in 2014-15 was not achieved. UCF Athletics' had a 2.1 percent variance in participation. Scholarship offerings were at a 3 percent variance during academic year 2014-15. UCF met its 2014-15 goal of reducing the participation variance (cut almost in half), but its scholarship variance remained the same.

Goals Set for 2015-16: UCF retains its goal to reduce the variances in participation rates and scholarship offerings. Several actions have already been taken to achieve this during the 2015-16 academic year. As UCF committed in last year's equity report, UCF Athletics communicated with its coaches prior to the start of the school year about their roster management and participation numbers. UCF's women's teams have all been encouraged to allocate all available scholarship funds to their student-athletes (we may have a few outliers due to the coaches transitions, but will still be manageable). UCF

Athletics conducted a participant and scholarship analysis with all of its coaches to assist in determining the roster thresholds needed to achieve continued compliance with Title IX's participation and scholarship requirements. UCF Athletics also investigated the possibility of adding women's sports teams, but due to its ability to manage rosters, found that there was no current need to add another women's sport.

Employment

EOAA 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. EOAA 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.

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 | ≈ | ≈ | ☑ | ☑ |
| non-tenure-track faculty | one-year | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| | five-year | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| executive, administrative, and managerial employees | one-year | ☑ | ≈ | ≈ | ☑ | ☑ | ≈ |
| | five-year | ≈ | X | ☑ | ☑ | N/A | ☑ |

Goals for 2014-15: Increase the number of tenured and tenure-track Black faculty members, tenured and tenure-track Hispanic faculty members, tenured and tenure-track American Indian and Alaska Native faculty members, and tenure-track women faculty members in the next academic year.

With respect to increasing the representation of tenured and tenure-track Black faculty members in the next academic year: Goal achieved. The number of tenured Black faculty members increased from 27 to 28, but has not caught up to their number in 2012-13 (30). The University has more than doubled (four to nine) the number of Black tenure-track faculty members. However, their representation is still very low at 3.9 percent. The University therefore retains its goal to increase the number Black tenured

and tenure-track faculty through measures designed to attract, hire, and retain Black tenured and tenure-track faculty.

With respect to increasing the representation of tenured and tenure-track Hispanic faculty members in the next academic year: Goal not achieved. The number of tenured Hispanic faculty members decreased by one (38 to 37) during the last reporting year. Although the numbers of tenure-track Hispanic faculty members increased from 15 to 18, their representation did not keep up with the expanding tenure track workforce (8.8 percent to 7.5 percent) due to the large number of tenure-track hired during the reporting year. EOAA retains a goal of increasing the number of tenured and tenure-track Hispanic faculty members in the next academic year.

With respect to increasing the representation of tenured and tenure-track American Indian and Alaska Native faculty members in the next academic year: Goal not achieved. The university has zero tenured or tenure-track Native Hawaiian or Pacific Islander faculty members and zero American Indian or Alaska Native tenure track faculty members. The University must therefore do more to attract and hire Native Hawaiian or Pacific Islander, American Indian, or Alaska Native and tenure-track faculty.

With respect to the goal of increasing the number of women tenure-track faculty: Goal achieved. The number of female tenure-track faculty members increased by 31 faculty members, but because of the greater number of males hired this past year, the representation of women in the tenure track workforce declined slightly.

Goals Set for 2015-16: Increase the number of tenured and tenure-track Black faculty members, tenured and tenure-track Hispanic faculty members, tenured and tenure-track American Indian and Alaska Native faculty members, tenured and tenure-track Native Hawaiian or Pacific Islander faculty members, and tenured women faculty members (see Part 8 below) in the next academic year.

PART II: REVIEW OF POLICIES AND PROCEDURES

The University listed 33 policies and procedures in support of equity. EOAA created and monitored the 24 online links housed at the EOAA office's webpage, www.eeo.ucf.edu. That office periodically checks the other six links (from the Provost's office, Human Resources, and Student Accessibility Services) to ensure they are operational.

EOAA 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.

Because of the recent emphasis on the Title IX rights of students faced with sexual violence, EOAA 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. EOAA 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 EOAA 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.

The President's Policy Statement, posted on campus bulletin boards, websites, and in other venues reinforces the University's Non-Discrimination commitment and provides contact information about the EOAA office. This year the President's statement was updated to make more explicit the university's prohibition against discrimination on the basis of sexual orientation, gender identity, gender expression, and non-religion.

Each year, EOAA 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 2014-15, EOAA 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, and to other groups on request. EOAA 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 EOAA 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 EOAA Office homepage.

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 and ethnic codes. The University established an internal goal to maintain or improve protected class representation. Whether the University met this internal goal is explained in the Executive Summary. That summary is based on the raw data shown below.

| Table 1. First-Time-In-College Enrollment, Fall 2015, Fall 2014, and Fall 2010 | | | | | | | | | | |
|---|-------|-------|--------|------|-------|--------|-------|--------|--------|-------|
| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
| Men | 32 | 216 | 4 | 221 | 658 | 3 | 1,654 | 124 | 13 | 2,925 |
| Women | 24 | 414 | 2 | 204 | 769 | 6 | 1,802 | 164 | 14 | 3,399 |
| Total FTIC Fall 2015 | 56 | 630 | 6 | 425 | 1,427 | 9 | 3,456 | 288 | 27 | 6,324 |
| Category % of Total Fall 2015 | 0.9% | 10.0% | 0.1% | 6.7% | 22.6% | 0.1% | 54.6% | 4.6% | 0.4% | |
| Total FTIC Fall 2014 | 42 | 619 | 3 | 355 | 1,391 | 8 | 3,499 | 269 | 30 | 6,216 |
| Category % of Total Fall 2014 | 0.7% | 10.0% | 0.0% | 5.7% | 22.4% | 0.1% | 56.3% | 4.3% | 0.5% | |
| Total FTIC Fall 2010 | 38 | 563 | 21 | 387 | 1,113 | 2 | 3,801 | 74 | 51 | 6,050 |
| Category % of Total Fall 2010 | 0.6% | 9.3% | 0.3% | 6.4% | 18.4% | 0.0% | 62.8% | 1.2% | 0.8% | |
| Percentage Change in number from Fall 2010 to Fall 2015 | 47.4% | 11.9% | -71.4% | 9.8% | 28.2% | 350.0% | -9.1% | 289.2% | -47.1% | 4.5% |
| Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Column 1, Full-time, First-time students. | | | | | | | | | | |

| Table 2. Florida Community College A.A. Transfers, Fall 2015 (and Summer Continuing into Fall), Fall 2014, and Fall 2010 | | | | | | | | | | | | |
|--|------|-------|-------|------|-------|--------|-------|-------|------|--------|-------|-------|
| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | FEMALE | MALE | TOTAL |
| Total Fall 2015 | 55 | 404 | 6 | 148 | 838 | 10 | 1,499 | 119 | 23 | 1,753 | 1,349 | 3,102 |
| Category % of Total Fall 2015 | 1.8% | 13.0% | 0.2% | 4.8% | 27.0% | 0.3% | 48.3% | 3.8% | 0.7% | 56.5% | 43.5% | |
| Total Fall 2014 | 65 | 439 | 6 | 150 | 814 | 6 | 1,543 | 95 | 26 | 1,819 | 1,325 | 3,144 |
| Category % of Total Fall 2014 | 2.1% | 14.0% | 0.2% | 4.8% | 25.9% | 0.2% | 49.1% | 3.0% | 0.8% | 57.9% | 42.1% | |

| | | | | | | | | | | | | |
|--|--------|-------|--------|--------|-------|-------|--------|--------|--------|-------|--------|-------|
| Total Fall 2010 | 69 | 394 | 12 | 171 | 684 | 7 | 1,946 | 54 | 83 | 1,917 | 1,503 | 3,420 |
| Category % of Total Fall 2010 | 2.0% | 11.5% | 0.4% | 5.0% | 20.0% | 0.2% | 56.9% | 1.6% | 2.4% | 56.1% | 43.9% | |
| Category % Change from 2010 to 2015 | -20.3% | 2.5% | -50.0% | -13.5% | 22.5% | 42.9% | -23.0% | 120.4% | -72.3% | -8.6% | -10.2% | -9.3% |

Source: Student Instruction File. Fall 2015, Fall 2014, and Fall 2010 enrollment full-time, by race, ethnicity, and gender

Table 3. Retention of Full-Time FTICs Entering Fall 2014, or Summer 2014 and Continuing into Fall, After One Year

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | FEMALE | MALE | TOTAL |
|----------------------------|-------|-------|-------|-------|-------|--------|-------|-------|-------|--------|-------|-------|
| Cohort | 42 | 616 | 3 | 356 | 1,388 | 8 | 3,495 | 269 | 30 | 3,299 | 2,908 | 6,207 |
| Category % of Total | 0.7% | 9.9% | 0.0% | 5.7% | 22.4% | 0.1% | 56.3% | 4.3% | 0.5% | 53.1% | 46.9% | |
| After 1 year | 41 | 564 | 2 | 322 | 1,249 | 8 | 3,084 | 233 | 29 | 2,991 | 2,541 | 5,532 |
| Retention Rate | 97.6% | 91.6% | 66.7% | 90.4% | 90.0% | 100.0% | 88.2% | 86.6% | 96.7% | 90.7% | 87.4% | 89.1% |

Source: Student Instruction File. FTICs who matriculated in Fall 2014, plus those FTICs who matriculated in Summer 2014 and enrolled in Fall 2014.

Second year retention includes students enrolled between (inclusive) 201508 and 201601

Table 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2009, or Summer 2009 and Continuing into Fall After Six Years

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | Female | Male | Total |
|--|-------|-------|-------|-------|--------|--------|--------|-------|-------|--------|-------|-------|
| Cohort | 43 | 505 | 19 | 404 | 912 | 0 | 4,261 | 0 | 87 | 3,328 | 2,903 | 6,231 |
| Category % of Total | 0.7% | 8.1% | 0.3% | 6.5% | 14.6% | 0.0% | 68.4% | 0.0% | 1.4% | 53.4% | 46.6% | |
| After 6 Years Number of Graduates | 28 | 325 | 13 | 283 | 650 | 0 | 3,038 | 0 | 61 | 2,474 | 1,924 | 4,398 |
| Percent Graduated | 65.1% | 64.4% | 68.4% | 70.0% | 71.3% | 0.0% | 71.3% | 0.0% | 70.1% | 74.3% | 66.3% | 70.6% |
| Category % Graduated | 92.3% | 91.2% | 96.9% | 99.2% | 101.0% | 0.0% | 101.0% | 0.0% | 99.3% | 105.3% | 93.9% | |
| Number Retained | 1 | 33 | 1 | 28 | 36 | 0 | 149 | 0 | 7 | 104 | 151 | 255 |
| Category % Retained | 2.3% | 6.5% | 5.3% | 6.9% | 3.9% | 0.0% | 3.5% | 0.0% | 8.0% | 3.1% | 5.2% | |

Source: Local Files (SIF & SIFD)

| Table 5. Bachelor's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010 | | | | | | | | | | |
|---|------|-------|-------|------|-------|--------|-------|-------|------|--------|
| | NRA | B | AI/AN | A* | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
| AY 2014-2015 | | | | | | | | | | |
| Male | 53 | 458 | 9 | 298 | 1,097 | 17 | 3,184 | 127 | 48 | 5,291 |
| Female | 71 | 840 | 20 | 357 | 1,518 | 16 | 4,288 | 180 | 48 | 7,338 |
| Total | 124 | 1,298 | 29 | 655 | 2,615 | 33 | 7,472 | 307 | 96 | 12,629 |
| Category % of Total | 1.0% | 10.3% | 0.2% | 5.2% | 20.7% | 0.3% | 59.2% | 2.4% | 0.8% | 100.0% |
| AY 2013-2014 | | | | | | | | | | |
| Male | 87 | 433 | 4 | 291 | 1,045 | 18 | 3,162 | 98 | 51 | 5,189 |
| Female | 110 | 762 | 25 | 349 | 1,418 | 16 | 4,280 | 139 | 84 | 7,183 |
| Total | 197 | 1,195 | 29 | 640 | 2,463 | 34 | 7,442 | 237 | 135 | 12,372 |
| Category % of Total | 1.6% | 9.7% | 0.2% | 5.2% | 19.9% | 0.3% | 60.2% | 1.9% | 1.1% | 100.0% |
| AY 2009-2010 | | | | | | | | | | |
| Male | 59 | 258 | 15 | 245 | 521 | 0 | 2,682 | 0 | 208 | 3,988 |
| Female | 86 | 594 | 27 | 275 | 775 | 0 | 3,938 | 0 | 286 | 5,981 |
| Total | 145 | 852 | 42 | 520 | 1,296 | 0 | 6,620 | 0 | 494 | 9,969 |
| Category % of Total | 1.5% | 8.5% | 0.4% | 5.2% | 13.0% | 0.0% | 66.4% | 0.0% | 5.0% | 100.0% |
| <i>Source: IPEDS Completions 2015-16, 2014-15, and 2010-11 reports (degrees awarded 2014-15, 2013-14, and 2009-10), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.</i> | | | | | | | | | | |
| * 2009-10 Asian and Pacific Islander are coded under Asian | | | | | | | | | | |

| Table 6. Master's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010 | | | | | | | | | | |
|---|------|-------|-------|------|-------|--------|-------|-------|------|--------|
| | NRA | B | AI/AN | A* | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
| AY 2014-2015 | | | | | | | | | | |
| Male | 129 | 52 | 1 | 39 | 104 | 1 | 482 | 14 | 72 | 894 |
| Female | 66 | 155 | 3 | 53 | 182 | 2 | 753 | 32 | 92 | 1,338 |
| Total | 195 | 207 | 4 | 92 | 286 | 3 | 1,235 | 46 | 164 | 2,232 |
| Category % of Total | 8.7% | 9.3% | 0.2% | 4.1% | 12.8% | 0.1% | 55.3% | 2.1% | 7.3% | 100.0% |
| AY 2013-2014 | | | | | | | | | | |
| Male | 124 | 75 | 0 | 61 | 124 | 0 | 585 | 13 | 57 | 1,039 |
| Female | 75 | 181 | 4 | 60 | 210 | 0 | 825 | 24 | 121 | 1,500 |
| Total | 199 | 256 | 4 | 121 | 334 | 0 | 1,410 | 37 | 178 | 2,539 |
| Category % of Total | 7.8% | 10.1% | 0.2% | 4.8% | 13.2% | 0.0% | 55.5% | 1.5% | 7.0% | 100.0% |
| AY 2009-2010 | | | | | | | | | | |
| Male | 90 | 54 | 3 | 30 | 76 | 0 | 453 | 0 | 26 | 732 |
| Female | 69 | 101 | 1 | 44 | 102 | 0 | 847 | 0 | 40 | 1,204 |
| Total | 159 | 155 | 4 | 74 | 178 | 0 | 1,300 | 0 | 66 | 1,936 |

| | | | | | | | | | | |
|---|------|------|------|------|------|------|-------|------|------|--------|
| Category % of Total | 8.2% | 8.0% | 0.2% | 3.8% | 9.2% | 0.0% | 67.1% | 0.0% | 3.4% | 100.0% |
| <i>Source: IPEDS Completions 2015-16, 2014-15, and 2010-11 reports (degrees awarded 2014-15, 2013-14, and 2009-10), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.</i> | | | | | | | | | | |
| * 2009-2010 Asian and Pacific Islander are coded under Asian | | | | | | | | | | |

| Table 7. Doctor's Degrees Awarded – Research / Scholarship, AY 2014-2015, AY 2013-2014, and AY 2009-2010 | | | | | | | | | | |
|---|-------|------|-------|------|------|--------|-------|-------|------|--------|
| | NRA | B | AI/AN | A* | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
| AY 2014-2015 | | | | | | | | | | |
| Male | 77 | 4 | 0 | 6 | 9 | 0 | 73 | 2 | 2 | 173 |
| Female | 21 | 4 | 0 | 2 | 7 | 0 | 72 | 3 | 4 | 113 |
| Total | 98 | 8 | 0 | 8 | 16 | 0 | 145 | 5 | 6 | 286 |
| Category % of Total | 34.3% | 2.8% | 0.0% | 2.8% | 5.6% | 0.0% | 50.7% | 1.7% | 2.1% | 100.0% |
| AY 2013-2014 | | | | | | | | | | |
| Male | 57 | 8 | 0 | 1 | 10 | 0 | 67 | 1 | 0 | 144 |
| Female | 26 | 10 | 0 | 10 | 8 | 0 | 68 | 0 | 0 | 122 |
| Total | 83 | 18 | 0 | 11 | 18 | 0 | 135 | 1 | 0 | 266 |
| Category % of Total | 31.2% | 6.8% | 0.0% | 4.1% | 6.8% | 0.0% | 50.8% | 0.4% | 0.0% | 100.0% |
| AY 2009-2010 | | | | | | | | | | |
| Male | 62 | 3 | 0 | 10 | 6 | 0 | 60 | 0 | 2 | 143 |
| Female | 20 | 7 | 0 | 3 | 4 | 0 | 50 | 0 | 4 | 88 |
| Total | 82 | 10 | 0 | 13 | 10 | 0 | 110 | 0 | 6 | 231 |
| Category % of Total | 35.5% | 4.3% | 0.0% | 5.6% | 4.3% | 0.0% | 47.6% | 0.0% | 2.6% | 100.0% |
| <i>Source: IPEDS Completions 2015-16, 2014-15, and 2010-11 reports (degrees awarded 2014-15, 2013-14, and 2009-10), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Table for 99.0000, all disciplines.</i> | | | | | | | | | | |
| * 2009-10 Asian and Pacific Islander are coded under Asian | | | | | | | | | | |

| Table 8. Doctor's Degrees Awarded – Professional Practice, AY 2014-2015, AY 2013-2014, and AY 2009-2010 | | | | | | | | | | |
|---|------|------|-------|-------|------|--------|-------|-------|-------|--------|
| | NRA | B | AI/AN | A* | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
| AY 2014-2015 | | | | | | | | | | |
| Male | 0 | 2 | 1 | 9 | 4 | 0 | 36 | 1 | 4 | 57 |
| Female | 0 | 3 | 1 | 11 | 9 | 0 | 50 | 2 | 4 | 80 |
| Total | 0 | 5 | 2 | 20 | 13 | 0 | 86 | 3 | 8 | 137 |
| Category % of Total | 0.0% | 3.6% | 1.5% | 14.6% | 9.5% | 0.0% | 62.8% | 2.2% | 5.8% | 100.0% |
| AY 2013-2014 | | | | | | | | | | |
| Male | 0 | 1 | 0 | 4 | 4 | 1 | 22 | 0 | 33 | 65 |
| Female | 0 | 4 | 1 | 6 | 7 | 0 | 36 | 1 | 57 | 112 |
| Total | 0 | 5 | 1 | 10 | 11 | 1 | 58 | 1 | 90 | 177 |
| Category % of Total | 0.0% | 2.8% | 0.6% | 5.6% | 6.2% | 0.6% | 32.8% | 0.6% | 50.8% | 100.0% |
| AY 2009-2010 | | | | | | | | | | |
| Male | 0 | 0 | 0 | 1 | 0 | 0 | 8 | 0 | 0 | 9 |
| Female | 0 | 0 | 0 | 1 | 1 | 0 | 17 | 0 | 1 | 20 |

| | | | | | | | | | | |
|--|------|------|------|------|------|------|-------|------|------|--------|
| Total | 0 | 0 | 0 | 2 | 1 | 0 | 25 | 0 | 1 | 29 |
| Category % of Total | 0.0% | 0.0% | 0.0% | 6.9% | 3.4% | 0.0% | 86.2% | 0.0% | 3.4% | 100.0% |
| <i>Source: IPEDS Completions 2015-16, 2014-15, and 2010-11 reports (degrees awarded AY 2014-15, AY 2013-14, and AY 2009-10), GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Table for 99.0000, all disciplines.</i> | | | | | | | | | | |
| * 2009-10 Asian and Pacific Islander are coded under Asian | | | | | | | | | | |

Item D. Student Services review: Student Development and Enrollment Services (SDES) prepared an annual report on five of the requested areas (Areas 1, 3, 4, 6, and 8) using institutional effectiveness goals as a guideline. The full 2014-15 SDES Annual Report is attached. EOAA evaluates the other four areas as indicated 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 American Indian and Alaska Native students and 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% |
| <i>Source: Fall 2014 IPEDS, full and part-time graduate students</i> | | | | | | | | | | | |

Area 5 and 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 assessments 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. For example, the Registrar's Office runs the Knights Graduation Grant Initiative which is an overall effort to identify and assist students who are close to degree completion to apply for graduation on time, and to successfully complete remaining coursework. The program seeks to provide financial resources or guidance to students necessary to overcome financial obstacles that are preventing them from registering for remaining coursework and completing their degree programs. Students who are identified and qualify for financial assistance receive a grant from the university to cover tuition and fees only up to \$2,500. To date, 98 awards have been granted to students since Fall 2013, the inaugural term of the program.

Continuous since Fall 2013

Graduation Rate = 83%

\$125,887 in awards through Spring 2015

One-third of the recipients are first-generation students as defined on the student's financial aid application.

71% of the recipient students are minority. 67% of all recipients are Black or Hispanic.

| | |
|-----------------|------|
| AMERICAN INDIAN | 3% |
| ASIAN | 1% |
| BLACK | 42% |
| HISPANIC | 25% |
| NOT SPECIFIED | 1% |
| WHITE | 28% |
| Grand Total | 100% |

SDES's Multicultural Academic and Support Services (MASS) office assists multicultural and first-generation students. MASS's mission is to maximize student success by

assisting Multicultural and First-Generation College Students in their transition to UCF and by connecting with the University community and our partners to promote and facilitate academic support services and programs. It is comprised of many services and programs, including:

| Program Description | Student Participation (if available; counts or % of eligible students) | Financial Incentives (Grants, scholarships, other aid) |
|--|--|---|
| Brother to Brother Program The mission of this program is to provide academic, career, and leadership assessment (development), along with social and financial support to multicultural or first generation undergraduate males who are enrolled part- or full-time at UCF. The program offers leadership development, career exploration, academic skill building, and social enrichment activities. | 28 students participated in spring 2016, 86% increase from spring 2015. | Lumina Grant Funds \$14,000 awarded in 2015. |
| College Prep Day College Prep Day is dedicated to focusing on providing Multicultural and First Generation students information on the college admissions process, the SAT and ACT exams, and Financial Aid. | (Pre-college Program) 75 high school students attended the event in 2014-15. | NA |
| Engaging Latino Students for Transfer and College Completion The purpose of the project is to help institutions strengthen Latino student engagement, transfer, and college completion. Twenty-two colleges and universities with growing Latino student populations across the country were invited to conduct special analyses pertaining to the experiences of Latinos in community colleges and | 50 students have begun the program at Valencia College in 2015-16. | The Kresge Foundation and Greater Texas Foundation awarded travel and focus group funds in 2014-15. |

| | | |
|--|---|--|
| <p>baccalaureate institutions that would: (1) deepen understanding within and between the community college and university sectors, regarding the assets and challenges Latino students bring with them to college; and (2) build awareness and consideration of factors that may inhibit or enhance student engagement, persistence, transfer, and completion for Latino students.</p> | | |
| <p>First Generation Program This program provides first generation college students with a structured approach to develop meaningful experiences at UCF. This program will ease the transition to college, provide an academic home, demystify the college experience, assist with navigating through the university landscape, and help prepare participants to succeed at UCF and beyond. The program provides students with:</p> <ul style="list-style-type: none"> - One-on-one guidance and advising - Referral to the appropriate resources - Resources on financial concerns and scholarships, academic success, getting involved, counseling and advisement, internships, and future planning - Opportunities to connect with students, faculty, staff, community professionals, and alumni - Overall support throughout a student's time at UCF. | <p>2014-15 - 150 participants attended the National Male Student Success Conference; 2014-15 - MASS Student Success Conference</p> | <p>\$15,000 additional funding procured by the Orlando Magic Youth Fund</p> |
| <p>Knight Alliance Program (Foster Care Youth) (First Generation) The mission of this mentoring program is to provide guidance, support, resources, advocacy, financial literacy, and a place of belonging for foster care youth enrolled at the University of Central</p> | <p>(2013-14) -14 students received the State of Florida tuition waiver and received MASS Services. (2014-15) 52 students who received the State of Florida tuition waiver, enrolled in MASS CANVAS and received MASS services (e.g. scholarships, laptops, academic support, mentoring). (2015-</p> | <p>Lawrence E. White Foundation awarded AOK Scholarship Funds in the amount of \$200,000 over four years; (2015) Parent and Family</p> |

| | | |
|---|--|---|
| Florida. The goal is to provide support services and a place where students can have a voice. This program clarifies the college experience, assists students as they navigate through the university landscape, and helps students prepare for success. The program serves as a one-stop shop for foster care youth at UCF. | 16) | Fund award \$3,000;(2016) Parent And Family Fund award \$3,500 |
| Lunch and Learn Lunch and Learn: Take Learning out of the classroom - and out to lunch with a UCF faculty or staff member. Conversing with a UCF faculty or staff member outside of the classroom and the office opens additional opportunities for important connections and interactions. | 100 students engaged with faculty and staff in 2014-15. | 1,200 |
| MASS Extravaganza The MASS Extravaganza is designed to welcome new and returning students to the University of Central Florida and to expose them to various services that UCF provides. A diverse group of organizations, departments, colleges, and businesses are invited to participate in this yearly event. | 34 partners in 2014-15 | NA |
| Middle School Summit The Middle School Summit is designed to provide multicultural and first generation students a better understanding of the steps necessary for admission into a college or university. This day focuses on college admissions, SAT and ACT preparation, careers, financial aid, and the college experience. | 120 students attended the Middle School Summit in 2014-15; | NA |

| | | |
|---|---|----------|
| <p>State College Day Each Spring semester, the MASS Office invites local colleges to attend the State College Visit at UCF. state college students who are interested in participating in the Two Year or Four Year Transfer Initiative Program are welcomed.</p> <p>This program serves students who are first-generation college students, low income, or multicultural. Students selected to participate in the Transfer Initiative Program are sophomores who have completed at least 30 hours of college credit and desire to earn A.A. and transfer to a state university.</p> <p>UCF partners with various offices on campus to provide these students with valuable information and a tour in order to prepare them for their transition from a community college to a university.</p> | 75 students were served in 2014-15. | NA |
| <p>Seizing Opportunities for Achievement and Retention (SOAR) Program The Access Program includes both the Seizing Opportunities for Achievement and Retention (SOAR) and Pegasus Success Programs. They are six-week academic, on-campus summer programs for selected groups of freshman who receive additional academic preparation before attending classes in the fall. Participants in these intensive programs are evaluated solely by UCF's Undergraduate Admissions Office and participation is by invitation only.</p> <p>UCF offers selective admission and academic support services to a select group of first-time-in-college</p> | <p>The college access program served 50 SOAR students in 2014 -15. Total population (50): 41 female, 9 male. The college access program served 84 SOAR students in 2015-16. Total population (84): 55 Female, 29 male. The 2014-15 Summer Fall FTIC Retention and Progression of both SOAR and Pegasus Cohorts is 92.3 percent.</p> | \$40,000 |

| | | |
|---|--|--|
| <p>students who demonstrate an academic need that can be met by the program. The components of the program are:</p> <p>1) UCF Freshman Orientation: All Access Program participants must attend the same UCF Freshman two-day Orientation Program.</p> <p>2) Access Creed Seminar: CREED Seminars introduce students to complete and accurate information about UCF resources, student rights and responsibilities, and a wide range of services students use to encourage their personal, academic, and professional success. Students must attend CREED Seminars each Friday morning.</p> <p>3) Supplemental Instruction (SI): Each general education course option available to Access Program students for the Summer B term will have an academic support component tied directly to it in the form of a supplemental instruction. SI sessions are usually 50 minutes long and are led by a UCF student who has previously taken the course and earned a grade of A.</p> <p>4) Access Closing Ceremony: Parents and families are invited to the Access Programs Closing Ceremony. The Closing Ceremony celebrates student persistence, learning, and achievement in completing the six-week Summer Bridge Program.</p> <p>5) Workshops and Campus Activities: A wide offering of workshops and campus events are available to students throughout the year. While participation in these workshops and events is not a requirement of the Pegasus or SOAR programs, students are</p> | | |
|---|--|--|

| | | |
|--|--|---|
| <p>encouraged to attend these workshops and campus events over the course of their freshman year in order to continue building successful habits and study skills.</p> <p>-6) SOAR Courses: SOAR 2014 participants will be enrolled in SLS#1501 Strategies for Student Success and ENC1101 Composition 1 or REL#2300 World Religions. Each class meets four days per week for approximately two hours. Students will earn 6 college credits.</p> <p>7) Academic Advising: SOAR students will receive academic advising through the Office of First Year Advising & Exploration (FYAE).</p> <p>8) SOAR Leadership Forum: Leadership Forums are daily opportunities for SOAR students to meet with other student leaders for small and large group discussions regarding the UCF community and Knight Culture. SOAR students will develop leadership and financial literacy skills in these daily forums.</p> <p>9) Co-curricular Learning Supplement: ENC#1101 students will meet with University Writing Center consultants twice weekly to discuss and develop successful writing habits.</p> | | |
| <p>Multicultural Transfer Program The program provides multicultural transfer students with a healthy entry to university life, where they can take advantage of networking and professional development opportunities. By becoming involved in transfer focused activities, they are less likely to experience "transfer shock."</p> | <p>120 students attended the Multicultural Transfer Students Reception in fall 2015. 180 students attended in fall 2014. 6 Transfer Leaders were hired in 2014-15 and another 6 were hired in 2015-16.</p> | <p>The Transferring into Professional Success (TiPS) program has received funding from the Parent and Family Fund Grant for three consecutive years. \$5,000 in 2013-2014; \$5,500 in 2015-2016; and \$6,350 for 2016-17.</p> |

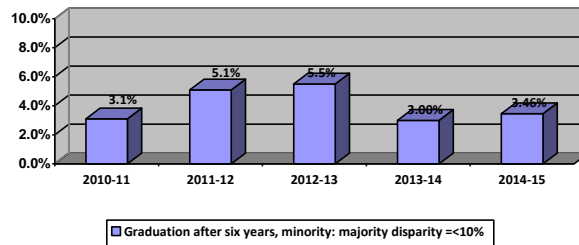
| | | |
|---------------------|--|--|
| Pegasus SARC | The college access program served 131 Pegasus students in 2014 -15. Female-89, Male-42, 100% FTIC student population. The college access program served 182 Pegasus students in 2015-16. Female-132, Male-50, 100% FTIC student population. The 2014-15 Summer Fall FTIC Retention and Progression of both SOAR and Pegasus Cohorts is 92.3 percent. | |
|---------------------|--|--|

An attached SDES report describes the more than 200 university programs operating during the 2014-15 academic year to support students.

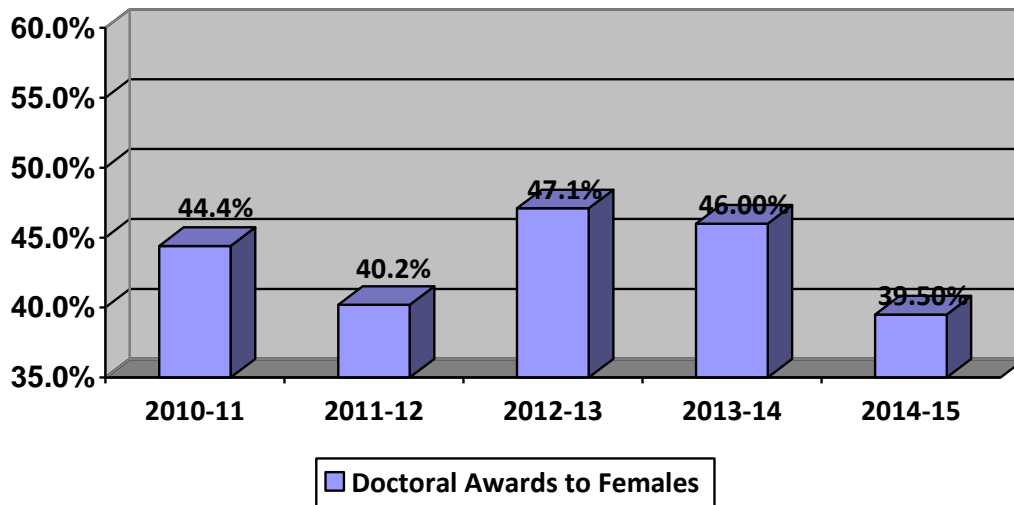
Diverse Magazine (2015) featured UCF in 132 categories for minority undergraduate degree production in 2014. In 81 of those categories, UCF ranked nationally in the Top 20. For example, UCF ranked first in awarding degrees to African American students in the following majors: Legal Studies, Communication Sciences and Disorders, Hospitality Management. UCF ranked first in awarding degrees to Hispanic students in Legal Studies and Business. UCF ranked first in awarding degrees to all minority students in Legal Studies. UCF ranked third nationally for awarding baccalaureate degrees to Hispanic students; sixth nationally for awarding baccalaureate degrees to African American students; nationally for awarding baccalaureate degrees 36 to Asian students and 52 nationally for awarding baccalaureate degrees to Native Americans students. The magazine also ranked UCF in five categories for award of Master's degrees and in four categories for award of doctoral degrees. Source: <http://diverseeducation.com/top100/>.

EOAA 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 of FTIC, Beginners, and Early Admits after six years and the majority graduation rate (including non-resident aliens). The graduation rate of the lowest-performing racial and ethnic group (African American students at 64.4 percent) is more than 90 percent of the majority graduation rate. Hispanic students have the same graduation rate (71.3 percent) and non-minority students. Female students have a graduation rate of 74.3 percent.



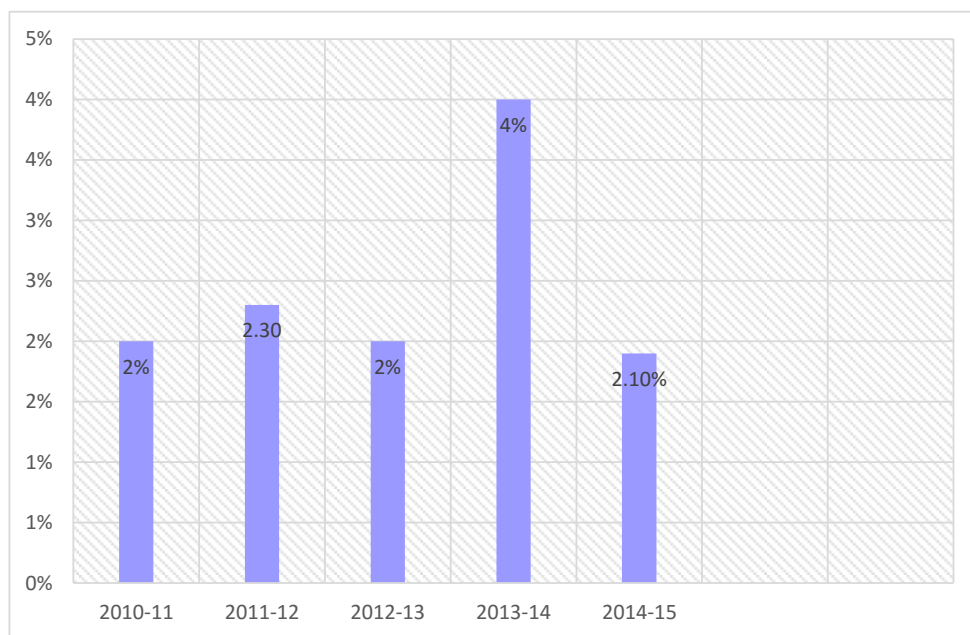
Over the past three years, females out-performed males in obtaining bachelor's degrees, master's degrees, and first professional degrees. Males out performed females in obtaining doctorate degrees during the previous four years. The chart below shows that females lost some ground this year in reversing this trend.



PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS

Part 4 presents the required information regarding intercollegiate athletics.

EOAA 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 2 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 2.1 percent variance. This is just slightly above the maximum allowable variance, but almost half of last year's variance. UCF is proud of this progress and is committed to reducing the variance further.



Parity of female intercollegiate athletes, duplicated participants, compared with undergraduate female enrollment (2 percent disparity allowable)

UCF Athletics evaluated all 11 elements of equity and identified two areas for improvement: Measure Numbers 2 (Participation) and 4 (Scholarship Offerings). As noted above, UCF Athletics' had a 2.1 percent variance in participation. Scholarship offerings were at a 3 percent variance during academic year 2014-15. UCF met its 2014-15 goal of reducing the participation variance (cut almost in half from 4 percent to 2.1 percent), so that we are essentially in compliance based on the substantial proportionality standard alone (2 percent variance is allowable). However, its scholarship variance remained the same. UCF is out of compliance with the scholarship requirements of Title IX for this data year (2014-15).

In the (2015-16 year), UCF has a new athletic director. The athletic program has taken several actions to reduce both the participation variance and the scholarship variance. As UCF committed in last year's equity report, UCF Athletics communicated with its coaches prior to the start of the school year about their roster management and participation numbers. UCF's women's teams have all been encouraged to allocate all available scholarship funds to their student-athletes (we may have a few outliers due to the coaches transitions, but will still be manageable). UCF Athletics conducted a Participant and Scholarship Analysis with all UCF coaches to assist in determining the roster thresholds needed to achieve continued compliance with Title IX's participation and scholarship requirements. UCF Athletics also investigated the possibility of adding

women's sports teams, but due to its ability to manage rosters, it determined that there was no current need to add another women's sport.

UCF Athletics is paying special attention to reducing the scholarship variance especially with respect to how it implements the NCAA's new "Cost of Attendance" rule. UCF Athletics reduced what would have been a 5 percent variance to a 3 percent variance by increasing the scholarship funding to women athletes from what was initially awarded at the beginning of the 2015-16 academic year.

PART V: EMPLOYMENT REPRESENTATION

An analysis of the data compiled for this report two years ago revealed the need for improvement in two employment areas: tenure-track Black faculty as measured after one year and five years. Therefore, that year, EOAA set a goal to correct the decline in tenure-track 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 was clear that the University had to do more to attract and hire Black tenure-track faculty.

Last year, the university set a goal to increase the number of tenure-track *and* tenured Black faculty members. The university added increasing the number of Black tenured faculty members as a goal because the university was losing tenured Black faculty members at a greater rate than faculty members in other racial groups (10 percent (from 30 to 27) where the only other group to decline were Asian tenured faculty members at a rate of 1 percent).

Last year, EOAA reported that it had established a workgroup to review the causes for the decline of Black faculty members in the tenure-track and tenured groups. That workgroup, the Black Faculty Exit Committee, identified the 33 Black faculty members who left UCF in the previous 10 years while either tenured or on the tenure-track. The committee sent a survey to the 29 former faculty members whom it could locate. Fourteen former faculty members responded.

Some of the report's findings are as follows. Survey participants frequently cited a better position and better work environment as primary reasons for leaving UCF, but no participant stated that dissatisfaction with their pay was the primary reason for leaving UCF. Eight participants stated that they had experienced discrimination at UCF, but 5 participants stated that they had not. Twelve participants indicated that they do not believe UCF is committed to equity, diversity, and inclusion-particularly the lack of diversity in leadership positions. One participant indicated that the University President was committed to equity, diversity, and inclusion, but administrators were not. Half of the responding participants indicated that they were treated as a valuable member of the UCF community, but half did not. Eleven participants described their department's climate as "collegial, cooperative, or collaborative," but eight participants described their department's climate as "combative" or "adversarial." Encouragingly, 100 percent of responding participants provided an answer to the question "What would attract you

back to UCF” (indicating that none of the participants are irretrievably lost to UCF), and 71 percent of responding participants would recommend UCF to a colleague looking for employment. The survey and a full report of the results of the survey are attached. EOAA will use the results of the survey, including the varied participants’ statements regarding what would attract them back to UCF, to inform its work with the Provost’s office on increasing and maintaining diversity in its faculty.

The university did meet its 2014-15 goal to increase the number of tenure-track and tenured Black faculty members. The University more than doubled (4 to 9) the number of Black tenure-track faculty members. However, this is still slightly less than the number of Black tenure-track faculty members in 2010 (10). Moreover, the representation of Black tenure-track faculty members is still very low at 3.9 percent, and is down from 5.4 percent in 2010. The number of tenured Black faculty members increased from 27 to 28, but has not caught up to their number in 2012-13 (30). The University therefore retains its goal to increase the number of Black tenured and tenure-track faculty members through measures designed to attract, hire, and retain Black tenured and tenure-track faculty.

Goals for 2014-15 also included increasing the number of tenured and tenure-track Hispanic faculty members, tenured and tenure-track American Indian and Alaska Native faculty members, and tenure-track women faculty members in the next academic year. UCF achieved the goal of increasing the representation of tenure-track Hispanic faculty members, but not Hispanic tenured faculty members. The number of tenure-track Hispanic faculty members increased from 15 to 18; however, their representation did not keep up with the expanding tenure track workforce (8.8 percent to 7.5 percent) due to the large number of tenure-track hired during the reporting year. The number of tenured Hispanic faculty members decreased by one (38 to 37) during the last reporting year. Therefore, EOAA retains a goal of increasing the number of tenured and tenure-track Hispanic faculty members in the next academic year.

Goals for 2014-15 also included increasing the representation of tenured and tenure-track American Indian and Alaska Native faculty members in the next academic year: This goal was not achieved. The university has no tenured or tenure-track Native Hawaiian or Pacific Islander faculty members and no American Indian or Alaska Native tenure track faculty members. The University must therefore do more to attract and hire Native Hawaiian or Pacific Islander, American Indian or Alaska Native tenure-track faculty.

Goals for 2014-15 also included increasing the number of women tenure-track faculty. The university achieved this goal. The number of female tenure-track faculty members increased by 31; however, because of the greater number of males hired this past year, the representation of women in the tenure track workforce declined slightly.

Goals set for 2015-16: Increase the number of tenured and tenure-track Black faculty members, tenured and tenure-track Hispanic faculty members, tenured and tenure-track American Indian and Alaska Native faculty members, tenured and tenure-track Native

Hawaiian or Pacific Islander faculty members, and tenured women faculty members (see Part 8 below) in the next academic year.

PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT

Part 6 presents the required information regarding areas of achievement in 2014-15 goals and areas for improvement in 2015-16.

Academic Services, Programs, and Student Enrollment:

Report on Goals for 2014-15: Maintain or increase protected class member degree achievement at all levels. Particularly increase the number of American Indian or Alaska Native and Hawaiian or other Pacific Islander FTICs and transfer students.

Goal achieved for American Indian and Alaska Native students at all degree levels except the doctoral degree level. Goal of increasing the number of American Indian or Alaska Native and Hawaiian or other Pacific Islander FTICs and transfer students also achieved. However, there are still a very low number of American Indian and Alaska Native and Native Hawaiian and Pacific Islander students in almost all of the above categories. For example, although their FTIC fall enrollment increased over last year, their number increased from three to six students. This is down from 21 students in Fall 2010. It is noted that two American Indian and Alaska Native students and zero Native Hawaiian and other Pacific Islander students were awarded doctoral degrees. No American Indian and Alaska Native or Native Hawaiian and other Pacific Islander student was awarded a master's degree.

Goal achieved for Black students at all degree levels except the doctoral degree level. Goal achieved for Asian and Hispanic students at the bachelor and professional practice degree level, but not for the master's or doctoral degree levels.

Goals Set 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 students at all levels; Black students at the doctoral degree level; Hispanic and Asian students at the master's and doctoral degree levels. EOAA will work with the undergraduate and graduate admissions office to develop strategic recruitment opportunities to achieve these goals.

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.

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

grievances regarding the administration of services or the accessibility of programs for the dated year reported.

Sex Equity in Athletics:

Report on Goals for 2014-15: 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. Goal of increasing participation was achieved, but the goal of increasing scholarship offerings in 2014-15 was not achieved. UCF Athletics' had a 2.1 percent variance in participation. Scholarship offerings were at a 3 percent variance during academic year 2014-15. UCF met its 2014-15 goal of reducing the participation variance (cut almost in half), but its scholarship variance stayed the same.

Goals Set for 2015-16: UCF retains its goal to reduce the variances in participation rates and scholarship offerings. Several actions have already been taken to achieve these goals during the 2015-16 academic year. As UCF committed in last year's equity report, UCF Athletics communicated with its coaches prior to the start of the school year about their roster management and participation numbers. UCF's women's teams have all been encouraged to allocate all available scholarship funds to their student-athletes (we may have a few outliers due to the coaches transitions, but will still be manageable). UCF Athletics conducted a participant and scholarship analysis with all of its coaches to assist in determining the roster thresholds needed to achieve continued compliance with Title IX's participation and scholarship requirements. UCF Athletics is paying special attention to reducing the scholarship variance especially with respect to how it implements the NCAA's new "Cost of Attendance" rule. UCF Athletics reduced what would have been a five percent variance to a three percent variance by increasing the scholarship percent funding to women athletes from what was initially awarded at the beginning of the 2015-16 academic year. UCF Athletics also investigated the possibility of adding women's sports teams, but due to its ability to manage rosters, found that there was no current need to add another women's sport.

Employment:

Report on Goals for 2014-15: Increase the number of tenured and tenure-track Black faculty members, tenured and tenure-track Hispanic faculty members, tenured and tenure-track American Indian and Alaska Native faculty members, and tenure-track women faculty members in the next academic year.

With respect to increasing the representation of tenured and tenure-track Black faculty members in the next academic year: Goal achieved. The number of tenured Black faculty members increased from 27 to 28, but has not caught up to their number in 2012-13 of 30. The University has more than doubled (four to nine) the number of Black tenure-track faculty members. However, their representation is still very low at 3.9 percent. The University must therefore do more to attract, hire, and retain Black tenured and tenure-track faculty.

With respect to increasing the representation of tenured and tenure-track Hispanic faculty members in the next academic year: Goal not achieved. The number of tenured Hispanic faculty members decreased by one (38 to 37) during the last reporting year. Although the numbers of tenure-track Hispanic faculty members increased from 15 to 18, their representation did not keep up with the expanding tenure track workforce (8.8 percent to 7.5 percent) due to the large number of tenure-track hired during the reporting year. EOAA retains a goal of increasing the number of tenured and tenure-track Hispanic faculty members in the next academic year.

With respect to increasing the representation of tenured and tenure-track American Indian and Alaska Native faculty members in the next academic year: Goal not achieved. The university has zero tenured or tenure-track Native Hawaiian or Pacific Islander faculty members and zero American Indian or Alaska Native tenure track faculty members. The University must therefore do more to attract and hire Native Hawaiian or Pacific Islander, American Indian or Alaska Native tenured and tenure-track faculty.

With respect to the goal of increasing the number of women tenure-track faculty: Goal achieved. The number of female tenure-track faculty members increased by 31 faculty members. However, because of the greater number of males hired this past year, the representation of women in the tenure track workforce declined slightly.

Goals Set for 2015-16: Increase the number of tenured and tenure-track Black faculty members, tenured and tenure-track Hispanic faculty members, tenured and tenure-track American Indian and Alaska Native faculty members, tenured and tenure-track Native Hawaiian or Pacific Islander faculty members, and tenured women faculty members (see Part 8 below) in the next academic year.

PART VII: PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

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

In the 2014-15 promotion and tenure process, the University has a 92 percent (22 of 24) approval rate. EOAA counts the two cases in which the applicant withdrew his or her application as a denial. However, one of these withdraw applications was submitted by a white male, and the other by an Asian male. As such, adverse impact is not a factor for race and ethnic protected classes.

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

- Race and ethnic minorities succeeded in achieving tenure at a rate of 80 percent (4/5). White applicants succeeded at a rate of 88 percent (8/9).

- Females succeeded at a rate of 100 percent (4/4). Males succeeded at a rate of 80 percent (8/10).

However, as in the 2013-14 academic year, there were no Black, American Indian or Alaska Native, or Native Hawaiian or Pacific Islander applicants for tenure.

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 2012-15.

PART VIII: PROMOTION AND TENURE COMMITTEE COMPOSITION

Part 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 eleven members: six (males) and five (females); nine (whites), one Asian and one Hispanic member. Two colleges and four departments had no female representation for 2014-15. Non-female representation may be attributed to a number of factors including a comparative lack of tenured female faculty.

No college tenure committee included Black, American Indian or Alaska Native, or Native Hawaiian or Pacific Islander faculty members. College committees include two Hispanic and three Asian members.

Only three of 21 departmental committees included Black faculty members; only one included an American Indian member, and no departmental committee included a Native Hawaiian or Pacific Islander member. However, almost half (10/21) of the departmental committee included Hispanic faculty members, and eight of 21 included Asian faculty members.

Overall, of 273 committee members, 200 were white, 46 were Asian, 20 were Hispanic, five were Black, and one was an American Indian faculty member.

EOAA 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 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 Provost's Office 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 2014-15 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 ten, with a maximum of thirty 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 EOAA 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 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 \$1,665,000 for the 2014-15 fiscal year for the "Provost's Diversity Enhancement Program."⁴

⁴ In 2015-16 fiscal year, this program was replaced with the Targeted Opportunity Funding Program.

B. President's Evaluation (Attachment C)

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 2014-15 Performance Assessment reveal that President Hitt’s commitment to a diverse student body is felt by students. It states: “That UCF has a significant population of students of color was noted by many students who appreciate the University’s commitment to inclusion and the comfort that commitment provides to many students.”

C. UCF Regulation 3.001 (Attachment D)

D. Student Development and Enrollment Services program report (Attachment E)

E. EOAA Black Former Faculty Survey and Results report (Attachment F)

Attachment B

Florida Equity Report Data Tables:
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2016

University of Central Florida

Data Year: July – June, 2014-2015

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

Approved by University President: (signature and date)

Submitted by:

Maria D. Beckman, Director

Equal Opportunity and Affirmative Action Programs

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(date)

**Florida Equity Reports
University of Central Florida
2015 - 2016**

PART II: Policies and Procedures in Support of Equity

A. President's Statement on Equal Opportunity and Affirmative Action

<http://www.eeo.ucf.edu/documents/PresidentsStatement.pdf>

B. Search and Screening Guidelines

<http://www.eeo.ucf.edu/documents/SearchScreeningGuidelines.pdf>

C. Discrimination Grievance Policy

<http://www.eeo.ucf.edu/documents/DiscriminationGrievancePolicy.pdf>

D. Discrimination Grievance Investigation Procedure

<http://www.eeo.ucf.edu/documents/DiscriminationGrievanceInvestigationProcedure.pdf>

E. ADA - Request for Reasonable Accommodation

<http://www.eeo.ucf.edu/documents/RequestReasonableAccommodation.pdf>

F. Protocol for Providing Reasonable Accommodation

<http://www.eeo.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf>

G. Religious Accommodation: Guidelines for Departmental Procedures for Requests

<http://www.eeo.ucf.edu/documents/ReligiousAccommodationGuidelines.pdf>

H. Faculty Hiring Guide

<http://www.eeo.ucf.edu/documents/FacultyHiringGuide.pdf>

I. A&P Hiring Guide

<http://www.eeo.ucf.edu/documents/APHiringGuide.pdf>

J. Student Disability Services: Eligibility for accommodations, Disability documentation requirements

<http://sas.sdes.ucf.edu/accommodations>

K. University Regulation on Grievances Alleging Discrimination

<http://www.eeo.ucf.edu/documents/GrievancesAllegingDiscrimination.pdf>

L. University Non-Discrimination and Affirmative Action Regulation

<http://www.eeo.ucf.edu/documents/NonDiscriminationAffirmativeAction.pdf>

- M. Resources - Discrimination Complaints - UCF Resource List
<http://www.eeo.ucf.edu/documents/CampusResourceList.pdf>
- N. Resources - Discrimination Complaints - Report Discrimination to UCF
<http://www.eeo.ucf.edu/documents/ReportDiscrimination.pdf>
- O. Resources - Discrimination Complaints - External Reporting Channels
<http://www.eeo.ucf.edu/documents/ExternalResources.pdf>
- P. Discrimination - Descriptions, Prevention - Age
<http://www.eeo.ucf.edu/documents/DiscriminationAge.pdf>
- Q. Discrimination - Descriptions, Prevention - Disability
<http://www.eeo.ucf.edu/documents/DiscriminationDisability.pdf>
- R. Discrimination - Descriptions, Prevention - Gender Identity or Gender Expression
<http://www.eeo.ucf.edu/documents/DiscriminationGenderIdentityExpression.pdf>
- S. Discrimination - Descriptions, Prevention - Genetic Information
<http://www.eeo.ucf.edu/documents/DiscriminationGeneticInformation.pdf>
- T. Discrimination - Descriptions, Prevention - Marital Status
<http://www.eeo.ucf.edu/documents/DiscriminationMaritalStatus.pdf>
- U. Discrimination - Descriptions, Prevention - National Origin
<http://www.eeo.ucf.edu/documents/DiscriminationNationalOrigin.pdf>
- V. Discrimination - Descriptions, Prevention - Race
<http://www.eeo.ucf.edu/documents/DiscriminationRace.pdf>
- W. Discrimination - Descriptions, Prevention - Religion
<http://www.eeo.ucf.edu/documents/DiscriminationReligion.pdf>
- X. Discrimination - Descriptions, Prevention - Sex
<http://www.eeo.ucf.edu/documents/DiscriminationSex.pdf>
- Y. Discrimination - Descriptions, Prevention - Title IX overview
<http://www.eeo.ucf.edu/documents/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/DiscriminationSexualHarassment.pdf>
- BB. Discrimination - Descriptions, Prevention - Sexual Orientation
<http://www.eeo.ucf.edu/documents/DiscriminationSexualOrientation.pdf>

CC. Discrimination - Descriptions, Prevention - Veterans

<http://www.eeo.ucf.edu/documents/DiscriminationVeteranStatus.pdf>

DD. Search Committee Procedures Incorporating Search Firm-Search Firms

<http://www.eeo.ucf.edu/documents/SearchFirms.pdf>

EE. Discrimination Grievance Intake Form

<http://www.eeo.ucf.edu/documents/DiscriminationGrievanceIntakeForm.pdf>

FF. Recommendations for obtaining a diverse applicant pool

<http://www.eeo.ucf.edu/documents/DiverseApplicantPool.pdf>

GG. Recruiting a Diverse Faculty

<http://www.eeo.ucf.edu/documents/RecruitingaDiverseFaculty.pdf>

Table 1. First-Time-In-College Enrollment, Fall 2015, Fall 2014, and Fall 2010

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|--|--------------|--------------|---------------|-------------|--------------|---------------|--------------|---------------|---------------|--------------|
| Men | 32 | 216 | 4 | 221 | 658 | 3 | 1,654 | 124 | 13 | 2,925 |
| Women | 24 | 414 | 2 | 204 | 769 | 6 | 1,802 | 164 | 14 | 3,399 |
| Total FTIC Fall 2015 | 56 | 630 | 6 | 425 | 1,427 | 9 | 3,456 | 288 | 27 | 6,324 |
| Category % of Total Fall 2015 | 0.9% | 10.0% | 0.1% | 6.7% | 22.6% | 0.1% | 54.6% | 4.6% | 0.4% | |
| | | | | | | | | | | |
| Total FTIC Fall 2014 | 42 | 619 | 3 | 355 | 1,391 | 8 | 3,499 | 269 | 30 | 6,216 |
| Category % of Total Fall 2014 | 0.7% | 10.0% | 0.0% | 5.7% | 22.4% | 0.1% | 56.3% | 4.3% | 0.5% | |
| | | | | | | | | | | |
| Total FTIC Fall 2010 | 38 | 563 | 21 | 387 | 1,113 | 2 | 3,801 | 74 | 51 | 6,050 |
| Category % of Total Fall 2010 | 0.6% | 9.3% | 0.3% | 6.4% | 18.4% | 0.0% | 62.8% | 1.2% | 0.8% | |
| | | | | | | | | | | |
| Percentage Change in number from Fall 2010 to Fall 2015 | 47.4% | 11.9% | -71.4% | 9.8% | 28.2% | 350.0% | -9.1% | 289.2% | -47.1% | 4.5% |

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

Table 2. Florida Community College A.A. Transfers, Fall 2015 (and Summer Continuing into Fall), Fall 2014, and Fall 2010

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | FEMALE | MALE | TOTAL |
|--|------------|----------|--------------|----------|----------|---------------|----------|--------------|------------|---------------|-------------|--------------|
| Total Fall 2015 | 55 | 404 | 6 | 148 | 838 | 10 | 1,499 | 119 | 23 | 1,753 | 1,349 | 3,102 |
| Category % of Total Fall 2015 | 1.8% | 13.0% | 0.2% | 4.8% | 27.0% | 0.3% | 48.3% | 3.8% | 0.7% | 56.5% | 43.5% | |
| | | | | | | | | | | | | |
| Total Fall 2014 | 65 | 439 | 6 | 150 | 814 | 6 | 1,543 | 95 | 26 | 1,819 | 1,325 | 3,144 |
| Category % of Total Fall 2014 | 2.1% | 14.0% | 0.2% | 4.8% | 25.9% | 0.2% | 49.1% | 3.0% | 0.8% | 57.9% | 42.1% | |
| | | | | | | | | | | | | |
| Total Fall 2010 | 69 | 394 | 12 | 171 | 684 | 7 | 1,946 | 54 | 83 | 1,917 | 1,503 | 3,420 |
| Category % of Total Fall 2010 | 2.0% | 11.5% | 0.4% | 5.0% | 20.0% | 0.2% | 56.9% | 1.6% | 2.4% | 56.1% | 43.9% | |
| | | | | | | | | | | | | |
| Category % Change from 2010 to 2015 | -20.3% | 2.5% | -50.0% | -13.5% | 22.5% | 42.9% | -23.0% | 120.4% | -72.3% | -8.6% | -10.2% | -9.3% |

Source: Student Instruction File. Fall 2015, Fall 2014, and Fall 2010 enrollment full-time, by race, ethnicity, and gender

Table 3. Retention of Full-Time FTICs Entering Fall 2014, or Summer 2014 and Continuing into Fall, After One Year

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | FEMALE | MALE | TOTAL |
|----------------------------|-------|-------|-------|-------|-------|--------|-------|-------|-------|--------|-------|--------------|
| Cohort | 42 | 616 | 3 | 356 | 1,388 | 8 | 3,495 | 269 | 30 | 3,299 | 2,908 | 6,207 |
| Category % of Total | 0.7% | 9.9% | 0.0% | 5.7% | 22.4% | 0.1% | 56.3% | 4.3% | 0.5% | 53.1% | 46.9% | |
| After 1 year | 41 | 564 | 2 | 322 | 1,249 | 8 | 3,084 | 233 | 29 | 2,991 | 2,541 | 5,532 |
| Retention Rate | 97.6% | 91.6% | 66.7% | 90.4% | 90.0% | 100.0% | 88.2% | 86.6% | 96.7% | 90.7% | 87.4% | 89.1% |

Source: Student Instruction File. FTICs who matriculated in Fall 2014, plus those FTICs who matriculated in Summer 2014 and enrolled in Fall 2014.

Second year retention includes students enrolled between (inclusive) 201508 and 201601

Table 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2009, or Summer 2009 and Continuing into Fall After Six Years

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | Female | Male | Total |
|--|-------|-------|-------|-------|--------|--------|--------|-------|-------|--------|-------|-------|
| Cohort | 43 | 505 | 19 | 404 | 912 | 0 | 4,261 | 0 | 87 | 3,328 | 2,903 | 6,231 |
| Category % of Total | 0.7% | 8.1% | 0.3% | 6.5% | 14.6% | 0.0% | 68.4% | 0.0% | 1.4% | 53.4% | 46.6% | |
| After 6 Years Number of Graduates | 28 | 325 | 13 | 283 | 650 | 0 | 3,038 | 0 | 61 | 2,474 | 1,924 | 4,398 |
| Percent Graduated | 65.1% | 64.4% | 68.4% | 70.0% | 71.3% | 0.0% | 71.3% | 0.0% | 70.1% | 74.3% | 66.3% | 70.6% |
| Category % Graduated | 92.3% | 91.2% | 96.9% | 99.2% | 101.0% | 0.0% | 101.0% | 0.0% | 99.3% | 105.3% | 93.9% | |
| Number Retained | 1 | 33 | 1 | 28 | 36 | 0 | 149 | 0 | 7 | 104 | 151 | 255 |
| Category % Retained | 2.3% | 6.5% | 5.3% | 6.9% | 3.9% | 0.0% | 3.5% | 0.0% | 8.0% | 3.1% | 5.2% | |

Source: Local Files (SIF & SIFD)

Table 5. Bachelor's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010

| | NRA | B | AI/AN | A* | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|----------------------------|-------------|--------------|-------------|-------------|--------------|-------------|--------------|-------------|-------------|---------------|
| AY 2014-2015 | | | | | | | | | | |
| Male | 53 | 458 | 9 | 298 | 1,097 | 17 | 3,184 | 127 | 48 | 5,291 |
| Female | 71 | 840 | 20 | 357 | 1,518 | 16 | 4,288 | 180 | 48 | 7,338 |
| Total | 124 | 1,298 | 29 | 655 | 2,615 | 33 | 7,472 | 307 | 96 | 12,629 |
| Category % of Total | 1.0% | 10.3% | 0.2% | 5.2% | 20.7% | 0.3% | 59.2% | 2.4% | 0.8% | 100.0% |
| AY 2013-2014 | | | | | | | | | | |
| Male | 87 | 433 | 4 | 291 | 1,045 | 18 | 3,162 | 98 | 51 | 5,189 |
| Female | 110 | 762 | 25 | 349 | 1,418 | 16 | 4,280 | 139 | 84 | 7,183 |
| Total | 197 | 1,195 | 29 | 640 | 2,463 | 34 | 7,442 | 237 | 135 | 12,372 |
| Category % of Total | 1.6% | 9.7% | 0.2% | 5.2% | 19.9% | 0.3% | 60.2% | 1.9% | 1.1% | 100.0% |
| AY 2009-2010 | | | | | | | | | | |
| Male | 59 | 258 | 15 | 245 | 521 | 0 | 2,682 | 0 | 208 | 3,988 |
| Female | 86 | 594 | 27 | 275 | 775 | 0 | 3,938 | 0 | 286 | 5,981 |
| Total | 145 | 852 | 42 | 520 | 1,296 | 0 | 6,620 | 0 | 494 | 9,969 |
| Category % of Total | 1.5% | 8.5% | 0.4% | 5.2% | 13.0% | 0.0% | 66.4% | 0.0% | 5.0% | 100.0% |

Source: IPEDS Completions 2015-2016, 2014-2015, and 2010-2011 reports (degrees awarded AY 2014-2015, AY 2013-2014, and AY 2009-2010), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.

* 2009-2010 Asian and Pacific Islander are coded under Asian

Table 6. Master's Degrees Awarded, AY 2014-2015, AY 2013-2014, and AY 2009-2010

| | NRA | B | AI/AN | A* | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|---------------------|------|-------|-------|------|-------|--------|-------|-------|------|--------|
| AY 2014-2015 | | | | | | | | | | |
| Male | 129 | 52 | 1 | 39 | 104 | 1 | 482 | 14 | 72 | 894 |
| Female | 66 | 155 | 3 | 53 | 182 | 2 | 753 | 32 | 92 | 1,338 |
| Total | 195 | 207 | 4 | 92 | 286 | 3 | 1,235 | 46 | 164 | 2,232 |
| Category % of Total | 8.7% | 9.3% | 0.2% | 4.1% | 12.8% | 0.1% | 55.3% | 2.1% | 7.3% | 100.0% |
| AY 2013-2014 | | | | | | | | | | |
| Male | 124 | 75 | 0 | 61 | 124 | 0 | 585 | 13 | 57 | 1,039 |
| Female | 75 | 181 | 4 | 60 | 210 | 0 | 825 | 24 | 121 | 1,500 |
| Total | 199 | 256 | 4 | 121 | 334 | 0 | 1,410 | 37 | 178 | 2,539 |
| Category % of Total | 7.8% | 10.1% | 0.2% | 4.8% | 13.2% | 0.0% | 55.5% | 1.5% | 7.0% | 100.0% |
| AY 2009-2010 | | | | | | | | | | |
| Male | 90 | 54 | 3 | 30 | 76 | 0 | 453 | 0 | 26 | 732 |
| Female | 69 | 101 | 1 | 44 | 102 | 0 | 847 | 0 | 40 | 1,204 |
| Total | 159 | 155 | 4 | 74 | 178 | 0 | 1,300 | 0 | 66 | 1,936 |
| Category % of Total | 8.2% | 8.0% | 0.2% | 3.8% | 9.2% | 0.0% | 67.1% | 0.0% | 3.4% | 100.0% |

Source: IPEDS Completions 2015-2016, 2014-2015, and 2010-2011 reports (degrees awarded AY 2014-2015, AY 2013-2014, and AY 2009-2010), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

* 2009-2010 Asian and Pacific Islander are coded under Asian

Table 7. Doctor's Degrees Awarded – Research / Scholarship, AY 2014-2015, AY 2013-2014, and AY 2009-2010

| | NRA | B | AI/AN | A* | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|---------------------|-------|------|-------|------|------|--------|-------|-------|------|--------|
| AY 2014-2015 | | | | | | | | | | |
| Male | 77 | 4 | 0 | 6 | 9 | 0 | 73 | 2 | 2 | 173 |
| Female | 21 | 4 | 0 | 2 | 7 | 0 | 72 | 3 | 4 | 113 |
| Total | 98 | 8 | 0 | 8 | 16 | 0 | 145 | 5 | 6 | 286 |
| Category % of Total | 34.3% | 2.8% | 0.0% | 2.8% | 5.6% | 0.0% | 50.7% | 1.7% | 2.1% | 100.0% |
| AY 2013-2014 | | | | | | | | | | |
| Male | 57 | 8 | 0 | 1 | 10 | 0 | 67 | 1 | 0 | 144 |
| Female | 26 | 10 | 0 | 10 | 8 | 0 | 68 | 0 | 0 | 122 |
| Total | 83 | 18 | 0 | 11 | 18 | 0 | 135 | 1 | 0 | 266 |
| Category % of Total | 31.2% | 6.8% | 0.0% | 4.1% | 6.8% | 0.0% | 50.8% | 0.4% | 0.0% | 100.0% |
| AY 2009-2010 | | | | | | | | | | |
| Male | 62 | 3 | 0 | 10 | 6 | 0 | 60 | 0 | 2 | 143 |
| Female | 20 | 7 | 0 | 3 | 4 | 0 | 50 | 0 | 4 | 88 |
| Total | 82 | 10 | 0 | 13 | 10 | 0 | 110 | 0 | 6 | 231 |
| Category % of Total | 35.5% | 4.3% | 0.0% | 5.6% | 4.3% | 0.0% | 47.6% | 0.0% | 2.6% | 100.0% |

Source: IPEDS Completions 2015-2016, 2014-2015, and 2010-2011 reports (degrees awarded AY 2014-2015, AY 2013-2014, and AY 2009-2010), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Table for 99.0000, all disciplines.

* 2009-2010 Asian and Pacific Islander are coded under Asian

Table 8. Doctor's Degrees Awarded – Professional Practice, AY 2014-2015, AY 2013-2014, and AY 2009-2010

| | NRA | B | AI/AN | A* | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|---------------------|------|------|-------|-------|------|--------|-------|-------|-------|--------|
| AY 2014-2015 | | | | | | | | | | |
| Male | 0 | 2 | 1 | 9 | 4 | 0 | 36 | 1 | 4 | 57 |
| Female | 0 | 3 | 1 | 11 | 9 | 0 | 50 | 2 | 4 | 80 |
| Total | 0 | 5 | 2 | 20 | 13 | 0 | 86 | 3 | 8 | 137 |
| Category % of Total | 0.0% | 3.6% | 1.5% | 14.6% | 9.5% | 0.0% | 62.8% | 2.2% | 5.8% | 100.0% |
| AY 2013-2014 | | | | | | | | | | |
| Male | 0 | 1 | 0 | 4 | 4 | 1 | 22 | 0 | 33 | 65 |
| Female | 0 | 4 | 1 | 6 | 7 | 0 | 36 | 1 | 57 | 112 |
| Total | 0 | 5 | 1 | 10 | 11 | 1 | 58 | 1 | 90 | 177 |
| Category % of Total | 0.0% | 2.8% | 0.6% | 5.6% | 6.2% | 0.6% | 32.8% | 0.6% | 50.8% | 100.0% |
| AY 2009-2010 | | | | | | | | | | |
| Male | 0 | 0 | 0 | 1 | 0 | 0 | 8 | 0 | 0 | 9 |
| Female | 0 | 0 | 0 | 1 | 1 | 0 | 17 | 0 | 1 | 20 |
| Total | 0 | 0 | 0 | 2 | 1 | 0 | 25 | 0 | 1 | 29 |
| Category % of Total | 0.0% | 0.0% | 0.0% | 6.9% | 3.4% | 0.0% | 86.2% | 0.0% | 3.4% | 100.0% |

Source: IPEDS Completions 2015-2016, 2014-2015, and 2010-2011 reports (degrees awarded AY 2014-2015, AY 2013-2014, and AY 2009-2010), GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Table for 99.0000, all disciplines.

* 2009-2010 Asian and Pacific Islander are coded under Asian

| Table 1. Sex Equity in Athletics Update | | |
|--|--|---|
| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
| 1. Sports offerings | Men's Sports: Baseball, Basketball, Football, GolfSoccer, Tennis Women's Sports: Softball, Basketball, Golf, Cross Country, Indoor Track, Outdoor Track, Rowing, Soccer, Tennis, Volleyball | |
| 2. Participation rates, male and female, compared with full-time undergraduate enrollment | Participation Rates: 43.4% male, 56.6% female; Undergraduate Enrollment: 45.5% male, 54.5% female; there is a 2.1% variance favoring male students. | |
| 3. Availability of facilities, defined as locker room, practice, and competitive facilities | The facilities provided for each of our athletics programs are equitable. While some locker rooms, practice and competitive facilities are older than others, we continue to moniotor those facilities in need of updating and proceed accordingly with our coaches. | |
| 4. Scholarship offerings for athletes | As of 2014-15 all sports are funded at the NCAA maximum. There was a 3% variance in the unduplicated participation of women students and the proportions and scholarship dollars offered to women students. | |
| 5. Funds allocated for: | | |
| a) the athletic program as a whole | \$47,647,475 | |
| b) administration | Salaries (including coaches and staff) \$16,384,355 | |
| c) travel and per diem allowances | Travel is equivalent for men's and women's teams; The per diem distribution for food is consistent between the sports. | |
| d) recruitment | This area is equivalent in all sports. All assistant coaches in Women's Basketball and Softball now receive a car or car allowance. | |
| e) comparable coaching | 1. The availability of coaching personnel remains equivalent. 2. Coaches of Men's sports and Women's sports have similar years of collegiate coaching experience. | |

| | | |
|---|---|--|
| f) publicity and promotion | The resources allocated to the marketing and promotion of all sports has improved from years past. We are working on overall improvement, but resources provided to all teams are equitable. | |
| g) other support costs | The resources allocated for other support costs include Life Skills and Academic Support programming. Additionally, we utilize those resources to fund our sport performance programs, ticket operations, general administrative planning, IT, and other miscellaneous expenses. | |
| 6. Provision of equipment and supplies | The provision of equipment and supplies is equivalent. | |
| 7. Scheduling of games and practice times | The number of practice opportunities and the length (per week) are governed by NCAA rules. Practice times are based on class schedules with some teams practicing in early morning hours to avoid class conflict and hot weather during the start and end of the school year. The Men's Basketball, Women's Basketball and Volleyball coaches mutually agree on the scheduling of the Arena for practice. | |
| 8. Opportunities to receive tutoring | All student-athletes are provided with equal opportunity and access to receive tutoring. | |
| 9. Compensation of coaches and tutors | All student-athletes are provided with equal opportunity and access to quality coaches and tutors. | |
| 10. Medical and training services | The provisions for medical and training facilities and services are equivalent. The Training Room facility continues to serve as a source of pride for UCF Athletics. The Medical and Training resources are well coordinated and provide excellent service to male and female participants. A full-time trainer has been assigned to women's soccer since the injury rate is highest of the women's sports. There are four other satellite training rooms that are used to assist with providing medical and training services to all of our sport programs. | |
| 11. Housing and dining facilities and services | All sport programs have equal access to housing options and dining services. | |

| Table 2. Sex Equity in Athletics - Areas for Improvement | | |
|---|---|--------------------------------|
| Areas for improvement | Program for improvement | Timetable |
| Scholarship offerings for athletes | UCF Athletics is paying special attention to reducing the scholarship variance especially with respect to how it implements the NCAA's new "Cost of Attendance" rule. For the 2015-16 academic year, UCFAA, Inc. has incorporated resources to cover the newly passed NCAA legislation allowing for student-athletes to receive up to the Cost of Attendance as athletics related aid. UCF Athletics reduced what would have been a 5% variance to a 3% variance by increasing the scholarship funding to women athletes from what was initially awarded at the beginning of the 2015-2016 academic year. | Academic Year 2015-2016 |
| Participation rates | The athletic program has taken several actions to reduce both the participation variance and the scholarship variance. As UCF committed in last year's equity report, UCF Athletics communicated with its coaches prior to the start of the school year about their roster management/participation numbers. UCF's women's teams have all been encouraged to allocate all available scholarship funds to their student-athletes (we may have a few outliers due to the coaches transitions, but will still be manageable). UCF Athletics conducted a Participant/Scholarship Analysis with all UCF coaches to assist in determining the roster thresholds needed to achieve continued compliance with Title IX's participation and scholarship requirements. UCF Athletics also investigated the possibility of adding women's sports teams, but due to its ability to manage rosters, it determined that there was no current need to add another women's sport. | Academic year 2015-2016 |

| Table 1. Category Representation – Tenured Faculty | | | | | | | | | | | | |
|---|------------|----------|--------------|----------|----------|---------------|----------|--------------|-------------------------|---------------|-------------|--------------|
| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | NOT REPORTED | FEMALE | MALE | TOTAL |
| Number, Fall 2015 | 4 | 28 | 3 | 100 | 37 | 0 | 412 | 1 | 0 | 167 | 418 | 585 |
| Number, Fall 2014 | 3 | 27 | 3 | 98 | 38 | 0 | 411 | 1 | 0 | 167 | 414 | 581 |
| Percentage Change From Fall 2014 to 2015 | 33.3% | 3.7% | 0.0% | 2.0% | -2.6% | 0.0% | 0.2% | 0.0% | 0.0% | 0.0% | 1.0% | 0.7% |
| Number, Fall 2010 | 1 | 29 | 3 | 86 | 29 | 0 | 416 | 0 | 0 | 160 | 404 | 564 |
| Percentage Change From Fall 2010 to 2015 | 300.0% | -3.4% | 0.0% | 16.3% | 27.6% | 0.0% | -1.0% | 100.0% | 0.0% | 4.4% | 3.5% | 3.7% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |

Source: IPEDS Human Resources 2010-11, 2014-15, and 2015-16.

IPEDS Human Resource 2014-15 and 2015-16 surveys include full-time instructional faculty.

IPEDS 2010 Fall Staff survey includes full-time instruction / research / public service faculty

| Table 2. Category Representation – Tenure-Track Faculty | | | | | | | | | | | | |
|---|------------|----------|--------------|----------|----------|---------------|----------|--------------|-------------------------|---------------|-------------|--------------|
| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | NOT REPORTED | FEMALE | MALE | TOTAL |
| Number, Fall 2015 | 38 | 9 | 0 | 34 | 18 | 0 | 139 | 3 | 0 | 108 | 133 | 241 |
| Number, Fall 2014 | 29 | 4 | 0 | 22 | 15 | 0 | 98 | 2 | 0 | 77 | 93 | 170 |
| Percentage Change From Fall 2014 to 2015 | 31.0% | 125.0% | 0.0% | 54.5% | 20.0% | 0.0% | 41.8% | 50.0% | 0.0% | 40.3% | 43.0% | 41.8% |
| Number, Fall 2010 | 21 | 10 | 2 | 30 | 15 | 0 | 105 | 1 | 0 | 67 | 117 | 184 |
| Percentage Change From Fall 2010 to 2015 | 81.0% | -10.0% | -100.0% | 13.3% | 20.0% | 0.0% | 32.4% | 200.0% | 0.0% | 61.2% | 13.7% | 31.0% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |

Source: IPEDS Human Resources 2010-11, 2014-15, and 2015-16.

IPEDS Human Resource 2014-15 and 2015-16 surveys include full-time instructional faculty.

IPEDS 2010 Fall Staff survey includes full-time instruction / research / public service faculty

| Table 3. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities | | | | | | | | | | | | |
|--|---------------|--------------|--------------|--------------|--------------|---------------|--------------|--------------|-------------------------|---------------|---------------|---------------|
| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | NOT REPORTED | FEMALE | MALE | TOTAL |
| Number, Fall 2015 | 14 | 17 | 1 | 19 | 34 | 0 | 413 | 4 | 0 | 282 | 220 | 502 |
| Number, Fall 2014 | 14 | 13 | 1 | 17 | 31 | 0 | 400 | 4 | 0 | 264 | 216 | 480 |
| Percentage Change From Fall 2014 to 2015 | 0.0% | 30.8% | 0.0% | 11.8% | 9.7% | 0.0% | 3.3% | 0.0% | 0.0% | 6.8% | 1.9% | 4.6% |
| Number, Fall 2010 | 50 | 15 | 1 | 20 | 28 | 0 | 447 | 3 | 0 | 294 | 270 | 564 |
| Percentage Change From Fall 2010 to 2015 | -72.0% | 13.3% | 0.0% | -5.0% | 21.4% | 0.0% | -7.6% | 33.3% | 0.0% | -4.1% | -18.5% | -11.0% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |

Source: IPEDS Human Resources 2010-11, 2014-15, and 2015-16.

IPEDS Human Resource 2014-15 and 2015-16 surveys include full-time instructional faculty.

IPEDS 2010 Fall Staff survey includes full-time instruction / research / public service faculty

| Table 4. Category Representation – Management Occupations | | | | | | | | | | | | |
|---|------------|----------|--------------|----------|----------|---------------|----------|--------------|---------------------|---------------|-------------|--------------|
| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | NOT REPORTED | FEMALE | MALE | TOTAL |
| Number, Fall 2015 | 3 | 77 | 2 | 31 | 75 | 0 | 524 | 7 | 1 | 410 | 310 | 720 |
| Number, Fall 2014 | 4 | 72 | 2 | 30 | 64 | 1 | 502 | 5 | 0 | 390 | 290 | 680 |
| Percentage Change From Fall 2014 to 2015 | -25.0% | 6.9% | 0.0% | 3.3% | 17.2% | -100.0% | 4.4% | 40.0% | 100.0% | 5.1% | 6.9% | 5.9% |
| Number, Fall 2010 | 4 | 58 | 2 | 21 | 43 | 0 | 388 | 1 | 0 | 286 | 231 | 517 |
| Percentage Change From Fall 2010 to 2015 | -25.0% | 32.8% | 0.0% | 47.6% | 74.4% | 0.0% | 35.1% | 600.0% | 100.0% | 43.4% | 34.2% | 39.3% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |

Source: IPEDS Human Resources 2010-11, 2014-15, and 2015-16.

IPEDS Human Resource 2014-15 and 2015-16 surveys include full-time non-instructional staff under management occupations

IPEDS 2010 Fall Staff survey includes full-time executive/administrative/managerial

Florida Equity Report University of Central Florida 2015 - 2016

| Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2016 Report | Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2015 |
|---|---|
| <p>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 students at all levels; Black students at the doctoral degree level; Hispanic and Asian students at the master's and doctoral degree levels. EOAA will work with the undergraduate and graduate admissions office to develop strategic recruitment opportunities to achieve these goals.</p> | <p>In last year's report, UCF set the following goals: Maintain or increase protected class member degree achievement at all levels. Particularly increase the number of American Indian or Alaska Native and Hawaiian or other Pacific Islander FTICs and transfer students.</p> <p>Goal achieved for American Indian and Alaska Native students at all degree levels except the doctoral degree level. Goal of increasing the number of American Indian or Alaska Native and Hawaiian or other Pacific Islander FTICs and transfer students also achieved. However, there are still a very low number of American Indian and Alaska Native and Native Hawaiian and Pacific Islander students in almost all of the above categories. For example, although their FTIC fall enrollment increased over last year, their number increased from 3 to 6 students. This is down from 21 students in Fall 2010. It is noted that 2 American Indian and Alaska Native students and 0 Native Hawaiian and other Pacific Islander students were awarded doctoral degrees. No American Indian and Alaska Native or Native Hawaiian and other Pacific Islander student was awarded a master's degree.</p> <p>Goal achieved for Black students at all degree levels except the doctoral degree level. Goal achieved for Asian and Hispanic students at the bachelor and professional practice degree level, but not for the master's or doctoral degree levels.</p> |

| Areas for Improvement Pertaining to Employment Identified in 2015 Report | Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2014 |
|---|---|
| <p>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, tenured and tenure earning Native Hawaiian or Pacific Islander faculty members, and tenured women faculty members in the next academic year.</p> | <p>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.</p> <p>With respect to increasing the representation of tenured and tenure-earning Black faculty members in the next academic year: Goal achieved. The number of tenured Black faculty members increased from 27 to 28, but has not caught up to their number in 2012-2013 of 30. The University has more than doubled (4 to 9) the number of Black tenure-track faculty members. However, there representation is still very low at 3.9%. The University must therefore do more to attract, hire and retain Black tenured and tenure-track faculty.</p> <p>With respect to increasing the representation of tenured and tenure-earning Hispanic faculty members in the next academic year: Goal not achieved. The number of tenured Hispanic faculty members decreased by one (38 to 37) during the last reporting year. Although the numbers of tenure-track Hispanic faculty members increased from 15 to 18, their representation did not keep up with the expanding tenure track workforce (8.8% to 7.5%) due to the large number of tenure-track hired during the reporting year EOAA retains a goal of increasing the number of tenured and tenure-earning Hispanic faculty members in the next academic year.</p> <p>With respect to increasing the representation of tenured and tenure-earning American Indian and Alaska Native faculty members in the next academic year: Goal not achieved. The university has <u>no</u> tenured or tenure-track Native Hawaiian or Pacific Islander faculty members and <u>no</u> American Indian or Alaska Native tenure track faculty members. The University must therefore do more to attract and hire Native Hawaiian or Pacific Islander, American Indian or Alaska Native and tenure-track faculty.</p> |

| | |
|--|---|
| | With respect to the goal of increasing the number of women tenure-track faculty: Goal achieved. The number of female tenure-track faculty members increased 31, but because of the greater number of males hired this past year, the representation of women in the tenure track workforce declined slightly. |
|--|---|

Table 1. Protected-Class Representation in the Tenure Process, 2014-15

| 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 | 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 (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 | 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 |
| GRAND TOTAL | 14 | 2 | 0 | 0 | 12 |

LEGEND:

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

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

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

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

Table 1: Promotion and Tenure Committee Composition, AY 2014-15

| Type of Committee | Black or African American | | American Indian/Alaskan Native | | Asian | | Native Hawaiian or Other Pacific Islander | | Hispanic | | Two or More Races | | White | | Other, Not Reported | | Total including Other, Not Reported | |
|--|---------------------------|---|--------------------------------|---|-------|---|---|---|----------|---|-------------------|---|-------|---|---------------------|---|-------------------------------------|---|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| University Committee | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 5 | 4 | 0 | 0 | 6 | 5 |
| | | | | | | | | | | | | | | | | | | |
| COLLEGE OF GRADUATE STUDIES | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 5 | 0 |
| | | | | | | | | | | | | | | | | | | |
| Nanoscience Technology Center | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 7 | 1 |
| | | | | | | | | | | | | | | | | | | |
| COLLEGE OF MEDICINE | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 8 | 0 |
| | | | | | | | | | | | | | | | | | | |
| Biomedical Sciences | 0 | 0 | 0 | 0 | 8 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 7 | 1 | 0 | 0 | 17 | 3 |
| | | | | | | | | | | | | | | | | | | |
| Internal Medicine | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 4 |
| | | | | | | | | | | | | | | | | | | |
| MD Program | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 3 | 1 |
| | | | | | | | | | | | | | | | | | | |
| COLLEGE OF EDUCATION & HUMAN PERFORMANCE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 2 |
| | | | | | | | | | | | | | | | | | | |
| Educational & Human Sciences | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 2 |
| | | | | | | | | | | | | | | | | | | |
| Teaching, Learning & Leadership | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 5 | 0 | 0 | 2 | 5 |
| | | | | | | | | | | | | | | | | | | |
| Child, Family & Community Sciences | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 6 | 6 | 0 | 0 | 8 | 9 |
| | | | | | | | | | | | | | | | | | | |
| COLLEGE OF SCIENCES | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 1 | 0 | 0 | 8 | 2 |
| | | | | | | | | | | | | | | | | | | |
| Physics | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 3 | 0 | 0 | 0 | 13 | 0 | 0 | 0 | 20 | 1 |

Educational Programs Committee - New Business

| | | | | | | | | | | | | | | | | | | |
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| Chemistry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 12 | 0 |
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| Psychology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 9 | 6 | 0 | 0 | 11 | 6 |
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| Political Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 3 | 2 |
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| Sociology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 | 5 | 0 | 0 | 5 | 5 |
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| Biology | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 8 | 1 | 0 | 0 | 10 | 1 |
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| Anthropology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 2 | 1 |
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| COLLEGE OF ARTS AND HUMANITIES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 7 | 1 |
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| Visual Arts and Design | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 7 | 0 | 0 | 14 | 9 |
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| Philosophy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 0 |
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| English | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 0 | 0 | 5 | 2 |
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| Writing and Rhetoric | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 2 |
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| COLLEGE OF ENGINEERING & COMPUTER SCIENCE | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 5 | 1 |
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| Electrical Engr & Computer Science | 0 | 0 | 0 | 0 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 1 | 0 | 0 | 15 | 1 |
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| Civil, Environ & Constr Engineering | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 10 | 1 |
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| Computer Science | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 7 | 0 |
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Educational Programs Committee - New Business

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| COLLEGE OF HEALTH & PUBLIC AFFAIRS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 3 | 2 |
| | | | | | | | | | | | | | | | | | | |
| Communication Sciences & Disorders | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 2 |
| | | | | | | | | | | | | | | | | | | |
| Criminal Justice | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 3 | 0 |
| | | | | | | | | | | | | | | | | | | |
| GRAND TOTAL | 3 | 2 | 1 | 0 | 39 | 7 | 0 | 0 | 14 | 6 | 0 | 1 | 146 | 54 | 2 | 1 | 205 | 71 |

Attachment C

Presidential Performance and Compensation Review Policy

Third Amended Policy

March 2013

This policy supplements Florida Board of Governors regulations and provides an annual assessment of the president's performance, goals, and compensation by the UCF Board of Trustees. It details the purposes and process by which the president's performance and compensation shall be reviewed on an annual basis. It further requires that a comprehensive review of the president's performance and compensation shall normally occur at three-year intervals.

Annual Review

Purpose

The purpose of the review is to enable the president to strengthen his or her performance, to enable the president and the board of trustees to reset mutually agreeable goals, and to inform annual decisions on compensation adjustments and other terms of employment.

Responsibility

It shall be the responsibility of the board of trustees to assess the president's performance, goals, and compensation annually. The board delegates to the UCF Compensation and Labor Committee, as its members shall mutually decide and within the parameters of this policy, the responsibility for organizing and conducting the process with the president.

Process

The president shall provide a written management review statement in a format and timetable mutually agreed upon with the Compensation and Labor Committee. Normally, unless revised by the committee in consultation with the president in the intervening period, the statement format will remain the same year to year. In addition, the board chair shall request participation from the chair of the Board of Governors, who may involve the chancellor, during the annual evaluation process. This participation will include a review of the president's responsiveness to the Board of Governors' strategic goals and priorities, and the president's compliance with system-wide regulations. The management review statement, any supplemental information the committee may have requested of the president, and any supplemental information the committee has developed shall be sent to all trustees and to the president before the board of trustees meeting at which the president's review, goals, and compensation will be acted upon. The president will attend this meeting. A staff member shall be assigned to work directly with the committee.

Outcomes

After the board's deliberation and action, minutes shall be published that document the review of the president's performance and compensation.

Note: Portions of this policy were selected from the following publication:

R. T. Ingram and W. A. Weary, *Presidential & Board Assessment in Higher Education Purposes, Policies & Strategies Appendix B Illustrative Board Policy and Procedures: Annual Presidential Performance Reviews* (Washington, D.C.: Association of Governing Boards of Universities and College Publications, 2000), 57-58.

Comprehensive Review

Purposes

The purpose of the review is to strengthen the leadership of the president and board of trustees by assessing the quality of their relationship and the president's performance through an independently conducted process. The process seeks to gather, on a wide range of management and governance matters, the informed perceptions of leaders of major stakeholder groups, as well as those of the president and trustees.

Responsibility

It shall be the responsibility of the board of trustees to comprehensively assess the quality of the relationship between the president and the board; along with the president's performance and compensation, at three-year intervals. The board delegates to the Compensation and Labor Committee, as its members shall mutually decide and within the parameters of this policy, the responsibility for organizing and conducting the review process with the president, using independent consultants. No consultants shall be connected directly or indirectly with the institution by present or past affiliation. The chair of the board of trustees and the president shall be consulted regarding the selection of the independent consultants. The final selection of the consultants shall be approved by the Compensation and Labor Committee and by the board. Procedural details shall be decided upon by the Compensation and Labor Committee with the consultants' advice and counsel, and within the parameters of this policy.

Process

The activities shall include personal interviews with appropriate individuals, internal and external to the institution, as agreed upon by the committee and consultants. In addition, the consultant shall request participation from the chair of the Board of Governors, who may involve the chancellor, during the evaluation process. This participation will include the president's responsiveness to the Board of Governors' strategic goals and priorities, and the president's compliance with system-wide regulations. The committee also shall provide any guidance on the general nature of the consultant's review. A staff member shall be assigned to work directly with the consultants and the committee.

The customary annual presidential management review shall be modified to be consistent with the advice of the consultants and committee. Prepared in advance of the review process, the statement shall provide a comprehensive picture of the institution's academic and financial status, along with other indicators of progress during the president's tenure. It should highlight particular achievements, as well as persistent institutional issues.

The committee also shall decide how best to communicate with the UCF community and the Orlando metropolitan area before, during, and after this process. The committee is delegated the authority to set (1) the report's general written and oral format (for later submission to the committee, president, and board) and (2) the arrangement by which the consultants will be available to discuss their report with the president and board.

Outcomes

The consultants will provide a comprehensive written report detailing the institution's progress and major achievements during the president's tenure. This shall include substantive recommendations for the president and the board designed to strengthen UCF's management and governance.

Note: Portions of this policy were selected from the following publication:

R. T. Ingram and W. A. Weary, *Presidential & Board Assessment in Higher Education Purposes, Policies & Strategies Appendix B Illustrative Board Policy and Procedures: Annual Presidential Performance Reviews* (Washington, D.C.: Association of Governing Boards of Universities and College Publications, 2000), 57-58.

ITEM: **CLC-5**

**University of Central Florida
BOARD OF TRUSTEES
Compensation and Labor Committee**

SUBJECT: Presidential Evaluation Report Submitted by Constantine Curris, Curris Associates

DATE: October 28, 2015

PROPOSED COMMITTEE ACTION

Accept the presidential evaluation report submitted by Constantine Curris, Curris Associates, and determine the committee's recommendation for the president's assessment.

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 review of the president's performance and compensation on an annual basis by the board and at three-year intervals by independent consultants. The comprehensive assessment was last completed in 2012 and is due again in 2015.

The charter of the Compensation and Labor Committee states that the committee will submit an annual recommendation to the board for the president's performance and compensation.

Supporting documentation:

Attachment A: University of Central Florida Presidential Evaluation
submitted by Constantine Curris, Curris Associates

Prepared by: Shelia Daniels, Interim Associate Vice President and Chief Human
Resources Officer

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

Attachment A

UNIVERSITY OF CENTRAL FLORIDA PRESIDENTIAL EVALUATION

A REPORT TO THE UCF BOARD OF TRUSTEES

September 2015

The University of Central Florida Board of Trustees requested Dr. Constantine (Deno) Curris to conduct a comprehensive evaluation of the leadership performance of President John Hitt with special attention to the three years that had transpired since his last comprehensive presidential evaluation. While it is difficult to segment Dr. Hitt's tenure, which has extended over two decades, into three year periods, this evaluation strives to focus on the period between 2012 and 2015, and to identify the leadership challenges which the President and the University will face in the months ahead.

This comprehensive review was conducted in late August and September 2015 through two visits to the main campus as well as through telephone interviews with state and community leaders, fellow presidents at public universities in Florida and beyond, national higher education officials, and with UCF officials and trustees not available during campus visits. The observations of over 100 individuals (primarily faculty, staff, and students) were noted and incorporated in this review. In addition there was an extensive review of the minutes from recent UCF Board of Trustee meetings, President Hitt's annual reports to the Board and the Board's annual evaluations of the President's performance. The review also considered published documents from the Florida Board of Governors including multi-year "System Summary of University Work Plans," as well as articles and papers covering campus initiatives and journal articles featuring the university and its president.

It is nigh impossible to incorporate in a document such as this the various and often copious sentiments expressed by over 100 interviewees, but a conscientious effort has been made to reflect sentiments expressed in sufficient numbers for the reviewer to conclude that such viewpoints and concerns are held by a substantial portion of the UCF extended family.

While every effort has been made to insure that data are accurate and sentiments fairly assessed and conveyed, apologies are extended for any factual errors. The writer is grateful for the cooperation extended by all who participated in this review, for the candor and constructive suggestions offered, and for the special assistance and courtesies provided by Mary Ann Parker and Laura Stylianou.

Attachment A

I OVERVIEW

President John Hitt has served the University of Central Florida for a remarkable twenty-three years, a tenure that far exceeds national averages. During this period the enrollment has increased from nearly 22,000 to now over 63,000 students, campus facilities have more than doubled in buildings and square footage, and the number of UCF degree holders now exceeds 250,000. Graduate and professional schools, including a College of Medicine, have been established, and the University's visibility now extends far beyond central Florida. John Hitt has had a profound impact on the University. What the University is, in good measure, is a reflection of his values and decisions. Indeed, the institutional culture has inculcated and is now dominated by the five goals he enunciated in his inaugural year. They are:

1. Offer the best undergraduate education available in Florida;
2. Achieve international prominence in key programs of graduate study and research;
3. Provide international focus to our curricular and research programs;
4. Become more inclusive and diverse; and
5. Be America's leading partnership university.

These goals have been annually reiterated, endorsed by the Board of Trustees, embedded in the internal decision-making processes of the University, and widely embraced and honored. Their realization is at the heart of the University's remarkable progress, and where people believe they have not been fully realized, form the basis for common concern, and occasional criticism.

Despite difficulties that flow from insufficient public funding and vexing events beyond the proverbial campus walls, there is widespread pride in the University's growth and development, and in its stellar achievements. Especially notable is the strong sense of personal fulfillment among many faculty and staff in being part of an entity "larger than self." There is immense loyalty to the President among those who closely work with him, and a deep respect and admiration throughout the University and within the greater Orlando community.

In the triennial period between the 2012 comprehensive presidential evaluation conducted by this consultant and the current review, there have been for the University some significant developments, all of which in varying degrees can be attributed to executive level leadership. Noteworthy among them are:

- Enrollment, despite two years of slight slippage, has rebounded to a record 63,000 students. Included in these statistics is approximately 30% of state college transfers in Florida. The matriculation of increased numbers of ethnic minorities now hovers around 20,000, or roughly one-third of the student population.
- UCF's national profile has been elevated. Noteworthy are: an improved student profile; identification with leading public universities enrolling National Merit

Attachment A

Scholars; accolades for the recently established College of Medicine; and even a Fiesta Bowl victory.

- Recognition by US News and World Report as one of the nation's leading "Innovation" universities.
- Excellent scoring on the Florida Board of Governors Performance Funding matrix, placing UCF third among state universities.
- Counteracting some of the negative publicity it had earlier garnered, Intercollegiate Athletics has been recognized for the academic performance of its student athletes (first in the nation), as well as for successes registered by women's and men's teams.
- Charter membership in the University Innovation Alliance, which beyond its intrinsic merits, identifies UCF with prominent metropolitan based research universities having similar commitments to student access and success.
- Significant changes have occurred in the executive leadership ranks with the resignations of four vice-presidents, and the appointment of three replacements, each of whom has been well-received by the University community.

Given these developments, coupled with improved financial support, the campus climate reflects less anxiety and greater optimism in its outlook than was noted three years ago. One key source of that stability and outlook has been the presidency of Dr. Hitt, who continues to enjoy strong support throughout the university and among key extramural constituencies.

Students, especially those who have periodic contact with the President, speak glowingly of his interest in student needs and concerns, his presence in campus locales where students gather and at campus events, as well as for his efforts to provide educational opportunity for all students and to enhance the prospects for student success. As one student leader expressed, "Student voices are well-received." That UCF has a significant population of students of color was noted by many students who appreciate the University's commitment to inclusion and the comfort that commitment provides to many students.

Not surprisingly, UCF students lamented the limited parking spaces available and expressed frustration with overcrowded classrooms. On the other hand they valued the campus proper, noting its physical beauty, continuing expansion, and the opportunities to participate in campus traditions. They were also very complimentary of the staff who work with UCF students.

Staff were generous in their praise for the President noting UCF is viewed as a highly desirable place to work. Though higher pay and expanded benefits are always welcome (and often requested), several staff expressed appreciation for the administration's concern for campus workers, especially those with lower wages. There were also statements of sincere appreciation and gratitude for the fact that during the state's economic downturn when state funding was

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sharply cut, the University administration, unlike others in the state, made special efforts to minimize staff layoffs.

In meetings with faculty, including members of the Faculty Senate, officers of the faculty union, holders of endowed chairs and individuals informally met during the lunch hour, there was a clear recognition of the President's instrumental leadership over past decades, and an expressed appreciation for his efforts to secure funding for salary increases and the additional 200 positions projected for this year and next. It was also evident that an appreciable number of faculty are deeply concerned over what are described as extensive workloads, facility limitations, and the burdens associated with accommodating a burgeoning student population. Several faculty expressed a sense of personal exhaustion and concern for overextended colleagues.

Among professional staff, especially for those in senior management positions, there is a palpable "esprit de corps." These individuals project enthusiasm for the University's progress with comments such as "UCF is on the move" and "We are breaking new ground." They find the University to be an exciting place to entrust their professional futures, and they exhibit admiration for and loyalty to President Hitt. In the words of one vice-president, "With all he has accomplished, he could have rested on his laurels. But he has done the opposite." Members of senior management note his work in helping to create the Florida Consortium of Metropolitan Research Universities and the University Innovation Alliance, as well as his initiatives to establish UCF Downtown and the Florida Center for Advanced Manufacturing Research in Osceola County. Another vice-president noted, "He has worked harder these past two years than ever before. He seems to be thriving."

It should also be noted that a couple of senior level colleagues are worried that the President is trying to do too much. They expressed a concern he may be coming close to overextending himself; they wish he would take more vacation time.

While time constraints limited the number of interviews with civic leaders in the greater Orlando area, consistent responses indicate that the President continues to be viewed in the most positive terms. Several individuals noted the President is providing positive leadership in the community and that no major issue or development occurs without President Hitt being asked to be part of the deliberations. The President was quoted as saying that a great city needs a great university, and a great university needs a great city. The President is seen as "an indispensable asset" to the community, and that he functions as a "safe broker for solving problems."

Presidential colleagues at other universities speak warmly of Dr. Hitt, describing him as the "senior statesman" in higher education. As one president noted, "John is never the first to speak, but invariably the most influential when he does."

The high regard in which President Hitt is held by alumni and the philanthropic community was evident in meetings with members of the UCF Foundation and officers of the UCF Alumni Association. The President's unceasing focus on enhancing the University's stature and national reputation resonates with alumni. In the words of a senior observer "He put us on the map."

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The recently appointed Vice-President for Advancement has been well-received according to the Alumni Association and Foundation officials (as well as by many others at UCF). The pending selection of a new executive to head the alumni office is eagerly awaited. There is a palpable sense that these appointments will “re-energize” both organizations and lead to greater collaboration and mutual progress.

The Board of Trustees policy statement on presidential evaluations specifies that the consultant conducting the comprehensive review interview the chair of the Board of Governors. This conversation occurred and BOG Chair Mori Hosseini expressed admiration for President Hitt’s “incredible leadership at UCF,” and complimented the President for being “very open and up front” and for “listening to us.” He also complimented UCF and the President for its high ranking in performance funding and for collaborative work with the University of South Florida and Florida International University in the Consortium of Metropolitan Research Universities.

II LEADERSHIP QUALITIES

The ultimate test of a leader is whether he or she has followers. By that standard President Hitt has been eminently successful. He has attracted from within and without the University a legion of followers who marvel at the University’s achievements and treasure the opportunity to work with and for him.

Among the comments volunteered during this comprehensive evaluation are: “He has accomplished almost the impossible,” “Whatever he proposes to do, he does,” “He brings dreams into reality,” “There is great congruity between his behavior and the five University goals,” “You don’t want to disappoint John,” “I am privileged to work with him and for him,” “My worst fear is letting him down,” “He sets a very high bar and exceeds it,” “He inspires me to do my best; and the word is ‘inspires’ not ‘commands,’” and perhaps the most poignant comment, “I fear that John Hitt’s successor will not have a chance.”

Virtually every interviewee volunteered his or her assessment of the leadership qualities the President possesses. From those observations four qualities were frequently repeated and have come to define him in the eyes of many with whom he works.

First, President Hitt is widely seen as a visionary, a leader who foresees opportunities and pursues them, “a creative person who knows how to work with creative people,” and a University leader who understands William Shakespeare’s observation, “There is a tide in the affairs of men, which taken at the flood leads on to fortune...”

Second, the President is seen as a genuine, authentic person. Several individuals noted that the President is neither a “glad hander” nor a “flamboyant personality.” Yet over the years his

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authenticity has come to personify the institution and to accord to the President directly and UCF indirectly, trustworthiness not only on campus, but in the community and the state.

The third personal quality often mentioned by interviewees is the President's listening skills. That a person takes the time to listen to others not only enhances ultimate decision-making, but perhaps more importantly, affirms the worthiness of the speaker's viewpoint and increases the likelihood that the individual will accept and support whatever decision is made.

The fourth leadership quality frequently attributed to the President, and perhaps of all, the most significant, is personal integrity. As one observer noted. "His character overwhelms his personality." As part of this review the question was asked of each trustee, vice-president, dean and several faculty and staff: "Have you ever had reason to question the President's ethical values or his ethical judgment?" In every instance the answer was an unequivocal "No."

In the course of this assessment, the reviewer met with the Chief Auditor Executive, the Chief Compliance & Ethics Officer, the NCAA Faculty Representative, the Chief Diversity Officer, and the Director of Equal Opportunity Programs. Each individual affirmed that the President supported his or her work and tolerated no interference in the fulfillment of his or her responsibilities. One individual captured a shared sentiment in saying that the culture at UCF is "to do the right thing."

In a University as large and complex as Central Florida, the President needs to assemble a team of vice-presidents and other direct reports who are perceived to be, and in fact are, capable and fully supportive of the University's mission and strategic directions. In addition to assembling such a team, the President must enunciate expectations, ensure that team members are collaborative and committed, and accord each individual sufficient authority and flexibility to lead and manage. As part of the presidential assessment, this reviewer has had the opportunity to meet each of these individuals and it is his judgment that the President has demonstrated excellent leadership in building and empowering such a team.

The three vice-presidential appointments (Whittaker, Morsberger, and Heston) have been well-received by the University community, by individuals who report to them, and by others in executive leadership ranks. The resignation of the fourth vice-president (and athletic director), Stansbury, is seen by many as a major loss for the University. Several individuals noted reports of uneasiness in athletics, perhaps due to a delay in the appointment of a permanent replacement.

President Hitt's managerial style was widely praised by several members of the executive team who affirmed that he is not a micromanager, but accords considerable discretionary authority to the vice-presidents. He is seen as holding individuals accountable, while simultaneously providing personal access and support. As one observer noted, "He sets a vision; gets smart people to implement, and stays out of their way." The only criticism here is that on occasion the President has been too patient with underperformers.

The President's repeatedly stated goal for UCF to become the nation's leading partnership university has in good measure been achieved. While all university presidents are public figures,

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the chief executive of a nationally recognized university emphasizing partnerships is thrust into the limelight more often and more prominently than his or her counterparts. Such is true for John Hitt whose myriad partnerships in the greater Orlando area and with regional and national higher education associations and consortia have resulted in his assuming key leadership roles locally and nationally. His associates often refer to his ability to understand not only where to go, but also how to get there, and the sequential steps necessary to move an organization from point A to point B. His leadership skills are enhanced by a collegial personal demeanor and as one distant admirer noted, “an uncanny ability to steer an idea through ego-filled waters.”

In summary, the leadership qualities that have long characterized President Hitt’s tenure remain viable. The University of Central Florida is a well-led, well-managed university. The appreciation of John Hitt’s leadership strengths seem to be even more widely recognized and appreciated today than was observed three years ago.

III LEADERSHIP CHALLENGES

Unlike most organizations outside academia, higher education institutions are characterized not by central authority, but by the diffusion of authority. Governance is shared among trustees, central administration, collegiate and departmental authorities, faculty senates, and where applicable with state coordinating/governance bodies, and collective bargaining units. Addressing challenges will inevitably entail considerable communication, persuasion, and time-consuming considerations. Universities, such as Central Florida, experiencing significant growth encounter special challenges as they seek to accommodate growing student populations, while simultaneously planning for programmatic growth and endeavoring to meet the needs of the community and region they serve. All universities face challenges that require presidential leadership. The several constituencies participating in this presidential assessment identified key challenges the University will face in the weeks and months ahead. Four major challenges are discussed in the following paragraphs.

A. Succession Planning

For the past few years considerable attention has been given to the question of how will the University respond when the long serving President chooses to retire. That several of his vice-presidents have intimated their retirements may accompany or soon follow the President’s, serves to heighten concerns and raise the specter of a potential leadership vacuum. These concerns were quite pronounced three years ago.

While those concerns remain today, “the large elephant in the room” as noted by an engaged alumnus, these anxieties appear to have diminished over the past three years. Several factors apparently explain these lessened concerns. First, the Board and the President have made changes to the presidential employment contract. While the specifics of these changes are immaterial to the campus community, the modification signaled that the Board of Trustees was abreast of the succession issue. Secondly, the several new initiatives publicly pursued by the

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President suggest that any retirement plans are not immediately forthcoming, and thirdly, the appointments of three vice-presidents, believed to be younger in age than their predecessors, project continuity and ameliorate concerns over a string of disruptive retirements.

B. Building the University Endowment

Over several decades the University of Central Florida and the UCF Foundation have successfully raised private funds with capital projects and programmatic initiatives receiving priority consideration for the use of those funds. As a result the University's endowed funds have not grown to a level that can adequately support student scholarships, endowed professorships, and the "margin of excellence" expenditures needed by a university with the scope and ambitions of Central Florida. Data published by the Florida Board of Governors highlight UCF's comparative disadvantage vis-à-vis sister institutions.

Endowment Values (in \$ M) as of June 30, 2014

| UF | FSU | USF | FAU | FIU | UCF |
|-------|-----|-----|-----|-----|-----|
| 1,520 | 625 | 417 | 209 | 177 | 155 |

These data undergird the UCF Board of Trustees' strong interest in building the University's endowment, reinforced through its annual presidential evaluations. Interviewees expressed considerable confidence in the drive and ability of the recently appointed Vice-President for Advancement, and anticipate a renewed enthusiasm for the agreed to capital campaign. While VP Morsberger's tenure is measured in weeks rather than years it is abundantly clear that he is passionate about the University's future, developing plans to strengthen fund-raising, and engaged with Alumni Association officers and members. Most importantly, it appears that he has developed in but a few short weeks, excellent working relationships across the University and notably with President Hitt. The sense of this reviewer is that the two will form an effective team and make marked progress in building the UCF endowment.

C. Infrastructure Support

The significant expansion of the University's physical plant is evident to both visitors and campus residents alike. UCF has a visually stunning and operationally workable campus. However, the combination of enrollment growth and program expansions has resulted in less than adequate capacity – at least in the eyes of many students, faculty, and staff.

Several students expressed unhappiness over insufficient seating in selected classrooms, noting that students were forced to stand or sit on the floor – often outside classrooms. They expressed a belief that alternate arrangements (including remote access and taped lectures) were not as satisfying or sufficient. Faculty and administrative staff expressed varying degrees of dissatisfaction with what they described as office shortages and the absence of or prolonged delays in having access to needed academic facilities (including a performing arts venue). The

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validity of these concerns is beyond the scope of this presidential review; nevertheless, the frequency with which they were expressed suggests that the issue of inadequate infrastructure or at least perceptions of such, will need to be addressed. This reviewer would add that facility limitations are confronted by virtually all thriving institutions, and so their existence at UCF is not surprising. Perhaps the biggest concern would be the student sentiments that these limitations are adversely impacting their learning opportunities.

D. Expanding UCF's Research Mission

There are few problems more vexing to higher education leaders than that of maintaining a meaningful commitment to undergraduate education while expanding the research and graduate education functions. This challenge is evident at the University of Central Florida where the commitment to access, quality undergraduate education, and student success defines the University and is embedded in its culture. At the same time there is justifiable emphasis on the establishment and development of the medical and other professional schools, as well as an anticipated expansion of graduate programs. These developments are integral to the maturation of a metropolitan research university, especially one serving a growth oriented region such as central Florida. UCF's ambitious agenda is outlined well in its 2015 Work Plan.

Achieving these goals constitutes a significant leadership challenge, one which the President and academic leaders are confident they can address. There is, however, less confidence within faculty ranks. A notable number of faculty expressed the conviction that excessive teaching loads are impacting the quality of the education they deliver, and several expressed a viewpoint that the expansion of doctoral programs and the emphasis on increasing research activities will further impact undergraduate education negatively. They see little if any relief in sight.

Using funds distributed through the Board of Governors' performance funding formula, UCF has announced that 200 additional faculty positions will be created over this and next year. These positions are to be dedicated "to meet student demand," "decrease class sizes," and "stabilize student-to-faculty ratios," while "boosting UCF's growing research promise and economic impact."

Several faculty indicated they were uncertain as to how these positions will be distributed; they were pessimistic that there would be much impact favorable to undergraduate education.

To this reviewer the information gap between those who deploy the positions and those impacted by those decisions seems wider than what one would normally expect. Critical to bridging this information gap is engaging the cadre of collegiate deans (and to a lesser degree department chairs). Discussions with several deans revealed considerable uncertainty on their part, and insufficient understanding of funding plans to provide a basis for authoritative discussions within their colleges. Under these circumstances it is not surprising that speculation supplants information.

Attachment A

The academic deans, it should be noted, are strongly supportive of the President's leadership and most complimentary of the work of the Provost who has completed his inaugural year. While they readily describe the strengths and challenges within their respective colleges, they expressed varying degrees of uncertainty about the University's strategic directions and how future changes would impact their colleges. In the nearly identical words of two deans, "We need to know where we are going."

The President, joined by the Provost, should schedule periodic meetings with the collegiate deans. The key objectives of these discussions is to better engage the deans in university planning efforts and to enlist their full participation in addressing concerns within the professoriate as to how the University envisions sustaining its undergraduate emphasis while expanding its graduate and research activities.

IV Trustee – President Relationships

The most important partnership in the University is not with an external entity, but that between the governing board and its president. The extraordinary successes achieved by the University of Central Florida can in large measure be attributed to the strong partnership between the governing board, irrespective of its changing membership, and President Hitt. The fruits of that partnership are manifest in UCF's remarkable progress.

A review of Board of Trustee minutes as well as the Board's annual assessment of the President's performance these past few years reinforces the perception held on and off campus that this relationship is working remarkably well. Interviews with UCF Trustees reaffirm the observation noted three years ago; namely, that the positive working relationship between Trustees and the President is built upon mutual respect, timely and full communications, an understanding of the Board's policy and oversight responsibilities, and the President's managerial role. In addition, the Trustees have established an effective committee structure.

It should be noted that effective Board functioning extends beyond working with the President. Trustees were most complimentary of the University's vice-presidents and support staff with whom there is regular interaction. Board members further indicated that they are appreciative of President Hitt's understanding of national trends in higher education, confident in his keeping the Board abreast of higher education issues, and complimentary of the several national leadership positions he holds. Board members are comfortable with meeting agendas and believe their time is well-spent and productive. There is some interest in the Board being more engaged in determining the strategic directions the University will pursue in the coming years.

On a national scale, public confidence in the governance of higher education was shaken a few years ago by events that occurred at the State University of Pennsylvania. While even today not all is known about who knew what and when, there is a widely held belief that the Penn State governing board was "asleep at the switch." Irrespective of the validity of that assumption, a movement has resulted for governing boards to become more proactive in understanding University operations and in exercising effective oversight.

Attachment A

In the three years since the last comprehensive presidential evaluation, several new members have joined the UCF Board of Trustees and current trustees suggested that more turnover will probably occur. Because it is critically important that the President and the Board be “on the same page,” and considering the significant issues which the University is and will be addressing, serious consideration should be given to the Board and the President scheduling an annual retreat (preferably away from campus) focused on a full discussion of the University’s strategic directions as well as the key issues confronting the University in the coming months. While the preparation of background materials and presentations would be part of such a retreat, the format should be structured so that Trustees will fully engage in these deliberations.

An example of a topic meriting additional discussions would be the University’s next steps relative to the UCF Downtown project. While interviews these past weeks elicited strong support for the concept, it was evident that not all the key players feel comfortable that they understand the need for and the impact of the project, and several individuals questioned whether UCF Downtown will be viable in the absence of appropriated funds.

V Prospectus

One of the nation’s foremost authorities on public university governance, Dr. Terrence McTaggart, wrote an insightful article for the Trusteeship (2012) magazine entitled “How Presidential Evaluations Must Change.” In it he noted that most presidential evaluations look backward, assuming that future challenges will be similar to those of earlier years. Instead, he argued “The ability of the president to lead going forward, more so than past performances, and to lead the right kind of change during challenging times, must be the primary considerations in comprehensive board evaluations.”

This comprehensive review clearly concludes that President John Hitt, as noted in previous reviews, has served the University of Central Florida in a superb manner without any diminution in managerial prowess or institutional achievements. His passion for the University, his concern for educational opportunity and student success, as well as his commitment to the citizens of this region and state remain undiminished.

Looking forward one is first struck by the potential of recent initiatives championed by the President to place UCF in the vanguard of salutary change. The Florida Consortium of Metropolitan Research Universities will expectedly facilitate inter-institutional and interdisciplinary collaboration, while the University Innovation Alliance should provide excellent opportunities for exchanging and mastering “best practices,” and encourage the use of meaningful and relevant benchmark data.

Attachment A

While these substantive developments augur well for the future, the institution's most important asset is the university community's confidence in the leadership team in place and the abiding trust among students, faculty, staff, alumni, and the citizens of central Florida in the continuing leadership and service of President John Hitt.

Constantine W. Curris
Senior Consultant

October 2, 2015

Attachment D

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 E

Student Development and Enrollment Services

Florida Equity Report 2014-2015

Neighborhood Relations & Safety Education

SDES Diversity Safe Zone Advocate Certification

May 20, 2014

Number in attendance: 30 SDES faculty/ staff;

Purpose: To orient, teach, and certify SDES faculty and staff as Safe Zone Advocates in the ways and means to support and assist LGBT students in our community. Neighborhood Relations and Safety Education staff participated in this workshop series and earned the designation as a Safe Zone Advocate.

Department Housing: Social Justice and Advocacy

Building Leaders And Connecting Knights (B.L.A.C.K.) Panel on "U-Knight-ed We Stand" Panel

August 25, 2014

Number in attendance: 60 students

Purpose: To develop, enhance, and strengthen the sense of community among students of color and to impart information and instructions on the Seven Principles of Kwanzaa. Neighborhood Relations and Safety Education staff participated as a panelist.

Department housing: UCF Counseling & Psychological Services (CAPS)

Black Faculty and Staff Association (BFSA) Town Hall Meeting Panel "Retaining and Graduating Minority Males at UCF"

November 6, 2014

Number in attendance: 50 students, faculty, and staff

Purpose: To examine and discuss issues and recommendations at UCF regarding the need to support and assist male students of color. Neighborhood Relations and Safety Education staff participated as a panelist.

Department housing: Black Faculty and Staff Association (BFSA)

Asian Pacific American Coalition (APAC) Student Leadership Workshop

February 22, 2015

Number in attendance: 100 students

Purpose: To engender, enhance, and promote student communication, networking, interpersonal and leadership skills.

Department housing: Neighborhood Relations and Safety Education

Asian Pacific American Coalition (APAC) Student Leadership Conference

March 17, 2015

Number in attendance: 21 students

Purpose: To develop and practice student communication, time management, and networking skills among students and with other student groups.

Department housing: Neighborhood Relations and Safety Education

Asian Student Association Pageant

March 29, 2015

Number in attendance: 615 students, family members, and community guests

Purpose: To reaffirm the culture, history, and pride of students by utilizing performance, communication, and talent to recruit and retain students at the university.

Department housing: Neighborhood Relations and Safety Education

LEGACY Leadership and Mentoring Closing Program

April 10, 2015

Number in attendance: 50 students of color, faculty, and staff;

Purpose: was to recognize and congratulate graduating students of color in the program and cite and honor faculty and staff, who have supported student success. Neighborhood Relations and Safety Education staff served as a mentor.

Department housing: LEGACY Leadership and Mentoring

National Council of Negro Women Mahogany Awards Program

April 19, 2015

200 students of color, faculty, staff, and community persons

Purpose: To honor, recognize, and award student leadership, achievement, and talent. Neighborhood Relations and Safety Education staff served to advise and sponsor this program.

Department housing:

Asian Student Association, Vietnamese Student Association, Filipino Student Association, and Asian Pacific American Coalition Ethics and Integrity Workshop

April 13, 2015

20 students

Purpose: To create understanding, cooperation, and collaboration between and among various groups of students and encourage partnership so as to reduce conflict and strengthen the UCF Creed actualization.

Department housing: Neighborhood Relations and Safety Education

Nguzo Saba Graduation Ceremony

May 5, 2015

Number in attendance: 300 students of color, faculty, staff, and students;

Purpose: To congratulate, honor, and recognize students of color, particularly first generation students, who were successful in graduating, during spring commencement.

Department housing: Multicultural Student Center

Student Legal Services

Florida & Marriage Equality

October 14, 2014

Number in attendance: 15

Purpose: To educate students about the then on-going legal cases for same sex marriage in Florida by hosting one of the current leaders in the marriage fight, Mary Meeks, Esq.

Department hosting: UCF Student Legal Services

Events we participated in:

Access Program Presentation

July 18, 2014

Number in attendance: 2

Purpose of event: To educate students on what we do and some useful legal tips.

Department hosting: MASS

MASS Extravaganza

August 27, 2014

Number in attendance: Unknown

Purpose: To educate multicultural students (and others) about our services.

Department hosting: MASS

Transfer Student Reception

Date: 9/3/14

Number in attendance: Unknown

Purpose: To reach out to multicultural and first generation transfer students, welcome them and educate them about services.

Department hosting: MASS

Q Guide Event

October 8, 2014

Number in attendance: Unknown

Purpose: To educate members of the LGBTQ community (and others) of services on campus.

Department hosting: LGBTQ Services

Counseling & Psychological Services

OUTREACH, PREVENTION AND PROGRAMMING SERVICES

B.L.A.C.K Series

Ongoing during the Fall and Spring Semester

Number in attendance: 193 total participants for the seven events. Demographic variables are below:

Gender: Female (84%), Gender Queer (1%), and Male (15%).

Race/Ethnicity: African American/Black (89%), Hispanic/Latina/o (3%), Multiracial (4%), Self-identifications (2%), Asian American/Asian (1%), Caucasian/White (1%)

Sexual Orientation: Asexual (5%), Bisexual (3%), Gay (1%), Heterosexual (87%), Lesbian (1%), Pansexual (1%), Prefer not to answer (1%), Self-identification (2%).

Colleges: Arts and Humanities (11%), Burnett (2%), Business (14%), Education/Human Performance (6%), Engineering and Computer Science (10%), Health And Public Affairs (24%), Medicine (9%), Nursing (5%), Rosen Hospitality Management (3%), Sciences (12%), Interdisciplinary Studies (4%)

Housing: On Campus (44%), Off campus (56%)

Year in School: Freshman (25%), sophomore (27%), Junior (21%), Senior (24%), Graduate Student (3%)

First-generation Student: Yes (55%) and No (45%).

****Students indicated that they heard about events through UCF Events email, flyers, social media, faculty/staff, LEAD Scholars program, friends, and BSU.**

Purpose of event: To increase the retention of Black students at UCF by helping them feel a sense of community at UCF and encouraging necessary life skills

Department hosting: CAPS

Healthy Knight Expo

October 1, 2014

Number in attendance: Over 1200 (students, staff and faculty)

Purpose: Increase the awareness of our diverse student, staff and faculty populations about campus resources; educate about diversity and inclusion related experiences.

Department hosting: CAPS

QPR, Field of Memories, and QPR a thon

QPR is ongoing Fall and Spring, Field of Memories was September 10 2014 and QPR a thon was March 25th

QPR trainings:

Number in attendance: 800 attendees

Purpose: Be Aware Show You Care exhibit in September: 1100 participants. QPR-a-thon in March 2015: 150 new total attendees. 94% of the participants "strongly agreed" or "agreed" that they feel more comfortable talking

about suicidal thoughts/feelings with someone who they would be concerned. This year we had great success at the QPR a thon event. We saw a 50% increase in attendance.

Purpose of event: Increase the awareness of our diverse student, staff and faculty populations about suicide prevention; educate about diversity and inclusion related experiences as well as identifying high risk populations such as LGBTQ

Department hosting: CAPS

Safe Zone Level 2

Date: Ongoing throughout fall and spring

Provided 6 Safe Zone Advocates (Level 2) workshops

Number in attendance: 83

Purpose: The UCF Safe Zone Series (formerly known as Allies) is a program for UCF students, staff and faculty members interested in showing visual support for gay, lesbian, bisexual, transgender or questioning (GLBTQ) persons at the university. Members of the LGBTQ+ community, allies, and people wanting to learn more about LGBTQ+ issues are encouraged to attend the UCF Safe Zone trainings. The goal of these trainings is to promote a safe and welcoming environment across the UCF campus for people who identify as LGBTQ+.

Department hosting: CAPS and Department of Social Justice and Advocacy

CAPS Website (podcasts on Religious Diversity and Bicultural Identity: <http://ucfcaps.podbean.com/>)

Ongoing throughout fall and spring

Number in attendance: 320 hits

Purpose of event: Increase awareness of the multiple facets of religious and biracial identities through a conversation with two psychologists.

Department hosting: CAPS

Healing Art Exhibit

Spring 2015

This year we had 106 of submissions with 86 pieces of art were selected for show; we had 171 attendees at the Healing Art Exhibition Opening Reception (Students, Staff, Faculty, Parents, and Alumni.)

Purpose of event: The UCF Healing Art Exhibition mission is to create campus wide awareness of the Counseling & Psychological services at UCF, to increase inclusivity across campus, to reduce mental health stigma and to create an open exhibition space for creativity and healing.

Department hosting: CAPS

AWAKE (As We All Keep Evolving)

Fall 2014

Number in attendance: 15 to 20 students per meeting. Meetings were held weekly. Very positive feedback from students on their increase of diversity awareness

Purpose: Diversity education program open to all UCF Students

Sessions were discussion based and experiential

Department hosting: CAPS

CLINICAL SERVICES

Sister Circle Support Group

CAPS offers this support group weekly

This support group is offered weekly with an average attendance of 8 students per week. 100% of participants agreed that this group was "very effective and helpful overall".

Purpose of event: An empowering and supportive group for Black female students. This safe, confidential group allows for exploration of issues such as family, relationships, self-esteem, beauty, body image, and academic difficulties.

Department hosting: CAPS

Questioning and Coming Out Therapy Group

CAPS offers this therapy group weekly

This therapy group is offered weekly with an average attendance of 9 students per week. 100% of participants agreed that this group was “very effective and helpful overall”.

Purpose of event: This group provides a caring place for lesbian, gay, bi, asexual, and questioning individuals to explore their concerns.

Department hosting: CAPS

Trans* Support Group

CAPS offers this support group weekly

This support group is offered weekly with an average attendance of 3 students per week. 100% of participants agreed that this group was “very effective and helpful overall”.

Purpose of event: This group is for persons who are seeking support in realization of one’s gender identity. Topics may include coming out, transitioning concerns, and other relevant issues.

Department hosting: CAPS

Autism Connections

CAPS offers this group weekly

This group is offered weekly with an average attendance of 5 students per week. 100% agreed that group was “very effective and helpful overall.”

Purpose of event: This group is for students interested in building self confidence and improving social relationships.

Department hosting: CAPS

Exploring your Multicultural Identity Workshop

February 16, 2015

Number in attendance: This workshop had 6 attendees.

Purpose of event: This workshop was designed to provide an opportunity for students to learn about multicultural identity development and share their own experience. Results indicated that 83% of participants had never been to CAPS prior to workshop. 100% agreed that the workshop was “very effective and helpful overall” and 100% indicated that they were more likely to use CAPS services in the future, if needed.

Department hosting: CAPS

TRAINING PROGRAM

Power, Privilege, & Oppression (Training Seminar)

October 15, 2014

Number in attendance: 8

Purpose of event: Increase interns and trainees’ knowledge, skills, and awareness on multiculturalism and the self as emerging therapists

Department hosting: CAPS

Working with African American Clients (Training Seminar)

October 22, 2014

Number in attendance: 8

Purpose of event: Increase interns and trainees’ clinical knowledge, skills, and awareness in working as therapists with the African American population

Department hosting: CAPS

Working with 1st Generation Clients (Training Seminar)

February 4, 2015; April 15, 2015

Number in attendance: 7

Purpose of event: Increase interns and trainees’ clinical knowledge, skills, and awareness in working as therapists with First Generation College students

Department hosting: CAPS

Working with International Students (Training Seminar)

February 4, 2015; April 1, 2015

Number in attendance: 7

Purpose of event: Increase interns and trainees' clinical knowledge, skills, and awareness in working as therapists with international students

Department hosting: CAPS

Working with Returning Veterans (Training Seminar)

February 11, 2015; May 27, 2015

Number in attendance: 8

Purpose of event: Increase interns and trainees' clinical knowledge, skills, and awareness in working as therapists with veterans

Department hosting: CAPS

Racial, Gender, and Sexual Orientation Microaggressions as Chronic Discriminatory Stressors – Professional Development Presentation

March 25, 2015

Number in attendance: 30

Purpose of event: Increase clinicians knowledge about Microaggressions, the mental health impact of Microaggressions, and challenging one's own Microaggressions as clinicians

Department hosting: CAPS

STAFF PROFESSIONAL DEVELOPMENT/ADDITIONAL HIGHLIGHTS

CAPS Equity and Inclusion Committee

Ongoing throughout fall and spring

CAPS Staff and all who participate in services/programming

Purpose of event: Work on making CAPS an accessibly friendly environment with the help of Student Accessibility Services. On-going workshop series for MSC/MASS/Prime STEM/International Student Center, diversity education for staff, review of center paperwork including offering forms in Spanish.

Department hosting: CAPS with SAS, MSC/MASS/Prime Stem

Connecting Students with Disabilities: The Impact of Group Therapy by Jocelyn Buhain, Megan Brault, and Prachi Sharma

June 2014

Number in attendance: ?

Purpose of event: Presentation provided through the first annual SDES Institute

Department hosting: CAPS

Cultural Competency is NOT Treating Everyone the Same: Jeanene Robinson-Kyles with Lacey Carter (RWC)

June 2014

Number in attendance: Not sure

Purpose of event: Presentation provided through the first annual SDES Institute

Department hosting: CAPS in partnership with RWC

Autism Connections: Exploring Strategies for Collegiate Success by Dr. Jocelyn Buhain, Liz Stevenson, Rebecca Lowe and Grace Moskola (SAS)

June 2015

Number in attendance: 7

Purpose of event: Presentation provided through the SDES Institute

Department hosting: CAPS in partnership with SAS

Staff Diversity Discussions: DSM-5 Cultural Formulation Interview, Accessibility Services, Social Justice and Advocacy and Women's Studies

September 24, October 22, November 19, February 11 and June 17

Number in attendance: 25-35 on average

Purpose of event: To connect with different departments on-campus providing diversity-related services as well as provide staff an opportunity for training and discussion of diversity issues impacting our work in the UCF community.

Department hosting: CAPS

Student Conduct

RA Training

August 11, 2014

Number in attendance: 80

Purpose: Working with a diverse population

Department housing: Student Conduct

International Student Orientation Presentation

August 15, 2014 – August 18, 2014

Purpose: Supporting our diverse populations (specifically international students) as they enter the UCF community

Department housing: Student Conduct

Tabling: Welcome Back Expo

August 20, 2014

Number in attendance: 20-30

Purpose: Connecting with a variety of students as they begin the 2014-2015 academic year

Department housing: Student Conduct

Disciplinary Sanction Review Training

August 14, 2014

Number in attendance: 15

Purpose: Training for faculty, staff and students to assist with working with a diverse population of students who are requesting a review of their sanctions

Department housing: Student Conduct

Safety Fair Tabling

September 3, 2014

Number in attendance: 20-30

Purpose: Connecting with a variety of students and providing supportive resources

Department housing: Student Conduct

MVP Training

September 26, 2014

Number in attendance: 10

Purpose: Discussion with students about the various barriers that exist in the discussion around violence prevention

Department housing: Student Conduct

Housing Training

September 18, 2014

Number in attendance: 40

Purpose: Working with a diverse population

Department housing: Student Conduct

Housing Training New ACs

December 3, 2014

Number in attendance: 10

Purpose: Working with a diverse population

Department housing: Student Conduct

Housing Training New RAs

December 17, 2014

Number in attendance: 40

Purpose: Working with a diverse population

Department housing: Student Conduct

International Student Orientation

January 12, 2015 (1 hour)

Number in attendance: 15-20

Purpose: Supporting our diverse populations (specifically international students) as they enter the UCF community

Department housing: Student Conduct

Sexual Misconduct Brownbag Session

December 16, 2014 (2 hours)

Number in attendance: 15

Purpose: Training staff, faculty, and students who work with a diverse population of students on the conduct board

MVP Training (Leadership Week)

February 26, 2015

Number in attendance: 7

Purpose: Discussion with students about the various barriers that exist in the discussion around violence prevention

Department housing: Student Conduct

UCF Cares Day Tabling

March 4, 2015

Number in attendance: 20-30

Purpose: Connecting with a variety of students and providing supportive resources

Department housing: Student Conduct

MVP Training (UCF Cares)

March 20, 2015

Number in attendance: 15

Purpose: Discussion with students about the various barriers that exist in the discussion around violence prevention

Department housing: Student Conduct

SGA Know Your Rights Campaign (Tabling)

March 23, 2015

Number in attendance: 20-30

Purpose: Connecting with a variety of students and providing supportive resources

Department housing: Student Conduct

Creed Values Seminar

March 26, 2015

Number in attendance: 10

Purpose: Facilitating a dialogue around the UCF Creed with a diverse student population

Department housing: Student Conduct

RA Training (OSC)

May 11, 2015

Number in attendance: 80
Purpose: Working with a diverse population
Department housing: Student Conduct

RA Training (Incident Report Writing)

May 12, 2015
Number in attendance: 20
Purpose: Working with a diverse population
Department housing: Student Conduct

Integrity & Ethical Development: NA

Student Care Services

UCF Cares Day

March 4, 2015
Number in attendance: 240
Purpose: Raise awareness of UCF Cares initiative and the services provided by Student Development and Enrollment services related to its four focus areas: safety/wellbeing, respect, mental health and sexual violence
Department housing: Various SDES departments tabling to provide information/resources. Offices included: WHPS, CAPS, Student Health Services, OSRR, Victim Services, Knights Pantry, Student Accessibility Services and UCF PD.

It's On Us Tabling Events supported by UCF Cares student group tabling

October 21st, 2014, October 28, 2014, November 7, 2014, December 4, 2014, February 16, 2015
March 5, 2015, March 25, 2015, April 22, 2015
Over 1500 over the course of Fall and Spring
Purpose: National sexual violence prevention campaign sponsored by Wellness and Health Promotion Services and UCF Cares
Department housing: Wellness and Health Promotion Services and UCF Cares.

UCF Cares Leadership Week Program: Week long program provided 5 event opportunities: UCF Creed education, UCF Cares "student in distress" training, QPR training, MVP training, UCF Cares student leadership panel

Week of February 23rd, 2015
Number in attendance: 71
Purpose: Raise awareness of UCF Cares initiative and the services provided by Student Development and Enrollment services related to its four focus areas: safety/wellbeing, respect, mental health and sexual violence. Provide direct training opportunities for students related to suicide prevention (QPR), violence prevention (MVP) and assisting students in distress (UCF Cares training)
Department housing: Student Care Services

Student Health Services

Diversity Training

Year-round
Purpose: As part of our Strategic Plan we have mandated Diversity Training for all of our full time employees.
Number in attendance: By December of 2014, 77 of our 105 employees had completed the training. In August of 2015 we will be completing training on the remainder of the group.
Department housing: SDES

Alcohol & Other Drug Programs: NA

Wellness & Health Promotion Services

World AIDS Day Rapid HIV Testing

December 1, 2014

Number in attendance: 33

Purpose of event: Rapid HIV testing targeting high-risk populations

Department housing: WHPS & MSC

World AIDS Day HIV & STD Education (Tabling event with distribution of educational materials and condoms)

December 1, 2014

Number in attendance: 101

Purpose: To educate students on sexual risk-reduction; with emphasis on high-risk populations

Department housing: WHPS & MSC

Rapid HIV testing and risk-reduction counseling targeting special populations (Gay, Bi, Latino, African-American students)

October 16, 2014, November 20, 2014, January 28, 2015, February 11, 2015

31, 20, 33, 31 on respective dates listed above

Purpose: To test and educate on sexual risk-reduction for high-risk populations.

Department housing: WHPS

LGBT History Month – Film: “Bayard Rustin-Outside Brother”

October 7, 2014

Number in attendance: 27

Purpose: To support contributions of LGBTQ persons and events in history.

Department housing: WHPS, SJA, RWC

LGBT History Month – Film: “Normal Heart”

October 8, 2014

Number in attendance: 31

Purpose: To support contributions of LGBTQ persons and events in history.

Department housing: WHPS, SJA, RWC

“Sexual Violence as a Public Health Issue” presentation for Pre-AMSA student RSO

October 2, 2014

Number in attendance: 147

Purpose: To educate pre-professionals on the role of gendered violence on health disparities for women

Department housing: WHPS

“Preventing Sexual Assault in the Greek Community”

February 18, 2015

Number in attendance: 54

Purpose: To bring awareness of sexual assault & bystander actions

Department housing: WHPS, FSL, & Diversified Greek Council

Health Knight Expo

October 1, 2014

Number in attendance: 1,100

Purpose: Provide students with health and wellness information in one place.

Department housing: WHPS, CAPS, SHS, and RWC

Staff Wellness Challenge

Spring 2015 Semester

Number in attendance: 160 SDES Staff members from 23 departments

Purpose: The focus of the program was based on the wellness wheel with activities each week that promoted the wellness area being covered. These included mindful breathing, yoga, Zumba, couponing workshops, finance workshops, and an end of the program potluck in which all participants were encouraged to bring a healthy dish.

Department housing: WHPS

Journal to Self-Discovery

Thursdays 3pm-5pm (Fall 2014, Spring 2015)

Number in attendance: 267 UCF students

Purpose: To provide a safe space for students to unwind and be in the moment while completing a self-assessment form and documenting it through art.

Department housing: WHPS

It's On Us

Fall 2014, Spring 2015

2,000 pledges / 2,785 student contacts

Purpose: To create awareness of sexual assault on college campuses and provide information on resources available.

Department housing: SDES

Housing and Residence Life

Not Just 1 in 60,000

June 25, 2014

Number in attendance: 15

Purpose: Come and find out how you are a unique individual on UCF's campus!

Department housing: Housing & Residence Life

The Practice of Thinking Before Speaking

Date: 16-Jul-14

Number in attendance: 7

Purpose: Being in a new place can be scary, knowing what is OK and what isn't, when you should speak, when you shouldn't, if what you are saying is appropriate... Come along and learn with this great workshop.

Department housing: Housing & Residence Life

LGBTQI History Month

September 29, 2014

Number in attendance: 16

Purpose: Jennifer Wright from the Office of Integrity and Ethical Development will put on a workshop about creating a peaceful living space with new roommates.

Department housing: Housing & Residence Life, Office of Integrity and Ethical Development

Waffle Knight

September 30, 2014

Number in attendance: 17

Purpose: Like Waffles...Don't like studying...Stressed out!!!! Well don't fret!!!. Waffle Knights can help. Stay in your room and wait for the waffle man to come around and help you with your problems!!!

Department housing: Housing & Residence Life

Film "The Normal Heart"

October 17, 2014

Number in attendance: 6

Purpose: RWC and LGBTQI is coming out to show The Normal Heart and promote LGBTQ-i History Month

Department housing: Housing & Residence Life, RWC, SJA< LGBTQ Services

Showing your True Colors and other lessons of your personality on how you live and interact

November 19, 2014

Number in attendance: 6

Purpose: Do you need better time management? Are you interested in learning how to save time and become more efficient? Then come armed with your planners, class schedules, and campus resources because we have time to kill!!! Program will be held in the Lake Claire Programming center and ice cream will be served!

Department housing: Housing & Residence Life

Stereotype Fashion Show

February 19, 2015

Number in attendance: 5

Purpose: The Stereotype Fashion Show brings awareness to the Knights Circle community about stereotypes and judgments labeled on people and ways to teach residents not to judge a book by its cover.

Department housing: Housing & Residence Life

Graveyard of Good Intentions

February 25, 2015

Number in attendance: 2

Purpose: Join Volunteer UCF during Civic Engagement Week for an interactive discussion based on the TED Talk: The Graveyard of Good Intentions. We would like you to take part in this awesome opportunity to reevaluate relief methods in Haiti and discuss what you can do in your community to create social change. This event does not require volunteers.

Department housing: OSI, VUCF

Modern Day Slavery Awareness

March 18, 2015

Number in attendance: 17

Purpose: Hey guys! Just wanted to spread awareness about modern day slavery because this is something that affects a lot of people across the world. I wanted to inform you guys about information that could be helpful in spreading the word about this, since a lot of people have a misconception that slavery is over in the 21st century. I will be coming around March 18th at 4pm to give out information about this tragedy. Sincerely, RA Brian

Department housing: Housing & Residence Life

Additional Data:

Diversity Committee

2014-2015

Committee Chair: Kate Fraser

Committee Members: Dolores Costanzo, Franklin Soares, Timothy Leyson, Oscar Sanchez, Megan Sunga

Oversight: Andrea Guimaraes (Nov/Dec-present)

The Residence Life Diversity and Inclusion Committee is charged with the following:

1. The mission of the Residence Life Diversity & Inclusion Committee is to first and foremost serve as a resource to the department at large by providing resources on diversity, awareness and inclusion, to provide outlets for intentional conversation and dialogue, and to assist the department in the development of a comprehensive diversity-based residential curriculum.
2. The vision of the Residence Life Diversity & Inclusion Committee is to produce open minded, inclusive leaders who are competitive candidates in the higher education job market.

The committee will accomplish their mission and move towards their vision in the following ways:

1. Review feedback from departmental climate survey to assess the collective knowledge and need for diversity education
2. Explore and suggest strategies to overcome disparities in education through intentional conversation
3. Plan and execute at least three diversity based professional development opportunities per semester
4. Have successfully trained departmental staff on the foundational elements of the SDES diversity certificate by the end of their professional contract
5. Continuously reassess the mission and needs of committee based on local, regional and national trends.

November:

Diversity climate survey sent to Residence Life Associate Director, Assistant Directors, Area Coordinators, and Graduate Residence Coordinators with 38 of 41 surveys completed

December/January:

The committee analyzed survey data and developed next steps.

February:

On February 19, 2015 the Committee shared the top 3 survey themes with the Residence life staff (approximately 40 staff in attendance). The results are below.

| Room for Improvement | Power and Privilege | Lack of Trust |
|---|---|--|
| <p>"I think I can always work to be more inclusive and learn about others."</p> <p>"As a person who may not identify as a member of a particular minority group, I feel that there is always knowledge I can gain, so I will never be fully competent."</p> <p>"I think as a department we have not done a good job making people feel welcomed and valued."</p> <p>"I do sometimes feel uncomfortable. I will still have the conversations because they are necessary."</p> <p><i>"13% report uncomfortable/very uncomfortable engaging in conversations about diversity."</i></p> | <p>"I do have white privilege and sometimes am bitter when we talk about how someone got promoted because they are black or a woman just because of 'diversity.'"</p> <p>"It feels like some people are living in the past and I personally think things are better for all people today, especially women and minorities."</p> <p>"Sometimes it is difficult for 'power' identities to see the challenges and it is helpful to create narratives that help them see a 'non-empowered' POV."</p> <p>"Not sure if I have access to all the information required to</p> | <p>"I don't want to say something that will offend, but then there is pressure or judgment if I don't say something...it's a double-edged sword."</p> <p>"At times I do not feel the most comfortable discussing diversity for fear of offending somebody."</p> <p>"I try to say as little as possible."</p> <p><i>"18 respondents identified that they have said something offensive to a DHRL colleague, however only 6 people stated that they were confronted by the other staff member for making an offensive comment."</i></p> <p>"I have witnessed many staff members make very inappropriate comments, many superior to me, and</p> |

| | | |
|---|---|--|
| <p><i>"58% report that they could do a better job at being seen as open-minded."</i></p> <p><i>"3 people report being uncomfortable/very uncomfortable being who they are around their coworkers."</i></p> <p><i>"I wish we talked more about diversity issues as a staff."</i></p> <p><i>"I often hear or experience micro aggressions within the department."</i></p> <p><i>"We are not anywhere near the level we need to be."</i></p> <p><i>"87% of respondents stated that they could benefit from additional training on diversity and inclusion topics."</i></p> | <p>speak on [privilege and oppression]."</p> <p>"It is actually a privilege in and of itself to not have to think about privilege at all."</p> <p>"I can explain [discrimination] and have empathy, but [having privilege] makes it hard for me to know what not having privilege feels like."</p> <p>"We did not talk at all about privilege and oppression [during staff training]."</p> <p><i>"5 people report being uncomfortable explaining privilege to their staff; 8 people are uncomfortable explaining oppression."</i></p> | <p>frankly I feel uncomfortable addressing them."</p> <p>"When we speak of diversity, social justice, and inclusion, we sometimes are fearful of the words that may come out."</p> <p><i>"14 people report being uncomfortable/very uncomfortable expressing their opinions in department meetings."</i></p> |
|---|---|--|

We then participated in an activity similar to a privilege walk by creating "privilege chains" in the Area Coordinator team and in the Graduate Residence Coordinator team. This activity was facilitated and there were processing questions.

April:

In April, the Residence Life staff participated in a 2.5 hour Ability Workshop facilitated by Student Accessibility Services (approximately 40 staff in attendance). This workshop really helped the Residence Life staff consider how inclusive we are and how much more we could be doing in our facilities and activities.

We also attended the Tunnel of Oppression in April. This was facilitated by the Social Justice Advocacy office. Graduate Assistants attended at 5pm and Area Coordinators and Assistant Directors attended at 5:30pm, followed by a dinner discussion. Approximately 25 staff members participated.

May:

During May student staff training, Meg Sunga and Franklin Soares presented on Diversity and Inclusion; approximately 80 student staff members participated in this training. Justin Andrade from Social Justice Advocacy also presented on LGBTQ Safe Zone Training; approximately 190 Resident Assistants participated in this training.

June/July:

On June 11, 2015, Dr. Belinda Boston presented to approximately 45 professional and graduate student staff on Inclusive Leadership in and interactive 3-hour workshop.

On July 2, 2015, approximately 45 professional and graduate student staff will participate in 2 hours of LGBTQ Safe Zone training presented by Justin Andrade from Social Justice Advocacy.

Other items:

- Worked on Bloom's Taxonomy/Multicultural Competency Plan for the professional and graduate staff
 - Worked on beginning stages of bringing "Defamation: the Play" to UCF, in partnership with Social Justice Advocacy and student government
 - Unfinished business includes creating web courses and training for RAs; planned programs on diversity and inclusion for RAs to present to residents

Recreation & Wellness Center

Inclusive Recreation Expo

October 15, 2014

Number in attendance: 215 participants and spectators (Up from 179 in 2013)

Purpose: Adaptive sports events such as Goal Ball, Wheelchair Badminton, and Quad Rugby were demonstrated throughout the day to promote RWC activities for students with disabilities

Department housing: RWC

Sitting Volleyball

November 1, 2014

Number in attendance: 9 teams of 6 (54 Students) Same as 2013

Purpose: To demonstrate the sport of Sitting Volleyball, which is an adaptive form of the sport that can be played by students of any physical ability.

Department housing: RWC

International Week World Cup

November 17, 2014 - November 21, 2014

Number in attendance: 30 teams of students (320 total participants). Up from 28 teams in 2013.

Purpose: As part of International Week, UCF students participate in a soccer tournament representing teams from around the world. Teams from CMMS and ISC participate.

Department housing: RWC

Wheelchair Basketball

February 25, 2015

Number in attendance: 8 teams of 2 (16 students). This was a new event.

Purpose: Using wheelchairs purchased with the Parent and Family Fund Grant, teams competed in our inaugural event to promote our adaptive sports opportunities.

Department housing: RWC

Wheelchair Tennis

March 26, 2015

Number in attendance: 2 teams of 2 (4 students). This was a new event.

Purpose: Using wheelchairs purchased with the Parent and Family Fund Grant, teams competed in our inaugural event to promote our adaptive sports opportunities.

Department housing: RWC

Student Union

Student Employee Diversity Training

March 2015

Number in attendance: 100 students

Purpose: Every month there is a training concept covered at student staff meeting for all student employees of the Student Union.

Department housing: Student Union

Catering Exemption Process

Ongoing

Registered Student Organizations

Purpose: RSO's can choose an external caterer for their events to ensure as much authenticity as possible regarding desired cuisine for a culture event.

Department housing: Student Union

Hallway of Flags

Ongoing

Purpose: The main hallway that leads to Pegasus Grand Ballroom has a flag representing every enrolled student at UCF. Flags are reviewed yearly as new students are admitted.

Department housing: Student Union

Knights Helping Knights Pantry

Activity & Service Fee Business Office: NA

Creative School for Children

Creative School International Dinner

November 7, 2014

Number in attendance: 113

Purpose of event: The families at Creative School for Children represented 64 different countries during the 2014/2015 school year. The International Dinner allows each family to bring a dish from their culture and share a meal with other parents and children while building relationships with other families.

Department hosting: UCF Creative School for Children

Voluntary Pre-Kindergarten

August 18, 2014 – May 1, 2015

Number in attendance: 40

Purpose of event: UCF Creative School for Children provides onsite access to student, staff, and community parents of 4 year olds for free state-funded prekindergarten regardless of family income.

Department hosting: UCF Creative School for Children

Information Technology: NA

Community Support Services

SDES Diversity Certification Program for All Employees

Yearly Initiative 2014/15

Number in attendance: All SDES Staff

Purpose: To Increase staff cultural competencies

408 SDES Employees are SDES Diversity Certified which equals, 81% of the Division

Honors College Fall Symposium Class Facilitator

August 2014

Number in attendance: 200 Students

Purpose: To provide Diversity and Inclusion training for Honor's college student leaders and group facilitators, as students prepare to engage in mentorship programs in local elementary and middle school settings.

Housing and Residence Life Inclusive Leadership/Communities Training

June 2014/Spring 2015

Number in attendance: 50 each session

Purpose: Train Housing staff on how to create inclusive communities within the Residence halls.

LEAD Scholars Academy

Lead Out Loud Summit

February 7, 2015

Number in attendance: 26 students were in attendance

Purpose: The Lead Out Loud Summit (hosted by the LEAD Scholars Academy) is a signature event of the Lead Out Loud Multicultural Leadership program. The purpose of the event is to provide leadership education to students with a focus on diversity. Speakers included Dr. Olan and Ambassador Elam-Thomas.

Lead Out Loud Retreat

April 17, 2015

Number in attendance: 12 students were in attendance

Purpose: The Lead Out Loud Retreat (hosted by the LEAD Scholars Academy) is a signature event of the Lead Out Loud Multicultural Leadership program. The purpose of the event is to provide a forum for student organizations to begin their planning for the upcoming year and for individual students to focus on areas of personal development including financial literacy, event planning, and group collaborations.

Heels of Power

January 23, 2015

Number in attendance: 23 students were in attendance

Purpose: The Heels of Power Women's Leadership Institute is a one-day conference that focuses on leadership as it relates to women. The conference included topics on Social Media Branding, Third Wave Feminism, and Unwritten Rules of Female Leadership.

Department housing: Hosted by LEAD Scholars Academy

Elect Her UCF

February 27, 2015

Number in attendance: 19 student were in attendance

Purpose: Elect Her is a one-day conference hosted in conjunction with Running Start and

Department housing: Hosted by LEAD Scholars Academy in partnership with the Women's and Gender Studies Department

Electric Vehicle Transportation Center STEM Day

March 24, 2015

Number in attendance: 22 Students were in attendance

Purpose: EVTC STEM day was a one-day conference provided for students interested in the Electric Vehicle industry. The conference featured a panel of experts from various electric vehicle companies as well as a demonstration of electric vehicles in the EVTC parking area. This event was featured on the local news.

Department housing: This event was hosted by the LEAD Scholars Academy and Sponsored by OUC, EVTC, College of Engineering & Computer Science, UCF Venture Accelerator, FPL, and General Motors.

Office of Student Involvement

GO Graduate Student Welcome Back Week 2014

September 4, 2014

Number in attendance: 40

Purpose: Celebrate Student Diversity at Barbara Ying

Department housing: OSI

GO, GSA (Graduate Student Association) and ISC Presents: Low Ropes Challenge at RWC

January 17, 2015

Number in attendance: 8

Department housing: OSI

GO Presents: Graduate Student Appreciation Week 2015: International Social w/ISC

April 10, 2015

Number in attendance: 30

Department housing: OSI

Volunteer UCF Advocacy Groups

Number in attendance: Various

Purpose: Produce hundreds of events which promote understanding and service to a diverse population.

Number in Attendance: Over 400 Individual Events totaling 25,557 hours of service to the Orlando community.

Department housing: OSI

TedX

2015

Number in attendance: 58

Purpose: Celebrating the diversity of ideas through Ted Talks

Department housing: OSI

Why Not Us?

March 19, 2015

Number in attendance: 63

Purpose: Documentary look into the lives of First Generation College Students

Department housing: OSI

Discover your Identity

March 2, 2015

Number in Attendance: 28

Purpose: A look into the lives of different ability college students

Department housing: OSI

Kort Workshop: Meaningful Interpersonal Relationships

November 10, 2014

Number in attendance: 32

Department housing: OSI

Drop the Mic

Various

Number in attendance: 160 Average Attendance

Purpose: Events coordinated with Project SPIT which celebrates the diversity of poetic expression and understanding.

Department housing: OSI

SGA Cabinet Diversity Training

July 2014

Number in attendance: 30

Purpose: Training for student leadership on diversity and inclusion

Department housing: OSI

SGA Senate Diversity Training

October 2014, February 2015

Number in attendance: 90 at each session

Purpose: Workshop for senators on the subject of diversity and inclusion in their legislative work.

Department housing: OSI

SGA Know your rights

Date: March 23, 2015

Number in attendance: 145

Purpose: a community forum on police interactions with UPD in response to Baltimore and other national concerns

Department housing: OSI

SGA: Heather Abbott

February 3, 2015

Number in attendance: 45

Purpose: Boston Bombing survivor on her life with now living with prosthetics.

Department housing: OSI

SGA: Sarah Shroud

February 24, 2015

Number in attendance: 45

Purpose: A cultural prisoner in Iran

Department housing: OSI

Fraternity and Sorority Life

EOAA Presentation at FSL Professional Staff Meeting

June 17, 2014

Number in attendance: 8 total, 5 professional staff and 3 GAs

Purpose of event: Continuing Education on Title IX, VAWA, UCF Non-Discrimination Policy, Employee Conflict of Interest clause

Department hosting: Office of Fraternity and Sorority Life hosted Maria Beckman, Director of EOAA at UCF as guest speaker

Greek Leadership Challenge Cultural Competency Workshop

January 31, 2015

Number in attendance: 150 students, 12 professional staff members

Purpose of event: Demonstrate respectful behavior in a community environment, Empower students to confront inappropriate behavior, Discuss and share personal definition of social justice/diversity, Discuss what it means to be an inclusive community and why building an inclusive community important?

Department Hosting: Office of Fraternity and Sorority Life

Freedom of Speech Panel

April 1, 2015

Number in attendance: 40 students, 15 staff members

Purpose of event: Discuss SAE Hate Speech Incident at Oklahoma University and Freedom of Speech on college campuses

Department hosting: Office of Fraternity and Sorority and Social Justice and Advocacy hosted a panel of experts to discuss Freedom of Speech from the faculty, staff, and student perspectives.

Multicultural Academic & Support Services

Protecting Yourself from Sexual Assault

October 1, 2014

Number in attendance: 20

Purpose: To teach students, both male and female, about ways to protect themselves from dangerous situations including stalking, identity theft, intoxication, and social media safety.

Host: MASS, Victim Services

Managing Relationships in College

February 11, 2015

Number in attendance: 24

Purpose: To understand the importance of continuing healthy relationships while in college based off of trust, conversation, perspective, acceptance, friendship, and vulnerability.

Host: MASS, Counseling and Psychological Services

In Her Shoes

February 12, 2015

Number in attendance: 14

Purpose: Understanding that domestic violence is not only physical, but mental and emotional as well. With this topic, students were taught to be more supportive, aware, and proactive to others (male/female) that may be caught in a domestic dispute.

Host: MASS, Victim Services

The Benefits of Being a Resident Assistant

October 6, 2014

Number in attendance: 30

Purpose: To inform students what it takes to be a resident assistant, such as self-motivation and time management, and the benefits that come along with the position.

Host: MASS, Housing and Residence Life

Financial Literacy Series

October 14, 21, 28 and November 4, 2014

Number in attendance: 148

Purpose: To learn about all things finance related, such as: savings accounts, loans, types of interest, ways to budget, credit building, federal work study, financial aid, applying for scholarships, FAFSA, and managing debt.

Host: MASS, Administration and Finance, Financial Aid

Investment Management 101

November 11, 2014 and November 18, 2014

Number in attendance: 67

Purpose: To understand the importance of investing in debt repayment, retirement, emergency funds, future children, unemployment, and purchasing a home.

Host: MASS, Investment Bankers

Tips on Finding Scholarships

November 13, 2014

Number in attendance: 69

Purpose: To learn various ways to seek out scholarships that are available to diverse populations, and the organizations that help support underrepresented students.

Host: MASS

The Importance of Graduating and Resources Available to Students

January 28, 2015

Number in attendance: 11

Purpose: To understand the importance of working and studying often to accomplish the goal of staying on track to graduation. Students in attendance were advised to get a mentor and utilize campus resources for underrepresented populations.

Host: MASS, LEAD

Effective Communication

March 16, 2015

Number in attendance: 14

Purpose: To learn the effectiveness of assertive communication across diverse cultures. Friendly tones, eye contact, body language, and clarification were also explained as part of effective communication across cultures.

Host: MASS, Multicultural Student Center

Preparing for an International Services Career

September 22, 2014

Number in attendance: 34

Purpose: To learn from the experiences of an ambassador/ diplomat, the importance of being educated on foreign affairs, and to take advantage of studying abroad and immersing in other cultures.

Host: MASS, Diplomacy Program

Cultural Competency

October 14, 2014

Number in attendance: 48

Purpose: To teach students about cultural awareness, open-mindedness, unity, and respect. Students were encouraged to acknowledge prejudice and stereotyping around them, and to advocate for those experiencing it.

Host: MASS, Counseling and Psychological Services

LGBTQ+ Services

Affinity Groups (Gender, Spirituality, Queer People of Color)

September 14, 2014 – April 2015

Number in attendance: 65

Purpose: Reoccurring biweekly conversations facilitated by UCF LGBTQ+ identified staff.

Department Housing: LGBTQ+ Services

AIDS Walk

March 28, 2015

Number in attendance: 15

Purpose: Program intended to raise awareness on HIV/AIDS with volunteer student leaders.

Department Housing: LGBTQ+ Services

Alliance Mentoring Program

September 14, 2014 – April 2015

Number in attendance: 22

Purpose: Funded by Parent Grant, first LGBTQ+ student mentorship program with PFSA.

Department Housing: LGBTQ+ Services

An Honorable Night with Glenda Hood

October 14, 2014

Number in attendance: 200

Purpose: Collaboration event, recognizing the first woman mayor of Orlando

Department housing: LGBTQ+ Services

Come Out With Pride Parade

October 6, 2014

Number in attendance: 25

Purpose: Orlando's local Pride Day celebrating LGBTQ+ visibility.

Department housing: LGBTQ+ Services

LGBTQ+ Employer Panel

March 24, 2015

Number in attendance: 30

Purpose: Partnership with MSC & Career Services to showcase LGBTQ+ affirming companies and the "hows" of job searching as LGBTQ+ individuals.

Department housing: LGBTQ+ Services

LGBTQ+ Equality Panel

April 6, 2015

Number in attendance: 15

Purpose: Featured an LGBTQ+ military veteran, LGBTQ+ specialty attorney, and a LGBTQ+ Student Affairs individual from Rollins College.

Department housing: LGBTQ+ Services

LGBTQ+ History Month Kick Off

October 2, 2014

Number in attendance: 90

Purpose: Featuring Equality Florida Transgender Inclusion Director Keynote, Gina Duncan.

Department housing: LGBTQ+ Services

National Coming Out Day

October 10, 2014

Number in attendance: 50

Purpose: Event to acknowledge the diverse journeys of LGBTQ+ individuals who have gone through their own "coming out" process regarding their sexual orientation or gender identity.

Department housing: LGBTQ+ Services

RHA Training - LGBTQ+ 101

May 7, 2015

Number in attendance: 156

Purpose: First large group RHA training by LGBTQ+ Services for Housing and Residential Life.

Department housing: LGBTQ+ Services

Safe Zone - Gender and Orientation Language Diversity

September 2014 – June 2015

Number in attendance: 50

Purpose: New program within Safe Zone series, part of SDES DEU.

Department housing: LGBTQ+ Services

Safe Zone - LGBTQ+ 101

September 2014 – June 2015 Date: 9/14-6/15

Number in attendance: 270

Purpose: Successful program transition from CAPS to LGBTQ+ Services.

Department housing: LGBTQ+ Services

Safe Zone - Train the Trainer

September 2014 – June 2015

Number in attendance: 32

Purpose: Opportunity for SDES faculty and staff and UCF students to learn to facilitate LGBTQ+101 upon completion of part one and two.

Department housing: LGBTQ+ Services

Safe Zone Advocates

September 14 – June 2015

Number in attendance: 83

Purpose: Partnership with CAPS, second part in SZ series. 73 were SDES faculty/staff, 10 were UCF students.

Department Housing: LGBTQ+ Services

Speaker's Bureau LGBTQ+ Panel

August 6, 2014

Number in attendance: 150

Purpose: LGBTQ+ student speaker group presented for Dr. Charles Negy's Human Sexuality Course.

Department housing: LGBTQ+ Services

The Life of Bayard Rustin Movie Screening

October 8, 2014

Number in attendance: 10

Purpose: Focus on intersection between race and sexual orientation.

Department Housing: LGBTQ+ Services

The Normal Heart Movie Screening

October 7, 2014

Number in attendance: 15

Purpose: Focus on HIV/AIDS awareness.

Department housing: LGBTQ+ Services

Transgender Day of Remembrance

November 20, 2014

Number in attendance: 25

Purpose: Vigil to honor those who have been killed due to anti-trans* hatred or prejudice

Department housing: LGBTQ+ Services

Multicultural Student Center

#ILoveEducation

November 18, 2014

Number in attendance: 75

Purpose: Celebrating International Education Week

Department housing: Multicultural Student Center

"Let's Talk About Sex"

February 9, 2015

Number in attendance: 20

Purpose: Educational event as part of Black History Month

Department housing: Multicultural Student Center

Asexual and Aromantic Spectrum Awareness Panel

February 16, 2015

Number in attendance: 20

Purpose: Panel discussion representing the various Asexual and Aromantic communities and sharing their experiences.

Department housing: Multicultural Student Center

BHM Opening Ceremony

February 2, 2015

Number in attendance: 100

Purpose: Opening celebration for Black History Month

Department housing: Multicultural Student Center

CinemABILITY

March 27, 2015

Number in attendance: 200

Purpose: Documentary that looks at how films and television have portrayed disabilities through the years.

Department housing: Multicultural Student Center

Coffee and Questions

October 6, 2014

Number in attendance: 20

Purpose: Social event celebrating LGBTQ+ History Month

Department housing: Multicultural Student Center

Cultural Dance Series: African Dance/Drum

October 14, 2015

Number in attendance: 35

Purpose: Opportunity for students to learn and observe cultural dances from across the world.

Department housing: Multicultural Student Center

Cultural Dance Series: Belly Dance

September 3, 2014

Number in attendance: 35

Purpose: Opportunity for students to learn and observe cultural dances from across the world.

Department housing: Multicultural Student Center

Cultural Dance Series: Bollywood

November 12, 2014

Number in attendance: 35

Purpose: Opportunity for students to learn and observe cultural dances from across the world.

Department housing: Multicultural Student Center

Did You Know?

August 18, 2014

Number in attendance: 40

Purpose: Event highlighting MSC LGBTQ+ programming

Department housing: Multicultural Student Center

Empanada Block Party

October 10, 2014

Number in attendance: 30

Purpose: Social event as part of Hispanic Heritage Month.

Department housing: Multicultural Student Center

Family Reunion BBQ

March 28, 2015

Number in attendance: 70

Purpose: Social event as part of Black History Month with the Black Faculty & Staff Association.

Department housing: Multicultural Student Center

Family Uknighed

September 20, 2014

Number in attendance: 40

Purpose: Event celebrating Family Weekend

Department housing: Multicultural Student Center

Girl Talk

March 17, 2015

Number in attendance: 25

Purpose: Discussion about the issues surrounding being a woman in the world today.

Department housing: Multicultural Student Center

Guess Who Speaker: Karyn Parsons

February 27, 2015

Number in attendance: 90

Purpose: Speaker for Black History Month

Department housing: Multicultural Student Center

Halloween Social

October 30, 2014

Number in attendance: 40

Purpose: Social event geared to building an LGBTQ+ community.

Department housing: Multicultural Student Center

Harvey Milk Documentary

October 3, 2015

Number in attendance: 5

Purpose: Film documentary celebrating LGBTQ+ History Month

Department housing: Multicultural Student Center

HIV/AIDS Awareness Banquet

November 7, 2014

Number in attendance: 100

Purpose: Free dinner banquet to raise awareness about HIV/AIDS.

Department housing: Multicultural Student Center

Lavender Graduation Celebration

May 6, 2015

Number in attendance: 50

Purpose: Ceremony designed to honor the academic achievements of LGBTQ+ graduates.

Department housing: Multicultural Student Center

MASS and MSC Open House

August 28, 2014

Number in attendance: 75

Purpose: Event showcasing MASS and MSC offices

Department housing: Multicultural Student Center

Presents: Janet Mock

March 30, 2015

Number in attendance: 190

Purpose: First transgender woman of color featured as a dual keynote for Month of The Woman and Transgender Visibility Week.

Department housing: Multicultural Student Center

MSC Presents: Shane Bitney Crone

October 29, 2014

Number in attendance: 50

Purpose: Opportunity for the UCF community to view the film "Bridegroom," followed by a question and answer session with the documentary's subject.

Department housing: Multicultural Student Center

MSC Presents: Stephan A. Smith

February 23, 2015

Number in attendance: 700

Purpose: UCF's highlighted speaker for Black History Month

Department housing: Multicultural Student Center

Nguzo Saba Graduation Celebration

May 5, 2015

Number in attendance: 375

Purpose: Ceremony designed to honor the academic achievements of multicultural graduates.

Department housing: Multicultural Student Center

Open Mic Night

October 16, 2014

Number in attendance: 60

Purpose: Spoken word/expressive arts event that allows individuals to express "the diverse aspects of self."

Department housing: Multicultural Student Center

Painting with a Twist

March 18, 2015

Number in attendance: 30

Purpose: Night of art and beauty to recognize women and their contributions through the Month of the Woman.

Department housing: Multicultural Student Center

Pride Chat: Adjusting to College

August 27, 2014

Number in attendance: 60

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chat: Coming Out

September 10, 2014

Number in attendance: 50

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chat: Family

November 18, 2014

Number in attendance: 50

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chat: Intersectionality

October 22, 2014

Number in attendance: 25

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chat: LGBTQ+ History

October 28, 2014

Number in attendance: 40

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chat: LGBTQ+ People of Color

February 18, 2015

Number in attendance: 25

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chat: Minorities in LGBTQ+

September 25, 2014

Number in attendance: 35

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chat: Representation in the Media

April 15, 2015

Number in attendance: 30

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chat: Safe Space and Building an LGBTQ+ Community

July 9, 2014

Number in attendance: 25

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chats: Body Image

January 27, 2015

Number in attendance: 25

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Pride Chats: The 'T' Word

March 25, 2015

Number in attendance: 25

Purpose: Casual drop-in discussions of hot topics in the LGBTQ+ community. Pride chats take place every other week.

Department housing: Multicultural Student Center

Prom: A Knight Under the Stars

April 2, 2015

Number in attendance: 85

Purpose: Inclusive prom.

Department housing: Multicultural Student Center

Taste of UCF

August 18, 2014

Number in attendance: 1500

Purpose: Annual event that celebrates our diverse community by giving students a taste of cuisine from around the world.

Department housing: Multicultural Student Center

TBT Walk-In Movie

February 26, 2015

Number in attendance: 30

Purpose: Film showing in celebration of Black History Month

Department housing: Multicultural Student Center

Trans* Student Panel

March 27, 2015

Number in attendance: 25

Purpose: Panel providing information and resources for trans students at UCF

Department housing: Multicultural Student Center

Volunteer Panel

November 18, 2014

Number in attendance: 10

Purpose: Panel informing students about importance of volunteer work

Department housing: Multicultural Student Center

What Does Love Look Like?

October 20, 2015

Number in attendance: 60

Purpose: Program in which students were able to decorate tote bags (Celebration of LGBTQ+ History)

Department housing: Multicultural Student Center

Social Justice and Advocacy

Campus Conversation: Freedom of Speech

March 31, 2015

Number in attendance: 25

Purpose: Panel discussion addressing the rights of the first amendment.

Department housing: Social Justice and Advocacy

Discussion: Handling Difficult LGBTQ+ Conversations

March 27, 2015

Number in attendance: 10

Purpose: Discussion on handling difficult questions about LGBTQ+ in Pride Commons.

Department housing: Social Justice and Advocacy

Discussion: LGBTQ+ Intimate Partner Abuse Discussion

April 8, 2015

Number in attendance: 10

Purpose: Discussion on Intimate Partner Abuse in LGBTQ+ relationships and resources available for intervention or help.

Department housing: Social Justice and Advocacy

Discussion: Sexual Health - What is Truvada?

March 3, 2015

Number in attendance: 10

Purpose: Discussion on prevention for HIV/AIDS contraction and current resources if HIV positive.

Department housing: Social Justice and Advocacy

Men's Power Hour

March 3, 2015

Number in attendance: 25

Purpose: Discussion on men's sexual health.

Department housing: Social Justice and Advocacy

Real Selfie

September 15, 2014

Number in attendance: 100

Purpose: Opportunity for UCF community to debunk stereotypes and provide cultural awareness.

Department housing: Social Justice and Advocacy

Straight Talk: Life After Graduate School

March 2, 2015

Number in attendance: 25

Purpose: Discussion on having a successful career in higher education.

Department housing: Social Justice and Advocacy

Tunnel of Oppression

April 21, 2015 – April 23, 2015

Number in attendance: 420

Purpose: Interactive walk-through experience to educate and bring awareness about oppression, discrimination, and social justice issues.

Department housing: Social Justice and Advocacy

Career Services

'Preparing for Career Expos' workshop

September 23rd, 2014

Number in attendance: 34 students

Purpose: To assist students in getting the most out of a career fair.

Department hosting: Career Services in collaboration with M.A.S.S.

LGBTQ webinar for Southern Association of Colleges and Employers

October 14, 2014

Number in attendance: 17 schools

Purpose: webinar titled "Are LGBTQ Students Part of Your Career Center?" to educate other universities in the association about working with LGBTQ students.

Department hosting: Career Services

Building Leaders And Connecting Knights (B.L.A.C.K.) Series: Turning Your Purpose Into Your Career

October, 27, 2014

Number in attendance: 20 students

Purpose: To help students determine if the degree path that they're currently pursuing fits their passion.

Department hosting: Career Services in collaboration with CAPS and Club KREOL. Tiana Tucker received 2 diversity awards over the 2014/2015 year for her commitment to diversity, one for this program.

Multicultural Networking Knights Reception

February 3rd, 2015

Number in attendance: 872 students with 37 employers, Compared to last year's event, student attendance increased by 1,816% and employer participation increased by 246%

Purpose: To give students opportunities to connect with employers

Department hosting: Career Services in collaboration with M.A.S.S.

Job Search workshop for UCF Veterans

March 3rd, 2015

Number in attendance: 43 students

Purpose: To help UCF Veterans land federal jobs

Department hosting: Ms. DeShan Mingo King, Senior HR Specialist, U.S. Office of Personnel Management, presented the session. Career Services, the U.S. Office of Personnel Management and the Veterans Academic Resource Center collaborated to host event.

Speakers Roundtable celebrating Women's History Month

March 16, 2015

Number in attendance: unknown

Purpose: A panel of speakers that discussed women in the workplace

Department hosting: Career Services participated in planning committee

LGBTQ Employer Panel

March 24, 2015

Number in attendance (or other useful statistical data): 17 students

Purpose: Give students opportunity to connect with professionals in LGBTQ community.

Department hosting: Career Services

First Year Advising and Exploration

Welcome Expo

August 20, 2014

Number in attendance: 3,422

Purpose: Welcome event for new and returning students. College, Department, Student Organizations, and Vendors participate in this event

Department hosting: FYAE

FYAE/SSYC Open House

September 13, 2014

Number in attendance: 315 (151 fall 2013) 108% increase

Purpose of event: Introduction of the SSYC and FYAE academic advising offices to all new FTIC students

Department hosting: SSYC and FYAE

Advising Knights

September 9 & 12

Number in attendance: 214

Purpose: Academic Advising outreach program to Burnett Honor FTIC students

Department hosting: SSYC, FYAE, and Burnett Honors College

First Year Scholars Reception

February 2, 2015

Number in attendance: 430 (324 attendance in February, 2014) 25% increase

Purpose: Honor FTIC students who achieved a 3.5 or higher in the fall semester

Department hosting: FYAE

Phi Eta Sigma National Honor Society Induction

April 25, 2015

Number in attendance: 98

Purpose: The FYAE Office coordinates all activities for the Phi Eta Sigma National Honor Society. FTIC students who achieve a 3.5 gpa or higher in either the fall or spring semester of their first year are eligible to apply

Department hosting: FYAE

Sophomore and Second Year Center: NA

Transfer and Transition Services

Tau Sigma National Honor Society Inclusive Communication Training

September 26

Number in attendance: 5 Students in attendance

Purpose: promote more inclusive communication within the executive board of Tau Sigma

Department hosting: Office of Diversity and Inclusion

MASS Transfer Student Reception

September 3rd

Number in attendance (or other useful statistical data): 92 Students in attendance

Purpose: Connect with Multicultural transfer students

Department hosting: Multicultural Academic and Support Services

Transferring into Professional Success (TiPS) Transfer Leaders

October 2014-April 2015

Number in attendance: 6 Students Leaders

Purpose: To develop and promote professionalism within the multicultural transfer student community by utilizing and enhancing the skills of 6 multicultural transfer leaders

Department hosting: Transfer and Transition Services, Multicultural Academic and Support Services

Diversity Certificate Series Completion

Spring 2015 (Various Dates)

Number in attendance: 5 TTS Staff members completed the basic Diversity Certificate Series

Purpose: promote more inclusive communication within the TTS office

Department hosting: Office of Diversity and Inclusion

Tau Sigma National Honor Society Inclusive Communication Training

September 26, 2014

Number in attendance: 5 Students in attendance

Purpose: promote more inclusive communication within the executive board of Tau Sigma

Department hosting: Office of Diversity and Inclusion

Family Day BBQ for Veterans and Non-traditional students

March 21st

Number in attendance: 61 students, 94 family members, 15 staff members total=170

Purpose: to reach veteran and non-traditional students and connect them with each other, resources, and to UCF

Department hosting: Transfer and Transition Services, Veterans Academic Resource Center

Academic Services for Student Athletes

International Student –Athlete Welcome

August 24, 2014

Number in attendance: 48 students and 12 staff

Purpose: To welcome all international student-athletes and allow them to gain valuable information from the International Services Center

Department hosting: Academic Services for Student-Athletes

Student Academic Resource Center

Student Programming

SARC Academic Outreach Programming Summer 2014

Not Just 1 in 60,000

Getting A's Using Time Management

Academic Organization

Classroom & Campus Etiquette

Professors 101

Learning Styles

Memorization & Concentration

Preparing for Professional School

Study Skills & Test Preparation

Reducing Test Taking Anxiety

Avoiding Procrastination

Successfully Transitioning to Fall

June 25, 2014 – July 29, 2014

Attendance Summer 2014: 91

Summer 2013 Comparison: 234

Event Purpose: Assist students in gaining college level academic success skills such as time management, study skills and test preparation.

Host: Student Academic Resource Center

SARC Academic Outreach Programming Fall 2014

Getting A's Using Time Management

Academic Organization

Classroom & Campus Etiquette

Discover Your Learning Style

Reducing Test Taking Anxiety

Preparing for Professional School

Professors 101

Study Skills & Test Preparation

Avoiding Procrastination

Final Exam Preparation

August 20, 2014 – November 20, 2014

Attendance Fall 2014: 275

Fall 2013 Comparison: 233

Event Purpose: Assist students in gaining college level academic success skills such as time management, study skills and test preparation.

Host: Student Academic Resource Center

SARC Academic Outreach Programming Spring 2015

Getting A's Using Time Management

Discover Your Learning Style

Study Skills & Test Preparation

Reducing Test Taking Anxiety

Preparing for Professional School

Getting g A's Using Time Management

Avoiding Procrastination

Final Exam Preparation

January 22, 2015 – April 7, 2015

Attendance Spring 2015: 168

Spring 2015: 176

Event Purpose: Assist students in gaining college level academic success skills such as time management, study skills and test preparation.

Host: Student Academic Resource Center

SARC Learning Fair

July 17, 2014

Number in attendance: 200 students, 23 Departments

Event Purpose: Familiarize students with academic, professional and other resources at UCF.

Host: Student Academic Resource Center

Student Staff/Professional Staff Programming

Human Resources Staff Training

April 4, 2014 – August 11, 2014

Number in attendance: 4

Event Purpose: Train professional staff on various professional development topics such as effective communication, leadership and supervision.

Host: UCF Human Resources

Student Accessibility Training

August 15, 2014 – January 9, 2015

Number in attendance: 50

Event Purpose: Train student employees on student accessibility services at UCF.

Host: Student Accessibility Services & Student Academic Resource Center

Student Accessibility Services

Examining the Real Disability Barriers

Offered six different times over the course of the year

Number in attendance: 144 total people attended

Purpose of event: The workshop explores some of the greatest disability barriers that exist in day-to-day activities. The discovery promotes consideration of a paradigm shift in how disability is viewed. Everyone who attends has the opportunity to identify at least one action-item take-away that they can use to contribute to a more accessible and inclusive environment for people with disabilities
Department hosting: Student Accessibility Services

SAS Scavenger Hunt

Offer four different times over the course of the year

Number in attendance: 59

Purpose of event: Attendees learned some basics about the barriers in the environment and then went to specific campus buildings and locations in search of barriers. Everyone reported that it was an eye-opening experience.

Department hosting: Student Accessibility Services

Document Accessibility 101

Offered three times over the course of the year

Number in attendance: 66 total people in attendance across three sessions

Purpose of event: The workshop examined the key components of different accessible materials formats.

Participants learned about the needs of those who benefit from accessible materials. A demonstration was given to explore the assistive technology tools used by individuals. Finally, UCF employees were provided with resources and a list of tips on what can be done to make sure materials are accessible.

Department hosting: Student Accessibility Services

Open Mic Night, Access your Inner Voice

October 16, 2014

Number in attendance: 100 estimated

Purpose of event: Students had the opportunity to share their stories about diversity, inclusion and exclusion through a format meaningful to them (song, poem, story, conversation, etc.).

Department hosting: Student Accessibility Services

Open Mic: Overcoming Adversity

March 3, 2015

Number in attendance: 40

Purpose of event: Students read poems, shared stories or sang songs as a way to show how they have addressed adversity in their lives.

Department hosting: Student Accessibility Services and Hitt Library

Registrar's Office

Preferred Name Option for Students – Enhancements to student system

October 2014

Number in attendance: Option available to over 60,000 currently enrolled students.

Purpose: Allows students who identify with a particular gender that differs from what was on record when their information was originally entered into the database, to declare a preferred name. Recent updates now reflect the preferred name on grade rosters and class rosters so that faculty will correctly associate the student's preferred name with his or her student records.

Department Hosting: Registrar's Office

Commencement - Accessibility team

Recurring 3X per year – August, December and May

Number in attendance: Approximately 12,000 students participate in Commencement annually.

Purpose: Within the Commencement team, the Registrar's Office appoints a small team to work specifically with students and their guests with disabilities to ensure that the event is fully accessible. This includes logistics before the ceremony in arranging to have an interpreter, captioning if needed, special seating, and arranging assistance

with mobility or vision concerns. Personnel are specifically assigned to each student who has requested accommodations to ensure that their needs are met and this may include assisting the student on the platform when the diploma presented.

Department Hosting: Registrar's Office

Knights Graduation Grant Initiative

Continuous since Fall 2013

Graduation Rate = 83%

\$125,887 in awards through Spring 2015

One-third of the recipients are first-generation students as defined on the student's financial aid application.

71% of the recipient students are minority. 67% of all recipients are Black or Hispanic.

| | |
|-----------------|------|
| AMERICAN INDIAN | 3% |
| ASIAN | 1% |
| BLACK | 42% |
| HISPANIC | 25% |
| NOT SPECIFIED | 1% |
| WHITE | 28% |
| Grand Total | 100% |

Purpose: This program is an overall effort to identify and assist students who are close to degree completion to apply for graduation on time, and to successfully complete remaining coursework. The program seeks to provide financial resources or guidance to students necessary to overcome financial obstacles that are preventing them from registering for remaining coursework and completing their degree programs. Students who are identified and qualify for financial assistance, receive a grant from the university to cover tuition and fees only up to \$2500. To date, 98 awards have been granted to students since Fall 2013, the inaugural term of the program.

Department Hosting: Registrar's Office

Veterans Academic Resource Center

Student veteran enrollment

Fall 2014

1451 Veterans:

Male 1051 72.4%

Female 400 27.6%

Of the 1382 who reported on ethnicity:

American Indian 25 2%

Black 252 17%

Hispanic 252 17%

Not Hispanic 7 >1%

Not Specified 36 2%

Pacific Islander 10 1%

White 800 55%

Purpose: The Veterans Academic Resource Center (VARC) recognizes and supports student veterans as they transition from military to student life. The VARC, a unit of the Registrar's Office, is a collaboration among the offices of Career Services, the Counseling Center, Student Academic Resource Center, Student Disabilities Services, and Transfer and Transition Services, and provides the home for Veteran Services.

VARC serves all veteran students and eligible dependents who are using VA educational benefits to further their education. The office provides information concerning entitlements, filing claims to the Department of Veterans Affairs (DVA), certifying enrollment at the University, and deferring tuition and fee payments. Veterans and eligible dependents must be certified through VARC each term to receive VA educational benefits.

All veterans and eligible dependents are urged to consult VARC early in the UCF admissions process for information about veteran services. To maintain eligibility for VA education benefits, students must adhere to the policies and procedures for VA educational benefits as noted on the GI Bill website.

Department Hosting: Veterans Academic Resource Center

Name of program/event/activity: Student veteran enrollment

Date: Spring 2015

1353 Veterans

Male 987 73%

Female 366 27%

Of the 1353 who reported on ethnicity:

American Indian 26 2%

Asian 63 4.65%

Black 234 17%

Hispanic 233 17%

Not Hispanic 8 >1%

Not Specified 36 2.66%

Pacific Islander 9 >1%

White 744 55%

Purpose: The Veterans Academic Resource Center (VARC) recognizes and supports student veterans as they transition from military to student life. The VARC, a unit of the Registrar's Office, is a collaboration among the offices of Career Services, the Counseling Center, Student Academic Resource Center, Student Disabilities Services, and Transfer and Transition Services, and provides the home for Veteran Services.

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All veterans and eligible dependents are urged to consult VARC early in the UCF admissions process for information about veteran services. To maintain eligibility for VA education benefits, students must adhere to the policies and procedures for VA educational benefits as noted on the GI Bill website.

Department Hosting: Veterans Academic Resource Center

UCF being named "Military-Friendly" school

September 2014

UCF amongst the top 15% "most military-friendly" schools in the country.

Purpose: G.I. Jobs Magazine and Victory Media recognized UCF as being among the top 15% "most military-friendly" schools in the country. Programming dedicated for student veterans, student veteran orientations, campus partnerships, and participation in the Yellow Ribbon program were some of the criteria that led to this recognition.

Department Hosting: Veterans Academic Resource Center

Name of program/event/activity: New Transfer Student Veterans Orientation program

Date: Recurring ~20X per year

Approximately 25 new student veterans attend each session.

Purpose: Veterans continue to begin their Transfer Orientation day at the Veterans Academic Resource Center and receive their University Welcome from an administrator within the Veterans Academic Resource Center and/or Registrar's Office. Tours of VARC, programs, and resources offered exclusively to veterans at UCF are reviewed before student vets are released to their academic advising sessions at same time as other transfer students.

Department Hosting: Veterans Academic Resource Center

S.A.F.E. (Student Veteran Allied Faculty Education) training program

Recurring 3X per semester

20 per session

Purpose: Orlando Veterans Medical Center's Veterans Integration To Academic Leadership (V.I.T.A.L.) program continues to collaborate with the Veterans Academic Resource Center on "S.A.F.E. (Student Veteran Allied Faculty Education)" training. Training sessions helped increase the knowledge of UCF staff and faculty related to student veterans' challenges, as well as available resources. More than 100 staff and faculty members have attended sessions which increased awareness among the UCF community on the needs of veterans.

Department Hosting: Veterans Academic Resource Center

"Mission United"

January, 2015

75

Purpose: UCF was invited to participate in the formation of the Heart of Florida United Way's program, "Mission United", a critical program supporting US military veterans and their families in Orange, Seminole, and Osceola counties by helping them re-acclimate to civilian life. Key focus areas include employment readiness, education, health, legal assistance, emergency financial aid, and housing. Tracy Wharton from the School of Social Work and Paul Viau are the university's representatives to "Mission United".

Department Hosting: SDES/Veterans Academic Resource Center

First Year Experience

LINK programs under the category "Get Diversified," such as Brother to Brother Talks, In Her Shoes film screening, Identifying Accessibility Scavenger Hunt, and All Lives Matter

Events held throughout the 2014-2015 academic year.

Varies per event

Purpose: LINK (Learning and Interacting with New Knights) is an education and involvement based program to help first-time-in-college (FTIC) students become engaged with the campus and UCF community.

Department housing: Varies per event, but First Year Experience is responsible for the LINK program overall.

Out-of-State Student Mentoring Program (OSSM)

2014-2015 academic year

56 students lived in the OSSM Living Learning Community

Purpose: OSSM is the Out of State Student Mentoring program at UCF. The OSSM program is structured as a Living-Learning Community, where participating students live together on the same residence hall floor and have unique opportunities and experiences that help them get involved at UCF and connected to the Orlando community.

Department housing: First Year Experience

The textbook used for SLS 1501, Student Success in College, contains a section titled "Embracing Diversity and Disabilities."

2014-2015 academic year

Enrollment in SLS 1501 for the 2014-2015 academic year was 1,014.

Purpose: Strategies for Success (SLS 1501) is a 3-credit elective course designed to assist students in transitioning to the University and collegiate life. The course helps students build a strong academic foundation by developing important life and study skills, while investigating services and resources UCF has to offer. In a small classroom setting, SLS 1501 helps students reflect upon why they are in college and how they will succeed.

Department housing: First Year Experience & College of Education & Human Performance

4-week lesson plan on diversity & inclusion for the O-Team leadership development course, SLS 2715

February 17-March 5, 2015

Number in attendance: 35

Purpose: To introduce the concepts of diversity, multiculturalism, privilege, and aspects of individual identity to the team as it relates to their work with new students and their guests throughout Orientation this summer.

Department housing: First Year Experience; guest presenter for one class, Edwanna Andrews from Social Justice & Advocacy

Common Reading Program

2014-2015 academic year

All incoming FTIC students received the Common Reading text.

Purpose: To integrate an academic and social experience into the FTIC campus community; to build a sense of community among students via a common experience that will create connections and assist with their academic and social transition to university life; to provide students an opportunity to understand diverse perspectives; and to create a foundation for students to explore values and ethics

Department housing: First Year Experience

PRIME STEM & TRiO Program: NA

Student Financial Assistance: NA

Student Outreach Services

National Achievers Society Fall Induction Ceremony

October 18, 2014

Number in attendance: 150

Purpose: To motivate and prepare underrepresented students for college

Department housing: UCF McKnight Center of Excellence

History & Culture Brain Bowl Competition

January 31, 2015

Number in attendance: 68

Purpose: Improve multicultural students reading and comprehension skills

Department housing: UCF McKnight Center of Excellence

National Achievers Society Summer Induction Ceremony

June 20, 2015

Number in attendance: Approximately 75

Purpose: To motivate and prepare underrepresented students for college

Department housing: UCF McKnight Center of Excellence

Admissions Operations: NA

Admission Director - Recruitment & Marketing: NA

Attachment F

Black/African American Faculty Exit Survey

2016



EOAA: Black Faculty Exit Committee

University Of Central Florida

8/8/2016

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BACKGROUND

The Office of Equal Opportunity and Affirmative Action Programs (EOAA) is responsible for preparing the Florida Equity Report annually to fulfill numerous state requirements. 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 guideline for employment includes reviewing senior-level administrative positions and faculty rank and/or tenure status.

The employment results of the 2015 Florida Equity Report, revealed that UCF was losing Black/African American tenured faculty members at a greater rate than other groups and had only four Black/African American tenure track faculty members (UCF had 15 Black/African American tenure-track faculty members in 2009). Maria Beckman, EOAA Director, formed and charged a committee to review the causes for this decline in Black/African American representation in the tenured and tenure-track groups. The committee was comprised of tenure and tenure track faculty and staff. It developed and launched a survey to Black/African American faculty who left UCF in the previous 10 years when they were tenured or on the tenure track. Of the 33 former faculty members who left UCF from May 2005 to July 2015, the committee was able to locate 29 professors. In June 2016, EOAA emailed the survey to the 29 professors in a manner allowing an anonymous response. EOAA received survey responses from 14 of these former UCF faculty members (referred to as "participants" herein). This is a healthy response rate of 48%.

Of the 14 participants, 6 are professors, 5 are associate professors and 3 are assistant professors. Nine males and 5 females responded. The median age of respondents was 50 with the following identified: 1(31-40); 8 (41-50); 2 (51-60); 2 (61-70) and 1 (71 and over). Participants were asked to identify their military veteran status. Thirteen participants indicated they were not veterans, and one participant preferred not to disclose his/her status.

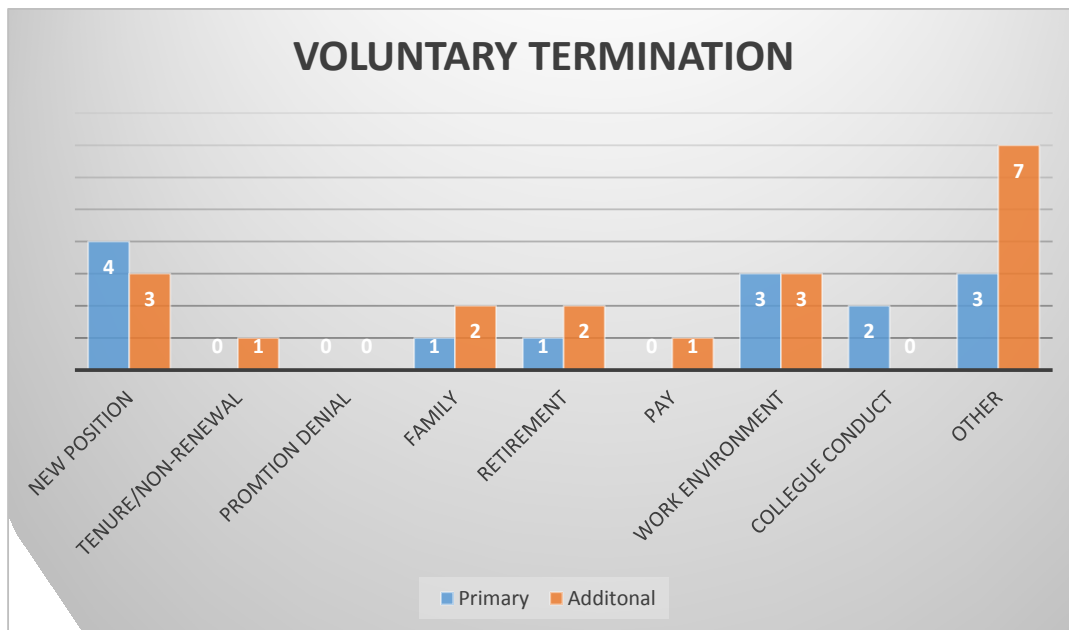
The survey included questions designed to elicit measureable responses that would gauge UCF's efforts and commitment to: faculty recruitment and selection process (onboarding), retention, termination (voluntary and involuntary), tenure, culture/climate assessment, diversity and equal opportunity. Participant's comments are also noted in this report.

EOAA will use the results of the survey, along with information obtained from other data sources, to provide recommendations to the University community and to the Provost's office on effective methods to increase and to maintain a diverse faculty.

THEMATIC FINDINGS:

- Participants cited work conditions and employment opportunities as the primary reason for leaving (voluntary termination)
- 7 of 14 cited very reasonable teaching assignments at UCF
- 12 out of 14 responded that they do not believe that UCF is committed to Equity, Diversity and Inclusion. A common observation was that the University lacks diversity in leadership positions.
- All fourteen participants responded to the question: “What would attract you back to UCF?”
- 71% of the participants would recommend UCF to a colleague looking for employment
- 4 out of 14 participants reported that their colleagues were successfully retained because UCF accepted their counter-offer. One participant specified that “several white” colleagues were retained. Another participant cited a Black/African American faculty member as having been retained because of an accepted counter-offer.
- 8 out of 14 of the participants indicated that they did not request spousal/partner employment opportunities and the department did not offer such opportunities, 2 asked and their spouses were offered a position, 2 asked and were denied and 2 preferred not to answer. One person commented: “My spouse was offered a position but she decided to leave because of certain conditions in the department.”
- 50% believed that they were treated as a valuable member of the UCF community and 50% were not satisfied that they were treated as a valuable member of the UCF community
- 8 out of 14 cited that they attempted to negotiate their initial salary but they were told the offer was non-negotiable; 4 did not seek to negotiate, and 2 responded other.

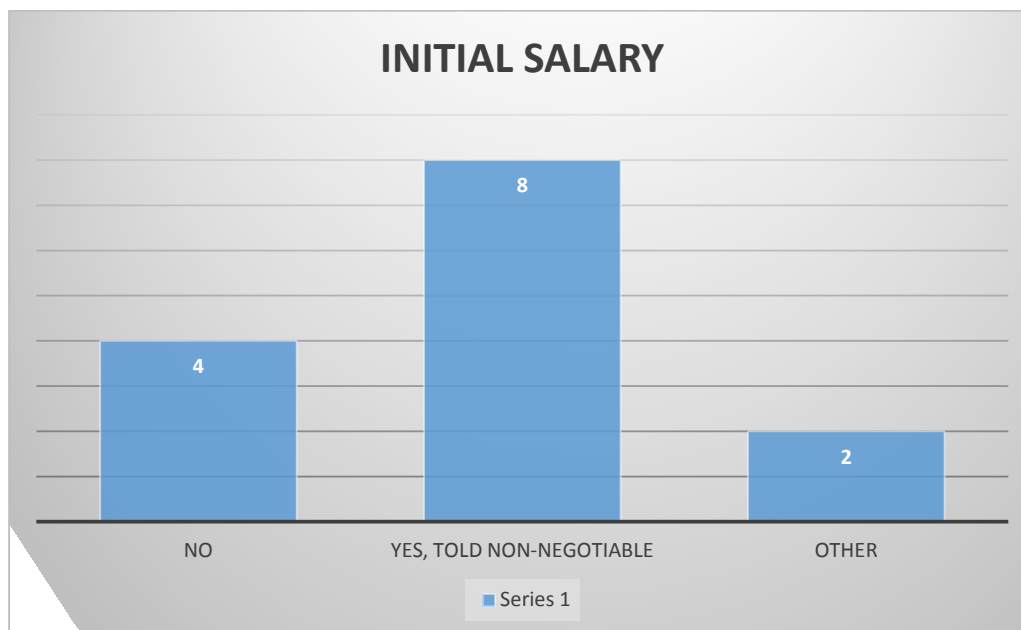
1. **Termination: Voluntary Reasons:** Overall, former faculty members cited new job opportunities, work environment and terms and conditions of employment as the primary reasons for leaving UCF.



Narrative Comments:

- a. "I left UCF when I found out that my department () was receiving "diversity funds" from the Provost office based on my employment. I was never informed by the Dean about the matter. In fact, I found out, publicly in a faculty meeting. I felt like chattel."
- b. "Approximately 3 months after securing a 4 year \$800,000.00 federal grant, I was told by my supervisor that I might want to seek employment elsewhere."
- c. "Colleagues were hateful. I was told by my chair that I should not talk about Black/African American identity development when teaching human development. As an African American female, I found this statement offensive."
- d. "I was told that I would not get tenure."
- e. "I find the () to be a very racist unit. It is difficult under the current leader to move into administration if you are not Asian or Caucasian."
- f. "My department was closed out."

2. **Initial Starting Salary:** The chart below captures whether participants negotiated their starting salary at UCF.



Narrative Comment:

“I sought to negotiate and received a higher offer, which I later discovered was lower than other colleagues and the SON who acquired their position around the same time period.”

3. Counter Offer

Participants who submitted their letter of resignation were asked if they attempted to submit a counter-offer to their department. Five participants did not submit a counter offer. Three participants sought a counter offer of which 1 was accepted, 1 was rejected by participant (unsatisfactory) and 1 was rejected by department.

Narrative Comments:

- a. “No offer was made. In fact, I was a highly productive faculty member and I was never asked why I elected to leave.”
- b. “Counter offer does not apply to the reason that I left. The Acting Dean and School Director; however, did not attempt to address the concerns I raised. Their response was to invalidate my concerns while stressing my liability in not fulfilling my obligation to return after Sabbatical.”

- c. "I did not seek a counter-offer, my decision to leave was based on personal/family reasons."
- d. "No counter offer was made. My salary was below the average for staff at my rank."

4. Counter Offer for Colleagues (Retention)

Sixty of the participants indicated that they were not aware of UCF colleagues who were successfully retained because UCF accepted their counter-offer. Four out of 10 affirmed that their department accepted other colleagues' counter-offers.

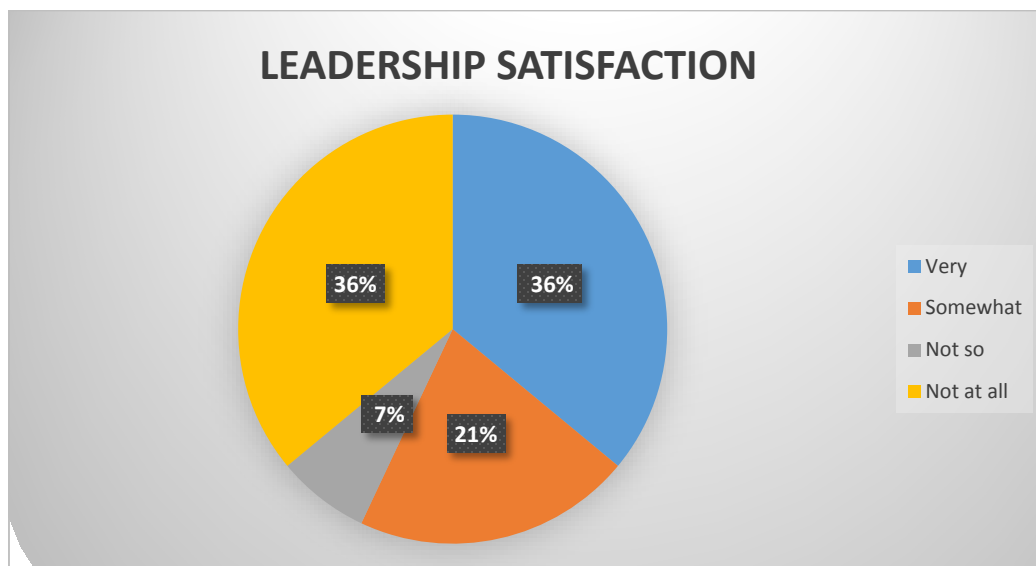
Narrative Comments:

- a. "[REDACTED] was offered and accepted a counter-offer years before I was hired."
- b. "Yes. Faculty members in my former department requested a higher salary, even though they had no counter offer. They both received it. I had an actual offer and received a very weak counter offer from my dean."
- c. "Several white colleagues."

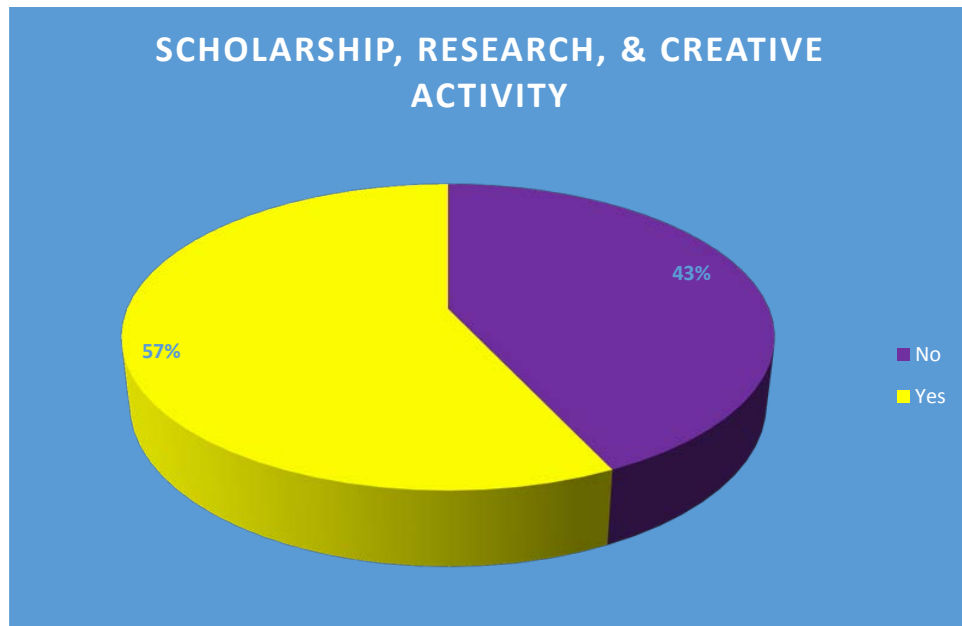
5. Work-Related Experiences

Participants were asked to assess their work-related experiences including teaching assignments, research, departmental leadership, scholarship, research and creative activity and department climate. The results and comments are shown below.

- a. **Leadership:** A majority of participants were satisfied with the department leadership. However, 30% were not at all satisfied.



- b. Value of Scholarship, research and creative activity:** A majority of the participants answered *no* to the question: “Do you believe that your scholarship, research, and creative activity were valued.”



Narrative Comments:

“My research included studying culture and race and I was told by others in my department that I could not partake in that type of research.”

“No mentoring available.”

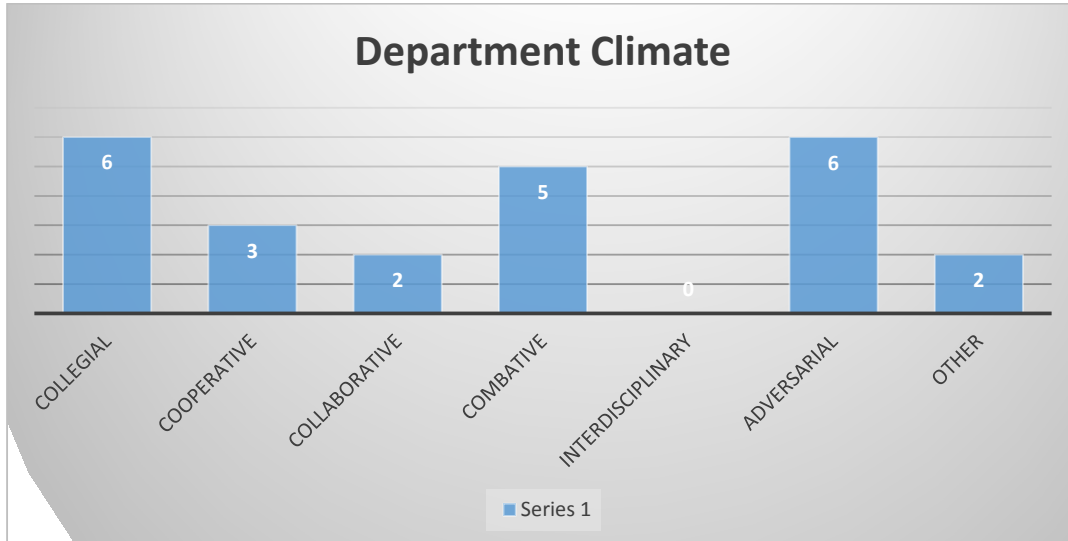
“The creative teaching methods were not valued.”

“I think my scholarly products (pubs, research dollars and R01, etc.) were used to secure approval of the PhD program in [REDACTED] and to enhance the external rating of the school, but they were not valued by the majority of my peers or the administration after the departure of [REDACTED].”

“I had 5 publications within the first year of my tenure earning track. I was told my publications were not strong enough.”

“My research and creative focus were devalued.”

- c. **Department Climate:** The chart below shows how participants described the climate in their departments.



- d. **Unfair Treatment/Discrimination:** Participants were asked to identify unfairness or discrimination factors in the workplace. Their responses are shown in the chart below. Two participants also stated that they have experienced major or overt harassment and minor harassment or micro-aggression.



6. Equity, Diversity and Inclusion

Twelve out of 14 of the participants stated that they do not believe that the University is committed to Equity, Diversity and Inclusion.

Narrative Comments:

- a. "Not committed to diversity in leadership positions. 1 black VP, 2 black Interim Deans in the university history."
- b. "They tend to release minority hires after the initiative funding runs out."
- c. "Hire and support."
- d. "The University is committed. However, MORE needs to be done at the department and college level. Why for example the [REDACTED] still does not have black faculty members in administration or at the Assistant, Associate and Full Professor levels? Why does the Dean still deny highly qualified and experienced black individuals leadership positions?"
- e. "The department and college leadership did not value the opinions of females and minorities."
- f. "Implement the suggestions that have been given over the years."
- g. "Practice the stated commitment to equity, diversity, and inclusion. The commitment must be more than just words."
- h. "Our department chair was very committed, but it didn't appear important at levels above the department."
- i. "I think valuing of community service on an equal level as university and professional service relative to tenure and promotion criteria has the potential to attract non-white faculty. In addition, I would recommend educating administrators about different and perhaps diverse "values" other ethnic faculty hold and how their values impact the selection of activities such as faculty engage-in. The purpose of educating administrators in this area is to change the culture of UCF by making it more supportive of the non-white faculty."
- j. "I do not know if the University is committed to equity, diversity and inclusion. In my experience at UCF, excellence in teaching, research and scholarship were acknowledged and rewarded irrespective of ethnic/minority status."
- k. "The President was committed and steps were made towards systems of diversity and inclusion; but persons in the system were not committed to those goals."

- 7. What would attract you back to UCF?** Participants were asked what might persuade them to return to UCF. This question was intended to provide ideas for the university to consider in developing a plan to increase faculty diversity.
- a. "A commitment to truly retaining faculty of color into tenureship not exploiting them for a minority initiative."
 - b. "Administrative position."
 - c. "An environment that actively embraces diversity where people from all ethnic backgrounds have the same opportunity."
 - d. "New department and college leadership."
 - e. "A respectful offer."
 - f. "A good opportunity. I was a faculty member (Assistant Professor), but since then I have moved into an administrative position (Dean). I am being considered for a Provost position."
 - g. "Equitable salaries."
 - h. "If my department re-opens again."
 - i. "Unsure"
 - j. "The opportunity to truly work in an interdisciplinary manner."
 - k. "Stable leadership with senior faculty who were committed to mentoring new faculty."
 - l. "UCF has the potential to be a good place to work."

Black/African American Faculty Exit Survey

D0 BLACK/AFRICAN AMERICAN FACULTY EXIT SURVEY

D1 The Office of Equal Opportunity and Affirmative Action Programs at the University of Central Florida is studying why Black and African American faculty have left the university. We would like to ask you a few questions about your time as an employee at UCF. Your responses are anonymous. This means your name and identity will not be associated with your responses. If you choose to answer some or all of the questions, we will keep the information that you provide as confidential as Florida law allows. The results of this study will be used for internal purposes only. It is one of many assessments that the Office of Equal Opportunity and Affirmative Action Programs will use to assist in determining barriers for Black and African American faculty. It is anticipated that the results will lead to recommendations that will be provided to UCF administrators on ways to provide support to current and/or to future faculty. Information about your experience at UCF is invaluable to this endeavor.

Q1 May I ask you about your experience at UCF?

- ☐ Yes (1)
- ☐ No (2)

If Yes Is Selected, Then Skip To How likely would you be to recommend ...

D4 Thank you for your time, if you would like to return to complete the survey at a later time you may do so.

If Thank you for your time, if... Is Displayed, Then Skip To End of Survey

Q2 How likely would you be to recommend UCF to a colleague looking for employment?

- ☐ Extremely likely (1)
- ☐ Very likely (2)
- ☐ Somewhat likely (3)
- ☐ Not likely (4)
- ☐ Not at all likely (5)
- ☐ Prefer not to answer (6)

Q3 Please specify the PRIMARY reason that you made the decision to leave UCF.

- ☐ New Position (1)
- ☐ Denial of Tenure or notice of non-renewal (2)
- ☐ Denial of Promotion (3)
- ☐ Family Reasons (4)
- ☐ Retirement (5)
- ☐ Dissatisfaction of Pay (6)
- ☐ Work Environment (7)
- ☐ Conduct of colleagues (8)
- ☐ Other (please specify) (9) _____
- ☐ Prefer not to answer (10)

Q4 Please select additional reasons that you made a decision to leave UCF. (Select all that apply)

- ☐ New Position (1)
- ☐ Denial of Tenure or notice of non-renewal (2)
- ☐ Denial of Promotion (3)
- ☐ Family Reasons (4)
- ☐ Retirement (5)
- ☐ Dissatisfaction of Pay (6)
- ☐ Work Environment (7)
- ☐ Other (Please specify) (8) _____
- ☐ Prefer not to answer (9)

Q5 Were counter offers available when you made the decision to leave UCF?

- ☐ Yes, I sought a counter-offer; one was made (1)
- ☐ Yes, I sought a counter-offer; none was made (2)
- ☐ Yes, I sought a counter-offer; the one I last received was unsatisfactory (3)
- ☐ No, I did not seek a counter-offer; none was made (4)
- ☐ Other (please explain) (5) _____
- ☐ Prefer not to answer (6)

Q6 Are you aware of UCF colleagues who were successfully retained because UCF accepted their counter-offer?

- ☐ Yes (please explain) (1) _____
- ☐ No (2)
- ☐ Prefer not to answer (3)

Q7 Was your spouse or partner offered a position at UCF?

- ☐ Yes, after I asked (please explain) (1) _____
- ☐ Yes, I did not ask but they offered (please explain) (2) _____
- ☐ No, but I asked (3)
- ☐ No, but I did not ask (4)
- ☐ Prefer not to answer (5)

Q8 How satisfied are you that you were treated as a valuable member of the UCF community?

- ☐ Extremely satisfied (1)
- ☐ Very satisfied (2)
- ☐ Somewhat satisfied (3)
- ☐ Not so satisfied (4)
- ☐ Not at all satisfied (5)
- ☐ Prefer not to answer (6)

Q9 Which of the following is the most accurate statement about the initial hire starting salary negotiation process from UCF?

- ☐ I did not seek to negotiate, I accepted the first offer made (1)
- ☐ I did not seek to negotiate, but the starting salary offered was higher than the salary advertised (2)
- ☐ I sought to negotiate, but I was told the offer was non-negotiable (3)
- ☐ I sought to negotiate, but my counteroffer was rejected (4)
- ☐ Other (please explain) (5) _____
- ☐ Prefer not to answer (6)

Q10 To what extent would you agree that your teaching assignment at UCF was reasonable?

- ☐ Extremely reasonable (1)
- ☐ Very reasonable (2)
- ☐ Somewhat reasonable (3)
- ☐ Not so reasonable (4)
- ☐ Not at all reasonable (5)
- ☐ Prefer not to answer (6)

Q11 Please identify any of the following you experienced while employed at UCF.

- ☐ Harassment (1)
- ☐ Discrimination (2)
- ☐ Bullying (3)
- ☐ Favoritism of other employees (4)
- ☐ Unfair promotional practices (5)
- ☐ Unfair treatment (6)
- ☐ Unfair evaluations (7)
- ☐ Retaliation (8)
- ☐ None (9)
- ☐ Prefer not to answer (10)

If Harassment Is Not Selected, Then Skip To How satisfied were you with your depa...

Q11a How often did you feel that you experienced major or overt harassment

- ☐ A lot (1)
- ☐ A little (2)
- ☐ Constantly (3)
- ☐ Prefer not to answer (4)

Q11b How often did you feel that you experienced minor harassment or micro-aggression

- ☐ A lot (1)
- ☐ A little (2)
- ☐ Constantly (3)
- ☐ Prefer not to answer (4)

Q12 How satisfied were you with your department leadership while at UCF?

- ☐ Extremely satisfied (1)
- ☐ Very satisfied (2)
- ☐ Somewhat satisfied (3)
- ☐ Not so satisfied (4)
- ☐ Not at all satisfied (5)
- ☐ Prefer not to answer (6)

Q13 I believe that the University is committed to Equity, Diversity and Inclusion.

- ☐ Yes (1)
- ☐ No (Please explain how UCF can improve in this area) (2) _____
- ☐ Prefer not to answer (3)

Q14 What would attract you back to UCF?

- ☐ Please explain (1) _____
- ☐ Prefer not to answer (2)

Q15 How would you describe the overall climate in your department. (Select all that apply)

- ☐ Collegial (1)
- ☐ Cooperative (2)
- ☐ Collaborative (3)
- ☐ Combative (4)
- ☐ Interdisciplinary (5)
- ☐ Adversarial (6)
- ☐ Other (7)

Q16 Do you believe that your scholarship, research, and creative activity were valued?

- ☐ Yes (1)
- ☐ No (please explain) (2) _____
- ☐ Prefer not to answer (3)

Q17 Thank you for taking the time to respond to this survey. If you would be willing to answer follow up questions by phone, please provide your preferred contact information.

- ☐ Yes (1) _____
- ☐ No (2)

Q18 Would you be willing to answer a few demographic questions for statistical purposes?

- ☐ Yes (1)
- ☐ No (2)

If No Is Selected, Then Skip To End of Survey

D5 The following demographic questions are entirely optional and will be used for statistical purposes only.

Q18a Gender

- ☐ Male (1)
- ☐ Female (2)
- ☐ Other (3)
- ☐ Prefer not to answer (4)

Q18b Age

- ☐ 21-30 (1)
- ☐ 31-40 (2)
- ☐ 41-50 (3)
- ☐ 51-60 (4)
- ☐ 61-70 (5)
- ☐ 71 and over (6)
- ☐ Prefer not to answer (7)

Q18c Veteran

- ☐ Yes (1)
- ☐ No (2)
- ☐ Prefer not to answer (3)

Q18d Rank

- ☐ Professor (1)
- ☐ Associate Professor (2)
- ☐ Assistant Professor (3)
- ☐ Prefer not to answer (4)

Q18e Number of years employed at UCF.

- ☐ 0-4 (1)
- ☐ 5-8 (2)
- ☐ Over 8 (3)
- ☐ Prefer not to answer (4)

ITEM: EPC-2

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: 2016-17 Tenure with Hire

DATE: September 15, 2016

PROPOSED BOARD ACTION

Approval of tenure with hire.

BACKGROUND INFORMATION

New faculty members are hired each year with tenure. Normally, such faculty members have earned tenure at their previous institution and meet UCF's requirements for tenure. For others, tenure is part of the hiring package when senior faculty members are hired for administrative positions. Department faculty members and the university's administrative officers have approved granting tenure to these faculty members.

Supporting documentation: Attachment A: 2016-17 Tenure with Hire Justifications

Prepared by: Cynthia Young, Vice Provost for Faculty Excellence and International Affairs
and Global Strategies

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

Attachment A

2016-17 Tenure with Hire Justifications Board of Trustees Meeting September 15, 2016

College of Engineering and Computer Science

Dr. Shibu Yooseph, professor Department of Computer Science

Dr. Shibu Yooseph received his Ph.D. in computer and information science from the University of Pennsylvania. He comes to UCF from the J. Craig Venter Institute where he was a professor. Concurrently, he was the microbiome lead and senior director of bioinformatics at Human Longevity, Inc. Dr. Yooseph was previously a senior computational scientist at Celera Genomics, which sequenced the human genome. He has first or senior authorship in more than 75 publications. He was involved in several pioneering projects, including the human genome project, the mouse genome project, and the human microbiome project. Dr. Yooseph will lead the genomics and bioinformatics cluster. The Department of Computer Science and the College of Engineering and Computer Science support his tenure with hire.

Dr. Murat Yuksel, associate professor Department of Electrical and Computer Engineering

Dr. Murat Yuksel received his Ph.D. in computer science from Rensselaer Polytechnic Institute. He joins UCF from the University of Nevada-Reno where he was an associate professor with tenure. His research interests are in networked, wireless, and computer systems with a focus on big-data and cloud networking, unmanned aerial vehicles networks, optical wireless, cyber-security and cyber-sharing, public safety communications, device-to-device protocols, network architectures and economics, online network management, and network science. His research projects have garnered a total of \$4.2 million in external funding including eight awards from the National Science Foundation. Dr. Yuksel has four patents and has published 33 journal papers, three book chapters, and 87 conference papers. He has taught undergraduate and graduate courses and has mentored many Ph.D. and M.S. degree program students. The Department of Electrical and Computer Engineering and the College of Engineering and Computer Science support his tenure with hire.

Dr. Julia Soulakova, associate professor of medicine Burnett School of Biomedical Sciences

Dr. Julia Soulakova earned her Ph.D. in statistics from the University of Pittsburgh. She comes to UCF from the University of Nebraska where she was a tenured associate professor in the Department of Statistics. Dr. Soulakova has a solid record of extramural

funding, including a current independent R01 grant from the National Institute on Minority Health and Health Disparities of the National Institutes of Health. She has published 28 peer-reviewed articles and has presented at numerous conferences. She has taught graduate and undergraduate courses in statistics and has mentored numerous Ph.D. and M.S. degree program students. She will provide statistical consultancy for grants, teach undergraduate and graduate students, and assist with clinical research. The Burnett School of Biomedical Sciences and the College of Medicine support her tenure with hire.

Dr. Lisa Guion Jones, professor
Department of Child, Family and Community Sciences

Dr. Lisa Guion Jones earned her Ed.D. degree from North Carolina State University with specialization in adult and higher education administration. She comes to UCF from North Carolina State University where she was a professor of extension education and assistant dean for diversity, outreach, and engagement. Dr. Jones has secured over \$5 million in competitive grants for various programs and projects. She has authored over 100 publications including refereed journal articles, conference proceedings, white papers, reports, and manuals. Her teaching experience includes undergraduate and graduate courses. At North Carolina State University, she served as the chief diversity officer for the College of Agriculture and Life Sciences, providing leadership and coordination for all of the colleges diversity efforts. Her achievements as an administrator and faculty member have been recognized nationally. The Department of Child, Family, and Community Sciences and the College of Education and Human Performance support her tenure with hire.

ITEM: INFO-1

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Citizen Science Geographic Information Systems in Belize

DATE: September 15, 2016

For information only.

Supporting documentation: Attachment A: Citizen Science Geographic Information Systems in Belize

Prepared by: Timothy Hawthorne, Assistant Professor, College of Sciences

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

Citizen Science Geographic Information Systems in Belize

Timothy L. Hawthorne

Assistant Professor of Geographic Information Systems

UCF Department of Sociology and GIS Cluster Initiative



Why Citizen Science GIS in Belize?



Visualizing local knowledge:

- key to improving research and education
- key to addressing social and environmental inequalities



Meaningful learning opportunities with geographic information systems and maps



Collecting marine debris data in
Caye Caulker



Collecting land use and building data in
San Ignacio

Working with communities rather than in communities on action-oriented research



University of Belize, UCF, and San Ignacio town planners map the town's building infrastructure for disaster management



UCF and Ocean Academy students map marine debris and develop a recycling plan for Caye Caulker

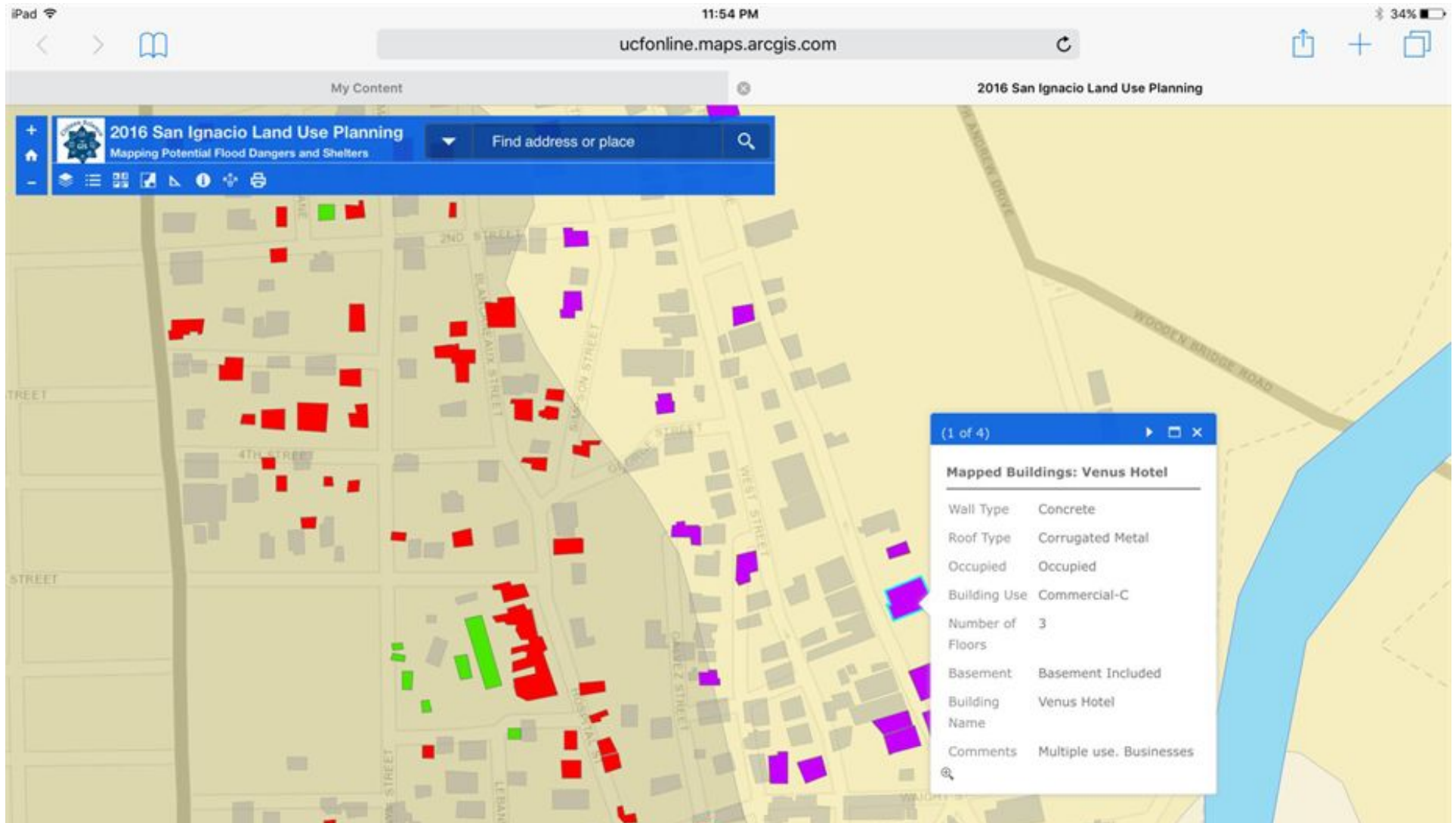
Challenge students to think about why and how they can impact broader society



“I had never done field work before and I learned what GIS stood for about a week before we left. The learning experience, from the labs before to the field work, to the project after has been great at teaching me how to really apply the information instead of just inputting things onto a screen for a grade.” - Emily Clark, first year student



Citizen science mapping applications to engage communities



Comparison of Marine Debris and Estimated Foot Traffic in the Tourist District of Caye Caulker, Belize



Researchers: R. Byfield, M. Barringer, D. Gray, B. Pierre, R. South

All data were collected in the field on June 1, 2016 via ArcCollector as part of a collaborative research initiative between the University of Central Florida and Ocean Academy.



NSF REU Site: Preparing the Next Generation of Scholars through Community GIS and Citizen Science in Orlando and Belize

\$374,480

2016-2019



<http://www.citizensciencegis.org/ucf-reu-site/>

ITEM: INFO-2

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: Florida Solar Energy Follow-up Report

DATE: September 15, 2016

For information only.

Supporting documentation: Attachment A: Florida's Energy Research Institute
Attachment B: Self-study Review, Florida Solar Energy
Center (FSEC), University of Central Florida (UCF)

Prepared by: James Fenton, Director, Florida Solar Energy Center

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



Attachment A



FLORIDA SOLAR ENERGY CENTER®

Creating Energy Independence

Florida's Energy Research Institute



*James Fenton, Director
UCF Board of Trustees*

Educational Programs Committee Meeting

July 28, 2016

INFO-2

Presentation Outline

- return on investment (ROI)
- industrial collaborative partnerships
- intellectual property
- principal research areas
- state certification and testing standards
- professional training and jobs
- STEM education
- opportunities



INFO-2



2

Return on Investment (ROI)

| Revenue Source | 2008-15 | Annualized |
|----------------|---------------|--------------|
| Total revenues | \$116,621,786 | \$14,577,723 |
| UCF funding | \$25,585,953 | \$3,198,244 |
| ROI = | 356% | 356% |

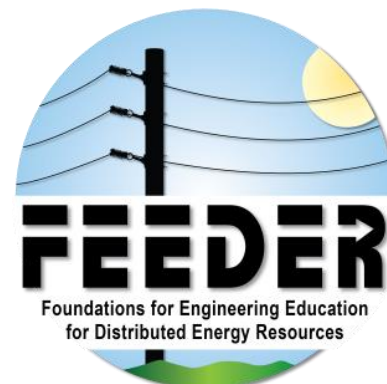


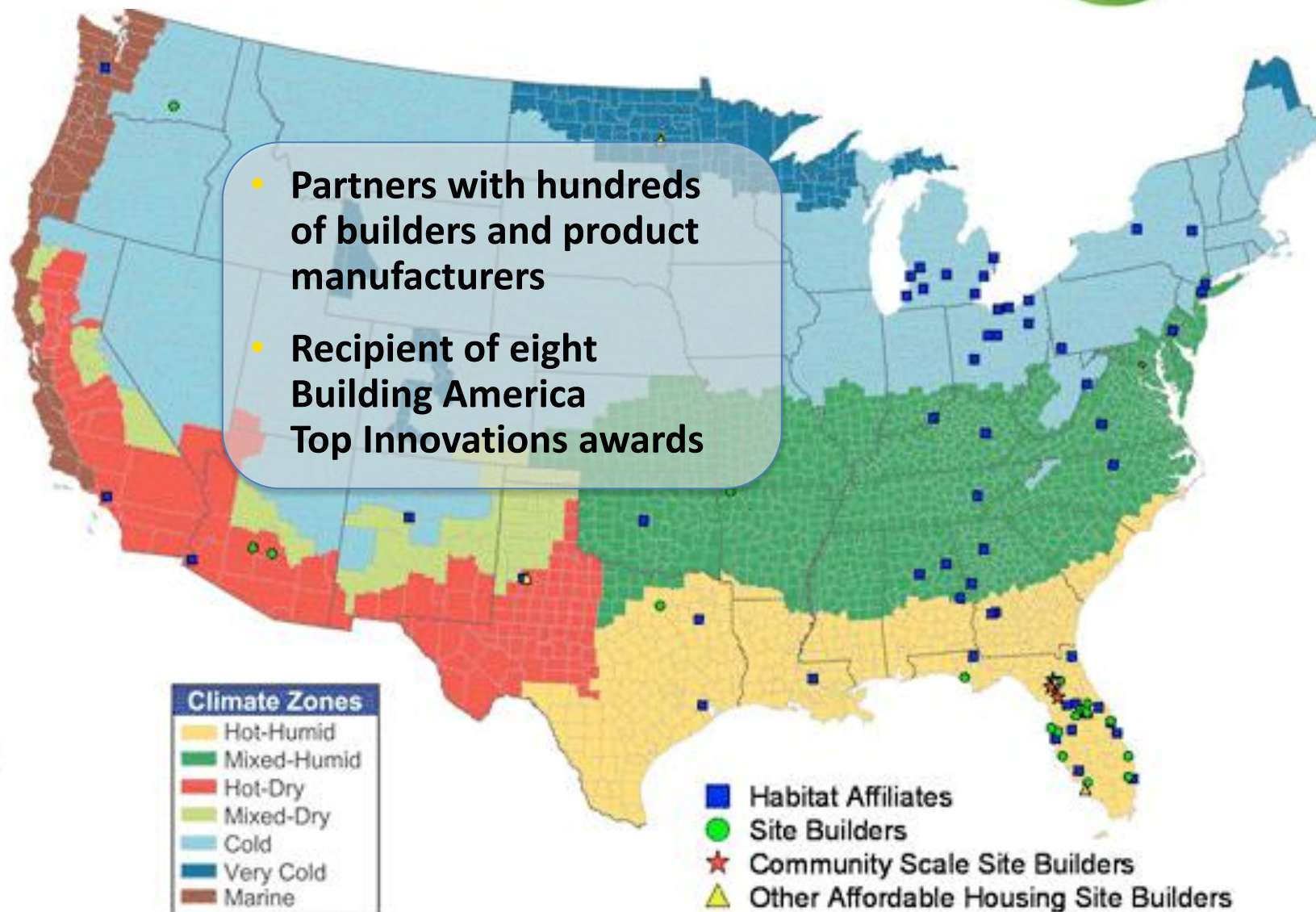
INFO-2



3

Industrial Collaborative Partnerships





Zero Energy Homes

Concept created and proven by UCF's FSEC in 1998,
now prevalent across entire nation

"We're proud of you, FSEC! As many times as we may try in this blog, we will never be able to repay you for your help in making LifeStyle Homes one of the nation's leading solar power, energy efficient, home builders. Without your help, we would never have been able to develop our guaranteed HERS 59 LifeStyle SunSmartSM homes or our truly remarkable HERS 0 (zero) LifeStyle Net Zero Energy SunSmart(PV) homes which promise their owners Free Electricity for Life!"

— LifeStyle Homes



INFO-2



6



Electric Vehicle Transportation Center

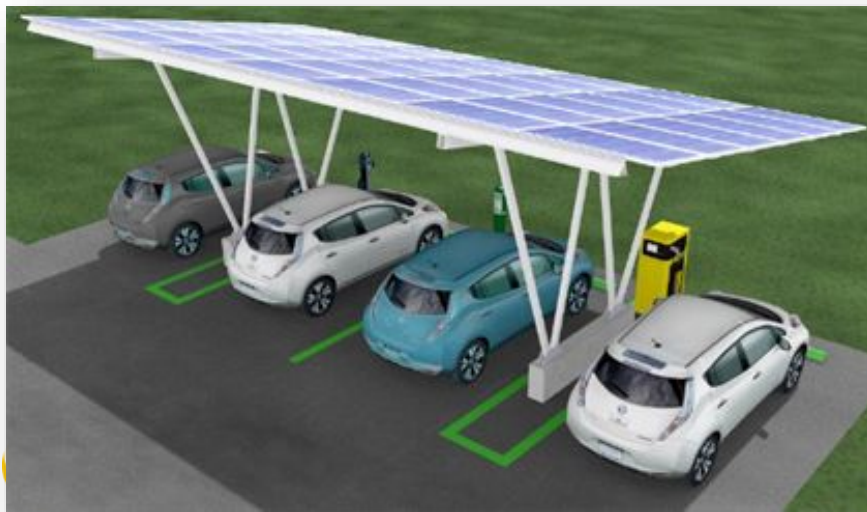


HNEI

Hawai'i Natural Energy Institute
University of Hawai'i at Mānoa



TUSKEGEE
UNIVERSITY



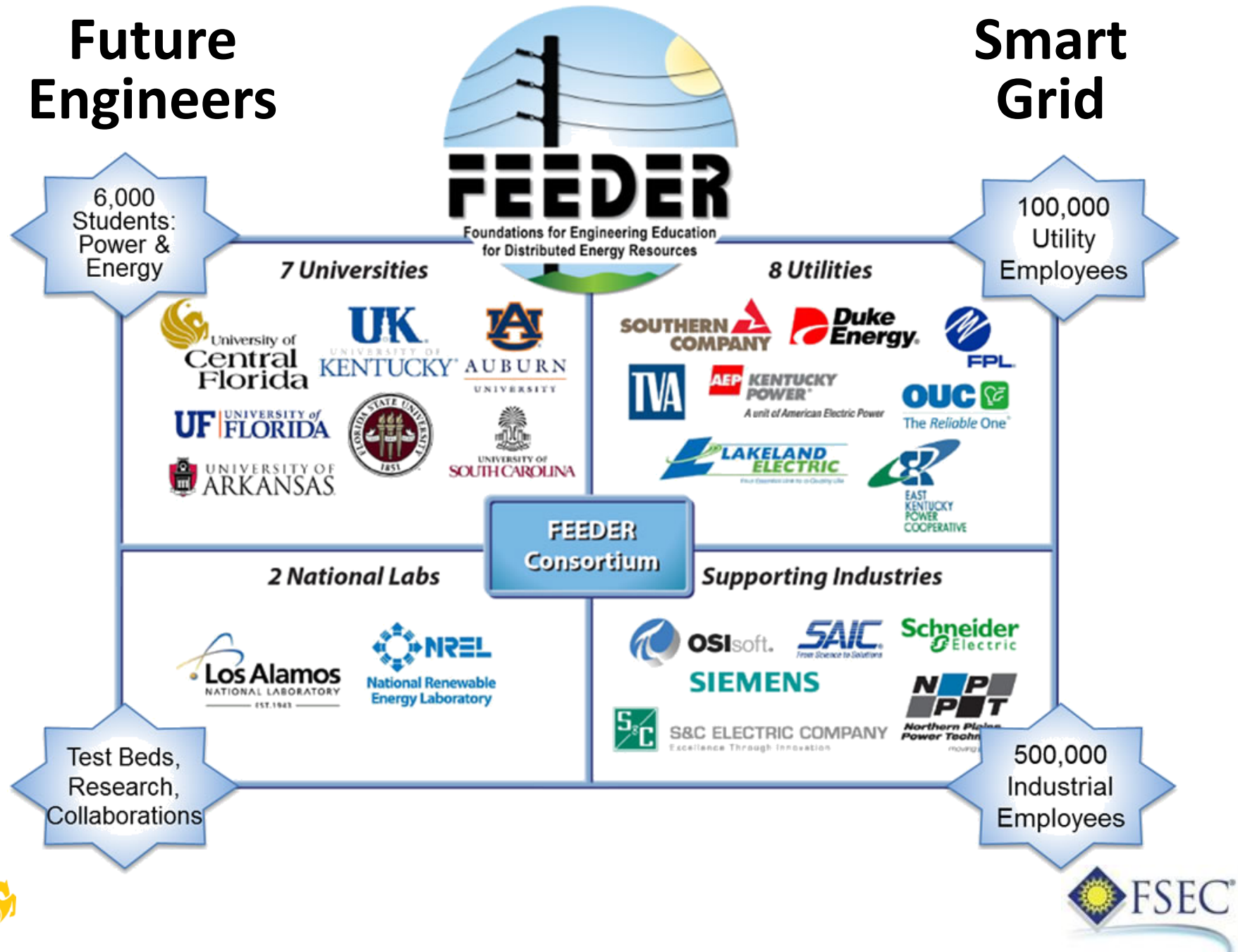
Electric Vehicles

- nation's first U.S. Department of Transportation Center on Electric Vehicles
- university and industry partnership to advance charging, Vehicle-to-grid (V2G), and alternative fuels Infrastructure



Future Engineers

Smart Grid



INFO-2

Intellectual Property



- Gossamer Wind ceiling fan - largest UCF royalty generator (\$2,152,754)
- basis of ENERGY STAR ceiling fan program
- approximately two million fans sold
- saving buyers approximately \$40 million per year



INFO-2



9



2014 R&D 100 Awards

The 100 Most Innovative Technologies Introduced in 2013

- UCF's first R&D 100 Award
- partner: NASA Kennedy Space Center
- licensee: HySense Technology

http://www.bizjournals.com/orlando/morning_call/2014/09/ucf-recognized-with-an-oscar-of-invention.html



INFO-2



10

Principal Research Areas



**Building Energy
Efficiency**



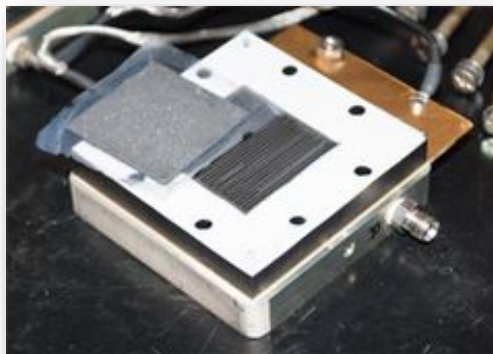
**Solar Energy
Applications**



**Photovoltaic
Manufacturing**



Electric Vehicles



**Fuel Cells/
Alternative Fuels**



Energy Storage



State Certification and Testing Standards

- Solar Thermal Collector and System Testing and Certification
- Photovoltaic Module Testing and Registration
- Photovoltaic System Design Certification and Registration
- EnergyGauge Software used for FL Building Code and Home Energy Rating

EnergyGauge®



INFO-2



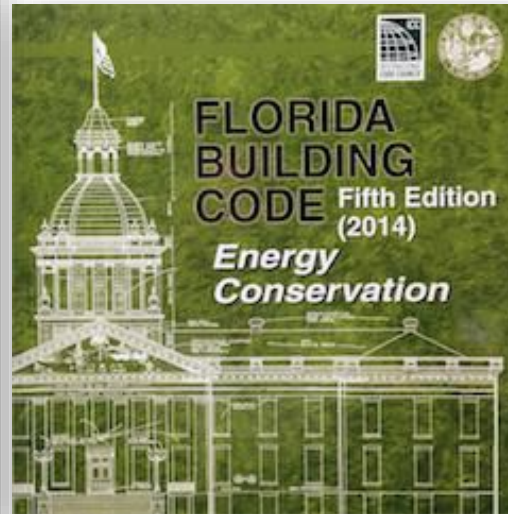
12

Professional Training and Jobs



Home Energy Rating System (HERS)

- 1.5 million rated homes
- 45 rater provider companies
- thousands of jobs



Principal technical resource for Florida's (and nation's) Building Energy Codes and standards



Thousands of professionals, educators, and students trained and certified



INFO-2



13

STEM Education: K-12 Teachers and Students

- **EnergyWhiz Events at FSEC**
 - more than 1,000 participants
 - 2015 EnergyWhiz Expos in Tallahassee, Gainesville, and Orlando
- **Student Groups**
 - 4th grade to college level
 - more than 1,000 students
- **Teacher Workshops**
 - solar schools, hydrogen, solar cookers, photovoltaics



- **Presentations, Special Events and Other Outreach**
 - STEM focused
 - more than 30,000 students



INFO-2



14

Opportunities

- energy systems integration - new division will provide increased R&D and partnerships with utilities including Duke Energy, Florida Power & Light Company, Gulf Power Company, and Orlando Utilities Commission
- electric vehicle R&D
- electric vehicle and photovoltaic demonstration projects at Orlando campus, FSEC (Cocoa), and new Downtown Campus
- microgrid - training, research, and demonstration at Eglin Air Force Base



INFO-2





Questions?



FLORIDA SOLAR ENERGY CENTER®

Creating Energy Independence

**Self-Study Review
Florida Solar Energy Center (FSEC)
University of Central Florida (UCF)**

FSEC-RR-564-15

Final Report

February 2015

External Review Team Members:

Bob Savinell, Case Western Reserve University
Simon Yeung, Avery Dennison
John Lushetsky, U. S. Department of Energy
Bill Grieco, Owens Corning

Author

Dr. James Fenton, Director

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Introduction

This document has been prepared for the use of the Florida Solar Energy Center's (FSEC's) External Review Team. The document follows an outline provided by the University of Central Florida. With added sections addressing FSEC's strengths, weaknesses and opportunities

Section I. Self-Study Information provided to External Review Committee

1. Evaluate the effectiveness of the center in meeting its stated mission, goals, and objectives. Indicate whether the center has outgrown or altered its original purpose.

The Florida Solar Energy Center's motto, "Creating Energy Independence," is as timely now as when FSEC was created by the Florida Legislature in 1974. FSEC's mission is to research and develop energy technologies that enhance Florida's and the Nation's economy and environment, and to educate students, practitioners and the public on the results of the research. The Center has gained national and international recognition for its wide range of basic and applied research, and for its education, training and certification programs.

As a Type I university research institute assigned to the University of Central Florida (UCF), FSEC also functions as Florida's statewide energy research institute. The Center has a 40 year history of basic and applied research excellence, which has grown in scope to include all aspects of renewable energy, alternative fuels, fuel cells, energy storage, electric vehicles, and energy efficiency technologies.

FSEC R&D activities and programs include:

- Hydrogen energy
- Fuel cell technology
- Flow Batteries
- Electric vehicle technologies
- Photovoltaic (PV) systems
- PV cell/module manufacturing
- Solar thermal systems
- High-performance buildings
- Energy-efficiency technologies
- Energy codes and standards
- Simulation model development
- Indoor air quality
- Windows and daylighting
- Photo-electrochemical processes
- Alternative-fueled vehicles
- Product testing and certification
- Education, training and certification
- Energy policy analysis
- Public Outreach

The Center serves or has served as the program lead and research program integrator in many comprehensive and multi-organization research efforts in the areas mentioned above. FSEC also continues to conduct its long standing PV and building systems research programs for DOE and its solar testing and training programs for Florida and the nation's solar industry. The Center's 99-member staff includes 52 professionals with

expertise in energy research, building science, energy policy analysis, and education and training. The remainder of the staff is comprised of technical and administrative support personnel and university student assistants. FSEC's research and its results are well known nationally and internationally. Over its 40-year history, FSEC has attracted over \$200 million in external contract funding to conduct research for many federal, state and industry clients.

With regard to FSEC's original mission, energy still remains one of the most challenging and rewarding fields of research and discovery globally and it will remain so for the future. Renewable energy and energy efficiency offer the most promising alternatives to fossil and nuclear fuels making FSEC's mission as viable today as it was when it was established.

2. Evaluate the center's funding and the sustainability of funds. Indicate how the center will manage its activities if funding shifts have occurred.

The primary obstacle hindering growth and advancement for any organization is the lack of adequate financial resources. FSEC is no different in this regard. Figure 1 presents FSEC's financial position.

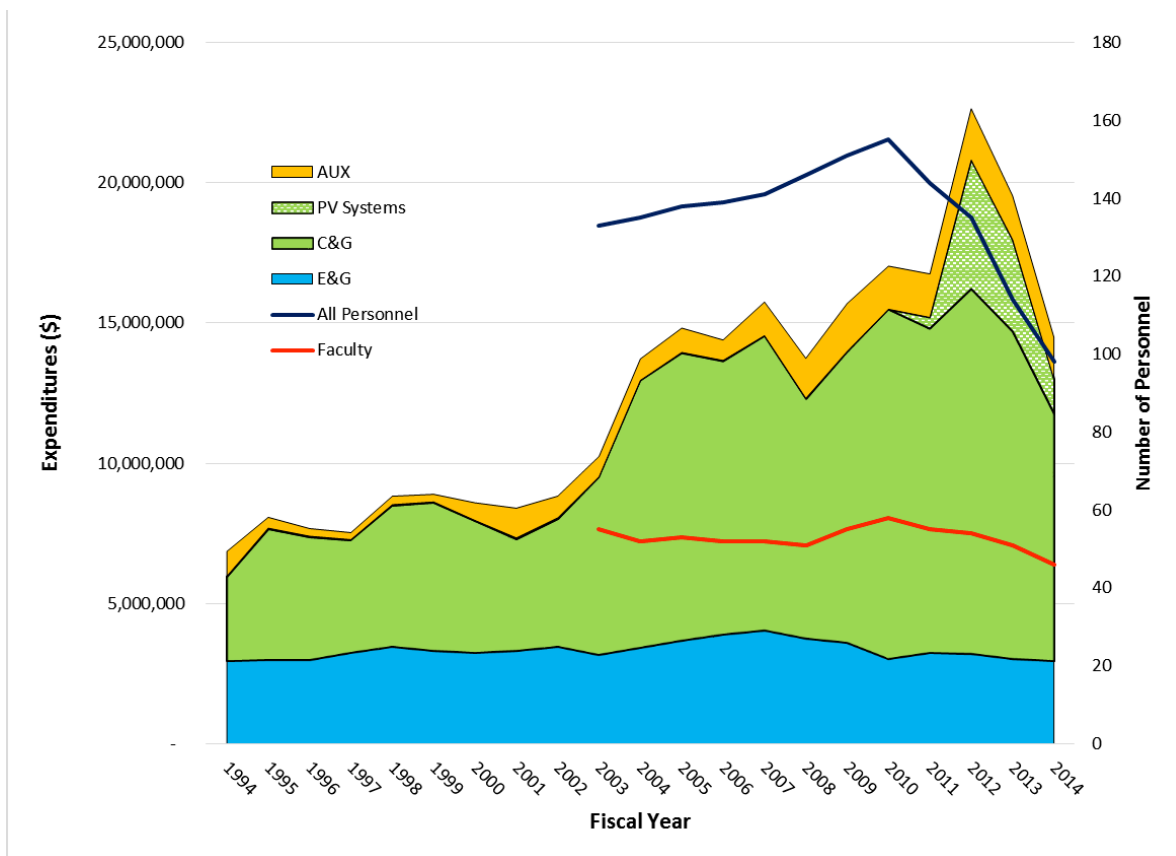


Figure 1. Annual Expenditures and Number of Personnel

Figure 1 shows that the annual state budget (E&G) since 1994 has remained relatively flat (~\$3M), if E&G followed the Consumer Price Index, a 60% increase over the same period, the budget would be \$4.8M. The center uses state funds primarily for salaries and benefits for staff and for infrastructure expenditures. With increased payroll costs, expanded program activities and increasing federal related compliance requirements, an increase to the budget allocation to FSEC is a real need.

The actual expenditures for the single fiscal year of July 1, 2013 to June 30, 2014 were:

| | |
|--------------------------|---------------------|
| State (E&G) | \$ 2,986,818 |
| Contracts & Grants (C&G) | \$10,006,248 |
| Fees (AUX) | \$ 1,500,870 |
| Private | \$ 4,614 |
| TOTAL | \$14,498,550 |

In the last several years the Center received contracts and grants funds primarily from the U. S. Departments of Transportation, Energy, Defense, Utility Companies and State of Florida Office of Energy. Much of the funding increase from 2011 on has been for PV systems (equipment and not salary) installed under the SunSmart E-Shelters Program, shown as light green in Figure 1. The darker green shading reflects Contracts and Grant funds after subtracting out the PV system equipment.

A functional analysis of the activities of all staff provides the following results.

| Primary Functions | (2008) | | (2014) | |
|--------------------------|-------------|----------------|-------------|----------------|
| | # Employees | Percentage | # Employees | Percentage |
| Research & Development | 92 | 63.0% | 61 | 62.2% |
| Education & Training | 12 | 8.2% | 8 | 8.2% |
| Testing & Certification | 9 | 6.2% | 5 | 5.1% |
| Professional Service | 2 | 1.4% | 2 | 2.0% |
| General Support Services | 31 | 21.2% | 22 | 22.5% |
| Totals: | 146 | 100.00% | 98 | 100.00% |

Budget comments: The past three years have seen a downward shift in the availability of funds from the U. S. DOE. This has resulted in staff reductions, leaving the current staff at about 67 percent compared to 2008 through 2012. Reducing staff has been the only option available to FSEC to handle funding shortfalls. Finding new funding sources while broadening our areas of research is the number one priority of FSEC. Recent success in this regard is the one-year-old U.S. Department of Transportation "Electric Vehicle Transportation Center" (EVTC); it is an example of funding in a new area of research as well as from a new source.

3. Evaluate how well the center advances the overall goals of the university and the State University System (SUS) of Florida (UCF and SUS Strategic Planning)

Overview: (<http://afia.ucf.edu/files/StrategicPlanningInfo.pdf>).

FSEC's goals and programs are strongly aligned with those of UCF and of the State University System and are set to advance both. FSEC's program activities clearly support the goals of international prominence and focus, inclusiveness and diversity, and partnerships. Offering the best undergraduate and graduate education available in Florida is accomplished through FSEC's partnership with the UCF College of Engineering and Computer Science. Joint research and teaching programs include the US DOT funded "Electric Vehicle Transportation Center" (EVTC; <http://evtc.fsec.ucf.edu/>) and the US DOE funded "Foundations for Engineering Education for Distributed Energy Resources" (FEEDER; <http://feeder-center.org/>) program. The Departments of Electrical Engineering and Computer Science (ECE) and Civil, Environmental, and Construction Engineering (CECS) have partnered with FSEC on the EVTC with a focus on graduate student research and curriculum development. Electrical Engineering has partnered with FSEC in the smart grid graduate student and electric utility workforce education and training program (FEEDER). In addition FSEC has partnered with UCF's College of Education and Human Performance to provide resources and learning opportunities for teacher candidates in the areas of STEM and energy education.

In an effort to prepare students for these post-secondary and graduate education opportunities, FSEC's staff has developed and implemented K-12 science curricula for public schools, professional development opportunities for teachers, and STEM programs for students, including the long-standing EnergyWhiz Olympics (EWO; http://www.fsec.ucf.edu/en/education/k-12/energywhiz_olympics/index.htm). Through the SunSmart Schools Emergency Shelter (E-Shelter) program, 115 ten-kilowatt photovoltaic solar electric systems with battery back-up in 46 Florida school districts (<http://www.fsec.ucf.edu/en/education/sunsmart/index.html>).

FSEC's continuing education programs have encompassed solar thermal systems, photovoltaics, alternative fuels, electric vehicles, energy-efficient building design, energy rating, and energy education for teachers, students and industry. Auxiliary (AUX) operations (see Figure 1) include all "fees for services" activities, excluding all sponsored (contract and grant) projects. Auxiliary programs conducted for the benefit of external customers include: testing and certification of solar thermal collectors/system and PV modules/systems; continuing education workshops and training programs (courses not for university credit); and EnergyGauge software development and support. Internal auxiliary programs include recharge centers such as computer services and managing a small fleet of FSEC vehicles. The expenditures reported here are covered by fees charged to the users of these services. Since FY2007, the expenditures for all Auxiliary operations have averaged about \$1.5M per year.

FSEC is a leader in developing long-standing partnerships with industry and government through the development of standards, testing and certification programs. These programs have evolved from Florida based efforts to national and international

recognition. For example, the International Code Council has adopted the Solar Rating and Certification Corporation as its official standards and their party certification agent. This effort began at FSEC in 1979 as a result of FSEC's support of the Florida and national solar energy industries associations' move towards a system of quality control for its products and services.

4. Evaluate the collaborative activities of the center with a focus on the center's multi-disciplinary and multi-university activities.

FSEC's collaborative activities use existing infrastructure coupled with science and engineering faculty members, industry and utilities to create meaningful and productive partnerships.

- a) Building America Partnership for Improved Residential Construction (BA-PIRC), - Formerly known as the Building America Industrialized Housing Partnership (BAIHP), this program is a university-based Building America team competitively selected for funding by the U.S. Department of Energy, Office of Energy Efficiency. BA-PIRC works with developer, builder, supplier, research and utility research partners <http://www.baihp.org/partners/index.htm> throughout the United States to foster adoption of systems engineering principles leading to enhanced energy efficiency in new and existing housing. FSEC has been awarded DOE funds of \$13.98 M and \$1.3 M in Cost Share since April 2006 to date. <http://www.ba-pirc.org/>
- b) Electric Vehicle Transportation Center (EVTC) – The EVTC is a U.S. Department of Transportation funded center focused on developing a transportation system to accommodate the influx of electric vehicles and their power demands and made up of transportation and energy experts from the University of Central Florida, University of Hawaii, and Tuskegee University in Alabama. The EVTC program also employs a collaborative working group of industry professionals, utility representatives, manufacturers and national labs and agencies to assist in program development for the purpose of accelerating EV acceptance and adoption. FSEC was awarded \$5.6M over 4 years, which began in September 30, 2013. <http://evtc.fsec.ucf.edu/>
- c) Foundations for Engineering Education for Distributed Energy Resources Consortium (FEEDER). Led by UCF's Electrical and Computer Engineering Department (ECE) and FSEC, FEEDER is made up of eight universities, two national laboratories, eight utilities and eleven industrial companies. Its primary mission is to significantly advance power systems engineering capability in the United States. The overall goal is to accelerate the deployment of distributed power systems technologies through innovative research, cross-institutional highly-collaborative education of the current and future workforce, partnering with public and private entities in energy systems and smart grid, and leveraging well-designed and complementary research, development, test, analysis, and evaluation. UCF was awarded \$3.2 million to lead one of four national DOE consortia that started September 30, 2013. <http://www.feeder-center.org/>

- d) U.S. Photovoltaic Manufacturing Consortium (PVMC) – The PVMC is an industry-led consortium for cooperative R&D among industry, university, and government partners to accelerate the development, commercialization, manufacturing, field testing and deployment of next-generation solar photovoltaic (PV) systems. UCF manages the \$10M dedicated to the c-Si PVMC programs and activities within the PVMC, currently with 14 collaborative projects being carried out in collaboration across the c-Si PVMC member base. There are currently 39 members in the PVMC, 12 specifically signed up for the c-Si activities, with more than 50 additional collaborative and non-member participants. Members and participants span the entire supply chain (e.g., cell/module manufacturers, equipment manufacturers, materials suppliers), with c-Si PVMC members currently offering greater than \$500K per year of cash and in-kind support to collaborative consortium projects. It is potentially a critical element of a new UCF manufacturing center initiative in Osceola County. FSEC was awarded \$10 M in DOE, UCF and Industry funds, to run c-Si PVMC for five years starting September 1, 2011.
http://www.uspvmc.org/technology_csi_PVMC.html
- e) Photovoltaic (PV) Regional Test Center (RTC) – The DOE has commissioned five RTCs to provide the long-term technical data and the model validation for the performance and reliability of new PV technologies required to help U.S. PV industry expand; reduce overall costs; and reduce risks to the integrators, owners, and finance groups. The RTCs provide the framework to demonstrate large-scale manufacturing and bankability of new technology pathways. PV systems perform differently at different sites for many reasons (solar resource, environmental conditions, etc.). Thus, one of the objectives of the validation work is to measure and document these differences—to improve industry’s ability to predict the output of new technologies regardless of where they are deployed. The southeast RTC is operated and managed by FSEC with its testing sites located in Cocoa and Orlando, FL. FSEC has been awarded \$1.07 M in DOE funds since August 1, 2011.
<https://rtc.sandia.gov/test-centers/orlando-florida/>
- f) Southeast Provider of Solar Instructor Training -- The Southeast Solar Training Network is a U.S. DOE funded five-year effort that creates a network offering solar energy training programs across the southeastern region of the U.S. The training network provides train-the-trainer instruction in photovoltaics and solar water heating to faculty from institutions designated by the Energy Offices in the nine partner states and territories. The trained instructors then conduct training in PV and SWH at their educational institutions. FSEC leads the Southeast U.S. network. FSEC has been awarded \$1.08 M in DOE funds since October 1, 2011, with a program end date of June 30, 2015.
http://www.fsec.ucf.edu/en/education/southeast_training_network/index.html
- g) SunSmart E-Shelters Program -- The SunSmart E-Shelter Program, coordinated by FSEC, has installed more than 115, ten-kW photovoltaic systems on emergency shelter schools throughout Florida. The Program has added more than one MW of

combined photovoltaic generating capacity to Florida using American-made components. This program, initially funded by the American Recovery and Reinvestment Act of 2009 (ARRA), through the Florida Department of Agriculture and Consumer Services, has been expanded to include additional funding from investor owned and public utilities. In addition, through the program's education and outreach efforts, more than 350 Florida teachers have received professional development in the science and use of photovoltaics. FSEC received DOE ARRA funds of \$9.6 M from Feb 10, 2010 through June 30, 2013. Duke Energy (formerly Progress) provided \$2.25 M (June 2012 – July 2013) and \$1.7 M (October 2013 – March 2015). TECO provided \$0.53 M (June 2013 – February 2015). The Florida Energy Office provided \$0.43 M (June 2013 – Feb 2015).

<http://www.fsec.ucf.edu/en/education/sunsmart/index.html>

- h) Florida Energy Systems Consortium – UCF received funding as part of a Florida multi-university program to enhance & expand the use of solar energy and other renewable energy and energy efficiency technologies in the State of Florida. The UCF project was a multi-task R&D effort which supported both FSEC and UCF Electrical Engineering. The program covered a five year period with tasks in biomass, PV, solar thermal and building efficiency. State Funding for FSEC of \$4.1M July 2008 – December 2012. <http://www.floridaenergy.ufl.edu/energy-research/>
- i) High Temp Membrane for PEM Fuel Cells – FSEC prepared and evaluated new polymeric electrolyte phosphotungstic acid composite membranes. FSEC led eleven other university/industry teams in meeting DOE targets for membrane resistivity at 120 °C and managed the U.S. DOE's High Temperature Membrane Working Group (HTMWG) (<http://energy.gov/eere/fuelcells/high-temperature-membrane-working-group>). Standardized experimental methodologies to 1) measure conductivity 2) characterize mechanical, mass transport and surface properties of the membranes and 3) predict durability of the membranes and their membrane electrode assemblies was developed. DOE funding of \$2.65 M with \$0.6 M cost share, April 1, 2006 – May 31, 2012.
- j) Central Florida Clean Cities Coalition: FSEC has served as the Coordinator of the U.S. DOE funded Central Florida Clean Cities Coalition since 1997. This project has resulted in slightly over \$1.2 million in contract funding and includes stakeholders from all Florida utility companies, Nissan, GM and local transportation planning organizations. Coalition activities include facilitating the adoption of alternative fuel vehicles (AFVs); assisting in the development of AFV infrastructure; conducting public education and outreach programs; organizing and hosting stakeholder meetings and events; and, providing technical assistance and special training to early adopters of AFVs. FSEC has been awarded) US DOE funds of \$0.5M (Jan 2013 to February 2015). Applied for renewal, asked US DOE for \$0.69 M for April 2015 – April 2017. <http://centralfloridacleancities.com/>

- k) Go Solar Florida: Part of the US DOE SunShot initiative, Go Solar Florida serves to reduce the soft costs associated with photovoltaic installations. FSEC is spearheading the effort to streamline and automate PV system design, certification and permitting. FSEC is also providing training and educational opportunities for building officials, solar practitioners, community associations and the general public. As part of this initiative, FSEC has convened a solar energy industry advisory council to assure their participation and acceptance of the system. Initial funds of \$75,000 have been received from Broward County for July 2014- March 2016. Additional funds of \$170,000 are expected for an expanded scope of work.
<http://www.broward.org/GoGreen/GoSOLAR/GoSOLARFlorida/Pages/Mission%20Objectives.aspx>
- l) SEMATECH (from Semiconductor Manufacturing Technology) is a not-for-profit consortium that performs research and development to advance chip manufacturing. SEMATECH applied for \$100 million from the US DOE to form the *U.S. Photovoltaic Manufacturing Consortium (PVMC)* with support from the Department of Energy's Photovoltaic Manufacturing Initiative in 2010. This consortium has the potential to boost the U.S. photovoltaic manufacturing industry, speed up commercialization of next generation photovoltaic technologies and products, and considerably increase the U.S. share of this critical market. The SEMATECH consortium, in a joint venture with the College of Nanoscale Science and Engineering (CNSE) at the University of Albany-SUNY and the University of Central Florida (UCF), has secured commitments from over 80 companies, universities and government laboratories nationwide to join this alliance. The consortium had financial commitments totaling \$400 million from state and corporate entities. While this project was not funded as intended, UCF did receive funding for the PVMC-cSi listed as 4) above. The SEMATECH alliance with UCF was based on an interaction between FSEC and Dan Holladay of SEMATECH.

5. Evaluate the productivity of the center, including an assessment of overall impact and external funding received. Comment on challenges and opportunities, and provide suggestions for improvement, if appropriate.

Productivity of a research based organization can be measured by calculating return on investment which is defined as contracts and grants (C&G) funds divided by state (E&G) funds. Figure 2 presents a time plot of C&G to E&G funds for the past 30 years with the results showing a 3 to 1 ROI.

The major challenge facing FSEC is the shrinking of opportunities for funding from the U. S. Department of Energy. DOE has been the primary agency providing FSEC's federal funding for the past 30 years. DOE's long-term program strategy has led to a significant drop for university level R&D programs. This problem is a national concern and ranks very high at UCF/FSEC. The DOE programs have shifted to support of industry and national labs. It is noted that the new U.S. DOT electric vehicle program is from a federal agency that makes direct support to university research.

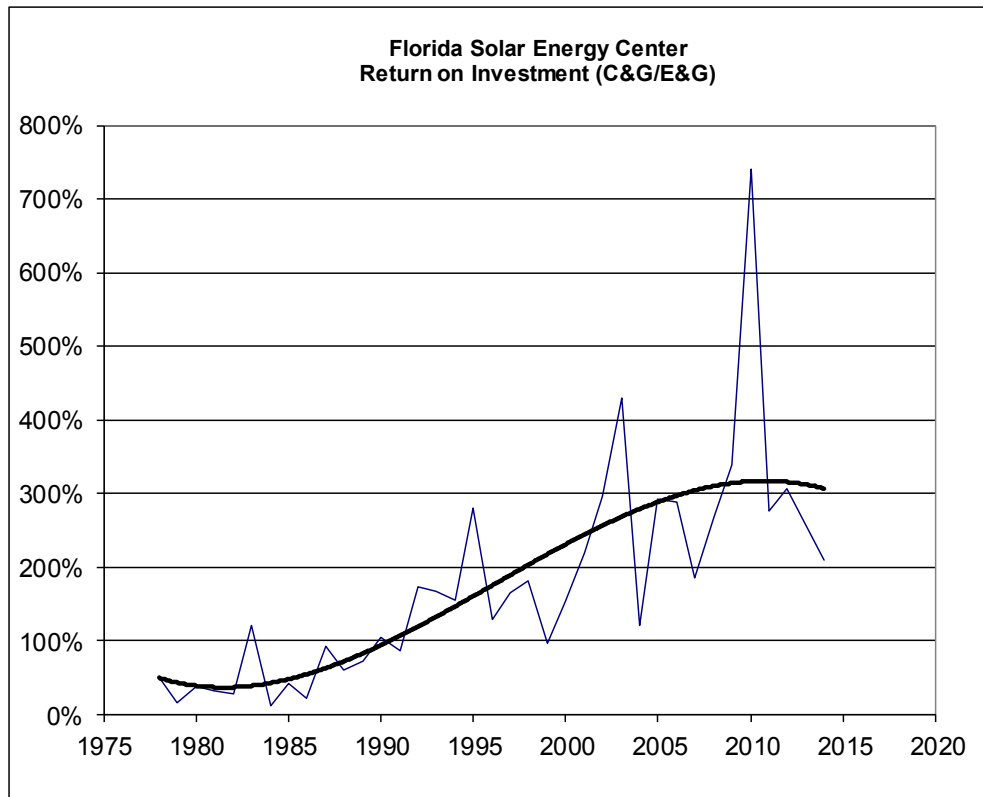
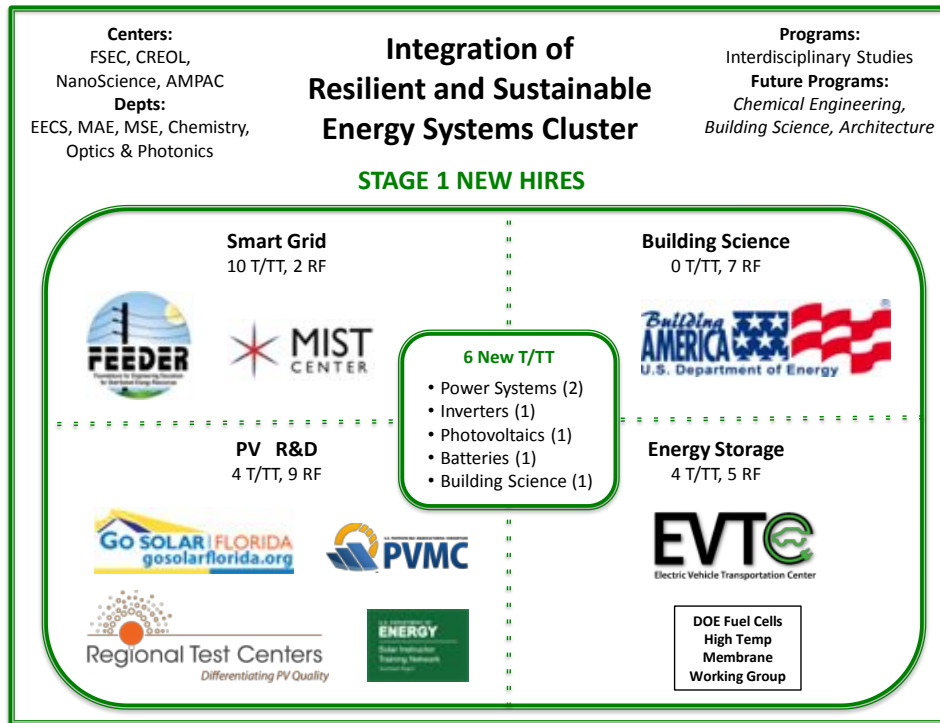


Figure 2.

The second challenge is also funding related and is directed at state funding. As Figure 1 has shown, state funding has remained relatively constant for the past 20 years. Both of these funding reductions cause ripple effects presenting challenges in keeping outstanding faculty, hiring new staff in emerging areas of technology and overall staff morale. They also cause problems for development of new laboratory and other capital improvements. On the positive side, it goes without saying that FSEC's challenges have prompted its faculty to use their capabilities and reputation to develop new programs with federal agencies, private utility companies, and state agencies.

UCF has recently created a Faculty Cluster Initiative designed to leverage UCF's existing strengths and foster the development of strong, interdisciplinary diverse teams focused on solving today's most challenging scientific and societal problems. One hundred new tenure track faculty will join UCF in AY 2015-2016, and an additional one hundred new faculty will be hired in AY 2016-17. 30 to 50 of these will be cluster hires. FSEC is working with other Centers, Departments and Programs to create an Integration of Resilient and Sustainable Energy Systems Cluster (six new tenure-track hires) as shown below.



6. List center or institute strengths.

FSEC's strengths may be listed in many ways, but for this review, three areas are used – existing capabilities, program development and education.

A. Existing Capabilities

- Strong reputation
- Technical expertise of faculty
- Support staff and laboratory facilities
- UCF support in both R&D and education
- The adaptability to new opportunities
- Successful cooperative programs

B. Program Development

- Reputation with DOE is strong
- Very strong proposal writing skills
- Recognized for high quality R & D
- FSEC brand

C. Education Programs

- Continuing Education and K-12
- Public education
- Train-the-trainer programs

7. List center or institute weaknesses as well as perceived barriers, threats, and vulnerabilities.

As already mentioned in 5 above, the continuation of funding is the critical problem in maintaining the Center's programs and faculty. In a SWOT analysis done by FSEC staff and the FSEC Advisory Board December, 2014, a number of weaknesses, barriers and threats were identified. Again the critical ones were funding related; however, other areas were:

- Need to increase outreach to other universities
- Focus not always understood by outside entities
- Need to develop Smart Grid Research and Development Focus
- Lack of marketing arm
- Must improve interaction with state energy office and private utilities
- Need to define solar commercialization strategies for Florida
- EV and smart grid development in FL
- Provide national certification in renewable energy and energy efficiency
- Expand Latin American presence
- Provide energy efficiency products testing
- Consult to other state agencies
- Aggressive licensing of IP
- Spin-off businesses
- Need to work with Utilities to increase Utility solar usage

8. Identify potential opportunities to improve center or institute quality, competitiveness, productivity, or efficiencies not already identified above.

One other critical area is for FSEC to become a more integral part of the UCF teaching and research programs. To accomplish this goal, FSEC has studied the creation of both an architectural and chemical engineering program at Brevard and has made offers to new tenure and tenure earning faculty members. These activities are critical to FSEC's ability to participate in UCF budget allocation procedures. The second critical area is the need for laboratory equipment. To attract and to provide resources for a new tenure-track faculty, new laboratories are a must. A third element to increasing FSEC's resources and viability is to plan an effort for greatly increased state and/or utility company support. FSEC also has new opportunities in partnering with both the Air Force and Navy in solar energy generation, energy efficiency, electric vehicles and micro-grids. With the new UCF downtown campus there is the opportunity to make the campus a model of sustainability, renewable energy and energy efficiency.

ITEM: INFO-3

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: State University System Annual Status Report on Market Tuition

DATE: September 15, 2016

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 2016.

Supporting documentation: UCF Market Rate Tuition Programs (Attachment A)

Prepared by: M. Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management

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

Educational Programs Committee - New Business

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 2016 estimate) | Degrees or Certificate Completions (2015-16) | 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 | 154 | 0 | 382 (Fall 2010) | 360 | 74 | 39 |
| Professional Master of Science in Management Degree Program (52.0101) | March, 2011 | \$24,500 | \$29,500 | 26 | 0 | 33 | 0 | 0 | 0 | 0 ⁽¹⁾ | 30 |
| Professional Master of Science in Real Estate Degree Program (52.1501) | March, 2011 | \$29,500 | \$29,500 | 20 | 0 | 21 | 0 | 0 | 0 | 0 ⁽¹⁾ | 30 |
| Master of Science in Health Care Informatics Degree Program (Online Program) (51.0706) | January, 2012 | \$29,484 | \$29,362 | 41 | 1 | 62 | 4 | 0 | 0 | 28 | 38 |
| Master of Science in Engineering Management Degree Program (15.1501) | November, 2012 | \$29,499 | \$29,500 | 52 | 0 | 32 | 0 | 0 | 0 | 31 | 33 |
| Graduate Health Information Administration Certificate (51.07) | November, 2014 | \$16,660 | \$15,454 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 20 |
| Master of Social Work (44.0701) | November, 2014 | \$33,962 | \$30,222 | 30 | 2 | 84 | 16 | 200 | 218 | 0 | 62 |
| Masters of Science in Management (Business Analytics) (52.0201) | November, 2014 | \$29,500 | \$29,500 | 15 | 0 | 15 | 0 | n/a | n/a | 0 ⁽¹⁾ | 30 |
| Executive Masters of Science in Health Services Administration (51.000) | November, 2015 | \$36,652 | \$33,998 | 30 | 1 | 30 | 1 | 0 | 0 | 17 ⁽²⁾ | 44 |
| Master of Science Industrial Engineering (14.3501) | November, 2015 | \$37,175 | \$37,175 | 3 | 0 | 3 | 0 | 41 | 62 | 0 | 30 |

(1) no graduating cohorts in this academic year cycle

(2) students graduated from cost recovery program, before converting to market rate

ITEM: INFO-4

EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

SUBJECT: 2015-16 Academic Program Review Results

DATE: September 15, 2016

For information only.

Supporting documentation: Attachment A: 2015-16 Academic Program Review, Results Summary

Prepared by: M. Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management

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



Academic Program Quality



Attachment A

2015-16 Academic Program Review Results College of Arts and Humanities School of Performing Arts

School-level Recommendations

- identify peer and aspirational peer institutions for the school and each of its programs and benchmark against them to inform strategic planning, priority setting, and continuous improvement of programs and operations
- assure the school's strategic plan aligns with the college's and university's strategic priorities and that the plan includes a clear vision and goals for the unit and its programs
- investigate options to further develop opportunities and partnerships to make UCF a destination campus for the arts
- review the efficacy of the current administrative structure and adjust it if appropriate to support college and school goals; assure proper disciplinary representation in the school's governance structure
- prioritize human-resource needs and develop a hiring plan that considers priorities as well as the appropriate faculty mix (e.g., full-time versus part-time; tenure track versus non-tenure track; academic versus professional preparation; areas of specialization)
- develop and implement a faculty workload plan and incentives that address college and school needs and goals; consider demands and aspirations for instruction and scholarly and creative activity
- re-envision phase II plans for performing arts facilities in light of the current environment and available resources; explore options to address immediate space and facilities' needs
- identify opportunities to enhance external funding through philanthropy and grants
- explore additional mechanisms for faculty member recognition

Note: Recommendations to support program enhancement are provided at the school-level when applicable.

Music, B.A. (50.0903)

Major Changes since Prior Review

- revised music theory and class piano curriculum
- created a musician's health and wellness course for all students in response to program accreditation requirement to be attentive to safety factors (i.e., vocal health, hearing, and use of body)
- implemented other curriculum changes including the addition of a capstone project, revision of the music history sequence and curriculum, and the addition of an electronic portfolio as a graduation requirement

Strengths

- school leadership and vision
- nationally and internationally recognized faculty members
- faculty and staff member dedication
- National Association of Schools of Music program accreditation
- phase I of the performing arts building
- cultural contributions to campus and greater community as well as UCF S.T.E.A.M. (science, technology, engineering, arts, and mathematics) projects
- student body diversity

- faculty teaching productivity
- industry partnerships (e.g., Orlando Philharmonic Orchestra, Orlando Shakespeare Theater, Orlando Repertoire Theatre, Dr. Phillips Performing Arts Center)
- dedicated advisor and faculty mentoring for students

Weaknesses

- lack of full-time performance faculty members for some instruments
- inadequate performance space
- high student demand outpaces faculty resources and results in high faculty teaching workload that threatens sustainability and quality
- insufficient data regarding alumni placement and employment
- deficient numbers of technical and other support staff members
- outdated web sites (e.g., posted curricula, faculty and staff information)

Recommendations

- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, and the college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- evaluate the feasibility of enhancing practice room safety by adding windows to doors
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative
- review and update the school web sites to reflect accurate information and current faculty profiles

Music Education, B.M.E. (13.1312)

Major Changes since Prior Review

- revised the curriculum for music theory and class piano, music technology, and the music history sequence
- added an electronic portfolio as a graduation requirement

Strengths

- school leadership and vision
- nationally and internationally recognized faculty members
- faculty and staff member dedication
- National Association of Schools of Music program accreditation
- phase I of the performing arts building
- cultural contributions to campus and greater community as well as UCF S.T.E.A.M. projects
- program coordinator
- limited access status of the program ensures quality individualized instruction
- student leadership and networking opportunities provided through the student organization, and the Collegiate National Association for Music Educators
- strong placement rates in K-12 settings
- faculty teaching productivity
- industry partnerships (e.g., Orlando Philharmonic Orchestra, Orlando Shakespeare Theater, Orlando Repertoire Theatre, Dr. Phillips Performing Arts Center)
- advisor and faculty mentoring for students

Weaknesses

- lack of full-time performance faculty members for some instruments

- limited access program is at full capacity and cannot meet K-12 demand for music education teachers due to limited faculty resources and facilities
- inadequate performance space
- insufficient data regarding alumni placement and employment
- deficient numbers of technical and other support staff members
- outdated web sites (e.g., posted curricula, faculty and staff information)

Recommendations

- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations and the college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- evaluate the feasibility of enhancing practice room safety by adding windows to doors
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative
- review and update the school web sites to reflect accurate information and current faculty profiles

Music Performance, B.M. (50.0903)

Major Changes since Prior Review

- added jazz studies and composition tracks
- revised the curriculum for music theory and class piano and the music history sequence
- added an electronic portfolio as a graduation requirement

Strengths

- school leadership and vision
- nationally and internationally recognized faculty members
- faculty and staff member dedication
- National Association of Schools of Music program accreditation
- phase I of the performing arts building
- cultural contributions to campus and greater community as well as UCF S.T.E.A.M. projects
- diverse student body
- faculty teaching productivity
- industry partnerships (e.g., Orlando Philharmonic Orchestra, Orlando Shakespeare Theater, Orlando Repertoire Theatre, Dr. Phillips Performing Arts Center)
- advisor and faculty mentoring for students
- emphasis on individual and small-group instruction

Weaknesses

- lack of full-time performance faculty members for some instruments
- inadequate performance space
- high student demand outpaces faculty resources and results in high faculty teaching workload that threatens sustainability and quality
- insufficient data regarding alumni placement and employment
- deficient numbers of technical and other support staff members
- outdated web sites (e.g., posted curricula, faculty and staff information)

Recommendations

- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations and the college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- evaluate the feasibility of enhancing practice room safety by adding windows to doors

- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative
- review and update the school web sites to reflect accurate information and current faculty profiles

Music, M.A. (50.0901)

Major Changes since Prior Review

- N/A (program established in 2007)

Strengths

- school leadership and vision
- nationally and internationally recognized faculty members
- faculty and staff member dedication
- National Association of Schools of Music program accreditation
- phase I of the performing arts building
- cultural contributions to campus and greater community as well as UCF S.T.E.A.M. projects
- flexibility of the curriculum and potential for individualized instruction
- faculty teaching productivity
- industry partnerships (e.g., Orlando Philharmonic Orchestra, Orlando Shakespeare Theater, Orlando Repertoire Theatre, Dr. Phillips Performing Arts Center)
- advisor and faculty mentoring for students

Weaknesses

- insufficient statewide and national recruitment
- uneven quality of admitted students
- limited scholarships or other funding opportunities available to students
- unfocused curriculum
- inefficient and inflexible scheduling (e.g., no evening offerings)
- lack of full-time performance faculty members for some instruments
- inadequate performance space and concerns regarding the absence of windows in practice rooms
- high student demand outpaces faculty resources and results in high faculty teaching workload that threatens sustainability and quality
- insufficient data regarding alumni placement and employment
- deficient numbers of technical and other support staff members
- outdated web sites (e.g., posted curricula, faculty and staff information)

Recommendations

- review the curriculum and consider modifying it to capitalize on the school's strengths and discipline demand (e.g., shifting to a M.M. degree program)
- review and update the admission standards for the program and assure they align with the program's and school's strategic vision
- examine scheduling processes and assure the reasonable availability of courses to all student populations
- expand opportunities to recruit students outside of central Florida
- explore options to expand student funding opportunities
- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, College of Graduate Studies, and the college dean's office) to improve the collection of alumni information including placement information and employer satisfaction

- evaluate the feasibility of enhancing practice room safety by adding windows to doors
- review and update the school web sites to reflect accurate information and current faculty profiles

Theatre, B.F.A. (50.0501)

Major Changes since Prior Review

- hired new tenure-track faculty members specializing in stage management, theatre history and literature, and theatre for young audiences
- added two additional semesters of singing voice classes in accordance with program accreditation standards

Strengths

- school leadership and vision
- nationally and internationally recognized faculty members
- faculty and staff member dedication
- National Association of Schools of Theatre program accreditation
- phase I of the performing arts building
- cultural contributions to campus and greater community as well as UCF S.T.E.A.M. projects
- robust production program
- faculty teaching productivity
- industry partnerships (e.g., Orlando Philharmonic Orchestra, Orlando Shakespeare Theater, Orlando Repertoire Theatre, Dr. Phillips Performing Arts Center)

Weaknesses

- resource-intensive summer activities
- inadequate performance space and shop facilities
- inefficient scheduling results in unavailability of courses
- insufficient data regarding alumni placement and employment
- deficient numbers of technical and other support staff members
- inefficient advising structure
- outdated web sites (e.g., posted curricula, faculty and staff information)

Recommendations

- re-evaluate the feasibility of continuing summer theatre productions
- address perceptions of inequity between the B.A. and B.F.A. degree program students
- review the B.A. degree program curriculum and differentiate it from the B.F.A. degree program performance curriculum
- assess the current advising structure, determine needs, and adjust as appropriate to enhance student success
- examine scheduling processes and assure the reasonable availability of courses
- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations and the college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative
- review and update the school web sites to reflect accurate information and current faculty profiles

Theatre Studies, B.A. (50.0501)

Major Changes since Prior Review

- increased offerings in skill-development classes (i.e., acting, dance, singing voice)

- realigned curriculum with program accreditation standards resulting in improved retention and graduation rates

Strengths

- school leadership and vision
- faculty and staff member dedication
- National Association of Schools of Theatre program accreditation
- phase I of the performing arts building
- cultural contributions to campus and greater community as well as UCF S.T.E.A.M. projects
- faculty teaching productivity
- industry partnerships (e.g., Orlando Philharmonic Orchestra, Orlando Shakespeare Theater, Orlando Repertoire Theatre, Dr. Phillips Performing Arts Center)

Weaknesses

- resource intensive summer activities
- inadequate performance space and shop facilities
- over-reliance on graduate teaching assistants to teach program courses
- insufficient data regarding alumni placement and employment
- deficient numbers of technical and other support staff members
- inefficient advising structure
- outdated web sites (e.g., posted curricula, faculty and staff information)

Recommendations

- re-evaluate the feasibility of continuing summer theatre productions
- address perceptions of inequity between the B.A. and B.F.A. degree program students
- review the B.A. degree program curriculum and differentiate it from the B.F.A. degree program performance curriculum; assure emphasis on theatre studies is sufficiently greater than the emphasis on performance
- review the current advising structure, assess needs, and adjust as appropriate to enhance student success
- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations and the college dean's office) to improve the collection of alumni information including placement information and employer satisfaction
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative
- review and update the school web sites to reflect accurate information and current faculty profiles

Theatre, M.A. (50.0501)

Major Changes since Prior Review

- opened access for M.A. degree program students to enroll in M.F.A. degree program classes in acting and theatre for young audiences that were previously restricted

Strengths

- school leadership and vision
- faculty and staff member dedication
- National Association of Schools of Theatre program accreditation
- phase I of the performing arts building
- cultural contributions to campus and greater community as well as UCF S.T.E.A.M. projects
- faculty teaching productivity

- industry partnerships (e.g., Orlando Philharmonic Orchestra, Orlando Shakespeare Theater, Orlando Repertoire Theatre, Dr. Phillips Performing Arts Center)

Weaknesses

- low program enrollment
- resource-intensive summer activities
- inadequate performance space and shop facilities
- limited faculty participation in creative and scholarly activity
- insufficient data regarding alumni placement and employment
- deficient numbers of technical and other support staff members
- inefficient advising structure
- outdated web sites (e.g., posted curricula, faculty and staff information)

Recommendations

- evaluate the viability of the program and if maintained complete the remaining program recommendations
- review the curriculum and adjust it as appropriate to improve the programs relevance and enrollment numbers as well as to support the goals of the school and college (target three years to roll out new curriculum or terminate the program)
- establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets
- review the current advising structure, assess needs, and adjust to enhance student success
- re-evaluate the feasibility of continuing summer theatre productions
- explore options to further enhance graduate student stipends in order to improve program viability
- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, College of Graduate Studies, and the college dean's office) to improve the collection of alumni information including placement information and employer satisfaction
- review and update the school web sites to reflect accurate information and current faculty profiles

Theatre, M.F.A (50.0501)

Major Changes since Prior Review

- formalized the third-year residency at the Orlando Shakespeare Theater as an integral part of the acting program

Strengths

- school leadership and vision
- faculty and staff member dedication
- National Association of Schools of Theatre program accreditation
- phase I of the performing arts building
- cultural contributions to campus and the greater community as well as UCF S.T.E.A.M. projects
- niche program emphasis in theatre for young audiences
- faculty teaching productivity
- industry partnerships (e.g., Orlando Shakespeare Theater, Dr. Phillips Performing Arts Center)

Weaknesses

- low program enrollment
- resource intensive summer activities
- inadequate performance space and shop facilities
- limited faculty participation in creative and scholarly activity
- insufficient data regarding alumni placement and employment

- deficient numbers of technical and other support staff
- inefficient advising structure
- outdated web sites (e.g., posted curricula, faculty and staff information)

Recommendations

- evaluate the viability of the program and if maintained complete the remaining program recommendations
- review the curriculum and adjust it as appropriate to improve the programs relevance and enrollment numbers as well as to support the goals of the school and college (target three years to roll out new curriculum or terminate the program)
- establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets
- re-evaluate the feasibility of continuing summer theatre productions
- review the current advising structure, assess needs, and adjust to enhance student success
- explore options to further enhance graduate student stipends in order to improve program viability
- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, College of Graduate Studies, and the college dean's office) to improve the collection of alumni information including placement information and employer satisfaction
- review and update the school web sites to reflect accurate information and current faculty profiles



Academic Program Quality



2015-16 Academic Program Review Results College of Arts and Humanities School of Visual Arts and Design

School-level Recommendations

- identify peer and aspirational peer institutions for the school and each of its programs and benchmark against them to inform strategic planning, priority setting, and continuous improvement of programs and operations
- assure the school's strategic plan aligns with the college's and university's strategic directions and priorities and that the plan includes a clear vision and goals for the unit and its programs; build a culture that supports school aspirations (e.g., in scholarship and creative activity)
- investigate options to further develop opportunities and partnerships to make UCF a destination campus for the arts
- review the efficacy of the current administrative structure and leadership to support college and school goals and adjust as appropriate; assure proper disciplinary representation in the school's governance structure
- prioritize human-resource needs and develop a hiring plan that considers priorities as well as the appropriate faculty mix (e.g., full-time versus part-time; tenure track versus non-tenure track; academic versus professional preparation; areas of specialization); and shortage of technical and other support staff; develop and implement a recruitment and retention plan to enhance faculty ethnic and gender diversity (e.g., utilize the Targeted Opportunity Program)
- develop and implement a faculty workload plan and incentives that address college and school needs and goals (e.g., with regard to instruction and scholarly and creative activity)
- explore options to address equipment, space, and facilities needs; promptly evaluate and address any safety concerns
- identify opportunities to enhance external funding through philanthropy and grants, possibly to help fund graduate students
- explore additional mechanisms for faculty member recognition
- develop mechanisms for establishing a sense of community among students and faculty members based at different geographic locations
- explore and define the future relationship with UCF Downtown and other partners for each of the school's degree programs

Note: Recommendations to support program enhancement are provided at the school-level when applicable.

Architecture, B.Des. (04.0201)

Major Changes since Prior Review

- N/A (program established in 2010)

Strengths

- faculty and staff member dedication
- program leadership
- design studio sequence
- student demand
- advisory committee composed of local professionals and academic partners is active and engaged
- graduates are regularly admitted into nationally-ranked graduate programs
- internship placement with local professional firms

Weaknesses

- vulnerable program due to competition with other public and private architecture programs
- inadequate equipment and physical resources (e.g., lack of wood shop)
- insufficient data regarding alumni placement and employment

Recommendations

- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- review the current advising structure, assess needs, and adjust as appropriate to enhance student success
- consider establishing a regular forum for students to discuss issues and concerns
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative

Art, B.A. (50.0701)

Major Changes since Prior Review

- merged the digital media and film programs with the studio arts program to form the School of Visual Arts and Design (SVAD) and to capitalize upon the synergies provided by multiple disciplines and a diverse group of faculty members
- completed five new hires with studio art specializations
- developed a new 3000-level interdisciplinary course in collaboration with Universal Creative that is open to all SVAD and engineering students
- incorporated increased technology components (e.g., 3D printers, laser cutters, and computers) into all foundation and upper division courses
- created and implemented an interdisciplinary track in visual arts and emerging media management

Strengths

- faculty and staff member dedication
- art history track curriculum
- student work demonstrates a high-level of competency, creativity, and skill
- student ethnic diversity
- areas of excellence in the studio art drawing and painting curriculum
- industry partnerships (e.g., The Nassal Company, ADLab)

Weaknesses

- high student-demand outpaces faculty resources
- insufficient data regarding alumni placement and employment
- lack of ethnic and gender diversity among faculty members
- inadequate equipment and physical resource limitations (e.g., HVAC system; appropriate ventilation for certain types of paint)
- deficient numbers of technical and other support staff members
- unavailability of courses due to inefficient scheduling
- no visiting artist program

Recommendations

- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction

- review the current advising structure, assess needs, and adjust as appropriate to enhance student success
- assure the availability of appropriate courses
- explore options for establishing a visiting artist program
- consider establishing a regular forum for students to discuss issues and concerns
- address perceptions of inequity between the B.A. and B.F.A. degree program students
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative

Art, B.F.A. (50.0702)

Major Changes since Prior Review

- merged the digital media and film programs with the studio arts program to form the School of Visual Arts and Design and to capitalize upon the synergies provided by multiple disciplines and a diverse group of faculty members
- completed five new hires with studio arts specializations
- streamlined the portfolio process for the emerging media track's graphic design specializations
- created an emerging media track that contains all applied design areas (character animation, experimental animation, and graphic design)
- incorporated new technology (e.g., 3D printers, laser cutters, and computers) into emerging media upper division courses

Strengths

- faculty and staff member dedication
- studio art curriculum—drawing, painting, ceramics, sculpture, and character animation are areas of excellence
- student work demonstrates a high-level of competency, creativity, and skill
- student ethnic diversity
- industry partnerships (e.g., the Nassal Company, ADLab)

Weaknesses

- high student-demand outpaces faculty resources and threatens sustainability and quality
- unavailability of courses due to inefficient scheduling
- insufficient data regarding alumni placement and employment
- lack of ethnic and gender diversity among faculty members
- deficient numbers of technical and other support staff members
- inadequate equipment and physical resources concerns (e.g., HVAC system; appropriate ventilation for certain types of paint)
- no visiting artist program

Recommendations

- develop a curriculum map to enhance facilitation of student learning
- review the current advising structure, assess needs, and adjust as appropriate to enhance student success
- review the appropriateness of the program's current classification of instructional program code designation in consultation with the college and academic affairs
- assure the availability of appropriate courses
- explore options for establishing a visiting artist program
- consider establishing a regular forum for students to discuss issues and concerns
- address perceptions of inequity between the B.A. and B.F.A. degree program students
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative

Digital Media, B.A. (50.0102)

Major Changes since Prior Review

- merged the digital media and film programs with the studio arts program to form the School of Visual Arts and Design and to capitalize upon the synergies provided by multiple disciplines and a diverse group of faculty members
- completed three faculty hires in digital media, allowing an expansion into complex game and mobile application development
- simplified the curriculum resulting in significant growth in enrollment and reduced time-to-degree
- incorporated new technology (e.g., 3D printers, laser cutters, and computers) into emerging media upper division courses

Strengths

- faculty and staff member dedication
- quality and research agendas of new faculty hires
- overall program focus
- student-demand
- access to Orlando industry
- industry partnerships (e.g., the Nassal Company, ADLab)

Weaknesses

- high student-demand outpaces faculty resources and threatens sustainability and quality
- vulnerable program due to competition with other public and private digital media programs
- unavailability of courses due to inefficient scheduling
- lack of ethnic and gender diversity among faculty members
- deficient numbers of technical and other support staff members
- outdated web design track
- inadequate equipment and physical resources (e.g., computer lab space)
- insufficient data regarding alumni placement and employment

Recommendations

- review the curriculum and update it as appropriate; differentiate the program from competitors and promote it accordingly
- develop a curriculum map to enhance facilitation of student learning
- assure the availability of appropriate courses
- work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- review the current advising structure, assess needs, and adjust as appropriate to enhance student success
- explore partnerships with other appropriate units on campus to maximize available resources and synergies (e.g., Florida Interactive Entertainment Academy, Institute for Simulation and Training)
- consider establishing a regular forum for students to discuss issues and concerns
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative

Digital Media, M.A. (50.0102)

Major Changes since Prior Review

- N/A (program established in 2010)

Strengths

- faculty and staff member dedication

- quality and research agendas of new faculty hires
- access to Orlando industry

Weaknesses

- low program enrollment
- lack of ongoing program recruitment
- existing curriculum is undefined and does not reflect current market needs
- inadequate equipment and physical resources (e.g., computer lab space)
- insufficient data regarding alumni placement and employment
- limited support of research culture or incentives to pursue funding

Recommendations

- evaluate the viability of the program and if maintained complete the remaining program recommendations
- review the curriculum and adjust it as appropriate to improve the programs relevance and enrollment numbers as well as to support the goals of the school and college (target three years to roll out new curriculum or terminate the program)
- establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets
- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, College of Graduate Studies, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- review the current advising structure, assess needs, and adjust as appropriate to enhance student success
- explore partnerships with other appropriate units on campus to maximize available resources and synergies (e.g., Florida Interactive Entertainment Academy, Institute for Simulation and Training)

Emerging Media, M.F.A. (50.0702)

Major Changes since Prior Review

- merged the digital media and film programs with the studio arts program to form the School of Visual Arts and Design and to capitalize upon the synergies provided by multiple disciplines and a diverse group of faculty members
- revised the M.F.A. degree program curriculum to emphasize emerging media and offer three tracks (digital media, entrepreneurial digital cinema, and studio art and the computer)
- completed five faculty hires with studio arts specializations

Strengths

- faculty and staff member dedication
- the art, digital art, gaming, and entertainment culture in Orlando
- unique M.F.A. tracks
- industry partnerships

Weaknesses

- low program enrollments
- insufficient data regarding alumni placement and employment
- deficient numbers of technical and other support staff members
- inadequate equipment and physical resource limitations (e.g., HVAC system; appropriate ventilation for certain types of paint)
- no visiting artist program
- weak program leadership, management, and advocacy

- deficient ethnic and gender diversity among faculty members who contribute to the entrepreneurial digital cinema track

Recommendations

- review the curriculum and adjust it as appropriate to improve the programs relevance and enrollment numbers as well as to support the goals of the school and college (target three years to roll out new curriculum)
- establish appropriate enrollment targets; develop and implement a recruitment plan to achieve enrollment targets
- explore options for establishing a visiting artist program
- review appropriateness of the program's current CIP designation
- work with appropriate units (e.g., alumni relations, College of Graduate Studies, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- review the current advising structure, assess needs, and adjust as appropriate to enhance student success
- explore partnerships with other appropriate units on campus to maximize available resources and synergies (e.g., Florida Interactive Entertainment Academy, Institute of Simulation and Training)
- evaluate the most appropriate location to offer the program given equipment and facilities needs as well as competing demands
- review and adjust admissions requirements to attract high-quality students (e.g., consider removing the GRE requirement)

Film, B.A. (50.0602)

Major Changes since Prior Review

- merged the digital media and film programs with the studio arts program to form the School of Visual Arts and Design and to capitalize upon the synergies provided by multiple disciplines and a diverse group of faculty members
- deleted the world cinema track
- improved course availability of three foundation courses by adding online offerings
- improved graduation rates by aligning standards with common practice in the field
- completed two faculty hires to strengthen the documentary and experimental film courses

Strengths

- faculty and staff member dedication
- well-qualified faculty members
- diverse and high-quality students

Weaknesses

- high student demand outpaces faculty resources and threatens sustainability and quality
- insufficient data regarding alumni placement and employment
- lack of ethnic and gender diversity among faculty members
- deficient numbers of technical and other support staff

Recommendations

- review the curriculum and adjust it as appropriate to the programs relevance and enrollment numbers as well as to support the goals of the school and college
- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- review the current advising structure, assess needs, and adjust as appropriate to enhance student success

- assure the availability of appropriate courses
- consider establishing a regular forum for students to discuss issues and concerns
- address perceptions of inequity between the B.A. and B.F.A. degree program students
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative

Film, B.F.A. (50.0602)

Major Changes since Prior Review

- merged the digital media and film programs with the studio arts program to form the School of Visual Arts and Design and to capitalize upon the synergies provided by multiple disciplines and a diverse group of faculty members
- deleted the world cinema track
- improved course availability of three foundation courses by adding online offerings
- completed two faculty hires to strengthen the documentary and experimental film courses

Strengths

- faculty and staff member dedication
- well-qualified faculty members
- diverse and high quality students

Weaknesses

- high student demand outpaces faculty resources and threatens sustainability and quality
- insufficient data regarding alumni placement and employment
- lack of ethnic and gender diversity among faculty members
- deficient numbers of technical and other support staff

Recommendations

- review the curriculum and adjust it as appropriate to improve the programs relevance and enrollment numbers as well as to support college and school goals
- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- review the current advising structure, assess needs, and adjust as appropriate to enhance student success
- assure the availability of appropriate courses
- consider establishing a regular forum for students to discuss issues and concerns
- address perceptions of inequity between the B.A. and B.F.A. degree program students
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative

Photography A.S. to B.S. (50.0605)

Major Changes since Prior Review

- merged the digital media and film programs with the studio arts program to form the School of Visual Arts and Design and to capitalize upon the synergies provided by multiple disciplines and a diverse group of faculty members
- hired a new faculty member to strengthen the commercial lighting courses
- reinstated photo visualization, as a required course and reverted photography and the Web to an elective course
- increased the number and variety of quality internships for photography students

Strengths

- faculty and staff member dedication

- collegial atmosphere among faculty members and students
- state-of-the-art facilities and equipment
- relationship with the Southeastern Museum of Photography on the Daytona campus offers unique opportunities
- students regularly go on to graduate school or have successful commercial careers
- broad internship opportunities
- student published work and participation in competitive exhibits

Weaknesses

- high student demand outpaces faculty resources and threatens sustainability and quality
- insufficient systematic collection of data regarding alumni placement and employment
- lack of ethnic and gender diversity among faculty members
- remote location in Daytona limits contact with the Orlando campus and the rest of the school

Recommendations

- develop a curriculum map to enhance facilitation of student learning
- work with appropriate units (e.g., alumni relations, college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- consider establishing a regular forum for students to discuss issues and concerns
- explore new industry partnerships to improve technology and recruitment and decrease costs
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative



Academic Program Quality



2015-16 Academic Program Review Results College of Graduate Studies Modeling and Simulation Programs

School-level Recommendations

Not applicable – program receives direct oversight by the College of Graduate Studies

Modeling and Simulation, M.S. (30.0601)

Major Changes since Prior Review

- removed requirement for cornerstone and specialization courses for added flexibility
- refined application requirements by newly formed Admissions and Standards Subcommittee
- modified core course requirements to reflect industry need for scientific and technical writing and to align with modeling and simulation Ph.D. requirements
- revised P.S.M. degree program track to better address specialty areas related to modeling and simulation industry topics (admissions suspended Fall 2016 to channel program resources to students selecting research options)

Strengths

- support from the Institute for Simulation and Training and academic programs across campus since the program's inception
- program is unique and nationally recognized
- curriculum and faculty research have an interdisciplinary focus

Weaknesses

- lack of a traditional academic infrastructure to support program maturation
- scant faculty advising
- prolonged time-to-degree
- limited student gender and ethnic diversity

Recommendations

- engage appropriate stakeholders (e.g., vice president for research and dean for the College of Graduate Studies) to develop and implement a plan to transition the program oversight out of the Institute of Simulation and Training and into a new academic organization with a more traditional academic structure to provide the necessary infrastructure support for program maturation; identify the new entity's home within the university (e.g., within the College of Graduate Studies); appoint a chair or director to lead the new academic organization; develop an appropriate budget model to support the program including instructional needs
- identify appropriate peer and aspirational peer programs and benchmark against them to inform strategic planning, priority setting, and continuous improvement of programs and operations
- prioritize human resource needs and develop a hiring plan that includes faculty members dedicated to the program and staff support commensurate with an academic organization
- engage program faculty members in the traditional academic enterprise including service
- create mechanisms to further enlist faculty members from across the university in program activities and collaborate to define modeling and simulation as a discipline
- review the curriculum and revise as appropriate to enhance student learning; clearly articulate a coherent core body of knowledge that students will know upon graduation and to improve time-to-

degree; consider creating tracks; establish distinctions from other traditional disciplines (e.g., in engineering)

- develop a curriculum map to enhance facilitation of student learning
- review admissions standards and the faculty advising model and adjust as appropriate
- develop and implement a plan to enhance student diversity
- work with appropriate units on campus to enhance writing support for graduate activities
- explore options to address computing equipment and space needs including graduate student offices
- work with appropriate units (e.g., alumni relations and the College of Graduate Studies) to improve the systematic collection of alumni information

Modeling and Simulation, Ph.D. (30.0601)

Major Changes since Prior Review

- removed requirement for cornerstone and specialization courses for added flexibility
- revised Ph.D. degree program core requirements to include a research methods course from the discipline appropriate to a student's future dissertation topic
- formed admissions and standards subcommittee charged with refining application requirements for more rigor and reviewing all Ph.D. degree program applicants
- implemented mandatory annual reviews for students by cohort and began to include a re-orientation presentation
- redesigned qualifying examination to focus more on research progress rather than the previous version which was a re-test of the core courses
- revised Ph.D. degree program core course requirements to address the need for more writing to align with modeling and simulation M.S. degree program requirements, and to assure availability of required courses

Strengths

- support from the Institute for Simulation and Training and academic programs across campus since the program's inception
- program is unique and nationally recognized
- curriculum and faculty research have an interdisciplinary focus

Weaknesses

- lack of a traditional academic infrastructure to support program maturation
- scant faculty advising
- prolonged time-to-degree
- limited gender and ethnic diversity

Recommendations

- engage appropriate stakeholders (e.g., Vice President for Research and Dean of the College of Graduate Studies) to develop and implement a plan to transition the program oversight out of IST and into a new academic organization with a more traditional academic structure to provide the necessary infrastructure support for program maturation; identify the new entity's home within the university (e.g., within the College of Graduate Studies); appoint a chair or director to lead the new academic organization; develop an appropriate budget model to support the program including instructional needs
- identify appropriate peer and aspirational peer programs and benchmark appropriately to inform strategic planning, priority setting, and continuous improvement of programs and operations

- prioritize human resource needs and develop a hiring plan that considers priorities and includes faculty members dedicated to the program and staff support commensurate with an academic organization
- engage program faculty members in the traditional academic enterprise including service
- create mechanisms to further enlist program faculty members from across the university in program activities and collaborate to work towards defining modeling and simulation as a discipline
- review the curriculum and revise as appropriate to enhance student learning; clearly articulate a coherent core body of knowledge that students will know upon graduation and to improve time-to-degree; consider creating tracks; establish distinctions from other traditional disciplines (e.g., in engineering)
- develop a curriculum map to enhance facilitation of student learning
- review admissions standards and faculty advising model and adjust as appropriate
- develop and implement a plan to enhance student diversity
- work with appropriate units on campus to enhance writing support for graduate activities
- explore options to address computing equipment and space needs including graduate student offices
- work with appropriate units (e.g., alumni relations and College of Graduate Studies) to improve the systematic collection of alumni information



Academic Program Quality



2015-16 Academic Program Review Results College of Medicine Burnett School of Biomedical Sciences

School-level Recommendations

- identify peer and aspirational peer institutions for the school and each of its programs and benchmark against them to inform strategic planning, priority setting, and continuous improvement of programs and operations
- assure the school's strategic plan aligns with the college's and university's strategic directions and priorities and that the plan includes a clear vision and goals for the unit and its programs
- further develop and refine the school's distinctive research programs and build upon existing strengths in niche areas
- develop and implement a plan to address current and anticipated human-resource needs that align with the college's and school's strategic plans and priorities; consider the appropriate faculty mix (balance of research-intensive and teaching-intensive faculty members), and take into account current and future resources; build in recruitment and retention strategies to enhance faculty member diversity (i.e., gender, ethnic and prior institution)
- review the school's faculty workload policy and assure that it articulates expectations commensurate with college aspirations to grow the research enterprise
- develop a plan to address facilities needs and priorities on the Orlando campus
- explore opportunities for co-location of programs and their faculty and reliable access to campuses where faculty members teach courses and students participate in research (e.g., UCF shuttle route)
- explore opportunities to expand the school's partnership with UCF Valencia Osceola
- explore additional mechanisms for faculty member recognition (e.g., in student instruction and research)

Note: Recommendations to support program enhancement are provided at the school-level when applicable.

Biomedical Sciences, B.S. (26.0102)

Major Changes since Prior Review

- expanded the tracks to include biotechnology, molecular microbiology, and molecular and cellular biology
- developed new B.S. degree program offerings with UCF Valencia Osceola
- hired additional teaching-track faculty members to increase student contact and improve teaching workload
- hired an assistant director (now director) of student services and advising to develop programming that targets subpopulations of at-risk students and to serve on university-wide councils and committees

Strengths

- faculty members' dedication
- morale among faculty members, staff members, and students
- college and school leadership
- enrollment is consistently high
- student ethnic and gender diversity

- State University System of Florida program of strategic emphasis (STEM)

Weaknesses

- high student demand outpaces faculty resources resulting in high teaching loads and limited faculty scholarly productivity
- insufficient opportunities for undergraduates to participate in research due to limited faculty numbers and building space
- inadequate access to specialized laboratory facilities and equipment for student instruction
- inconsistent tracking of graduate placement and employment outcomes

Recommendations

- explore options to expand student research opportunities
- explore options to address the need for additional teaching labs
- review the undergraduate curriculum and update it as appropriate (e.g., evaluate the number of electives and explore adding additional tracks that target exceptional students; consider adding a new undergraduate track focusing on allied health in consultation with other allied health programs)
- consider instituting a *pending major* status to assist students in assessing their readiness to succeed in the major
- develop a curriculum map to enhance facilitation of student learning
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative
- work with appropriate units (e.g., alumni relations and college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction

Biotechnology, B.S. (26.1201)

Major Changes since Prior Review

- N/A (program established in 2007)

Strengths

- program focus is unique
- faculty members' dedication
- college and school leadership
- State University System of Florida program of strategic emphasis (STEM)

Weaknesses

- heavy reliance on the biomedical sciences bachelor's program to provide the biotechnology infrastructure
- outdated core training lab course
- slow market growth causes student demand to exceed industry need; enrollment also exceeds opportunities for undergraduate students to engage in biotechnology research due to the slow-growing market expected to produce those opportunities
- limited specialized laboratory and equipment facilities for student instruction
- inconsistent tracking of graduate placement and employment outcomes

Recommendations

- expand options for student research and technical training and explore opportunities for additional internships and employment prospects in this slow growing market
- explore options to address the need for additional teaching labs

- review the undergraduate curriculum and update it as appropriate (e.g., align with regional markets; update core training lab course)
- develop a curriculum map to enhance facilitation of student learning
- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative
- work with appropriate units (e.g., alumni relations and college dean's office) to improve the systematic collection of alumni information, including placement information and employer satisfaction

Medical Laboratory Sciences, B.S. (51.1005)

Major Changes since Prior Review

- increased the number of clinical affiliates
- enhanced student exposure to new technology in the field
- responded to requests from recent graduates and employers to enhance the curriculum to better reflect the real world situations students are likely to encounter
- improved ability to teach communication skills with other health care workers

Strengths

- faculty and program leadership
- college and school leadership
- clinical affiliates are very committed
- national certification exam pass rate is consistently over 95 percent
- quality of admitted students
- student ethnic and gender diversity
- comprehensive curriculum
- job placement; program graduates meet state and national workforce needs
- State University System of Florida program of strategic emphasis (health)

Weaknesses

- sole dedicated program faculty member is the program director
- insufficient number of staff members to support program delivery (e.g., laboratory assistant)
- limited specialized laboratory and equipment facilities (there is one lab dedicated to MLS training)
- inadequate availability of some prerequisite courses for majors can cause prolonged time-to-degree
- inconsistent tracking of graduate placement and employment outcomes

Recommendations

- develop a plan to meet laboratory assistant needs
- determine the appropriate balance of full-time and part-time faculty members and share to inform school hiring priorities
- explore options to address the need for additional teaching laboratory space that would allow for expanded enrollment
- make full use of advising resources to assure students are on track for timely progression through the major
- continue communicating and strengthening relationships with clinical partners
- enhance opportunities for program visibility
- develop a curriculum map to enhance facilitation of student learning

- identify student success markers using data-analytics tools provided through the Educational Advisory Board – Student Success Collaborative initiative
- work with appropriate units (e.g., alumni relations and college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction

Biomedical Sciences, M.S. (26.0102)

Major Changes since Prior Review

- initiated a non-thesis track in neuroscience
- created online graduate courses to address the needs of students with full-time jobs

Strengths

- faculty members' dedication and diverse academic and research expertise
- faculty member quality and research activity
- college and school leadership
- student retention is high
- student ethnic and gender diversity
- state-of-the-art research facilities on the Health Sciences Campus at Lake Nona
- student capstone experience
- State University System of Florida program of strategic emphasis (STEM)

Weaknesses

- inefficient use of time when faculty members and students participating in research activities have to regularly commute between the Health Sciences Campus at Lake Nona and the Orlando campuses
- aged and outdated facilities on the Orlando campus
- insufficient recruitment efforts for expanding out-of-state applicants (too many in-state and homegrown UCF students)
- heavy instructional demands limit faculty participation in capstone experiences
- course scheduling for required courses (many offered in the middle of the day) presents challenges for students who work while enrolled in the program
- reduced opportunities for advanced topics for master's degree program students taking 5000-level courses that are open to graduate and advanced undergraduate students
- inconsistent tracking of graduate placement and employment outcomes

Recommendations

- review the curriculum and update it as appropriate (e.g., review redundancies shared with the Ph.D. degree program, number of undergraduate and graduate student combined courses, and explore adding additional tracks that target areas of research emphasis for modern biomedical scientists (e.g. bioinformatics, *omics*)
- assure the reasonable availability of courses to all student populations and explore options for scheduling courses to reduce commuting and disruption of research time in labs
- increase aggressive nationwide advertising and recruitment of high caliber students beyond the current pool of local UCF prospects to enhance program recognition
- work with appropriate units (e.g., alumni relations and college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- develop a curriculum map to enhance facilitation of student learning

Biotechnology, M.S. (26.1201)

Major Changes since Prior Review

- N/A (program established in 2008)

Strengths

- faculty members' dedication, quality, and diverse academic and research expertise
- college and school leadership
- strong student retention
- student ethnic and gender diversity
- state-of-the-art research facilities on the Health Sciences Campus at Lake Nona
- State University System of Florida program of strategic emphasis (STEM)
- opportunity for students to do internships and to conduct their research projects with the external partners

Weaknesses

- inefficient use of time when faculty and students participating in research activities have to regularly commute between the Health Sciences Campus at Lake Nona and the Orlando campuses
- insufficient recruitment efforts for expanding out-of-state applicants (too many in-state and homegrown UCF students)
- inconvenient course scheduling for required courses (many offered in the middle of the day), presents challenges for students who work while enrolled in the program
- aged and outdated facilities on the Orlando campus
- inadequate student financial support for master's degree level students (e.g., graduate teaching assistantships, fellowships, scholarships)
- inconsistent tracking of graduate placement and employment outcomes

Recommendations

- assure the reasonable availability of courses to all student populations and explore options for scheduling courses to reduce commuting and disruption of research time in labs
- increase aggressive nationwide advertising and recruitment of high-caliber students beyond the current pool of local UCF prospects to enhance program recognition
- work with appropriate units (e.g., alumni relations and college dean's office) to improve the systematic collection of alumni information including placement information and employer satisfaction
- explore opportunities to enhance student financial assistance
- develop a curriculum map to enhance facilitation of student learning
- explore opportunities to expand student research and technical training

Biomedical Science, Ph.D. (26.0102)

Major Changes since Prior Review

- appointed a new program director as of August 2014
- developed M.D. to Ph.D. degree program and admitted first student to class
- changed core curriculum to expand essential topics and include *experimental design*
- established new program committees to provide increased program oversight
- changed candidacy exam format
- increased the number of faculty members in the program to train researchers at the Ph.D. degree level, resulting in expanded options for students to choose from

Strengths

- faculty members' dedication, quality, and diverse academic and research expertise
- interdisciplinary and diverse areas of research focus
- locations for purposes of recruitment
- student engagement and intramural associations
- research facilities at the Health Sciences Campus at Lake Nona are state-of-the-art
- college and school leadership
- strong graduate placement of approximately 97%
- State University System of Florida program of strategic emphasis (STEM)

Weaknesses

- high faculty FTE devoted to non-research activities makes it difficult to compete for extramural research funding against others who can devote a substantially greater proportion of time to such undertakings
- insufficient recruitment efforts for expanding a diverse pool of student applicants (too many in-state and homegrown UCF students)
- aged and outdated facilities on the Orlando campus
- inability for the current infrastructure (e.g., facilities, equipment, and compensation) to support current and future high-caliber investigators
- low student ethnic diversity
- inefficient use of time when faculty members and students have to regularly commute between the Health Sciences Campus at Lake Nona and the Orlando campuses
- reduced exposure to advanced topics for Ph.D. degree program students taking 5000-level courses that are open to graduate and advanced undergraduate students
- missing formal quantitative biology training in curriculum (e.g., biostatistics)
- unclear or changing program expectations for graduation
- insufficient student training in communication skills including public speaking
- prolonged time-to-degree; many students take too long to generate two original, first-author publications for graduation
- inadequate numbers of postdoctoral associates who can raise the caliber and level of the research environment to help Ph.D. degree program students
- inconsistent tracking of graduate placement and employment outcomes

Recommendations

- explore options for scheduling courses to reduce commuting and disruption of research time in labs
- review the curriculum and update it as appropriate (e.g., review redundancies shared with the master's degree program, number of undergraduate and graduate student combined courses, and explore adding additional tracks that target areas of research emphasis for the school); address need for biostatistics training
- develop a curriculum map to enhance facilitation of student learning
- increase aggressive nationwide advertising and recruitment of high-caliber students beyond the current pool of local UCF prospects to enhance program recognition; develop and implement a recruitment and retention plan to enhance student diversity (i.e., ethnic, and prior institution)
- review and update program admissions criteria, as appropriate
- explore additional synergies between the Ph.D. and M.D. degree programs and with post-doctoral associates
- explore opportunities for interdisciplinary research and other collaborations (e.g., curricular) with other UCF units (e.g., engineering)

- explore internal and external opportunities to enhance student financial assistance
- explore mechanisms to reduce time-to-degree (e.g., mentorship)
- continue to develop partnerships with surrounding research entities who want to participate in student training



Academic Program Quality



2015-16 Academic Program Review Results College of Medicine Doctor of Medicine Program

School-level Recommendations

Not applicable – program receives direct oversight by the College of Medicine

Doctor of Medicine, M.D. (51.1201)

Major Changes since Prior Review

- N/A (program established in 2009)

Strengths

- faculty members are high-quality
- college leadership
- research opportunities embedded in the curriculum (FIRE module)
- morale among faculty members, staff members, and students
- student ethnic and gender diversity
- facilities are state-of-the-art and in close proximity to area hospitals
- diversity of clinical sites and patient types

Weaknesses

- limited access to clinical sites
- minimal numbers of faculty and staff members to support full program delivery threatens ability to teach all clinical specialty areas
- inadequate resources to hire the sufficient number of faculty members necessary to result in a research-intensive medical college

Recommendations

- continue to work towards building a full Academic Health Sciences Center including a teaching hospital and identification of existing programs that can best contribute to its advancement
- identify appropriate peer and aspirational peer programs and benchmarks to inform strategic planning and continuous improvement of programs and operations
- develop and implement a plan to address current and anticipated human-resource needs including research-intensive and clinical faculty members, and address the corresponding need for space and facilities in order to support each
- grow the college's clinical and research enterprises
- continue to establish new clinical partnerships and strengthen existing ones
- refine research focus areas and build upon existing strengths in niche areas
- review the M.D. degree program's faculty workload policy and assure that it aligns with the college's missions (education, research, and patient care)
- continue to expand inter-professional educational opportunities that provide a collaborative learning environment for students from various health-related disciplines, in part to meet emerging accreditation requirements
- enhance program visibility and involvement in the community

ITEM: **INFO-5**

EDUCATIONAL PROGRAMS COMMITTEE

University of Central Florida

SUBJECT: Centers and Institutes Review Results – Biomolecular Science Center

DATE: September 15, 2016

For information only.

Supporting documentation: Attachment A: UCF Office of Academic Affairs, Seven-year Review of Centers and Institutes, Biomolecular Science Center

Prepared by: M. Paige Borden, Associate Provost for Academic Program Quality and Associate Vice President for Institutional Knowledge Management

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



Attachment A

UCF Office of Academic Affairs Seven-year Review of Centers and Institutes Biomolecular Science Center

Overview and Purpose

The Biomolecular Science Center (BSC) is a university-wide interdisciplinary academic center that has a mission to serve and support research and training programs under the general theme of molecular and genomic bases of diseases and therapeutics. Affiliated researchers are working on a wide range of topics that are connected by their focus on the molecular basis of human disease. The center's research efforts are focused in four general areas: cancer, cardiovascular disease, infectious disease, and neurodegenerative disease.

In addition to the research mission, the BSC plays a critical role in the training of the next generation of scientists, an important factor in improving UCF's national prominence. The stakeholders in this UCF educational community include postdoctoral scientists as well as undergraduate, master's, Ph.D., and M.D. degree program students who have outstanding laboratory experiences with world-renowned researchers. BSC faculty members also play a key role in supporting the large number of Ph.D. degree students in UCF's interdisciplinary biomedical sciences Ph.D. degree program. The center is a foundation for this training, as it provides an environment for cutting edge biomedical research at the core of graduate education.

Review Period Activity Highlights

- hired a new director of the Burnett School of Biomedical Sciences (BSBS) who also serves as director of BSC
- established new research divisions within BSBS and, by extension, strengthened the interactions within the center (cancer, cardiovascular disease, infectious disease, and neurodegenerative disease)
- received new awards from the National Institute of Health (NIH) in the use of nanoparticles for cancer therapy as well as in the area of macrophages and heart disease; another NIH award was renewed on first submission while another faculty member received renewal of a prestigious NIH merit award
- hired four new research productive faculty members into BSBS and, by extension, expanded the potential for interactions with the center
- secured several new patents (nine issued and four licensed in 2014)

Review Results

Strengths

- associated faculty are highly collaborative and interdisciplinary
- strong leadership
- some faculty members have highly productive and well-funded research programs

- faculty have strong engagement in a culture of innovation and commercialization

Challenges and Opportunities

- the center is not well defined by theme, structure, or location, and has essentially been subsumed into the Burnett School of Biomedical Sciences; it lacks a public identity
- there is a need to increase the number of research-intensive faculty members associated with the center
- associated faculty members carry high teaching demands relative to other medical school faculty putting the faculty members at a disadvantage in research productivity and weakening their position in the competition for external funds; this is a particular threat to junior faculty members
- relatively restricted research portfolio likely contributes to difficulty in recruiting postdoctoral trainees
- anticipated need for an additional and sustained investment in core services and infrastructure to support the increased number of faculty members associated with the center

Recommendations for Improvement

- review and refine the center's mission and research focus
- define the center's relationship with the Burnett School of Biomedical Sciences and differentiate the two, as appropriate
- refine and publicize the center's brand and public identity; collaborate with appropriate offices in this regard (e.g., UCF Communications and Marketing, college dean's office) and capitalize on the accomplishments of affiliated faculty members and graduates to expand the awareness of the center's impact
- assure that reporting activities comply with state and federal reporting requirements including the appropriate use of reporting formats
- affirm that awards, expenditures, and works are appropriately credited to the center (e.g., in contract and grant proposals and reports, scholarly publications, Board of Governors annual reports)
- explore utilization of the university's resources available to support center activities, including those resources supported by award overhead dollars (e.g., Office of Research and Commercialization, college support staff)
- work with the college to develop a plan to address the center's human resource needs and workload, with the goal of maximizing research productivity
- explore opportunities for interdisciplinary collaborations across campus

Reauthorization Decision

Reauthorize