



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees Meeting
Educational Programs Committee
September 18, 2019
3:30 p.m. – 5:00 p.m.
President's Boardroom, Millican Hall, 3rd floor
Conference call in phone number 800-442-5794, passcode 463796**

REVISED AGENDA

I. CALL TO ORDER

Robert Garvy
Chair, Educational Programs Committee

II. ROLL CALL

Gwen Ransom
*Executive Assistant to
Dr. Paige Borden*

III. MEETING MINUTES

- [Approval of July 18, 2019](#)
Educational Programs Committee
meeting minutes

Robert Garvy

IV. NEW BUSINESS

- 2019 SUS Textbook and
Instructional Materials Affordability
Annual Report ([EPC-1](#))
- Tenure with Hire ([EPC-2](#))
- 2019 Florida Equity Report ([EPC-3](#))
- Resubmission of New Degree Program
Bachelor of Science in Materials Science
and Engineering ([EPC-4](#))

Melody Bowden
*Interim Vice Provost for Teaching and Learning
Interim Dean, College of Undergraduate Studies*

Elizabeth A. Dooley
*Provost and Vice President for Academic Affairs
Professor, College of Community Innovation and
Education*

Nancy Myers
Director, Office of Institutional Equity

Paige Borden
Associate Provost and Chief Analytics Officer

- Provost Update:
 - Academic Spotlight Elizabeth A. Dooley
 - REAL Course Q&A and Digital Learning Panel Preparation (INFO-1) Elizabeth A. Dooley
 - Eastern Florida State College Notice of Intent (INFO-2) Elizabeth A. Dooley

V. OTHER BUSINESS

VI. CLOSING COMMENTS



UNIVERSITY OF CENTRAL FLORIDA

MINUTES
Board of Trustees
Educational Programs Committee
July 18, 2019
Fairwinds Alumni Center

CALL TO ORDER

Trustee Robert Garvy, chair of the Educational Programs Committee, called the meeting to order at 9:30 a.m. Committee members Vice Chair Beverly Seay, Trustee Kenneth Bradley, Trustee Danny Gaekwad, Trustee Kyler Gray, and Trustee William Self were present; Trustee David Walsh was also present.

MEETING MINUTES

The May 16, 2019, meeting minutes were submitted for approval, motion to approve was made by Trustee Bradley, and Trustee Self seconded. The committee unanimously approved the minutes as submitted

NEW BUSINESS

Conferral of Degrees (EPC-1)

Provost Elizabeth Dooley requested approval for conferral of degrees at Summer 2019 commencement ceremonies. Motion to approve was made by Trustee Bradley, and Trustee Gaekwad seconded. The committee unanimously approved Summer 2019 Conferral of Degrees.

Tenure with Hire (EPC-2)

Provost Dooley submitted six faculty members for Tenure with Hire. The newly hired faculty members were deemed eligible for tenure based on UCF requirements. Department faculty and the university administrative officers have approved granting tenure to these faculty members. Motion to approve was made by Trustee Self, and Trustee Gaekwad seconded. The committee unanimously approved Tenure with Hire.

New Degree Program – Doctorate in Sustainable Coastal Systems (EPC-3)

Dr. Elizabeth Klonoff, Dean of the College of Graduate Studies submitted the New Degree Program, Doctorate in Sustainable Coastal Systems in the College of Graduate Studies for approval. The proposed 72-credit hour STEM degree program will focus on human and natural processes and components that comprise, affect, and modify coastal systems. Motion to approve was made by Trustee Bradley, and Trustee Self seconded. The committee unanimously approved Sustainable Coastal Systems new degree program.

Provost's Update – Academic Spotlight:

Provost Dooley recognized two faculty members that recently received prestigious honors; Dr. Sudipta Seal, department chair and engineering professor was named fellow of the Royal Society of Chemistry for significant impact as a researcher in the field of chemical sciences; and Dr. Xiofeng Feng, assistant professor in Physics was named UCF's first Sloan Research Fellow, recognizing early career scientists. Dooley also highlighted UCF Downtown for very strong academic presence that will be the heart and soul of this new campus, which will be distinguished by dynamic teaching and learning, experiential learning, research, community engagement, and ability to deliver a life-changing educational experience.

REAL Courses (INFO-1)

Dean Paul Jarley, from the College of Business Administration provided an update on Relevant, Engaged, Active Learning (REAL) instruction modality. This modality focused on the enhancements to the course designs, impacts of student feedback, data related to student performance and student perception, and emphasized the ongoing continuous improvement activities.

Chair Garvy adjourned the Educational Programs Committee meeting at 10:50 a.m.

Reviewed by:

Robert A. Garvy
Chair, Educational Programs Committee

Date

Submitted by:

Janet Owen
Associate Corporate Secretary

Date

ITEM: EPC-1

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
September 18, 2019**

Title: 2019 SUS Textbook and Instructional Material Affordability Annual Report

Background:

House Bill 7019 passed during the 2016 Legislative Session and was signed into law by Governor Scott on 04/14/2016 (Chapter 2016-236, Laws of Florida). An amendment to Section 1004.085 regarding textbook and instructional materials affordability requires each university to submit an annual report by September 30 of each year to the Chancellor of the State University System. The report addresses the following: 1) required and recommended textbooks and instructional materials for general education courses; 2) specific initiatives of the university designed to reduce the costs of textbooks and instructional materials; and 3) university policies for the posting of textbooks and instructional materials.

Issues to be Considered:

2019 Textbook and Instructional Material Affordability Annual Report

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

Recommend approval of the 2019 Textbook and Instructional Material Affordability Annual Report.

Authority for Board of Trustees Action:

BOG Regulation 8.003

Committee Chair or Chair of the Board approval:

EPC Chair Robert Garvy approved this agenda item and all supporting documentation.

| | |
|----------------------|---|
| Submitted by: | Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education |
|----------------------|---|

Supporting

| | |
|-----------------------|--|
| Documentation: | Attachment A: Textbook and Instructional Materials Affordability Annual Report |
|-----------------------|--|

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|---------------------|--|
| Facilitator: | Melody Bowdon, Interim Vice Provost for Teaching and Learning and Interim Dean, College of Undergraduate Studies |
|---------------------|--|

**State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30**

| | | | |
|---|---------------------------------------|--|------|
| University of Central Florida | Fall 2018 and Spring 2019 | | |
| University Submitting Report | Semester(s) Reported* | | |
| | | | |
| Date Approved by the University Board of Trustees | Signature of Chair, Board of Trustees | Date | |
| | | | |
| Signature of President | Date | Signature of Vice President for Academic Affairs | Date |
| | | | |

*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.

1) Required and Recommended Textbooks and Instructional Materials for General Education Courses

a) Describe the textbook and instructional materials selection process for general education courses, including high enrollment courses.

Methodology for determining high enrollment: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Report the total number of courses (n).

General Education

Response:

UCF offered 722 GEP course sections in fall 2018 and 652 in spring 2019. Materials for each section were selected by faculty committees, course coordinators, or individual faculty members depending on the course and the department.

High Enrollment

Response:

UCF offered 139 high enrollment GEP course sections in fall 2018 and 124 in spring 2019. Materials for each section were selected by faculty committees, course coordinators, or individual faculty members depending on the course and the department.

b) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and instructional material(s).

Response:

See the tables on pages 2 and 3 for the GEP courses that did not have required or recommended textbooks or instructional materials.

Fall 2017

| Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials | Number of Sections |
|---|--------------------|
| AMH 2010: U.S. History: 1492-1877 | 1 |
| AST 2002: Astronomy | 1 |
| BSC 2010C: Biology I | 37 |
| CGS 1060C: Introductions to Computers | 11 |
| CGS 2100C: Computer Fundamentals for Business | 31 |
| CHM 2045C: Chemistry Fundamentals I | 20 |
| FIL 2030: History of Motion Pictures | 2 |
| GEO 2370: Resources Geography | 1 |
| MAC 1105C: College Algebra | 2 |
| MAC 2311C: Calculus with Analytical Geometry | 2 |
| PHI 2010: Introduction to Philosophy | 3 |
| PHY 2053C: College Physics I | 1 |
| STA 2014C: Principles of Statistics | 20 |
| THE 2000: Theatre Survey | 2 |
| THE 2020: Survey of Theatre for Majors | 1 |

Spring 2018

| Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials | Number of Sections |
|---|--------------------|
| AST 2002: Astronomy | 1 |
| BSC 2010C: Biology I | 34 |
| CGS 1060C: Introduction to Computers | 16 |
| CGS 2100: Computer Fundamentals I | 35 |
| ENC 1102: Composition II | 7 |
| EUH 2001: Western Civilization II | 1 |
| FIL 2030: History of Motion Pictures | 2 |
| HUM 2210: Humanistic Tradition I | 2 |
| HUM 2230: Humanistic Tradition II | 1 |
| MAC 2311C: Calculus with Analytical Geometry | 3 |
| PHI 2010: Introduction to Philosophy | 1 |
| PHY 2048C: General Physics Using Calculus I | 2 |
| STA 2014C: Principles of Statistics | 20 |
| WOH 2012: World Civilization I | 1 |
| WOH 2022: World Civilization II | 1 |

Fall 2018

| Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials | Number of Sections |
|---|--------------------|
| AMH 2010: U.S. History: 1492-1877 | 1 |
| AMH 2020: U.S. History: 1877-Present | 1 |
| BSC 1005: Biological Principles | 1 |
| CGS 2100C: Computer Fundamentals for Business | 33 |
| COP 3502C: Computer Science I | 14 |
| FIL 1000: Cinema Survey | 3 |
| FIL 2030: History of Motion Pictures | 2 |
| GEO 2370: Resources Geography | 2 |
| HUM 2020: Encountering the Humanities | 1 |
| MAC 2311C: Calculus with Analytic Geometry I | 11 |
| PHI 2010: Introduction to Philosophy | 3 |
| PHY 2053C: College Physics I | 1 |
| POS 2041: American National Government | 5 |
| STA 2014C: Principles of Statistics | 20 |
| THE 2000: Theatre Survey | 3 |
| | |
| | |
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| | |

Spring 2019

| Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials | Number of Sections |
|---|--------------------|
| AMH 2010: U.S. History: 1492-1877 | 1 |
| AMH 2020: U.S. History: 1877-Present | 2 |
| ANT 2000: General Anthropology | 1 |
| BSC 2010C: Biology I | 33 |
| COP 2500C: Concepts in Computer Science | 8 |
| COP 3502C: Computer Science I | 21 |
| COT 3100C: Intro to Discrete Structures | 15 |
| FIL 1000: Cinema Survey | 2 |
| FIL 2030: History of Motion Pictures | 2 |
| FIL 3036: Film History I | 1 |
| FIL 3037: Film History II | 1 |
| GEO 2370: Resources Geography | 1 |
| HUM 2020: Encountering the Humanities | 2 |
| PHI 2010: Introduction to Philosophy | 2 |
| PHY 2053C: College Physics I | 2 |
| POS 2041: American National Government | 6 |
| PSY 2012: General Psychology | 1 |
| STA 2014C: Principles of Statistics | 20 |
| THE 2000: Theatre Survey | 1 |

2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

Response:

UCF Libraries is working on several fronts to reduce the costs of textbooks and instructional materials.

Student Success/Textbook Affordability Librarian

In March 2019, a Student Success/Textbook Affordability Librarian was hired, providing a dedicated representative and point of contact among the libraries, faculty, and other university partners in this work. In addition to promotion and outreach of Textbook Affordability efforts, the Librarian locates and connects with faculty who are providing zero cost materials to their students, identifies the type of course materials used, and tracks potential student savings. Prior to the arrival of this librarian, UCF Librarians partnered with faculty to create an open textbook: Anthology of Medieval Literature; the team is has also been involved with a Complete Florida grant which supported creation of several more open educational resources.

STARS

Faculty share open course resources through STARS, the university repository Showcase of Text, Archives, Research & Scholarship (<https://stars.libraries.ucf.edu/>).

Faculty Development Programming

Ongoing presentations are made to faculty in collaboration with the Faculty Center for Teaching and Learning to promote textbook affordability efforts at UCF. UCF Librarians also provide direct programming to faculty at department meetings on Textbook Affordability.

Library e-Books

UCF Librarians actively search for textbooks that are available as e-books with unlimited use. Once these books are identified and purchased, faculty are informed of their availability and asked to share this information with students in their courses. Since the fall 2018 semester, 93 courses with a total of 154 sections have used a library e-book as a replacement of the course text, with a potential savings of \$391,457. For comparison, the fall 2018 and spring 2018 semesters had a combined total of 58 sections with e-book replacements.

Use of Free Resources

UCF Librarians support faculty in locating compilations of free resources in lieu of textbooks. Since the fall 2018 semester, 8 courses with a total of 22 sections used a combination of resources freely available to students instead of a traditional textbook.

Print Textbook Reserve Collection

A print textbook reserve collection was started in fall 2018 with a contribution of \$10,000 from the library to purchase 57 textbooks for courses with high drop, fail, or withdraw rates, or that supported general education courses. This collection provides first-come, first-serve access to textbooks for a two-hour loan period. This collection was supplemented with a \$2,000 grant from Student Government Association and additional donations from faculty, students, and other campus units.

Textbook Donation Drive

UCF Libraries partnered with Student Government Association and Knights Pantry on a Textbook Donation Drive at the end of the Spring 2019 term. More than 60 books were donated to support 39 courses through the Print Textbook Reserve. The estimated value of the books donated in the spring was more than \$6,000.

UCF's bookstore offers several cost saving choices that enable students to select the purchasing options that meet their needs.

Price Match Program

Students compare the cost of course materials at off-campus bookstores (e.g., BN.com, Amazon, and local bookstores). If they find course materials at a lower price, UCF's bookstore, Barnes & Noble, will match it. This program is also more convenient for students; they don't need to wait for materials to ship or leave campus to pick them up.

Rental Program

This program allows students to rent new or used textbooks. It provides an affordable option and convenience. Students can purchase textbook rentals in-store or online with any form of tender; highlight text and make notes on pages; keep books until finals are over; and return books at the bookstore or through the mail. On average, the cost savings for rental books is 70 to 80 percent.

Used Course Materials Option

Students also have the option to purchase used textbooks through UCF's Cash for Books program. At the end of each semester, students can sell their books back to Barnes & Noble for cash. Depending on the condition, students can receive up to 50 percent of the new textbook price. The bookstore closely reviews

course information to identify those materials that may be used again. The bookstore then notifies students who have purchased those titles that their books can be sold back to the store. As a result, the next year's students are able to purchase these used books at a discounted price, giving all students the opportunity to save money through used textbooks. Nearly eighty percent of all titles are available for purchase at all of UCF's campuses as used course materials.

Digital Option

Digital textbooks allow students to save up to 60 percent and stay on the cutting-edge when it comes to digital learning materials. The bookstore's digital offerings were also designed with convenience in mind, allowing students to purchase using any form of tender and access these materials immediately following their purchase or digital rental. To optimize the digital experience, the bookstore offers the newly released Yuzu™ Web, iOS® and Android™ apps. Nearly forty percent of textbooks are currently offered in a digital format.

b) With the implementation of the initiatives, has there been any reduction in the cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

Response:

Through UCF Libraries' initiatives, student savings are as follows:

| Term | Total Number of Students | Total Savings | Average Savings Per Student |
|-------------|---------------------------------|----------------------|------------------------------------|
| Fall 2017 | 1,739 | \$202,935 | \$116.70 |
| Fall 2018 | 5,854 | \$443,160 | \$75.71 |
| | | | |
| Spring 2018 | 1,640 | \$163,995 | \$100.00 |
| Spring 2019 | 3,325 | \$448,173 | \$134.79 |

Potential student savings for UCF Libraries' initiatives are calculated using the following methodology. Once a course has been identified as offering one or more course materials made available to students at no cost, the new cost of the previously used text is multiplied by the number of students in the course. Course materials tracked are Open Educational Resources (OER), library one-to-one ebook replacements, or course collections assembled from multiple sources.

Through price match, textbook rentals, used course materials, and digital options, student savings are as follows:

| Term | Savings Amount | Savings Percentage |
|-------------|----------------|--------------------|
| Fall 2017 | \$2,685,439 | 19 percent |
| Fall 2018 | \$2,269,045 | 17.13 percent |
| | | |
| Spring 2018 | \$2,450,784 | 17.8 percent |
| Spring 2019 | \$2,289,853 | 18.06 percent |

In fall 2018, textbook rentals were available for 77.5 percent of textbook titles; 79 percent were available in fall 2017. The rental availability for spring 2019 was 77.8 percent and 78.9 percent in spring 2018.

In fall 2018, a digital option was available for 40.9 percent of titles, 41.2 percent in fall 2017. In spring 2019, 43.7 percent of textbook titles were available digitally, 38.7 percent in spring 2018.

3) University Policies for the Posting of Textbooks and Instructional Materials

a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class. For course sections that require or recommend textbooks and instructional materials based on individual student needs (e.g., audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

Response:

UCF's Regulation 2.032 Textbook Adoption was amended on July 15, 2016, to align with the amended Section 1004.085 of the Florida Statute requiring textbooks or instructional materials to be posted on the bookstore's website 45 days before the first day of class for each term. In support of this regulation, UCF has implemented a Textbook and Instructional Materials Affordability communication timeline (refer to Appendix A), which ensures a timely process for the adoption of textbooks and instructional materials.

In addition, a website allows students to search for required textbooks and instructional materials and makes them aware of the Price Match Program, rental options, and other affordable choices.

b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

Response:

UCF continues to see improvement in the adoption of textbook and instructional materials by the 45-day deadline.

| Semester | Adoption Rate |
|-------------|---------------|
| Fall 2017 | 85 percent |
| Fall 2018 | 95 percent |
| | |
| Spring 2018 | 97 percent |
| Spring 2019 | 97 percent |

c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section complies if all textbooks and instructional materials in the course section have been entered by the deadline.

Response:

| Year | Date | | # of Courses | Percent |
|------|---------------------|------------|--------------|---------|
| 2018 | Fall | | | |
| | Total | | | |
| | 1 st Day | 08/20/2018 | 6531 | 95% |
| | 45-Day | 07/06/2018 | 5840 | 95% |
| 2019 | Spring | | | |
| | Total | | | |
| | 1 st Day | 01/07/2019 | 6361 | 98% |
| | 45-Day | 11/23/2018 | 5938 | 97% |

d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

Response:

| Year | Date | # of Courses | Percent |
|------|----------------|--------------|---------|
| 2018 | Fall | | |
| | Total | | |
| | 1st Day | 08/20/2018 | 356 |
| | 45-Day | 07/06/2018 | 266 |
| 2019 | Spring | | |
| | Total | | |
| | 1st Day | 01/07/2019 | 148 |
| | 45-Day | 11/23/2018 | 188 |

In most cases, the small number of sections for which the deadline was not met was due to a staffing issue (new faculty, shifting assignments, etc.).

e) Report the number of courses that received an exception to the reporting deadline. Describe the exception(s).

Response:

There were two exceptions received for Spring 2019.

PSB 3002 – Physiological Psychology

The instructor for this course was assigned after the posting deadline. An exception was requested and approved to change the previously submitted course materials.

PSB 3441 – Psychobiological Aspects of Drugs

The instructor for this course was assigned after the posting deadline. An exception was requested and approved to change the previously submitted course materials.

ITEM: EPC-2

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
September 18, 2019**

Title: Tenure with Hire

Background:

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.

The recommendation of a faculty member for tenure shall signify that the president and the Board of Trustees believe that the employee will continue to make significant and sustained professional contributions to the university and the academic community.

The primary purpose of tenure is to protect academic freedom. The award of tenure shall provide annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Issues to be Considered:

Please refer to Attachment A - Tenure with Hire Justification.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

Faculty are considered employees of the university and like other employees, compensation is negotiated during the hiring process. Recommendations for tenure are considered independently from compensation. Faculty who are awarded tenure will have annual reappointment until voluntary resignation, retirement, removal for just cause, or layoff.

Recommended Action:

The department, college and Provost support the recommendations for tenure with hire.

Authority for Board of Trustees Action:

UCF 3.015(4)(a)5 – Promotion and Tenure of Tenured and Tenure-earning Faculty

Committee Chair or Chair of the Board approval:

EPC Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by: Jana L. Jasinski, Vice Provost for Faculty Excellence and
Pegasus Professor of Sociology

**Supporting
Documentation:** **Attachment A:** Tenure with Hire Justification

Facilitator: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Attachment A

**Tenure with Hire Justification
Board of Trustees Meeting
September 18, 2019**

**Ryan P. McMahan, Associate Professor
College of Engineering and Computer Science, Department of Computer Science**

Dr. Ryan McMahan received his Ph.D. in computer science and applications from Virginia Tech. He comes to UCF from the University of Texas at Dallas, where he was an associate professor of computer science. While at the University of Texas, he held a joint appointment in the School of Arts, Technology, and Emerging Communication and was the recipient of the Provost's Award for Faculty Excellence in Undergraduate Research Mentoring and Outstanding Faculty Teaching Award, Erik Jonsson School of Engineering and Computer Science. Dr. McMahan is a National Science Foundation CAREER award winner. He has several highly-cited publications in the area of virtual reality and has also done fundamental research on how the fidelity of virtual reality displays influences the performance of users – a key concern in the field of Human-Computer Interaction. Dr. McMahan has published in a number of peer-reviewed journals, has numerous conference papers and workshop papers. He has presented at many regional and national invited talks and panels. Dr. McMahan has extensive teaching experience at the undergraduate and graduate levels, having taught courses in human computer interactions, virtual reality, and advanced operating systems. He has advised doctoral and masters students and has served on many dissertation and thesis committees. Dr. McMahan serves as *International Journal of Human-Computer Studies (IJHCS)* associate editor and as review editor for *Frontiers in Virtual Environments*, among many other service activities in the profession, school, and university. The Department of Computer Science and College of Engineering and Computer Science support the recommendation for tenure with hire.

**Eric W. Schrimshaw, Professor
College of Medicine, Department of Internal Medicine**

Dr. Eric Schrimshaw received his Ph.D. in social/personality psychology from the City University of New York. He comes to UCF from Columbia University, where he was an associate professor of sociomedical sciences. At UCF, he will serve as the Chair of the Department of Population Health Sciences in the College of Medicine. While at Columbia University, Dr. Schrimshaw held the position of acting deputy chair for masters programs in the Department of Sociomedical Sciences and served as co-lead of the MPH Certificate Sexuality, Sexual, and Reproductive Health program. His research has focused on addressing health inequalities, with a particular focus on reducing disparities in HIV infection among men who have sex with men. Dr. Schrimshaw has numerous peer reviewed journal articles, book publications, and has presented at national and international conferences. He has teaching experience at the undergraduate and graduate levels and has taught online survey research methods and quantitative research design in the social sciences. Dr. Schrimshaw has contributed to teaching including innovative course development

and has successfully mentored an impressive list of students. He was the recipient of the Outstanding Teaching Award, Calderone Jr. Faculty Research Award, and is a full member of the International Association for Sex Research. Dr. Schrimshaw serves on the editorial board for *Archives of Sexual Behavior* and as consulting editor for *Psychology of Sexual Orientation and Gender Diversity*, as well as having served on department and university committees. His research and academic contributions indicate that he meets the criteria for tenure. The Department of Internal Medicine and College of Medicine support the recommendation for tenure with hire.

Janice Seabrooks-Blackmore, Professor
College of Community Innovation and Education, School of Teacher Education

Dr. Janice Seabrooks-Blackmore received her Ph.D. in special education from Florida State University. She comes to UCF from University of North Florida, where she was a professor and served as chair of the Department of Exceptional, Deaf, and Interpreter Education. At UCF, she will serve as Executive Director of the Florida Center for Students with Unique Abilities. Dr. Seabrooks-Blackmore has published a number of peer-refereed journal articles, book and book chapters. She has presented at numerous regional, national, and international conferences, and invited professional presentations. Dr. Seabrooks-Blackmore has served on many doctoral dissertation committees as a member, co-chair, and chair. While at the University of North Florida, she served as a lead faculty for the Advancing College Competency: Encouraging Student Success (ACCESS) Academy and was a research associate for the Florida Institute on Education. Dr. Seabrooks-Blackmore has a strong record of service to her department, college, community, and profession. She has made important contributions to the field of Special Education and has established a strong national reputation, particularly for her leadership in the area of initiative related to issues related to the needs of children, adolescents, and adults who have unique needs. Her contributions will be beneficial to UCF and the state of Florida. The School of Teacher Education and the College of Community Innovation and Education support the recommendation for tenure with hire.

ITEM: EPC-3

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
September 18, 2019**

Title: 2019 Florida Equity Report

Background:

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

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.

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

Issues to be Considered:

Please refer to Attachment A: 2019 Florida Equity Plan

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

Recommend approval of the 2019 Florida Equity Report.

Authority for Board of Trustees Action:

Florida Board of Governors regulation 2.003 (5) and (7), Equity and Access

Committee Chair or Chair of the Board approval:

EPC Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

**Supporting
Documentation:** Attachment A: 2019 Florida Equity Report

Facilitator: Nancy Myer, Director, Office of Institutional Equity

Attachment A



Florida Equity Report

Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2019

University of Central Florida

Data Year: July 1, 2017 – June 30, 2018

Approved by University Board of Trustees: September 18, 2019

Thad Seymour, Jr., Interim President:

Signature

Date approved by University President: _____

Submitted by:

Nancy Fitzpatrick Myers, Director
University of Central Florida
Office of Institutional Equity
12701 Scholarship Drive, Suite 101
Orlando, FL 32816-0030
(407) 823-1336
ois@ucf.edu

Date Sent: _____

**2019 Florida Educational Equity Act Report
University of Central Florida
Data Year 2017-2018**

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ATTACHMENTS

- A. Division of Student Development and Enrollment Services 2017-18 Equity Report
- B. President's Statement
- C. Office of Multicultural Academic and Support Services Program
- D. Office of Diversity and Inclusion's 2017-18 Annual Report

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Part I: Executive Summary

The annual Florida Educational Equity Act report encompasses enrollment, gender equity in athletics, and employment as required by statute. Each university Equity Officer is responsible for preparing the report for approval by its Board of Trustees and the University President, and submitting the report to the Florida Board of Governors annually. The University of Central Florida's Office of Institutional Equity (OIE) prepares the Florida Equity Report annually to fulfill state requirements. These include provisions within the Florida Educational Equity Act (§1000.05, Fla. Stat.) and the Florida Board of Governors' Equity Regulation 2.003 Equity and Access. The report includes information on the University's progress in implementing strategic initiatives and performance related to equity and access in student enrollment, athletics, and employment. The data focuses on women and members of specified race/ethnic protected classes or underrepresented minority groups. Beginning with Summer 2010, Integrated Post-Secondary Education Data System (IPEDS) terminology for these classes was used for reporting. The classes are:

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

Data on Whites (W) and Non-Resident Aliens (NRA) are also included in the tables provided in this report.¹ This 2019 Florida Equity Report covers fiscal year 2017 – 2018.

A. Description of Plan Development

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

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

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B. Summary of Institutional Progress

Policies and Procedures in Support of Equity (Part II)

In 2017-2018, UCF reviewed its policies and procedures related to non-discrimination and compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Pregnancy Discrimination Act, the Americans with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. As set forth in the 2018 Florida Equity Report, this resulted in the development of the University's *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy, No. 2-004.1*, as well as the review and update of Regulations UCF-3.001 (*Non-Discrimination; Affirmative Action Programs*), UCF-3.0134 (*Complaints and Grievances Alleging Discrimination, Discriminatory Harassment or Retaliation*), and UCF-5.020 (*Religious Observances*) to reflect consistent language among UCF's regulations, policies and procedures. The updated regulations were approved by the Board of Trustees on October 26, 2017.

Academic Program Reviews (Part III)

The UCF's Institutional Knowledge Management office provided data and quantitative tables for 2017-2018 to illustrate the University's status in enrollment, retention/graduation rates and completions (Part III Tables 1-8). The following are some highlights of that data:

- Gender:
 - For First Time in College (FTIC) enrollment, female enrollment for 2017-18 was 54%, which was relatively consistent with the prior year's data of 53%. Enrollment for fulltime transfers was consistent with prior years with a total enrollment of 57.6% female.
 - The overall retention rate for full time FTICs after one year increased from 89.6% to 90.4%. The retention rates for full time FTICs after one year increased for both males and females. Specifically, for female students, the retention rate increased from 90.4% to 91.3%. For male students, the retention rate increased from 88.6% to 89.4%. Also, the overall graduation rate after six years increased from 70% to 72.4%. The graduation rate increased for both males and females. Specifically, for female students, the graduation rate increased from 73.9% to 76.5%. For male students, the graduation rate increased from 65.5% to 67.6%.
 - Similar to last year's report, female students continued to obtain a higher percentage of Bachelor's degrees (59%), Master's degrees (60%), and First Professional degrees (51%). However, UCF experienced a decrease in the number of Doctoral degrees awarded to female students (74 to 63; 51% to 43%), which is lower than the percentage awarded in 2012-13 (45%).

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- *Racial and Ethnic Diversity:*
 - Enrollment of FTIC underrepresented students in Fall 2018 was 47.3%, which was a slight increase from Fall 2017 (46.8%). Transfer enrollment continued to show growth in 2017-18 reaching 52.9% (an increase from 51.5% for 2017).
 - With regard to retention rates for full time FTICs after one year, students that identified as Asian, Black or Hispanic (93.5%, 92.6%, 91.3%, respectively) were retained at a higher rate than the overall retention rate (90.4%). Compared to the previous year where all categories experienced an increase in retention rates except Asian students, the 2018 data demonstrated that five categories experienced an increase in the retention rates (Non-Resident Alien; Black; Asian; Hispanic; and, White), while the remaining four categories experienced a decrease in the retention rates (American Indian/Alaskan Native; Native Hawaiian/Other Pacific Islander; Two or More Races; and, Unknown). With regard to the overall graduation rate after six years (72.4%), Asian students had the highest graduation rate (77.6%) followed by Unknown (75%), White students (72.9%), Hispanic students (71.8%), American Indian/Alaskan Native White students (71.4%), students identifying as Two or More Races (69.4%), Black students (69.3%), Non-Resident Alien students (68.4%), and Native Hawaiian/Other Pacific Islanders (63.6%).
 - Underrepresented students received 45.9% of Bachelor's degrees and Master's degrees, 53% of Doctoral degrees, and 36% of First Professional degrees. This was an increase for all degree levels compared to last year's report.
 - Similar to last year's report, the 2017-18 data pertaining to racial and ethnic diversity for students that earned First Professional degrees revealed a high percentage of students that fell within the "Unknown" category (15.5% for 2018 compared to 20.7% for 2017). There was a notable increase for students identifying as two or more races (1 to 4), as well as a doubling in the number of degrees awarded to Hispanic students compared to last year's data (10 to 20), and slight increases for Black students (2 to 3) and Asian students (25-30).

Goals & Results:

For the 2017-2018 academic year, the university's goal was to maintain or increase protected class member degrees at all levels, and increase protected class members obtaining First Professional Degrees. With regard to Bachelor's degrees, UCF achieved its goal. UCF remained consistent with 59% being earned by female students. UCF increased the number and percentage of Bachelor's degrees awarded to students that identified as Black, Asian, Hispanic, Hawaiian/Other Pacific Islander and two or more races. American Indian/Alaskan Native and Non-Resident Alien remained the same.

With regard to Master's Degrees, UCF achieved its goal as to female students and maintained its overall racial and ethnic diversity. UCF remained consistent with 60% being earned by female students. With regard to racial and ethnic diversity, although Master's Degrees for students identifying as Non-Resident Alien, Black, Asian, or Hispanic all increased in terms of

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number and overall percentage, the changes with regard to most of the individual races/ethnicities was not significant. Nevertheless, this resulted in an increase in the overall percentage of underrepresented students earning Master's degrees at UCF (from 41.7% to 45.3%).

With regard to Doctoral Degrees, UCF did not achieve its goal. As set forth above, with regard to female students, the number of degrees awarded decreased (74 to 63) and the percentage decreased (from 51% to 43%). With regard to its overall racial and ethnic diversity, UCF increased its percentage of underrepresented members (from 50.5% to 53%). However, the number and percentages for underrepresented members decreased in all categories except Non-Resident Alien and two or more races.

With regard to First Professional Degrees, UCF achieved its goal as to racial and ethnic diversity in that it increased its overall diversity percentage to 36% (from 26.1%) despite 15.5% remaining Unknown. All underrepresented categories remained the same or increased in terms of the number of degrees and percentage with the exception of American Indian/Alaskan Native which decreased slightly in percentage. However, with regard to women, UCF decreased the number and percentage awarded to students identifying as female – specifically, 82 rather than 85 degrees and 51% rather than 57%

Goals for 2018-2019: Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees.

Gender Equity in Athletics (Part IV)

The University of Central Florida evaluated the eleven elements of equity requested. Data for 2017-2018 demonstrated the following:

- The university was compliant with regard to student-athlete participation. Specifically, the 2017-18 female undergraduate enrollment was 54% and the female athletics participation ratio was 54%.
- For the 2017-18 academic year, all sports were funded at the NCAA maximum limits per sport. Although in prior years there was a variance beyond 1% with regard to scholarship offerings, UCF Athletics has corrected this according to the data provided for 2017-18. Specifically, the unduplicated female student-athletes ratio was 49% and these students received 48% of the scholarship funding (\$3,467,174). The unduplicated male student-athletes ratio was 51% and these students received 52% of scholarship funding (\$3,825,112). Since the scholarship offerings are within a 1% variance, they are compliant.
- Resources allocated for women's sports programs are comparable to their male counterparts. Both men's and women's programs are provided with all the necessary resources to be competitive nationally.

For the 2017-2018 academic year, the university's goal was to reduce the variance in scholarship offerings. As set forth above, UCF Athletics achieved this goal.

Goals for 2018-19: UCF Athletics is in the process of upgrading the locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field. Part of the facilities upgrade will

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also include new offices for Olympic Sport coaches and their assistants. This will be a project that will span over the next three years.

Employment Representation (Part V)

The UCF's Institutional Knowledge Management office provided data and quantitative tables to illustrate the university's status in faculty/staff compositions (Part V Tables 1-4). The University of Central Florida increased the number of tenured faculty members during 2017-18 (608 to 682), including the number of female faculty from 195 to 219 (32%). However, compared to national standards, this remains an area in need of improvement. With regard to racial and ethnic diversity, all categories for tenured faculty experienced an increase except for Non-Resident Alien and Unreported. Faculty that identified as Asian had the largest increase (17.1% increase; 111 to 130), followed by faculty that identified as Black (15.4% increase; 26 to 30). Although when using comparative national standards, the category for tenured Black faculty members was no longer identified as an area in need of improvement, it is important to note that the overall percentage of tenured Black faculty members in 2018 (4.39%) was less than the percentage in 2013 (5.16%). Hispanic faculty members experienced a similar percentage decrease. Moreover, the total number of tenured Black faculty members (30) has remained the same compared to 2013 despite the nearly 15% increase in total number of tenured faculty members.

With regard to tenure-track faculty, unlike the prior two years' reports, tenure-track female faculty members decreased in their overall percentage (from 46% to 40%). During 2017-18, UCF experienced an increase in tenure-track faculty members who identified as two or more races/ethnicities (3 to 4; 33.3% increase), Non-Resident Alien (40 to 51; 27.5% increase), Asian (42 to 49; 16.7% increase), Hispanic (26 to 29; 11.5% increase), and White (158 to 174 (10.1% increase). For tenure-track Black faculty members, there was a 7.7% decrease (13 to 12). Utilizing comparative national standards, this year's review did not identify any areas in need of improvement with regard to tenure-track faculty.

With regard to non-tenure-earning faculty, approximately 54% identified as female. Compared to the prior year, the university increased the number of non-tenure-earning faculty from 546 to 560, and increased the number of faculty that identified as Non-Resident Alien (9 to 15), two or more races (6 to 9), Asian (30 to 34), and White (432 to 434). The number of non-tenure-earning faculty that identified as Black or Hispanic remained the same. Although non-tenure-earning faculty that identified as Black was noted as an area in need of improvement using comparative national standards in last year's report, this year's review did not identify any areas in need of improvement with regard to non-tenure-earning faculty.

With regard to management positions, compared to the prior year, UCF decreased the number of management occupations in 2017-18 by 10% (844 to 759) whereas for 2016-17, there was a 7% increase. Although the number of management occupations held by female employees decreased (495 to 463), female employees filled 61% of the management occupations, which was an increase from 2017 (59%). Except for Native Hawaiian/Other Pacific Islander and Non-Resident Alien, all racial/ethnic categories experienced a decrease in the number of positions held by that particular category. However, the overall diversity for management occupations remained

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close to 29%. Utilizing comparative national standards for management occupations, this year's review did not identify any areas as areas in need of improvement.

For the 2017-2018 academic year, the university's goals were to increase the number of tenured faculty that identify as female, Black, Hispanic, American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander; increase the number of tenure-track faculty that identify as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander; and, increase the number of non-tenure-earning faculty that identify as Black. With regard to tenured positions, UCF achieved most of its goals. Specifically, although UCF increased the number of female faculty members by 24 (from 195 to 219), using comparative national standards, this remained an area in need of improvement. UCF also increased the number of tenured faculty members that identified as Black (from 26 to 30), Hispanic (from 35 to 39), and American Indian/Alaska Native (from 2 to 4). However, for Native Hawaiian/Other Pacific Islander, the number of faculty remained at zero. With regard to tenure track faculty, UCF did not achieve its goal as the number of faculty members that identified as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander remained at zero. With regard to non-tenure-earning faculty, UCF did not achieve its goal as the number of faculty that identified as Black remained the same (21).

Goals for 2018-2019: For tenured faculty, increase the number of tenured faculty that identify as female and increase the overall diversity percentage for this group. For tenure-track faculty, maintain or increase the overall diversity percentage for this group. For non-tenure-earning faculty and executive /administrative/ managerial positions, increase the overall diversity percentage for these groups.

Protected Class Representation (Part VII)

Of the 38 total applicants for the tenure granting process, 37 were granted tenure. Nineteen female faculty and thirteen underrepresented faculty were granted tenure.

Promotion and Tenure Committee Composition (Part VIII)

The table set forth in Part VIII provides information on the extent of diverse participation or involvement of women and ethnic/racial minorities in the promotion and tenure process. Overall, of the 438 committee members, 296 identified as White (67%), 81 as Asian (18%), 27 as Hispanic (6%), 14 as Black (3%), and two as American Indian/Alaska Native (0.45%). Similar to last year's report, women comprised approximately 29% of the 438 committee members. Efforts to obtain diverse representation on committees is continually sought and improvement is expected to continue.

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C. Budget Plan

The University of Central Florida has maintained resources that support equity goals as set forth in Section IX of this report, as well as the 2017-18 Equity Report submitted by the Division of Student Development and Enrollment Services (Attachment A).

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Part II: Policies and Procedures in Support of Equity

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

| Regulation/Policy | Web Address |
|--|---|
| UCF-3.001 Non-Discrimination; Affirmative Action Programs | https://www.oie.ucf.edu/documents/NonDiscriminationAffirmativeAction.pdf |
| UCF-3.0134 Grievances Alleging Discrimination | https://www.oie.ucf.edu/documents/GrievancesAllegingDiscrimination.pdf |
| UCF-5.006 Student Rights and Responsibilities | https://regulations.ucf.edu/chapter5/documents/5.006StudentsRightsResponsibilitiesFINALJune18.pdf |
| UCF-5.007 Office of Student Conduct; Scope; Definitions; Student Conduct Records; Special Student Panels | https://regulations.ucf.edu/chapter5/documents/5.007OfficeStudentCondScopeFINALJuly18.pdf |
| UCF-5.008 Rules of Conduct | https://regulations.ucf.edu/chapter5/documents/5.008RulesofConductFINALJuly18.pdf |
| UCF-5.009 Student Conduct Review Process; Sanctions | https://regulations.ucf.edu/chapter5/documents/5.009StudentConductRevProcFINALJuly18.pdf |
| UCF-5.010 Student Conduct Appeals | https://regulations.ucf.edu/chapter5/documents/5.010StudentConductAppealsFINALJan18.pdf |
| UCF-5.012 Organizational Rules of Conduct | https://regulations.ucf.edu/chapter5/documents/5.012OrgsRulesofConductFINALJuly18.pdf |
| UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals | https://regulations.ucf.edu/chapter5/documents/5.013StuOrgConductRevFINALJuly18.pdf |
| UCF-5.020 Religious Observances | https://www.regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf |
| Policy 2-700 Reporting Misconduct and Protection from Retaliation | https://policies.ucf.edu/documents/2-700ReportingMisconductAndProtectionFromRetaliation.pdf |

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| Policy 2-004.1 Prohibition of Discrimination, Harassment and Related Interpersonal Violence ² | https://policies.ucf.edu/documents/2-004.1ProhibitionOfDiscriminationHarassmentAndRelatedInterpersonalViolence.pdf |
|--|---|

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

| Policy/Procedures/Guidelines | Web Address |
|--|---|
| UCF Employee Code of Conduct | https://compliance.ucf.edu/files/2019/07/UCF-Code-Of-Conduct-2019-FinalRev.pdf |
| The Golden Rule Student Handbook | http://sdescms.smca.ucf.edu/goldenrule/wp-content/uploads/sites/64/2019/06/goldenrule1.pdf |
| OIE Investigation Procedures | http://oie.ucf.edu/documents/DiscriminationGrievanceInvestigationProcedure.pdf |
| OIE Search and Screening Guidelines | http://www.oie.ucf.edu/documents/SearchScreeningGuidelines.pdf |
| OIE Recommendations for Obtaining a Diverse Applicant Pool | http://www.oie.ucf.edu/documents/DiverseApplicantPool.pdf |
| OIE Guidelines for an Internal Search | http://www.oie.ucf.edu/documents/InternalSearch.pdf |
| OIE Search Committee Guidelines Incorporating Search Firms | http://www.oie.ucf.edu/documents/SearchFirms.pdf |
| Faculty Hiring Guide | http://www.oie.ucf.edu/documents/FacultyHiringGuide.pdf |
| A&P Hiring Guide | http://www.oie.ucf.edu/documents/APHiringGuide.pdf |

² Policy No. 2-004.1 specifically states that the “university does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual’s race, color, ethnicity, national origin, religion, or non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran’s status (as protected under the Vietnam Era Veterans’ Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law.” This policy further states that the “university prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for reporting, in good faith, any of these forms of conduct or participating in or being a party to any investigation or proceeding under this Policy...” Similar language is reflected in Regulations UCF-3.001 and UCF-3.0134.

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|--|---|
| OIE Service and Assistance Animal Policy | http://www.oie.ucf.edu/documents/AnimalsasAccommodationPolicy.pdf |
| OIE Protocol for Department Providing Reasonable Accommodation | http://www.oie.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf |
| Reasonable Accommodation Request Form | http://www.oie.ucf.edu/documents/UCFReasonableAccommodationRequestForm.pdf |
| Religious Accommodation: Guidelines for Departmental Procedures for Requests | http://www.oie.ucf.edu/documents/ReligiousAccommodationGuidelines.pdf |
| Student Accessibility Services “Get Connected” | https://sas.sdes.ucf.edu/get-connected/ |
| Student Accessibility Services “How To Request Accommodations” | http://sas.sdes.ucf.edu/wp-content/uploads/sites/22/2018/04/CAL-Request-Knights-Access.pdf |
| Student Accessibility Services “How to Cancel or Modify Accommodation Request” | http://sas.sdes.ucf.edu/wp-content/uploads/sites/22/2018/04/CAL-Modify-Knights-Access.pdf |
| Student Accessibility Services Grievance and Appeal Procedures | http://sas.sdes.ucf.edu/wp-content/uploads/sites/22/2017/12/grievance_process1.pdf |

In addition to the above items set forth in previous Florida Equity Reports, OIE has developed the following forms and procedures to further assist with implementation of the regulations and policies set forth above:

- Request for Reasonable Accommodation Form for employees and applicants in Spanish (<https://www.oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormSpanish.pdf>);
- Discrimination Grievance Intake Form in Spanish (<https://www.oie.ucf.edu/documents/DiscriminationGrievanceIntakeFormSpanish.pdf>);
- Request for Accommodations Form from members of the public (<https://www.oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPublic.pdf>);
- Student Request for Accommodations Form based on pregnancy, pregnancy-related condition and/or childbirth (<https://www.oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPregnancy.pdf>); and,
- Procedure for Conducting Fundamental Alterations Assessments (<https://www.oie.ucf.edu/documents/ProcedureforFundamentalAlterationsReview.pdf>)

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Also, OIE, in consultation with campus partners, is currently in the process of developing guidelines related to nondiscrimination based on pregnancy, pregnancy-related conditions and/or childbirth. OIE anticipates finalizing these guidelines in 2019.

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

Each year, the Office of Institutional Equity notifies all faculty and staff members regarding the university's commitment to non-discrimination (see President's Statement) (Attachment B), and requires all new employees to complete an online training regarding UCF's commitment to non-discrimination, applicable regulations and policies, and procedures available for reporting concerns of this nature. Further, UCF widely communicates pertinent compliance information throughout the campus. Discussions, awareness, and training are conducted broadly at such venues as new student, employee, and faculty orientation sessions; new supervisor training; and, in-service programs for resident assistants. During 2017-18, the Office of Institutional Equity also provided in-person discrimination prevention training and training regarding Title IX to various departments, and will continue to do so in the next academic year. In February 2018, the Office of Institutional Equity in partnership with Human Resources hosted multiple sessions with the Equal Employment Opportunity Commission for employees, particularly managers, regarding "What You Need to Know About the Americans with Disabilities Act."

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

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

Table 1. First-Time-In-College Enrollment (Full-time)

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|--|--------|-------|--------|-------|-------|--------|-------|-------|--------|--------|
| Men | 52 | 251 | 4 | 280 | 852 | 5 | 1653 | 135 | 32 | 3264 |
| Women | 47 | 392 | 3 | 282 | 963 | 3 | 1901 | 171 | 36 | 3798 |
| Total Fall 2018 | 99 | 643 | 7 | 562 | 1815 | 8 | 3554 | 306 | 68 | 7062 |
| Category % of Total Fall 2018 | 1.4% | 9.1% | 0.1% | 8.0% | 25.7% | 0.1% | 50.3% | 4.3% | 1.0% | 100.0% |
| | | | | | | | | | | |
| Total FALL 2017 | 75 | 593 | 10 | 489 | 1739 | 6 | 3429 | 295 | 42 | 6678 |
| Category % of Total FALL 2017 | 1.1% | 8.9% | 0.1% | 7.3% | 26.0% | 0.1% | 51.3% | 4.4% | 0.6% | 100.0% |
| | | | | | | | | | | |
| Total FTIC Fall 2013 | 32 | 602 | 9 | 365 | 1247 | 7 | 3308 | 241 | 22 | 5833 |
| Category % of Total Fall 2013 | 0.5% | 10.3% | 0.2% | 6.3% | 21.4% | 0.1% | 56.7% | 4.1% | 0.4% | 100.0% |
| | | | | | | | | | | |
| Percentage Change in number from Fall 2013 to Fall 2018 | 209.4% | 6.8% | -22.2% | 54.0% | 45.5% | 14.3% | 7.4% | 27.0% | 209.1% | 21.1% |
| Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Column 1, Full-time, First-time students. | | | | | | | | | | |
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The UCF's First Time in College (FTIC) Enrollment data reveals an increase of 5.4% in FTIC enrollment (6678 to 7062) with 54% female and 46% male for the Fall 2018 academic year. The gender representation is relatively consistent with the data of prior years. With regard to the composition of racially and ethnically diverse students, UCF continued to be significant at 47.3%, which was an increase from Fall 2017 (46.8%), but still less than Fall 2016 (48.3%). The 47.3% was comprised of students from various racial/ethnic backgrounds including Hispanic (25.7%), Black (9.1%), Asian (8.0%), two or more races (4.3%), American Indian/Alaskan Native (0.1%), and, Native Hawaiian/Other Pacific Islander (0.1%). White students represented 50.3%, Non-Resident Alien students represented 1.4%, and students identifying as Unknown represented 1.0% of UCF's FTIC full-time students during the 2018 Fall enrollment.

Compared to Fall 2017, the Fall 2018 data demonstrated an increase in the number of students for all racial/ethnic groups with the exception of American Indian/Alaskan Native, which

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decreased from 10 to 7 but maintained the same overall percentage of the students (0.1%). Also, although there was an increase in the number of Hispanic students (1739 to 1815), there was a decrease in the overall percentage of Hispanic students (26.0% to 25.7%).

This enrollment data of 47.3% represented a continued increase in racial/ethnic diversity compared to 2013. During the Fall of 2013, UCF's FTIC student body was composed of 42.4% racially and ethnically diverse students. Although there was a decrease in the number of students that identified as American Indian/Alaskan Native (9 to 7), all other categories showed an increase. Significantly, there also has been a 209.4% increase in the number of Non-Resident Alien students between 2013 and 2018 (32 to 99), and a 209.1% increase in the number of students whose race/ethnicity was unknown (22 to 68).

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

| | NRA | B | AI/AN | A | H | NH/OPI* | W | ≥ TWO | UNK | FEMALE | MALE | TOTAL |
|-------------------------------------|-------|-------|-------|-------|-------|---------|--------|-------|-------|--------|-------|--------|
| Total Fall 2018 | 308 | 1491 | 30 | 569 | 3479 | 26 | 4923 | 420 | 126 | 6547 | 4825 | 11372 |
| Category % of Total Fall 2018 | 2.7% | 13.1% | 0.3% | 5.0% | 30.6% | 0.2% | 43.3% | 3.7% | 1.1% | 57.6% | 42.4% | 100.0% |
| Total FALL 2017 | 237 | 1549 | 27 | 590 | 3230 | 25 | 5134 | 420 | 116 | 6488 | 4840 | 11328 |
| Category % of Total FALL 2017 | 2.1% | 13.7% | 0.2% | 5.2% | 28.5% | 0.2% | 45.3% | 3.7% | 1.0% | 57.3% | 42.7% | 100.0% |
| Total Fall 2013 | 179 | 1346 | 26 | 496 | 2736 | 35 | 6383 | 350 | 87 | 6584 | 5054 | 11638 |
| Category % of Total Fall 2013 | 1.6% | 11.9% | 0.2% | 4.4% | 24.2% | 0.3% | 56.3% | 3.1% | 0.8% | 58.1% | 44.6% | 102.7% |
| Category % Change from 2013 to 2018 | 72.1% | 10.8% | 15.4% | 14.7% | 27.2% | -25.7% | -22.9% | 20.0% | 44.8% | -0.6% | -4.5% | -2.3% |

Source: Student Instruction File. Full-time students.

The UCF's Fulltime Transfers data was consistent with prior years' data related to gender in that 57.6% of enrollment identified as female and 42.4% identified as male for the 2017-2018 academic year. With regard to the composition of racially and ethnically diverse students, UCF continued to be significant at 52.9% (increase from 51.5%). White students (43.3%), Hispanic students (30.6%) and Black students (13.1%) were the three categories of students larger than ten percent. Overall, the 2017-18 data indicated minor changes throughout all racial categories compared to the 2017 data.

The enrollment diversity data of 52.9% represented a significant change compared to 2013 despite the 2.4% decrease in total enrollment (11,638 to 11,372). During the Fall of 2013, UCF's transfer students were composed of 44.1% racially and ethnically diverse students.

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

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ Two | UNK | FEMALE | MALE | TOTAL |
|---------------------|-------|-------|-------|-------|-------|--------|-------|-------|-------|--------|-------|--------|
| Fall 2017 Cohort | 79 | 594 | 10 | 489 | 1739 | 5 | 3433 | 296 | 41 | 3519 | 3167 | 6686 |
| Category % of Total | 1.2% | 8.9% | 0.1% | 7.3% | 26.0% | 0.1% | 51.3% | 4.4% | 0.6% | 52.6% | 47.4% | 100.0% |
| Enrolled Fall 2018 | 67 | 550 | 6 | 457 | 1587 | 3 | 3073 | 263 | 37 | 3213 | 2830 | 6043 |
| Retention Rate | 84.8% | 92.6% | 60.0% | 93.5% | 91.3% | 60.0% | 89.5% | 88.9% | 90.2% | 91.3% | 89.4% | 90.4% |

Source: Retention_FACT

The 2018 overall retention rate for UCF FTICs after one year was 90.4%, which was a slight increase from the previous year (89.6%). The overall retention rates for males and females increased. Specifically, for female students, the retention rate was 91.3%, which was a slight increase from the previous year (90.4%). For male students, the retention rate was 89.4%, which was an increase from the previous year (88.6%).

Consistent with the last two report years, Asian students were retained at a higher rate (93.5%) than the overall retention rate. Black students and Hispanic students also were retained at a higher rate than the overall retention rate (92.6% and 91.3%, respectively). Compared to the previous year where all categories experienced an increase in retention rates except Asian students, the 2018 data demonstrated that five categories experienced an increase in retention rates [Non-Resident Alien (82.5% to 84.8%); Black (89.5% to 92.6%); Asian (92.3% to 93.5%); Hispanic (89.5% to 91.3%); and, White (89.3% to 89.5%)], while the remaining four categories experienced a decrease in retention rates [American Indian/Alaskan Native (100% to 60%); Native Hawaiian/Other Pacific Islander (100% to 60%); Two or More Races (90.3% to 88.9%); and, Unknown (100% to 90.2%)].

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

| | NRA | B | AI/AN | A/PI | H | NH/OPI | W | ≥ TWO* | UNK | Female | Male | Total |
|----------------------|-------|-------|-------|-------|-------|--------|-------|--------|-------|--------|-------|--------|
| 2012-18 Cohort | 19 | 547 | 7 | 353 | 1156 | 11 | 3551 | 245 | 24 | 3210 | 2703 | 5913 |
| Category % of Total | 0.3% | 9.3% | 0.1% | 6.0% | 19.6% | 0.2% | 60.1% | 4.1% | 0.4% | 54.3% | 45.7% | 100.0% |
| After 6 Years | | | | | | | | | | | | |
| Number of Graduates | 13 | 379 | 5 | 274 | 830 | 7 | 2587 | 170 | 18 | 2456 | 1827 | 4283 |
| Percent Graduated | 68.4% | 69.3% | 71.4% | 77.6% | 71.8% | 63.6% | 72.9% | 69.4% | 75.0% | 76.5% | 67.6% | 72.4% |
| Category % Graduated | 10.7% | 10.8% | 11.2% | 12.1% | 11.2% | 10.0% | 11.4% | 10.9% | 11.7% | 53.1% | 46.9% | 100.0% |
| Number Retained | 13 | 402 | 5 | 288 | 880 | 8 | 2687 | 180 | 18 | 2538 | 1943 | 4481 |
| Percent Retained | 68.4% | 73.5% | 71.4% | 81.6% | 76.1% | 72.7% | 75.7% | 73.5% | 75.0% | 79.1% | 71.9% | 75.8% |

Note: FTIC includes Beginners and Early Admits.

The overall graduation rate for UCF after six years was 72.4%, which was an increase from the previous two reports (70% and 68.82%). With the exception of the 2016 report setting forth a decrease, UCF has gradually increased its overall graduation rate over the last six years. For the 2011 cohort, the overall graduation rate was 63.2% compared to this report of 72.4%. Female students' graduation rate increased to 76.5% compared to the last two reports (73-74%), and male students' graduation rate increased to 67.6% compared to the last two reports (65.5% and 62.78%).

With regard to race/ethnicity, three of the protected categories exceeded the overall graduation rate – namely, Asian students (77.6%), Unknown students (75%), and White students (72.9%). Although in last year's report, Native Hawaiian/Other Pacific Islander students were significantly below the overall graduation rate (35.7%), this year's data demonstrated a significant increase with a graduation rate of 63.6%. The remaining categories were relatively consistent with the percentages set forth in last year's report.

Over the past six years, UCF has continued its commitment to maintaining a diverse student body through a variety of recruitment and retention strategies as set forth in detail in the 2017-18 Equity Report submitted by the Division of Student Development and Enrollment Services (SDS) (Attachment A).

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| Table 5. Bachelor's Degrees Awarded by Race | | | | | | | | | | |
|---|------|-------|-------|------|-------|--------|-------|-------|------|--------|
| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
| AY 2017-18 | | | | | | | | | | |
| Male | 72 | 507 | 10 | 377 | 1270 | 14 | 3006 | 188 | 29 | 5473 |
| Female | 76 | 956 | 14 | 389 | 1925 | 20 | 4139 | 300 | 51 | 7870 |
| Total | 148 | 1463 | 24 | 766 | 3195 | 34 | 7145 | 488 | 80 | 13343 |
| Category % of Total | 1.1% | 11.0% | 0.2% | 5.7% | 23.9% | 0.3% | 53.5% | 3.7% | 0.6% | 100.0% |
| AY 2016-17 | | | | | | | | | | |
| Male | 62 | 486 | 5 | 320 | 1224 | 7 | 3006 | 161 | 33 | 5304 |
| Female | 82 | 942 | 19 | 394 | 1846 | 15 | 4163 | 261 | 45 | 7767 |
| Total | 144 | 1428 | 24 | 714 | 3070 | 22 | 7169 | 422 | 78 | 13071 |
| Category % of Total | 1.1% | 10.9% | 0.2% | 5.5% | 23.5% | 0.2% | 54.8% | 3.2% | 0.6% | 100.0% |
| AY 2012-13 | | | | | | | | | | |
| Male | 51 | 410 | 19 | 269 | 874 | 5 | 3309 | 47 | 83 | 5067 |
| Female | 61 | 761 | 22 | 318 | 1358 | 15 | 4486 | 110 | 122 | 7253 |
| Total | 112 | 1171 | 41 | 587 | 2232 | 20 | 7795 | 157 | 205 | 12320 |
| Category % of Total | 0.9% | 9.5% | 0.3% | 4.8% | 18.1% | 0.2% | 63.3% | 1.3% | 1.7% | 100.0% |
| Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines. | | | | | | | | | | |
| | | | | | | | | | | |

The number of Bachelor's degrees awarded remained consistent at UCF. In the 2017-2018 academic year, UCF awarded 13,343 Bachelor's degrees, which was a slight increase from the previous year (13,071). Of the degrees awarded, 59% were earned by female students and 41% by male students, which was consistent with the previous two academic years. Among the degrees awarded, the category percentage for three categories remained the same (American Indian/Alaskan Native, Non-Resident Alien, and Unknown), one category decreased (White), and the remaining categories slightly increased.

Compared to the 2012-13 academic year, UCF increased the total number of Bachelor's degrees awarded by approximately 7.6% in 2017-18 (12,320 to 13,343), with relatively equivalent gains among male and female students. The number of degrees awarded notably increased for students who identified as two or more races [157 to 488 (67% increase)], Native Hawaiian/Other Pacific Islander [20 to 34 (41% increase)]; Hispanic [2,232 to 3,195 (39% increase)], Non-Resident Alien [112 to 148 (24% increase)], Asian [587 to 766 (23% increase)], and Black [1,171 to 1,463 (20% increase)]. However, there was a notable decrease in the number of Bachelor's degrees awarded to students whose race/ethnicity was unknown [205 to 80 (60% decrease)]. Consistent with the last two reports, proportionally, the most significant changes from 2012-13 data to 2017-18 data included an increase in the overall percentage of Hispanic students (18.1% to 23.9%) and a decrease in the overall percentage of White students (63.3% to 53.5%).

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Table 6. Master's Degrees Awarded by Race

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|---------------------|-------|-------|-------|------|-------|--------|-------|-------|------|--------|
| AY 2017-18 | | | | | | | | | | |
| Male | 142 | 75 | 0 | 57 | 144 | 1 | 454 | 14 | 26 | 913 |
| Female | 101 | 171 | 3 | 62 | 242 | 2 | 715 | 27 | 59 | 1382 |
| Total | 243 | 246 | 3 | 119 | 386 | 3 | 1169 | 41 | 85 | 2295 |
| Category % of Total | 10.6% | 10.7% | 0.1% | 5.2% | 16.8% | 0.1% | 50.9% | 1.8% | 3.7% | 100.0% |
| AY 2016-17 | | | | | | | | | | |
| Male | 147 | 70 | 1 | 37 | 127 | 1 | 429 | 14 | 48 | 874 |
| Female | 59 | 144 | 3 | 64 | 213 | 1 | 724 | 34 | 79 | 1321 |
| Total | 206 | 214 | 4 | 101 | 340 | 2 | 1153 | 48 | 127 | 2195 |
| Category % of Total | 9.4% | 9.7% | 0.2% | 4.6% | 15.5% | 0.1% | 52.5% | 2.2% | 5.8% | 100.0% |
| AY 2012-13 | | | | | | | | | | |
| Male | 117 | 60 | 0 | 38 | 104 | 0 | 523 | 15 | 51 | 908 |
| Female | 87 | 163 | 4 | 53 | 147 | 2 | 834 | 12 | 75 | 1377 |
| Total | 204 | 223 | 4 | 91 | 251 | 2 | 1357 | 27 | 126 | 2285 |
| Category % of Total | 8.9% | 9.8% | 0.2% | 4.0% | 11.0% | 0.1% | 59.4% | 1.2% | 5.5% | 100.0% |

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

UCF awarded 2,295 Master's degrees during 2017-2018, which was an increase over the last three academic years (2,195 for 2016-17; 2,217 for 2015-16; 2,232 for 2014-15), but still less than the number (2,539) awarded for 2013-14. Female students continued to earn 60% of the Master's degrees awarded, which was consistent with the four previous academic years and close to 2011-12 (59%). With regard to racial and ethnic diversity compared to last year's data, there were slight changes with regard to most of the individual races/ethnicities with the Unknown category having the largest change (5.8% to 3.7%), which resulted in an increase in the overall percentage of underrepresented students earning Master's degrees at UCF (45.3%). Similar to Bachelor's degrees, compared to 2012-13, the Master's degrees data demonstrated significant changes in the percentages of students identifying as Hispanic students (11% to 16.8%) and White students (59.4% to 50.9%).

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| Table 7. Doctoral Degrees Awarded by Race | | | | | | | | | | |
|--|-------|------|-------|------|------|--------|-------|-------|------|--------|
| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
| AY 2017-18 | | | | | | | | | | |
| Male | 73 | 5 | 0 | 4 | 10 | 0 | 60 | 2 | 2 | 156 |
| Female | 30 | 10 | 0 | 4 | 7 | 0 | 63 | 4 | 3 | 121 |
| Total | 103 | 15 | 0 | 8 | 17 | 0 | 123 | 6 | 5 | 277 |
| Category % of Total | 37.2% | 5.4% | 0.0% | 2.9% | 6.1% | 0.0% | 44.4% | 2.2% | 1.8% | 100.0% |
| AY 2016-17 | | | | | | | | | | |
| Male | 57 | 8 | 0 | 4 | 7 | 0 | 55 | 1 | 5 | 137 |
| Female | 36 | 8 | 0 | 7 | 13 | 0 | 74 | 0 | 4 | 142 |
| Total | 93 | 16 | 0 | 11 | 20 | 0 | 129 | 1 | 9 | 279 |
| Category % of Total | 33.3% | 5.7% | 0.0% | 3.9% | 7.2% | 0.0% | 46.2% | 0.4% | 3.2% | 100.0% |
| AY 2012-13 | | | | | | | | | | |
| Male | 50 | 6 | 0 | 4 | 5 | 0 | 63 | 2 | 0 | 130 |
| Female | 18 | 6 | 0 | 4 | 8 | 0 | 72 | 0 | 0 | 108 |
| Total | 68 | 12 | 0 | 8 | 13 | 0 | 135 | 2 | 0 | 238 |
| Category % of Total | 28.6% | 5.0% | 0.0% | 3.4% | 5.5% | 0.0% | 56.7% | 0.8% | 0.0% | 100.0% |

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

UCF awarded 277 Doctoral degrees in 2017-18. Female students earned 43% of the Doctoral degrees, which was a decrease compared to 2016-17 (51%). With regard to racial and ethnic diversity compared to last year's data, there were decreases among the percentages of all categories except Non-Resident Alien (which increased from 33.3% to 37.2%) and Two or More Races (which increased from 0.4% to 2.2%). Similar to prior years, students that identified as American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander remained at zero. Despite the decreases in the racial/ethnic categories, the overall diversity percentage increased from 50.5% to 53%.

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| Table 8. First Professional Degrees Awarded by Race | | | | | | | | | | |
|--|------|------|-------|-------|-------|--------|-------|-------|-------|--------|
| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
| AY 2017-18 | | | | | | | | | | |
| Male | 0 | 0 | 0 | 17 | 11 | 0 | 38 | 1 | 12 | 79 |
| Female | 0 | 3 | 1 | 13 | 9 | 0 | 40 | 3 | 13 | 82 |
| Total | 0 | 3 | 1 | 30 | 20 | 0 | 78 | 4 | 25 | 161 |
| Category % of Total | 0.0% | 1.9% | 0.6% | 18.6% | 12.4% | 0.0% | 48.4% | 2.5% | 15.5% | 100.0% |
| AY 2016-17 | | | | | | | | | | |
| Male | 0 | 1 | 1 | 12 | 4 | 0 | 31 | 0 | 16 | 65 |
| Female | 0 | 1 | 0 | 13 | 6 | 0 | 49 | 1 | 15 | 85 |
| Total | 0 | 2 | 1 | 25 | 10 | 0 | 80 | 1 | 31 | 150 |
| Category % of Total | 0.0% | 1.3% | 0.7% | 16.7% | 6.7% | 0.0% | 53.3% | 0.7% | 20.7% | 100.0% |
| AY 2012-13 | | | | | | | | | | |
| Male | 0 | 2 | 0 | 3 | 0 | 0 | 13 | 0 | 0 | 18 |
| Female | 1 | 2 | 0 | 2 | 5 | 0 | 11 | 0 | 3 | 24 |
| Total | 1 | 4 | 0 | 5 | 5 | 0 | 24 | 0 | 3 | 42 |
| Category % of Total | 2.4% | 9.5% | 0.0% | 11.9% | 11.9% | 0.0% | 57.1% | 0.0% | 7.1% | 100.0% |

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

During 2017-18, the UCF awarded 161 First Professional degrees, which was nearly four times the number awarded in 2012-13. A closer look at the demographic data showed that women earned approximately 51% of these degrees, which was a decrease from the prior two years (57% and 55%, respectively). In 2012-13, 57% of the First Professional degrees were awarded to female students.

With regard to racial and ethnic diversity compared to last year's data, it is important to note that, similar to last year's report, this data was unknown for 15.5% of the students (more than twice the percentage from 2012-13). There was a notable increase for students identifying as two or more races (1 to 4). The data also showed a doubling in the number of degrees awarded to Hispanic students compared to last year's data (10 to 20), and slight increases for Black students (2 to 3) and Asian students (25-30). Overall, UCF increased its diversity for First Professional degrees from 26.1% to 36%.

At the graduate level, UCF continues to commit to recruiting and graduating a diverse student body. Several strategies are employed to aid in this effort including annual scholarships and grant monies designated for recruitment of diverse students. Graduate Studies representatives also attend several graduate fairs and other events throughout the academic year designed specifically to recruit diverse candidates for UCF's academic programs.

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

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

B. Admission to Academic Programs – <https://www.ucf.edu/admissions/>; <https://www.ucf.edu/online/admissions/graduate-admissions/> - UCF encourages applications from qualified persons and does not discriminate on the basis of race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability, political affiliations, veteran's status or membership in any other protected classes as set forth in state or federal law. The President has delegated responsibility for the implementation of the university's equal opportunity and non-discrimination policies and affirmative action program to the Office of Institutional Equity (OIE). Inquiries about policies and practices may be directed to the Office of Institutional Equity at 12701 Scholarship Drive, Suite 101, Orlando, FL 32816-0030; Phone: (407) 823-1336; or Email: oiie@ucf.edu.

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

D. Student Organizations and Intramural Athletics – <http://rwc.sdes.ucf.edu/im/> & <https://osi.ucf.edu/> - The mission of UCF's Intramural Sports and Office of Student Involvement is to provide students, faculty, and staff with a wide variety of recreational and social activities ranging from fitness classes to organized intramural sports competitions. Many of these activities are transformational experiences which serve both to enhance the personal development and physical well-being of the student body, thus increasing the likelihood of their retention and success at the university. All intramural sports programs are open for participation by all enrolled UCF students, faculty and staff who have purchased Recreation and Wellness Center memberships.

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

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

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

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

For students that identify as transgender, UCF Housing and Residence Life works with the students on an individual basis to find the living arrangement that will work best for each student. On the "Personal Information" page of the housing application, transgender students may answer "Yes" to the question "Does your gender identity differ from your legally assigned gender?" Students checking "Yes" to this question will receive an automatic email directing them to communicate with the specific staff members who can work with them to determine the best housing accommodations possible for their personal needs. Some previous accommodations for students have included informing residence staff of preferred names and/or pronouns upon request, one-bed/one-bath apartments, being paired with another transgender student, and being paired with roommate(s) who are allies.

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

H. Office of Institutional Equity - Educational and Work Environment – <http://www.oie.ucf.edu/> - UCF complies with both the philosophy and the practice of equal opportunity for all citizens in academic life and employment as specified in Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Pregnancy Discrimination Act, the Americans with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. UCF provides a comprehensive academic experience for all students to include both academic rigor and out of classroom learning experiences. The extensive amount of activities, programs, services and facilities are designed to enrich the overall learning experience while helping students reach their educational, personal, and professional goals. The President of UCF has charged the Office of Institutional Equity with ensuring compliance with all state and federal laws, as well as policies and regulations, regarding affirmative action, equal opportunity, and nondiscrimination. Inquiries about UCF policies and practices in this regard should be referred to the Office of Institutional Equity at 12701 Scholarship Drive, Suite 101, Orlando, FL 32816-0030; Phone: (407) 823-1336; or Email: oie@ucf.edu.

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

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

UCF is built on providing an inclusive learning and working environment. Since 1992, UCF's former President established five goals for the university including to "become more inclusive and diverse." Throughout the years, UCF has established practices and programs to

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recruit and support all students, including support directed to underrepresented students. The Division of Student Development and Enrollment Services' 2017-18 Equity Report (Attachment A) sets forth in detail more than 400 activities and programs directed at student success in 2017-18, which included close to 250,000 students and employees having attended access and student success initiatives (such as Multicultural Academic Support Services, Student Accessibility Services, and the Veterans Academic Resource Center). Also, the Registrar's Office continues to administer the Knights Graduation and Grant Initiative which provides financial resources or guidance to students to assist them with overcoming financial obstacles and completing their degree programs (<http://registrar.ucf.edu/completion-grant/kggi/>).

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

- State College Day, which is focused on providing students with information regarding the college admission process. During 2017-18, 66 diverse high school students visited the UCF campus and engaged in the college prep workshops.
- Brother to Brother program, which provides academic, career and leadership development, and social and financial support to multicultural or first-generation undergraduate male students. For 2017-18, 45 students participated in this program.
- ACCESS Program, which is a six-week summer academic on-campus program and an academic enhancement component that spans the Fall and Spring semesters to FTIC students. The program assists diverse students with making a smooth transition from high school to college. For 2017-18, 364 students participated in this program.
- First Generation Program, which provides first generation college students with a structured approach to develop meaningful experiences at UCF. This program eases students with their transition to college and assists them with navigating through the university landscape.
- Multicultural Transfer Program, which provides multicultural transfer students with a healthy entry to university life, where they can take advantage of opportunities to network and learn strategies that will help alleviate the cultural stress of acclimating to a new environment.

Accolades:

- UCF's Office of Diversity and Inclusion (ODI), which was established in 1994 and collaborates with members of the UCF community to advocate for and educate about the university's goal of diversity and inclusion, conducted a broad range of workshops to 7,966 UCF faculty, staff and students. See ODI's 2017-18 Annual Report (Attachment D).
- UCF's ODI continued to lead the way to federal designation as a Hispanic Serving Institution, which is an institution participating in a federal program designed to assist colleges or universities in the United States that attempt to assist first generation, majority low income Hispanic students. UCF was officially designated as an HSI in early 2019.

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- For 2017 Fall semester, UCF attained its most diverse student enrollment with 45% identifying as minorities with the highest GPA for a freshman class (4.06) and largest number of National Merit Scholars (88).
- UCF continues to have more than 220 degree programs in 13 colleges with demonstrated excellence.
 - UCF received a record \$183 million in research funding for 2018, which was a 23% increase from 2017 and a 37% increase from 2015.
 - *Kiplinger* and *The Princeton Review* continued to rank a UCF education among the nation's best values.
 - *U.S. News & World Report* ranked UCF among the nation's most innovative universities.
 - Rosen College of Hospitality Management was ranked No. 2 in the world as a hospitality and hotel management school by *CEOWORLD Magazine*.
 - UCF student-athletes graduated at a higher rate (94%) than any other NCAA Division I FBS public institution in the nation.
- The College of Engineering and Computer Science's Office of Diversity and Inclusion (CECS ODI) was created with the purpose of developing programs for retention of minorities, women and underrepresented groups in the field of engineering and computer science at the undergraduate level; as well as the recruitment of these categories of students at the graduate level. CECS ODI offers scholarships to the students from grants received from the National Science Foundation Louis Stokes Alliance for Minority Participation in Engineering and Science (NSF LSAMP), National Action Council for Minorities in Engineering (NACME), and several Corporate Endowed Scholarships.

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PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS

UCF's Athletics provides 16 programs and more than 400 student-athletes with the opportunity to compete. As set forth below, UCF Athletics evaluated the eleven elements of equity requested. UCF's participation rates for 2017-18 remained compliant with a rate of 46% male and 54% female. Although in prior years there was a variance beyond 1% with regard to scholarships, UCF Athletics has corrected this according to the data provided for 2017-18. Specifically, as noted below, the unduplicated female student-athletes ratio was 49% and these students received 48% of the scholarship funding (\$3,467,174). The unduplicated male student-athletes ratio was 51% and these students received 52% of the scholarship funding (\$3,825,112). Since the scholarship offerings are within a 1% variance, they are compliant.

| Table 1. Sex Equity in Athletics Update | | |
|--|--|---|
| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
| 1. Sports offerings | Men's Sports: Baseball, Basketball, Football, 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: 46% male, 54% female; Undergraduate Enrollment: 46% male, 54% female | |
| 3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i> | The facilities provided for each of our athletics programs are equitable. While some locker rooms, practice and competitive facilities are older than others, we continue to monitor those facilities in need of updating and proceed accordingly with our coaches. Projected for the Summer of 2020, M/W Soccer will get new locker rooms, coaches offices and auxiliary spaces. All other Olympic Sport Coaches will be housed in the new administrative building as well. | |
| 4. Scholarship offerings for athletes | For the 2017-18 academic year, all sports were funded at the NCAA maximum limits per sport. Women's scholarships were funded at: \$3,467,174.00 (48%) and the unduplicated participants for female student-athletes was 49% (within the 1% variance). Men's scholarships were funded at: \$3,825,112.00 (52%) and the unduplicated participant numbers for male student-athletes was 51% (within the 1% variance). | |
| 5. Funds allocated for: | | |
| a) the athletic program as a whole | \$56,327,225 | |
| b) administration | \$19,778,363 | |
| c) travel and per diem allowances | \$3,193,226 | |
| d) recruitment | \$791,119 | |

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| | | |
|--|---|--|
| e) comparable coaching | 1. The availability of coaching personnel remains equivalent. 2. Coaches of Men's sports and Women's sports have similar years of collegiate coaching experience. 3. Coaching Salaries, Benefits and Bonuses equate to \$10,764,048. | |
| 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 Student-Athlete Welfare and Development and Academic Support programming. Additionally, we utilize those resources to fund our sport performance programs, ticket operations, general administrative planning, IT, and other miscellaneous expenses. Those resources are available to all student-athletes and staff respectively. | |
| 6. Provision of equipment and supplies | The provision of equipment and supplies is equitable amongst all sport programs. Our equipment staff performs an internal audit to address all equipment needs for each sport. Student-athletes, coaches and staff are provided with the necessary equipment to perform the tasks related to their sport/administrative assignment. | |
| 7. Scheduling of games and practice times | The number of practice opportunities and the length (per week) are governed by NCAA rules. Practice times are based on class schedules with some teams practicing in early morning hours to avoid class conflict and hot weather during the start and end of the school year. The Men's Basketball, Women's Basketball and Volleyball coaches mutually agree on the scheduling of the Arena for practice. | |
| 8. Opportunities to receive tutoring | All student-athletes are provided with equal opportunity and access to receive tutoring. | |
| 9. Compensation of coaches and tutors | All student-athletes are provided with equal opportunity and access to quality coaches and tutors. | |
| 10. Medical and training services | The provisions for medical and training facilities and services are equivalent. The Training Room facility continues to serve as a source of pride for UCF Athletics. The Medical and Training resources are well coordinated and provide excellent service to male and female participants. There are four satellite training rooms that are used to assist with providing medical and training services to all of our sport programs. | |
| 11. Housing and dining facilities and services | All sport programs have equal access to housing options and dining services. | |

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| Table 2. Sex Equity in Athletics - Areas for Improvement | | |
|--|--|--------------------|
| Areas for improvement | Program for improvement | Timetable |
| Facilities Upgrades | UCFAA is in the process of upgrading the locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field. Part of the facilities upgrade will also include new offices for Olympic Sport coaches and their assistants. This will be a project that will span over the next three years. | Spring 2020 |
| | | |

| Table 3. Student Athletes by Gender, 2017-18 | | | |
|--|------|--------|-------|
| | Male | Female | Total |
| Number | 228 | 265** | 493 |
| Percent of Total | 46% | 54% | 100% |

**Duplicated numbers for participation

Basis for Ensuring Compliance

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

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PART V: EMPLOYMENT REPRESENTATION

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

| Table 1. Category Representation – Tenured Faculty | | | | | | | | | | | | |
|---|--------|-------|--------|-------|-------|--------|-------|--------|--------------|--------|-------|-------|
| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
| Number, Fall 2018 | 8 | 30 | 4 | 130 | 39 | 0 | 469 | 2 | 0 | 219 | 463 | 682 |
| Number, Fall 2017 | 8 | 26 | 2 | 111 | 35 | 0 | 425 | 1 | 0 | 195 | 413 | 608 |
| 1YR Percentage Change | 0.0% | 15.4% | 100.0% | 17.1% | 11.4% | 0.0% | 10.4% | 100.0% | 0.0% | 12.3% | 12.1% | |
| Number, Fall 2013 | 3 | 30 | 3 | 99 | 34 | 0 | 410 | 1 | 1 | 165 | 416 | 581 |
| 5YR Percentage Change | 166.7% | 0.0% | 33.3% | 31.3% | 14.7% | 0.0% | 14.4% | 100.0% | -100.0% | 32.7% | 11.3% | |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | X | | 1 |
| Source: IPEDS Fall Staff, IPEDS Human Resources Data. | | | | | | | | | | | | |
| IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty. | | | | | | | | | | | | |
| IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System. | | | | | | | | | | | | |

| Table 2. Category Representation – Tenure-Track Faculty | | | | | | | | | | | | |
|--|--------|--------|-------|--------|-------|--------|-------|--------|--------------|--------|--------|-------|
| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
| Number, Fall 2018 | 51 | 12 | 0 | 49 | 29 | 0 | 174 | 4 | 0 | 130 | 189 | 319 |
| Number, Fall 2017 | 40 | 13 | 0 | 42 | 26 | 0 | 158 | 3 | 0 | 129 | 153 | 282 |
| 1YR Percentage Change | 27.5% | -7.7% | 0.0% | 16.7% | 11.5% | 0.0% | 10.1% | 33.3% | 0.0% | 0.8% | 23.5% | |
| Number, Fall 2013 | 24 | 4 | 0 | 24 | 16 | 0 | 100 | 1 | 0 | 78 | 91 | 169 |
| 5YR Percentage Change | 112.5% | 200.0% | 0.0% | 104.2% | 81.3% | 0.0% | 74.0% | 300.0% | 0.0% | 66.7% | 107.7% | |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | 0 |
| Source: IPEDS Fall Staff, IPEDS Human Resources Data. | | | | | | | | | | | | |
| IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty. | | | | | | | | | | | | |
| IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System. | | | | | | | | | | | | |

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

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
|--|-------|-------|---------|--------|-------|--------|-------|--------|--------------|--------|-------|-------|
| Number, Fall 2018 | 15 | 21 | 0 | 34 | 47 | 0 | 434 | 9 | 0 | 303 | 257 | 560 |
| Number, Fall 2017 | 9 | 21 | 1 | 30 | 47 | 0 | 432 | 6 | 0 | 307 | 239 | 546 |
| 1YR Percentage Change | 66.7% | 0.0% | -100.0% | 13.3% | 0.0% | 0.0% | 0.5% | 50.0% | 0.0% | -1.3% | 7.5% | |
| Number, Fall 2013 | 11 | 12 | 1 | 11 | 34 | 0 | 353 | 2 | 0 | 225 | 199 | 424 |
| 5YR Percentage Change | 36.4% | 75.0% | -100.0% | 209.1% | 38.2% | 0.0% | 22.9% | 350.0% | 0.0% | 34.7% | 29.1% | |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | 0 |

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Table 4. Category Representation – Executive/Administrative/Managerial

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
|--|------|--------|--------|-------|--------|---------|-------|--------|--------------|--------|--------|-------|
| Number, Fall 2018 | 3 | 81 | 2 | 33 | 91 | 1 | 543 | 5 | 0 | 463 | 296 | 759 |
| Number, Fall 2017 | 3 | 93 | 3 | 34 | 109 | 0 | 595 | 6 | 1 | 495 | 349 | 844 |
| 1YR Percentage Change | 0.0% | -12.9% | -33.3% | -2.9% | -16.5% | #DIV/0! | -8.7% | -16.7% | -100.0% | -6.5% | -15.2% | |
| Number, Fall 2013 | 3 | 67 | 2 | 29 | 60 | 0 | 468 | 4 | 0 | 359 | 274 | 633 |
| 5YR Percentage Change | 0.0% | 20.9% | 0.0% | 13.8% | 51.7% | #DIV/0! | 16.0% | 25.0% | 0.0% | 29.0% | 8.0% | |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | 0 |

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Effectiveness of the University's Employment Efforts

Tenured Faculty – Table 1:

Compared to the prior year, UCF added 74 tenured faculty positions (10% increase) and experienced a 12.3% increase in tenured female faculty members (195 to 219). However, using comparative national standards, the category for female tenured faculty remained an area in need of improvement for the university (as noted in prior reports). Similar to the 2017 data, 32% of tenured faculty members identified as female in 2018.

With regard to racial and ethnic diversity, all categories experienced an increase with the exception of Non-Resident Alien and Unreported. Those two categories remained unchanged. Faculty that identified as Asian had the largest increase (17.1% increase; 111 to 130), followed by faculty that identified as Black (15.4% increase; 26 to 30). Although when using comparative

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national standards, the category for tenured Black faculty members was no longer identified as an area in need of improvement, it is important to note that the overall percentage of tenured Black faculty members in 2018 (4.39%) was less than the percentage in 2013 (5.16%). Similarly, the overall percentage of tenured Hispanic faculty members in 2018 (5.71%) was less than the percentage in 2013 (5.85%). Moreover, the total number of tenured Black faculty members (30) has remained the same compared to 2013 despite the nearly 15% increase in total number of tenured faculty members. Lastly, the overall diversity percentage for tenured faculty has not significantly increased since 2013 (29.20% to 31.14%).

Tenure-Track Faculty – Table 2:

Compared to the prior year, UCF's tenure-track faculty population increased from 282 to 319 (11% increase). Unlike the prior two years' reports, tenure-track female faculty members decreased in their overall percentage (from 46% to 40%). During 2017-18, UCF experienced an increase in tenure-track faculty members who identified as two or more races/ethnicities (3 to 4; 33.3% increase), Non-Resident Alien (40 to 51; 27.5% increase), Asian (42 to 49; 16.7% increase), Hispanic (26 to 29; 11.5% increase), and White (158 to 174 (10.1% increase). For tenure-track Black faculty members, there was a 7.7% decrease (13 to 12). The remaining categories stayed the same as the prior year. Compared to 2013, the overall diversity for tenure-track faculty increased from 40% to 45%. Utilizing comparative national standards, this year's review did not identify any areas in need of improvement with regard to tenure-track faculty.

Non-Tenure-Earning Faculty – Table 3:

Compared to the prior year, the university increased the number of non-tenure-earning faculty from 546 to 560, and increased the number of faculty that identified as Non-Resident Alien (9 to 15), two or more races (6 to 9), Asian (30 to 34), and White (432 to 434). The number of non-tenure-earning faculty that identified as Black or Hispanic remained the same. Although non-tenure-earning faculty that identified as Black was noted as an area in need of improvement using comparative national standards in last year's report, this year's review did not identify any areas in need of improvement with regard to the non-tenure-earning faculty. Compared to 2013, the overall diversity for non-tenure-earning faculty increased from 16% to 22%.

For 2018, approximately 54% of non-tenure-earning faculty members identified as female, which was less than 2016 (58%) and 2017 (56%) but more than 2013 (53%).

Executive/Administrative/Managerial – Table 4:

Compared to the prior year, UCF decreased the total number of management occupations in 2017-18 by 10% (844 to 759) whereas for 2016-17 there was a 7% increase. Although the number of management occupations held by female employees decreased (495 to 463), female employees filled 61% of the management occupations, which was an increase from 2017 (59%). With the exception of Native Hawaiian/Other Pacific Islander and Non-Resident Alien, all racial/ethnic categories experienced a decrease in the number of positions held by that particular category. However, the overall diversity for management occupations remained close to 29%

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(specifically, 28.42% compared to 29.35% for 2016-17). Utilizing comparative national standards for management occupations, this year's review did not identify any areas as areas in need of improvement.

Overall:

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

Equally important, in 2018-19, the Office of Institutional Equity, the Department of Human Resources and the Office of the Provost and Academic Affairs conducted an in-depth review of the university's search processes to assess whether the processes could be improved to increase efficiency, as well recruitment efforts and diversification of applicant pools. These offices will continue to partner on the development of improvements to the search process in order to ensure equal opportunity for employment and that specifically identified, traditionally underrepresented groups are aware of employment opportunities and actively encouraged to pursue them.

Moreover, following the failed search for UCF's first Vice President for Equity, Inclusion and Diversity in Spring 2019, the University selected an Interim Chief Equity, Inclusion and Diversity Officer to report directly to the President and help the University recruit and retain underrepresented faculty and staff, help underrepresented students reach their academic and professional goals, and develop and lead campus-wide initiatives that address equity, diversity, access and inclusion.

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PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT

Part VI presents the required information regarding areas of achievement for 2017-18 goals and areas for improvement in 2018-19.

| Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (2018-19) | Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (2017-18) |
|---|---|
| <p><i>Goal for 2018-19:</i> Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees.</p> | <p><i>Goals for 2017-18:</i> Maintain or increase protected class member degrees at all levels, and increase protected class members obtaining First Professional Degrees.</p> <p><i>Result for 2017-18:</i> With regard to Bachelor's degrees, UCF achieved its goal. UCF remained consistent with 59% being earned by female students. UCF increased the number and percentage of Bachelor's degrees awarded to students that identified as Black, Asian, Hispanic, Hawaiian/Other Pacific Islander and two or more races. American Indian/Alaskan Native and Non-Resident Alien remained the same.</p> <p>With regard to Master's Degrees, UCF achieved its goal as to female students and maintained its overall racial and ethnic diversity. UCF remained consistent with 60% being earned by female students. With regard to racial and ethnic diversity, although Master's Degrees for students identifying as Non-Resident Alien, Black, Asian, or Hispanic all increased in terms of number and overall percentage, the changes with regard to most of the individual races/ethnicities was not significant. Nevertheless, this resulted in an increase in the overall percentage of underrepresented students earning Master's degrees at UCF (from 41.7% to 45.3%).</p> <p>With regard to Doctoral Degrees, UCF did not achieve its goal. With regard to female students, the number of degrees awarded decreased (74 to</p> |

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| | |
|---|---|
| | <p>63) and the percentage decreased (from 51% to 43%). With regard to its overall racial and ethnic diversity, UCF increased its percentage of underrepresented members (from 50.5% to 53%). However, the number and percentages for underrepresented members decreased in all categories except Non-Resident Alien and two or more races.</p> <p>With regard to First Professional Degrees, UCF achieved its goal with regard to racial and ethnic diversity in that it increased its overall diversity percentage to 36% (from 26.1%) despite 15.5% remaining Unknown. All underrepresented categories remained the same or increased in terms of the number of degrees and percentage with the exception of American Indian/Alaskan Native which decreased slightly in percentage. However, with regard to female students, UCF decreased the number and percentage awarded to students identifying as female – specifically, 82 rather than 85 degrees and 51% rather than 57%.</p> |
| Areas of Improvement Pertaining to Gender Equity in Athletics (2018-19) | Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (2017-18) |
| <p><i>Goal for 2018-19:</i> UCFAA is in the process of upgrading the locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field. Part of the facilities upgrade will also include new offices for Olympic Sport coaches and their assistants. This will be a project that will span over the next three years.</p> | <p><i>Goal for 2017-18:</i> Reduce variance in scholarship offerings.</p> <p><i>Result for 2017-18:</i> UCF Athletics reduced the scholarship offerings variance and is compliant.</p> |
| Areas for Improvement Pertaining to Employment Identified (2018-19) | Achievement Report for Areas of Improvement Pertaining to Employment (2017-18) |
| <p><i>Goals for 2018-19:</i> For tenured faculty, increase the number of tenured faculty that identify as female and increase the overall diversity percentage for this group. For tenure-track faculty, maintain or increase the overall diversity percentage for this group. For non-tenure-earning faculty and executive /administrative/</p> | <p><i>Goals for 2017-18:</i> Increase the number of tenured faculty that identify as female, Black, Hispanic, American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander. Increase the number of tenure-track faculty that identify as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander. Increase the</p> |

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| | |
|--|---|
| <p>managerial positions, increase the overall diversity percentage for these groups.</p> | <p>number of non-tenure-earning faculty that identify as Black.</p> <p><i>Result for 2017-18:</i> With regard to tenured positions, UCF achieved most of its goals. Specifically, although UCF increased the number of female faculty members by 24 (from 195 to 219), using comparative national standards, this remained an area in need of improvement. UCF also increased the number of tenured faculty members that identified as Black (from 26 to 30), Hispanic (from 35 to 39), and American Indian/Alaska Native (from 2 to 4). However, for Native Hawaiian/Other Pacific Islander, the number of faculty remained at zero.</p> <p>With regard to tenure track faculty, UCF did not achieve its goal as the number of faculty members that identified as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander remained at zero.</p> <p>With regard to non-tenure-earning faculty, UCF did not achieve its goal as the number of faculty that identified as Black remained the same (21).</p> |
|--|---|

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Part VII: Protected-Class Representation in the Tenure Process

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

Table 1. Protected-Class Representation in the Tenure Process, 2017-18

| Sex, Race/Ethnicity | Applied | Withdrawn | Denied | Deferred | Nominated |
|--|----------------|------------------|---------------|-----------------|------------------|
| MALES | | | | | |
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 5 | 0 | 0 | 0 | 5 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Hispanic | 2 | 0 | 0 | 0 | 2 |
| Native Hawaiian/Other Pacific | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 1 | 0 | 0 | 0 | 1 |
| White | 11 | 1 | 0 | 0 | 10 |
| Other, Not Reported | 0 | 0 | 0 | 0 | 0 |
| Total Male (Include Other, Not Reported) | 19 | 1 | 0 | 0 | 18 |
| FEMALES | | | | | |
| American Indian or Alaskan Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 2 | 0 | 0 | 0 | 2 |
| Black or African American | 1 | 0 | 0 | 0 | 1 |
| Hispanic | 2 | 0 | 0 | 0 | 2 |
| Native Hawaiian/Other Pacific | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 14 | 0 | 0 | 0 | 14 |
| Other, Not Reported | 0 | 0 | 0 | 0 | 0 |
| Total Female (Number and Percent) (Include Other, Not Reported) | 19 | 0 | 0 | 0 | 19 |
| | 50.0% | 0.0% | 0.0% | 0.0% | 51.4% |
| GRAND TOTAL | 38 | 1 | 0 | 0 | 37 |

LEGEND:

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

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

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

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

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In the 2017-18 promotion and tenure process, the university had a 97 percent approval rate (37 of 38). The one unapproved application submitted by a White male was withdrawn. As to “comparative success” rates, the underrepresented classes had a success rate of 100% (13/13) and White applicants had a success rate of 96% (24/25). Females had a success rate of 100% (19/19) and males had a success rate of 94% (18/19). The number of female faculty members being nominated for tenure increased compared to the previous year’s data (from 16 to 19).

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

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Part VIII: Promotion & Tenure Committee Composition

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

| Table 1: Promotion and Tenure Committee Composition, AY 2017-18 | | | | | | | | | | | | | | | | | | |
|---|---------------------------|---|--------------------------------|---|-------|---|---|---|----------|---|-------------------|---|-------|---|---------------------|---|-------------------------------------|---|
| Type of Committee | Black or African American | | American Indian/Alaskan Native | | Asian | | Native Hawaiian or Other Pacific Islander | | Hispanic | | Two or More Races | | White | | Other, Not Reported | | Total including Other, Not Reported | |
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| UNIVERSITY COMMITTEE | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 3 | 0 | 0 | 9 | 4 |
| | | | | | | | | | | | | | | | | | | |
| COLLEGE OF MEDICINE | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 | 1 | 0 | 0 | 5 | 3 |
| | | | | | | | | | | | | | | | | | | |
| Burnett School of Biomedical Sciences | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 5 | 5 | 0 | 0 | 11 | 7 |
| | | | | | | | | | | | | | | | | | | |
| Medical Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 0 | 4 | 2 |
| | | | | | | | | | | | | | | | | | | |
| COLLEGE OF BUSINESS ADMINISTRATION | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 3 | 1 |
| | | | | | | | | | | | | | | | | | | |
| Management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 1 | 0 | 0 | 8 | 1 |
| | | | | | | | | | | | | | | | | | | |
| Economics | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 5 | 1 |
| | | | | | | | | | | | | | | | | | | |
| Accounting | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 0 | 4 | 3 |
| | | | | | | | | | | | | | | | | | | |
| Marketing | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 8 | 0 |
| | | | | | | | | | | | | | | | | | | |
| COLLEGE OF ENGINEERING & COMPUTER SCIENCE | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 6 | 0 |
| | | | | | | | | | | | | | | | | | | |
| Electrical & Computer Engineering | 0 | 0 | 0 | 0 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 2 | 0 | 0 | 17 | 3 |
| | | | | | | | | | | | | | | | | | | |
| Civil, Environmental & Construction Eng | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 7 | 2 |
| | | | | | | | | | | | | | | | | | | |
| Industrial Engineering & Mgmt Systems | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 9 | 0 |
| | | | | | | | | | | | | | | | | | | |
| Mechanical and Aerospace Engineering | 2 | 0 | 0 | 0 | 10 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 13 | 2 |
| | | | | | | | | | | | | | | | | | | |
| Computer Science | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 7 | 0 |

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| | | | | | | | | | | | | | | | | | | | |
|------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|----|---|---|---|----|----|---|
| COLLEGE OF ARTS AND HUMANITIES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 3 | 0 | 0 | 4 | 3 |
| | | | | | | | | | | | | | | | | | | | |
| English | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 5 | 4 | 0 | 0 | 5 | 5 | |
| | | | | | | | | | | | | | | | | | | | |
| Music | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 8 | 5 | 0 | 0 | 9 | 9 | |
| | | | | | | | | | | | | | | | | | | | |
| Visual Arts & Design | 1 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 9 | 7 | 0 | 0 | 11 | 11 | |
| | | | | | | | | | | | | | | | | | | | |
| Modern Languages and Literatures | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 3 | 4 | 0 | 0 | 4 | 6 | |
| | | | | | | | | | | | | | | | | | | | |
| Philosophy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 4 | 3 | |
| | | | | | | | | | | | | | | | | | | | |
| Writing & Rhetoric | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 2 | 3 | |
| | | | | | | | | | | | | | | | | | | | |
| COLLEGE OF HEALTH & PUBLIC AFFAIRS | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 2 | 0 | 0 | 5 | 2 | |
| | | | | | | | | | | | | | | | | | | | |
| Public Administration | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 5 | 4 | |
| | | | | | | | | | | | | | | | | | | | |
| Criminal Justice | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 6 | 4 | 0 | 0 | 8 | 4 | |
| | | | | | | | | | | | | | | | | | | | |
| Health Management & Informatics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 5 | 0 | 0 | 2 | 5 | |
| | | | | | | | | | | | | | | | | | | | |
| Legal Studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 2 | |
| | | | | | | | | | | | | | | | | | | | |
| Health Professions | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 0 | |
| | | | | | | | | | | | | | | | | | | | |
| COLLEGE OF SCIENCES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 5 | 3 | 0 | 0 | 6 | 4 | |
| | | | | | | | | | | | | | | | | | | | |
| Physics | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 8 | 0 | 0 | 0 | 13 | 1 | |
| | | | | | | | | | | | | | | | | | | | |
| Chemistry | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 0 | 11 | 0 | |
| | | | | | | | | | | | | | | | | | | | |
| Nicholson School of Communication | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 10 | 4 | 0 | 0 | 12 | 6 | |
| | | | | | | | | | | | | | | | | | | | |
| Political Science | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 11 | 0 | 0 | 0 | 13 | 0 | |
| | | | | | | | | | | | | | | | | | | | |
| Mathematics | 0 | 0 | 0 | 0 | 8 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 1 | 0 | 0 | 21 | 3 | |
| | | | | | | | | | | | | | | | | | | | |
| Sociology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 5 | 4 | 0 | 0 | 6 | 4 | |
| | | | | | | | | | | | | | | | | | | | |
| Anthropology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 3 | 0 | 0 | 2 | 4 | |
| | | | | | | | | | | | | | | | | | | | |
| Biology | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 6 | 1 | 0 | 0 | 8 | 1 | |

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|--|---|---|---|---|----|----|---|---|----|----|---|---|---|-----|----|---|---|-----|-----|
| ROSEN COLLEGE OF HOSPITALITY MGMT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 1 |
| Hospitality Services | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 6 | 2 |
| Tourism, Events & Attractions | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 0 | 4 | 2 |
| Food Services & Lodging Management | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 0 | 5 | 2 |
| COLLEGE OF EDUCATION & HUMAN PERFORMANCE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 1 | 2 |
| Child, Family and Community Sci | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 5 | 0 | 0 | 1 | 6 |
| Educational & Human Sciences | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 4 | 2 |
| COLLEGE OF OPTICS & PHOTONICS | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 3 | 0 |
| Optics and Photonics | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 1 | 0 | 0 | 14 | 1 |
| GRAND TOTAL | 8 | 6 | 2 | 0 | 64 | 17 | 0 | 0 | 16 | 11 | 0 | 0 | 0 | 204 | 92 | 0 | 0 | 311 | 127 |

Faculty members elect committee representatives from among the tenured faculty to serve on departmental and college committees, as well as the University committee. For 2017-18, the University Committee was comprised of thirteen members: nine males, four females, ten White, and three Asian.

Consistent with last year's report, a review of the college committees' composition demonstrated that all college committees had female representation for 2017-18 except for the College of Engineering & Computer Science and the College of Optics & Photonics. Female faculty comprised 31% of the college committees' composition. Also, faculty that identified as Hispanic (14%), Asian (16%) and White (70%) were members of these committees.

A review of the department committees' composition demonstrated that six of the 36 department committees had no female representation in 2017-18, which was a decrease from nine departments from the previous year's report. Women continued to comprise approximately 29% of the 374 committee members (111 of 374). Non-female representation may be attributed to a number of factors including a comparative lack of tenured female faculty.

Thirteen department committees included faculty members that identified as Black. Fifteen department committees included faculty members that identified as Hispanic, and twenty-two department committees included faculty that identified as Asian. Two department committees included an American Indian/Alaska Native faculty member. Overall, similar to representation in last year's report, of the 374 committee members, 263 identified as White (70%), 74 as Asian (19%), 20 as Hispanic (5%), 15 as Black (4%), and two as American Indian/Alaska Native. This resulted in underrepresented individuals making up 29% of the department committees.

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PART IX: OTHER REQUIREMENTS

A. Budget Plan

The University of Central Florida's 2017-18 Budget Plan included specific strategies and a budget allocation that supported diversity and inclusion. In addition to funds that supported all the programming and events set forth in the SDES 2017-18 Equity Report (Attachment A), the Provost's Office developed the Targeted Opportunity Program (TOP) Inclusive Excellence (IE) Program in 2015-16 as a replacement to the previously administered Diversity Enhancement Program. The TOP IE Program provided funding to hire tenured or tenure-track faculty members. The goal of this program was to increase diversity at UCF and to attract underrepresented faculty members in academic disciplines where underrepresentation was indicated. For 2017-18, this program was utilized for the hiring of three faculty members.

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

Criteria for hires: Eligible TOP IE Program applicants are required to be U.S. citizens or permanent residents who are strong scholars, seek a tenured or tenure-track faculty appointment in an academic discipline, and address a defined area of underrepresentation. All faculty members hired under this program must have strong credentials to meet the criteria for promotion and tenure on the normal schedule for faculty advancement. Thus, appropriate faculty review procedures (e.g., tenure with hire) are required during the appointment process. Final approval for hire rests with the Provost and Executive Vice President based upon all factors mentioned above. The Provost supported the university's equity goals to increase faculty diversity and reduce significant underrepresentation of protected groups and females with a commitment of \$288,000 for the 2015-16 fiscal year, \$958,000 for the 2016-17 fiscal year, and \$1,156,365 for the 2017-18 fiscal year for the TOP IE Program.

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B. President's Evaluation

For 2017-18, a President's evaluation was not completed as former-President John Hitt retired on June 30, 2018.

C. Top Administrators' Evaluations

For 2017-18, evaluations for the Vice Presidents were not completed due to transitions in the President's and Provost's Offices. On July 1, 2018, Dale Whittaker began serving as President. However, prior to this, Dr. Whittaker served as Executive Vice President and Provost. On February 21, 2019, Dr. Whittaker's resignation as President was accepted by the Board of Trustees. Prior to this resignation, the evaluations for the Vice President positions (those reporting to the Provost and those reporting to the President) were not completed.

Attachment

A



TRANSFORMATIVE OPPORTUNITIES

Inspiring Equity, Diversity and Inclusion



2017-18 EQUITY REPORT

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

MARIBETH EHASZ, Ph.D., VICE PRESIDENT FOR STUDENT DEVELOPMENT AND ENROLLMENT SERVICES

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EQUITY, DIVERSITY AND INCLUSION FRAMEWORK

SDES is committed to providing a culturally competent and safe environment in which all employees and students embrace the similarities and differences we share. Equity, diversity and inclusion are critical to an individual's holistic development. SDES provides the framework for creating and fostering a campus-wide inclusive environment. We endeavor to foster an inclusive environment through our hiring processes, trainings, self-exploration opportunities and the development of culturally competent SDES faculty, staff and students.

SDS DIVERSITY HISTORY

Ongoing diversity training is critical to the success of our staff and students. Since 2011, the SDS diversity training program has provided learning opportunities to help raise awareness through self-discovery, drive staff engagement, and strengthen our core values. These efforts are enhanced by our partnership with the Office of Diversity and Inclusion. Staff members earn Diversity Education Units (DEUs) credits that are designed to promote cross-cultural understanding and inclusiveness. DEUs are awarded for multimodal learning activities and programs. Participants earn one DEU for each hour completed. For more information, visit: www.sdes.ucf.edu/deu/faq/.

INTRODUCTION

Student Development and Enrollment Services' (SDES) mission is to create and cultivate an innovative and inclusive learning experience that helps students reach their academic, personal and professional aspirations; to advocate for social awareness and change; and to commit to lifelong learning.

This document contains information on SDES departments, programs, functional areas and committees that contribute to the co-curricular experiences of students and provide support services, programming, advising, and manage campus climate opportunities. SDES is committed to “helping students stay in school, be healthy, and live ethically” (Ehasz, 2017).

EXECUTIVE SUMMARY PROGRAMS

ADVISING PROGRAMS

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

80

**TOTAL
ATTENDANCE:**

52,038

FIRST YEAR ADVISING AND EXPLORATION (FYAE): FYAE is the primary academic advising office for first-time-in-college (FTIC) students. FYAE advisors are available to review General Education Program and degree requirements, to assist with major and career exploration, to explain UCF policies and procedures, to assist with course registration, to refer to other campus offices, and much more.

FIRST YEAR EXPERIENCE (FYE): FYE oversees several transitional programs to assist students and their families as they enter the university. Every first-year student and transfer student is required to attend an Orientation session before registering for classes.

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

MULTICULTURAL ACADEMIC SUPPORT SERVICES (MASS): The mission of Multicultural Academic and Support Services (MASS) is to maximize student success by assisting Multicultural and First-Generation College Students in their transition to UCF and by connecting with the University community and our partners to promote and facilitate academic support services and programs.

STUDENT ACADEMIC RESOURCE CENTER (SARC): Our mission is to strengthen comprehensive learning, enhance retention, and promote student success by providing academic support services to University of Central Florida (UCF) students.

STUDENT ACCESSIBILITY SERVICES (SAS): Student Accessibility Services (SAS) views disabilities as an integral part of the rich diversity at the University of Central Florida. To that end, we work collaboratively with students, faculty, and staff to create an inclusive educational environment for students.

SDES TRIO CENTER: The SDES TRiO Center/Student Support Services program addresses the academic and social needs of eligible students enrolled at UCF who are first-generation in college, have a documented disability, or demonstrate financial need. At UCF, TRiO is home to seven federally funded pre-collegiate and collegiate grant programs.

TRANSFER & TRANSITION SERVICES (TTS): Transfer and Transition Services helps transfer students make a seamless transition to a more successful UCF experience. We provide pre-admission and transition advising to transfer students as well as connections to the campus community through a strong Peer Mentor program.

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

ENROLLMENT SERVICES

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

5

**TOTAL
ATTENDANCE:**

100,137

REGISTRAR OFFICE: The mission of the Registrar's Office is to provide quality and efficient service to develop and maintain accurate academic records and effectively communicate appropriate information to the UCF community.

UNDERGRADUATE ADMISSIONS: At UCF, you'll experience the benefits of a complete college experience on a friendly and exciting campus. Our student services and faculty provide a quality education in internationally recognized fields such as engineering, hospitality, digital media and biomedical science.

STUDENT ENGAGEMENT

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

259

**TOTAL
ATTENDANCE:**

92,173

CAREER SERVICES: UCF Career Services contributes to the university's goal of offering high-quality undergraduate and graduate education and student development by providing centralized, comprehensive and coordinated career development, experiential learning, and employer relations programs.

FRATERNITY AND SORORITY LIFE (FSL): The mission of the Office of Fraternity and Sorority Life is to foster an inclusive environment and commitment to student growth, academic excellence, civic engagement, leadership development, positive relationships, and risk reduction education

INTEGRITY AND ETHICAL DEVELOPMENT: The Office of Integrity and Ethical Development (IED) specializes in the promotion of individual responsibility and personal development. Programs are designed to develop awareness toward integrity, ethical decision-making, conflict resolution, and supportive communication. These services are designed to provide students with the college life skills necessary for academic and personal success at UCF.

LEAD SCHOLARS ACADEMY (LSA): LEAD Scholars Academy establishes an environment that will provide through impact practices for comprehensive leadership education, development, and civic engagement opportunities for the UCF community. Through collaboration and partnerships, LSA will incorporate the UCF CREED to create professional, academic and experiential opportunities that challenge, empower, and educate students to become social change agents in a global society.

OFFICE OF STUDENT CONDUCT: The Office of Student Conduct, a division of the Office of Student Rights and Responsibilities, provides educational opportunities that foster individual growth, ethical development and personal accountability while promoting the core values of the university: integrity, scholarship, community, creativity, and excellence. (Violence Prevention/Title IX information)

OFFICE OF STUDENT INVOLVEMENT (OSI): The mission of the Office of Student Involvement (OSI) is to provide quality programs, services, and leadership opportunities that enrich students' academic endeavors and enhance the campus environment. Students and staff collaborate to develop programs and services which

encourage students' personal growth, to promote civic responsibility, to embrace differences, and to connect students to the campus and the community.

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

RECREATION AND WELLNESS CENTER (RWC): The UCF Recreation and Wellness Center (RWC) comprises many programs, such as Intramural Sports, Sports Clubs, Outdoor Adventure, Fitness, and Aquatics. The RWC is open to all students; paid memberships are available for non-students. The RWC offers a vast array of state-of-the-art facilities, includes a custom climbing wall, tennis courts, sand volleyball courts, a disc golf course, numerous intramural sports fields, a leisure pool, and an outdoor lap pool.

SOCIAL JUSTICE AND ADVOCACY (SJA): The mission of Social Justice and Advocacy (SJA) is to promote an equitable campus environment where all are assured that diversity, in its many forms, is valued. We will support efforts to increase equal access to campus resources and opportunities, while cultivating inclusiveness to the least advantaged members of the campus community. SJA will advocate to decrease obstacles that prevent students from succeeding at the University of Central Florida.

STUDENT LEGAL SERVICES (SLS): The office of Student Legal Services provides enrolled students at UCF with legal counseling and court representation in various areas of the law. The staff attorneys interview each client individually to advise in the areas of law that concern the student. Cases which are not covered by the program guidelines are referred to appropriate agencies or private attorneys through a lawyer referral service.

STUDENT UNION: The UCF Student Union strives to create an innovative and inclusive environment acting as a catalyst for campus engagement. We are committed to building community by providing programs and experiences that foster student development within quality facilities

THE VETERANS ACADEMIC RESOURCE CENTER (VARC): VARC is your one-stop solution to your needs as a student veteran. We provide offices, study space and lounge space, as well as access to a number of university offices, in one central

location. At the Veterans Academic Resource Center, our goals are to: Help you understand and ensure your access to all of the campus resources available to you; Help you succeed by providing study space and special tutoring at your convenience; Help UCF faculty and staff understand your unique needs as a student veteran; Provide you with the tools you need to stay on track and finish your degree.

WELL-BEING

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

**TOTAL
ATTENDANCE:**

87 | 9,799

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): CAPS serves as an essential mental health resource for UCF students by providing high quality culturally competent, clinical and outreach services and a nationally renowned training program.

STUDENT CARE SERVICES (SCS): Student Care Services (SCS) offers guidance, resources, and referrals to UCF students who are experiencing a distressing situation which significantly impacts academic or personal success. Student Care Services supports students experiencing academic or personal concerns by providing a comprehensive network of resources.

STUDENT HEALTH SERVICES (SHS): The mission of UCF Student Health Services is to provide excellent healthcare that delivers value and promotes lifelong well-being to the UCF community.

WELLNESS AND HEALTH PROMOTIONS (WHPS): To promote a culture of well-being where students identify and practice lifelong skills that improve the quality of life.

HOUSING

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

**TOTAL
ATTENDANCE:**

23 | 2,452

HOUSING AND RESIDENCE LIFE (HRL): The mission of the Department of Housing and Residence Life is to provide students living in university housing with safe, well-maintained facilities and programs that are conducive to student learning and success.

NEIGHBORHOOD RELATIONS AND SAFETY EDUCATION: The Neighborhood Relations and Safety Education office is a one stop shop for all of your off-campus living needs. Neighborhood Relations and Safety Education Office works and involves the student neighborhood information, contact, relationship, and development.

UNIQUE CATEGORY

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

**TOTAL
ATTENDANCE:**

4 | 555

CREATIVE SCHOOL: We believe that all children have the basic right to be educated in a safe and nurturing environment. All children should be provided with time, space, and opportunities needed to discover, accept, and develop themselves to their highest potentials.

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS 2017–2018

ADVISING PROGRAMS:

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

80

**TOTAL
ATTENDANCE:**

52,038

FIRST YEAR ADVISING AND EXPLORATION

SUMMER ACCESS PROGRAM

Summer 2017

Attendance: 282

Purpose: Summer Bridge program for selected students who must meet all program requirements to be admitted for the fall 2017 semester. FYAE provides the academic advising support for this population

Departments hosting and collaborators: FYAE, SARC, & MASS

WELCOME EXPO

August 23, 2017

Attendance: 3036

Purpose: Welcome event for new and returning students.

Department hosting and collaborators: FYAE, University Colleges and Departments, Student Organizations, UCF Offices, and area Vendors/businesses

HONORS ADVISING KNIGHTS

September 18 & 19

Attendance: 507

Purpose: Assist Burnett Honor Students with their spring 2018 registration

Department hosting and collaborators: FYAE, Burnett Honors College, College Academic Advising Offices

PHI ETA SIGMA NATIONAL HONOR SOCIETY INDUCTION

November 21, 2017

Purpose: Induction ceremony for FTIC students who had achieved a 3.5 or higher GPA during the fall or spring of their first year in college

Department hosting and collaborators: FYAE, Phi Eta Sigma National Honor Society, and Phi Eta Sigma student leadership

KNIGHT WATCH PROGRAM

New program started in fall 2017 & spring 2018

Attendance: 197 (fall), 257 (spring 2018)

Purpose: Provide additional academic support for FTIC students with a summer term GPA of 2.00–2.59

Department hosting and collaborators: FYAE, Lead Scholars Academy, and Student Academic Resource Center

NACADA WEBINARS ON ACADEMIC ADVISING CORE COMPETENCIES

Fall 2017 and spring 2018 (7 different webinars)

Purpose: These webinars were sponsored by NACADA to assist all academic advisor's professional development opportunities to enhance the student experience.

Department hosting and collaborators: FYAE and College Advising offices

FIRST YEAR EXPERIENCE

LINK PROGRAMS

Events held throughout the 2017–2018 academic year

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

Department hosting and collaborators: Varies per event; most SDES offices, and many outside of the division and FYE

OUT-OF-STATE STUDENT MENTORING PROGRAM (OSSM)

Fall 2017

Attendance: 596 students in OSSM, 109 students in the Living Learning Community

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

Department hosting and collaborators: FYE, FYAE, Housing & Residence Life, RWC

SLS 1501 FRESHMAN SEMINAR 2017–2018 academic year

Attendance: Enrollment in SLS 1501 for the 2017–2018 academic year was 1,459 FTIC students, offered Summer B, Fall, and Spring semesters. **Purpose:** All read and participate in an engaging class discussion around “Embracing Diversity and Disabilities” as part of the textbook. Strategies for Success (SLS 1501) is a 3-credit hour elective letter grade course designed to assist students in transitioning to the University and collegiate life. In a small engaging classroom setting, the course helps students build a strong academic foundation by developing important life and study skills.

Students also learn and apply critical thinking skills towards diversity and social justice issues, career-readiness and other topics that promote student success persistence through the first year and beyond.

Department hosting and collaborators: First Year Experience College of Community Innovation and Education

O-TEAM COURSE: CULTURAL PROFICIENCY UNIT

February 6–February 15, 2018

Purpose: To introduce to the Orientation Team the concepts of individual identity, diversity, inclusion, stereotypes and the impact inclusive language can have on individuals. The importance of being accepting of others is emphasized in preparation for their work with new students and their guests throughout Orientation this summer.

Department hosting and collaborators: First Year Experience

ORIENTATION EVENING PROGRAM: “THE RESPONSIBLEKNIGHT”

Summer 2018

Attendance: All incoming FTIC students were required to attend session as part of Orientation.

Purpose: The Responsible Knight program focused on introducing incoming FTIC students to campus resources, what it means to be part of the UCF community, and their responsibility to create an environment that is safe, inclusive, and positive. The students were educated on bystander intervention and discussed with O-Teamers how to handle real-life scenarios.

Department hosting and collaborators: First Year Experience, Green Dot, and Victim Services

COMMON READ PROGRAM 2017–2018 academic year

Attendance: 7,000 FTIC students

Purpose: All FTIC students received High Price: A Neuroscientist’s Journey of Self-Discovery (2014) text during their respective orientation date. The Common Read Program Learning Outcomes are: (a) build a sense of community among students via a common experience that will create connections and assist with their academic and social transition to university life; (b); To

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provide students an opportunity to understand diverse perspectives; (c) To create a foundation for students to explore values and ethics; (d) Challenge students to self-reflect upon their life story and impact using major themes from the selected text.

Department hosting and collaborators: First Year Experience and Burnett Honors College

FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

FCIHE SUMMER INSTITUTE

July 13, 2017

Purpose: To engage secondary colleagues through collaboration and opportunities of professional development and technical assistance in the growing options of inclusive postsecondary education at Florida's universities and state and technical colleges for their students with ID during and upon exiting the K-12 system.

Department hosting and collaborators: Inclusive Education Services, Dining Services, UCF Student Union, Florida Diagnostic & Learning Resources System, Project 10, Orange County Public Schools, Down Syndrome Foundation of Florida, and Florida Inclusion Network

HARTWICK SYMPOSIUM: SELF-ADVOCATES

February 2, 2018

Purpose: To provide inclusive postsecondary students and staff with resources to assist with enhancing existing programs as well as information about what comes after college.

Department hosting and collaborators: FL Self-Advocates Network'd, ABLE United, Florida Developmental Disabilities Council, Inc., Mobility Works, Florida Center for Inclusive Communities, APD, Disability Rights Florida, Treasure Coast Down Syndrome Awareness Group.

INCLUSIVE EDUCATION SERVICES

THE EVOLVING STORY OF INTELLECTUAL DISABILITIES

November 7, 2017

Purpose: Inform attendees on intellectual

disabilities and explain the IES program at UCF and how it benefits students with intellectual disabilities

Department hosting and collaborators: Inclusive Education Services

MULTICULTURAL ACADEMIC AND SUPPORT SERVICES

MASS STUDENT SUCCESS CONFERENCE

August 25–27, 2017

Attendance: 102

Purpose: To engage participants on the following five design principles: a) creating a framework for a college-going, college-staying and college graduating culture; b) exploring and resolving underlying cultural and campus related issues which impede the educational achievement of males; c) motivating and inspiring males towards educational achievement and degree attainment; and d) building community partnerships with state colleges, state universities, community-based organizations and community stakeholders.

Department hosting and collaborators: Multicultural Academic and Support Services

NATIONAL MALE STUDENT SUCCESS CONFERENCE

October 19–21, 2017

Attendance: 118

Purpose: To engage male students and conference participants while preparing students for success in the 21st Century and beyond. The conference served to create a college-going, college-staying and college-graduating culture.

Department hosting and collaborators: Multicultural Academic and Support Services

TRANSFORMING STUDENT SUCCESS CONFERENCE TRIO LEADERSHIP CONFERENCE

October 19–21, 2017

Attendance: 250

Purpose: The Pre-College track features sessions focused on raising awareness and inspiring high school students to pursue college majors, earn their degrees, and lead successful lives. College track focused on increasing access to UCF's co-curricular and student leadership opportunities,

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programs, support services, and resources.

Department hosting and collaborators:

Multicultural Academic and Support Services

MASS WELCOME BACK BASH

January 10, 2018

Attendance: 425

Purpose: To engage FTIC and transfer students with learning about resources, campus departments and student organizations across the campus.

Department hosting and collaborators:

Multicultural Academic and Support Services

CARIBBEAN WELCOME KNIGHT

February 16, 2018

Attendance: 200

Purpose: To network and provide support services, campus resources, and community information to students at welcome session for Puerto Rico and US Virgin Island students. The event was a networking and engagement opportunity for students.

Department hosting and collaborators:

Multicultural Academic and Support Service

FLORIDA REACH POSITIVE PATHWAYS STATE CONFERENCE (FORMER FOSTER CARE YOUTH)

May 9–10, 2018

Attendance: 100

Purpose: To offer valuable networking opportunities as well as trainings and workshops on best practices used around the state and nation to increase the number of students from foster care that enroll in and graduate from postsecondary institutions. The goal of the conference, which is among the first of its kind in the nation, was to increase the number of former foster youth who enroll in and graduate from colleges, universities and technical education programs in Florida. The liaisons help to ensure students have access to campus resources and accurate information as they navigate their post-secondary educational careers.

Department hosting and collaborators:

Multicultural Academic and Support Services

CAREER EXPO 2019

Spring 2018

Attendance: 100

Purpose: Network with different companies for the possibilities of jobs and or internships

Department hosting and collaborators:

Multicultural Academic, Support Services, and Career Services

ACCESS PROGRAM

2017–2018 academic year

Attendance: 364

Purpose: To offer a six-week summer component and an academic enhancement component that spans the fall and spring semesters to First time In College (FTIC) students beginning at UCF. The program assisted diverse students with making a smooth transition from high school to college.

Department hosting and collaborators:

Multicultural Academic and Support Services

STUDENT SUCCESS FIRST GENERATION

2017–2018 academic year

Attendance: 915

Purpose: To increase the number of students persisting towards graduation in the first-generation programs who receive guidance, support, and program resources.

Department hosting and collaborators:

Multicultural Academic and Support Services

STUDENT SUCCESS MINORITY MALES

2017–2018 academic year

Attendance: 1436

Purpose: To increase the number of students persisting towards graduation in the MASS support services who receive guidance, support, and program resources.

Department hosting and collaborators:

Multicultural Academic and Support Services

BROTHER TO BROTHER PROGRAM (B2B)

2017–2018 academic year

Purpose: To provide academic, career, leadership development, social and financial support to multicultural or first-generation undergraduate males who are enrolled part- or full-time at UCF. The program offered leadership development, career exploration, academic skill building, and social enrichment activities.

Department hosting and collaborators:

Multicultural Academic and Support Services

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KNIGHT ALLIANCE NETWORK PROGRAM (FOSTER CARE YOUTH)**2017-2018 academic year**

Purpose: To serve as a one-stop shop for foster care youth as they transition to UCF. The Knight Alliance Network (KAN) program provides guidance, support, resources, advocacy, financial literacy, and a place of belonging for foster care youth enrolled at the University of Central Florida. Our goal was to provide support services and a place where students can have a voice as they persist towards graduation at UCF. The KAN mentoring program aimed to clarify the college experience, assist students as they navigate through the university landscape, and help students prepare for success.

Department hosting and collaborators:
Multicultural Academic and Support Services

DREAM US RECEPTION**September 06, 2017**

Purpose: To provide networking opportunities for DREAMers receiving the scholarship who are highly motivated and plan to earn a college degree from the university.

Department hosting and collaborators:
Multicultural Academic and Support Services

DARE TO DREAM**Spring 2018****Attendance:** 100

Purpose: To provide awareness of the resources available to them on campus.

Department hosting and collaborators:
Multicultural Academic, Support Services, and MSC

DACA/DREAMERS PEP RALLY**Spring 2018**

Purpose: To provide general up to date information on scholarship and campus resources.

Department hosting and collaborators:
Multicultural Academic and Support Services

DACA/DREAMERS ORIENTATION**Spring 2018**

Purpose: General up to date information on scholarship and campus resources.

Department hosting and collaborators:
Multicultural Academic and Support Services

ANNUAL MULTICULTURAL TRANSFER PROGRAM**September 19, 2017**

Purpose: To provide Multicultural Transfer Students with a healthy entry to university life, where they can take advantage of networking and professional development opportunities. By becoming involved in transfer focused activities, they are less likely to experience “transfer shock.”

Department hosting and collaborators:
Multicultural Academic and Support Services

STATE COLLEGE DAY**February 19, 2018**

Purpose: To engage diverse students in the admissions and transfer process to UCF i.e. Greek Life, Admissions process, Financial Aid process and Student Involvement activities at UCF.

Department hosting and collaborators:
Multicultural Academic and Support Services

MULTICULTURAL NETWORKING RECEPTION**Spring 2018****Attendance:** 100

Purpose: Meet and greet with different campus partners and departments

Department hosting and collaborators:
Multicultural Academic and Support Services

MASS ON-LINE**2017-2018 academic year****Attendance:** 1285

Purpose: To engage students in MASS On-line through academic support services, modules, quizzes, and one on one support.

Department hosting and collaborators:
Multicultural Academic and Support Services

WORKSHOPS/LUNCH AND LEARN PROGRAM**2017-2018 academic year****Attendance:** 966

Purpose: To provide multicultural and first-generation students with an opportunity to engage with a UCF faculty or staff member outside the classroom.

Department hosting and collaborators:
Multicultural Academic and Support Services

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SCHOLARSHIPS AND WAIVERS**2017-2018 academic year**

Purpose: To provide multicultural and first-generation students with financial support to reduce the need to work full-time and to reduce loan debt.

Department hosting and collaborators:
Multicultural Academic and Support Services

STUDENT ACHIEVEMENT RECOGNITION PROGRAMS (ACCESS PROGRAM CLOSING CEREMONY, EXCELLENCE IN ACTION ANNUAL RECOGNITION CEREMONY AND NGUZO SABA GRADUATION CEREMONY)

2017-2018 academic year

Attendance: 521 ACCESS Program Closing Ceremony; 425 Excellence in Action Ceremony; 100 Nguzo Saba Graduation Ceremony

Purpose: Unknown

Department hosting and collaborators:
Multicultural Academic and Support Services

HISPANIC HERITAGE MONTH CLOSING CEREMONY**October 12, 2017****Attendance:** 200

Purpose: To provide multicultural and first-generation students with financial support to reduce the need to work full-time and to reduce loan debt.

Department hosting and collaborators:
Multicultural Academic and Support Services - Staff member Chair

BLACK FACULTY AND STAFF ASSOCIATION 24TH ANNUAL JOSEPH C. ANDREW'S ANNUAL MENTORING CELEBRATION

January 19, 2018**Attendance:** 500

Purpose: Unknown

Department hosting and collaborators:
Multicultural Academic and Support Services - Staff member Chair

STUDENT ACADEMIC RESOURCE CENTER**NOSTRESS ZONE: REDUCING TEST TAKING ANXIETY****9/21/17**

Purpose: Does the thought of a looming test get you nervous and shaky? Learn tips to help you breeze through your next test stress free

Department hosting and collaborators: Student Academic Resource Center

THE NEXT LEVEL: PREPARING FOR PROFESSIONAL SCHOOL**9/26/17**

Purpose: Wondering how to become competitive for med school, law school or another health-professional school? Join the Office of Pre-Health and Pre-Law Advising staff to learn how their office can assist you in pursuing a Pre-Professional program.

Department hosting and collaborators: Student Academic Resource Center

BRING YOUR "A" GAME: GETTING A'S USING TIME MANAGEMENT**10/3/17**

Purpose: Develop techniques necessary to become an effective time manager. Learn how to prioritize, make effective lists, and become better at multi-tasking and studying.

Department hosting and collaborators: Student Academic Resource Center

STUDY SMARTER, NOT HARDER: STUDY SKILLS & TEST PREPARATION**10/12/17**

Purpose: Learn from our experts the tricks of the trade on how to prepare for your exams.

Department hosting and collaborators: Student Academic Resource Center

STAYING AHEAD OF THE GAME: AVOIDING PROCRASTINATION**10/24/17**

Purpose: Learn why students procrastinate, how to identify it and how to overcome the procrastination cycle. Learn how to be more effective and successful here at UCF.

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Department hosting and collaborators: Student Academic Resource Center

NO STRESS ZONE: REDUCING TEST TAKING ANXIETY

10/31/19

Purpose: Does the thought of a looming test get you nervous and shaky? Learn tips to help you breeze through your next test stress free!

Department hosting and collaborators: Student Academic Resource Center

FINAL EXAM PREPARATION

11/16/17

Purpose: Are you starting to feel overwhelmed in preparing for final exams? Learn how to regain control and make finals week a week of success.

Department hosting and collaborators: Student Academic Resource Center

STUDY UNION

12/2/1-12/8/17

Attendance: 11,634 including in-person, live streaming and recorded sessions

Purpose: To provide final exam review sessions to students.

Department hosting and collaborators: Student Academic Resource Center, Student Union and Office of Student Involvement

BRING YOUR “A” GAME: GETTING A’S USING TIME MANAGEMENT

1/16/18

Purpose: Develop techniques necessary to become an effective time manager. Learn how to prioritize, make effective lists, and become better at multi-tasking and studying.

Department hosting and collaborators: Student Academic Resource Center

STUDY SMARTER, NOT HARDER: STUDY SKILLS & TEST PREPARATION

1/23/18

Purpose: Learn from our experts the tricks of the trade on how to prepare for your exams.

Department hosting and collaborators: Student Academic Resource Center

GOAL SETTING

2/8/18

Purpose: Wondering what GPA is needed to make President’s List? Learn what strategies are necessary to make this goal a reality.

Department hosting and collaborators: Student Academic Resource Center

NOTETAKING

2/13/18

Purpose: Do you every wish you could press the rewind button during lecture? Is your notebook filled with information you can’t absorb? Take a note from the experts on how to best refine your learning process and incorporate audio recording into your class.

Department hosting and collaborators: Student Academic Resource Center

BRING YOUR “A” GAME: GETTING A’S USING TIME MANAGEMENT

2/21/18

Purpose: Develop techniques necessary to become an effective time manager. Learn how to prioritize, make effective lists, and become better at multi-tasking and studying.

Department hosting and collaborators: Student Academic Resource Center

STAYING AHEAD OF THE GAME: AVOIDING PROCRASTINATION

2/27/18

Purpose: Learn why students procrastinate, how to identify it and how to overcome the procrastination cycle. Learn how to be more effective and successful here at UCF.

Department hosting and collaborators: Student Academic Resource Center

NO STRESS ZONE: REDUCING TEST TAKING ANXIETY

3/20/18

Purpose: Does the thought of a looming test get you nervous and shaky? Learn tips to help you breeze through your next test stress free!

Department hosting and collaborators: Student Academic Resource Center

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FINAL EXAM PREPARATION**4/10/18**

Purpose: Are you starting to feel overwhelmed in preparing for final exams? Learn how to regain control and make finals week a week of success.

Department hosting and collaborators: Student Academic Resource Center

STUDY UNION**4/22/18–4/24/18**

Attendance: 15,771 including in-person, live streaming and recorded sessions

Purpose: To provide final exam review sessions to students.

Department hosting and collaborators: Student Academic Resource Center, Student Academic Resource Center, Student Union and Office of Student Involvement

STUDY SMARTER, NOT HARDER: STUDY SKILLS & TEST PREPARATION**6/28/18**

Purpose: Learn from our experts the tricks of the trade on how to prepare for your exams.

Department hosting and collaborators: Student Academic Resource Center and University Housing

GOAL SETTING AND MOTIVATION**7/10/18**

Purpose: Wondering what GPA is needed to make President's List? Learn what strategies are necessary to make this goal a reality.

Department hosting and collaborators: Student Academic Resource Center and University Housing

FINAL EXAM PREPARATION**7/19/18**

Purpose: Are you starting to feel overwhelmed in preparing for final exams? Learn how to regain control and make finals week a week of success.

Department hosting and collaborators: Student Academic Resource Center and University Housing

STUDENT ACCESSIBILITY SERVICES**DISABILITY RIGHTS, BARRIERS AND YOU**
10/10/17

Purpose: Led by Student Accessibility Services, this interactive workshop will explore some of the greatest disability barriers that exist in day-to-day activities. The discovery will lead to a paradigm shift in how disability is viewed. Everyone who attends will be able to identify at least one action-item take-away that they can use to contribute to a more accessible and inclusive environment for people with disabilities.

Department hosting and collaborators: Student Accessibility Services

DISABILITY IN THE MEDIA**12/15/17**

Purpose: Led by Student Accessibility Services, this interactive workshop explores how disability is portrayed in the media and can impact our social mindset toward the concept.

Department hosting and collaborators: Student Accessibility Services

DISABILITY RIGHTS, BARRIERS AND YOU
3/5/18

Purpose: Led by Student Accessibility Services, this interactive workshop will explore some of the greatest disability barriers that exist in day-to-day activities. The discovery will lead to a paradigm shift in how disability is viewed. Everyone who attends will be able to identify at least one action-item take-away that they can use to contribute to a more accessible and inclusive environment for people with disabilities.

Department hosting and collaborators: Student Accessibility Services

CREATING ACCESSIBLE VIDEOS**3/6/18**

Purpose: This workshop guides participants on different options to make videos accessible.

Department hosting and collaborators: Student Accessibility Services

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DISABILITY IN THE MEDIA**Date:** 3/7/18**Purpose:** Led by Student Accessibility Services, this interactive workshop explores how disability is portrayed in the media and can impact our social mindset toward the concept.**Department hosting and collaborators:** Student Accessibility Services**BARRIERS BE GONE ESCAPE ROOM ACTIVITY****3/23/18****Purpose:** Based on the popular escape room game concept, Student Accessibility Services and Inclusive Education Services challenge teams to be locked in a room full of barriers. Players need to learn about accessibility and inaccessible approaches in order to solve the clues to escape.**Department hosting and collaborators:** Student Accessibility Services**CREATING ACCESSIBLE VIDEOS****4/25/18****Purpose:** This workshop guides participants on different options to make videos accessible.**Department hosting and collaborators:** Student Accessibility Services**SDES TRIO CENTER****TRIO—TALENT SEARCH/PROJECT REACH: SUMMER CONNECT PROGRAM**
July 11-19, 2017**Purpose:** The Summer Connect Program provided Pre-collegiate students (middle school-high school) with a “college student for a day” experience.

The program included campus and housing tours and course planning. Students engaged in a number of workshops: “College: fact or fiction”, “Get it together for college”, “Financial Literacy: Understanding how to pay for college”, “Who wants to be a millionaire”, “Ins and Outs of Student Success” and “Understanding the Power of One.” Students also completed the challenge course

Department hosting and collaborators: SDOS TriO Center, Recreation and Wellness, College of Engineering, College of Arts & Humanities, College of Science, Office of Student Financial Assistance, and Housing & Residence Life.**TRIO—STUDENT SUPPORT SERVICES, TALENT SEARCH & UPWARD BOUND: FLORIDA TRIO STUDENT LEADERSHIP CONFERENCE****October 19-21, 2017****Attendance:** There were 225 in attendance.**Purpose:** We hosted the Florida TRIO Student Leadership Conference. The conference is for collegiate and pre-collegiate TRIO scholars. Dr. McCloud facilitated the Emerging Leaders Institute (ELI) and each TRIO Center program presented at least one session at the conference. We partnered with MASS and its Annual Male Student Success Conference to present this Transforming Student Success Conference 2017.**Department hosting and collaborators:** SDOS TriO Center and Multicultural Academic Support Services**TRIO—STUDENT SUPPORT SERVICES, TALENT SEARCH, UPWARD BOUND & MCNAIR: TRIO WEEK****February 19-24, 2018****Attendance:** Over 200 people attended the various programs during the week.**Purpose:** We celebrate TRIO Week in celebration of the National TRIO Day of Service. Al Phillips from the Council on Opportunity in Education (the national TRIO organization) was the keynote speaker. We recognized Congresswomen Val Demings and Stephanie Murphy with our annual Friend of TRIO Award. Both supported TRIO programs at the national level.**Department hosting and collaborators:** SDOS TriO Center**TRIO—STUDENT SUPPORT SERVICES: PRIME STEM & PROJECT BEST: NATIONAL TRIO DAY OF SERVICE****February 24, 2018****Purpose:** We volunteered at Harvest Time International on National TriO Day (Saturday, February 24, 2018). The scholars folded sheets, towels, napkins, and tablecloths that were donated from Walt Disney World to assist families in Puerto Rico.**Department hosting and collaborators:** SDOS TriO Center

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**TRIO—STUDENT SUPPORT SERVICES/
PRIME STEM: ENGINEERING LEARNING
COMMUNITY****Spring 2018**

Purpose: During the spring semester we developed an Engineering Learning Community for our scholars. The scholars meet three times during the semester and participated in the following activities: discussion on how to become a great engineer, panel discussion with an engineers in the field (Lockheed Martin and Walt Disney World), and a presentation from the Office of Undergraduate Research on the steps to take to begin the research process.

Department hosting and collaborators: SDES TriO Center, Office of Undergraduate Research, and College of Engineering

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

Purpose: The third annual STEM Career Academy offered several workshops on career readiness, resumes, networking, graduate school, and a keynote address by Dr. Candice Bridge. Dr. Bridge is an Assistant Professor in the UCF Chemistry Department. The event was developed in response to the gap in post-graduate employment of first generation students and assists them in developing skills and knowledge that are needed for employment. The day concluded with a networking reception with eight industry representatives from the central Florida area from a diversity of fields including computer science, nursing, and solar energy. Attendees made several industry connections which can lead to opportunities for mentorship, internships, and career placement in the future.

Department hosting and collaborators: SDES TriO Center

**TRIO—TALENT SEARCH: PROJECT PACE
& PROJECT REACH: PROJECT PACE &
REACH SUMMER ACADEMY****June 12-28, 2018**

Purpose: The Talent Search Summer Academy was designed to provide pre-collegiate exposure to middle and high school participants through social development and college and career exploration.

Daily team building and leadership activities and exposed participants to different STEM careers and majors. High school seniors participated in a two day senior boot camp and received help in the beginning process of the college admissions process. The seniors participated in workshops on the college essay, financial literacy, the common application, and career services.

Department hosting and collaborators: SDES TriO Center, UCF Career Services, UCF Police, UCF Undergraduate Admissions, College of Medicine, Rosen College of Hospitality Management, Naval Air Warfare Center Training Systems Div. /Institute for Simulation & Training, Lockheed Martin, UCF Office of Student Financial Assistance and Lake Highland Preparatory School.

**TRIO—UPWARD BOUND: PROJECT
ACE, PROJECT EDGE & PROJECT RISE:
UPWARD BOUND SUMMER ACADEMY
June 10–July 27, 2018**

Purpose: The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. The program serves first-generation, low-income high school students. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. As a part of our six-week summer program, students will spend a week on our campus where they will reside in the dorm, eat in the dining hall, and engage in a rigorous academic curriculum. The purpose is to allow the students to experience first-hand, college life.

Department hosting and collaborators: SDES TriO Center, Financial Aid, Office of Academic Integrity, MASS, UCF Cares, Library, Institute for Simulation & Training, Recreation and Wellness, Rosen College of Hospitality Management, Undergraduate Admissions, Career Services, Office of Diversity and Inclusion, UCF Global. Students also took trips include Florida Holocaust Museum, Escape Room, Rollins College, and to the FL TRIO Summer Olympics (in Tampa).

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TRIO—UPWARD BOUND: PROJECT ACE, PROJECT EDGE & PROJECT RISE: TRIO FORUM “ACADEMIC SUCCESS UNDER CONSTRUCTION”**June 15, 2018****Attendance:** 110

Purpose: Guest speakers and TRIO Alumni interacted with Upward Bound Scholars to share their stories about their journey to a college degree. The students of Project EDGE created the theme, “Academic Success Under Construction” to express the changes they are making in their lives such as cutting out distractions, building better study habits, hitting the books, and measuring their success. These things serve as their building blocks for ensuring that they graduate from high school and for making them competitive for the rigorous college admission process. Speakers included Dr. Maribeth Ehasz, Dr. Daniel Jean, Montclair State University and Chief Cornita Riley, Orange County Corrections Department.

Department hosting and collaborators: SDES TriO Center

TRIO—TALENT SEARCH PROJECT PACE & REACH SUMMER ACADEMY: FINANCIAL LITERACY SERIES**Throughout the academic year**

Attendance: Workshops were facilitated for 268 first-generation and/or low-income students participating in the SDES TRIO Center. Attendance varied at each workshop

Purpose: These workshop were created to help scholars develop financial literacy tools. Topics included Debt Management, Healthy Eating on a Budget, Credit 101, Savings Smarts, Financial Literacy Plan, Salary Negotiations and Student Loan Repayment.

Department hosting and collaborators: SDES TriO Center, Fairwinds, Financial Aid & Adulting/Career Services. Adulting/Career Services.

TRANSFER & TRANSITION SERVICES**MAAPS PROGRAM, 1ST GENERATION STUDENT/FACULTY MENTORING PROGRAM**

Mentoring program has been in existence since Fall 2018

Purpose: To increase student engagement with faculty to promote student success

Department hosting and collaborators: Transfer & Transition Services and University Innovation Alliance (Faculty, Academic Deans, Career Services, SDES)

MAAPS PROGRAM**Started June 2016-April 2019**

Attendance: 90% of the 486 student treatment group

Purpose: To proactively engage first generation and/or Pell eligible students within the college environment. Through predictive analytics, the study seeks to identify which interventions have a positive impact on pre-determined success markers

Department hosting and collaborators: Transfer and Transition Services and University Innovation Alliance (SDES units (majority), Academic Colleges (all), Undergraduate Studies (iACE))

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ENROLLMENT SERVICES

TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:

5

TOTAL
ATTENDANCE:

100,137

REGISTRAR'S OFFICE**PREFERRED NAME OPTION FOR
STUDENTS — ENHANCEMENTS TO
STUDENT SYSTEM****Continuous****Attendance:** Option available to over 68,000 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. The preferred name will appear on grade rosters, class rosters, and in WebCourses so that faculty will correctly associate the student's preferred name with his or her student records. In addition, during the 2018-19 Academic Year, the preferred name is now displayed on the student ID card.**Department hosting and collaborators:** Registrar's Office, Center for Distributed Learning, UCF Card Services**COMMENCEMENT — ACCESSIBILITY
TEAM****August 5, 2017; December 15-17, 2017; May 3-5, 2018. This event is recurring 3X annually — August, December and May****Attendance:** Approximately 12,000 students participate in Commencement annually.**Purpose:** Within the Commencement team, the Registrar's Office appoints a small team to work specifically with students and their guests with disabilities to ensure that the event is fully accessible. In addition to coordinating logistics such as special seating, the Commencement

exercises now include captioning that is viewable to not only the guests in the audience but also the graduates on the floor.

Department hosting and collaborators: Registrar's Office, Student Accessibility Services**UNDERGRADUATE ADMISSIONS****KNIGHT FOR A DAY OPEN HOUSES,
ROSEN CAMPUS OPEN HOUSES AND
ADMITTED STUDENT OPEN HOUSES
(2017) July 22, Sept 23, Oct 28, Nov 3, Nov 18;
(2018) Jan 20, Feb 16, Mar 24, Apr 7, Apr 21****Attendance:** Prospective Students: 3,019; Total Guests 8,097**Purpose:** To introduce prospective students and their families to the University of Central Florida (including academic information, student support services, housing, financial assistance available, and co-curricular opportunities)**Department hosting and collaborators:** Hosted by Undergraduate Admissions in collaboration with all colleges and various departments throughout the university**INTERNATIONAL DIRECT CONNECT
TO UCF****October 13, 2017 and February 2, 2018****Purpose:** To promote educational opportunities available at UCF to international students currently studying at Valencia and looking to complete their education at UCF.**Department hosting and collaborators:** UCF Global, UCF Connect, Housing and Residence Life, RWC, and Undergraduate Admissions

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2017-2018

STUDENT ENGAGEMENT

TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:

259

TOTAL
ATTENDANCE:

92,173

CAREER SERVICES**DARE2DREAM! PROFESSIONAL
DEVELOPMENT AND MENTORSHIP SERIES
September 9, 2017 and October 11, 2017****Attendance:** 89 student participants in person, 938 views and 6 shares on Facebook Live**Purpose:** An exciting new program was created to encourage earlier engagement for African American/Black, Latino/Latina, Low-income/Pell Grant students. The Dare2Dream! Professional Development and Mentorship Series included 2 events designed to better prepare students for success while at UCF. To date, these events have had 938 views and 6 shares on Facebook Live, in addition to the 89 student that participated in person.**Department hosting and collaborators:** Career Services and MASS**WOMEN IN STEM: AIM HIGHER****October 18, 2017****Attendance:** 103 student participants and 17 employer representatives from 15 companies**Purpose:** This program was created to encourage women to pursue STEM fields by informing them of the wide range of STEM related academic and career opportunities. The event facilitated connections amongst successful female professionals and faculty, as well as STEM focused student support services. A primary goal will be to inspire a vision of success to help students overcome issues and challenges pervasive in STEM fields.**Department hosting and collaborators:** Career Services, iSTEM, and the College of Education and Human Performance**2018 MULTICULTURAL NETWORKING
EVENT****January 30, 2018****Attendance:** 139 students and 24 employers participated in this event**Purpose:** The 2018 Multicultural Networking Event gives students the opportunity to interact with employers that are seeking more interaction with diverse candidates for employment. As UCF's student population continues to increase and diversify at an equal rate; the scope of the event was to capture an audience that would benefit from the prospecting connections. The event also increased opportunities for students and alumni to network with employers who have diversity recruiting initiatives.**Department hosting and collaborators:** Career Services and MASS**CAREER SERVICES WORKSHOPS AT
THE ENGLISH LANGUAGE INSTITUTE****February 2, 2018****Purpose:** Career Services facilitated three resume workshops for students in the UCF English Language Institute. The 60 students who attended are International students preparing to enter a 4 year program with many of their first choices being UCF.**Department hosting and collaborators:** Career Services and UCF Global**LGBTQ+ EMPLOYER PANEL****March 6, 2018****Attendance:** Students that attended the event in-person, watched the event live, had a reach of 1,664 people on Facebook, and 729 video views**Purpose:** The partnership between Career Services and LGBTQ+ Services is not a new collaboration, but it is one that continues to grow and achieve new strength and achievements year after year.

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The highlight of this collaboration is the annual LGBTQ+ Employer Panel. The panel provides students a glimpse of the journeys that others have taken, and challenges they have faced, as members of the LGBTQ+ community entering the workplace. This event was live streamed through Facebook Live for the first time Spring 2018. In addition to the 19 students that attended the event in-person, 7 watched the event live, had a reach of 1,664 people on Facebook, and had 729 video views.

Department hosting and collaborators: Career Services and LGBTQ+ Services

RESEARCH, INTERNSHIP, AND CAREER PATHS WORKSHOP

April 6, 2018

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

Department hosting and collaborators: Career Services and MASS

TARGETED POPULATIONS USE OF CAREER SERVICES

2017–2018 academic year

Attendance:

| Special Populations | Handshake Log-ins | Appointments | Event Attendance |
|------------------------|-------------------|--------------|------------------|
| Operation 90% | 135 | 17 | 8 |
| Director's Award | 275 | 20 | 70 |
| Federal Work Study | 3,154 | 67 | 290 |
| Multicultural students | 143,230 | 4,563 | 21,988 |
| Males | 97,605 | 2,868 | 15,214 |

Purpose: Engaging targeted populations to increase student success and career readiness is a priority for Career Services. After reviewing our engagement data for the 2017–2018 academic

year, we learned that multicultural students were engaging with Career Services at a high rate. In fact, they were the highest group amongst students seen for career counseling appointments representing 75% of our total appointments for the year.

Department hosting and collaborators: Career Services

FRATERNITY AND SORORITY LIFE

GREEK LEADERSHIP INSTITUTE/FRATERNAL UNIVERSITY

First Six Weeks of IFC New Member Education Fall and Spring

Attendance: 433 students, 6 staff members

Purpose: To provide training to new community members on hazing, sexual assault, bystander intervention, alcohol and drug prevention, and how to become better fraternal members.

Department hosting and collaborators: Office of Fraternity and Sorority Life, Student Health Services, Green Dot and AVPs

CULTURAL COUNCIL'S RISK PREVENTION DAY

January 6, 2018

Purpose: To provide training to new community members on hazing, sexual assault, bystander intervention, alcohol and drug prevention, and safe zone training.

Department hosting and collaborators: Office of Fraternity and Sorority Life, Student Health Services, SJA, Victim Services and Green Dot

GREEK LEADERSHIP CHALLENGE TITLE IX WORKSHOP

January 27–29, 2018

Attendance: 125 students, 12 staff

Purpose: Continuing Education on Title IX, VAWA, UCF Non-Discrimination Policy, the roles organizations play on equality within membership

Department hosting and collaborators: Office of Fraternity and Sorority Life, Student Health Services, SJA, Green Dot and Outside partners

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U-TALK: GREEKS, DIVERSITY, WORKPLACE**March 20, 2018**

Purpose: Discuss and educate on equality and diversity in the workplace and how to use your network to better your experience. Also focused on using the experience to obtain a job

Department hosting and collaborators: Office of Fraternity and Sorority Life and Career Services

INTEGRITY AND ETHICAL DEVELOPMENT**ETHICS IN GRADUATE SCHOOL AND BEYOND****2 sessions Fall 2017**

Purpose: To bring an awareness to the area of ethics for graduate students to apply to their role while at UCF and in their future careers

Department hosting and collaborators: Integrity and Ethical Development and Graduate Studies

CONFLICT RESOLUTION**6 sessions Fall 2017**

Purpose: How to handle conflict in the workplace involving other peers

Department hosting and collaborators: Integrity and Ethical Development and SDES

ACTIVE LISTENING AND REPHASING**3 sessions Fall 2017**

Purpose: To provide tips and suggestions on how to actively listen to customers

Department hosting and collaborators: Rosen College of Hospitality Management and Integrity and Ethical Development

ACADEMIC INTEGRITY**3 sessions Fall 2017**

Purpose: To provide an awareness of what academic integrity and academic misconduct is considered at UCF

Department hosting and collaborators: Integrity and Ethical Development and Global UCF

COLLEGE LIFE SKILLS WORKSHOP SERIES**10 Workshops Fall 2017****Attendance:** 102

Purpose: To assist students in navigating their

college experience. Topics included Social Media, The Art of Email Etiquette, Reputation Building at UCF, Developing Ethical Standards, Picture Perfect Transcript, It's OK to Get a Zero, Consequences of Academic Misconduct, Can Using Sites Like Course Hero and Quizlet Get You in Trouble?, Before You Do That, Know This, Recommendation Letters

Department hosting and collaborators: Integrity and Ethical Development, SLS 1501, Lead Scholars, and LINK

ETHICAL DECISION MAKING**Spring 2018**

Purpose: How to make an ethical decision and follow through on saying something when witnessing unethical behavior by others

Department hosting and collaborators: Housing and Residence Life and Integrity and Ethical Development

DEVELOPING CONFLICT RESOLUTION SKILLS**Spring 2018**

Purpose: How to handle conflict in a student organization

Department hosting and collaborators: OSI and Integrity and Ethical Development

PROFESSIONALISM AND ACADEMIC INTEGRITY**Spring 2018****Attendance:** 5000+

Purpose: Provided tips and suggestions of how to demonstrate professionalism both inside and outside the classroom and what constitutes academic misconduct at UCF

Department hosting and collaborators: College of Business and Integrity and Ethical Development

HOW TO MEET WITH PROFESSORS**Spring 2018**

Purpose: To assist student in how to communicate with Professors via email and/or during office hours.

Department hosting and collaborators: Honors College and Integrity and Ethical Development

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CONFLICT RESOLUTION**2 sessions Spring 2018**

Purpose: How to handle conflict in the workplace involving other peers

Department hosting and collaborators: SDES and Integrity and Ethical Development

ACADEMIC INTEGRITY**3 classes – Spring 2018**

Attendance: 1000+ (3 SLS classes)

Purpose: To provide an awareness of what academic integrity and academic misconduct is considered at UCF

Department hosting and collaborators: College of Engineering and Computer Science and Integrity and Ethical Development

ETHICS IN GRADUATE SCHOOL AND BEYOND**3 sessions Spring 2018**

Purpose: To bring an awareness to the area of ethics for graduate students to apply to the role while at UCF and in their future careers

Department hosting and collaborators: Graduate Studies and Integrity and Ethical Development

ACADEMIC INTEGRITY**3 sessions Spring 2018**

Attendance: 118 (4 SLS classes)

Purpose: To provide an awareness of what academic integrity and academic misconduct is considered at UCF

Department hosting and collaborators: Global UCF and Integrity and Ethical Development

PERSONAL ACCOUNTABILITY IN A STUDENT ORGANIZATION**Spring 2018**

Purpose: To discuss personal accountability within a student organization and how behavior can impact a group

Department hosting and collaborators: Fraternity and Sorority Life and Integrity and Ethical Development

DEVELOPING ETHICAL STANDARDS**Spring 2018**

Purpose: To learn how to develop a personal code of ethics and combine one's personal code with

that of professional ethical standards

Department hosting and collaborators: First Year Experience and Integrity and Ethical Development

ACADEMIC INTEGRITY**Spring 2018**

Attendance: 126 (3 sessions)

Purpose: To discuss how to demonstrate academic integrity

Department hosting and collaborators: School of Social Work and Integrity and Ethical Development

COLLEGE LIFE SKILLS WORKSHOP SERIES**7 Workshops Spring 2018**

Attendance: 112

Purpose: To assist students in navigating their college experience. Topics included Social Media Etiquette, Picture Perfect Transcript, Before You Do That, Know This, Recommendation Letters, How to Make Ethical Decisions, Reputation Building at UCF, What do you stand for?

Department hosting and collaborators: SLS 1501, Lead Scholars, LINK and Integrity and Ethical Development

LEAD SCHOLARS ACADEMY**HEELS OF POWER****November 4, 2017**

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

Department hosting and collaborators: Hosted by LEAD Scholars Academy

LEAD OUT LOUD SUMMIT**February 17, 2018**

Purpose: The Lead Out Loud Summit (hosted by the LEAD Scholars Academy) is a signature event of the Lead Out Loud Multicultural Leadership program. The purpose of the event is to provide leadership education to students with a focus on diversity. Students from USF were also in attendance.

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Department hosting and collaborators: Hosted by LEAD Scholars Academy

LEAD OUT LOUD LEADERSHIP PROGRAM

Offered each semester

Purpose: Lead Out Loud is an experiential program that focuses on the leadership development of multicultural students at the University of Central Florida. This program promises to enhance leadership skills, strengthen life skills and encourage positional leadership in this population of students at UCF. These are essential learning outcomes for students who will not only be retained by the university, but will be able to serve as effective leaders on campus and in the community.

Department hosting and collaborators: Hosted by LEAD Scholars Academy

INSPIRE WOMEN'S LEADERSHIP PROGRAM

Offered each semester

Purpose: Inspire Women's Leadership Program aims to provide leadership enhancement and empowerment opportunities for UCF women students. Through networking, mentoring, personal development, and experiential training, UCF women students will be prepared to hold various leadership positions on campus and in the work arena.

Department hosting and collaborators: Hosted by LEAD Scholars Academy

BLACK FACULTY AND STAFF ASSOCIATION/LEAD WELCOME BACK-HOMECOMING NETWORKING RECEPTION

October 11, 2017

Purpose: For current students to network with black alumni.

Department hosting and collaborators: LEAD Scholars, Social Justice and Advocacy, SGA, MASS, and OSI

MLK PARADE

January 13, 2018

Purpose: For current students to represent UCF at the parade

Department hosting and collaborators: LEAD Scholars, Social Justice and Advocacy, MASS, and OSI

OFFICE OF STUDENT CONDUCT

CULTURAL DIVERSITY

September 20, 2017

Purpose: Every individual does not come from the same background. People are raised to believe and abide by different rules in life. Many people have ingrained prejudices and stereotypes that we do not even realize. This session will help you to recognize your biases and how to remove them in hearings.

Department hosting and collaborators: UCF Global and the Office of Student Conduct.

CULTURAL DIVERSITY

September 22, 2017

Purpose: Every individual does not come from the same background. People are raised to believe and abide by different rules in life. Many people have ingrained prejudices and stereotypes that we do not even realize. This session will help you to recognize your biases and how to remove them in hearings.

Department hosting and collaborators: UCF Global and the Office of Student Conduct.

STUDENT MENTAL HEALTH DISCLOSURE

November 14, 2017

Purpose: What would you do if a student disclosed serious mental health concerns to you while you were in a hearing? This session will help answer that question for you! We will be teaming with staff in Student Care Services to discuss mental health concerns on our campus, and what your role is as a Student Conduct Hearing Officer in these cases.

Department hosting and collaborators: OSC, Student Care Services, and Counseling and Psychological Services

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CHECKING YOUR BIAS**February 6, 2018**

Purpose: All persons are able to have preconceived notations and beliefs about people or situations and are unaware of them. This training will focus on how to be aware of those biases during hearings, and how to prevent them from interfering with the hearing decisions.

Department hosting and collaborators: UCF Global and the Office of Student Conduct.

SAFE ZONE UCF**April 16, 2018**

Purpose: The UCF Safe Zone Series is a program for UCF students, staff and faculty members interested in showing visual support for gay, lesbian, bisexual, transgender or questioning (GLBTQ) persons at the University. This session will give you more insight on interacting with members of the GLBTQ community during hearings.

Department hosting and collaborators: Social Justice and Advocacy and the Office of Student Conduct.

OFFICE OF STUDENT INVOLVEMENT**VOLUNTEER UCF AND ALTERNATIVE BREAK PROGRAM STUDENT LEADER TRAINING****June 2017-May 2018**

Purpose: Training students to be aware of the potential hazards of providing charity to diverse populations. Students learned self-awareness, appreciation of difference, collaboration, and curiosity and questioning.

Department hosting and collaborators: OSI, Volunteer UCF Alternative Break Program

VIDEO CAPTIONING AND TRAININGS: PARENT AND FAMILY FUND GRANT PROJECT**June 2017-May 2018**

Purpose: To grow awareness of assessable video as an option and provide captioning services for videos produced and social media post.

Department hosting and collaborators: OSI Productions, Student Accessibility Services

KNIGHTQUEST & GLOBAL UCF**July 2017**

Purpose: Getting International Students Connected to UCF (SLS class)

Department hosting and collaborators: OSI, Knights of the RoundTable: KnightQuest

LAVENDER LUNCH**August 2017**

Purpose: Graduate Outreach (GO) tabled at this LGBTQ+ Services event to help bring awareness of UCF Resources to our LGBTQ+ graduate students.

Department hosting and collaborators: OSI, Graduate Outreach, and LGBTQ+ Services

HOSPITALITY SAFE ZONE TRAINING**September 15, 2017**

Purpose: Provide LGBTQ+ awareness training for those working in the Hospitality Industry

Department hosting and collaborators: OSI, Rosen Life, & LGBTQ+ Services

CHAT AND CHEW**September 2017**

Purpose: Collaborate on a Hispanic Heritage month event to discuss the Influence of Hispanic culture with graduate students

Department hosting and collaborators: OSI, Graduate Outreach

HABLAME**September 2017**

Purpose: provide an opportunity for students to share and hear experiences and stories around Hispanic heritage.

Department hosting and collaborators: OSI, Campus Activities Board

HISPANIC HERITAGE MONTH ART SHOWCASE**September 22, 2017**

Purpose: Attendants were informed about well-known artists within the Hispanic community and how they have impacted the arts and culture. The event opened with our keynote speaker, then a dance performance from Latin Rhythm. The keynote speaker presented about the history of Hispanic culture and tied in the event's theme:

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“Drawing Courage from the Past.” All attendants were encouraged to create their own art inspired by the 3 featured artists.

Department hosting and collaborators: OSI Volunteer UCF

HISPANIC HERITAGE MONTH LIVE STREAM

September 2017

Purpose: Live Stream the opening and closing ceremonies to the Connect Campus Students

Department hosting and collaborators: OSI, Knights of the Connection

PARTICIPA TÚ TAMBIÉN

September 28, 2017

Purpose: connecting Hispanic and Latino students to involvement opportunities across campus

Department hosting and collaborators: Office of Student Involvement

KNIGHTS GOT TALENT

October 11, 2017

Attendance: 1,500

Purpose: Showcase student talent from a wide variety of cultures and communities through intentional outreach.

Department hosting and collaborators: OSI, Homecoming

HOMECOMING INVOLVEMENT PRESENTATION

September 2017

Attendance: 100

Purpose: provide information to international students about the purpose of Homecoming, events, and ways to get involved. Presentation recruited more than 30 event volunteers from the international student community.

Department hosting and collaborators: OSI, Global UCF and English Language Institute

LATIN SPICE

September 2017

Attendance: 150

Purpose: Students were able to celebrate Hispanic Heritage Month with performance groups RUKUS, Latin Rhythm, and Collision as well as learn some dances.

Department hosting and collaborators: OSI, Campus Activities Board

SGA SENATE FALL RETREAT-DIVERSITY TRAINING

October 2017

Purpose: Educating student leaders on representation, access, diversity, and inclusion

Department hosting and collaborators: SGA Senate and OSI

KNIGHTS GOT TALENT

October 11, 2017

Attendance: 1,500

Purpose: Showcase student talent from a wide variety of cultures and communities through intentional outreach.

Department hosting and collaborators: OSI, Homecoming

UCF HOMECOMING FIREWORKS

October 13, 2017

Attendance: 3,500

Purpose: Present fireworks display with music intentionally selected to better reflect the student body (Spanish language music, etc.)

Department hosting and collaborators: OSI, Homecoming, and Late Knights (OSI)

HOSPITALITY DIVERSITY TRAINING

October 27, 2017

Purpose: Provide diversity awareness training for those working in the Hospitality Industry

Department hosting and collaborators: OSI, Rosen Life, & ODI

VISIBILITY: OPEN MIC

November 2017

Purpose: A discussion and open mic night around visibility within the LGBTQ community.

Department hosting and collaborators: OSI, Campus Activities Board with LGBTQ+ Services

KNIGHTQUEST & GLOBAL UCF

November 2017

Purpose: Getting International Students Connected to UCF (SLS class)

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Department hosting and collaborators: OSI, Knights of the RoundTable: Knight Quest, and Global UCF

TASTE OF HOSPITALITY

November 7, 2017

Attendance: 250

Purpose: Educate students on a variety of other cultures

Department hosting and collaborators: OSI, Rosen Life and Multicultural Student Center

VOLUNTEER UCF AUTISM WALK AND FAMILY FUN DAY VOLUNTEERING

November 11, 2017

Purpose: This event was a volunteering opportunity for UCF students to come out to support the Autism Society of Greater Orlando's Autism Walk and Family Fun Day event. The event is created to be a safe space for children with autism.

Department hosting and collaborators: OSI and Volunteer UCF

HOSPITALITY DIVERSITY TRAINING NOVEMBER 17, 2017

Purpose: Provide diversity awareness training for those working in the Hospitality Industry

Department hosting and collaborators: OSI, Rosen Life, & ODI

VARC GAME KNIGHT

November 2017

Purpose: Expose our graduate veteran students to ways to get involved

Department hosting and collaborators: OSI, Graduate Outreach, and VARC

BLACK HISTORY MONTH LIVE STREAM

January 2017

Purpose: Live Stream the BFSM Mentoring

Breakfast speaker to our connect campus students

Department hosting and collaborators: OSI, KoTC, and Graduate Outreach

SGA SENATE SPRING RETREAT-IMPLICIT BIAS TRAINING

February 2018

Purpose: Create dialogue and discussion

surrounding implicit bias, sexism/racism in the workplace, etc.

Department hosting and collaborators: OSI and SGA Senate

HOSPITALITY SAFE ZONE TRAINING

February 9, 2018

Purpose: Provide LGBTQ+ awareness training for those working in the Hospitality Industry

Department hosting and collaborators: OSI, Rosen Life, & LGBTQ+ Services

HOSPITALITY DIVERSITY TRAINING

February 23, 2018

Purpose: Provide diversity awareness training for those working in the Hospitality Industry

Department hosting and collaborators: OSI, Rosen Life, & OD

DRAG DIVAS

March 2018

Attendance: 350, livestream: 800

Purpose: To provide awareness around the drag community and advocacy.

Department hosting and collaborators: OSI, Campus Activities Board, LGBTQ+ Services

UCF ALTERNATIVE BREAK PROGRAM: ELPORING THE INTERSECTIONALITY OF CIVIL RIGHTS, SOCIAL MOVEMENTS, AND SYSTEMS OF OPPRESSION IN SELMA, ALABAMA

March 11, 2018-March 17, 2018

Purpose: For this weeklong cultural immersion, we partnered with the Selma Center for Nonviolence and Reconciliation to explore the civil rights issues deeply rooted in our nation's history. We worked to create local sector-level changes in areas such as our justice system, economy, and social/cultural institutions that make Dr. King's vision of the Beloved Community a defining part of our everyday lives in Selma and beyond.

Department hosting and collaborators: OSI and VUCF Alternative Break Program

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**UCF ALTERNATIVE BREAK PROGRAM:
REFORM AND RESETTLEMENT IN
CLARKSTON: ALLEVIATING THE
REFUGEE CRISIS ONE FAMILY AT A
TIME, A REFUGEE RESETTLEMENT IN
CLARKSTON, GA****March 11, 2018–March 17, 2018**

Purpose: For this weeklong cultural immersion, participants were exposed to refugee resettlement by traveling to Clarkston, Georgia, a community rich in different cultures and experiences that has become a huge melting pot for recently settled refugees. Participants learned more about refugee resettlement and the experiences that they have had to endure by undergoing training.

Department hosting and collaborators: OSI and VUCF Alternative Break Program

**UCF ALTERNATIVE BREAK PROGRAM:
PRIDE: BUILDING FUTURE LEADERS
AND SAFER COMMUNITITES; LGBTQ
RIGHTS AND AWARENESS IN
CHARLOTTE, NC****March 11, 2018–March 17, 2018**

Purpose: For this weeklong cultural immersion, participants helped Campus Pride, which is the leading national educational organization for LGBTQ and ally college students and campus organizations, we educated volunteers about LGBTQ inclusion for youth on college and university campuses, in the social justice skills, community, and leadership development. Volunteering and educational activities included sports index outreach, LGBTQ perspective exhibit, online fair outreach, queer history, LGBTQ awareness projects, and LGBTQ & the Media.

Department hosting and collaborators: OSI and VUCF Alternative Break Program

**INTERNATIONAL STUDENT LUNCH
March 2018**

Purpose: Expose our International Graduate students with ways to get involved.

Department hosting and collaborators: OSI and Graduate Outreach

**KNIGHTQUEST & GLOBAL UCF
March 2018**

Purpose: Getting International Students Connected to UCF (SLS class)

Department hosting and collaborators: OSI, Knights of the RoundTable: Knight Quest, and Global UCF

**SGA SENATE GREEN DOT TRAINING
March 2018**

Purpose: Ensure Student Senators are well versed in bystander intervention and best practices regarding intervening in low and high-risk situations

Department hosting and collaborators: OSI, Green Dot, & SGA Senate

**HOSPITALITY DIVERSITY TRAINING
MARCH 30, 2018**

Purpose: Provide diversity awareness training for those working in the Hospitality Industry

Department hosting and collaborators: OSI, Rosen Life, & ODI

**AUTISM AWARENESS
April 2018**

Purpose: Bring Awareness of Autism to students in our UCF community at our Palm Bay Campus

Department hosting and collaborators: OSI and Knights of the Connection

**HOSPITALITY SAFE ZONE TRAINING
April 20, 2018**

Purpose: Provide LGBTQ+ awareness training for those working in the Hospitality Industry

Department hosting and collaborators: OSI, Rosen Life, & LGBTQ+ Services

**SGA SENATE SAFE ZONE TRAINING
July 2018**

Purpose: To ensure SGA Leaders are well versed in inclusive language, gender identity, sexual orientation, etc.

Department hosting and collaborators: OSI, SJA, & SGA Senate

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SGA SENATE FALL RETREAT-DIVERSITY TRAINING**October 2018**

Purpose: Educating student leaders on representation, access, diversity, and inclusion.
Department hosting and collaborators: OSI, SJA, & SGA Senate

SGA SENATE- ONGOING ONLINE DIVERSITY TRAINING FOR APPOINTED STUDENT SENATORS**Ongoing**

Purpose: Educating student leaders on representation, access, diversity, and inclusion
Department hosting and collaborators: OSI, ODI, & SGA Senate

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES**IT'S ON US TABLING****July 3, 2017**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.
Department hosting and collaborators: OSRR and Recreation and Wellness Center

CONTINUUM ACTIVITY-SUMMER B PROGRAMMING**July 3, 2017**

Purpose: Students are placed in various scenarios on a continuum spanning from harmless to interpersonal violence to recognize how each scenario falls according to individual participants and how this relates to rape culture in our society
Department hosting and collaborators: OSRR and First Year Experience

OFFICE OVERVIEW-SUMMER B PROGRAMMING**July 5, 2017**

Purpose: To raise awareness of sexual violence and interpersonal violence and the various resources available to students.
Department hosting and collaborators: OSRR and FYE

ORIENTATION TABLING**July 10, 2017**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.
Department hosting and collaborators: OSRR and FTIC

IT'S ON US TABLING**July 10, 2017**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.
Department hosting and collaborators: OSRR and Recreation and Wellness Center

ORIENTATION-OSRR STUDENT PRESENTATION**July 10, 2017**

Attendance: 461
Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.
Department hosting and collaborators: OSRR and FTIC

ORIENTATION RESOURCE GAMESHOW**July 10, 2017**

Attendance: 461
Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.
Department hosting and collaborators: OSRR and FTIC

ORIENTATION TABLING**July 12, 2017**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.
Department hosting and collaborators: OSRR and FTIC

ORIENTATION-OSRR STUDENT PRESENTATION**July 12, 2017**

Attendance: 453
Purpose: To raise awareness of sexual violence and interpersonal violence and promote student

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success and wellness.

Department hosting and collaborators: OSRR and FTIC

ORIENTATION RESOURCE GAMESHOW

July 12, 2017

Attendance: 453

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYE

ORIENTATION TABLING

July 17, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYE

IT'S ON US TABLING

July 17, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and Recreation and Wellness Center

ORIENTATION-OSRR STUDENT PRESENTATION

July 17, 2017

Attendance: 395

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYE

ORIENTATION RESOURCE GAMESHOW

July 17, 2017

Attendance: 395

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYE

ORIENTATION TABLING

July 19, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYE

ORIENTATION-OSRR STUDENT PRESENTATION

July 19, 2017

Attendance: 336

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYE

ORIENTATION RESOURCE GAMESHOW

July 19, 2017

Attendance: 336

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYE

IT'S ON US TABLING

July 27, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

ORIENTATION TABLING

August 16, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYE

MOVE IN TABLING

August 18, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and Housing

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PEGASUS PALOOZA CARNIVAL

August 18, 2017

Attendance: 233

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYAE

BAGELS WITH TTS

August 22, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and TTS

WELCOME EXPO

August 23, 2017

Attendance: 363

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and FYAE

IT'S ON US TABLING

August 29, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

IT'S ON US TABLING

September 1, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

IT'S ON US TABLING

September 5, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

SAFETY FAIR

September 6, 2017

Attendance: 227

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and Victim Services

MONTHLY INTEREST MEETING

September 6, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

IT'S ON US TABLING

September 19, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

IT'S ON US TABLING

September 20, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

IT'S ON US TABLING

September 26, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

STUDENT UNION TABLING

October 2, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

LIGHT UP THE NIGHT TABLING

October 2, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

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Department hosting and collaborators: OSRR and Student Care Services

HEALTHY KNIGHTS EXPO

October 4, 2017

Attendance: 301

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and Health Services

ESCALATION WORKSHOP

October 5, 2017

Purpose: This One Love film-based discussion opens people's eyes to the warning signs of relationship abuse. The workshop consists of a film, titled Escalation, followed by a guided discussion led by a trained facilitator.

Department hosting and collaborators: OSRR

STUDENT UNION TABLING

October 10, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

ESCALATION WORKSHOP

October 11, 2017

Purpose: This One Love film-based discussion opens people's eyes to the warning signs of relationship abuse. The workshop consists of a film, titled Escalation, followed by a guided discussion led by a trained facilitator.

Department hosting and collaborators: OSRR

MONTHLY INTEREST MEETING

October 11, 2017

Purpose: Students meet during a monthly meeting to discuss current issues and raise awareness of sexual violence and interpersonal violence on a college campus.

Department hosting and collaborators: OSRR

NEPTUNE CARNIVAL

October 12, 2017

Attendance: 141

Purpose: To promote student success and

well-being by raising awareness over campus resources.

Department hosting and collaborators: OSRR and Housing

STUDENT UNION TABLING

October 16, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

IT'S ON US TABLING

October 17, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

FERRELL COMMONS TABLING

October 18, 2017

Attendance: 106

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

DON'T JUST STAND THERE

October 19, 2017

Purpose: Interpersonal violence prevention starts with you. Learn how to not just stand there when you see others being impacted by interpersonal violence and learn techniques to support someone impacted by these situations.

Department hosting and collaborators: OSRR

FERRELL COMMONS TABLING

October 19, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

WEEK OF ACTION KICKOFF

October 23, 2017

Attendance: 310

Purpose: To promote student success and well-being by offering prevention workshops.

Department hosting and collaborators: OSRR

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ESCALATION WORKSHOP**October 24, 2017**

Purpose: This One Love film-based discussion opens people's eyes to the warning signs of relationship abuse. The workshop consists of a film, titled Escalation, followed by a guided discussion led by a trained facilitator.

Department hosting and collaborators: OSRR

STUDENT UNION TABLING**October 24, 2017**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

TANGLED MOVIE NIGHT**October 24, 2017**

Attendance: 123

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and Student Care Services

FRESHU KITCHEN**October 25, 2017**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and UCF Cares

WEEK OF ACTION CAMPUS SHOWCASE**October 26, 2017**

Purpose: To promote student success and well-being by offering prevention workshops.

Department hosting and collaborators: OSRR

HEALTHY RELATIONSHIP BINGO**October 26, 2017**

Purpose: To raise awareness of interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

STUDENT UNION PATIO TABLING**October 30, 2017**

Purpose: To raise awareness of interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

FERRELL COMMONS TABLING**October 31, 2017**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

ESCALATION WORKSHOP**November 1, 2017**

Purpose: This One Love film-based discussion opens people's eyes to the warning signs of relationship abuse. The workshop consists of a film, titled Escalation, followed by a guided discussion led by a trained facilitator.

Department hosting and collaborators: OSRR and DGC/FSL

FERRELL COMMONS TABLING**November 1, 2017**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

MONTHLY INTEREST MEETING**November 1, 2017**

Purpose: Students meet during a monthly meeting to discuss current issues and raise awareness of sexual violence and interpersonal violence on a college campus.

Department hosting and collaborators: OSRR

STUDENT UNION PATIO TABLING**November 6, 2017**

Purpose: To raise awareness of interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

STUDENT UNION PATIO TABLING**November 6, 2017**

Purpose: To raise awareness of interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

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CAMPUS CONNECTIONS

November 7, 2017

Purpose: To raise awareness of interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and UCF Library

CONTINUUM ACTIVITY

November 13, 2017

Purpose: Students are placed in various scenarios on a continuum spanning from harmless to interpersonal violence to recognize how each scenario falls according to individual participants and how this relates to rape culture in our society

Department hosting and collaborators: OSRR

STUDENT UNION TABLING

November 14, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

FERRELL COMMONS TABLING

November 15, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

OPEN MIC TABLING

November 16, 2017

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and LGBTQ+ Services

ESCALATION WORKSHOP

November 19, 2017

Purpose: This One Love film-based discussion opens people's eyes to the warning signs of relationship abuse. The workshop consists of a film, titled Escalation, followed by a guided discussion led by a trained facilitator.

Department hosting and collaborators: OSRR and Delta Zeta

CAMPUS CONNECTIONS

November 21, 2017

Purpose: To raise awareness of interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and UCF Library

TITLE IX TRAINING IES STUDENT STAFF

January 5, 2018

Purpose: To educate student staff on their reporting obligations and learning about campus resources.

Department hosting and collaborators: OSRR and OIE

MASS WELCOME BACK BASH

January 10, 2018

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and Office of Institutional Equity

SET TRAINING

January 23, 2018

Purpose: To educate student staff on their reporting obligations and learning about campus resources.

Department hosting and collaborators: OSRR and Office of Institutional Equity

UCF CARES MOVIE NIGHT

January 23, 2018

Attendance: 350

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR and Student Care Services

SET TRAINING

January 31, 2018

Purpose: To educate student staff on their reporting obligations and learning about campus resources.

Department hosting and collaborators: OSRR and Office of Institutional Equity

SET TITLE IX TRAINING

February 5, 2018

Purpose: To educate student staff on their reporting obligations and learning about campus resources.

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Department hosting and collaborators: OSRR and OIE

ESCALATION WORKSHOP

February 5, 2018

Purpose: This One Love film-based discussion opens people's eyes to the warning signs of relationship abuse. The workshop consists of a film, titled Escalation, followed by a guided discussion led by a trained facilitator.

Department hosting and collaborators: OSRR

FERRELL COMMONS TABLING

February 7, 2018

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness.

Department hosting and collaborators: OSRR

MONTHLY INTEREST MEETING

February 13, 2018

Purpose: Students meet during a monthly meeting to discuss current issues and raise awareness of sexual violence and interpersonal violence on a college campus.

Department hosting and collaborators: OSRR

LBC VALENTINE DAY TABLING

February 14, 2018

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown campaign.

Department hosting and collaborators: OSRR and OIE

LBC VALENTINE DAY PRIZE RIDE

February 14, 2018

Attendance: 176

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown campaign.

Department hosting and collaborators: OSRR and OIE

ONE BILLION RISING LBC

February 14, 2018

Attendance: 218

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success

and wellness through UCF's homegrown campaign.

Department hosting and collaborators: OSRR, OIE and Victim Services

LBC MEN'S BASKETBALL GAME PRE-GAME FAIR

February 14, 2018

Attendance: 218

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown campaign.

Department hosting and collaborators: OSRR, OIE, Victim Services, Green Dot and UCF Cares

PHI BETA SIGMA: RELATIONSHIP ABUSE FEBRUARY 15, 2018

Attendance: 100

Purpose: Students learn how to identify and recognize red flags of unhealthy behaviors in relationships. Students watch a short video and discuss the cycle of abuse.

Department hosting and collaborators: OSRR and Office of Fraternity and Sorority Life

SCHOOL FOR PERFORMING ARTS

February 21, 2018

Purpose: To educate students on the Let's Be Clear campaign and reporting options. Students learn how to manage a disclosure, where to report, and various resources on campus.

Department hosting and collaborators: OSRR and OIE

DON'T JUST STAND THERE

February 21, 2018

Purpose: Interpersonal violence prevention starts with you. Learn how to not just stand there when you see others being impacted by interpersonal violence and learn techniques to support someone impacted by these situations.

Department hosting and collaborators: OSRR and Lead Scholars

ESCALATION WORKSHOP

FEBRUARY 21, 2018

Purpose: This One Love film-based discussion opens people's eyes to the warning signs of relationship abuse. The workshop consists of a film, titled Escalation, followed by a guided

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discussion led by a trained facilitator.

Department hosting and collaborators: OSRR

PHOTOVOICE

February 22, 2018

Purpose: This prevention program uses various learning styles to raise awareness of sexual violence and interpersonal violence by associating images and words.

Department hosting and collaborators: OSRR

LBC TABLING

February 27, 2018

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign

Department hosting and collaborators: OSRR

THEATRE DEPARTMENT TITLE IX SUPPORT

February 28, 2018

Purpose: To offer crisis intervention and support services for students who have been impacted by sexual violence and/or interpersonal violence in response to a media report.

Department hosting and collaborators: OSRR and OIE

ONE LOVE LEAD SCHOLARS

March 3, 2018

Purpose: This One Love film-based discussion opens people's eyes to the warning signs of relationship abuse. The workshop consists of a film, titled Escalation, followed by a guided discussion led by a trained facilitator.

Department hosting and collaborators: OSRR

HEALTH FAIR

March 5, 2018

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR

SAFE KNIGHT WEEK: CARNIVAL

March 5, 2018

Attendance: 240

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR, UCF Cares and RWC

SAFE KNIGHT WEEK: LET'S BE CLEAR WALK

March 6, 2018

Attendance: 160

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR and OIE

UCF CARES TABLING

March 7, 2018

Attendance: 180

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR and UCF Cares

CONSENT: FOCUS GROUP

March 22, 2018

Purpose: To assess and evaluate the campus interpretation of consent. Students share their preferred learning method and provide feedback to their ideal consent workshop.

Department hosting and collaborators: OSRR

LBC TABLING

March 22, 2018

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR

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KORT PRESENTATION**March 22, 2018**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR and KORT

LBC TABLING**March 27, 2018**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR

THE VAGINA MONOLOGUES**March 31, 2018**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR and Victim Services

LBC TABLING**April 5, 2018****Attendance:** 108

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR

FYE ORIENTATION TRAINING: SESSION 1**April 10, 2018**

Purpose: To educate student staff on their reporting obligations and learning about campus resources and the Let's Be Clear campaign.

Department hosting and collaborators: OSRR, Green Dot and FYE

FYE ORIENTATION TRAINING: SESSION 2**April 12, 2018**

Purpose: To educate student staff on their reporting obligations and learning about campus

resources and the Let's Be Clear campaign.

Department hosting and collaborators: OSRR, Green Dot and FYE

KAPPA KAPPA GAMMA: RELATIONSHIP VIOLENCE**April 16, 2018**

Purpose: Students learn how to identify and recognize red flags of unhealthy behaviors in relationships. Students watch a short video and discuss the cycle of abuse.

Department hosting and collaborators: OSRR and Office of Fraternity and Sorority Life

NEUROBIOLOGY OF TRAUMA**April 18, 2018**

Purpose: Student's learn about the neurological responses that victims have to trauma. Through this workshop, students learn how to identify these neurological responses to better aid the victims in getting the help and support they need.

Department hosting and collaborators: OSRR

LBC TABLING**April 19, 2018**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR

LBC TABLING**April 24, 2018****Attendance:** 116

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR

SAAM VICTIM SERVICES EVENT**April 25, 2018**

Purpose: To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.

Department hosting and collaborators: OSRR and Victim Services

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ORIENTATION LEADER TITLE IX TRAINING**May 9, 2018****Purpose:** To educate student staff on their reporting obligations and learning about campus resources and the Let's Be Clear campaign.**Department hosting and collaborators:** OSRR and Victim Services**RA HOUSING TITLE IX/CLERY TRAINING****May 10, 2018****Purpose:** To educate student staff on their reporting obligations and learning about campus resources and the Let's Be Clear campaign.**Department hosting and collaborators:** OSRR and OIE**TRANSFER ORIENTATION LBC TABLING****May 11, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**FTIC ORIENTATION TABLING****May 21, 2018****Attendance:** 105**Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**FTIC ORIENTATION****May 23, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**LBC TRANSFER ORIENTATION TABLING****May 25, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**FTIC ORIENTATION****May 29, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**LBC FTIC ORIENTATION****May 31, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**FTIC LBC ORIENTATION****June 7, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**LBC FTIC ORIENTATION****June 11, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**FTIC LBC ORIENTATION****June 13, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**LBC TRANSFER ORIENTATION****June 15, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR

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LBC FTIC ORIENTATION TABLING**June 18, 2018****Attendance:** 123**Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**LBC FTIC ORIENTATION TABLING****June 20, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**TRANSFER ORIENTATION****June 22, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**SUMMER B BLOCK PARTY****June 26, 2018****Attendance:** 235**Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**LBC FTIC ORIENTATION TABLING****June 26, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**SUMMER KNIGHT PROGRAM: ATHLETICS****June 27, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR and UCF Athletics**TRANSFER ORIENTATION****June 28, 2018****Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**LBC TRANSFER ORIENTATION****June 29, 2018****Attendance:** unknown**Purpose:** To raise awareness of sexual violence and interpersonal violence and promote student success and wellness through UCF's homegrown sexual violence and interpersonal violence campaign.**Department hosting and collaborators:** OSRR**RECREATION & WELLNESS CENTER****KNIGHT'S LEADERSHIP SERIES (KLS): IMPORTANCE OF INCLUSION: WHEELCHAIR BASKETBALL****November 14, 2017****Purpose:** Promote equity, diversity, inclusion respect and responsibility**Department hosting and collaborators:** RWC**INCLUSIVE RECREATION EXPO****October 18, 2017****Attendance:** 197 participants**Purpose:** Promote equity, diversity, inclusion respect and responsibility**Department hosting and collaborators:** RWC**DIVERSITY ASSESSMENT: SERVING STUDENTS WITH DISABILITIES 2017-2018 Academic Year****Attendance:** 132 participants**Purpose:** Promote equity, diversity, inclusion respect and responsibility**Department hosting and collaborators:** RWC

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CULTURAL DANCE SERIES

SAMBA

9/13/17

BELLY DANCE

11/14/17

AFRICAN DANCE

2/27/18

Purpose: The Cultural Dance Series is a partnership with the Multicultural Student Center to spread knowledge of other cultures through dance.

Department hosting and collaborators: RWC

WOMEN ON WEIGHTS

10/16/17

10/28/17

10/23/17

10/25/17

10/30/17

11/1/17

Purpose: Promote the use of resistance training for women to increase confidence on the weight floor.

Department hosting and collaborators: RWC

STUDENT ASSISTED WORKOUT (SAW) PROGRAM

2017-2018 Academic Year

Attendance: 474 sessions

Purpose: Promote active recreation and wellness for students with any physical ability

Department hosting and collaborators: RWC

WOMEN'S FLAG FOOTBALL CLINIC

August 29, 2017

Purpose: Promote inclusion within officiating

Department hosting and collaborators: RWC

UNIFIED FLAG FOOTBALL

September 23, 2017

Canceled due to Hurricane Irma

Purpose: Partnership with the Special Olympics to promote active recreation and wellness for students with all intellectual abilities

Department hosting and collaborators: RWC

INTERNATIONAL WEEK WORLD CUP

October 30, 2017-November 6, 2017

Attendance: 300 participants

Purpose: Promote equity, diversity, inclusion respect and responsibility

Department hosting and collaborators: RWC

SITTING VOLLEYBALL

November 8, 2018-November 29, 2017

Attendance: 104 participants

Purpose: Promote equity, diversity, inclusion respect and responsibility

Department hosting and collaborators: RWC

UNIFIED BASKETBALL

February 10, 2018

Attendance: 168 participants

Purpose: Partnership with the Special Olympics to promote active recreation and wellness for students with all intellectual abilities

Department hosting and collaborators: RWC

2V2 WHEELCHAIR BASKETBALL

November 8, 2018-November 29, 2018

Purpose: Promote active recreation and wellness for students with any physical ability

Department housing and collaboration: RWC

WHEELCHAIR TENNIS CLINIC

January 10, 2018

Purpose: Promote active recreation and wellness for students with any physical ability

Department housing and collaboration: RWC

SOCIAL JUSTICE AND ADVOCACY

CONSCIOUS THOUGHTS CAFÉ

Fall 2017 & Spring 2018 Attendance: 142 (students and staff)

Purpose: Monthly dialogues that are centered on relevant social issues that impact the student body

Department hosting and collaborators: Social Justice and Advocacy

INTERFAITH DIALOGUE

Fall 2017 & Spring 2018 — 5

Purpose: Monthly dialogues that are centered on topics concerning faith and non-faith

Department hosting and collaborators: Social Justice and Advocacy

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HOLI**3/3/18****Attendance:** 500+ (students)**Purpose:** Indian holiday celebration of spring and festival of colors**Department hosting and collaborators:** MSC, Indian Student Association, and SGA**SOCIAL JUSTICE WEEK 2017****1/22–26/18****Attendance:** 867 (students, faculty, staff)**Purpose:** A collection of intentional events to engage the campus community in conversation about relevant social issues impacting the college experience.**Department hosting and collaborators:** Social Justice and Advocacy**TUNNEL OF OPPRESSION****January 26, 2018****Attendance:** 260 (students, faculty, staff)**Purpose:** This interactive experience provided participants with a greater understanding of various forms and levels of oppression.**Department hosting and collaborators:** Social Justice and Advocacy and Victim Services**LIVING OUT LOUD WITH NYLE DIMARCO****11/15/17****Attendance:** 825+/125 live stream viewing (students, faculty, and staff)**Purpose:** Provide an educational event about Chinese culture and celebrations**Impact:** This event provided an opportunity for the UCF deaf community to fully participate in a program designed intentionally for them**Department hosting and collaborators:** MSC and Student Accessibility Services**ALL GENDER LOVE****February 15, 2018****Attendance:** 200**Purpose:** Event to demonstrate and provide education that “love has no labels”**Department hosting and collaborators:** LGBTQ+ Services**DRAG DIVAS****March 21, 2017****Attendance:** 350/ 800+ livestream (students and staff)**Purpose:** Celebration and Educational event of Drag Culture.**Department hosting and collaborators:** LGBTQ+ Services and Campus Activities Board**LGBTQ+ HISTORY MONTH OPENING CEREMONY****10/3/17****Purpose:** Opening Ceremony for the LGBTQ+ History Month and provided a celebration of the LGBTQ+ Community**Department hosting and collaborators:** MSC**CITY OF ORLANDO MLK PARADE****January 13, 2018****Purpose:** Represent UCF in a local community event**Department hosting and collaborators:** MSC, LEAD Scholars Academy, & Community Relations**WHEN THEY CALL YOU A TERRORIST: A BLACK LIVES MATTER MEMOIR****2/28/18****Attendance:** 210 (students, faculty, and staff)**Purpose:** To engage the campus community in dialogue around race, diversity, privilege, and oppression**Department hosting and collaborators:** Social Justice and Advocacy, MSC, MASS, Parent & Family Fund Grant**DIA DE LOS MUERTOS****October 1, 2017****Attendance:** 700 (students)**Purpose:** Celebration of Mexican culture during Hispanic Heritage Month**Department hosting and collaborators:** MSC and Latino American Student Association**TASTE OF UCF****August 21, 2017****Attendance:** 3000+ (students, faculty, staff)**Purpose:** Provides the UCF campus community an opportunity to experience the cultural make-up of the university through food.**Department hosting and collaborators:** MSC

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CAMPUS PRIDE INDEX**August 2017**

Purpose: The Campus Pride Index provides detailed information concerning how LGBTQ+ friendly is a college/university based on services, policies, protections, and procedures

Department hosting and collaborators: LGBTQ+ Services

AIDS BANQUET**11/29/17**

Attendance: 280 (students, faculty, staff)

Purpose: Provide the UCF community with information and awareness concerning HIV and AIDS

Department hosting and collaborators: MSC, College of Education and Human Performance H.E.A.R.T. and Lambda Sigma Upsilon Latino Fraternity Inc.

SAFE ZONE TRAININGS (LGBTQ+ 101, ADVOCATES, COMING OUT, GOLD)**Fall 2016/Spring 2017**

Attendance: 804 (students, faculty, staff)

Purpose: Provide education and training to the UCF community on understanding, supporting, and being an Ally to the LGBTQ+ community.

Department hosting and collaborators: LGBTQ+ Services, ODI and CAPS

NGUZO SABA**May 1, 2017**

Attendance: 120 (students, faculty, staff, parents and family)

Purpose: Recognizes the academic achievements of Multicultural graduates at the University of Central Florida. The ceremony also celebrates the graduates' journey with their families. Each student receives a UCF embroidered Kente stole.

Department hosting and collaborators: MSC, MASS and BF

LAVENDER CELEBRATION**May 5, 2017**

Purpose: A graduation ceremony designed to honor graduating lesbian, gay, bisexual, transgender, queer, and ally students and their accomplishments at the University of Central Florida. Each student

receives a lavender stole or medallion.

Department hosting and collaborators: MSC & LGBTQ+ Services, UCF Foundation and PFSA

NUESTRA GRADUACION**May 3, 2017**

Attendance: 120 (students, faculty, staff, parents and family)

Purpose: Graduation celebration to recognize the academic achievement of Latin@X/Hispanic graduates and their families. Each student receives a UCF medallion.

Department hosting and collaborators: MSC, LaFSA, Crear Futuros, LASA

UCF REMEMBERS 6.12.16**6/14/18**

Purpose: Remembered the 49 individuals that lost their lives in the Pulse Nightclub shooting and recognized the UCF Knights that were also lost.

Department hosting and collaborators: Social Justice and Advocacy, UCF PD, OSI, Student Union, News & Information, and Marketing

STUDENT LEGAL SERVICES**NOPE-PART OF CLASS****July 5, 2017**

Attendance: 100+

Purpose: To inform students about legal services available to them and provide some useful legal tips.

Department hosting and collaborators: Student Legal Services and Multicultural Academic and Support Services

MEETING THE LEGAL NEEDS OF TRANSGENDER STUDENTS**July 12, 2017**

Purpose: To educate other SLS attorneys about transgender individuals and potential legal needs.

Department hosting and collaborators: National Legal Aid Defenders Association (NLADA)-SLS division and Student Legal Services

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PRESENTATION TO VICTIM SERVICES STAFF

July 18, 2017

Purpose: To educate victim services' staff about the services that we offer

Department hosting and collaborators: Victim Services and Student Legal Services

LAVENDER LUNCH (TABLING)

August 22, 2017

Purpose: Educate student about resources available to them at UCF

Department hosting and collaborators: LGBTQ+ Services and Student Legal Services

LANGUAGE INSTITUTE RESOURCE FAIR

August 25, 2017

Purpose: Educate students about resources available to them at UCF

Department hosting and collaborators: ELI and Student Legal Services

LIGHT UP THE NIGHT

October 2, 2018

Purpose: To educate and raise awareness on intimate partner violence

Department hosting and collaborators: victim Services, CAPS, UCF PD, and Student Legal Services

LANGUAGE INSTITUTE RESOURCE FAIR

October 20, 2018

Purpose: Educate students regarding resources available to them at UCF

Department hosting and collaborators: ELI and Student Legal Services

BLACK STUDENT UNION (RSO)

November 8, 2017

Purpose: To educate students about their legal rights when dealing with police and resources available to them.

Department hosting and collaborators: Black Student Union and Student Legal Services

ORIENTATION (TABLING)

January 2018

Purpose: Educate students regarding resources available to them at UCF

Department hosting and collaborators: UCF Global and Student Legal Services

LANGUAGE INSTITUTE RESOURCE FAIR (TABLING)

May 14, 2018

Purpose: Educate students regarding resources available to them at UCF

Department hosting and collaborators: ELI and Student Legal Services

PRESENTATION TO TRANS CARE TEAM

June 1, 2018

Purpose: Educate CAPS staff on the services we offer to transgender students

Department hosting and collaborators: CAPS and Student Legal Services

STUDENT UNION

#WEAREUCF MOSAIC PROJECT

October 2017

Attendance: 10,000

Purpose: Participants submitted photos of themselves and were then able to stick it onto an 8'x5' photo mosaic that created a large picture of the Knight statue outside of the football stadium. The project gave students, faculty, and staff the opportunity to see just how diverse UCF really is. 2,687 pictures were submitted for the mosaic.

Department hosting and collaborators: Student Union, Office of Student Involvement, Social Justice and Advocacy, Office of Diversity and Inclusion, Multicultural Student Center

STUDENT EMPLOYEE STAFF MEETING — DIVERSITY TRAINING

November 2017

Attendance: 200 students

Purpose: Took pictures and analyzed perceptions to draw back out to understand we only see part of each other but also finding unity and togetherness

Department hosting and collaborators: Student Union

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NEW STUDENT EMPLOYEE ORIENTATION — PERSONAL IDENTITY**Fall 2017 and Spring 2018****Attendance:** 100 students**Purpose:** Help students identify and understand aspects of their personal identities, how to communicate about them to others, and recognizing barriers to disclosure.**Department hosting and collaborators:** Student Union**KNIGHTS HELPING KNIGHTS PANTRY: WEEKLY QUESTIONS****Ongoing****Purpose:** Volunteers answer a new question online weekly that educates them around issues of food insecurity and homelessness.**Department hosting and collaborators:** Student Union and Knights Helping Knights Pantry**CATERING EXEMPTION PROCESS****Ongoing****Purpose:** RSO's can choose an external caterer for their events to ensure as much authenticity as possible regarding desired cuisine for a cultural event.**Department hosting and collaborators:** Student Union**HALLWAY OF FLAGS****Ongoing****Purpose:** The main hallway that leads to Pegasus Grand Ballroom has a flag representing every enrolled student at UCF. Flags are reviewed yearly as new students are admitted.**Department hosting and collaborators:** Student Union**REFLECTION ROOM****Ongoing****Purpose:** The Student Union has provided a temporary Reflection Room to the campus community to allow patrons of all different beliefs and non-beliefs a peaceful opportunity to reflect, pray, or meditate. Construction of a permanent room complete with ablution spaces will complete in 2019.**Department hosting and collaborators:** Student Union**VETERANS ACADEMIC RESOURCE CENTER****NEW TRANSFER STUDENT VETERANS ORIENTATION PROGRAM****Recurring ~20X per year between Summer 2016 to Spring 2017****Purpose:** Veterans continue to begin their Transfer Orientation day at the Veterans Academic Resource Center and receive their University Welcome from an administrator within the Veterans Academic Resource Center and/or Registrar's Office. Tours of VARC, programs, and resources offered exclusively to student veterans at UCF are reviewed before student vets are released to their academic advising sessions at same time as other transfer students.**Department hosting and collaborators:** Veterans Academic Resource Center**STUDENT VETERAN ENROLLMENT****Fall 2017****Attendance:** 1331 Veterans:

| | | |
|--------|------|-------|
| Male | 1046 | 71.6% |
| Female | 373 | 28.4 |

Of the 1331 who reported on ethnicity:

| | | |
|------------------|-----|-------|
| American Indian | 32 | 2.4% |
| Asian | 64 | 4.8% |
| Black | 229 | 17.2% |
| Hispanic | 260 | 19.5% |
| Not Hispanic | 7 | >1% |
| Not Specified | 10 | 1% |
| Pacific Islander | 6 | >1% |
| White | 719 | 54% |

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

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

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eligible dependents must be certified through VARC each term to receive VA educational benefits.

Department hosting and collaborators: Veterans Academic Resource Center

UCF BEING NAMED “MILITARY-FRIENDLY” SCHOOL

September 2017

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

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

Department hosting and collaborators: Veterans Academic Resource Center

VETERAN EDUCATION TRAINING AND SUPPORT (V.E.T.S.)

October 2017

Purpose: With the Office of Diversity and Inclusion (ODI) the VARC hosted Veteran Education Training and Support (V.E.T.S.), a three hour training that provided an overview of the U.S. Armed Forces and how to interact our UCF student veterans. This program educated and informed the 24 UCF faculty, staff, and students who attended about the veteran culture, challenges, and resource at UCF.

Department hosting and collaborators: Veterans Academic Resource Center and Office of Diversity and Inclusion

VETERANS FLAG DAY

November 7, 2017

Purpose: To make community members aware of challenges for veterans in Orlando. For the fifth year in a row, the VARC initiated Veterans Flag Day. This event highlights the number of student veterans at UCF by planting one small American flag for each student veterans enrolled in the fall, thus illustrating the strength of the student veteran cohort to the UCF community. This year VARC had over 40 volunteers (UCF Staff and Students) from various UCF offices/departments, such as Global UCF, Recreation and Wellness Center, Office of Student Involvement, Army ROTC, and many

others who participated in this tradition.

Department hosting and collaborators: Veterans Academic Resource Center

STUDENT VETERAN ENROLLMENT

Spring 2018

1384 Veterans

| | | |
|--------|------|-------|
| Male | 1000 | 72.3% |
| Female | 384 | 27.7% |

Of the 1384 who reported on ethnicity:

| | | |
|------------------|-----|-------|
| American Indian | 33 | 2.4% |
| Asian | 66 | 4.8% |
| Black | 235 | 17% |
| Hispanic | 288 | 20.8% |
| Not Hispanic | 9 | >1% |
| Not Specified | 12 | >1% |
| Pacific Islander | 6 | >1% |
| White | 734 | 53.9% |

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

Department hosting and collaborators: Veterans Academic Resource Center

VARC GRADUATING SENIOR RECOGNITION RECEPTION

May 2, 2018

Purpose: The VARC Graduating Senior Recognition Reception celebrated the SDES Strategic Priority of student learning and success by holding three receptions prior to each UCF Commencement (May, August, December) to recognize and celebrate Veterans completion of their degree program. Receptions included retired military Keynote Speakers, individual recognitions, and distribution of commemorative UCF- Veterans Academic Resource Center coin.

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

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WELL-BEING

TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:

87

TOTAL
ATTENDANCE:

9,799

COUNSELING AND PSYCHOLOGICAL SERVICESOUTREACH, PREVENTION AND
PROGRAMMING SERVICES**HEALTHY KNIGHT EXPO****Fall: October 4, 2017****Attendance:** Over 1,132 (students, staff and faculty)**Purpose:** Increase the awareness of our diverse student, staff and faculty populations about campus resources; educate about diversity and inclusion related experiences**Department hosting and collaborators:** CAPS, RWC, SHS, WHPS as well as several invited SDES departments**SUICIDE PREVENTION EFFORTS QPR****QPR is ongoing Fall, Spring and Summer****Attendance:** 523 attendees (students, staff, faculty)**Purpose:** Increase the awareness of our diverse student, staff and faculty populations about suicide prevention; educate about diversity and inclusion related experiences as well as identifying high risk populations such as LGBTQ**Department hosting and collaborators:** Counseling and Psychological Services (CAPS)**FIELD OF MEMORIES: BE AWARE SHOW YOU CARE EXHIBIT****Fall: September 27, 2017****Attendance:** 1100 participants.**Purpose:** The Field of Memories is a visual display of the 1100 college lives lost each year to suicide. We ask students and those passing by to write a message of hope to those who may be struggling with depression or a memorial message to someone they may have lost to suicide.**Department hosting and collaborators:** Counseling and Psychological Services (CAPS)**SAFE ZONE LEVEL 2****Ongoing throughout fall and spring****Attendance:** 223**Purpose:** The UCF Safe Zone Series (formerly known as Allies) is a program for UCF students, staff and faculty members interested in showing visual support for gay, lesbian, bisexual, transgender or questioning (LGBTQ) persons at the university. Members of the LGBTQ+ community, allies, and people wanting to learn more about LGBTQ+ issues are encouraged to attend the UCF Safe Zone trainings. The goal of these trainings is to promote a safe and welcoming environment across the UCF campus for people who identify as LGBTQ+.**Department hosting and collaborators:** CAPS and Department of Social Justice and Advocacy**KOGNITO****Used throughout the year: online****Purpose:** Kognito is an avatar/simulation online tool that allows users to enter a virtual environment and engage in role-play conversations with emotionally-responsive virtual humans. Through practice and receiving feedback, users learn and assess their competency to lead similar conversations in real life. CAPS offers two modules: Student veterans and LGBTQ+ populations.**Department hosting and collaborators:** CAPS

CLINICAL SERVICES

AUTISM CONNECTIONS SUPPORT GROUP**CAPS offers this support group weekly****Purpose:** For students with Autism and other related disorders who would like to work on improving interpersonal effectiveness skills, improve ways of connecting with others, and work on skills related to forming meaningful relationships.**Department hosting and collaborators:** CAPS

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BLACK EMPOWERMENT**CAPS offers this support group weekly**

Purpose: An empowering and supportive gender-inclusive group for Black students. This safe, confidential group allows for exploration of issues such as academics, family, relationships, self-esteem, body image, discrimination, while incorporating essential elements of interpersonal connection, ethnic identity and ally identity development.

Department hosting and collaborators: CAPS

GLB SUPPORT**CAPS offers this therapy group weekly**

Purpose: This group provides a safe space for individuals who identify as lesbian, gay, bi, queer, or questioning to explore and discuss their concerns. Possible topics include relationships, family, coming out, religion, discrimination, and homophobia. Students embrace their identity in a supportive environment.

Department hosting and collaborators: CAPS

GRAD CONNECTIONS**CAPS offers this therapy group weekly**

Purpose: This group helps students support one another through the many demands of graduate life. Academic and personal challenges are discussed, with an opportunity to understand and build meaningful relationships.

Department hosting and collaborators: CAPS

MI GENTE: LATINX SUPPORT THEN RENAMED RAICES (FALL 2017)**CAPS offers this therapy group weekly**

Purpose: This support group allows Latinx students to discuss feelings of belonging, family values, autonomy, cultural concerns, and discover their own sense of identity.

Department hosting and collaborators: CAPS

SISTER CIRCLE**CAPS offers this therapy group weekly**

Purpose: An empowering, supportive group for Black female students. It allows for safe, confidential exploration of issues such as family, relationships, self-esteem, beauty, body image, and academic difficulties. 94% of survey respondents agreed that the group “was very

effective and helpful overall.”

Department hosting and collaborators: CAPS

TRANS* SUPPORT**CAPS offers this therapy group weekly**

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

Department hosting and collaborators: CAPS

WOMEN’S EMPOWERMENT**CAPS offers this therapy group weekly in the summer; twice a week in fall and spring semesters**

Purpose: This group is designed to provide a safe space for women to feel empowered to heal from unwanted sexual experiences, abuse, and unhealthy relationships.

Department hosting and collaborators: CAPS

WOMEN’S GROUP**CAPS offers this therapy group weekly**

Purpose: This group helps women to build self-esteem and self-acceptance, gain greater self-understanding, and to relate more comfortably to others.

Department hosting and collaborators: CAPS

MEN’S GROUP**CAPS offers this therapy group weekly**

Purpose: This group is aimed at helping men explore society’s unwritten rules and expectations while examining the impact of confining gender roles. Group members will learn to differentiate between external and internal pressures, learn to manage and express emotions, balance social/cultural expectations with personal life goals, enhance self-care, and redefine masculinity.

Department hosting and collaborators: CAPS

HEALTH SUPPORT GROUP**CAPS offers this therapy group weekly**

Purpose: This is a support group to empower and enhance wellness for students with chronic health conditions. Goals include improving self-care, increasing coping skills, discussing body

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image concerns, and learning how to set health boundaries with others.

Department hosting and collaborators: CAPS

TRAINING PROGRAM

POWER, PRIVILEGE, & OPPRESSION (TRAINING SEMINAR)

September 6, 2017

Purpose: Increase trainees' knowledge, skills, and awareness on multiculturalism and the self as emerging therapists

Department hosting and collaborators: CAPS

WORKING WITH LGBTQ CLIENTS (TRAINING SEMINAR)

October 4, 2017 & October 20, 2017

Purpose: Increase interns and trainees' clinical knowledge, skills, and awareness in working as therapists with LGB population

Department hosting and collaborators: CAPS

WORKING WITH TRANS* CLIENTS (TRAINING SEMINAR)

March 2, 2018 & March 7, 2018

Purpose: Increase interns and trainees' clinical knowledge, skills, and awareness in working as therapists with Transgender and Gender non-confirming students.

Department hosting and collaborators: CAPS

WORKING WITH LATINX CLIENTS (TRAINING SEMINAR)

September 27, 2017 & October 20, 2017

Purpose: Increase interns and trainees' clinical knowledge, skills, and awareness in working as therapists with Latinx identified students.

Department hosting and collaborators: CAPS

WORKING WITH INTERNATIONAL STUDENTS (TRAINING SEMINAR)

October 25, 2017 & February 23, 2018

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

Department hosting and collaborators: CAPS

WORKING WITH VETERANS (TRAINING SEMINAR)

April 6, 2018

Purpose: Increase interns and trainees' clinical knowledge, skills, and awareness in working as therapists with Veteran students.

Department hosting and collaborators: CAPS

STAFF PROFESSIONAL DEVELOPMENT/ADDITIONAL HIGHLIGHTS

SDES INSTITUTE: RECOGNIZING AND RESPONDING TO STUDENTS IN DISTRESS, LGBTQ+ AND VETERANS EDITION

June 7, 2017

Purpose: Presentation provided through the 43rd annual SDES Institute. Attendees were intended to learn how to better serve our LGBTQ+ and Veteran students through Kognito an evidence-based, suicide prevention training program for university communities.

Department hosting and collaborators: CAPS

CAPS EQUITY AND INCLUSION COMMITTEE

Ongoing throughout fall and spring

Attendance: CAPS Staff and all who participate in services/programming

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

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

WORKING WITH LBGTQ POPULATION

September 6, 2017

Purpose: The Safe Zone Advocates training is the second in the series and was created to further individual knowledge and understanding of LGBTQ+ issues. The training is geared toward helping attendees explore, identify, and expose cultural biases and acquire skills necessary for

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advocating for marginalized populations.

Department hosting and collaborators: CAPS

IMPOSTER SYNDROME

January 6, 2018

Purpose: Impostor feelings are a common experience among many individuals, especially in the realm of higher education. The experience of being in college is typically seen as a time for identity development, academic achievement, and exposure to new people, thoughts, and ideas. Black and African-American students face a unique experience as student of color, especially learning to navigate through predominantly White institutions. This presentation seeks to inform clinicians about impostor feelings, how they impact Black and African-American students, and how to address these concerns in a clinical setting.

Department hosting and collaborators: CAPS

THE LIVED EXPERIENCES OF LATINO IMMIGRANTS THERAPISTS

January 6, 2018

Purpose: In an increasingly multiethnic society, psychologists have become increasingly aware of the need to become multiculturally competent. Despite the increased attention to the needs of minority clients in psychotherapy, a gap exists in the literature regarding the implications of being an immigrant in a therapist's clinical work. This workshop aim to fill this gap in the literature, focusing specifically on how immigration affected clinical practice and the therapeutic relationship from the perspective of an immigrant therapist. Presenter will introduce participants to her research with Latino immigrant therapists.

Department hosting and collaborators: CAPS

CASE CONFERENCE INTERSECTIONALITY

June 20, 2018

Purpose: Learning Objectives: (training processes you will see evidence that our interns have engaged in): Increase empathy. Increase multicultural competence. Identifying the complexity of social identity and the consequences of social location in the matrix of oppression, but in particular its emergence within psychological treatment. Go Beyond Addressing Model. Make connections across and/or within social locations

(of oppression and privilege) more visible within our clinical assessment, conceptualization, and approaches to treatment, and treatment interventions. Construct what's excluded. Discuss/generate/expand our clinical language, concepts, theories and interventions to better capture Intersectionality. A) Acknowledge the limitations of our culture-bound clinical language, concepts, theories and interventions. B) Use non-traditional sources and resources such as experiential knowledge of people of color, non-native English speakers, and clients that may be neuro-diverse when we assess, conceptualize and treat.

Department hosting and collaborators: CAPS

STUDENT CARE SERVICES

UCF CARES WEEK OF ACTION KICKOFF

October 23, 2017

Attendance: 150

Purpose: Educate students on UCF Cares Week of Action events related to wellbeing resources on campus for mid-semester. Week of Action intended to serve students in taking their own action in seeking self-help and self-care resources available to them. Campus partners attended as they hosted a small program throughout the week that they were able to advertise. Theme for the week was related to relationships and violence prevention.

Department hosting and collaborators: Student Care Services, Wellness and Health

UCF CARES WEEK OF ACTION: TANGLED MOVIE NIGHT

October 25, 2017

Attendance: 200

Purpose: Students viewed the film Tangled and presenter identified themes related to interpersonal relationship issues, and the resources available to students who may have identified with a situation in the film, or in prior cases. Resources were available to students through tabling by campus partners before the film viewing.

Department hosting and collaborators: Student Care Services, Office of Student Rights and

Responsibilities: It's on Us/Title IX violence prevention outreach team.

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UCF CARES STAFF TRAINING**2017-2018 Academic Year**

Purpose: Providing ongoing training to support student success by incorporating and promoting diversity and inclusion through educating staff about building a culture of care on campus with departmental and online trainings

Department hosting and collaborators: Student Care Services

UCF CARES WEEK OF ACTION: RESOURCE SHOWCASE**October 26, 2017**

Purpose: Resource fair for campus partners represented through the UCF Cares initiative to give information on their areas and support they provide to students.

Department hosting and collaborators: Student Care Services, Office of Student Rights and

Responsibilities: It's on Us/Title IX violence prevention outreach team, Victim Services, Wellness and Health Promotion Services, Student Health Services, UCF PD

NATIONAL HUNGER AND HOMELESSNESS AWARENESS WEEK: CANSTRUCTION**November 13, 2017****Attendance:** 130

Purpose: Opportunity for students to donate and showcase their food donations in a unique way to Knights Pantry for National Hunger and Homelessness Awareness Week representation.

Department hosting and collaborators: Student Care Services and Knights Pantry

NATIONAL HUNGER AND HOMELESSNESS AWARENESS WEEK: COMMUNITY SERVICES SHOWCASE**November 14, 2017****Attendance:** 380

Purpose: Large resource fair including campus and community partners in educating students on services and support related to homelessness, food insecurity, and fiscal responsibility.

Department hosting and collaborators: Student Care Services, Knights Pantry, Arboretum, Local community resources.

NATIONAL HUNGER AND HOMELESSNESS AWARENESS WEEK: COMMUNITY SERVICES SHOWCASE**November 16, 2017**

Purpose: Intimate presentation by staff and panel of students who represent multiple campus and community resources related to financial wellbeing, or who have received the Homeless Waiver.

Department hosting and collaborators: Student Care Services, Knights Pantry, Volunteer UCF.

UCF CARES MOVIE NIGHT-DOUBLE FEATURE-TANGLED AND FROZEN**January 23, 2018****Attendance:** 350

Purpose: Reiteration and education of relationship building and interpersonal issues for the start of the semester — resources and purpose of film viewing provided by brief presentation and tabling provided by campus partners.

Department hosting and collaborators: Student Care Services, WHPS, Title IX violence prevention outreach team.

SAFE KNIGHT WEEK CARNIVAL**March 5, 2018****Attendance:** 1500

Purpose: Carnival style event on Memory Mall which provides information about various resources and support services on campus, related to UCF Cares initiative.

Department hosting and collaborators: : Student Care Services, CAPS, WHPS, Student Health Services, Emergency Management, SGA, UCF PD, Recreation and Wellness Center

UCF CARES DAY**March 7, 2018****Attendance:** 250

Purpose: Large resource fair event which provides information about various resources and support services on campus, related to UCF Cares initiative.

Department hosting and collaborators: Student Care Services, CAPS, WHPS, Student Health Services, UCF PD, Recreation and Wellness Center

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STUDENT HEALTH SERVICES**LIVING CROSSROAD-A LOOK AT INTERSECTIONAL IDENTITIES****July 14, 2017 8:30 am – 10:30 am**

Purpose: To understand that society likes to categorize people into neat little boxes. The problem is that identity is never that simple. We are all comprised of many different aspects of identity that impact one another. This workshop explored the concept of intersectionality and how that impacts experiences of oppression.

Department hosting and collaborators: Student Health Services and Office of Diversity and Inclusion

MICRO MESSAGES**July 27, 2017 8:30 a.m.–10:30 a.m.**

Purpose: To understand the impact of two types of messages we may send to one another through our actions and behaviors. (Micro-inequities and Micro-affirmations)

Department hosting and collaborators: Student Health Services and Office of Diversity and Inclusion

PEACE FILM SERIES SOCIAL CLASS IN AMERICA**August 3, 2017 8:30 a.m.–11:00 a.m.**

Purpose: To understand the impact that social class has on Americans and how it plays a role in all of lives.

Department hosting and collaborators: Student Health Services and Office of Diversity and Inclusion

PEACE FILM SERIES SOCIAL CLASS IN AMERICA**August 16, 2017 8:30 a.m.–11:00 a.m.**

Purpose: To understand the impact that social class has on Americans and how it plays a role in all of lives.

Department hosting and collaborators: Student Health Services and Office of Diversity and Inclusion

SUICIDE RISK ASSESSMENT AND MANAGEMENT**September 5, 2018 12:00 p.m.–1:00 p.m.**

Purpose: To better understand risk assessment and management of patients who may be considering suicide or harm to themselves

Department hosting and collaborators: Student Health Services Psychiatry Department

SAFE KNIGHT WEEK**March 5–9, 2018**

Purpose: To provide health and safety-related learning opportunities that will be useful during the following week's spring break and beyond through a series of interactive events to raise awareness about safety and well-being.

Department hosting and collaborators: Security and Emergency Management; UCF Police Department; Student Government Association; Recreation and Wellness Center; Green Dot; Environmental Health and Safety; Student Development and Enrollment Services; Wellness and Health Promotion Services; Student Health Services; Office of Student Rights and Responsibilities; Student Care Services; Office of Institutional Equity; and Counseling and Psychological Services.

EATING DISORDER AWARENESS WEEK (NEDA WEEK)**February 26–March 2, 2018**

Purpose: To bring students together and build a culture of self and body acceptance on this campus. The programming is to also help students become aware that if they are struggling with eating or body concerns, there is help for them here at UCF.

Department hosting and collaborators: Student Health Services, Counseling & Psychological Services, Recreation and Wellness Center, Wellness & Health Promotion Services, Student Care Services

MENTAL HEALTH AND SUBSTANCE USE DISORDERS RECOVERY SUPPORT**Monthly (ongoing)**

Purpose: Support for students in recovery from mental health and substance use disorders as well as support for those students seeking treatment for mental health and substance use disorders. Students with mental health and substance use disorders experience negative impacts related to stigma. A 2014 study by Johns Hopkins Bloomberg School of Public Health found one-third of respondents believed recovery from mental health and substance use disorders "was not possible." Negative attitudes toward persons with substance use disorders are more prevalent as compared to

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negative attitudes toward those with mental health disorder. The 2014 Hopkins study found nine of ten respondents were unwilling to have a person with a substance use disorder marry into their family and almost two-thirds were unwilling to work closely with an “addict” on a job.

Department hosting and collaborators: Student Health Services, Substance Use Disorders Clinic

WELLNESS AND HEALTH PROMOTION

RAPID HIV TESTING DAY

Aug. 23, 2017

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

Department hosting and collaborators: Wellness and Health Promotion Services

RAPID HIV TESTING DAY

Sept. 24, 2017

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

Department hosting and collaborators: Wellness and Health Promotion Services

RAPID HIV TESTING DAY AND TABLING EVENT

Oct. 18, 2017

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

Department hosting and collaborators: Wellness and Health Promotion Services

RAPID HIV TESTING DAY AND TABLING EVENT

Nov. 15, 2017

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

Department hosting and collaborators: Wellness and Health Promotion Services

RAPID HIV TESTING DAY AND TABLING EVENT

Nov. 13, 2018

Purpose: Discuss importance of safe sex practices and decision making.

Department hosting and collaborators: Wellness and Health Promotion Services, Lambda Theta Phi Fraternity, Inc. and Lambda Theta Alpha Sorority, Inc.

WORLD AIDS DAY RAPID HIV TESTING DAY AND TABLING EVENT

Dec. 1, 2017

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

Department hosting and collaborators: Wellness and Health Promotion Services, CAPS, LGBTQ+, SGA, MSC, and H.E.A.R.T.

RAPID HIV TESTING DAY AND TABLING EVENT

Feb. 7, 2018

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

Department hosting and collaborators: Wellness and Health Promotion Services

KNIGHTS LEARNING SERIES: ‘LET’S TALK SEX: A CULTURALLY COMPETENT APPROACH TO SEX TALK

Feb. 27, 2018

Purpose: Have a real conversation with student employees about their understanding and assessments that they make when making sexual decisions.

Department hosting and collaborators: Wellness and Health Promotion Services and RWC

RAPID HIV TESTING DAY AND TABLING EVENT

Mar. 7, 2018

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2017-2018

Department hosting and collaborators: Wellness and Health Promotion Services

RAPID HIV TESTING DAY AND TABLING EVENT

Apr. 11, 2018

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

Department hosting and collaborators: Wellness and Health Promotion Services

RAPID HIV TESTING DAY

May 16, 2018

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

Department hosting and collaborators: Wellness and Health Promotion Services

RAPID HIV TESTING DAY AND TABLING EVENT

June 27, 2018

Purpose: Combat the HIV epidemic by providing FREE HIV testing and Risk Reduction counseling services to students who may at risk for contracting the virus.

Department hosting and collaborators: Wellness and Health Promotion Services

HEALTHY RELATIONSHIP WORKSHOP

July 6, 2017

Purpose: This workshop covers aspects of respect, communication, and negotiation in an interactive setting.

Department hosting and collaborators: Wellness and Health Promotion Services, FYAE and Housing

TEA AND TED TUESDAY

7/11/17; 7/18/17; 7/25/17; 8/22/17; 9/4/17; 10/3/17; 11/7/19

Attendance: 101

Purpose: Wellness based Ted topics

Department hosting and collaborators: Wellness and Health Promotion Services

JOURNAL TO SELF-DISCOVERY

7/11/17

Purpose: Provides a space for UCF students to be present and mindful while channeling their creativity.

Department hosting and collaborators: Wellness and Health Promotion Services, FYAE and Housing

FUN IN THE SUN WITH MULTICULTURAL STUDENT CENTER

7/12/17

Purpose: Share campus resources

Department hosting and collaborators: Wellness and Health Promotion Services, Multicultural Student Center & RWC

TKWL

7/12/17

Purpose: To Knights with Love is a campus chapter of More Love Letters, a global organization determined to brighten the days of strangers with handwritten letters.

Department hosting and collaborators: Wellness and Health Promotion Services, FYAE & Housing

SEXUAL WELLNESS JEOPARDY

7/17/17

Purpose: Learn statistics, successful strategies, campus resources and valuable information on various aspects of wellness.

Department hosting and collaborators: Wellness and Health Promotion Services, FYAE & Housing

COUPONING 101

7/20/17

Purpose: Learn the basics on how to coupon and save money on groceries and personal hygiene products.

Department hosting and collaborators: Wellness and Health Promotion Services, FYAE & Housing

KNIGHT FOR A DAY

7/22/17; 9/23/17; 10/28/17; 11/18/17; 3/24/18; 4/7/18

Attendance: 310

Purpose: Prospective student open house

Department hosting and collaborators: Wellness and Health Promotion Services and Office of Undergraduate Admissions

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2017–2018

CONDOM RELAY**8/1/17****Purpose:** Prospective student open house**Department hosting and collaborators:** Wellness and Health Promotion Services, FYAE & Housing**LAVENDER LUNCH****8/22/17****Purpose:** The Lavender Lunch is an opportunity to discover important resources located across the UCF campus for LGBTQ+ students, as well as partners within the Central Florida community.**Department hosting and collaborators:** Wellness and Health Promotion Services and LGBTQ+ Services**GRADUATE STUDENT CENTER****8/23/17; 3/7/18****Purpose:** Share on campus resources**Department hosting and collaborators:** Wellness and Health Promotion Services and Graduate Studies**TKWL FOR IRMA RELIEF****9/13/17; 9/14/17****Purpose:** To Knights with Love is a campus chapter of More Love Letters, a global organization determined to brighten the days of strangers with handwritten letters.**Department hosting and collaborators:** Wellness and Health Promotion Services, FYAE & Housing**WELLNESS TABLING @ GLOBAL UCF****10/20/17****Purpose:** Share on campus resources**Department hosting and collaborators:** Wellness and Health Promotion Services and Global UCF**IT'S ON US TABLING****10/23/17; 10/26/17****Purpose:** It's On Us is a national awareness-raising campaign that encourages everyone to play an active part in preventing interpersonal violence, which includes sexual assault, relationship abuse, stalking and sexual harassment.**Department hosting and collaborators:** Wellness and Health Promotion Services, FYAE & Housing**TKWL FOR PRIDE DAY****10/25/17****Purpose:** To Knights with Love is a campus chapter of More Love Letters, a global organization determined to brighten the days of strangers with handwritten letters.**Department hosting and collaborators:** Wellness and Health Promotion Services and LGBTQ+ Services**FRESHU COOKING DEMO AND TABLING NATIONAL HUNGER AND HOMELESSNESS WEEK****11/14/17****Purpose:** Teach students how to incorporate fruits and vegetables into their diets**Department hosting and collaborators:** Wellness and Health Promotion Services and UCF Cares**TKWL HIV/AIDS AWARENESS WEEK****11/30/17****Purpose:** To Knights with Love is a campus chapter of More Love Letters, a global organization determined to brighten the days of strangers with handwritten letters.**Department hosting and collaborators:** Wellness and Health Promotion Services, Counseling & Health Promotion Services, and Social Justice and Advocacy**TABLING AT PIZZA WITH TRANSFER AND TRANSITION SERVICES****1/9/18****Purpose:** Transfer students awareness of campus resources**Department hosting and collaborators:** Wellness and Health Promotion Services, FYAE & Housing**STRESS AND SEXUAL WELLNESS TABLING WITH MASS****1/10/18****Purpose:** Education and awareness**Department hosting and collaborators:** Wellness and Health Promotion Services and Multicultural Academic and Support Services

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2017–2018

TKWL FOR UCF VICTIM SERVICES**2/9/18****Attendance:** 101

Purpose: To Knights with Love is a campus chapter of More Love Letters, a global organization determined to brighten the days of strangers with handwritten letters.

Department hosting and collaborators: Wellness and Health Promotion Services and Victim Services

NEDA WEEK TABLING**2/26/18**

Purpose: NEDA's movement towards inclusivity strives to send a message to individuals at all stages of body acceptance and eating disorders recovery that their stories are valid.

Department hosting and collaborators: Wellness and Health Promotion Services and Student Health Services

TKWL NEDA WEEK**2/26/18**

Purpose: To Knights with Love is a campus chapter of More Love Letters, a global organization determined to brighten the days of strangers with handwritten letters.

Department hosting and collaborators: Wellness and Health Promotion Services and Student Health Services

LET'S BE CLEAR WALK**3/6/18****Purpose:** Awareness

Department hosting and collaborators: Wellness and Health Promotion Services and Title IX

SEXUAL ASSAULT AWARENESS MONTH TABLING**4/25/18****Purpose:** Awareness

Department hosting and collaborators: Wellness and Health Promotion Services and Title IX

FRESHU KITCHEN WITH THE CREATIVE SCHOOL**6/20/18**

Purpose: Teach students how to incorporate fruits and vegetables into their diets

Department hosting and collaborators: Wellness and Health Promotion Services and Creative School for Children

FRESHU KITCHEN SUMMER B**6/25/18**

Purpose: Teach students how to incorporate fruits and vegetables into their diets

Department hosting and collaborators: Wellness and Health Promotion Services, FYAE & Housing

SUMMER B BLOCK PARTY**6/26/18**

Purpose: Introduce FTIC Summer B students to services on campus

Department hosting and collaborators: Wellness and Health Promotion Services, FYAE & Housing

SUMMER B JOURNAL TO SELF-DISCOVERY**6/27/18**

Purpose: Provides a space for UCF students to be present and mindful while channeling their creativity

Department hosting and collaborators: Wellness and Health Promotion Services, FYAE & Housing

ORIENTATION TABLING

7/7/17; 7/10/17; 7/12/17; 7/14/17; 7/17/17; 7/19/17; 7/21/17; 7/27/17; 7/28/17; 8/15/17; 8/16/17; 8/18/17; 9/22/17; 10/27/17; 11/3/17; 12/1/17; 12/12/17; 12/14/17; 1/4/18; 1/5/18; 1/9/18; 1/24/18; 4/6/18; 4/20/18; 5/21/18; 5/23/18; 5/25/18; 5/31/18; 6/4/18; 6/7/18; 6/11/18; 6/13/18; 6/15/18; 6/20/18; 6/22/18; 6/26/18; 6/28/18; 6/29/18

Attendance: 1191

Purpose: Assist students and their families with the transition to attending and experiencing UCF

Department hosting and collaborators: Wellness and Health Promotion Services, FYAE, RWC & SU

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2017-2018

HOUSING

TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:

23

TOTAL
ATTENDANCE:

2,452

HOUSING AND RESIDENCE LIFE**DIVERSITY READING SERIES-DEAR
WHITE AMERICA****July-August 2017****Purpose:** Staff development reading series that support staff and encourage dialogue in the areas of diversity, cultural awareness and inclusion.**Department hosting and collaborators:** Housing and Residence Life**DIVERSITY READING SERIES-HILLBILLY
ELEGY****September-December 2017****Purpose:** Staff development reading series that support staff and encourage dialogue in the areas of diversity, cultural awareness and inclusion.**Department hosting and collaborators:** Housing and Residence Life- Human Resources**DIVERSITY READING SERIES-BEHIND
THE BEAUTIFUL FOREVERS****January-April 2018****Purpose:** Staff development reading series that support staff and encourage dialogue in the areas of diversity, cultural awareness and inclusion.**Department hosting and collaborators:** Housing and Residence Life- Human Resources**GREEN DOT TRAINING CERIFICATION
March 2018****Purpose:** To support the UCF culture by giving staff the tools to successfully and confidently intervene and support students in distress.**Department hosting and collaborators:** Housing and Residence Life- Human Resources**DIVERSITY READING SERIES-THE
GLASS CASTLE****June 2018****Purpose:** Staff development reading series that support staff and encourage dialogue in the areas of diversity, cultural awareness and inclusion.**Department hosting and collaborators:** Housing and Residence Life- Human Resources**“WHAT IS SOCIAL JUSTICE?” TRAINING
January 2018, May 2018****Attendance:** 150 student staff members**Purpose:** Exploring the difference between diversity, inclusion, and social justice. In addition, exploring power, privilege, oppression, and ally ship.**Department hosting and collaborators:** Housing and Residence Life**SOCIAL JUSTICE IN THE LIFE OF AN RA
June 2018****Attendance:** 150 student staff members**Purpose:** Exploring the impact of social justice in the life of a resident assistant.**Department hosting and collaborators:** Housing and Residence Life**INTERSECTIONALITY DIALOGUE
February 2018****Purpose:** Exploring the difference between intersectionality and how it impacts identities.**Department hosting and collaborators:** Housing and Residence Life and Dr. Jennifer Sandoval, Associate Professor of Communication**HOW TO BE A DIALOGUE FACILITATOR
February 2018****Purpose:** Students engaged in a dialogue with a former student facilitator about how to facilitate peer dialogues.**Department hosting and collaborators:** Housing and Residence Life

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2017–2018

SECULAR AND RELIGIOUS MINORITY AWARENESS**February 2018****Purpose:** To explore and bring awareness the secular and religious minorities.**Department hosting and collaborators:** Housing and Residence Life and Tee Rogers**HISTORY OF THE LBGTQ+ COMMUNITY, GENDER, PRONOUNS AND ADVOCACY**
March 2018**Purpose:** Explore the history of the LGBTQ+ community and how to continue to be advocates for the community.**Department hosting and collaborators:** Housing and Residence Life and LGBTQ+ Services**ONLINE ACTIVISM MORE THAN A #**
January 2018**Purpose:** Exploring how effective online activism is to different social causes.**Department hosting and collaborators:** Housing and Residence Life**SOCIAL JUSTICE STUDENT LEADER COHORT****September 2017–present****Purpose:** Student leaders exploring social justice and facilitating peer-to-peer dialogues.**Department hosting and collaborators:** Housing and Residence Life**NEIGHBORHOOD RELATIONS & SAFETY EDUCATION****SDS INCLUSIVE EDUCATION SERVICES TRAINING****July 24, 2017****Purpose:** To orient, train, and update faculty and staff on our plan to serve, support, and assist students with intellectual disabilities. Neighborhood Relations and Safety Education staff participated in this training.**Department hosting and collaborators:** Office of Inclusive Education Services and Neighborhood Relations and Safety Education**SDS TITLE IX PART 1 AND PART 2 TRAINING****August 1, 2017****Purpose:** To orient, train, and remind faculty and staff on and of the current laws, regulations, and policies prohibiting gender and sexual harassment or discrimination at the university. Part II dealt with updates, reminders, and prevention.

Neighborhood Relations and Safety Education staff participated in this training.

Department hosting and collaborators: Title IX Office, The Office of Equity, Inclusion, and Diversity and Neighborhood Relations and Safety Education**BALANCING ACT OF SUPPORTING HISPANIC STUDENTS IN HISPANIC-SERVING INSTITUTIONS****August 29, 2017****Purpose:** To introduce and orient faculty and staff on the right balance and intentional atmosphere in which to serve and support Hispanic and all students of color. Neighborhood Relations and Safety Education staff participated in this training.**Department hosting and collaborators:** Office of Equity, Inclusion, and Diversity and Neighborhood Relations and Safety Education**BLACK MALE CONFERENCE/FL TRIO STUDENT LEADERSHIP CONFERENCE**
October 20, 2017**Attendance:** 118 students, faculty, and staff from across the State of Florida**Purpose:** To highlight and focus upon the plight and status of Black males nationally and locally and to formulate ways and means to address their issues. Neighborhood Relations and Safety Education staff participated in this training.**Department hosting and collaborators:** MASS, TRIO Office and Neighborhood Relations and Safety Education**2ND ANNUAL BRAZILIAN EDUCATION FAIR****October 28, 2017****Purpose:** To exhibit, present, and inform students, parents, and family members about the value and benefit of higher education. Neighborhood

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2017–2018

Relations and Safety Education staff served as an exhibitor and presenter.

Department hosting and collaborators: Brazilian Consulate and the Miami Office of Community Affairs and Neighborhood Relations and Safety Education

UCF PRESIDENTIAL SEARCH COMMITTEE VIDEOTAPE

November 8, 2017

Purpose: To inform, announce, and promote the UCF presidential search process and to present the search qualifications to the nation. A. J. Range was a featured staff member in this video.

Department hosting and collaborators: UCF Communications and Marketing and Neighborhood Relations and Safety Education

REV. DR. MARTIN LUTHER KING, JR. MEMORIAL PARADE

January 21, 2018

Attendance: 1,200 people

Purpose: To commemorate, honor, and celebrate the legacy and life of this slain American Icon in the community by bringing a diverse group of citizens together in the community. Neighborhood Relations and Safety Education staff served as a community judge.

Department hosting and collaborators: Oviedo Community Action Committee, The City of Oviedo and Neighborhood Relations and Safety Education

24RD ANNUAL JOSEPH C. ANDREWS MENTORING CELEBRATION

January 28, 2018

Attendance: 500 UCF faculty, staff, and students

Purpose: To honor the memory and work of an African American staff member and to recognize and celebrate mentoring of students on campus; A. J. Range provided the innovation.

Department hosting and collaborators: UCF Black Faculty and Staff Association and Neighborhood Relations and Safety Education

LEGACY MENTORING PROGRAM FOR MULTICULTURAL STUDENTS FACILITATED BY UCF FACULTY AND STAFF

2017–2018 academic year

Purpose: To encourage, inspire, mentor, and empower students of color to persist until graduation. Neighborhood Relations and Safety Education staff member served as a mentor.

Department hosting and collaborators: Office of Diversity, Equity, and Inclusion and Neighborhood Relations and Safety Education

MY BROTHER'S KEEPER TASK FORCE April 5, 2018–April 20, 2018

Purpose: To convene to plan, organize, and determine how this group might access funds through this national not for profit foundation. Neighborhood Relations and Safety Education serve on this task force.

Department hosting and collaborators: MASS, Office of Grants, Orange County School District and Neighborhood Relations and Safety Education

MALE MENTORING PROGRAM September 7, 2018

Purpose: To guide, support, assist, and retain male students at risk of student conduct issues

Department hosting and collaborators: Office of Student Conduct and Neighborhood Relations and Safety Education

FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS | 2017-2018

UNIQUE CIRCUMSTANCES

TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:

4

TOTAL
ATTENDANCE:

555

CREATIVE SCHOOL**CREATIVE SCHOOL INTERNATIONAL
DINNER****November 17, 2017****Attendance:** 196

Purpose: The International Dinner celebrates the diversity of the children attending Creative School. For the dinner, each family brings a dish from their culture and shares a meal with other parents and children, while building relationships with other families. This year, some 47 countries were represented by our families.

Department hosting and collaborators:
Creative School

**CSC CHINESE NEW YEAR CELEBRATION
February 5, 2018****Attendance:** 146

Purpose: The Chinese New Year Celebration provides the children, families and staff the opportunity to learn about Chinese New Year. Families share books, music and snacks with the children. The culmination event is the Dragon parade through the playground. This activity helps to bring awareness to other cultures and allows families to celebrate together.

Department hosting and collaborators:
Creative School

CSC HOLI FESTIVAL**March 20, 2018****Attendance:** 173

Purpose: The Holi Festival celebrates the joy of color in this ancient Hindu festival. The children, families and staff participate by throwing colored powder on each other in the beautiful display of renewal. This activity helps to bring awareness to other cultures and allows families to celebrate together.

Department hosting and collaborators:
Creative School

**CSC FLORIDA VOLUNTARY PRE-
KINDERGARTEN PROGRAM****Yearly Initiative August 2017-May 2018**

Purpose: Creative School for Children provides on-site access to student, staff and community parents of 4 year olds to the Florida Voluntary Pre-kindergarten program. These children receive free state-funded prekindergarten regardless of family income. Children are placed in a developmentally appropriate environment to help prepare them for kindergarten.

Department hosting and collaborators:
Creative School

APPENDIX: SDES DIRECTORY

ACADEMIC SERVICES FOR STUDENT-ATHLETES (ASSA)

Wayne Densch Center for
Student-Athlete Leadership
Room 105 | Zip +4: 0300
407.823.5895
assa.sdes.ucf.edu

ACTIVITY AND SERVICE FEE BUSINESS OFFICE (A&SF)

Student Union
Room 215 | Zip +4: 3230
407.823.5548
asf.sdes.ucf.edu

BUDGET AND PERSONNEL SUPPORT, SDES

Millican Hall
Room 282 | Zip +4: 0160
407-823.4625
bps.sdes.ucf.edu

CAREER SERVICES (CS)

CSEL Building
Room 101 | Zip +4: 0165
407.823.2361
career.sdes.ucf.edu

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Counseling Center
Room 101 | Zip +4: 3170
Tel: 407.823.2811
Fax: 407.823.5415
caps.sdes.ucf.edu

CREATIVE SCHOOL FOR CHILDREN (CSC)

Creative School for Children
Room 102 | Zip +4: 3546
407.823.2727
csc.sdes.ucf.edu

FIRST YEAR ADVISING AND EXPLORATION (FYAE)

Howard Phillips Hall
Room 116 | Zip +4: 0170
Tel: 407.823.3789
Fax: 407.823.3546
fyae.sdes.ucf.edu

FIRST YEAR EXPERIENCE (FYE)

Howard Phillips Hall
Room 216 | Zip +4: 3240
407.823.5105
fye.sdes.ucf.edu

FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

12424 Research Parkway
Suite 101 | Zip: 32826
Tel: 407.823.1773
floridaconsortium.com

FRATERNITY AND SORORITY LIFE

Fraternity and Sorority Life, Building 415
Room 101 | Zip +4: 0157
Tel: 407.832.2072
Fax: 407.823.2929
fsl.sdes.ucf.edu

HOUSING AND RESIDENCE LIFE (H&RL)

Housing Administration Building
Room 123 | Zip +4: 3222
Tel: 407.823.4663
Fax: 407.823.3831
www.housing.ucf.edu

INCLUSIVE EDUCATION SERVICES (IES)

Ferrell Commons
Room 18 | Zip +4: 3222
Tel: 407.823.4427
ies.sdes.ucf.edu

INFORMATION TECHNOLOGY, SDES

Ferrell Commons
Room 132 | Zip +4: 0159
Tel: 407.823.4444
Fax: 407.823.4609
it.sdes.ucf.edu

LEAD SCHOLARS ACADEMY

Ferrell Commons
Room 165 | Zip +4: 0126
Tel: 407.823.2223
Fax: 407.823.3942
lsa.sdes.ucf.edu

MULTICULTURAL ACADEMIC AND SUPPORT SERVICES (MASS)

Student Union
Room 154 | Zip +4: 0135
Tel: 407.823.2716
Fax: 407.823.5616
mass.sdes.ucf.edu

NEIGHBORHOOD RELATIONS AND SAFETY EDUCATION

Research Pavillion
Room 110 | Zip +4: 3225
Tel: 407.823.6505
Fax: 407.823.3942
nrse.sdes.ucf.edu

OFFICE OF STUDENT CONDUCT (OSC)

Ferrell Commons
Room 227 | Zip +4: 3655
Tel: 407.823.4638
Fax: 407.823.4544
osc.sdes.ucf.edu

OFFICE OF STUDENT INVOLVEMENT (OSI)

Student Union
Room 208 | Zip +4: 3245
Tel: 407.823.6471
Fax: 407.823.5899
osi.ucf.edu

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES (OSRR)

Ferrell Commons
Room 227 | Zip +4: 3655
Tel: 407.823.4683, 407.823.6960
Fax: 407.823.4544
osrr.sdes.ucf.edu

RECREATION AND WELLNESS CENTER (RWC)

RWC, Room 204 | Zip +4: 3548
Tel: 407.823.2408
Fax Number: 407.823.5446
rwc.sdes.ucf.edu

REGISTRAR'S OFFICE (RO)

Millican Hall
Room 161 | Zip +4: 0114
Tel: 407.823.3100
Fax: 407.823.5652
registrar.sdes.ucf.edu

SOCIAL JUSTICE AND ADVOCACY (SJA)

Student Union
Room 207 | Zip +4: 3230
Tel: 407.823.3626
Fax: 407.823.0033
sja.sdes.ucf.edu

STUDENT ACADEMIC RESOURCE CENTER (SARC)

Howard Phillips Hall
Room 113 | Zip +4: 3115
Tel: 407.823.5130
Fax: 407.823.2051
sarc.sdes.ucf.edu

STUDENT ACCESSIBILITY SERVICES (SAS)

Ferrell Commons
Room 185 | Zip +4: 0161
Tel: 407.823.2371
Fax: 407.823.2372
sas.sdes.ucf.edu

STUDENT FINANCIAL ASSISTANCE (SFA)

Millican Hall
Room 120 | Zip +4: 0113
Tel: 407.823.2827
Fax: 407.823.5241
finaid.ucf.edu

STUDENT HEALTH SERVICES (SHS)

Health Center
Room 101 | Zip +4: 3333
Tel: 407.823.2701
Fax: 407.275.4327
shs.sdes.ucf.edu

STUDENT LEGAL SERVICES (SLS)

Student Union
Room 304 | Zip +4: 3650
Tel: 407.823.2538
Fax: 407.823.5305
sls.sdes.ucf.edu

STUDENT OUTREACH SERVICES (SOS)

Orlando Tech Center, Bldg. 600
Room 215 | Zip +4: 3620
Tel: 407.823.5580
Fax: 407.823.6216
sos.sdes.ucf.edu

STUDENT UNION (SU)

Student Union
Room 312 | Zip +4: 3250
Tel: 407.823.3677
Fax: 407.823.6483
studentunion.ucf.edu

TRANSFER AND TRANSITION SERVICES (TTS)

Howard Phillips Hall
Room 221 | Zip +4: 0123
407.823.2231
transfer.sdes.ucf.edu

TRIO PROGRAM: PRIME STEM PROGRAM

Howard Phillips Hall
Room 208 | Zip +4: 1920
Tel: 407.823.4165
Fax: 407.823.5597
trio.sdes.ucf.edu

UNDERGRADUATE ADMISSIONS (UA)

Duke Energy University Welcome Center
Room 215 | Zip +4: 0111
407.823.3000
admissions.ucf.edu

UNIVERSITY TESTING CENTER (UTC)

Howard Phillips Hall
Room 106 | Zip +4: 3117
407.823.5109
utc.sdes.ucf.edu

WELLNESS AND HEALTH PROMOTION SERVICES (WHPS)

Recreation and Wellness Center
Suite 111 | Zip +4: 3330
407.823.5841
whps.sdes.ucf.edu





**Student Development
and Enrollment Services**

MILLICAN HALL 282

P.O. BOX 160160

ORLANDO, FL 32816-0160

407-823-4625

WWW.SDES.UCF.EDU

Attachment B



President's Statement Regarding Equal Opportunity and Affirmative Action

UNIVERSITY OF CENTRAL FLORIDA

As President of the University of Central Florida, I wish to affirm my support for the goals of equal opportunity and affirmative action as identified in state and federal law. UCF is an equal opportunity employer and educational provider. As set forth in the *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy (No. 2-004) (Nondiscrimination Policy)* the University prohibits discrimination on the basis of race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law in all its programs and activities. The University prohibits discrimination with respect to all terms and conditions of employment and in all of its educational programs, activities, services, and related opportunities.

The University does not tolerate discriminatory harassment, a form of discrimination. Discriminatory harassment consists of verbal, physical, electronic, or other conduct based upon an individual's protected class (as set forth above) that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services meeting the description of either *Hostile Environment Harassment* or *Quid Pro Quo Harassment*. *Hostile Environment Harassment* consists of discriminatory harassment that is so severe or pervasive that it unreasonably interferes with, limits, deprives, or alters the terms or conditions of education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a university program or activity (e.g., campus housing), when viewed from both a subjective and objective perspective. *Quid Pro Quo Harassment* consists of discriminatory harassment where submission to or rejection of unwelcome conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education, employment, or participation in a university program or activity. Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, nonverbal, graphic, physical, or otherwise, when the conditions for *Hostile Environment Harassment* or *Quid Pro Quo Harassment* are present.

All faculty and staff must be aware that amorous relationships with students are likely to lead to difficulties and have the potential to place faculty and staff members at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any amorous relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative. Accordingly, all employees are prohibited from pursuing or engaging in any amorous relationship with any undergraduate student. Also, employees are prohibited from pursuing or engaging in any amorous relationship with a graduate student under that employee's authority (including formal mentoring or advising,

supervision of research, employment as a teaching assistant, and responsibility for student's grades). In the event of a charge of sexual harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty-student or staff-student power differential existed within the relationship.

Similarly, amorous relationships between supervisors and their subordinate employees often adversely affect decisions, distort judgment, and undermine workplace morale for all employees, including those not directly engaged in the relationship. Accordingly, the University prohibits all employees from pursuing or engaging in amorous relationships with employees whom they supervise. No supervisor shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion, tenure, salary, leave of absence, etc.) to a person with whom that individual has or has had an amorous relationship.

The University will actively seek to ensure a diverse and inclusive faculty, staff, and student body by, for example, making outreach efforts that encourage all qualified individuals to apply for employment and enrollment. The University maintains an Affirmative Action Plan aimed at developing and maintaining a broadly-representative workforce. Respect for diverse viewpoints, experiences, and intellectual pursuits is a cornerstone of learning, and this atmosphere of empowerment shall be characteristic of UCF and its efforts. The University remains committed to seeking the best-qualified person to fill each available position. Candidates for employment will be assured careful and fair consideration. The University will reward employees based on job performance.

Every member of the University community is directed to refrain from actions that threaten, intimidate, humiliate, or demean persons or groups because of their protected classes. Each member of the administrative leadership team is responsible for all necessary initiatives in pursuit of these goals, including those developed in the University's Affirmative Action Plans. It is the responsibility of all departments and personnel to ensure the University's compliance with state and federal law, as well as University policies and regulations. Employees, students, and third parties must be free from fear of reprisal in exercising their civil rights. Accordingly, the University strictly prohibits retaliation against any person for making a good faith report of discrimination or discriminatory harassment, or participating in or being a party to any proceeding under the *Nondiscrimination Policy*. Retaliation shall be regarded as seriously as discrimination or harassment itself. Both will warrant discipline when substantiated.

If you are a Responsible Employee, you are required to report any incident of sex discrimination, sexual harassment and/or sexual violence (including sexual assault, relationship violence, and stalking) involving a student to the Office of Institutional Equity. If you are a supervisor and aware (either directly or indirectly) of any incident of discrimination, discriminatory harassment or retaliation involving a student or employee, you are required to report the incident to the Office of Institutional Equity. Persons who believes that they are being subjected to discrimination, discriminatory harassment, or retaliation are encouraged to consult with the Office of Institutional Equity. This office is assigned primary responsibility for addressing all matters related to discrimination. Complaints pertaining to Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Vietnam

Era Veterans' Readjustment Act, the Americans with Disabilities Act, the Florida Educational Equity Act, the Florida Civil Rights Act, and other civil rights statutes should be brought to the attention of the Office of Institutional Equity.

Office of Institutional Equity
12692 Gemini Boulevard S.
Wayne Densch Building 1 (Building 38), Suite 123
Orlando, FL 32816
(407) 823-1336
oie@ucf.edu
<http://www.oie.ucf.edu>

The administrative leadership will be kept informed of my commitment to equal opportunity, equal access, and affirmative action at UCF. Regular reporting of each administrative unit to me will ensure that goals are being met. I am convinced that our commitment to these goals will measurably strengthen the University and its relationship to the Central Florida community we serve.



John C. Hitt, President 10/5/17 Date

Attachment C

Educational Programs Committee Meeting - New Business

| Initiative Title | Description | Student Participation (if available; counts or % of eligible students) | Outcomes / Effectiveness |
|--|--|---|---|
| I. Conferences and Outreach | The purpose of the Knights First Generation Program is to provide First Generation College Students with a structured approach to developing a sense of belonging on campus; campus resources and support services; meaningful student engagement and student involvement opportunities. The conferences and programs are designed to ease the transition to college for multicultural and first generation students; provide students with the skills and knowledge to transition successfully to college; demystify the college experience, assist with navigating the university landscape, and help prepare students to succeed at UCF and beyond. The services provided includes the following: One-on-one guidance and advising through our friendly student and professional staff - Referral to the appropriate resources - Resources on Financial Concerns & Scholarships, Academic Success, Getting Involved, Counseling and Advisement, Internships, and Future Planning - Opportunities to connect with students, faculty, staff, community professionals, and alumni - Overall support through your time at UCF! Our job is to see you succeed! | a. MASS Student Success Conference (102) b. National Male Student Success Conference (118) c. Transforming Student Success Conference TRIO Leadership Conference (250) d. MASS Welcome Back Bash (425) e. Caribbean Welcome Knight (200) f. Florida Reach Positive Pathways State Conference (Former Foster Care Youth) (100) g. Career Expo 2018 (100) | Student Learning Outcomes for the conferences are as follows: 1) Students attending the conference will be able to link campus dynamics and campus culture to academic success and degree attainment. 2) Students attending the conference will be able to connect academic success to service(s), program(s), and policies on college campus. 3) Students attending the conference will be able to list two benefits of graduating from college. 4) Students attending the conference will accept responsibility for their academic achievement. 5) Students attending the conference will accept responsibility for understanding the importance of financial and economic literacy. |
| II. Target Populations: (Deferred Action Childhood Arrivals, Dreamers, First Generation, Collegiate Males, and Foster Care Youth) | The mission of the Brother to Brother (B2B) program is to provide academic, career, and leadership assessment (development), social and financial support to multicultural or first generation undergraduate males who are enrolled part- or full-time at UCF. The program offers leadership development, career exploration, academic skill building, and social enrichment activities. | a. Student Success FTIC First Generation (915) b. Student Success Minority Males (1436) c. Brother to Brother Program (B2B) (45) d. Knight Alliance Network Program (Foster Care Youth) (68) e. Dream.US Reception (32) f) Dare to Dream (100) g) Deferred Action Childhood Arrivals/Dreamers Pep Rally and orientation (70) | Program Outcomes: The intent of the B2B Program is prepare collegiate males for academic and personal success at the university. The program outcomes are as follows: 1) To increase the number of males graduating college; 2) To increase the number of mentor/mentee male relationships; and 3) To increase the number of males engaged and persisting in college. |
| III. Knight Alliance Network Program (Foster Care Youth) | The mission of the Knight Alliance Network (KAN) mentoring program provides guidance, support, resources, advocacy, financial literacy, and a place of belonging for foster care youth enrolled at the University of Central Florida. Our goal is to provide support services and a place where students can have a voice, support services and resources as they persist towards graduation at UCF. The KAN mentoring program clarifies the college experience, assists students as they navigate through the university landscape, and helps students prepare for success. We serve as a one-stop shop for foster care youth at UCF. | Knight Alliance Network Program (Foster Care Youth) (68) | The MASS Office serves as a one stop shop for foster care youth at UCF. The Knight Alliance Network supports the populations of students who have recently turned 18 while in foster care with the following Learning Outcomes: 1) 75% will complete financial literacy; 2) 75% report they understand the importance of financial literacy; 3) 75% who attend a Knight Alliance Network workshop will be able to identify the services provided by MASS; 4) 75% will be able to identify campus resources; 5) 50% will be able to list three steps to applying to graduate school. |

Educational Programs Committee Meeting - New Business

| | | | |
|--|---|---|--|
| IV. Pre-Collegiate and Transfer Programs | The purpose of Pre College and Transfer State College outreach is to focus on providing multicultural and first generation students with information on the college admissions process, SAT/ACT, Financial Aid, and Careers. Community based programs invite students from the following surrounding counties: Orange, Seminole, Duval, Osceola, Volusia and Lake. Department: Multicultural Academic and Support Services | a. Annual Multicultural Transfer Program (60) b. State College Day (66) c. Transfer Networking (100) | To engage diverse students in the admissions and transfer process to UCF i.e. Greek Life, Admissions process, Financial Aid process and Student Involvement activities at UCF. 1) Identify the steps for applying to college. 2) Apply the resources learned to the admissions application process for college. 3) Communicate through writing about the college going process with a college. |
| V. Workshops, Scholarships and Student Recognition Ceremonies | The purpose of the workshops, scholarships and student recognition ceremonies are to provide multicultural and first generation students with an opportunity to engage with UCF faculty or staff members outside the classroom. These services are designed to increase student involvement and engagement on campus in support services and programs. | a. Workshops / Lunch and Learn (966) b. Scholarships and Waivers (94), Access Closing Ceremony (521), Excellence in Action Program (425); Nguzo Saba | To provide students with scholarships and recognition as they progress towards student success annually. 1) To recognize first generation and multicultural students for their academic achievement(s) while in college. 2) To create a platform where the university celebrates with students, faculty and staff the academic achievements of first generation and multicultural students. |
| VI. ACCESS Program | The Access Program is a six-week academic, on-campus summer programs for selected groups of students who receive additional academic preparation before attending classes in the fall. Since 1980, MASS has sponsored the program formerly known as SOAR and Pegasus. UCF offers selective admission and academic support services to a select group of first-time-in-college students who demonstrate an academic need that can be met by the program. These are the components of the program: UCF Freshman Orientation: All Access Program participants must attend the same UCF Freshman two-day Orientation Program; 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; 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); Access Closing Ceremony: Parents and families are invited to the Access Programs Closing Ceremony on Thursday, August 6. The Closing Ceremony celebrates student persistence, learning, and achievement in completing the six-week Summer Bridge Program; 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 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; SOAR Courses: SOAR 2014 participants will be enrolled in SLS1501 Strategies for Student Success and ENC1101 Composition 1 or REL2300 World Religions. Each class meets four days per week for approximately two hours. Students will earn 6 college credits/hours; Academic Advising: SOAR students will receive academic advising through the Office of First Year Advising & Exploration (FYAE); 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; Co-curricular Learning Supplement: ENC1101 students will meet with University Writing Center consultants twice weekly to discuss and develop successful writing habits. | Program Participants: (364) | To offer a six-week summer component and an academic enhancement component that spans the fall and spring semesters to First time In College (FTIC) students beginning at UCF. The program assisted diverse students with making a smooth transition from high school to college. 1) To assist students with the transition from high school to college, and 2) To enhance the leadership skills of students participating in the program. |
| VII. Innovation / Technology MASS -Online | MASS On-line is designed to connect students with academic support services through the use of technology to the MASS Office. | Canvas: (1285) | To engage students in MASS On-line through academic support services, modules, quizzes, and one on one support. 1) To increase the number of students involved in academic support services on-line. 2) To increase the number of students engaged in workshops and services on-line. |
| VIII. Diversity and Inclusion | Diversity and Inclusion efforts are intentionally aimed to impact and expand UCF diversity framework and expand campus awareness and knowledge. | a. Hispanic Heritage Month Closing Ceremony (200) b. Black Faculty and Staff Association 24th Annual Joseph C. Andrew's Annual Mentoring Celebration (500) | To engage students, faculty, and staff in the diversity, equity and inclusion programs in the campus community. |

Attachment D

UCF Office of Diversity and Inclusion 2017-18 Annual Report

Mission and Vision

The mission of the Office of Diversity and Inclusion (ODI) is to collaborate with the University of Central Florida community to advocate for and educate about the university's goal of becoming more inclusive and diverse. The vision is to position UCF as a center of excellence that is nationally recognized as a higher education model for our diversity and inclusion practices, policies and culture.

Goals and Objectives

In 1994, UCF's President established five goals for the Office of Diversity and Inclusion. ODI's strategic efforts are linked to the performance of these objectives.

GOAL ONE: To encourage and support the goal to be more inclusive and diverse across the university community. In this endeavor, ODI

- Actively participated in campus events, such as faculty, staff, and student orientations and drew attention to inclusion excellence through annual awards for faculty/staff, student, career impact, and community/corporate entities.
- Worked to broaden the awareness of diverse experience and identity beyond race and gender, the impact of intersectionality, micro-aggressions and the need for cultural competency and inclusion advocacy. Educational events explored topics, such as religious minorities, global human rights, Hispanic culture, LGBTQ experience, contextual leadership, and cross-cultural inclusion. Continued the "Be You" Faculty Storytelling project and collaborated with SDES for the #WeAreUCF project.
- Diversity Action Grants and co-sponsorships totaled over \$12,000 and represented cross-campus collaboration with numerous academic and administrative units and students. See appendix for complete list.
- Hosted UCF's first Hispanic Serving Institution (HSI) Forum in spring 2018 with 230 attendees.
- Launched *Vamos Knights* (Go Knights in Spanish) at UCF Bookstore in summer 2018.



GOAL TWO: To develop, collect, analyze, retain and disseminate information pertinent for all areas of the university community to advance the goal to become more inclusive and diverse.

- ODI collected additional feedback from various university stakeholders regarding UCF's trajectory as a Hispanic Serving Institution (HSI) during the HSI Forum in spring 2018.
- ODI provided information to be included in UCF's Institutional Profile for Excelencia in Education's Accelerating Latino College Completion project.
- Completed development and IRB approval of a faculty survey on inclusive classroom practice to be launched in the fall of 2018.
- Updated online snapshot data describing UCF demographics for faculty, staff and students.

GOAL THREE: To sponsor, support, and assess university programs and activities that promote the goal to make the university community more inclusive and diverse.

- ODI provided a broad range of workshops to 7966 UCF faculty, staff and students. Under the direction of Associate Director Barbara Thompson and ODI Trainer Rachel Luce-Hitt, and in collaboration with colleagues from Finance and Administration, Social Justice and Advocacy, and Student Accessibility Services, ODI facilitated 287 workshops and presentations throughout the year to high evaluative marks.
- The Inclusion Champion training program expanded its reach by partnering with Elementary Education, Secondary Education, and the Psychology Graduate Program. Between these three partnerships, 189 students completed certification in the 15-hour program. In total, 326 UCF faculty, staff, and students have completed the program.



- ODI sponsored the Diversity Track of the 2018 Summer Faculty Development Conference. Participants reviewed, researched, and supplemented the existing collection of resources provided by ODI. These resource recommendations are offered as annotated lists to workshop participants following involvement in the department's educational programming in order to enhance their knowledge and understanding of topical areas such as Diversity Awareness and Appreciation, Diversity in Academics, Diversity Leadership, Multiculturalism, Prejudice Reduction, and Social Justice.
- Continued management of development programs: the [Leadership Empowerment Program](#), [Legacy](#) Leadership and Mentoring Program, [SEED](#) – Seeking Educational Equity and Diversity; and assumed coordination of the [CREAR Futuros](#) peer-mentoring program.
- A cooperative training initiative with Student Development and Enrollment Services, Diversity Education (or DEUs) is in its eighth year. ODI designed the training program to enhance the diversity-related awareness, knowledge, and skills of SDES team members. Since 2011, more than 500 SDES employees have completed the required 23 hours of diversity training.
- 2017 marked the [25th Anniversary of UCF's Diversity Week](#). ODI honored its former director at the newly re-named Valarie Greene King Diversity Breakfast with keynote speaker Ambassador Carol Moseley Braun. The event included 580 attendees and students, and colleagues at the regional campuses joined the event via Adobe Connect. Breakfast attendees contributed over 1145 pounds of food for the Knights Helping Knights food pantry.
- ODI led campus celebrations of Women's History Month in March 2018, including events for International Women's Day and Equal Pay Day. The Hitt Library main floor displayed support for women in history and making history - #NevertheLessShePersisted – and breast cancer awareness.
- ODI collaborated with Transfer & Transition Services to host a welcome reception in spring 2018 for students from Puerto Rico impacted by Hurricane Maria. Over 200 faculty, staff and students attended.
- ODI hosted UCF's first Hispanic Serving Institution (HSI) Campus Forum. 230 faculty, staff and students attended. Deborah Santiago, Excelencia in Education, served as the Keynote Speaker.
- ODI provided sponsorship support to the BFA Mentoring Breakfast, the International Breakfast and the John T. Washington Luncheon. ODI sponsored UCF's Hispanic Heritage Month, Nuestra Graduación (UCF's Latino Graduation Celebration) and the Latino Faculty and Staff Association's Broche de Oro Recognition Dinner.



GOAL FOUR: To establish and to facilitate advisory bodies internal and external to the university to design, implement, support, assess and challenge strategies of the university community and the Office of Diversity and Inclusion to achieve the university goal of becoming more inclusive and diverse.

- The UCF Diversity and Inclusion Working Group (DIWG) continued to exchange information about campus and community events and partnership opportunities.
- ODI serves as the campus administrative office for the Latino Faculty and Staff Association, and provides support to the Black Faculty and Staff Association and the Pride Faculty and Staff Association.
- ODI led the Bias Incident Communication Group to improve awareness of incidents, resources and processes for addressing potential discriminatory incidents.
- ODI sponsored members of the ODI Community Engagement Council to participate in on-campus training and continues to expand the group's membership.
- ODI hired UCF's first Assistant Director of Hispanic Initiatives to Chair UCF's Hispanic Serving Institution (HSI) Task force. As UCF's HSI Lead, Dr. Cyndia Muñoz conducted 250 HSI consultations in the first six months of 2018.

GOAL FIVE: To create, sustain, and assess effective communications between the Office of Diversity and Inclusion and all areas of the university community that will encourage and support the UCF goal to become more inclusive and diverse.

- ODI staff members served on many UCF campus committees (e.g., UCF Policies and Procedures, International Affairs, Summer Faculty Development Conference Planning Committee, UCF Cares and Title IX).
- ODI extended online content of the department websites and social media to reach more members of the UCF community with local and national news and educational opportunities.

Other Highlights

- Five years of office assessment plans have earned "exemplary" ratings.
- Insight into Diversity honored UCF as a repeat HEED Award institution for 2017.

Priorities for 2018-19

- Promote the HSI Campaign- #WeDefineSERVING.
- Support UCF faculty and staff associations for our minority communities.
- Achieve designation as an eligible institution for Title V (Developing Hispanic Serving Institutions Program) for Fiscal Year 2019.
- Development of programs that improve participation of faculty.
- Restructuring of the ODI committees and development of college/department inclusion liaisons.
- Continuation of the Inclusion Champion training program, SEED, and professional development programs.
- Support campus transition activities under the new UCF President.



Appendix – Diversity Action Grants and Co-Sponsorships by ODI in 2017-18

| CO-SPONSORED EVENTS 2017-2018 | | | |
|---|--|--------------------------------------|-----------------------------|
| Event Title | Description | Co-Sponsor | Financial Assistance |
| Hispanic Heritage Month | Compadre Sponsorship | LaFaSA | 1,000.00 |
| #WeAreUCF Mosaic Display | Luster Mosaic Display | UCF Student Union | 5,000.00 |
| International Breakfast | | IAGS | 125.00 |
| Joseph C. Andrews Breakfast | Platinum Sponsorship | BFSA | 1,000.00 |
| Mary Robinson - Presidential Distinguished Visitors Series | Speak fee assistance | Global Perspectives | 1,500.00 |
| John T. Washington Luncheon | Five Tickets | UCF Africana Studies | 150.00 |
| Acculturation-Colonialism & Migration among Cen. Fla. Puerto Ricans | Dr. Cristalis Capielo- Speaker | FCTL; Psychology; CAPS | 100.00 |
| Broche de Oro | Amigo Sponsorship | LaFaSA | 500.00 |
| USPS Council Staff Assembly | Sponsored table | USPS Staff Council | 150.00 |
| Caribbean Welcome Knight Event | | LaFaSA | 350.00 |
| | | Total Non-DAG | 9,875.00 |
| Diversity Action Grants | | | |
| Event Title | Description | Co-Sponsor | Financial Assistance |
| Recreation Expo | To celebrate adaptive and inclusive sports | Recreation & Wellness | 250.00 |
| Leadership Week Assistance | Events & Speakers | LEAD Scholars Academy | 250.00 |
| Blood Drive - Diversity Week | | Tee Rogers | 250.00 |
| Shaun Leonardo Program | Assist in expenses | Women Gender Studies | 250.00 |
| Come Out with Pride Parade | Assist in expense of tee shirts | Pride Faculty & Staff Assoc. | 250.00 |
| Bullying Prevention | Puppet shows and videos at Cen FI Public Schools | Film / SVAD | 250.00 |
| Pietá | Performance by Raimundi-Ortiz | Center for Success of Women Faculty | 250.00 |
| Screening "Forbidden: Undocumented and Queer in Rural America" | Fil portrays the activism and advocacy of Moises Serrano | Nicholson School of Communication | 100.00 |
| Invisible Women in Sport | | Institute for Sport & Social Justice | 250.00 |
| NCWIT Aspirations in Computing Award Ceremony | Awards honoring 54 HS & 2 educators | UCF IT | 250.00 |
| | | Total DAG | 2,350.00 |
| | | GRAND TOTAL | 12,225.00 |

ITEM: EPC-4

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
September 18, 2019**

Title: Resubmission of New Degree Program – Bachelor of Science in Materials Science and Engineering

Background:

The program was previously approved by this board in September 2018 and submitted to the Board of Governors for staff approval. The authorization cycle usually requires one or more feedback loops between UCF and BOG staff to clarify items or provide updated materials. Most updates can be submitted with Provost-level authorization. However, the final feedback loop included a suggested update of the Year 1 Costs per FTE calculation. The calculation now incorporates fully documented non-recurring expenses that were already part of the narrative but were not listed as Year 1 expenses. The proposal is being resubmitted to the Board of Trustees due to the financial shift.

Issues to be Considered:

- There are no additional expenses or funding sources from the original proposal, simply an updated reflection of pre-existing one-time \$100,000 commitment from the College of Engineering and Computer Science to support new teaching equipment for the teaching laboratory and the summer salary of an undergraduate faculty coordinator
- Year 1 E&G Cost per FTE are estimated as \$7,308 (originally estimated \$2,543)
- Year 5 E&G Costs per FTE are estimated as \$1,138

Alternatives to Decision:

UCF will not proceed with this new program if the resubmission is not approved.

Fiscal Impact and Source of Funding:

No new funds are requested. E&G support, both recurring and non-recurring, are from within the UCF College of Engineering and Computer Science.

Recommended Action:

The Provost's office recommends Board of Trustees approval of the new degree program resubmission.

Authority for Board of Trustees Action:

BOG Regulation 8.011 – Authorization of New Academic Degree Programs and Other Curricular Offerings.

Committee Chair or Chair of the Board approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Supporting Documentation:

Attachment A – Updated Degree Proposal Cover Sheet

Facilitator:

Paige Borden, Associate Provost and Chief Analytics Officer, Division of Analytics and Integrated
Planning

Attachment A

Revised May 1, 2019

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

University of Central Florida

University Submitting Proposal

Fall 2019

Proposed Implementation Term

Engineering and Computer Science

Name of College(s) or School(s)

Materials Science and Engineering

Name of Department(s)/ Division(s)

Materials Science and Engineering

Academic Specialty or Field

Bachelor of Science in Materials

Science and Engineering

Complete Name of Degree

14.1801

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.


Date Approved by the University Board of Trustees

President

Date

Signature of Chair, Board of Trustees

Date


 Vice President for Academic Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

| Implementation Timeframe | Projected Enrollment (From Table 1) | |
|--------------------------|-------------------------------------|-------|
| | HC | FTE |
| Year 1 | 28 | 23.1 |
| Year 2 | 75 | 61.8 |
| Year 3 | 127 | 105.1 |
| Year 4 | 184 | 153.2 |
| Year 5 | 223 | 187.1 |

| Projected Program Costs (From Table 2) | | | | |
|--|-----------|-------------------------|-----------------|------------|
| E&G Cost per FTE | E&G Funds | Contract & Grants Funds | Auxiliary Funds | Total Cost |
| \$7,308 | \$168,595 | 0 | 0 | \$168,595 |
| | | | | |
| | | | | |
| \$1,138 | \$212,955 | 0 | 0 | \$212,955 |

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

ITEM: INFO-1

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
September 18, 2019
REVISED**

Title: REAL Course Q&A and Digital Learning Panel Preparation

Background:

This agenda item addresses two issues related to UCF Digital Learning:

- 1) Dean Paul Jarley, College of Business Administration, presented on the REAL Modality course design and early results at the July 18, 2019 Education Programs Committee. Follow up questions to that presentation will be addressed by Dean Jarley.
- 2) Preparation for the Digital Learning Panel to be conducted during the full Board of Trustees meeting scheduled for September 19, 2019. This discussion will address the content, format, and question topics.

Issues to be Considered:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

N/A

Authority for Board of Trustees Action:

N/A

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Supporting Documentation:

Attachment A: REAL Excerpts from July 18, 2019 EPC meeting

Facilitator:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Attachment A

ITEM: INFO-1

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
July 18, 2019**

Title: REAL Courses

Background:

In 2018, the College of Business began converting its core courses from a lecture capture (Reduced Seat/Video) format to a blended active learning format – Relevant Engaged Active Learning (REAL) – to increase student success and engagement in very large course sections and to enhance workplace soft skills.

For additional background on the REAL course format, two short videos are linked below:

1. Intro to REAL Courses video (6 min):
<https://vimeo.com/cdlvideo/review/306325361/8ea0b9b661>
2. Developing Skills Employers Need video: <https://youtu.be/nsv9CLx4r50>

Issues to be Considered:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Recommended Action:

N/A

Authority for Board of Trustees Action:

N/A

Committee Chair approval:

Educational Programs Committee Chair Robert Garvy approved this agenda item and all supporting documentation.

Submitted by:

Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and
Professor, College of Community Innovation and Education

Supporting Documentation:

Attachment A: Presentation – College of Business Core Course Makeover

Facilitator:

Paul Jarley, Dean of the College of Business

Challenges of Lecture Capture



- Very few students came to class <50
- Many students didn't watch the lectures or binge-watched them just before exams
- No ability to develop soft skills or engage in deep problem-solving
- Industry Demand – There's a particularly high demand for employees with soft skills

What Employers Say They Want Most (NACE)*

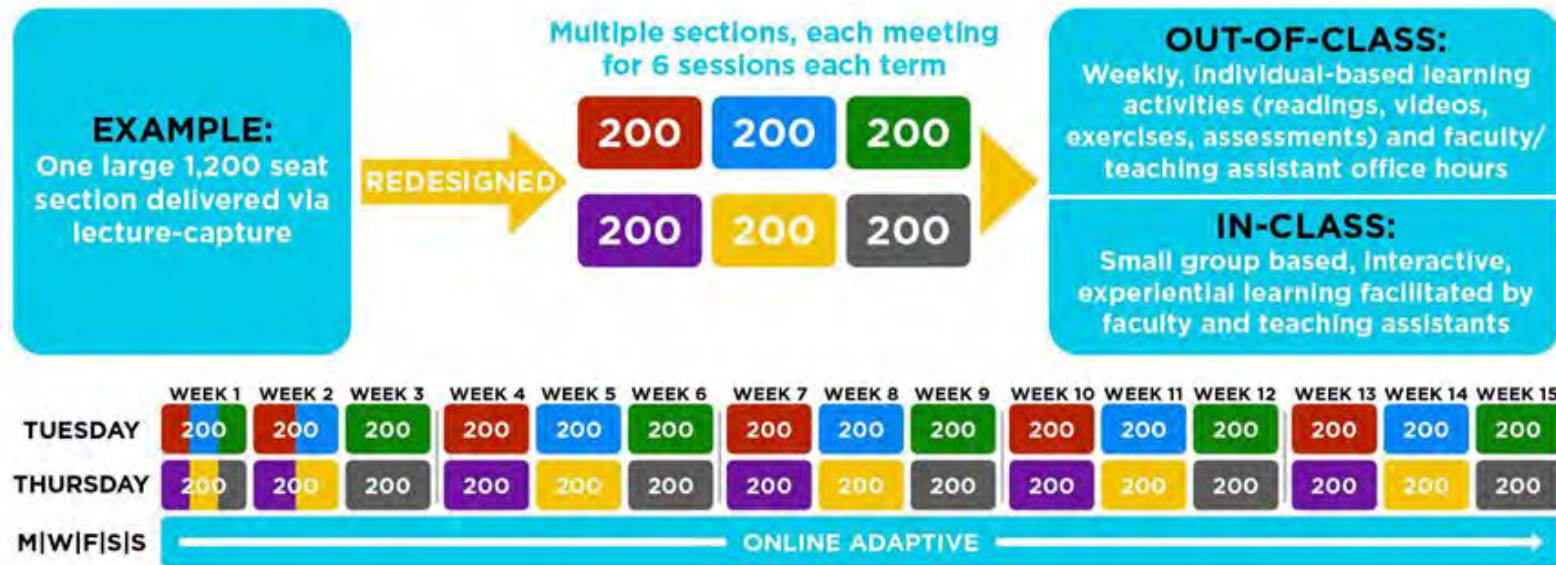
- Critical thinking/problem solving
- Oral/written communication
- Teamwork/collaboration
- Digital technology
- Leadership
- Professionalism/work ethic
- Career management

**SOURCE: National Association of Colleges and Employers*

Business Pedagogy Redesign Project

- Increase **engagement** and **success** in very large sections – *no more anonymous students*
- Require **attendance** on campus
- Enhance **workplace soft skills** – *communication, teamwork, critical thinking, problem solving*
- Reduce **reliance on passive** Lecture Capture
- Build upon **success in blended learning** with Integrated Business
- Informed by success in **adaptive and active** learning

Inside A REAL Course (Example)



*Each faculty member is in front of students for the same total time as Lecture Capture

Student Perceptions of Group Sessions & Overall Course 2018-19

| | Excellent A | Very Good B | Average C | Fair D | Poor E | Net Promoter (A+B)-(D+E) | Responses |
|---------------------|----------------|----------------|--------------|-----------|-----------|-----------------------------|-----------|
| Live Session | 23% | 35% | 24% | 8% | 9% | 40% | 8,251 |
| Overall | 28% | 37% | 21% | 7% | 7% | 51% | 8,254 |

Surveys from Spring 2018, Fall 2018, Spring 2019

Enhancements and Actions Underway

- Implemented **new orientation module and success strategy videos**
- All courses now meet **Week 1 for an introductory session**
- Engaged **peer review by external expert** – Dr. Norm Vaughan – on the format and redesign
- Continuous **involvement with faculty** to enhance total learning, student engagement and professional development
- Ongoing **engagement and feedback with students** via College of Business Student Ambassadors and student surveys each semester
- Routine **check-ins with business and industry leaders** – locally and nationally
- Developing **common assessment rubrics for evaluating soft skills** in active learning sessions
- Plans to **engage with Direct Connect partners** to better prepare transfer students for success

Final Observations & Discussion



ITEM: INFO-2

**UCF BOARD OF TRUSTEES
EDUCATIONAL PROGRAMS COMMITTEE
September 18, 2019**

Title: Information Item - Notice of Intent – Eastern Florida State College

Background:

In accordance with Florida Statute, Section 1007.33, the State Board of Education is required to notify state universities and regionally accredited independent colleges and universities upon receipt of a Letter of Intent from an institution in the Florida College System. From the time the Board of Governors office receives a copy of the Letter of Intent, universities have 60 days to submit objections to the proposed new program or to submit an alternative proposal. Objections or an alternative proposal will be considered by the State Board of Education in making its decision to approve or deny a Florida College System institution's proposal.

Issues to be Considered:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

None

Recommended Action:

N/A – UCF has not concerns or objections

Authority for Board of Trustees Action:

Florida Statute, Section 1007.33

Committee Chair or Chairman of the Board approval:

EPC Chair Robert Garvy approved this agenda item and all supporting documentation

Submitted by: Marshall M. Criser III, Chancellor, Florida Board of Governors

Supporting Documentation: Attachment A: Florida College System – Notice of Intent Memo
Attachment B: Eastern Florida State College – Notice of Intent

Facilitator: Elizabeth A. Dooley, Provost and Vice President for Academic Affairs and Professor, College of Community Innovation and Education

**State Board of Education**

Marva Johnson, *Chair*
 Andy Tuck, *Vice Chair*
Members
 Ben Gibson
 Tom Grady
 Michael Olenick
 Joe York


Richard Corcoran
 Commissioner of Education

MEMORANDUM

TO: Mr. Marshall Criser III, Chancellor
 State University System of Florida

Dr. Ed Moore, President
 Independent Colleges and Universities of Florida

Mr. Samuel Ferguson, Executive Director
 Commission for Independent Education

FROM: Kathryn S. Hebda, Chancellor 
 Florida College System

DATE: July 15, 2019

SUBJECT: **Notice of Intent from Eastern Florida State College for a Bachelor of Science in Science Education**

The purpose of this correspondence is to inform you the Division of Florida Colleges (DFC) received a Notice of Intent (NOI) on July 3, 2019, from Eastern Florida State College (EFSC) to develop a Bachelor of Science in Science Education. The NOI is attached for your review.

Section 1007.33, Florida Statutes, requires the DFC to forward the NOI to the chancellor of the State University System (SUS), the president of the Independent Colleges and Universities of Florida and the executive director of the Commission for Independent Education. Please provide this information to the institutions within your respective systems as appropriate. State universities shall have 60 days following receipt of notice by the chancellor of the SUS to submit alternative proposals or objections to the proposed program. Following the 60-day period, independent colleges and universities shall have 30 days to submit alternative proposals or objections.

Please contact Dr. Carrie Henderson at 850-245-9903 or carrie.henderson@fldoe.org if you have questions or concerns.

KH/ceh

Attachment

cc: Dr. Jim Richey, President, EFSC
 Dr. Linda Miedema, Vice President, Academic/Student Affairs & Chief Learning Officer, EFSC
 Dr. Sandra Handfield, Associate Vice President, Academic Services, EFSC

KATHRYN S. HEBDA
 FLORIDA COLLEGE SYSTEM CHANCELLOR

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Attachment B



NOTICE OF INTENT
Form No. BAAC-01

Section 1007.33(5)(a), Florida Statutes, requires Florida College System institutions to submit a notice of intent to propose a baccalaureate degree program to the Division of Florida Colleges at least 100 days prior to the submission of the program proposal. The completed Notice of Intent form shall be submitted by the college president to the Chancellor of the Florida College System at ChancellorFCS@fldoe.org.

The notice of intent requires completion of the following components:

- Program summary
- Program description
- Workforce demand and unmet need
- Planning process
- Appendix table

Florida College System Institution Name: Eastern Florida State College
 Florida College System Institution President: Dr. James Richey

PROGRAM SUMMARY

| | | |
|------|--|---|
| 1.1 | Program Name: | <u>Science Education</u> |
| 1.2 | Degree type: | <input checked="" type="checkbox"/> Bachelor of Science <input type="checkbox"/> Bachelor of Applied Science |
| 1.3 | How will the program be delivered (check all that apply): | <input checked="" type="checkbox"/> Face-to-face <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online only |
| 1.4 | List the counties in the college's service district: | <u>Brevard</u> |
| 1.5 | Degree CIP code (4 or 6 digit): | <u>13.1316</u> |
| 1.6 | Anticipated program implementation date: | <u>Fall 2020</u> |
| 1.7 | What is the primary associate degree pathway for admission to the program? | <u>AA Degree and AS in Teaching Assistant</u> |
| 1.8 | Is the degree a STEM focus area? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 1.9 | List program concentration(s) (if applicable): | <u>General Science Teacher Education</u> |
| 1.10 | Will the program be designated such that an eligible student will be able to complete the program for a total cost of no more than \$10,000 in tuition and fees? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

PROGRAM DESCRIPTION

2.1 Describe the program.

The Bachelor of Science in Science Education degree is designed to provide the Space Coast workforce with a highly skilled applicant pool to fulfill job demands in the area of education and to provide an affordable opportunity for students completing either an Associate in Science in Educational Technology Assistant or an Associate in Arts degree to seamlessly continue and complete a baccalaureate degree in Science Education. Graduates will have had the hands-on experiences in the classroom that result in initial teacher licensure and certification in science with the ability to become certified in Biology, Chemistry or Physics.

WORKFORCE DEMAND AND UNMET NEED

3.1 Describe the career path and potential employment opportunities for graduates of the program.

Students graduating from the Science Education Program at EFSC will have employment opportunities in Brevard Public Schools as secondary teachers in various science disciplines with the ability to receive certification in Biology, Chemistry and Physics. Graduates can also find employment in charter schools and/or private schools.

3.2 Describe the workforce demand, supply and unmet need for graduates of the program that incorporates, at a minimum, the shaded information from appendix tables A.1.1 to A.1.3.

The Florida Department of Economic Opportunity (FLDEO) projects an increase for both middle (25-2022) and secondary school (25-2031) teachers of close to 10% between 2018 and 2026, with 167 annual openings. The average supply of general science teachers has been about 17 graduates, with 22 graduating in the most recent available year. This leaves a potential unmet need between 145 and 150 teachers per year. The FLDEO projects 1,341 total job openings between 2018-2026 with 514 middle school teacher openings and 827 secondary school teacher openings.

Additional evidence of workforce demand was gathered from Economic Modeling Specialists International (EMSI) for middle and secondary school teachers in Brevard County and surrounding areas. The EMSI data show even more demand than FLDEO for both middle and secondary school teachers with 212 annual openings and an increase of more than 23% for each SOC. EMSI projects 1,693 total job openings between 2018 and 2026 with 642 middle school (25-2022) and 1,052 secondary school (25-2031) teachers. Using these demand projections the potential unmet need is estimated between 190 and 195 teachers per year.

3.3 Describe any other evidence of workforce demand and unmet need for graduates as selected by the institution, which may include qualitative or quantitative data information, such as local economic development initiatives, emerging industries in the area or evidence of rapid growth, not reflected in the data presented in appendix tables A.1.1 to A.1.3. For proposed programs without a listed SOC linkage, provide a rationale for the identified SOC code(s).

Brevard Public Schools hired 28 secondary science teachers between August 2018 and April 2019. Four of these teachers have already left. In addition, the public school district anticipates a large retirement of teachers in the next several years. Brevard County has a large number of charter schools and private schools, all of which will also need science teachers in the next several years. Additionally, Teacher Job Fairs have not yielded the results to meet the growing needs experienced by the Brevard Public Schools.

3.4 If the education level for the occupation identified by the Florida Department of Economic Opportunity presented in appendix table A.1.1 is below a bachelor's degree, provide justification for the inclusion of that occupation in the analysis.

Education level: Bachelor's Degree

PLANNING PROCESS

4.1 Summarize the internal planning process.

Brevard Public Schools approached the College about a significant need for educators in the public school system in Brevard County. They stated they would hire any student that we could prepare at a bachelor's level. In addition, these science teachers are needed at the various charter and private schools in Brevard County. EFSC reviewed the current course options, the current articulation agreements, the availability of faculty to teach in such a program and the adequacy of current teaching facilities. The President was then approached about the possibility of providing a Bachelor's Degree in Science Education. With his approval, this was presented to the Board of Trustees. The Board of Trustees also approved the pursuit of a Bachelor's Degree in Science Education.

4.2 Summarize the external planning process.

When the request for educator training was made by Brevard Public Schools, representatives from the College met with representatives from Brevard Public Schools to determine the type and extent of the need. The first approach was to re-

assess the current articulation agreement with UCF. Eastern Florida State College currently has an articulation agreement with the University of Central Florida (UCF) for an Associate of Arts Degree with a Pre-Major of Elementary Education or an Associate of Arts Degree with a Pre-major in Early Childhood Education to transfer to UCF into a Bachelor of Science in Elementary Education or Early Childhood Development. Secondary Science Education was not included in this articulation agreement. The public schools stated that this was not producing enough educators to meet the local need especially their need for secondary science teachers. The College then approached St. Petersburg College about an articulation agreement that would allow Eastern Florida State College students to complete their bachelor degree online with St. Petersburg and stay in Brevard County for their practice teaching. One student has taken advantage of this opportunity. EFSC representatives then discussed with Brevard Public Schools an option to develop an Educator Prep Institute (EPI). The public school representatives were highly supportive of this program. EFSC met with state officials and developed the EPI application. The College was fully approved in April 2019. EFSC developed a college credit certificate and A.S. Degree in Educational Assisting. Brevard Public Schools continue to face educator shortages, especially in STEM related areas. EFSC met with UCF and discussed the need to expand options for students which would augment not complete with UCF. On April 15, 2019, EFSC Board of Trustees approved a recommendation to pursue a bachelor's degree in science education. Students attending the EPI program will attend some classes together with the BS Education students which will better ensure classroom enrollment.

4.3 List of engagement activities.

This list shall include APPRIse, meetings, and other forms of communication among institutional leadership regarding evidence of Need, demand, and economic impact.

| | Date(s) | Institution | Description of activity |
|---|-----------------------|-------------------------------|---|
| APPRise | | EFSC | Post NOI |
| Public Universities in college's service district | 2/4/2019 4/25/2019 | University of Central Florida | Meeting to discuss need to start this program. Email concerning intent to start the program. Sent to consortium members 5/17/2019. |
| Regionally | 5/13/2019 | UCF Consortium | Responded by email, "No |

| | | | |
|---|-----------|----------------------------|---|
| accredited institutions in the college's service district | | Work Force Team | concerns." |
| | 5/20/2019 | Daytona State College | Responded by email, "We support this proposal." |
| | 5/20/2019 | College of Central Florida | Responded by email, "I certainly support the proposal." |
| | 5/21/2019 | Lake Sumter State College | Responded by email, "LSSC supports this degree." |
| | 5/21/2019 | Seminole State College | Responded by email, "Seminole State supports this degree." |
| | 5/28/2019 | Valencia Community College | Responded by email, "Valencia does not have objections to the proposed degree". |

Appendix Table A.1.

INSTRUCTIONS FOR COMPLETING THE DEMAND SECTION OF APPENDIX TABLE A.1: To complete the following table, use the [CIP to Standard Occupational Classification \(SOC\) crosswalk](#) of the U.S. Department of Education to identify the SOC codes for occupations associated with the proposed program's CIP code. Fill in Table A.1.1 using the employment projections data produced by the Florida Department of Economic Opportunity (DEO), pursuant to Section 445.07, F.S., for the workforce region aligned with the college's service district for each SOC code associated with the proposed program's CIP code. The employment projections data may be accessed at <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>. For proposed programs without a listed SOC linkage, identify the appropriate SOC codes for which the program prepares graduates. Insert additional rows as needed. The total job openings column value shall be divided by eight to reflect total annual job openings. The annualized salary shall be calculated by multiplying the average hourly wage times 40, and then multiplying that value times 52.

| DEMAND: FLORIDA DEPARTMENT OF ECONOMIC OPPORTUNITY (DEO) EMPLOYMENT PROJECTIONS | | | | | | | | | | |
|---|---------------------------|----------|---------------|----------------|---------------------|--------------|-----------------------------------|-------------------|-------------------|-----------------|
| A.1.1 | Occupation | | | Number of Jobs | | | | Salary | | Education Level |
| | Name/Title | SOC Code | County/Region | Base Year 2018 | Projected Year 2026 | Level Change | Total Job Openings (divided by 8) | Avg. Hourly Wage* | Annualized Salary | |
| | Middle school Teachers | 25-2022 | Brevard | 751 | 824 | 73 | 64 | \$27.63 | \$35,000 | Bachelor |
| | Secondary School Teachers | 25-2031 | Brevard | 1238 | 1359 | 121 | 103 | \$27.63 | \$35,000 | Bachelor |
| | | | | | | | | \$--,--- | \$--,--- | |
| | | | | | | | | \$--,--- | \$--,--- | |
| | | | | | | | | \$--,--- | \$--,--- | |
| | | | | | | | | \$--,--- | \$--,--- | |
| Total | | | | | | 167 | \$--,--- | \$--,--- | | |

*Average hourly wages for both SOC's are not available through FLDEO.

INSTRUCTIONS FOR COMPLETING THE SUPPLY SECTION OF APPENDIX TABLE A.1: To complete the following table, use the Integrated Postsecondary Education Data System of the National Center for Education Statistics to identify the number of degrees awarded by other regionally accredited postsecondary institutions in the college's service district under the same or related CIP code(s) as the proposed program. The data center is located at <http://nces.ed.gov/ipeds/datacenter/>. Include degrees awarded for the most recent year available and for the four prior years for each program. If the program has not had degrees awarded for five years or more, add the degrees awarded for the years available, and divide by that number of years, for the average.

| SUPPLY: NATIONAL CENTER FOR EDUCATION STATISTICS, INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM | | | | | | | | |
|---|-----------------------|----------|---------------------------|-----------------|-----------------|-----------------|---------------------|---|
| A.1.2 | Program | | Number of Degrees Awarded | | | | | 5-year average or average of years available if less than 5 years |
| | Institution Name | CIP Code | Prior Year 4 | Prior Year 3 | Prior Year 2 | Prior Year 1 | Most Recent Year | |
| | UCF Science Education | 13.1316 | 15 | 21 | 14 | 15 | 22 | 17.4 |
| | | | | | | | | |
| | | | | | | | Total | 87 |
| | | | | | | | | 17.4 |

INSTRUCTIONS FOR COMPLETING THE ESTIMATES OF UNMET NEED SECTION OF APPENDIX TABLE A.1: To complete the following table, the total in column A should be derived from the total job openings from Table A.1.1 and the totals in columns B and C should be derived from Table A.1.2. Input the figures in the "Total" row in Table A.1.1 for total job openings and Table A.1.2 for most recent year and 5-year average. The range of estimated unmet need should be derived from 1) subtracting the figure in column B from the figure in column A and 2) subtracting the figure in column C from the figure in column A.

ESTIMATES OF UNMET NEED

| A.1.3 | DEMAND | SUPPLY | | RANGE OF ESTIMATED UNMET NEED | |
|-------|-----------------------------------|------------------|---|-------------------------------|------------|
| | (A) | (B) | (C) | (A-B) | (A-C) |
| | Total Job Openings (divided by 8) | Most Recent Year | 5-year average or average of years available if less than 5 years | Difference | Difference |
| Total | 167 | 22 | 17.4 | 145 | 149.6 |