August 24, 2021 Audit and Compliance Committee Meeting

Board of Trustees
President's Boardroom, Millican Hall
Aug 24, 2021 10:00 AM - 11:30 AM EDT

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Board of Trustees Meeting
Audit and Compliance Committee
August 24, 2021, 10:00 – 11:30 a.m.
President's Boardroom, Millican Hall

Livestream: https://ucf.zoom.us/j/98490983942?pwd=ZjR4VE52Qno2NnlpaXk3eDdHZ29jdz09
Webinar ID: 984 9098 3942 Passcode: 141126
Conference Call number: +1 929 205 6099 Meeting ID: 984 9098 3942

AGENDA

1.	Call to Order and Welcome	Bill Christy, *Chair, Audit and Compliance Committee*
2.	Roll Call	Margaret Melli, *Executive Assistant of University Compliance, Ethics, and Risk*
3.	Minutes of the February 10, 2021 meeting	Chair Christy
4.	Reports	Chair Christy
	INFO-1	FY22 Audit and Compliance Committee Work Plan Chair Christy
5.	New Business	Chair Christy
	AUDC-1	Five Year External Compliance and Ethics Program Review Rhonda L. Bishop, *Vice President for Compliance and Risk*
	AUDC-2	University of Central Florida 2021 Florida Equity Report Rhonda L. Bishop Nancy Fitzpatrick Myers, *Director, Office of Institutional Equity*
	DISC-1	Compliance, Ethics, and Risk Update Rhonda L. Bishop
	INFO-2	UCF IntegrityLine Report 2020 Rhonda L. Bishop

INFO-3   2021-22 Compliance and Ethics Annual Work
                Plan
                Rhonda L. Bishop

INFO-4   2020-21 Compliance and Ethics Work Plan
                Status of All Activities Report – July 1, 2020 to
                June 30, 2021
                Rhonda L. Bishop

DISC-2   University Internal Audit Update
                Robert Taft, *Chief Audit Executive*

6. Adjournment   Chair Christy

Board of Trustees
Audit and Compliance Committee Meeting
February 10, 2021
Virtual

MINUTES

CALL TO ORDER

Trustee Joseph Conte, Chair of the Audit and Compliance Committee, called the virtual meeting to order at 10:00 a.m. Vice Chair Tiffany Altizer was present. Committee members Bill Christy, Joseph Harrington, and Michael Okaty were present. Chair Seay and Trustee Bradley were in attendance.

MINUTES APPROVAL

The minutes from the November 19, 2020, meeting were unanimously approved as submitted.

NEW BUSINESS

Board of Governors' Performance-based Funding Data Integrity Certification Audit Report (AUDC-1)
Robert Taft, Chief Audit Executive, gave an outline and background of the Board of Governors' Performance-based Funding Data Integrity Certification Audit Report. Trustee Okaty made a motion to accept the report, Trustee Harrington seconded the motion; the report was accepted unanimously by the Committee.

Performance-based Data Integrity Certification Form (AUDC-2)
Taft provided an update on the Performance-based Data Integrity Certification Form. Trustee Harrington made a motion to accept the form and Trustee Okaty seconded the motion; the form was accepted unanimously by the committee.

Review of Audit and Compliance Committee Charter (INFO-1)
As set forth by the committee's charter, the committee completed the annual review of its charter and determined that no changes are warranted at this time.

University Internal Audit Update (INFO-2)
Taft provided the University Internal Audit Department status update. Taft gave an update on completed projects and audits in the final stages. Upcoming and in progress projects include the Budget Model, Knight Vision ERP, and Investigations Program Accreditation.

Direct Support Organization External Audit Reports (INFO-3) Mr. Taft also discussed the issuance and availability to the committee of external audit reports prepared for each of UCF's Direct Support Organizations.

2020-21 Compliance and Ethics Work Plan Status (INFO-4)
Rhonda L. Bishop, Vice President for Compliance and Risk, provided the 2020-21 Compliance and Ethics Work Plan Status with a summary of projects and activities completed during October 1, 2020, through December 31, 2020. Highlights include the promotion of the IntegrityLine, a status update on the five year comprehensive compliance and ethics program review, an update on compliance oversight and monitoring of the CARES Act funds, and joint efforts with Human Resources to develop and implement a civility training and awareness program.

Compliance, Ethics, and Risk Update (INFO-5)
Bishop provided the committee an update on the Florida House of Representatives Select Committee on the Integrity of Research Institutions and changes to the university's conflict of interest and commitment regulation, policy, and disclosure questionnaire. Ms. Bishop updated the committee on the efforts of the Emerging Issues and Crisis Response Team in responding to the pandemic.

ADJOURNMENT

Chair Conte adjourned the Audit and Compliance Committee meeting at 10:02 a.m.

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

Respectfully submitted: _____   _____
                    Janet Owen   Date
                    Associate Corporate Secretary

INFO-1: FY22 Audit and Compliance Committee Annual Work Plan

☒ **Information**   ☐ **Discussion**   ☐ **Action**

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:
An Audit and Compliance Committee (Committee) Annual Work Plan containing the dates and expected agenda items for committee meetings scheduled during the fiscal year is provided annually to the Committee. This FY22 Work Plan is provided to the committee as an information item.

Background Information:
The Board Office, in coordination with the President's Office and Committee staff, drafted a template for all committees to use in developing plans for strategic discussions, informational presentations, and actionable items that come before the Committees on an annual basis. This year the template for the Work Plan was revised.

Prior to the beginning of each fiscal year the Vice President for Compliance and Risk and the Chief Audit Executive plan the timing of deliverables to the Committee to meet the requirements for appropriate communication regarding the activities of each office as required by their charters, Board of Governors Regulations, and requests by the Committee Chair or Committee. This schedule is provided to the Committee to communicate the expected materials and timing of meetings, but may be adjusted to meet the needs of the Committee and ensure timely communication of items relevant to the Committee's work.

Recommended Action:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

Authority for Board of Trustees Action:
N/A

Contract Reviewed/Approved by General Counsel ☐ **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

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

Supporting Documentation:
Attachment A: FY22 Audit and Compliance Committee Work Plan

Facilitators/Presenters:
Rhonda L. Bishop, Vice President for Compliance and Risk
Robert Taft, Chief Audit Executive

Board of Trustees

FY22 Committee Work Plan

AUDIT & COMPLIANCE		
Tuesday, August 24, 2021 (OFF-CYCLE MEETING)		
ACTION ITEMS		
AUDC-1	Five Year External Compliance and Ethics Program Review	BISHOP
AUDC-2	UCF 2021 Florida Equity Report	MYERS
AUDC-3		
DISCUSSION ITEMS		
DISC-1	University Compliance, Ethics, and Risk Update	BISHOP
DISC-2	University Audit Update	TAFT
INFORMATION ITEMS		
INFO-1	FY22 Audit and Compliance Committee Work Plan	CHRISTY
INFO-2	UCF Integrity Line Report 2020	BISHOP
INFO-3	2020-21 Work Plan Status of all Activities, July 1, 2020-June 30, 2021	BISHOP
INFO-4	2021-22 Audit and Compliance Annual Work Plan	BISHOP

AUDIT & COMPLIANCE		
Tuesday, November 16, 2021		
ACTION ITEMS		
AUDC-1		
AUDC-2		
AUDC-3		
DISCUSSION ITEMS		
DISC-1	Enterprise Risk Program Plan	BISHOP
DISC-2	University Compliance, Ethics, and Risk Update	BISHOP
DISC-3	University Audit Update	TAFT
INFORMATION ITEMS		
INFO-1	2021-22 Work Plan Status, July-September	BISHOP
INFO-2	Compliance and Ethics Annual Report 2021	BISHOP

AUDIT & COMPLIANCE		
Wednesday, February 9, 2022		
ACTION ITEMS		
AUDC-1	Performance-Based Funding Data Integrity Certification Audit Report	TAFT
AUDC-2	Performance-Based Funding Data Integrity Certification Form	TAFT
AUDC-3		
DISCUSSION ITEMS		
DISC-1	University Compliance, Ethics and Risk Update	BISHOP
DISC-2	University Audit Update	TAFT
DISC-3		
INFORMATION ITEMS		
INFO-1	Audit and Compliance Committee Charter	CHRISTY
INFO-2	2021-22 Work Plan Status, October-December	TAFT
INFO-3	Direct Support Organization External Audit Reports	TAFT

AUDIT & COMPLIANCE		
Wednesday, May 18, 2022		
ACTION ITEMS		
AUDC-1		
AUDC-2		
AUDC-3		
DISCUSSION ITEMS		
DISC-1	University Compliance, Ethics and Risk Update	BISHOP
DISC-2	University Internal Audit Update	TAFT
DISC-3		
INFORMATION ITEMS		
INFO-1	FY23 Audit and Compliance Committee Work Plan	CHRISTY
INFO-2	2021-22 Work Plan Status, January-March	BISHOP
INFO-3	UCF IntegrityLine Report 2021	BISHOP

AUDC-1: Five Year External Program Review of UCF's Compliance Program

☐ **Information**   ☐ **Discussion**   ☒ **Action**

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:
As required by Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs at least once every five (5) years, the president and Board of Trustees shall be provided with an external review of the university's compliance and ethics program and any recommendations for improvement, as appropriate. The committee should consider if the program meets the elements of an effective program as outlined in Chapter 8 of the Federal Sentencing Guidelines and as required by Board of Governors Regulation 4.003. The attached report includes the results of the program assessment review and approval by the Committee prior to the submission to the Board of Trustees for final approval. Once approved by the Board of Trustees, University Compliance, Ethics, and Risk will submit the report to the Board of Governors.

Background Information:
Board of Governors Regulation 4.003 was approved in 2016 and states that the first review shall be conducted five years from the effective date. This review serves as the first program assessment of the university's comprehensive compliance and ethics program. To perform the assessment, Ethisphere a global leader in ethical culture and program assessments was selected to perform the review. Ethisphere is the global company that awards the "World's Most Ethical Companies" designation and uses its data from millions of interactions and the World's Most Ethical Companies to perform benchmarking of programs. Comprehensive compliance and ethics programs lag in maturity compared to corporate programs and very few programs have undergone assessment. While there is limited data available for benchmarking higher education programs, Ethisphere was the only company that responded to our inquiry that had completed several higher education assessments and had one in progress. Additionally, using benchmarking data from other industries does provide beneficial metrics in determining how effective the current program is in meeting the elements of an effective program. Differences between corporate and higher education programs are often due to greater resources allocated to corporate programs in comparison to higher education.

Ethisphere conducted the assessment using the Florida Board of Governors Effectiveness Survey Tool and Ethisphere's own program assessment process. Included for the committee's review is the report based on the Florida Board of Governors Effectiveness Survey Tool that will be approved and submitted to the Board of Governors. Additionally, for review by the committee is Ethisphere's memorandum that includes benchmarking using Ethisphere's own program assessment process. We requested this report to provide a deeper and comparative look at the comprehensive compliance and ethics program.

Based on Ethisphere's assessment, the program "generally conforms" per the Florida Board of Governors Effectiveness Survey Tool, meaning the assessor has concluded that the relevant structures,

policies and procedure of the activity, as well as the processes by which they are applied, comply with the requirements of the Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs in all materials aspects. Based on Ethisphere's proprietary evaluation methodology the program fits into the "solid, trending very strong category" and in no assessment area did the program score below "solid".

Recommendations for further optimization of the program were divided into two groups:
1. Matters for Consideration for Executive Management and the BOT Audit and Compliance Committee
   - Examine resources available to Compliance for support and retention of qualified staff;
   - Assist with locating strategic staff hires/support which address administrative pain points;
   - Consider the demands of unfunded future compliance initiatives and needs, along with future state and federal requirements.
2. Matters for Consideration by the vice president and chief compliance and ethics officer
   - Hire additional staff to assist with investigations – reducing workload burden and improving turnaround time;
   - Add additional feedback modalities in addition to culture surveys, such as focus groups and targeted interviews of employees and managers, to check ethical culture;
   - Empower managers through education and communications aides as ethical role models, messengers, and reporting intake;
   - Formalize root cause use, ideally through root cause taxonomies, in investigation reporting.

Recommended Action:
Approve the five-year external program review of UCF's Compliance and Ethics Program.

Alternatives to Decision:
None.

Fiscal Impact and Source of Funding:
N/A

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

Section (7)(c) of the Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs, effective November 3, 2016 states:

(7) The Program shall address the following components:
(c) At least once every five (5) years, the president and board of trustees shall be provided with an external review of the Program's design and effectiveness and any recommendations for improvement, as appropriate. The first external review shall be initiated within five (5) years from the effective date of this regulation. The assessment shall be approved by the board of trustees and a copy provided to the Board of Governors.

Contract Reviewed/Approved by General Counsel ☐ **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

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

Supporting Documentation:
Attachment A: Five Year External Program Review of UCF's Compliance Program

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

External Program Review of the University of Central Florida Compliance Program

May 28, 2021

EXECUTIVE SUMMARY

As requested by the University of Central Florida chief compliance officer (CCO), Ethisphere, LLC ("Ethisphere") conducted an external quality assessment of the compliance program of University of Central Florida. The principle objectives of the program review (PR) were to assess conformance with applicable authoritative sources, specifically, Board of Governors Regulation 4.003 *State University System Compliance and Ethics Programs* of the State University System Board of Governors, and to evaluate the compliance program's effectiveness in carrying out its mission as set forth in its charter and identify opportunities to enhance its management and work processes as well as its value to the University of Central Florida.

OPINION AS TO CONFORMANCE

It is our overall opinion that the compliance program **"generally conforms"** with Board of Governors Regulation 4.003. The PR team identified opportunities for further improvement, details of which are provided in this report.

Ratings Scale - "generally conforms," "partially conforms," and "does not conform."

- "Generally Conforms" means the assessor has concluded that the relevant structures, policies and procedure of the activity, as well as the processes by which they are applied, comply with the requirements of the Board of Governors Regulation 4.003 *State University System Compliance and Ethics Programs* in all material aspects.
- "Partially Conforms" means deficiencies in practice are noted that are judged to deviate from authoritative sources, but these deficiencies did not preclude the compliance activity from performing its responsibilities in an acceptable manner.
- "Does Not Conform" means deficiencies in practice are judged to be so significant as to seriously impair or preclude the compliance activity from performing adequately in all or in significant areas of its responsibilities.

SCOPE AND METHODOLOGY

Before commencement of the work by the PR team on February 2021, the team leader conducted a preliminary meeting with Rhonda Bishop and Christina Serra to gather additional background information. Additionally, a sample of university audit and compliance committee members, university executives and compliance program staff were selected for interview. The compliance program's risk assessment and planning processes, compliance tools and methodologies, engagement, staff management processes, and a representative sample of the compliance program work and reports were also reviewed.

Ethisphere's review of the program elements and functions involved an examination of the program's existing state through use of the Ethics Quotient survey, evaluation of program documentation, and interviews of University compliance staff. Ethisphere's team then compared these elements against the expectations set forth in the Florida Board of Governors Effectiveness Survey Tool along with the data and research elements used in Ethisphere's own program assessment process.

OBSERVATIONS AND POSITIVE ATTRIBUTIONS

The compliance program environment where we performed our review is well structured and progressive where Board of Governors Regulations are understood and management is endeavoring to provide useful tools and implement appropriate practices. Some successful practices observed were:

- Clear, concise, and consistent reporting to leadership with clear action points;
- Solid working relationships with other University functions leading to positive outcomes;
- Excellent use of limited resources in challenging environments.

Consequently our comments and recommendations are intended to build on this foundation already in place in the compliance program.

RECOMMENDATIONS - IF ANY

Ethisphere's proprietary evaluation methodology resulted in a finding that the program, overall, fits into its "Solid, Trending Very Strong" category. This category indicates that program practices and elements reviewed exceed Ethisphere's expectations for best practices. This category sits above the "Solid" category which indicates that the practices and elements reviewed meet best practice expectations. An overall evaluation result of "Solid" or better would, for the purposes of this evaluation, align with a "generally conforms" finding per Board of Governors Regulation 4.003. In no assessment area did this compliance program score below "Solid."

The recommendations below are designed to guide the compliance program into a state of greater optimization and efficiency.

Recommendations are divided into two groups:

PART I: MATTERS FOR CONSIDERATION FOR EXECUTIVE MANAGEMENT AND BOT AUDIT AND COMPLIANCE COMMITTEE

1. Examine resources available to Compliance for support and retention of qualified staff;
2. Assist with locating strategic staff hires/support which address administrative pain points;
3. Consider the demands of unfunded future compliance initatives and needs, along with future state and federal requirements.

PART II: MATTERS FOR CONSIDERATION FOR CHIEF COMPLIANCE OFFICER

1. Hire additional staff to assist with investigations – reducing workload burden and improving turnaround time;
2. Add additional feedback modalities in addition to culture surveys, such as focus groups and targeted interviews of employees and managers, to check ethical culture;
3. Empower managers through education and communications aides as ethical role models, messengers, and reporting intake;
4. Formalize root cause use, ideally through root cause taxonomies, in investigation reporting.

Thank you for the opportunity to be of service to the University of Central Florida. We will be pleased to respond to further questions concerning this report and furnish any desired information.

Respectfully submitted by:

_____

Neal Thurston
Director, Data and Services - Ethisphere

PROJECT TEAM:

This engagement was conducted and supervised by:
- Neal Thurston
- Aimee Lanik
- Greta Baranowski

Design & Effectiveness Review
Finding and Recommendation Memorandum

Prepared for University of Central Florida | May 28, 2021

This Memorandum Is Confidential

Executive Summary

- Preamble

- Executive Summary and Scorecard

- Assessment Methodology

- Assessment Sections

  - Section 1: Program Resources and Structure

  - Section 2: Measuring Perceptions of Ethical Culture

  - Section 3: Written Standards

  - Section 4: Training and Communications

  - Section 5: Monitoring and Auditing

  - Section 6: Enforcement, Discipline, and Incentives

- Appendix A: Management Interview List

Preamble

University of Central Florida ("UCF" or "the University") retained Ethisphere, LLC ("Ethisphere") to evaluate the University's ethics and compliance program utilizing Ethisphere's review system and associated methodology.

The following memorandum ("Memo") was prepared by Ethisphere at the request of UCF. The information in this Memo is owned by UCF except that: (a) Ethisphere retains exclusive proprietary ownership rights to the review systems and related methodologies ("Proprietary Rights"), and UCF agrees that it will not take action to interfere with such Proprietary Rights; and (b) Ethisphere retains the right to use the numerical information and supporting data from which the Memo was derived for future benchmarking and other analyses done for other Ethisphere clients, so far as Ethisphere ONLY uses this supporting data in a form whereby such information and data is aggregated with similar information of other Ethisphere clients and cannot be identified as data and information derived from work with UCF.

Executive Summary and Scorecard

Executive Summary

Our additional findings are summarized in this Memo, which comprises a review and evaluation of UCF's existing ethics and compliance program and practices. UCF has worked to build out an overarching program that coordinates the activities of a number of University resources and provides an avenue through which to educate UCF employees and faculty about the organization's policies, procedures, and expectations around integrity as well as the channels available to raise concerns.

As evidenced during the evaluation process, UCF is very engaged in implementing a best practices ethics and compliance program and framework. There is significant support at the University for the ethics and compliance program across the leadership team and at the Board of Trustees level.

We have laid out our key areas of recommendation in this Memo. In making these recommendations, we have taken into consideration UCF's structure and the nature of its stakeholder base and risk profile. We have also considered the personnel changes which have occurred over the past several months, resulting in several interim position holders.

We believe that each recommendation is eminently practical and will assist in optimization of UCF's program, as well as ease of use of UCF's resources and program for all employees and further enhance the perception of the Compliance and Risk function as an important strategic partner.

Executive Summary

From September 2020 through February 2021, Ethisphere conducted its review process on behalf of UCF.

Ethisphere's assessment processes looked at the following aspects of UCF's programs and practices:

Ethics and Compliance Program Resources and Structure	**Written Standards**	**Training and Communications**
Risk Assessment, Monitoring, and Auditing	**Enforcement, Discipline, and Incentives**	**Measuring Perceptions of Ethical Culture**

We based our findings on UCF's answers to Ethisphere's 2020 *Ethics Quotient® (EQ)* survey, submitted documentation covering different elements of UCF's compliance activities, and interviews with 15 senior and operational leaders across the organization.

Summary Scorecard

Assessment Area	Summary Outcome	Assessment Area Driving Factors
Program Structure and Resources	Solid, Trending Very Strong	+ Solid access and involvement with leadership, BoT, and functions + Excellent use of committees and resources to improve program - Hire staff to assist with investigations
Measuring Perceptions of Ethical Culture	Solid, Trending Very Strong	+ Good perception of trust in program - Opportunity to add focus groups, interviews for feedback
Written Standards	Solid, Trending Very Strong	+ Strong and improved policy governance practices - Could update policy layout/content more frequently - Consider adopting supplier guidance
Training and Communications	**Solid, Trending Very Strong**	+ Excellent perception of program as resource - Opportunity to further empower managers as ethical role models - Empower managers to set tone and communicate about ethics
Risk Assessment, Monitoring, and Auditing	Solid	+ Excellent transparency around figures, relationships between functions - Single-system tracking could help with resources - Empower managers around reporting
Enforcement, Discipline, and Incentives	Solid	- Opportunity for coordination among investigative bodies - Need to formalize root cause - Consider E&C performance feedback for staff evaluations
Overall	Solid, Trending Very Strong	+ Hyper-efficient use of available resources + Solid improved framework for future execution - Opportunity to improve resources for investigations and support staff

■ = Needs Attention ■ = Solid ■ = Very Strong
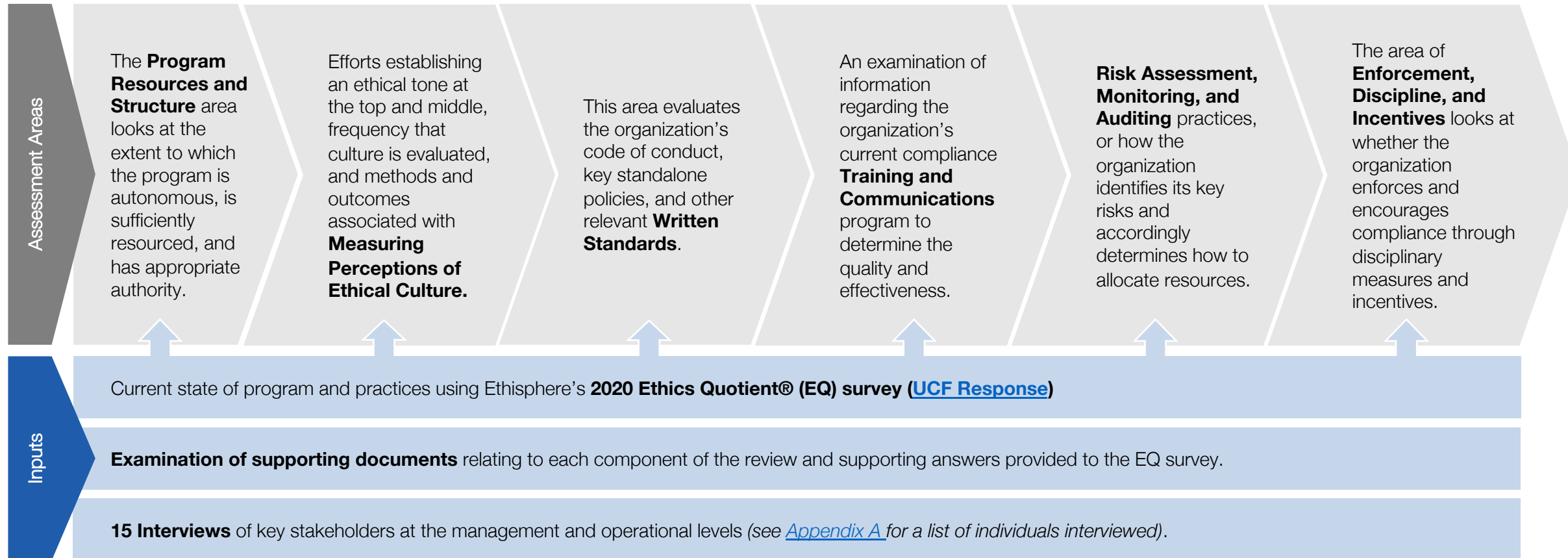■ = Needs Attention, but Trending to Solid ■ = Solid, Trending Very Strong

*Solid   22   meeting best practice expectations.

Assessment Methodology

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Program Assessment Methodology

Ethisphere developed our program assessment methodology in an effort to shine a light on extraordinary programs and practices, as well as to recommend actionable steps for the organization to take to move the program forward.

UNIVERSITY OF CENTRAL FLORIDA

Assessment Areas

The **Program Resources and Structure** area looks at the extent to which the program is autonomous, is sufficiently resourced, and has appropriate authority.

Efforts establishing an ethical tone at the top and middle, frequency that culture is evaluated, and methods and outcomes associated with **Measuring Perceptions of Ethical Culture.**

This area evaluates the organization's code of conduct, key standalone policies, and other relevant **Written Standards**.

An examination of information regarding the organization's current compliance **Training and Communications** program to determine the quality and effectiveness.

Risk Assessment, Monitoring, and Auditing practices, or how the organization identifies its key risks and accordingly determines how to allocate resources.

The area of **Enforcement, Discipline, and Incentives** looks at whether the organization enforces and encourages compliance through disciplinary measures and incentives.

Inputs

Current state of program and practices using Ethisphere's **2020 Ethics Quotient® (EQ) survey (UCF Response)**

Examination of supporting documents relating to each component of the review and supporting answers provided to the EQ survey.

15 Interviews of key stakeholders at the management and operational levels *(see Appendix A for a list of individuals interviewed)*.

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Assessment Sections

Program Resources and Structure

Program Resources and Structure Section Description

In reviewing UCF's overall program structure and resource levels, Ethisphere first evaluates program structure and the manner in which overall responsibility for compliance oversight is assigned to high-level personnel. Guidance issued over the last decade from a variety of regulators (US DOJ, SEC, HHS-OIG, USSC, UK SFO, OECD, etc.), and we agree, that the organizational chart of a given organization sends a message about organizational priorities. Do those running the ethics and compliance program have a "seat at the table"? Additional examination is conducted to assess how resources and authority have been allocated to those individuals. In other words, is the program appropriately staffed for the size and complexity of the organization?

Second, we review if members of UCF's governing authority are actively engaged in the ethics and compliance program, whether they are knowledgeable about its content and operations, and whether they exercise reasonable oversight of that program.

Section Considerations:

✓ 2020 *Ethics Quotient* survey responses

✓ Interviews with UCF leadership

✓ Supporting documentation evidencing resources and program structure

Program Resources and Structure Finding and Recommendation Areas

❑ Solid access and involvement with leadership, BoT, and functions

❑ Excellent use of committees and resources to improve program

❑ Hire staff to assist with investigations

Program Resources and Structure
Finding and Recommendation Areas

❑ Solid access and involvement with leadership, BoT, and functions

The Compliance staff has demonstrated, and interviews reveal, that interactions and involvement with university leadership, the Board of Trustees, and other functions involve a solid level of trust and excellent exchange. This is a crucial component to effective program function.

❑ Excellent use of committees and resources to improve program

The Compliance program demonstrated through documentation and interviews an exceptional ability to positively utilize limited resources in a challenging environment (pandemic, changing leadership, new regulations). The compliance program may benefit from identifying places where budget and risk appetite could be more closely aligned; this will allow the University to fully unlock the power of available resources and leverage coordinated activities more easily.

❑ Hire staff to assist with investigations

A common issue discovered during the program review was that a lack of investigations staff was a pain point for many operating in and alongside the compliance function. Burden for investigation completion lands disproportionately on the compliance group, who manage the hotline and conduct most investigations. This lack of staffing is impacting the ability to timely and effectively complete investigation-related tasks and takes time away from existing staff to complete other tasks which require attention and priority. Ethisphere recommends building a business case for adding investigations staff to relieve this burden.

Measuring Perceptions of Ethical Culture

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Measuring Perceptions of Ethical Culture Section Description

In order to have an effective ethics and compliance program, an organization must understand the culture of its workforce and continually measure the organization's overall ethical health and compliance environment. One of the most effective ways to gauge this environment is through an organizational health and culture assessment.

Section Considerations:

✓ 2020 *Ethics Quotient* survey responses

✓ Interviews with UCF leadership

Measuring Perceptions of Ethical Culture Finding and Recommendation Areas

❑ Good perception of trust in program
❑ Opportunity to add focus groups, interviews for feedback

Measuring Perceptions of Ethical Culture
Finding and Recommendation Areas

❑ Good perception of trust in program

Interviews with leadership and compliance staff revealed a high level of perceived trust in the compliance program as it is currently staffed, organized, and run. Staff and leadership noted how compliance leadership have made efforts to be transparent, to address concerns, to work toward common solutions. The program itself is seen as a knowledgeable resource.

❑ Opportunity to add focus groups, interviews for feedback

Based on responses to the EQ Survey, the compliance group has so far made limited use of alternative avenues for gathering additional feedback on the organization's ethical culture. UCF should consider performing targeted focus groups, employee and manager interviews, and/or targeted compliance visits with functions or groups to gather additional intelligence around how to address culture gaps, training or communications gaps, increase trust in the compliance function, or address initiatives such as civility/interaction improvement.

Written Standards

Written Standards Section Description

Ethisphere evaluates the organization's written code of conduct, key standalone policies, and other relevant standards. Well-written, comprehensive, and well-communicated policies, procedures, and controls play a critical role in preventing and detecting misconduct, reducing the likelihood of violations, and ensuring a satisfactory state of compliance for an organization.

Written standards must be literally available, meaning that an employee can find the documents, as well as linguistically available, meaning the employee could understand the behavior expected of them after reading the policy.

Section Considerations:

- ✓ UCF's *Employee Code of Conduct*
- ✓ 2020 *Ethics Quotient* survey responses
- ✓ Key UCF Policies

Written Standards Finding and Recommendation Areas

- ❑ Strong and improved policy governance practices
- ❑ Could update policy layout/content more frequently
- ❑ Consider Adopting Supplier Guidance

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Written Standards

Finding and Recommendation Areas

❑ Strong and improved policy governance practices

Ethisphere reviewed a handful of key UCF policies and inquired about the policy creation and maintenance process. When reviewing policies, Ethisphere considers many of the same factors as it does for codes of conduct, but places particular emphasis on three areas: readability and tone, comprehensiveness of content, and ownership information. Our standard is, "If I were an organization employee, could I find this policy? If so, would I read this policy and understand what I was supposed to do or not do, and where to go with questions?" UCF's well-documented efforts to update the policy process appear to have paid off, with increased trust and praise for the compliance group's efforts to make a difficult process less so. Ethisphere encourages the compliance department to continue its work with other functions to determine if additional improvements can be made to the existing policies and policy management processes.

❑ Could update policy layout/content more frequently

Interviews and review of documentation shows that the compliance group has worked hard to bring consistency to the policy process, and should be commended for its efforts in this area. While there is an annual *review* by responsible policy owner groups, the University Policy and Procedures Committee only sees policies every five years, opening the possibility for layout inconsistencies (tone, format) between policies updated on differing or staggered timeframes. Additionally, Ethisphere notes that private-sector organizations often choose a review-and-update timeframe closer to 24 months to avoid missing potentially disruptive organizational or regulatory changes.

❑ Consider adopting supplier guidance

Ethisphere recommends that UCF create a true Supplier Code of Conduct to outline the ethical commitments that suppliers must meet. Such documents typically address many of the same risk areas as employee codes of conduct, such as bribery, conflicts of interest, harassment and discrimination, and gifts and entertainment. They generally also state the organization's right to audit suppliers and the expectation that suppliers will train their employees on ethics and compliance-related topics. Supplier codes are briefer than employee codes—generally about 3,000 words in length.

Training and Communication

Training & Communication Section Description

Ethisphere examines information regarding the organization's current compliance training and communications programs to determine their quality and effectiveness.

Ethisphere seeks to ascertain whether initiatives are adequately planned and periodically evaluated for effectiveness, and whether the training is mandated for all employees, including senior management. Ethisphere also reviews whether this training obligation is ongoing and effective, including how the organization enforces its training requirements.

Lastly, Ethisphere reviews the extent to which the organization is providing information to managers on their special role in supporting the ethics and compliance program. Research continues to provide us with data indicating that immediate supervisors are not only the most likely source for information regarding an employee concern, but they are also the most looked-to role model for appropriate behavior. As a result, training these individuals to provide the right example of "how we do things here" is critically important to the success of the program and support of the culture.

Section Considerations:

✓ 2020 *Ethics Quotient* survey responses

✓ Interviews with UCF leadership

✓ Key documents evidencing the training and communications program at UCF

Training and Communication Finding and Recommendation Areas

❑ Excellent perception of program as resource

❑ Opportunity to further empower managers as ethical role models

❑ Empower managers to set tone and communicate about ethics

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Training and Communications
Finding and Recommendation Areas

❑ Excellent perception of program as resource

Ethisphere's interviews and interactions with compliance partners and leaders revealed the compliance program has effectively conveyed messaging around its resources and abilities to the University. Interviewees expressed high levels of trust in the program, noted its improvement from prior years, and expressed no reservations around data sharing or approaching staff for assistance. While some resistance from certain areas of the university were noted around initiatives and aspects of the program – notably the conflict of interest process - the program leaders have demonstrated a willingness to improve relations and encourage further outreach to increase trust and awareness in these areas.

❑ Opportunity to further empower managers as ethical role models

UCF's EQ Survey responses indicate that managers are not consistently provided with communications resources for their direct reports on compliance issues. As Alex Dimitrief, former General Counsel of GE, notes in his Integrity Matters podcast, there is no better messenger for an ethics program than your direct leader. Actively promoting your individual perspective on an issue is tremendously impactful (see also Integrity Matters at 29:29)[1]. Also consider whether there is an opportunity for more experienced managers to "mentor" newer managers to make sure they are prepared for the scope of their responsibilities.

❑ Empower managers to set tone and communicate about ethics

For over a decade, survey after survey conducted by Ethisphere and others has shown that employees look to their direct supervisor for guidance on "how to get ahead" at the organization. While tone at the top is important, it is really the direct supervisor who sets the example in integrity, compliance, and much more. At the same time, not everyone who is promoted to a supervisory position is equipped to be an ethical leader at the time of promotion. Providing managers with toolkits, meetings-in-a-box, encouraging regularly scheduled discussion time and topics, and videos on specific compliance topics.

Dimitrief, Alex, *Integrity Matters* podcast audio, October 3, 2017, https://bela.ethisphere.com/integrity-matters/, 6:30

Risk Assessment, Monitoring, and Auditing

Risk Assessment, Monitoring & Auditing Section Description

Section 5 focuses on how the organization identifies its key risks and accordingly determines how to allocate related resources (both inside the compliance function and outside of it). This includes determining whether the organization conducts periodic evaluations of the effectiveness of its ethics and compliance program, as well as whether it uses a risk assessment system to evaluate the organization's high-risk areas. Supply chain oversight systems and anti-corruption compliance efforts are taken into account, as applicable. Ethisphere also evaluates whether the

organization employs auditing and monitoring systems designed to prevent and detect misconduct. Among other things, it looks into whether the organization operates a whistleblower system, providing employees mechanisms by which they can anonymously report misconduct and seek guidance on issues or questions. In addition, organizations have made tremendous progress over the last decade in consolidating their case management systems into an integrated tracking platform, and we review the extent to which efforts are being made to utilize such an approach. Finally, Ethisphere reviews whether the organization is using reasonable efforts to exclude from positions of high authority any individuals who have engaged in illegal activities or other improper conduct.

Risk Assessment, Monitoring, and Auditing Finding and Recommendation Areas

❑ Excellent transparency around figures, relationships between functions

❑ Single-system tracking could help with resources

❑ Empower managers around reporting

Section Considerations:

✓ 2020 *Ethics Quotient* survey responses

✓ Interviews with UCF leadership

✓ Key documents evidencing risk assessment, monitoring and auditing efforts

Risk Assessment, Monitoring, and Auditing
Finding and Recommendation Areas

❑ Excellent transparency around figures, relationships between functions

Ethisphere's review of meeting minutes, yearly updates, and interviews revealed a compliance function with good working relationships with other essential functions. Initiatives were clearly outlined and items reported out showed a good use of available data and resources to address issues and arrive at workable solutions. Ethisphere would encourage the compliance function to continue to develop its data analysis abilities, to coordinate with other functions to enhance data sharing and analysis, and take advantage of ERP systems.

❑ Single-system tracking could help with resources

Cases handled by different functions at UCF are managed in different systems. This can present challenges around access, information control, coordination, security, and reporting. Ethisphere encourages UCF to explore where issue tracking for compliance reporting purposes in a single system may be beneficial to understanding the scope, type, and timing of issues and investigations, along with understanding important trends and root causes. Ethisphere additionally recommends evaluating whether user access/privilege controls, legal privilege marking, and case compartmentalization within a unified system could alleviate concerns around unwanted disclosure of sensitive information. Utilizing one consistent system with consistent tagging of issues, root cause analysis terms, and follow-up channels across the organization has moved from leading practice almost to baseline expectation in the private sector. This becomes even more important when responsibility for investigations—and the remedial actions that arise from those investigations—is the responsibility of a variety of functions, depending on the topic being investigated and the individuals involved. Maintaining multiple systems makes it challenging to ensure that the same disciplinary approach is being followed for similar misconduct.

❑ Empower managers around reporting

UCF's responses to the EQ Survey, as well as interviews, indicated that managers may not be well-empowered or consistently educated on appropriate methods for handling issues reported directly to them. As managers are an important front-line for modeling ethical behaviors and demonstrating that organizational justice is upheld, Ethisphere would encourage the University to further train and educate managers around items such as active listening to employee concerns and available reporting methods.

Enforcement, Discipline, and Incentives

Enforcement, Discipline, and Incentives Section

The program components that comprise enforcement, discipline, and incentives have undergone tremendous growth over the last few years and remain an area of considerable focus for regulatory authorities. This reflects a growing understanding that the systems that incentivize and promote employees across an organization are the best culture markers, and culture creators, available to a organization.

Ethisphere reviews whether the organization enforces and encourages compliance through disciplinary measures and incentives, and whether the promotion system and performance evaluation systems allow for ethics and compliance input. Ethisphere also verifies whether the organization is taking reasonable steps to respond to and prevent instances of similar misconduct, including making any necessary changes to its policies and procedures.

Lastly, we consider the extent to which organizations are taking advantage of available data to monitor the wellbeing of those who have raised concerns.

Section Considerations:

✓ 2018 *Ethics Quotient* survey responses

✓ Interviews with UCF leadership

✓ Key documents evidencing elements of the program specific to enforcement, discipline and incentives

Enforcement, Discipline, and Incentives Finding and Recommendation Areas

❑ Opportunity for coordination among investigative bodies

❑ Need to formalize root cause

❑ Consider E&C performance feedback for staff evaluations

Enforcement, Discipline, and Incentives
Finding and Recommendation Areas

❑ Opportunity for coordination among investigative bodies

Our dataset indicates that, on average, 65 percent of those employees who saw something reported it to their manager. As a result, ensuring that managers can easily route misconduct matters into the case tracking system and understand the reasons why doing so is important. Without an overarching view into disciplinary decision-making, it is difficult to ensure that similar disciplinary decisions are being made for similar types of misconduct, which often exacerbates perceptions of a lack of organizational justice.

❑ Need to formalize root cause

Consider formalizing the current root cause analysis process on investigations. If possible, evaluate the benefits of a formal root-cause taxonomy to aid investigators in arriving at clearly identified post-investigation actions and remediations. We are increasingly seeing organizations not only conduct root cause analysis on substantiated cases, but also on unsubstantiated cases from a cultural perspective. In other words, the organization will ask, "What caused this person to raise this concern?" Even if there was not a code or policy violation involved, there is still information to be gathered by asking about motivations. Our observation is that there is often a cultural component that may need to be addressed.

❑ Consider E&C performance feedback for staff evaluations

In addition to leveraging HR, as well as (where appropriate) an employee's manager, we are seeing organizations institute incentives for those units that complete their training first, thus highlighting those who achieve compliance as opposed to those who lag. Consider whether such an approach could be utilized at the University, especially if led by more senior University personnel.

Appendix A:
Management Interview Participants

Management Interviews

The following individuals were interviewed by Ethisphere as part of UCF's design and effectiveness review:

Interviewee	Title
Joseph Conte	Audit and Compliance Committee Chair, Board of Trustees
Beverly Seay	Board Chair
Rhonda Bishop	Vice President for Compliance and Risk
Nancy Myers	Director and ADA Coordinator
Cameron Walker	Sr. Associate Athletics Director for Compliance
Renee Michel	Director Environmental Health and Safety
Doug Backman	Research Compliance Director
Chris Vakhordjian	Chief Information Security Officer & Associate Vice President
Christina Serra	Assistant Vice President for Compliance and Ethics
Alexander Cartwright	President, UCF
Michael Johnson	Interim Provost and Vice President
Robert Taft	Chief Audit Executive
Maureen Binder	Associate Vice President for Human Resources
Joel Levenson	Assistant Vice President for Tax, Payables & Procurement
Youndy Cook	Interim Vice President and General Counsel

Thank You

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Contact Us

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Board of Trustees
Audit and Compliance Committee
August 24, 2021

AUDC-2: University of Central Florida 2021 Florida Equity Report

☐ **Information**   ☐ **Discussion**   ☒ **Action**

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

The annual Florida Educational Equity Act report encompasses data related to enrollment, gender equity in athletics, and employment as required by statute. Each university Equity Officer is responsible for preparing the report for approval by its Board of Trustees and the university president and submitting the report to the Florida Board of Governors annually. The University of Central Florida's Office of Institutional Equity (OIE) prepares the Florida Equity Report annually to fulfill this state requirement. OIE requests approval of the University of Central Florida's 2021 Florida Educational Report by the Board of Trustees to allow for submission of the report to the Florida Board of Governors. The Board should consider the university's progress in implementing strategic initiatives and performance as well as plans to address any deficiencies related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment.

Background Information:

The Office of Institutional Equity coordinated and compiled the data included in this report from officials in the following offices:

- Office of the Provost
- Faculty Excellence
- Student Development and Enrollment Services
- Department of Human Resources
- Division of Administration and Finance
- UCF Athletic Association, Inc.
- Graduate Studies
- Multicultural Academic and Support Services
- Office of Diversity and Inclusion
- Institutional Knowledge Management

Data collected includes information regarding women and members of specified race and ethnic protected classes, including Integrated Post-Secondary Education Data Systems data. Prior to submission to the Board of Governors, the data was reviewed by the president and the Board of Trustees of UCF.

During 2019-2020 the university created multiple positions to support diversity and inclusion including:

- Americans with Disabilities Act (ADA) coordinator-Digital Accessibility & Universal Design focused on ensuring accessibility for individuals with disabilities to UCF's facilities, programs, and activities, including the development of a digital accessibility policy.

- Equal Employment Opportunity & Search Compliance team to include a manager and two specialists focused on compliance with federal and state requirements related to equal employment opportunity including the implementation of the university's affirmative action plan, development of and modifications to recruitment plans, and active efforts to fulfill the university's goals related to diversity, equity and inclusion.

While the university met its goals in some areas, other areas saw slight decreases most likely attributable to the impacts of the pandemic. The report covers goals and results in the following areas:

Academic Program Review – includes the status of enrollment, retention and graduation rates, and completions. While there were increases in some areas, other areas saw slight decreases for underrepresented racial and ethnic groups and females.

Gender Equity in Athletics – includes the required equity assessment based on participation, scholarship, and resources. The university was compliant in all three areas and met its goal to improve some facilities.

Employment Representation – includes an assessment of the status of faculty and staff compositions. For the 2019-20 academic year, the university's goals were to increase the number of female tenured faculty, maintain or increase the overall diversity percentage for tenure-track faculty, and increase the overall diversity percentage for tenured faculty, non-tenure-earning faculty, and executive /administrative/ managerial positions. UCF achieved each of these goals.

Recommended Action:
Approval of the annual University of Central Florida 2021 Florida Equity Report as required by law.

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
Approval of UCF's 2021 Florida Equity Report does not result in a financial cost to the university.

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

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

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

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

    (b) Each university's equity report shall assess sex equity in athletics, as well as representation by race and sex in student enrollment, senior-level administrative positions, and by faculty rank and/or tenure status.

        1. Annual goals shall be developed and included in the equity report to address each area of under-utilization. For each year in which prior year goals were not achieved,

each university shall provide a narrative explanation and a plan for achievement of equity.

(c) Each equity report shall include a Web citation of the university's non-discrimination policy adopted by its university board of trustees.

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

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

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

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

Contract Reviewed/Approved by General Counsel ☐ **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

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

Supporting Documentation:
Attachment A: University of Central Florida 2021 Florida Equity Report

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

Florida Equity Report
Enrollment, Sex Equity in Athletics, and Employment

Report Year: 2021

University of Central Florida

Data Year: July 1, 2019 – June 30, 2020

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

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

Submitted by:
Nancy Fitzpatrick Myers,
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(407) 823-1336
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Date Submitted to BOG:

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ATTACHMENTS
    A. Division of Student Development and Enrollment Services 2019-20 Equity Report
    B. UCF's *Let's Be Clear* Website Samples
    C. Office of Multicultural Academic and Support Services Program 2019-20 Report
    D. Office of Graduates Studies 2019-20 Executive Summary
    E. Office of Diversity and Inclusion Programming and Website Samples
    F. Faculty Recruitment Program – Equity Minded Hiring Guide (Excerpt)
    G. Digital Accessibility & Universal Design Job Posting

PART I: EXECUTIVE SUMMARY

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

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

Data on Whites (W) and Non-Resident Aliens (NRA) are also included in the tables provided in this report.[1] This 2021 Florida Equity Report covers fiscal year 2019–20.

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., Graduate Studies, Multicultural Academic and Support Services, Office of Diversity and Inclusion, and Institutional Knowledge Management. Data collected includes information regarding women and members of specified race and ethnic protected classes, including IPEDS data. Prior to submission to the Board of Governors, the data was reviewed by the president and the Board of Trustees of UCF.

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

B. <u>**Summary of Institutional Progress**</u>

Policies and Procedures in Support of Equity (Part II)

In 2019-20, 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 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. This resulted in minor edits to the university's 2-400 *Prohibition of Discrimination, Harassment and Related Interpersonal Violence* policy, and Regulation UCF-3.001 (*Non-Discrimination; Affirmative Action Programs*), which clarified applicable statutes and ensured consistency between policies and regulations. The updated regulation was approved by the Board of Trustees on November 14, 2019. The policy and regulation remained in effect for 2019-2020.

In addition, to ensure the university's compliance with the Title IX Final Rule, 85 Fed. Reg. 30026 (May 19, 2020), this resulted in the amendment of the following:
- Policy 2-400 *Prohibition of Discrimination, Harassment and Related Interpersonal Violence*;
- Regulation UCF-3.001 (*Non-Discrimination; Affirmative Action Programs*);
- Regulation UCF-3.0124 (*Discipline and Termination for Cause of Non-unit Faculty and A&P Staff Members*);
- Regulation UCF-3.0133 (*USPS Non-Unit Grievance Procedure*);
- Regulation UCF-3.0134 (*Complaints and Grievances Alleging Discrimination, Discriminatory Harassment or Retaliation*);
- Regulation UCF-3-019 (*Disciplinary Action - USPS*);
- Regulation UCF-3.033 (*USPS Predetermination and Arbitration Appeal Procedures*);
- Regulation UCF-3.036 (*Grievance Procedure for Non-Unit Faculty*);
- Regulation UCF-3.037 (*Grievance Procedure for Non-Unit A&P*);
- Regulation UCF-5.006 (*Student Rights and Responsibilities*);
- Regulation UCF-5.008 (*Rules of Conduct*);
- Regulation UCF-5.009 (*Student Conduct Review Process*);
- Regulation UCF-5.010 (*Student Conduct Appeals*);
- Regulation UCF-5.012 (*Organizational Rules of Conduct*);
- Regulation UCF-5.013 (*Organizational Conduct Review Process*); and,
- Office of Institutional Equity's *Investigation Procedures*.

This also resulted in the development and implementation of the university's 2-012 *Title IX Grievance* policy. Although this review and work regarding these policies and regulations occurred during the data year for this report (July 1, 2019-June 30, 2020), the amendments and new policy were finalized and issued to the university community on August 13, 2020, and were thereafter approved by the Board of Trustees (October 22, 2020) and the University Policies and Procedures Committee (October 6, 2020).

Equally important, during 2019-20, the university created the deputy Americans with Disabilities Act (ADA) coordinator – Digital Accessibility & Universal Design position, which reports to the university's ADA coordinator/director of the Office of Institutional Equity (OIE). This position was created in support of UCF's commitment to ensuring accessibility for individuals with disabilities to UCF's facilities, programs, and activities, including the development of a digital accessibility policy (anticipated to be completed and issued during 2021-22). Also, during 2019-20, the university created and began a search for another new position in OIE – namely, an Equal Employment Opportunity & search compliance specialist. Shortly thereafter, the university approved the creation of an Employment Equity team within the Office of Institutional Equity, which was to include two Equal Employment Opportunity & search compliance specialists and one Equal Employment Opportunity & search compliance manager. These positions will assist with the university's compliance with federal and state laws and regulations related to equal employment opportunity (including utilization of its Affirmative Action Plan), development of and modifications to recruitment plans, and active efforts to fulfill the university's goals related to diversity, equity and inclusion (including the goals set forth herein).

Academic Program Reviews (Part III)

The UCF Institutional Knowledge Management office provided data and quantitative tables for 2019-20 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 2019-20 was 56%, which was a slight increase as compared to the prior year's data of 54%. Enrollment for full-time transfers was consistent with prior years with a total enrollment of 58% female.
  - The overall retention rate for full-time FTICs after one year increased from 91.5% to 92.1%, marking an upward trend. 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 92.2% to 93.4%. For male students, the retention rate increased from 90.6% to 90.7%. Also, the overall graduation rate within six years slightly increased from 72.2% to 73.9%. The graduation rate increased for female students (77.6% to 78.7%), as well as male students (65.7% to 68.4%).
  - Similar to last year's report, female students continued to obtain a higher percentage of Bachelor's degrees (59.5%), Master's degrees (59.7%), and First Professional degrees (51.8%). However, there was a slight decline of female representation for both Master's degrees (62% to 59.7%) and First Professional degrees (55% to 51.8%). These slight declines may be attributable, in part, to the trend of women leaving the workforce and withdrawing from school due to unplanned personal obligations resulting from the pandemic.
  - With regard to Doctoral degrees, 36.7% were earned by female students, which was less than the percentage awarded in 2018-19 (41%). Similar to Master's degrees and First Professional degrees, this decline likely is pandemic-related.

- *Racial and Ethnic Diversity:*
  - Enrollment of FTIC underrepresented students in Fall 2020 was 49.3%, which was a slight increase from Fall 2019 (48.1%). Transfer enrollment data for 2019-20 showed an increase from last year's data from 52.9% to 53.9%.
  - With regard to retention rates for full-time FTICs after one year, the data was consistent with the last three report years in that Asian students were retained at a higher rate (94.9%) than the overall retention rate (92.1%). For the third straight year, Black students were retained at a higher rate (92.4%) than the overall retention rate. For Fall 2020, Native Hawaiian/Other Pacific Islander students, Black students, and Hispanic students were retained at a higher rate than the overall retention rate (100%, 92.4%, and 92.3%, respectively). With regard to the overall graduation rate within six years (73.9%), four of the protected categories exceeded the overall graduation rate – namely, American Indian/Alaska Native students (80%), Native Hawaiian/Other Pacific Islander students (100%), Unknown students (80%), and Asian students (79.1%).
  - Underrepresented students received 48.3% of Bachelor's degrees, 40.2% of Master's degrees, 14% of Doctoral degrees, and 40.4% of First Professional degrees. The decline in Bachelor's, Master's, and Doctoral degrees can be attributed, in part, to pandemic-related reasons. However, there was a notable increase in First Professional degrees (from 36% to 40.4%).

Goals & Results:

For the 2019-20 academic year, the university's goal was to maintain or increase underrepresented member degrees awarded at all levels, and increase underrepresented members obtaining First Professional degrees. The university experienced modest decreases in underrepresented member degrees at all levels with the exception of First Professional degrees, which experienced an increase in the number of degrees awarded (164 to 166) and percentage of underrepresented members (36% to 40.4%). The decreases are likely attributable, in part, to pandemic-related reasons.

With regard to Bachelor's degrees, UCF did not achieve its goal with a decrease from 49% to 48.3% for underrepresented racial and ethnic groups. Among the racial and ethnic categories, there were notable changes in the percentages as compared to those set forth in last year's report. Specifically, the number of degrees awarded increased for students who identified as two or more races, Hispanic, or Asian. However, there was a decrease in the percentage of degrees awarded to students who identified as Black. That said, UCF did improve with female student representation, which increased from 58% to 59.5%.

With regard to Master's degrees, UCF achieved its goal in that approximately 40.2% of the Master's degrees were earned by individuals in underrepresented categories, up from 35.6% in the previous year. Compared to last year's data, there were slight changes regarding most of the individual races/ethnicities with a few notable increases and one decrease. Specifically, Master's degrees awarded to students who identified as Black increased from 11.2% to 12.1%; for students who identified as Asian increased from 5.3% to 6.1%; for students who identified as Hispanic

increased from 16.8% to 19.3%; for students who identified as Native Hawaiian/Pacific Islander increased from 0% to 0.2%; and for students who identified as two or more races increased from 2% to 2.4%. However, Master's degrees awarded to American Indian/Alaska Natives decreased from 0.3% to 0.1%. Similarly, UCF experienced a decrease with 59.7% of Master's degrees being earned by female students as compared to 62% in the prior year.

With regard to Doctoral degrees, UCF did not increase female representation nor did UCF achieve its goal as to racial and ethnic diversity. Specifically, as to female students, the percentage of degrees awarded decreased from 41% to 36.7%. As to underrepresented racial and ethnic categories, the percentage of degrees awarded decreased from 18.1% (incorrectly stated as 55% in the Executive Summary of the 2018-19 report) to 14%.

With regard to First Professional degrees, UCF achieved its goal in that it increased its percentage from 36% to 40.4% for underrepresented racial and ethnic categories. However, the percentage of these degrees awarded to females decreased from 55% to 51.8%.

Goals for 2020-21: 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 2019-20 demonstrated the following:

- The university was compliant with regard to student-athlete participation. Specifically, the 2019-20 female undergraduate enrollment was 54% and the female athletics participation ratio was 54%.
- For the 2019-20 academic year, all sports were funded at the NCAA maximum limits per sport. The university was compliant with regard to student-athletes' scholarships. Specifically, the unduplicated female student-athletes ratio was 49% and these students received 48% of the scholarship funding ($3,782,882.00). The unduplicated male student-athletes ratio was 51% and these students received 52% of scholarship funding ($4,112,365.00). 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 2019-20 academic year, the university's goal was to continue with the upgrading of locker room spaces for men's and women's soccer, football, volleyball and track and field. Due to delays caused by COVID-19, these upgrades were not completed in Spring 2020 as initially anticipated. However, the upgrades were completed, and the upgraded space was opened in September-October, 2020.

Goals for 2020-21: Complete upgrade to locker room spaces for men's and women's soccer, football, volleyball and track and field by the end of 2020, which as set forth above has been achieved. Maintain gender equity related to participation, scholarship, and allocation of resources.

Employment Representation (Part V)

The UCF Institutional Knowledge Management office provided data and quantitative tables to illustrate the university's status in faculty/staff compositions (Part V Tables 1-4). As set forth therein, the University of Central Florida increased the number of tenured faculty members during 2019-20 (700 to 712), including the number of female faculty from 222 to 234. Additionally, the percentage of tenured female faculty members increased from 31.7% to 32.9%, which barely exceeded peer data of 32.6%. Accordingly, UCF will retain its goal of increasing female tenured faculty members.

With regard to racial and ethnic diversity, UCF experienced a slight increase in the overall percentage of underrepresented members (from 30.28% to 31.81%). Specifically, there was an increase in the number of tenured faculty who identified as Black (28 to 31), Asian (138 to 142), Hispanic (40 to 43), and two or more races (2 to 4). When using comparative national standards, the category for tenured Black faculty members was not identified as an area in need of improvement. The peer data demonstrated that the percentage of Black tenured faculty members was 3.2% and UCF data exceeded this at 4%. However, it is important to note that the overall percentage of tenured Black faculty members in 2020 (4.4%) was less than the percentage in 2015 (4.8%). Moreover, the total number of tenured Black faculty members (31) in 2020 has only changed slightly compared to 2015 (28) despite the nearly 22% increase in total number of tenured faculty members. Similarly, the overall percentage of tenured Hispanic faculty members in 2020 (5.7%) was less than the percentage in 2015 (6.3%). Accordingly, UCF will retain its goal of increasing Black and Hispanic tenured faculty members. Equally important, comparative national data demonstrated that the category of tenured faculty that identify as Native Hawaiian/Other Pacific Islander was as an area in need of improvement. The peer data percentage for this category was 0.1% and UCF had zero tenured faculty in 2020 that identified in this category. Accordingly, UCF also will retain its goal of increasing Native Hawaiian/Other Pacific Islander tenured faculty members.

With regard to tenure-track faculty, UCF decreased in the number of tenure-track female faculty from 151 to 131 (42.4% to 41.1% of the total), and comparative national data identified this as an area in need of improvement as the peer data demonstrated that tenure-track female faculty made up 45.2% of the tenure-track faculty members. During 2019-20, UCF experienced no change in the number of tenure-track faculty members who identified as Black (16). UCF experienced a decrease in the number of tenure-track faculty members who identified as Asian (68 to 60), Hispanic (26 to 25), two or more races (4 to 3), and White (196 to 176). UCF also experienced a decrease in the number of tenure-track faculty members who identified as Non-Resident Alien (46 to 39). Notwithstanding, compared to 2019, the overall diversity for tenure-track faculty increased slightly from 32% to 32.6%.

With regard to non-tenure-earning faculty, the university decreased the number of non-tenure-earning faculty from 568 to 546. Approximately 57.5% of this employee population identified as female, which is an increase from 56% in 2019. With regard to racial and ethnic diversity, there was a decrease in the number of faculty that identified as Non-Resident Alien (16 to 11), Black (23 to 21), Asian (35 to 34), two or more races (7 to 6), and White (432 to 419). The number of non-tenure-earning faculty who identified as Hispanic remained the same at 55. Compared to 2019, the overall diversity percentage for non-tenure faculty increased slightly from 21.1% to 21.2%.

With regard to management positions, compared to the prior year, UCF decreased the number of management occupations in 2019-20 by 2.7% (562 to 547). The number of management occupations held by female employees increased (293 to 296), and female employees' overall percentage of management positions increased as well (52% to 54%). With regard to racial and ethnic diversity, three categories experienced an increase in the total number of managers – namely, Black (49 to 52), Asian (20 to 21), and two or more races (6 to 7). However, five categories experienced a decrease in the total number of managers – namely, White (412 to 400), Hispanic (68 to 65), American Indian/Alaska Native (3 to 2), Native Hawaiian/Pacific Islander (1 to 0), and Non-Resident Alien (3 to 1). The overall diversity percentage for management occupations increased from approximately 26% to 27%.

Utilizing comparative national standards for management occupations, this year's review indicated that UCF's data related to individuals who identified as female, Asian, American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander was lower than peer data, and thus are areas in need of improvement. Specifically, peer data related to female managers demonstrated a percentage of 55.7% whereas UCF's percentage was 54%. Peer data related to Asian managers demonstrates a percentage of 4.4% whereas UCF's percentage is 4%. Similarly, peer data related to Native Hawaiian/Other Pacific Islander demonstrates a percentage of 0.2% whereas UCF's percentage was 0%. Peer data related to American Indian/Alaska Native managers demonstrates a percentage of 0.3% whereas UCF's percentage is 0%.

When using comparative national standards, the category for individuals that identify as Black was not identified as an area in need of improvement as the peer data demonstrated that the percentage of Black managers was 8.2% and UCF data exceeded this at 9.5%. However, it is important to note that the overall percentage of Black managers was less than the percentage in 2015 (10.6%). Accordingly, UCF goals related to these positions will include increasing the number of managers that identify as Black, and will maintain its goal of increasing the percentage of underrepresented members in its executive/administrative/managerial positions.

With regard to employment for the 2019-20 academic year, the university's goals were to increase the number of female tenured faculty, maintain or increase the overall diversity percentage for tenure-track faculty, and increase the overall diversity percentage for tenured faculty, non-tenure-earning faculty, and executive /administrative/ managerial positions. UCF achieved each of these goals.

Goals for 2020-21: For tenured faculty, increase the number of tenured faculty that identify as female, Black, Hispanic, and/or Native Hawaiian/Other Pacific Islander. For tenure-track faculty, increase the number of tenure-track faculty that identify as female, as well as increase the overall diversity percentage for this group (including increasing the number of tenure-track faculty who identify as American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and/or two or more races). For non-tenure-earning faculty, increase the overall diversity percentage for this group (including increasing the number of non-tenure-earning faculty who identify as American Indian/Alaska Native, Asian, and/or Native Hawaiian/Other Pacific Islander). For executive/administrative/managerial positions, increase the overall diversity percentage for this group (including increasing the number of managers that identify as female, Black, Asian, American Indian/Alaska Native, and/or Native Hawaiian/Other Pacific Islander).

Protected Class Representation (Part VII)

Of the 43 total applicants for the tenure granting process, 43 were granted tenure. Twenty-one (21) female faculty and 21 underrepresented faculty were granted tenure.

Promotion and Tenure Committee Composition (Part VIII)

The table set forth in Part VIII provides information on the extent of diverse participation or involvement of women and ethnic/racial minorities in the promotion and tenure process. For 2019-20, the University Committee was comprised of ten members: seven males, three females, seven White individuals, two Asian individuals, and one Hispanic individual. As to the college committees' composition, consistent with the last three years, the data demonstrated that all college committees had female representation for 2019-20 except for the College of Engineering & Computer Science, and unlike prior years, the College of Medicine. Female faculty comprised 31.1% of the college committees' composition. Also, faculty that identified as White (66.2%), Asian (23.2%), Hispanic (6.4%), Black (3.2%), American Indian/Alaska Native (.7%), and two or more races (.2%) were members of these committees.

Overall, of the 438 department committee members, women comprised approximately 31.1% (136 of 438), which was consistent with last year's report. Also, 66.2% of the members identified as White, 23.2% as Asian, 6.4% as Hispanic, 3.2% as Black, 0.7% American Indian/Alaska Native, and 0.2% as two or more races. Efforts to obtain diverse representation on committees is continually sought and improvement is expected to continue.

C. **Budget Plan**

The University of Central Florida has maintained resources that support equity goals as set forth in Section IX of this report, as well as the 2020-21 Equity Report submitted by the Division of Student Development and Enrollment Services (Attachment A).

PART II: POLICIES AND PROCEDURES IN SUPPORT OF EQUITY

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

Regulation/Policy	Web Address
UCF-3.001 Non-Discrimination; Affirmative Action Programs	https://regulations.ucf.edu/chapter3/documents/3.001NonDiscrimAffirmActionsProgramsFINALOct20.pdf
UCF-3.0134 Grievances Alleging Discrimination	https://regulations.ucf.edu/chapter3/documents/3.0134GrievancesAllegingDiscriminationFINALAug20.pdf
UCF-5.006 Student Rights and Responsibilities	https://regulations.ucf.edu/chapter5/documents/5.006%20Students%20Rights%20ResponsibilitiesFINAL%20Oct20.pdf
UCF-5.007 Student Conduct and Academic Integrity; Scope; Student Conduct Records; Medical Emergencies (Drugs & Alcohol)	https://regulations.ucf.edu/chapter5/documents/5.007OfficeStudCondScopefinalMay2020.pdf
UCF-5.008 Rules of Conduct	https://regulations.ucf.edu/chapter5/documents/5.008RulesofConductFINALDec20.pdf
UCF-5.009 Student Conduct Review Process; Sanctions	https://regulations.ucf.edu/chapter5/documents/Notice5.009StudentConductRevProcEMERJuly21.pdf
UCF-5.010 Student Conduct Appeals	https://regulations.ucf.edu/chapter5/documents/5.010%20Student%20Conduct%20Appeals%20FINAL%20Oct20.pdf
UCF-5.012 Organizational Rules of Conduct	https://regulations.ucf.edu/chapter5/documents/5.012OrgRulesofConductFINALDec20.pdf
UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals	https://regulations.ucf.edu/chapter5/documents/Notice5.013StudentConductRevProcJuly21EMER.pdf
UCF-5.020 Religious Observances	https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf
Policy 2-700.1 Reporting Misconduct and Protection from Retaliation	https://policies.ucf.edu/documents/2-700.pdf
Policy 2-004.2 Prohibition of Discrimination, Harassment and Related Interpersonal Violence[2]	https://policies.ucf.edu/documents/2-004.pdf

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[2] Policy 2-004.2 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, or sexual orientation), marital status, physical or mental disability (including learning disabilities, intellectual

Policy 2-012 Title IX Grievance Policy	https://policies.ucf.edu/documents/2-012.pdf
UCF Employee Code of Conduct	https://compliance.ucf.edu/document/ucf-employee-code-of-conduct/
The Golden Rule Student Handbook	https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2021/03/2020-2021-Golden-Rule.pdf

As set forth above in the Executive Summary, during 2019-20, UCF reviewed and amended the *Prohibition of Discrimination, Harassment and Related Interpersonal Violence* policy, 14 Regulations, and the Office of Institutional Equity's *Investigation Procedures* to ensure the university's compliance with the Title IX Final Rule, 85 Fed. Reg. 30026 (May 19, 2020). Specifically, this review resulted in the amendment of the following:

- Policy 2-400 *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*;
- Regulation UCF-3.001 (*Non-Discrimination; Affirmative Action Programs*);
- Regulation UCF-3.0124 (*Discipline and Termination for Cause of Non-unit Faculty and A&P Staff Members*);
- Regulation UCF-3.0133 (*USPS Non-Unit Grievance Procedure*);
- Regulation UCF-3.0134 (*Complaints and Grievances Alleging Discrimination, Discriminatory Harassment or Retaliation*);
- Regulation UCF-3-019 (*Disciplinary Action - USPS*);
- Regulation UCF-3.033 (*USPS Predetermination and Arbitration Appeal Procedures*);
- Regulation UCF-3.036 (*Grievance Procedure for Non-Unit Faculty*);
- Regulation UCF-3.037 (*Grievance Procedure for Non-Unit A&P*);
- Regulation UCF-5.006 (*Student Rights and Responsibilities*);
- Regulation UCF-5.008 (*Rules of Conduct*);
- Regulation UCF-5.009 (*Student Conduct Review Process*);
- Regulation UCF-5.010 (*Student Conduct Appeals*);
- Regulation UCF-5.012 (*Organizational Rules of Conduct*);
- Regulation UCF-5.013 (*Organizational Conduct Review Process*); and,
- Office of Institutional Equity's *Investigation Procedures*.

This review and implementation of the Title IX Final Rule also resulted in the development and implementation of the university's *Title IX Grievance Policy*, No. 2-012. Although this review and work regarding these policies and regulations occurred during the data year for this report (July 1, 2019-June 30, 2020), the amendments and new policy were finalized and issued to the university community on August 13, 2020, on an emergency basis to comply with the Final

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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, gender-based, or Title IX sexual 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.

Rule's effective date of August 14, 2020. They were thereafter reviewed and approved by the Board of Trustees (October 22, 2020) and University Policies and Procedures Committee (October 6, 2020).

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

Procedures/Guidelines/Forms	Web Address
OIE Investigation Procedures	https://oie.ucf.edu/documents/OIEInvestigationProcedures.pdf
OIE Search and Screening Guidelines	http://www.oie.ucf.edu/documents/SearchScreeningGuidelines.pdf
OIE Recommendations for Obtaining a Diverse Applicant Pool	http://www.oie.ucf.edu/documents/DiverseApplicantPool.pdf
OIE Guidelines for an Internal Search	http://www.oie.ucf.edu/documents/InternalSearch.pdf
OIE Search Committee Guidelines Incorporating Search Firms	http://www.oie.ucf.edu/documents/SearchFirms.pdf
Faculty Excellence Inclusive Hiring Toolkit	https://facultyexcellence.ucf.edu/inclusive-excellence/#faculty-hiring
A&P Hiring Guide	https://hr.ucf.edu/files/AP_Hiring_Guide.pdf
OIE Service and Assistance Animal Policy	http://www.oie.ucf.edu/documents/AnimalsasAccommodationPolicy.pdf
OIE Protocol for Department Providing Reasonable Accommodation	http://www.oie.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf
Reasonable Accommodation Request Form (Medical Condition)	http://www.oie.ucf.edu/documents/UCFReasonableAccomodationRequestForm.pdf; https://oie.ucf.edu/documents/UCFReasonableAccomodationRequestFormSpanish.pdf
Religious Accommodation: Guidelines for Departmental Procedures for Requests	http://www.oie.ucf.edu/documents/ReligiousAccommodationGuidelines.pdf
Student Accessibility Services "Get Connected"	https://sas.sdes.ucf.edu/get-connected/
Student Accessibility Services "Course Accessibility Letter Request"	https://sas.sdes.ucf.edu/course-accessibility-letter-request/
Student Accessibility Services "How to Cancel or Modify Accommodations"	http://sas.sdes.ucf.edu/wpcontent/uploads/sites/22/2018/04/CAL-Modify-Knights-Access.pdf
General Appeal Procedures Related to Student Accessibility Services' (SAS) Reasonable	http://sas.sdes.ucf.edu/wpcontent/uploads/sites/22/2017/12/grievance_process1.pdf

Accommodation Decisions (includes Procedure for Conducting Fundamental Alteration Assessments)	
Public Request for Accommodation	https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPublic.pdf
Pregnancy Accommodation Request Form	https://oie.ucf.edu/documents/UCFReasonableAccomodationRequestFormPregnancy.pdf

In addition, as set forth in the university's prior Florida Equity Report, OIE, in consultation with campus partners, is continuing to develop guidelines related to nondiscrimination based on pregnancy, pregnancy-related conditions and/or childbirth. OIE anticipates finalizing these guidelines in 2021-22. Also, as noted in UCF's previous Florida Equity Reports, UCF maintains a website with information for students, parents, faculty, staff, and third parties regarding Title IX (federal law that prohibits sex discrimination), and what to do if they encounter a student who has experienced sexual violence. This website lends support to the university's campus-wide *Let's Be Clear* campaign (https://letsbeclear.ucf.edu/), which has raised awareness across campus regarding nondiscrimination, reporting requirements, and resources available to students and employees impacted by sex discrimination (including sexual violence). Individuals can access this site (Attachment B) to submit a report directly to UCF's Title IX Coordinator regarding an incident of sex discrimination. Individuals also may report concerns of discrimination, discriminatory harassment and/or retaliation directly to the Office of Institutional Equity via the office's website https://www.oie.ucf.edu/.

Each year, the Office of Institutional Equity notifies all faculty and staff members regarding the university's commitment to non-discrimination (see President's Statement) (Attachment C) and requires all new employees to complete an online training regarding UCF's commitment to non-discrimination, applicable regulations and policies and procedures available for reporting concerns of this nature. Further, UCF widely communicates pertinent compliance information throughout the campus. Discussions, awareness, and training are conducted broadly at such venues as new student, employee, and faculty orientation sessions; new supervisor training; and in-service programs for resident assistants.

PART III: ACADEMIC PROGRAM REVIEWS (SECTIONS A, B, & C)

The Academic Program Reviews cover undergraduate, graduate, and first professional degree enrollment as required by Florida statute. Charts 1-8 and the corresponding narratives 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	54	202	2	304	946	2	1684	161	37	3392
Women	54	383	3	326	1194	4	2000	228	40	4232
Total Fall 2020	108	585	5	630	2140	6	3684	389	77	7624
Category % of Total Fall 2020	1.40%	7.70%	0.10%	8.30%	28.10%	0.10%	48.30%	5.10%	1.00%	100.00%
Total FTIC Fall 2015	56	630	6	425	1427	9	3456	288	27	6324
Category % of Total Fall 2015	0.90%	10.00%	0.10%	6.70%	22.60%	0.10%	54.60%	4.60%	0.40%	100.00%
Percentage Change in number from Fall 2015 to Fall 2020	0.50%	-2.30%	0.00%	1.50%	5.50%	-0.10%	-6.30%	0.50%	0.60%	0.00%

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

Note: Percentage change (Row 9) is calculated using Fall 2020 percentage - Fall 2015 percentage. So, a postive number represents growth.

The UCF's First Time in College (FTIC) Enrollment data reveals an increase (1.3%) in FTIC enrollment (7,152 to 7,624) with 56% female and 44% male for the fall 2020 academic year. The gender representation is consistent with data of prior years. With regard to the composition of racially and ethnically diverse students, UCF continued to be significant at 49.3%, which was a slight increase from Fall 2019 (48.1%). The 49.3% was comprised of students from various racial/ethnic backgrounds including Hispanic (28.1%), Asian (8.3%), Black (7.7%), Two or more races (5.1%), American Indian/Alaska Native (0.1%), and, Native Hawaiian/Other Pacific Islander (0.1%). White students represented 48.3%, Non-Resident Alien students represented 1.4%, and students identifying as Unknown represented 1% of UCF's FTIC fulltime students during the 2020 Fall enrollment.

Compared to Fall 2019, the fall 2020 data demonstrated a decrease in the number of students that identified as Black (589 to 585), American Indian/Alaska Native (8 to 5), and Unknown (80 to 77), and an increase in the number of students that identified as Hispanic (1,959 to 2,140), Asian (591 to 630), Native Hawaiian/Other Pacific Islander (5 to 6), two or more races (288 to 389) and White (3534 to 3684). The overall percentage for most of the racial groups remained relatively consistent between the Fall 2019 data and Fall 2020 data. The percentage of

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Black students decreased by 0.5% (8.2% to 7.7%); White students decreased by 1.1% (49.4% to 48.3%); Unknown students decreased by 0.1% (80 to 77); Hispanic students increased by 0.7% (27.4% to 28.1%), and two or more races students increased by 1.1% (4% to 5.1%).

This enrollment data of 49.3% represented a continued increase in racial/ethnic diversity compared to 2015. During the Fall of 2015, UCF's FTIC student body was composed of 44.1% racially and ethnically diverse students. All categories showed an increase in the number of students except for Black students, American Indian/Alaska Native students, and Native Hawaiian/Other Pacific Islander students.

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

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2020	469	1369	17	519	3600	27	4561	414	62	6439	4599	11038
Category % of Total Fall 2020	4.20%	12.40%	0.20%	4.70%	32.60%	0.20%	41.30%	3.80%	0.60%	58.30%	41.70%	100.00%
Total Fall 2015	177	1460	20	550	3088	24	5701	360	74	6505	4949	11454
Category % of Total Fall 2015	1.50%	12.70%	0.20%	4.80%	27.00%	0.20%	49.80%	3.10%	0.60%	56.80%	43.20%	100.00%
Category % Change from 2015 to 2020	2.70%	-0.30%	0.00%	-0.10%	5.70%	0.00%	-8.50%	0.60%	-0.10%	1.50%	-1.50%	0.00%

Source: Internal data (pulled FT FCS AA transfers for requested terms from SDCF_DATA_DIM, Student Instruction File)

Note: Category Percentage change (Row7) is calculated using Fall 2020 Category percentage - Fall 2015 Category percentage. So, a positive number represents growth.

The UCF's Full-time Transfers data was the same as the prior year's data related to gender in that 58% of enrollment identified as female and 42% identified as male. With regard to the composition of racially and ethnically diverse students, UCF had a slight increase at 53.9%, which also was one percent higher than the prior year's data. White students (41.3%), Hispanic students (32.6%) and Black students (12.4%) remained the three categories of students larger than 10%. Overall, the 2020 data indicated minor changes throughout all racial categories compared to the 2019 data.

The enrollment diversity data of 53.9% represented a noticeable change compared to 2015 despite the 3.6% decrease in total enrollment (11,454 to 11,038). During the fall of 2015, UCF's transfer students were composed of 48% racially and ethnically diverse students.

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Fall 2019 Cohort	98	590	8	590	1957	6	3532	288	80	3884	3265	7149
Category % of Total	1.40%	8.30%	0.10%	8.30%	27.40%	0.10%	49.40%	4.00%	1.10%	54.30%	45.70%	100.00%
Enrolled Fall 2020	85	545	6	560	1806	6	3242	265	72	3627	2960	6587
Retention Rate	86.70%	92.40%	75.00%	94.90%	92.30%	100.00%	91.80%	92.00%	90.00%	93.40%	90.70%	92.10%

Source: Internal data pulled Full-Time FTICs for the requested cohort from Retention FACT.

The 2020 overall retention rate for UCF FTICs after one year was 92.1%, which was an increase from the previous year (91.5%). The overall retention rates for males and females also increased. Specifically, for female students, the retention rate was 93.4%, which was an increase from the previous year (92.2%). For male students, the retention rate was 90.7%, which was a slight increase from the previous year (90.6%).

Consistent with the last four report years, Asian students were retained at a higher rate (94.9%) than the overall retention rate. For the third straight year, Black students were retained at a higher rate (92.4%) than the overall retention rate. For Fall 2020, Native Hawaiian/Other Pacific Islander students and Hispanic students were retained at a higher rate than the overall retention rate (100% and 92.3%, respectively). Compared to the previous year's data, two racial/ethnic categories experienced noticeable changes – namely, Non-Resident Alien students' retention rate decreased from 93.8% to 86.7% and American Indian/Alaska Native students' retention rate increased from 57.1% to 75%.

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2014-20 Cohort	30	613	5	359	1398	9	3500	275	20	3297	2912	6209
Category % of Total	0.50%	9.90%	0.10%	5.80%	22.50%	0.10%	56.40%	4.40%	0.30%	53.10%	46.90%	100.00%
Number of Graduates within 6 yrs from cohort	21	457	4	284	1021	9	2583	194	16	2596	1993	4589
Percent Graduated	70.00%	74.60%	80.00%	79.10%	73.00%	100.00%	73.80%	70.50%	80.00%	78.70%	68.40%	73.90%
Number Still Enrolled in 6th Year from cohort	0	19	0	7	64	0	116	15	0	76	145	221
Percent Retained	0.00%	3.10%	0.00%	1.90%	4.60%	0.00%	3.30%	5.50%	0.00%	2.30%	5.00%	3.60%

Source: IPEDS 2020-21 "Graduation Rates" report, "Section II - Bachelor's or equivalent degree-seeking subcohort - Transfers/exclusions", "subcohort of full-time, first-time students seeking a bachelor's or equivalent degree" table for cohort counts (IPEDS, Section II, Column 10), number of graduates (IPEDs, Section II, Column 29), and number still enrolled (IPEDs, Section II, Column 51). Starting from 2021 because format changes and number of still enrolled is asked instead of retained, percent retained will exclude number of graduates.

Note: FTIC includes Beginners and Early Admits.

The overall graduation rate for UCF after six years was 73.9%, which was an increase from the previous year's report (72.2%). UCF has gradually increased its overall graduation rate over the last six years. Female students' graduation rate increased to 78.7% compared to last year's (77.6%). Additionally, male students' graduation rate increased from 65.7% to 68.4%.

With regard to race/ethnicity, five of the protected categories exceeded the overall graduation rate – namely, American Indian/Alaska Native students (80%), Native Hawaiian/Other Pacific Islander students (100%), Unknown students (80%), Asian students (79.1%), and Black students (74.6%). Compared to last year's data, there were noticeable changes in the graduation rates for Non-Resident Alien students (50% to 70%), Native Hawaiian/Other Pacific Islander students (80% to 100%), and American Indian/Alaska Native students (83.3% to 80%), Black students (67.7% to 74.6%) and students with two or more races (68.1% to 70.5%). 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 2019-20 Equity Report submitted by the Division of Student Development and Enrollment Services (SDES) (Attachment A).

Table 5. Bachelor's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	138	517	10	421	1502	11	2912	228	48	5787
Female	141	1039	14	454	2371	18	4090	327	62	8516
Total	279	1556	24	875	3873	29	7002	555	110	14303
Category % of Total	2.00%	10.90%	0.20%	6.10%	27.10%	0.20%	49.00%	3.90%	0.80%	100.00%
AY 2018-19										
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	1.10%	11.00%	0.20%	5.70%	23.90%	0.30%	53.50%	3.70%	0.60%	100.00%
AY 2014-15										
Male	53	458	9	298	1097	17	3184	127	48	5291
Female	71	840	20	357	1518	16	4288	180	48	7338
Total	124	1298	29	655	2615	33	7472	307	96	12629
Category % of Total	1.00%	10.30%	0.20%	5.20%	20.70%	0.30%	59.20%	2.40%	0.80%	100.00%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000 Summary, all disciplines from the 2020-21, 2019-20, and 2015-16 reports for the AY2019-20, AY2018-19, and AY2014-15 cohorts, respectively.

The number of Bachelor's degrees awarded remained consistent at UCF. In the 2019-20 academic year, UCF awarded 14,303 Bachelor's degrees, which was an increase from the previous year (13,343). Of the degrees awarded, 59.5% were earned by female students and 40.5% by male students, which presented a slight shift from last year (58% and 42%, respectively). However, UCF did not achieve its goal with regard to underrepresented racial and ethnic groups in that UCF

experienced a decrease from 49% to 48.3%. Among the racial and ethnic categories, the number of degrees awarded increased for students who identified as two or more races, Hispanic, or Asian. However, there was a decrease in the percentage of degrees awarded to students who identified as Black.

Compared to the 2014-15 academic year, UCF increased the total number of Bachelor's degrees awarded by approximately 11.4% in 2019-20 (12,629 to 14,303), 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 [488 to 555 (12% increase)], Hispanic [3,195 to 3,873 (18% increase)], and Black [1,463 to 1,556 (6% increase)]. Consistent with the last two reports, proportionally, the most significant changes from 2014-15 data to 2019-20 data included an increase in the overall percentage of Hispanic students (23.9% to 27.1%) and a decrease in the overall percentage of White students (53.5% to 49%).

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2019-20										
Male	126	97	1	70	169	2	531	26	15	1037
Female	78	214	2	87	329	2	774	35	16	1537
Total	204	311	3	157	498	4	1305	61	31	2574
Category % of Total	7.90%	12.10%	0.10%	6.10%	19.30%	0.20%	50.70%	2.40%	1.20%	100.00%
AY 2018-19										
Male	138	68	2	63	157	0	473	11	16	928
Female	94	207	6	66	255	0	817	37	36	1518
Total	232	275	8	129	412	0	1290	48	52	2446
Category % of Total	9.50%	11.20%	0.30%	5.30%	16.80%	0.00%	52.70%	2.00%	2.10%	100.00%
AY 2014-15										
Male	129	52	1	39	104	1	482	14	72	894
Female	66	155	3	53	182	2	753	32	92	1338
Total	195	207	4	92	286	3	1235	46	164	2232
Category % of Total	8.70%	9.30%	0.20%	4.10%	12.80%	0.10%	55.30%	2.10%	7.30%	100.00%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000 Summary, all disciplines from the 2020-21, 2019-20, and 2015-16 reports for the AY2019-20, AY2018-19, and AY2014-15 cohorts, respectively.

UCF awarded 2,574 Master's degrees during 2019-20, which was an increase compared to the last four academic years (2,217 for 2015-16; 2,195 for 2016-17; 2,295 for 2017-18; and 2,446 for 2018-19). Approximately 40.2% of the Master's Degrees were earned by individuals in underrepresented categories, up from 35.6% in the previous year. Compared to last year's data, there were slight changes regarding most of the individual races/ethnicities with a few notable increases and one decrease. Specifically, Master's degrees awarded to students who identified as Black increased from 11.2% to 12.1%; for students who identified as Asian increased from 5.3% to 6.1%; for students who identified as Hispanic increased from 16.8% to 19.3%; for students who identified as Native Hawaiian/Pacific Islander increased from 0% to 0.2%; and for students who identified as two or more races increased from 2% to 2.4%. However, Master's degrees awarded

to American Indian/Alaska Natives decreased from 0.3% to 0.1%. Similarly, female students earned 59.7% of the Master's degrees awarded, which reflected a decline from the previous academic year (62%).

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	108	5	0	7	9	0	57	2	2	190
Female	27	4	0	5	9	0	62	1	2	110
Total	135	9	0	12	18	0	119	3	4	300
Category % of Total	45.00%	3.00%	0.00%	4.00%	6.00%	0.00%	39.70%	1.00%	1.30%	100.00%
AY 2018-19										
Male	59	6	0	8	6	0	61	4	4	148
Female	30	10	0	2	11	0	46	3	1	103
Total	89	16	0	10	17	0	107	7	5	251
Category % of Total	35.50%	6.40%	0.00%	4.00%	6.80%	0.00%	42.60%	2.80%	2.00%	100.00%
AY 2014-15										
Male	77	4	0	6	9	0	73	2	2	173
Female	21	4	0	2	7	0	72	3	4	113
Total	98	8	0	8	16	0	145	5	6	286
Category % of Total	34.30%	2.80%	0.00%	2.80%	5.60%	0.00%	50.70%	1.70%	2.10%	100.00%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000 Summary, all disciplines from the 2020-21, 2019-20, and 2015-16 reports for the AY2019-20, AY2018-19, and AY2014-15 cohorts, respectively.

Note: Doctoral degrees included above are the "research/scholarship" doctoral degrees from IPEDS data

UCF awarded 300 Doctoral degrees in 2019-20. Female students earned 36.7% of the Doctoral degrees, which was a decrease compared to 2018-19 (41%) and 2017-18 (43%). With regard to racial and ethnic diversity compared to last year's data, there was a percentage increase for Non-Resident Alien students from 35.5% to 45%. Similarly, there were minor percentage decreases for students that identified as Hispanic. Similar to prior years, students that identified as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander remained at zero. As to the overall diversity of Doctoral degrees, the percentage of degrees awarded decreased from 18.1% to 14%.

Table 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	1	0	0	16	10	0	50	2	1	80
Female	0	4	0	21	12	0	44	2	3	86
Total	1	4	0	37	22	0	94	4	4	166
Category % of Total	0.60%	2.40%	0.00%	22.30%	13.30%	0.00%	56.60%	2.40%	2.40%	100.00%
AY 2018-19										
Male	0	5	0	19	9	0	32	1	8	74
Female	0	1	0	17	5	0	55	2	10	90
Total	0	6	0	36	14	0	87	3	18	164
Category % of Total	0.00%	3.70%	0.00%	22.00%	8.50%	0.00%	53.00%	1.80%	11.00%	100.00%
AY 2014-15										
Male	0	2	1	9	4	0	36	1	4	57
Female	0	3	1	11	9	0	50	2	4	80
Total	0	5	2	20	13	0	86	3	8	137
Category % of Total	0.00%	3.60%	1.50%	14.60%	9.50%	0.00%	62.80%	2.20%	5.80%	100.00%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctor's Degree- Professional Practice, Chart for 99.0000 Summary, all disciplines from the 2020-21, 2019-20, and 2015-16 reports for the AY2019-20, AY2018-19, and AY2014-15 cohorts, respectively.

Note: Doctoral degrees included above are the "professional practice" doctoral degrees from IPEDS data

During 2019-20, UCF awarded 166 First Professional degrees, which is an increase in the number awarded in 2014-15. A closer look at the demographic data showed that women earned approximately 51.8% of these degrees, which was a decrease from last year's report (55%). In 2014-15, 58% 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 the percentage of unknown students decreased from 11% to 2.4%, which is significantly less than the 2014-15 figure of 5.8%. The data also showed a decrease in the number of degrees awarded to Black students compared to last year's data, but the overall number of Black students remained low (4 to 6). The number of Hispanic students increased by eight (14 to 22). Overall, UCF increased its diversity percentage for First Professional degrees from 36% to 40.4%.

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, see Attachment D.

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

A. **Knights Major Exploration and Transition Center (KMETC)** – https://academicsuccess.ucf.edu/kmetc - The University of Central Florida is committed to providing caring, quality advising and related student support services for all UCF students in a culturally sensitive and diverse environment. UCF encourages the development of individual initiative, responsibility and self-discipline by students in the planning of their own educational programs. Academic advisors and coaches within the KMETC work to empower and support all UCF undergraduate students in an undeclared designation or in the major exploration process. KMETC also works with students at any point in their academic career that encounter challenges. Our academic advisors and coaches assist students in recognizing their successes while also identifying barriers which could prevent the student's academic accomplishments.

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

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

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

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

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

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

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

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

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

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

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

I. **Office of Institutional Equity** –
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 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. UCF provides a comprehensive academic experience for all students to include both academic rigor and out of classroom learning experiences. The extensive amount of activities, programs, services and facilities are designed to enrich the overall learning experience while helping students reach their educational, personal, and professional goals. The president of UCF has charged the Office of Institutional Equity with ensuring compliance with all state and federal laws, as well as policies and regulations, regarding affirmative action, equal opportunity, and nondiscrimination. Inquiries about UCF policies and practices in this regard should be referred to the Office of Institutional Equity at 12701 Scholarship Drive, Suite 101, Orlando, FL 32816-0030; Phone: (407) 823-1336; or Email: oie@ucf.edu.

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

K. **Student Care Services** - https://scs.sdes.ucf.edu/ - 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. The SCS team coordinates referrals to campus and community resources, develops action plans for student success, oversees the Student of Concern process, and provides education and outreach to university and community members. SCS assists with providing remedial measures and support for students participating in the reporting process to or investigation process with the Office of Institutional Equity.

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

UCF is built on providing an inclusive learning and working environment. Since 1992, UCF's former president established five goals for the university including to "become more inclusive and diverse." Throughout the years, UCF has established practices and programs to recruit and support all students, including support directed to underrepresented students. The Division of Student Development and Enrollment Services' 2019-20 Equity Report (Attachment A) sets forth in detail over 270 activities and programs directed at student success in 2019-20, which included more than 247,000 students and employees having attended access and student success initiatives (such as Multicultural Academic Support Services, Student Accessibility Services, and the Veterans Academic Resource Center). Also, the Registrar's Office continues to administer the Knights Graduation and Grant Initiative which provides financial resources or guidance to students to assist them with overcoming financial obstacles and completing their degree programs (http://registrar.ucf.edu/completion-grant/kggi/).

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

- Brother to Brother program, which provides academic, career and leadership development, and social and financial support to multicultural or first-generation undergraduate male students. For 2019-20, 35 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 2019-20, 380 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. For 2019-20, 1,059 students participated in the program.
- Multicultural Transfer Program, which provides multicultural transfer students with a healthy entry to university life, where they can take advantage of opportunities to network and learn strategies that will help alleviate the cultural stress of acclimating to a new environment.
- Multicultural and First-Generation Programs provide a structured approach to developing social integration, self-efficacy, and a sense of belonging on campus through campus resources and support services; meaningful student engagement and student involvement opportunities.

Accolades:
- UCF's ODI continued to lead the way to federal designation as a Hispanic Serving Institution (HSI), 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.

- o In September 2019, UCF was recognized by *HO Magazine* as one of the top 100 schools for Hispanic students in the United States.
- For 2019 Fall semester, UCF attained its most diverse student enrollment with approximately 48% identifying as minorities with the highest GPA for a freshman class (4.17) and many National Merit Scholars (90).
- UCF continues to have more than 220 degree programs in 13 colleges with demonstrated excellence, which included the opening of UCF's Downtown campus in Fall 2019.
  - o UCF received a new school record $192.1 million in research funding for 2019.
  - o *Kiplinger* and *Forbes* ranked a UCF education among the nation's best values.
  - o *U.S. News & World Report* ranked UCF among the nation's most innovative universities.
  - o Rosen College of Hospitality Management was ranked No. 5 in the world for hospitality and tourism academics in the *Shanghai Rankings* listing of 500 of the world's top universities.
  - o UCF was named one of three finalists for the 2019 Degree Completion Award by the Association of Public and Land-grant Universities (APLU) for employing innovative approaches to improve degree completion while ensuring educational quality. UCF was specifically recognized for making great strides in addressing disparity between retention and graduation rates of African American and Hispanic students and their white counterparts.
  - o UCF was ranked No. 5 in the United States and No. 29 in the world for transportation science and technology, according to *Shanghai Ranking's Global Ranking of Academic Subjects* in 2020.
- UCF received the 2019 Higher Education Excellence in Diversity Award from *INSIGHT Into Diversity* magazine, which recognizes U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.
- In 2021, UCF was named No. 25 in the U.S. and No. 1 in the State of Florida among the 500 best employers for diversity in the nation by Forbes (Forbes' America's Best Employers for Diversity list).
- The College of Engineering and Computer Science's Office of Diversity and Inclusion (CECS ODI) was created with the purpose of developing programs for retention of minorities, women, and underrepresented groups in the field of engineering and computer science at the undergraduate level; as well as the recruitment of these categories of students at the graduate level. CECS ODI offers scholarships to the students from grants received from the National Science Foundation Louis Stokes Alliance for Minority Participation in Engineering and Science (NSF LSAMP), National Action Council for Minorities in Engineering (NACME), and several Corporate Endowed Scholarships.
- In September 2019, one of UCF's undergraduate students from Limbitless Solutions attended *Ideagen's* Empowering Women and Girls 2030 Summit at the United Nations in New York to discuss gender, disabilities and how technology has the capability of empowering people everywhere.

- In addition to other student support programs and resources, the university provides the following support to students seeking degrees in STEM disciplines:
  - COMPASS: The mission of COMPASS is to increase the number of UCF students pursuing a STEM discipline by offering students opportunities for career exploration and experiential learning in STEM during the first two years of their college career. To date, 400 students per year participate in this program. Approximating 80-85% of participants are captured into a STEM discipline with 50% of all cohorts achieving graduation.
  - EXCEL: Through improved student learning in cohort math and science courses, block housing shared by STEM-focused students, a tutoring center and early engagement in research experiences, EXCEL increases the likelihood of graduation in a student's chosen STEM discipline. During their first two years of college, EXCEL participants work in cohorts, making it easy for them to team up with study partners in required courses that may have several hundred students. To date, the program has served over 5000 students since 2006, and recruits a larger percentage of women and traditionally underrepresented individuals. Since 2016, approximately 300 students per year have engaged in this program. The program has a 92% retention rate for its first-year participants and has achieved a graduation rate of 50-55%, which is 10% higher than the national average.

PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS

UCF's Athletics provides 16 programs and more than 490 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 2019-20 remained compliant with a rate of 46% male and 54% female. With regard to scholarship funding, as noted below, the unduplicated female student-athletes ratio was 49% and these students received 48% of the scholarship funding ($3,782,882). The unduplicated male student-athletes ratio was 51% and these students received 52% of the scholarship funding ($4,112,365). Since the scholarship offerings are within a 1% variance, they remained compliant.

Table 1. Sex Equity in Athletics Update		
Element	**Assessment**	**Area for improvement? (check if yes, and describe on form below)**
1. Sports offerings	**Men's Sports:** baseball, basketball, football, golf, soccer, tennis **Women's Sports:** softball, basketball, golf, cross country, indoor track, outdoor track, rowing, soccer, tennis, volleyball	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	**Participation Rates:** 46% male, 54% female; **Undergraduate Enrollment:** 46% male, 54% female	
3. Availability of facilities, defined as *locker room, practice, and competitive facilities*	The facilities provided for each of our athletics programs are equitable. While some locker rooms, practice and competitive facilities are older than others, administration continues to monitor those facilities in need of updating and proceeds accordingly. Projected for the summer of 2020, M/W soccer will get new locker rooms, coaches offices and auxiliary spaces. Volleyball and women's track and field/cross country will also have some enhancements to their existing spaces once M/W soccer move into the new administrative building. All other Olympic Sport coaches will also be housed in the new administrative building.	

4. Scholarship offerings for athletes	We are fully funded per NCAA limits for all of our sponsored sports which includes the allowable NCAA miscellaneous dollars that can be provided through scholarship distribution.	
5. Funds allocated for:	For the 2019-20 academic year all sports were funded at the NCAA maximum limits per sport. Women's scholarships were funded at: $3,782,882 (48%) and the unduplicated participants for female student-athletes was 49% (within the 1% variance). Men's scholarships were funded at: $4,112,365 (52%) and the unduplicated participant numbers for male student-athletes was 51% (within the 1% variance).	
a) the athletic program as a whole	$58,557,203	
b) administration	$15,936,392	
c) travel and per diem allowances	$3,397,165	
d) recruitment	$632,483	
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 $13,895,790.	
f) publicity and promotion	The resources allocated to the marketing and promotion of all sports has improved from years past. Resources provided to all teams are equitable, and we continue to enhance the overall improvement.	
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 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 facilities continue 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**
Sport Budgets	With the mid year cancellation of the spring sports season, operating budgets were impacted due to a lack of funding sources from the elimination of the NCAA Basketball tournament. This had a direct effect on the overall spend in Fiscal Year 20 as well as the revenue. The Fiscal Year 21 budget was further impacted by the COVID pandemic, including reduced seating capacities and number of competitions.	**COVID Dependent**
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/Cross Country. Part of the facilities upgrade will also include new offices for Olympic Sport coaches and their assistants.	**Fall 2020 (The building officially opened in September/October 2020 (FY21)).**

Table 3. Student Athletes by Gender, 2019-20			
	Male	Female	Total
Number	227	270	497
Percent of Total	46%	54%	100%

Basis for Ensuring Compliance

_____   Accommodation of Interest and Abilities

__X____   Substantial Proportionality

_____   History and Practice of Expansion of Sports

PART V: EMPLOYMENT REPRESENTATION

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

Table 1. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2020	8	31	4	142	43	0	480	4	0	234	478	712
Number, Fall 2019	9	28	4	138	40	0	479	2	0	222	478	700
1YR Percentage Change	-11.10%	10.70%	0.00%	2.90%	7.50%	0.00%	0.20%	100.00%	0.00%	5.40%	0.00%	1.70%
Number, Fall 2015	4	28	3	100	37	0	412	1	0	167	418	585
5YR Percentage Change	100.00%	10.70%	33.30%	42.00%	16.20%	0.00%	16.50%	300.00%	0.00%	40.10%	14.40%	21.70%
Area for improvement, compared with national standards? (Check if yes)												0

Source: IPEDS Fall Staff, IPEDS Human Resources Data, Part A1- Full-time Instructional Staff by Academic Rank and Tenure Status- Tenured, from the 2020-21, 2019-20, and 2015-16 reports for the Fall 2020, Fall 2019, and Fall 15 cohorts, respectively.

Note: 1. IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty. 2. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) Sysem.

Tenured Faculty – Table 1:

Compared to the prior year, UCF added 12 tenured faculty positions (1.7% increase). UCF experienced a 5.4% increase in the number of tenured female faculty members (222 to 234), and the overall percentage of tenured female faculty members increased to 32.9% from 31.7%. Given the percentage increase and unlike prior years' reports, the category for female tenured faculty was no longer identified as an area in need of improvement for the university using comparative national standards. Peer data demonstrated that the percentage of female tenured faculty members was 32.6% and UCF barely exceeded this at 32.8%. With UCF being so close to falling below the peer data percentage, UCF will retain its goal of increasing female tenured faculty members.

With regard to racial and ethnic diversity, UCF experienced a slight increase in the overall percentage of underrepresented members (from 30.28% to 31.8%). Specifically, there was an increase in tenured faculty who identified as Black (28 to 31; 4% to 4.4%), two or more races (2 to 4; 0.3% to 0.6%), Asian (138 to 142; 19.7% to 19.9%), and Hispanic (40 to 43; 5.7% to 6%). Two categories remained the same – namely, American Indian/Alaska Native at 0.5% and Native Hawaiian/Other Pacific Islander at 0%. Non-Resident Alien faculty decreased [9 to 8 (1.3% to 1.2% of total)].

Similar to last year's report, when using comparative national standards, the category for tenured Black faculty members was not identified as an area in need of improvement. The peer data demonstrated that the percentage of Black tenured faculty members was 3.2% and UCF data exceeded this at 4.4%. However, it is important to note that the overall percentage of tenured Black faculty members in 2020 (4.4%) was less than the percentage in 2015 (4.8%). Moreover, the total number of tenured Black faculty members (31) in 2020 has only changed slightly compared to 2015 (28) despite the nearly 22% increase in total number of tenured faculty members. Similarly, the overall percentage of tenured Hispanic faculty members in 2020 (5.7%) was less than the

percentage in 2015 (6.3%). Accordingly, UCF will retain its goal of increasing Black and Hispanic tenured faculty members.

Furthermore, comparative national data demonstrated that the category of tenured faculty that identify as Native Hawaiian/Other Pacific Islander was an area in need of improvement. The peer data percentage for this category was 0.1% and UCF had zero tenured faculty in 2020 that identified in this category. Accordingly, UCF will retain its goal of increasing Native Hawaiian/Other Pacific Islander tenured faculty members.

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 2020	39	16	0	60	25	0	176	3	0	131	188	319
Number, Fall 2019	46	16	0	68	26	0	196	4	0	151	205	356
1YR Percentage Change	-15.20%	0.00%	0.00%	-11.80%	-3.80%	0.00%	-10.20%	-25.00%	0.00%	-13.20%	-8.30%	-10.40%
Number, Fall 2015	38	9	0	34	18	0	139	3	0	108	133	241
5YR Percentage Change	2.60%	77.80%	0.00%	76.50%	38.90%	0.00%	26.60%	0.00%	0.00%	21.30%	41.40%	32.40%
Area for improvement, compared with national standards? (Check if yes)												0

Source: IPEDS Fall Staff, IPEDS Human Resources Data, Part A1- Full-time Instructional Staff by Academic Rank and Tenure Status- On Tenure Track, from the 2020-21, 2019-20, and 2015-16 reports for the Fall 2020, Fall 2019, and Fall 15 cohorts, respectively.

Note: 1. IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty. 2. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) Sysem.

Tenure-Track Faculty – Table 2:
Compared to the prior year, UCF's tenure-track faculty population decreased from 356 to 319 (10.4% decrease). UCF decreased the number of tenure-track female faculty from 151 to 131 (42.4% to 41.1% of the total), and comparative national data identified this as an area in need of improvement as the peer data demonstrated that tenure-track female faculty made up 45.2% of the tenure-track faculty members.

During 2019-20, although the overall diversity for tenure-track faculty increased slightly from 32% to 32.6%, the number of tenure-track faculty decreased for the following racial categories: Asian [68 to 60 (11.8% decrease)]; Two or more race [4 to 3 (25% decrease)]; White [196 to 174 (10.2% decrease)]; and, Hispanic [26 to 25 (3.8% decrease)]. UCF also decreased the number of tenure-track faculty members who identified as Non-Resident Alien [46 to 39 (15.2% decrease)]. The three following categories remained the same with regard to the number of faculty members: American Indian/Alaska Native; Native Hawaiian/Other Pacific Islander; and Black. Compared to 2015, the overall diversity for tenure-track faculty decreased from 51% to 33%. Utilizing comparative national standards, the following areas were identified as areas in need of improvement: American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and two or more races.

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 2020	11	21	0	34	55	0	419	6	0	314	232	546
Number, Fall 2019	16	23	0	35	55	0	432	7	0	318	250	568
1YR Percentage Change	-31.30%	-8.70%	0.00%	-2.90%	0.00%	0.00%	-3.00%	-14.30%	0.00%	-1.30%	-7.20%	-3.90%
Number, Fall 2015	14	17	1	19	34	0	413	4	0	282	220	502
5YR Percentage Change	-21.40%	23.50%	-100.00%	78.90%	61.80%	0.00%	1.50%	50.00%	0.00%	11.30%	5.50%	8.80%
Area for improvement, compared with national standards? (Check if yes)												0

Source: IPEDS Fall Staff, IPEDS Human Resources Data, Part A1- Full-time Instructional Staff by Academic Rank and Tenure Status- Not on Tenure Track, from the 2020-21, 2019-20, and 2015-16 reports for the Fall 2020, Fall 2019, and Fall 15 cohorts, respectively.

Note: 1. IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty. Each cohort count is the sum of "Not on Tenure Track" categories including "Multi-year contract", "annual contract", "less than annual contract", and "indefinite duration contract" 2. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) Sysem.

Non-Tenure-Earning Faculty – Table 3:

Compared to the prior year, the number of UCF female faculty decreased from 318 to 314. For 2020, approximately 57.5% of non-tenure-earning faculty members identified as female, which was an increase from 2019 (56%) and 2015 (56%).

With regard to racial and ethnic diversity, the overall number of non-tenure-earning faculty decreased from 568 to 546. The following five categories also decreased: Non-Resident Alien (16 to 11), Black (23 to 21), Asian (35 to 34), two or more races (7 to 6), and White (432 to 419). The following racial categories remained the same: Hispanic, American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander. Compared to 2019, UCF experienced a slight increase in the overall diversity percentage (from 21.1% to 21.2%). Compared to 2015, the overall diversity for non-tenure-earning faculty increased from 14.9% to 21.2%. Nevertheless, utilizing comparative national standards, the following categories were identified as areas in need of improvement: American Indian/Alaska Native, Asian, and Native Hawaiian/Other Pacific Islander.

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 2020	0	52	2	21	65	0	400	7	0	296	251	547
Number, Fall 2019	3	49	3	20	68	1	412	6	0	293	269	562
1YR Percentage Change	-100.00%	6.10%	-33.30%	5.00%	-4.40%	-100.00%	-2.90%	16.70%	0.00%	1.00%	-6.70%	-2.70%
Number, Fall 2015	3	77	2	31	75	0	524	7	1	410	310	720
5YR Percentage Change	-100.00%	-32.50%	0.00%	-32.30%	-13.30%	0.00%	-23.70%	0.00%	-100.00%	-27.80%	-19.00%	-24.00%
Area for improvement, compared with national standards? (Check if yes)												0

Source: IPEDS Fall Staff, IPEDS Human Resources Data, Part B1- Full-Time Non-instructional Satff by Occupational Category, Summary Table, "Management Occupations 11-0000" column from the 2020-21, 2019-20, and 2015-16 reports for the Fall 2020, Fall 2019, and Fall 15 cohorts, respectively.

Note: IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) Sysem.

Executive/Administrative/Managerial – Table 4:

Compared to the prior year, UCF decreased the total number of management occupations in 2019-20 by 2.7% (562 to 547). Despite the decrease in the total number of management occupations, the number of management occupations held by female employees slightly increased (293 to 296), and female employees' overall percentage of management positions increased as well (52% to 54%). Compared to 2015, this was a decrease from 57%.

With regard to racial and ethnic diversity, five categories experienced a decrease in the total number of managers – namely, White (412 to 400), Hispanic (68 to 65), American Indian/Alaska Native (3 to 2), Native Hawaiian/Other Pacific Islander (1 to 0) and Non-Resident Alien (3 to 0). Management that identified as Black, Asian or two or more races increased (49 to 52; 20 to 21; and 6 to 7, respectively). The overall diversity for management occupations increased slightly from approximately 26% to 27%, which is the same as the overall diversity for 2015.

Utilizing comparative national standards for management occupations, this year's review indicated that UCF's data related to individuals that identified as female, Asian, Native Hawaiian/Other Pacific Islander or American Indian/Alaska Native was lower than peer data. Specifically, peer data related to female managers demonstrated a percentage of 55.7% whereas UCF's percentage was 54%. Peer data related to Asian managers demonstrated a percentage of 4.4% whereas UCF's percentage was 4%. Similarly, peer data related to Native Hawaiian/Other Pacific Islander demonstrated a percentage of 0.2% whereas UCF's percentage was 0.%. Peer data related to American Indian/Alaska Native demonstrated a percentage of 0.3% whereas UCF's percentage was 0.%.

When using comparative national standards, the category for individuals that identify as Black was not identified as an area in need of improvement as the peer data demonstrated that the percentage of Black managers was 8.2% and UCF data exceeded this at 9.5%. However, it is important to note that the overall percentage of Black managers was less than the percentage in 2015 (10.6%). Accordingly, UCF goals related to these positions will include maintaining or increasing the number of managers that identify as Black.

Summary:

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

Equally important, as set forth in last two years' reports, 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 within the search process to ensure equal opportunity for employment and that specifically identified, traditionally underrepresented groups are aware of employment opportunities and actively encouraged to pursue them. To assist with this initiative, the Office of Institutional Equity and the Department of Human Resources are in the process of adding staff to their areas that will support implementation of these search and hiring process improvements.

Also, as set forth in last two years' reports, 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.

In June 2020, President Alexander Cartwright provided the following overview of his action plan to support equity, inclusion, and diversity at UCF:

- Make the position of chief equity, inclusion, and diversity officer a vice president position and, as such, a member of the president's cabinet. A national search was conducted for this position during Fall 2020.
- Create a president's Executive Committee on equity, inclusion, and diversity.
- Implement a requirement that all units and colleges demonstrate their own commitment to inclusive excellence, through dedicated resources and training.
- Increase institutional resources and full-time staff who are dedicated to helping deliver on these promises.
- Improve search committee trainings and education.
- Build strong recruitment efforts into the search process to encourage qualified applicants from underrepresented backgrounds to apply, and provide the resources to be competitive in attracting and retaining top talent.

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

PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT

Part VI presents the required information regarding areas of achievement for 2019-20 goals and areas for improvement in 2020-21.

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (2020-21)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (2019-20)
Goal for 2020-21: Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees.	*Goals for 2019-20:* Maintain or increase underrepresented member degrees awarded at all levels, and increase underrepresented members obtaining First Professional Degrees. *Result for 2019-20:* With regard to Bachelor's degrees, UCF did not achieve its goal in that UCF experienced a decrease from 49% to 48.3% for underrepresented racial and ethnic groups. Among the racial and ethnic categories, the number of degrees awarded increased for students who identified as two or more races, Hispanic, or and Asian. However, there was a decrease in the percentage of degrees awarded to students who identified as Black. That said, UCF improved with female representation, which increased from 58% to 59.5%. With regard to Master's degrees, UCF achieved its goal in that approximately 40.2% of the Master's degrees were earned by individuals in underrepresented categories, up from 35.6% in the previous year. Compared to last year's data, there were slight changes regarding most of the individual races/ethnicities with a few notable increases and one decrease. Specifically, Master's degrees awarded to students who identified as Black increased from 11.2% to 12.1%; for students who identified as Asian increased from 5.3% to 6.1%; for students who identified as Hispanic increased from 16.8% to 19.3%; for students who identified as Native Hawaiian/Pacific Islander increased from 0% to 0.2%; and for students who identified as two or more races increased from 2% to 2.4%. However, Master's degrees awarded to American Indian/Alaska Natives decreased from 0.3% to 0.1%. Similarly, UCF experienced a decrease with 59.7% of Master's degrees being earned by female students as compared to 62% in the prior year With regard to Doctoral degrees, UCF did not increase female representation nor did UCF achieve its goal for racial and ethnic diversity. Specifically, as to female students, the percentage of degrees awarded decreased from 41% to 36.7%. As to underrepresented racial and ethnic categories, the percentage of degrees awarded decreased from 18.1% to 14%. With regard to First Professional degrees, UCF achieved its goal in that it increased its percentage from 36% to 40.4% for underrepresented racial and ethnic categories. However, the percentage of these degrees awarded to female students decreased from 55% to 51.8%.

Areas of Improvement Pertaining to Gender Equity in Athletics (2020-21)	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (2019-20)
Goal for 2020-21: Complete upgrade to locker room spaces for men's and women's soccer, football, volleyball and track and field by the end of 2020, which as set forth herein has been achieved. Maintain equity related to participation, scholarship, and allocation of resources.	*Goal for 2019-20:* UCFAA is in the process of upgrading the locker room spaces for men's and women's soccer, football, volleyball and track and field. Part of the facilities upgrade will also include new offices for Olympic Sport coaches and their assistants. This will be a project that will span over the next three years. *Result for 2019-20:* UCFAA's upgrade of the locker rooms made progress throughout 2019-20. Due to delays related to COVID-19, the upgrade was not completed in Spring 2020 as initially anticipated but was completed during the fall of 2020.
Areas for Improvement Pertaining to Employment Identified (2020-21)	**Achievement Report for Areas of Improvement Pertaining to Employment (2019-20)**
Goals for 2020-21: For tenured faculty, increase the number of tenured faculty that identify as female, Black, Hispanic, and/or Native Hawaiian/Other Pacific Islander. For tenure-track faculty, increase the number of tenure-track faculty that identify as female, as well as increase the overall diversity percentage for this group (including increasing the number of tenure-track faculty who identify as American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and/or two or more races). For non-tenure-earning faculty, increase the overall diversity percentage for this group (including increasing the number of non-tenure-earning faculty who identify as American Indian/Alaska Native, Asian, and/or Native Hawaiian/Other Pacific Islander). For executive/administrative/ managerial positions, increase the overall diversity percentage for this group (including increasing the number of managers that identify as female, Black, Asian, American Indian/Alaska Native and/or Native Hawaiian/Other Pacific Islander).	*Goals for 2019-20:* For tenured faculty, increase the number of tenured faculty that identify as female and increase the overall diversity percentage for this group. For tenure-track faculty, maintain or increase the overall diversity percentage for this group. For non-tenure-earning faculty and executive /administrative/ managerial positions, increase the overall diversity percentage for these groups. *Result for 2019-20:* With regard to tenured faculty, UCF achieved its goal in that UCF increased the number of female faculty from 222 to 234, which resulted in an increase in the percentage of tenured female faculty members from 31.7% to 32.9%. With regard to racial and ethnic diversity, UCF experienced a slight increase in the overall percentage of underrepresented members (from 30.28% to 31.81%). With regard to tenure-track faculty, UCF achieved its goal. Although UCF decreased in the number of tenure-track female faculty from 151 to 131 (42.4% to 41.1% of the total), the overall diversity percentage for tenure-track faculty increased slightly from 32% to 32.6% as compared to 2019. With regard to non-tenure-earning faculty, UCF achieved its goal in that the overall diversity percentage increased slightly from 21.1% to 21.2%. Also, approximately 57.5% non-tenure-earning faculty identified as female, up from 56% in 2019. With regard to executive/administrative/managerial positions, UCF achieved its goal with regard to overall racial and ethnic diversity in that there was an increase from approximately 26% to 27%. Three categories experienced an increase in the total number of managers – namely, Black (49 to 52), Asian (20 to 21), and two or more races (6 to 7). Also, the number of management occupations held by female employees increased (293 to 296), and female employees' overall percentage of management positions increased as well (52% to 54%).

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, 2019-2020

Sex, Race/Ethnicity MALES	Applied	Withdrawn	Denied	Deferred	Nominated
American Indian or Alaskan Native	0	0	0	0	0
Asian	9	0	0	0	9
Black or African American	0	0	0	0	0
Hispanic	2	0	0	0	2
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	0	0	0	11
Other, Not Reported	0	0	0	0	0
Total Male (Include Other, Not Reported)	**22**	**0**	**0**	**0**	**22**
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	0	0	4
Black or African American	3	0	0	0	3
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	2	0	0	0	2
White	11	0	0	0	11
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (Include Other, Not Reported)	**21**	**0**	**0**	**0**	**21**
	48.8%	0.0%	0.0%	0.0%	48.8%
GRAND TOTAL	**43**	**0**	**0**	**0**	**43**

LEGEND:

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

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

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

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

In the 2019-20 promotion and tenure process, the university had a 100% approval rate (43 of 43). Accordingly, as to "comparative success" rates, the underrepresented classes had a success rate of 100% (21/21), and White applicants had a success rate of 100% (22/22). Similarly, females had a success rate of 100% (21/21) and males had a success rate of 100% (22/22). The data also demonstrated that 30% of the promotion and tenure approvals were for Asians, 7% were for Blacks and Hispanics, respectively, and 5% were for two or more races. Also, 48.8% of approvals were for females.

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 2019-20

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	0	0	0	0	1	0	0	5	2	0	0	7	3
COLLEGE OF ENGINEERING & COMPUTER SCIENCE	0	0	0	0	4	0	0	0	0	0	0	0	2	0	0	0	6	0
Computer Science	0	0	0	0	6	3	0	0	0	0	0	0	9	1	0	0	15	4
Electrical & Computer Engineering	0	0	0	0	6	1	0	0	0	0	0	0	6	2	0	0	12	3
Industrial Engineering & Management Systems	0	0	0	0	0	0	0	0	1	0	0	0	4	0	0	0	5	0
Mechanical & Aerospace Engineering	2	0	0	0	9	1	0	0	0	0	0	0	4	1	0	0	15	2
Civil, Environmental, & Construction Engineering	0	0	0	0	6	0	0	0	0	0	0	0	6	0	0	0	12	0
Materials Science & Engineering	0	0	0	0	5	0	0	0	0	0	0	0	2	0	0	0	7	0
COLLEGE OF NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3
Nursing Systems	0	1	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	5
Nursing Practice	0	0	0	0	0	0	0	0	0	0	0	0	2	3	0	0	2	3
COLLEGE OF MEDICINE	0	0	0	0	1	0	0	0	1	0	0	0	2	0	0	0	4	0
Burnett School of Biomedical Sciences	0	0	0	0	3	0	0	0	1	1	0	0	2	1	0	0	6	2
Medical Education	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	2	1
COLLEGE OF ARTS & HUMANITIES	0	0	0	0	0	2	0	0	0	0	0	0	4	1	0	0	4	3
English	0	0	0	0	0	0	0	0	0	1	0	0	2	5	0	0	2	6
Music	0	2	0	0	0	1	0	0	1	1	0	0	13	4	0	0	14	8
Visual Arts & Design	0	0	0	0	1	1	0	0	0	1	0	0	7	4	0	0	8	6
Theatre	0	0	0	0	0	1	0	0	0	1	0	0	6	1	0	0	6	3
Film & Mass Media	0	0	1	0	0	0	0	0	0	0	0	0	7	4	0	0	8	4

Games & Interactive Media	0	0	0	0	0	0	0	0	0	2	0	0	2	2	0	0	2	4
COLLEGE OF SCIENCES	0	0	0	0	1	0	0	0	2	0	0	0	6	1	0	0	9	1
Physics	0	0	0	0	5	1	0	0	1	0	0	0	10	0	0	0	16	1
Chemistry	0	0	0	0	3	1	0	0	1	0	0	0	7	0	0	0	11	1
Sociology	0	0	0	0	0	1	0	0	1	0	0	0	2	7	0	0	3	8
Mathematics	0	0	0	0	9	0	0	0	0	0	0	0	7	2	0	0	16	2
Psychology	0	0	0	0	1	0	0	0	0	0	0	0	2	2	0	0	3	2
Biology	0	0	1	0	0	0	0	0	0	0	0	0	7	2	0	0	8	2
Anthropology	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Statistics Data Science	1	0	0	0	4	0	0	0	0	0	0	0	1	0	0	0	6	0
Communication	1	0	1	0	0	0	0	0	0	1	0	0	3	4	0	0	5	5
COLLEGE OF COMMUNITY INNOVATION & EDUCATION	1	1	0	0	1	0	0	0	0	0	0	0	5	0	0	0	7	1
Health Management & Informatics	0	1	0	0	3	1	0	0	1	0	0	0	2	2	0	0	6	4
Legal Studies	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1
Public Administration	0	0	0	0	1	0	0	0	0	0	0	0	2	1	0	0	3	1
School of Teacher Education	0	1	0	0	0	0	0	0	2	1	0	0	4	16	0	0	6	18
Criminal Justice	1	0	0	0	1	0	0	0	1	0	0	0	7	3	0	0	10	3
COLLEGE OF BUSINESS ADMINISTRATION	0	0	0	0	1	0	0	0	1	0	0	0	2	1	0	0	4	1
Management	0	0	0	0	0	0	0	0	0	0	0	0	8	2	0	0	8	2
Marketing	0	0	0	0	3	1	0	0	0	0	0	0	3	0	0	0	6	1
Finance	1	1	0	0	3	0	0	0	0	0	0	0	4	1	0	0	8	2
Accounting	0	0	0	0	0	2	0	0	0	0	0	0	3	2	0	0	3	4
DeVos Sport Business Management	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Economics	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	4	0
COLLEGE OF HEALTH PROFESSIONS & SCIENCES	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	1	2
Health Sciences	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4	0
Social Work	0	0	0	0	0	0	0	0	0	1	0	0	1	4	0	0	1	5
ROSEN COLLEGE OF HOSPITALITY MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Hospitality Services	0	0	0	0	2	2	0	0	1	0	0	0	3	0	0	0	6	2
Tourism, Events and Attractions	0	0	0	0	1	0	0	0	0	1	0	0	1	3	0	0	2	4
GRAND TOTAL	7	7	3	0	83	19	0	0	16	12	1	0	192	98	0	0	302	136

Faculty members elect committee representatives from among the tenured faculty to serve on departmental and college committees, as well as the university committee. For 2019-20, the University Committee was comprised of ten members: seven males, three females, seven White, two Asian and one Hispanic.

A review of the college committees' composition demonstrated that all college committees had female representation for 2019-20 except for the College of Engineering & Computer Science and the College of Medicine. Female faculty comprised 31% of the college committees' composition. Also, faculty that identified as Black (3%), Hispanic (6%), Asian (23%), American Indian or Alaska Native (1%) and White (66%) were members of these committees.

A review of the department committees' composition demonstrated that six of the 40 department committees had no female representation in 2019-20, which was a decrease from seven departments from the previous year's report. Specifically, the following department committees lacked female representation: (1) Industrial Engineering & Management Systems; (2) Civil, Environmental and Construction Engineering; (3) Materials Science & Engineering; (4) Statistics Data Science; (5) Economics, and (6) Health Sciences. One department committee had no male representation in 2019-20 (Nursing Systems). Women comprised approximately 32% of the 379 committee members (121 of 379), which was an increase from 31% last year. Non-female representation may be attributed to several factors including a comparative lack of tenured female faculty.

Nine department committees included faculty members that identified as Black, which is two more than last year. Eighteen department committees included faculty members that identified as Hispanic (which is four more than last year), and twenty-four department committees included faculty that identified as Asian (which is eight more than last year). Three department committees included an American Indian/Alaska Native faculty member. Overall, of the 379 department committee members, 251 identified as White (66%), 90 as Asian (24%), 23 as Hispanic (6%), 12 as Black (3%), and 3 as American Indian/Alaska Native (1%). This resulted in underrepresented individuals making up approximately 34% of the department committees, which is an increase from 30% set forth in last year's report.

PART IX: OTHER REQUIREMENTS

A. Budget Plan

The University of Central Florida's 2019-20 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 2019-20 Equity Report (Attachment A), the Office of the Provost developed UCF's Faculty Recruitment Program (formerly referred to as the Targeted Opportunity Program (TOP) Inclusive Excellence (IE) Program). This program has been in existence since 2015-16 as a replacement to the previously administered Diversity Enhancement program. The Faculty Recruitment Program provided funding to hire tenured or tenure-track faculty members. The goal of this program was to increase diversity at UCF and to attract underrepresented faculty members in academic disciplines where underrepresentation was indicated. For 2019-20, this program was utilized for the hiring of five faculty members.

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

Criteria for hires: Eligible Faculty Recruitment Program applicants are required to be U.S. citizens or permanent residents who are strong scholars, seek a tenured or tenure-track faculty appointment in an academic discipline, and address a defined area of underrepresentation. All faculty members hired under this program must have strong credentials to meet the criteria for promotion and tenure on the normal schedule for faculty advancement. Thus, appropriate faculty review procedures (e.g., tenure with hire) are required during the appointment process. Final approval for hire rests with the provost and vice president based upon all factors mentioned above.

The provost supported the university's equity goals to increase faculty diversity and reduce significant underrepresentation of protected groups and females with a commitment of $288,000 for the 2015-16 fiscal year, $958,000 for the 2016-17 fiscal year, $1,156,365 for the 2017-18 fiscal year, $1,742,522 for the 2018-19 fiscal year, and $902,310 for the 2019-20 fiscal year for the Faculty Recruitment Program. Please note, in previous years the data provided was specific to the

revenue allocation to academic units related to Inclusive Excellence hires. The amounts reflected were much higher than that related to actual current year hires due to non-recurring allocations.

B. President's Evaluation

Alexander Cartwright was hired as president on April 13, 2020. Therefore, an evaluation of the president was not completed for the 2019-20 year.

C. Top Administrators' Evaluations

With regard to the vice presidents that report to the president, those were not completed as Alexander Cartwright was hired as president on April 13, 2020. As to the vice presidents and vice provosts that report to the provost, due to transitions in leadership (including the appointment of Michael Johnson as Interim Provost on January 24, 2020 and the retirement of two of these vice presidents), evaluations were not completed for all leadership. However, of the two vice president evaluations completed, leadership received outstanding overall performance evaluations, which included an assessment of their promotion of cultural diversity.

ATTACHMENT A

Division of Student Development and Enrollment Services
2019 – 2020 Equity Report

TRANSFORMATIVE OPPORTUNITIES

Inspiring Equity, Diversity and Inclusion

2019–20 EQUITY REPORT

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

ADRIENNE FRAME, Ed.D., INTERIM VICE PRESIDENT FOR STUDENT DEVELOPMENT AND ENROLLMENT SERVICES

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EQUITY, DIVERSITY AND INCLUSION FRAMEWORK

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

SDES DIVERSITY HISTORY

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

INTRODUCTION

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

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

EXECUTIVE SUMMARY PROGRAMS

ACADEMIC PROGRAMS

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
53	63,101

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

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

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

SDES TRIO CENTER: The term "TRiO" was coined in the late 1960s to describe three federally funded educational opportunity outreach programs. The goal of Student Support Services (SSS) is to increase the college retention and graduation rates of its participants and help students make the transition from one level of higher education to the next.

ADMISSIONS

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

2 | 5,915

UNDERGRADUATE ADMISSIONS: At UCF, big things are happening! We prepare you for life and a career. Here you'll experience the benefits of a complete college experience on a friendly and exciting campus. Our student services and faculty provide a quality education in internationally recognized fields such as engineering, hospitality, digital media and biomedical science.

CLUBS AND INTRAMURAL ACTIVITIES

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

22 | 1,627

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

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

EDUCATIONAL, WORK, & CAMPUS ENVIRONMENT

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:

TOTAL ATTENDANCE:

88 | 153,126

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.

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.

STUDENT CONDUCT AND ACADEMIC INTEGRITY: Student Conduct and Academic Integrity (SCAI), 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.

OFFICE OF STUDENT INVOLVEMENT (OSI): The mission of the Office of Student Involvement (OSI) is to provide quality programs, services, and leadership opportunities that enrich students' academic endeavors and enhance the campus environment. Students and staff collaborate to develop programs and services which encourage student's personal growth, to promote civic responsibility, to embrace differences, and to connect students to the campus and the community.

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

STUDENT 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.

SOLDIERS TO SCHOLARS: The Soldiers to Scholars program focuses on enlisted service members of all backgrounds and giving them an opportunity to better themselves by earning a college degree to become teachers; serving as mentors and being positive role models to less fortunate children, leading to improving the lives of citizens in their community

HEALTH SERVICES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:

TOTAL ATTENDANCE:

83 | 21,607

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

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

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

HOUSING

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:

TOTAL ATTENDANCE:

22 | 1,233

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.

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 2019–2020

ACADEMIC

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

53 | 63,101

FIRST YEAR EXPERIENCE

PEGASUS PALOOZA
August 23–August 31, 2019
Attendance: 35,349
Purpose: Pegasus Palooza takes place during the first week of every fall semester and is UCF's official welcome week. The purpose of Pegasus Palooza is to provide social, academic, and service activities for students to get acquainted with the UCF campus, learn about resources, and meet other people. Events are designed to introduce students to campus life and provide them with fun things to do in their first week.
Department hosting and collaborators: Varies per event; most SDES offices, and many outside of the division and FYE

OUT-OF-STATE STUDENT MENTORING PROGRAM (OSSM)
Fall 2019–Spring 2020
Attendance: 590 students in OSSM, 76 students in the Living Learning Community
Purpose: The Out of State Student Mentoring program is a first-year transition program to connect out of state first time in college (FTIC) students to UCF and the Orlando communities. Involvement includes: connecting students to on campus events and resources via their assigned peer mentor. Students are offered unique, discounted excursions in the Orlando area to help connect them to their new home. Students have the opportunity to live in the optional living learning community where they connect with other out of state peers on their residence hall floor.
Department hosting and collaborators: FYE, KMETC Housing & Residence Life, RWC

SLS 1501 FRESHMAN SEMINAR
2019–2020 academic year
Attendance: Enrollment in SLS 1501 for the 2019-2020 academic year was more than 1,500 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.
Department hosting and collaborators: First Year Experience, College of Community Innovation and Education

LEARNING AND INTERACTING WITH NEW KNIGHTS (LINK)
Events held throughout the 2019–2020 academic year
Attendance: 12,067
Purpose: LINK is an education and involvement based program to help first-time-in-college (FTIC) and new Transfer students become engaged with the campus and UCF community.
Department hosting and collaborators: Varies per event. SDES office and many outside of the division.

ORIENTATION — 2 WEEK UNIT ON ENHANCING CULTURAL PROFICIENCY FOR THE ORIENTATION TEAM LEADERSHIP DEVELOPMENT COURSE SLS2715

January 28–February 6, 2020
Attendance: 37 O-Teamers
Purpose: To introduce the concepts of individual identity, diversity, inclusion and the importance of being accepting of others as it relates to their work with new students and their guest thought Orientation.
Department hosting and collaborators: First Year Experience

BEING A RESPONSILBE KNIGHT

Summer 2020
Attendance: All incoming FTIC students were required to complete "Being a Responsible Knight" portion of the mandatory webcourse. — 7377
Purpose: The Responsible Knight program focused on introducing incoming FTIC students to campus resources, what it means to be part of the UCF community, and their responsibility to create an environment that is safe, inclusive, and positive.
Department hosting and collaborators: First Year Experience, OSRR, Title IX, UCFPD

MULTICULTURAL ACADEMIC AND SUPPORT SERVICES

MASS STUDENT SUCCESS CONFERENCE

September 6–8, 2019
Attendance: 131
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, Office of President, Office of Student Financial Aid, Faculty, Alumni, Career Services, Colleges, SDES

ACCESS SUMMER BRIDGE PROGRAM

2019–2020
Attendance: 380
Purpose: To offer a six-week summer component and an academic enhancement component that spans the fall and spring semesters for the First time in college and first-generation students.
Department hosting and collaborators:
Multicultural Academic and Support Services, SARC

MASS WELCOME BACK BASH

Fall 2019 and Spring 2020
Attendance: 560
Purpose: To engage FTIC and transfer students with learning about resources, campus departments, and student organizations across the campus.
Department hosting and collaborators:
Multicultural Academic and Support Services, MSC, Fraternity and Sorority Life, UCF PD, Legal Services, FYAE, OSI, and various Registered Student Organizations.

MASS LAPTOP LOANER PROGRAM

2019–2020 Academic Year
Attendance: 1455
Purpose: To provide access to computers to students who need a program. This an opportunity for students to check out a laptop for two weeks.
Department hosting and collaborators:
Multicultural Academic and Support Services, Library, Technology

SISTER TO SISTER PROGRAM

2018–2019 Academic Year
Attendance: 35
Purpose: To provide multicultural and first generation female students the opportunity to connect and learn about various ways to be successful in UCF and in life.
Department hosting and collaborators:
Multicultural Academic and Support Services, CAPS

DEFERRED ACTION CHILDHOOD ARRIVALS (DACA) AND DREAMERS PROGRAM
2019–2020 Academic Year
Attendance: 111
Purpose: Deferred Action and Childhood Arrivals (DACA) and Dreamers Program is a program created to support young immigrants living in the United States who were brought here as children in their pursuit of higher education.
Department hosting and collaborators:
Multicultural Academic and Support Services, Global Studies, Career Services, UCF Cares

FIRST GENERATION AWARENESS CELEBRATION WEEK
November 8–13, 2020
Attendance: 579
Purpose: The University of Central Florida (UCF) continued the tradition of a week-long celebration of the presence and experiences of first-generation students, faculty, and staff. This year's virtual celebration included virtual and face-to-face campus resources, engagement opportunities, and events across the UCF campus community, Downtown UCF, and Valencia College.
Department hosting and collaborators: MASS, Downtown Campus, Valencia College, UCF IT, SDES, Community Support Services

STUDENT SUCCESS PROCESS IMPROVEMENT(FIRST-GENERATION) OUTREACH
2019–2020
Attendance: 1054
Purpose: To assist first-generation students in persisting at the university, which will eventually meet the University retention and graduation goals.
Department hosting and collaborators:
MASS, Housing, Provost Office, Office of Student Financial Aid, Institutional Knowledge Management, Career Services

FIRST-GENERATION MATCHING GRANT SCHOLARSHIP PROGRAM
2019–2020 Academic Year
Attendance: 681
Purpose: First-generation students often need financial resources to assist them with the cost of attendance at the university to include tuition, housing, books, and transportation.
Department hosting and collaborators:
Multicultural Academic and Support Services, Office of Student Financial Aid

BROTHER TO BROTHER PROGRAM
2019–2020 Academic Year
Attendance: 35
Purpose: The mission of the Brother to Brother (B2B) program is to provide academic, career, and leadership assessment (development), social and financial support to multicultural or first-generation undergraduate males who are enrolled part or full time at UCF. The program offers leadership development, career exploration, academic skill building and social enrichment activities.
Department hosting and collaborators:
Multicultural Academic and Support Services

MULTICULTURAL AND FIRST GENERATION NETWORK RECEPTION
February 12, 2020
Attendance: 129
Purpose: To connect multicultural and first-generation students, and alumni to premier employers who are seeking students for internships and full-time employees.
Department hosting and collaborators:
Multicultural Academic and Support Services

FIRST-GENERATION SPRING RESOURCE FAIR
March 24, 2020
Attendance: 175
Purpose: The purpose of this event is to connect students with campus and community resources. This was also an excellent opportunity for campus and community partners to take part in this celebration by showing our students how much we as a community support them along their educational journey. Campus partners provided resources, information to students, including giveaways, educational/informational fliers/brochures.
Department hosting and collaborators: SDES Units, Parent and Family Grant, School of Social Work, Registered Student Organizations, Career Services, Health and Wellness, Experiential Learning, Office of Student Involvement, UCF Police Department, Undergraduate Resources, Sister to Sister, Multicultural Academic and Support Services, Colleges and UCF departments.

NON-FLORIDA TUITION WAIVER
2019–2020 Academic Year
Attendance: 18
Purpose: To provide financial assistance to those multicultural and first-generation students who are non-Florida residents. These funds will help offset the additional cost of attending UCF as an out-of-state student.
Department hosting and collaborators: Multicultural Academic and Support Services, Office of Student Financial Aid

WORKSHOPS AND LUNCH AND LEARN
2018–2019 Academic Year
Attendance: 186
Purpose: To provide multicultural and first-generation students the opportunity to network with UCF faculty and staff on campus by asking those individuals out to lunch to learn more about what they do and further enhance the relationship between underrepresented students and UCF faculty and staff.
Department hosting and collaborators: Multicultural Academic and Support Services, Faculty, Administrators, and Staff

MASS SCHOLARHSIPS
2019–2020 academic year
Attendance: 48
Purpose: To provide multicultural and first-generation students the opportunity to secure scholarship money by attending various engagement events/workshops conducted by different departments on campus. It provides the students the opportunity to meet other professionals at UCF, gain valuable knowledge about those programs, and assist them financially.
Department hosting and collaborators: Multicultural Academic and Support Services

ASSOCIATE VICE-PRESIDENT GRADUATION LETTER TO FIRST-GENERATION GRADUATES
May 2020
Attendance: 1,756
Purpose: To congratulate and celebrate those first-generation students who are the first in their families to graduate with a four-year degree.
Department hosting and collaborators: Multicultural Academic and Support Services, SDES

FIRST GENERATION ADVISORY BOARD
2019–2020 Academic Year
Attendance: 15
Purpose: To increase the number of students at our institution who are on track to graduate from the university. We are committed to closing retention, persistence, and completion gaps for first-generation students at the University of Central Florida. Provide strategic guidance, vision, and oversight for the University of Central Florida, including: Developing and refining the purpose of the committee, the collective vision, goal(s), and outcomes. Using data to inform strategy development. Tracking the progress of the work using agreed-upon indicators at advisory board and working group levels. Making connections between working groups to ensure coordination and efficiency. Interacting with leadership to inform him/her/them of strategy, vision, goal(s), points of measurement, and outcomes
Department hosting and collaborators: Provost Office, Multicultural Academic and Support Services, Faculty, Institutional Leadership, Faculty and Staff, Provost Office, Student Development and Enrollment

Services, First Generation Program, Federal TRIO Programs, Office of Student Financial Aid, Bursar's Office, Office of Admissions, Community Support Services, Institutional Knowledge Management, Office of Data and Strategic Projects

DIVERSITY SCHOLARSHIPS (DEST)
Fall 2019
Attendance: 59
Purpose: To provide multicultural, first-generation, and Pell eligible transfer students a scholarship to assist them in pursuing higher education at the University of Central Florida.
Department hosting and collaborators: Multicultural Academic and Support Services

STUDENT UNION

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

STUDENT EMPLOYEE STAFF — INCLUSION TRAINING
February 2020
Attendance: 20 students
Purpose: Optional inclusion training for Student Union student staff members exploring different aspects of individual identities.
Department hosting and collaborators: Student Union

NEW STUDENT EMPLOYEE ORIENTATION — PERSONAL IDENTITY
Fall 2019 and Spring 2020
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

HALLWAY OF FLAGS
Ongoing
Attendance: N/A
Purpose: The main hallway that leads to Pegasus Grand Ballroom has a flag representing every student enrolled at UCF. Flags are reviewed yearly as new students are admitted.
Department hosting and collaborators: Student Union

REFLECTION ROOM
Ongoing
Attendance: N/A
Purpose: The Student Union has completed construction of a permanent room including ablution to allow patrons of all different beliefs and non-beliefs a peaceful opportunity to reflect, pray, or meditate.
Department hosting and collaborators: Student Union.

INCLUSIVE RESTROOM FACILITIES ONGOING
Attendance: N/A
Purpose: The Student Union offers a Mother's room and All Gender Restrooms as well as free hygiene products.
Department hosting and collaborators: Student Union

SDES TRIO CENTER

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

Students will also participate in instruction in core classes. The Summer Academy provides an opportunity for students to experience college life firsthand.

Department hosting and collaborators: SDES TRIO Center, Lead Scholars, Financial Aid, Career Services, Diversity & Inclusion, MASS, Valencia College Dual Enrollment, Arboretum, Limitless, and Office of Institutional Equity. Students also took trips to Valencia College, Stetson University, and University of Florida.

TRIO — ACADEMIC COACHING
July 1, 2019–June 30, 2020
Attendance: 96
Purpose: The Academic Coach worked with students to develop effective time management. The Academic Coach discussed with students how they were spending their time and whether they needed to adjust their schedules to accommodate their goals and priorities. The Academic Coach prepared a study plan with students, which included: school/classes, work, family & friends, and personal care. The Academic Coach also prepared a career development plan with the students.
Department hosting and collaborators: SDES TRiO Center

TRIO — NEW MIDDLE SCHOOL STUDENT ORIENTATION
August 21, 2019
Attendance: 28
Purpose: Students and Families visited UCF campus and received college access and program information. College Access Program Orientation
Department hosting and collaborators: SDES TRiO Center, Facilities: UCF Teaching Academy

TRIO — NEW HIGH SCHOOL STUDENT ORIENTATION
August 22, 2019
Attendance: 34
Purpose: Students and Families visited UCF campus and received college access and program information. College Access Program Orientation
Department hosting and collaborators: SDES TRiO Center, Facilities: UCF Teaching Academy

TRIO — WELCOME BACK TRIO TACO BAR
August 28, 2019
Attendance: 30
Purpose: Project BEST and PRIME STEM held a Welcome Back Taco Bar event for new and returning students. Students were provided food and information about scholarship opportunities. The staff educated the students about scholarship opportunities available and how to access the websites available to apply. Students were given an index card that included detailed information referring to UCF A2O Scholarships (Access to Opportunities), the College Board, Study Abroad Scholarships with UCF, and the Ilean Caldwell McCloud Memorial Book Fund.
Department hosting and collaborators: TRiO

TRIO — MASS STUDENT SUCCESS CONFERENCE
September 6–8, 2019
Attendance: 18
Purpose: This conference provided students with opportunities to learn how to access student support services, navigate UCF's main campus and network with other multicultural and first generational college students. Students also learned about financial economics, financial aid, preparing for graduate school, and self-care. Students were able to sit with a peer mentor and begin developing a peer-to-peer relationship.
Department hosting and collaborators: SDES TRiO Center, Multicultural Academic Support Services

PRIME STEM ORIENTATION
September 12, 2019
Attendance: 100
Purpose: To welcome the students back to campus and provide important information for the semester. We reviewed the fall calendar of events and discussed activities taking place during the semester. We also provided the scholars with important dates, such as advising weeks, the withdrawal deadline, last day to remove an incomplete, and the grade forgiveness deadline.
Department hosting and collaborators: TRiO

STUDY ABROAD
November 26, 2019
Attendance: 17
Purpose: TRIO students were provided information about studying abroad. Specifically, students learned about the different study abroad opportunities, how to find programs, how to pay for programs, and the steps to take to complete a study abroad program.
Department hosting and collaborators: TRiO, UCF Study Abroad

EXAM JAM
December 4, 2019
Attendance: 63
Purpose: The Exam Jam was hosted in order to provide students with an opportunity to refuel during an exam week. The Exam Jam was also paired with an opportunity for students to learn about financial aid and economic literacy. The students learned about loan repayment, grace periods of a loan, and relevant information that will help them make better decisions as students. Students were also referred to studentaid.ed.gov and the financial aid office to learn more about repayment loan options.
Department hosting and collaborators: TRiO & Fairwinds

ALADDIN BROADWAY MUSICAL
February 9, 2020
Attendance: 21
Purpose: To expose students to the arts in a setting normally not accessible to them.
Department hosting and collaborators: TRiO

COLLEGE TOUR AN CULTURAL EVENT
February 17, 2020
Attendance: 20
Purpose: To provide College access information, career explorations and motivation by visiting and touring Daytona State College and to learn about the African American Civil Rights and history in St. Augustine.
Department hosting and collaborators: TRIO

SPRING 2020 ORIENTATION
February 20, 2020
Attendance: 11
Purpose: Students were presented with Project BEST requirements. Students completed individualized academic plans, plans of study, and their financial plan. The program's requirements were discussed and Pegasus Path, class registration, and validation appointments were reviewed. Students were provided information about tutoring services, such as Tutor.com.
Department hosting and collaborators: TRiO

TRANSFORMING STUDENT SUCCESS 2020: NATIONAL TRIO DAY AND FIRST-GENERATION LEADERSHIP SUMMIT
February 28, 2020
Attendance: 18
Purpose: Students participated in a full-day leadership summit where they partook in student leadership training and obtained knowledge from keynote speaker, Tamam Waritu. Students were provided information on the factors that contribute to first-generation success.
Department hosting and collaborators: TRiO, MASS

ST. AUGUSTINE, FL BLACK HISTORY WALKING TOUR
February 17, 2020
Attendance: 24
Purpose: This field trip was developed to expose students to the civil rights history in Florida and to create a healthy dialog for conversations centered around social justice.
Department hosting and collaborators: TRiO, UCF Project REACH Program

BUILDING A GRADUATE PORTFOLIO AND APPLYING FOR GRADUATE SCHOOL
April 13, 2020
Attendance: 4
Purpose: Students attended an online web course conference pertaining to graduate school and the application process. Students learned how to create a resume, personal goal statement, and what to expect when applying to graduate school. The Academic Coach answered questions regarding the graduate school application experience and taught students how to apply for financial aid when they are a graduate student.
Department hosting and collaborators: SDES TRiO Center

TRIO — UPWARD BOUND PROGRAM-PROJECT EDGE 2020 ONLINE SUMMER COMPONENT PROGRAM
June 1–July 27, 2020
Attendance: 36
Purpose: For the Summer 2020 the TRIO Upward Bound Program-Project EDGE offered an eight-week virtual summer program simulated college-going experience to 36 participants that focused on collaborative and multi-disciplinary projects to meet the needs of our program participants during the pandemic. The theme for the Summer 2020 was "Rising on our Dreams, Standing on Integrity". Students were afforded the opportunity to expand their creative limits and come up with their own solutions. Furthermore, students were prepared for college entry through the conduit of challenging core courses, enrichments courses, virtual college tours, virtual cultural events, brainstorming, leadership development, a work study/internship program, competitive activities, and celebrity speakers.
Department hosting and collaborators: SDES TRiO Center, The Office of Undergraduate Admissions, Department of Computer Science: Dr. Gary Leavens, the College of Community Innovation and Education: Dr. RoSusan Bartee, Student Development and Enrollment Services-TRIO Center

TRIO — INTERNSHIP/WORK STUDY PROGRAM
June 1–July 27, 2020
Attendance: 59 students 25 staff members
Purpose: Students were provided with an opportunity to participate in our newly created Internship/Work Study Program and were exposed to careers requiring a postsecondary degree in each of the following six career areas: Agriculture, Architecture, Computer Science, Education, Engineering, and Medicine.
Department hosting and collaborators: Department of Computer Science: Dr. Gary Leavens, the College of Community Innovation and Education: Dr. RoSusan Bartee, Student Development and Enrollment Services-TRIO Center.

TRIO — PROJECT RISE SUMMER ACADEMY
June 1–July 10, 2020
Attendance: 7
Purpose: Upward Bound Program serves first generation, low-income high school students. The program provides support and resources for participants to succeed in their pre-collegiate performance and ultimately in their post-secondary educational pursuits. Due to COVID-19 our six-week summer program was virtual. Students participated in instruction in core classes. Workshop sessions covered topics such as academic success, SAT/ACT prep, college readiness, asset building, career exploration, and virtual college tours. The Summer Academy provided opportunities for students to prepare for college life.
Department hosting and collaborators: SDES TRiO Center, Career Service

TRIO — UPWARD BOUND VIRTUAL SUMMER ACADEMY
June 8–July 17, 2020
Attendance: 12
Purpose: The purpose of the program is to provide opportunities so that participants can succeed in their pre-collegiate performance and higher education pursuits. The 6-week Virtual Summer Academy focuses on academic skills, student success skills, diversity skills, mental and health wellness, Financial Aid and financial literacy, personal motivation, targeted tutoring, critical thinking skills, career guidance and exposure to cultural and extra-curricular activities. The curriculum consists of Mathematics, English, Foreign Language and Science. All teaching was virtual.
Department hosting and collaborators: Office of Student Financial Assistance, MASS, Recreation and Wellness (Pam Mills), Career Services (Dr. Bill Blank), Office of Diversity and Inclusion

TRIO — VIRTUAL COLLEGE BOOT-CAMP FOR RISING HIGH SCHOOL SENIORS & SUMMER MELT WORKSHOP FOR GRADUATING SENIORS
June 22nd–23rd 2020
Attendance: 10
Purpose: This event was developed to prepare our rising 12th grade at-risk students for college admission process and for academic success for upcoming school year. This was a virtual event that exposed high school students to college campus life and the admissions process. Students received help applying to their colleges, registering for the SAT and ACT, learning about the Financial Aid process, scholarships, majors/careers and how to write an effective college essay. Recently graduated seniors participated in a summer melt workshop to help them prepare for the fall semester for college as well.
Department hosting and collaborators: SDES TRiO Center, UCF Undergraduate Admissions and Office of Student Financial Aid

PRIME STEM VIRTUAL BOOTCAMP
June 25, 2020
Attendance: 3
Purpose: Students participated in a one-day virtual bootcamp entitled "Conquering the CS Foundation Exam" to assist Computer Science majors in passing the UCF foundation exam requirement.
Department hosting and collaborators: TRiO, CECS, SARC, and UCF Library.

ACADEMIC COACHING
July 1, 2019 to June 30, 2020
Attendance: 345 Sessions
Purpose: The academic coach met with scholars throughout the academic year to assist the scholars with career readiness. Students complete a gap analysis and develop a Career Plan to address their gaps. The gap analysis is used to help students examine the difference between their current skill set and those needed for the job they will be seeking after graduation.
Department hosting and collaborators: TRiO,

ADMISSIONS

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

2 | 5,915

UNDERGRADUATE ADMISSIONS

KNIGHT FOR A DAY OPEN HOUSES, ROSEN CAMPUS OPEN HOUSES AND ADMITTED STUDENT OPEN HOUSES
(2019) July 20, September 21, October 18, October 26, November 23 (2020) January 25, February 21
Attendance: Prospective Students: 2,214; Total Guests 5,835
Purpose: To introduce prospective students and their families to the University of Central Florida (including academic information, student support services, housing, financial assistance, co-curricular opportunities, and the admission process)
Department hosting and collaborators: Hosted by Undergraduate Admissions in collaboration with all colleges and various departments throughout the university

INTERNATIONAL DIRECT CONNECT TO UCF
October 18, 2019
Attendance: 40 students
Purpose: To promote educational opportunities available at UCF to international students currently enrolled at Valencia and looking to complete their education at UCF.
Department hosting and collaborators: UCF Global, UCF Connect, RWC, and Undergraduate Admissions

CLUB AND INTRAMURAL ACTIVITIES

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

22 | 1,627

FRATERNITY AND SORORITY LIFE

LDR 3905: GREEK LEADERSHIP DIVERSITY & IDENTITY
October 1, 2019
Attendance: 20 students, 2 staff members
Purpose: To sensitize students to their shared identities with their classmates as well as the diversity of identities in the classroom, building community and encouraging empathy.
Department hosting and collaborators: Office of Fraternity and Sorority Life

CULTURAL COUNCIL'S RISK PREVENTION DAY
September 7, 2019
Attendance: 128 students, 6 staff members
Purpose: To provide training to community members on hazing, sexual assault, bystander intervention, alcohol and drug prevention, and interpersonal based violence prevention.
Department hosting and collaborators: Office of Fraternity and Sorority Life, UCF HEAL, Victim Services and Green Dot

CULTURAL COUNCIL'S RISK PREVENTION DAY
January 11, 2020
Attendance: 84 students, 6 staff members
Purpose: To provide training to community members joining a Greek lettered organization on topics regarding, hazing, bystander intervention, alcohol and drug prevention, and interpersonal based violence prevention.
Department hosting and collaborators: Office of Fraternity and Sorority Life, Victim Services/Green Dot, UCF HEAL

PRESIDENTS LEADERSHIP ACADEMY
January 24–26, 2020
Attendance: 41 students, 5 staff members
Purpose: To build relationships between chapter leaders, to goal set for the FSL community and to gain valuable knowledge to lead the organization. To provide community members with the opportunity to discuss various identities as it pertains to cultural norms within their respective organizations.
Department hosting and collaborators: Office of Fraternity and Sorority Life

RECREATION & WELLNESS CENTER

STUDENT ASSISTED WORKOUT PROGRAM
Ongoing
Attendance: 103
Purpose: This program is designed for students with physical and intellectual disabilities to create healthy habits and assist in developing their fitness. Students are paired with a Student therapist who assists them with RWC services and programming to help create a lifestyle enhancement that can last beyond their time at UCF.
Department hosting and collaborators: RWC, Physical Therapy Department, IES, SAS, RWC Athletic Training

TRANSFER INTO FITNESS:FITNESS 101
September 4, 2019
Attendance: 4
Purpose: Welcome transfer students to UCF and introduce them to different fitness programs at the RWC.
Department hosting and collaborators: RWC

WOMEN'S FLAG FOOTBALL CLINIC
September 10, 2019
Attendance: 22
Purpose: Introduce women students to officiating flag football.
Department hosting and collaborators: RWC

HISPANIC HERITAGE MONTH: DOMINOES TOURNAMENT
September 19, 2019
Attendance: 10
Purpose: Introduce students to various cultural games.
Department hosting and collaborators: RWC

CULTURAL DANCE SERIES: RUMBA
September 20, 2019
Attendance: 22
Purpose: Introduce students to various cultural dances.
Department hosting and collaborators: RWC, MSC

WOMEN ON WEIGHTS
October 22, 2019
Attendance: 29
Purpose: Introduce our lady Knights to resistance training equipment, resistance training exercise techniques, and most of all to build confidence on the weight floor.
Department hosting and collaborators: RWC

INCLUSIVE RECREATION EXPO
October 23, 2019
Attendance: 169
Purpose: Adaptive sports events such as Blindfolded Yoga, Wheelchair Basketball, Unified Basketball, and Sitting Volleyball were demonstrated throughout the day to promote RWC activities for students with disabilities.
Department hosting and collaborators: RWC, Special Olympics

GLOBAL WORLD CUP SOCCER TOURNAMENT
October 2–November 4, 2019
Attendance: 242
Purpose: Provide students with the opportunity to compete in soccer and represent their home country.

Department hosting and collaborators: RWC, UCF Global

SITTING VOLLEYBALL LEAGUE
November 6–22, 2019
Attendance: 36
Purpose: Adaptive leagues that can be played by students of any physical ability.
Department hosting and collaborators: RWC Student Staff

WHEELCHAIR BASKETBALL LEAGUE
November 6–22, 2019
Attendance: 26
Purpose: Adaptive leagues that can be played by students of any physical ability.
Department hosting and collaborators: RWC

CULTURAL DANCE SERIES: BELLY DANCING
November 18, 2019
Attendance: 15
Purpose: Introduce students to various cultural dances.
Department hosting and collaborators: RWC & MSC

SPORTS CLUBS MLK DAY OF SERVICE
January 20, 2020
Attendance: 466
Purpose: The MLK Day of Service was created to connect our Sport Club Students to the Parramore community to show them the diverse types of sports we have at UCF. It is designed as a community service project for our Sport Club Program
Department hosting and collaborators: RWC, Parramore Kid Zone, ACE School

CRICKET TOURNAMENT
January 25, 2020
Attendance: 44
Purpose: Provide students within UCF Global the ability to participate in different cultural sports.
Department housing and collaboration: RWC, UCF Global

BIGGEST WINNER
January 29–March 6, 2020
Attendance: 9
Purpose: 6-week program designed to help students (with a BMI over 30) to improve exercise and nutrition habits to improve total wellness
Department housing and collaboration: RWC, WHPS

KLS — DIVERSITY COMMITTEE: SOCIAL IDENTITY
February 4, 2020
Attendance: 26
Purpose: Scholars Participants will be provided with a framework for what influences behavior-key facets of identity — like gender, social class, age, sexual orientation, race and ethnicity — play significant roles in determining how we understand and experience the world, as well as shaping the types of opportunities and challenges we face.
Department hosting and collaborators: RWC

UNIFIED BASKETBALL TOURNAMENT
February 15, 2020
Attendance: 90
Purpose: Partnership with Special Olympics to promote inclusivity with UCF students and athletes with intellectual disabilities.
Department hosting and collaborators: RWC, Special Olympics, SAS, IES

CULTURAL DANCE SERIES: AFROBEATS
February 20, 2020
Attendance: 7
Purpose: Introduce students to various cultural dances.
Department housing and collaboration: RWC, MSC

BLACK HISTORY MONTH: SPADES TOURNAMENT
February 27, 2020
Attendance: 8
Purpose: Introduce students to various cultural games.
Department housing and collaboration: RWC

EDUCATIONAL AND WORK ENVIRONMENT

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

88 | 153,126

CAREER SERVICES

DARE2DREAM! PANEL
October 15, 2019
Attendance: 43 student participants in person. The event was also live streamed so students could attend remotely.
Purpose: To provide information on professional development and mentorship.
Department hosting and collaborators: Career Services and MASS

NETWORKING STRATEGIES WORKSHOPS (2)
September 7, 2019
Attendance: 127 students
Purpose: The purpose of the conference was to challenge students to innovate for success.
Department hosting and collaborators: Career Services, MASS

MULTICULTURAL AND FIRST-GENERATION NETWORK RECEPTION
February 12, 2020
Attendance: 249 students and 45 companies
Purpose: To provide multicultural and first-generation students the opportunity to meet with employers and make connections which could lead to possible internships, part time or full-time employment.
Department hosting and collaborators: Career Services and MASS

LGBTQ+ EMPLOYER PANEL
October 29, 2019
Attendance: 15 students
Purpose: The partnership between Career Services and LGBTQ+ Services is not a new collaboration, but it is one that continues to grow and achieve new strength and achievements year after year.

The highlight of this collaboration is the annual LGBTQ+ Employer Panel. The panel provides students a glimpse of the journeys that others have taken, and challenges they have faced, as members of the LBGTQ+ community entering the workplace.
Department hosting and collaborators: Career Services and LGBTQ+ Services

RESEARCH, INTERNSHIP, AND CAREER PATHS WORKSHOP
April 6, 2018
Attendance: 19
Purpose: Career Services presented the "Research, Internship, and Career Paths" workshop on April 6th for the Brother to Brother program. It provided information on services and resources about establishing career paths and using high impact practices to gain competencies sought by employers. The workshop helped facilitate conversation around high impact practices which are essential for student success.
Department hosting and collaborators: Career Services and MASS

NETWORKING MADE EASY WORKSHOP
November 14, 2019
Attendance: 19
Purpose: Raquel Toro collaborated and co-facilitated with CREAR Futuros Graduate Assistant to provide an evening of presentation with hand-on activities regarding to networking, elevator pitch and public speaking.
Department hosting and collaborators: Career Services, CREAR (College Readiness, Achievement, and Retention), Futuros Graduate Assistant

LEAD SCHOLARS ACADEMY

WOMEN'S LEADERSHIP PROGRAM
Fall 2019, Spring 2020, & Summer 2020
Attendance: 75 participants
Purpose: Inspired Women's Leadership Program aims to provide leadership enhancement and empowerment opportunities for UCF women students.
Department hosting and collaborators: Hosted by LEAD Scholars Academy and Interdisciplinary Studies

LEAD OUT LOUD LEADERSHIP PROGRAM
Fall 2019, Spring 2020, & Summer 2020
Attendance: 53
Purpose: Lead Out Loud is an experiential program that focuses on the leadership development of multicultural students at the University of Central Florida. This program promises to enhance leadership skills, strengthen life skills and encourage positional leadership in this population of student at UCF.
Department hosting and collaborators: Hosted by LEAD Scholars Academy & Interdisciplinary Studies

UCF LEADERSHIP WEEK 2020: PEOPLE, PURPOSE, & PASSION: THE PATHWAYS TO SUCCESS
February 17–21, 2020
Attendance: 400
Purpose: Leadership Week was created to identify, recognize and develop leadership throughout UCF. It is a week of lectures, programs, events and workshops intended to educate the campus and develop leadership throughout UCF.
Department hosting and collaborators: Hosted by LEAD Scholars Academy

LEAD WITH PRIDE LEADERSHIP PROGRAM
Fall 2019 & Spring 2020
Attendance: 19 participants
Purpose: The LEAD with Pride Program seeks to develop empathetic and inclusive leaders to serve the LGBTQ+ community. This program is open to all students, regardless of identity affiliation.

Department hosting and collaborators: Hosted by LEAD Scholars Academy and Interdisciplinary Studies

LATINX LEADERSHIP PROGRAM
Summer 2020
Attendance: 8 participants
Purpose: The purpose of the Latinx Leadership course is to explore the notion of social change and to challenge students to see themselves as agents of that change. Students will develop their understanding of Latinx leadership through Juana Bordas' book "The Power of Latino Leadership", while also learning more about identity, history, and current issues within the Latinx community.
Department hosting and collaborators: Hosted by LEAD Scholars Academy, Interdisciplinary Studies, Quality Enhancement Plan (2020)

STUDENT CONDUCT AND ACADEMIC INTEGRITY

ETHICS IN GRADUATE SCHOOL AND BEYOND
Fall 2019 — 4 Sessions
Attendance: 103
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: Graduate Studies, Office of Student Conduct.

COLLEGE LIFE SKILLS WORKSHOP SERIES
Fall 2019 — 7 Workshops
Attendance: 83
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, How to Get Good Recommendation Letters
Department hosting and collaborators: SLS 1501, LEAD Scholars, LINK, Office of Student Conduct.

CONFLICT RESOLUTION
Fall 2019
Attendance: 14
Purpose: How to handle conflict within an organization
Department hosting and collaborators: Office of Student Involvement, the Office of Student Conduct.

SOCIAL MEDIA ETIQUETTE
Fall 2019
Attendance: 50
Purpose: To provide an awareness of reputation, perception, and image on social media platforms
Department hosting and collaborators: College of Community Innovation and Education, the Office of Student Conduct.

DEVELOPING ETHICAL STANDARDS
Fall 2019
Attendance: 50
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: Student Union, the Office of Student Conduct, College of Community, Innovation, and Education

PROFESSIONALISM NOW
Fall 2019
Attendance: 500+
Purpose: To assist students in how to build a reputation inside and outside the classroom at UCF.
Department hosting and collaborators: Honors College, the Office of Student Conduct.

ACADEMIC INTEGRITY
Fall 2019
Attendance: 20
Purpose: To provide an awareness of what academic integrity and academic misconduct is considered at UCF
Department hosting and collaborators: College of Health Professions and Sciences, the Office of Student Conduct.

PERSONAL ACCOUNTABILITY IN A STUDENT ORGANIZATION
Fall 2019
Attendance: 15 (2 Sessions)
Purpose: To discuss personal accountability within a student organization and how behavior can impact a group
Department hosting and collaborators: Fraternity and Sorority Life, the Office of Student Conduct.

DECISIONS, DECISIONS — MAKING THE RIGHT CHOICES
Fall 2019
Attendance: 79
Purpose: To discuss how to make the right choices and ethical decisions
Department hosting and collaborators: Student Government, the Office of Student Conduct.

ACADEMIC INTEGRITY
Fall 2019 — 2 Sessions
Attendance: 300+
Purpose: To provide an awareness of what academic integrity and academic misconduct is considered at UCF
Department hosting and collaborators: UCF Global, the Office of Student Conduct.

CREED ART INITIATIVE
Fall 2019–Spring 2020
Attendance: 342
Purpose: Our goal for the Creed Art Initiative is to educate the UCF Community on what the UCF Creed stands for, and to illustrate its value through student interpretation in their artwork submissions. This encourages creativity and open discussion about the unique values that UCF upholds.
Department hosting and collaborators: Office of Student Conduct.

ETHICS IN GRADUATE SCHOOL AND BEYOND
Spring 2020 — 4 Sessions
Attendance: 192
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, the Office of Student Conduct.

ACADEMIC INTEGRITY
Spring 2020 — 2 Sessions
Attendance: 55
Purpose: To provide an awareness of what academic integrity and academic misconduct is considered at UCF
Department hosting and collaborators: UCF Global, the Office of Student Conduct.

STUDENT CONDUCT BOARD RETURNER MEMBER TRAINING
8/20/19, 8/22/19
Attendance: 64
Purpose: To train returner student conduct board members of the Student Conduct Review Process, impact of implicit bias, and providing purposeful sanctions.
Department hosting and collaborators: The Office of Student Conduct.

STUDENT CONDUCT BOARD BROWNBAG: GREEN DOT
September 18, 2019
Attendance: 11
Purpose: Presented the Green Dot bystander training to faculty, staff, and students of the Student Conduct Board
Department hosting and collaborators: The Office of Student Conduct, Green Dot/Victim Services

STUDENT CONDUCT BOARD BROWNBAG: THE POWER OF HIDDEN BIASES
September 26, 2019
Attendance: 10
Purpose: Student Conduct Board members attended condensed diversity training on navigating implicit biases while serving on hearings.
Department hosting and collaborators: The Office of Student Conduct, Office of Diversity and Inclusion

LEAD SCHOLARS CONDUCT BOARD CLASS PRESENTATION
October 9, 2019
Attendance: 20
Purpose: Presented to LEAD Scholar students the opportunity to serve on the Student Conduct Board for the upcoming academic year. Students learned about professional development opportunities, transferable skills acquired, and conflict resolution skills acquired while actively engaged in serving on panel hearings.
Department hosting and collaborators: The Office of Student Conduct, LEAD Scholars

STUDENT GOVERNMENT ASSOCIATION CONDUCT TRAINING
October 11, 2019
Attendance: 10
Purpose: SGA Judicial Branch is trained on the Student Conduct Review Process and Organizational Review Process for the opportunity to serve on panel hearings or to act as advisors for students going through the Student Conduct Review Process.
Department hosting and collaborators: The Office of Student Conduct, Student Government, Office of Student Involvement

UCF CREED TABLING OUTREACH
10/30/19, 11/4/19, 11/5/19, 11/12/19, 11/26/19, 12/4/19, 1/30/20, 2/26/20, 3/2/20,
Attendance: 274
Purpose: To raise awareness of the 5 tenants of the UCF CREED while interacting with students and community members.
Department hosting and collaborators: The Office of Student Conduct, Graduate Expo 2020, First Generation Awareness Week Kickoff Expo

CONDUCT WORKSHOP 1:1 HELP AND QUESTIONS WITH HOUSING
November 1, 2019
Attendance: 20
Purpose: To provide guidance on writing effective and neutral incident reports when submitting information to the University.
Department hosting and collaborators: The Office of Student Conduct, Housing & Residence Life

CONDUCT WORKSHOP 1:1 HELP AND QUESTIONS WITH HOUSING
November 1, 2019
Attendance: 20
Purpose: To provide guidance on writing effective and neutral incident reports when submitting information to the University.
Department hosting and collaborators: The Office of Student Conduct, Housing & Residence Life

STUDENT CONDUCT BOARD BROWNBAG: SAFE ZONE
November 13, 2019
Attendance: 13
Purpose: Student Conduct Board members attended condensed 1-hour Safe Zone training.
Department hosting and collaborators: The Office of Student Conduct, Social Justice and Advocacy

UCF CREED ART INTIATIVE
12/4/19, 3/24/20, 3/25/20
Attendance: 327
Purpose: To raise awareness of the 5 tenants of the UCF CREED while interacting with students and community members. Students submitted their own artwork to display their interpretation of the UCF CREED. The UCF community had the opportunity to vote on the top artwork that best represents the UCF CREED.
Department hosting and collaborators: The Office of Student Conduct, Parent and Family Fund Grant

WINTER KNIGHTS: CAMPUS RESOURCES & COMPLIANCE
January 8, 2020
Attendance: 20
Purpose: To raise awareness of the Golden Rule Student Handbook and talk about the Student Conduct Review Process.
Department hosting and collaborators: The Office of Student Conduct

STUDENTS CONDUCT BOARD BROWNBAG: HUMAN TRAFFICKING AND CAMPUS LIFE
January 13, 2020
Attendance: 20
Purpose: Student Conduct Board members attended presentation to discuss global, national, and local issues regarding human trafficking and sex trafficking.
Department hosting and collaborators: The Office of Student Conduct, Office of Institutional Equity

STUDENTS CONDUCT BOARD BROWNBAG: UNDERSTANDING POWER AND PRIVILEGE
February 18, 2020
Attendance: 50+
Purpose: Student Conduct Board members attended discussion about the intersection of identities and their respective power and privilege.
Department hosting and collaborators: The Office of Student Conduct, Office of Diversity and Inclusion

GREEK FORUM
February 29, 2020
Attendance: 50+
Purpose: Attended and participated in Greek Forum to allow Greek related students to share concerns and opportunities within the Greek community.
Department hosting and collaborators: The Office of Student Conduct, Office of Fraternity and Sorority Life

CREED ART INTIATIVE
March 24, 2020 — March 25, 2020
Attendance: 197
Purpose: Our goal for the Creed Art Initiative is to educate the UCF Community on what the UCF Creed stands for, and to illustrate its value through student interpretation in their artwork submissions. This encourages creativity and open discussion about the unique values that UCF upholds.
Department hosting and collaborators: The Office of Student Conduct

STUDENT CONDUCT BOARD NEW MEMBER TRAINING
March 27, 2020
Attendance: 21
Purpose: To train new student conduct board members of the Student Conduct Review Process, impact of implicit bias, and providing purposeful sanctions.
Department hosting and collaborators: The Office of Student Conduct

STUDENT CONDUCT BOARD REMOTE HEARING TRAINING
April 6, 2020
Attendance: 64
Purpose: To train Student Conduct Board members how the remote hearing process would work. The training included balancing professional etiquette within the remote world and expectations of SCAI.
Department hosting and collaborators: The Office of Student Conduct

STUDENT CONDUCT BOARD APPRECIATION EVENT
May 29, 2020
Attendance: 35
Purpose: To celebrate and reflect on the 2019-2020 academic year serving on the Student Conduct Board.
Department hosting and collaborators: The Office of Student Conduct

OFFICE OF STUDENT INVOLVEMENT

VOLUNTEER UCF AND ALTERNATIVE BREAK PROGRAM STUDENT LEADER TRAINING
May 2020–June 2020
Attendance: 28
Purpose: Training students to be aware of the potential hazards of providing charity to diverse populations. Students learned self-awareness, appreciation of difference, collaboration, and curiosity and questioning.
Department hosting and collaborators: OSI

VOLUNTEER UCF FOOD SHARE
July 2019–June 2020 (every Tuesday night throughout the year)
Attendance: Approx. 10-20 students per session (total 570)
Purpose: Tuesday Knight Food Share is a program that collaborates with Straight Street Orlando, a local nonprofit that focuses on food insecurity in the Orlando area. In this program, UCF students help prepare and serve food while interacting with the community.
Department hosting and collaborators: OSI

CAMPUS ACTIVITIES BOARD: LATINX SPOKEN WORD
September 12, 2019
Attendance: 80
Purpose: Celebration of Hispanic/Latinx Heritage Month and provided students an opportunity for spoken word reflecting on the Latinx experience.
Department hosting and collaborators: OSI

CAMPUS ACTIVITIES BOARD: CESAR CHAVEZ, AN AMERICAN HERO SCREENING
September 13, 2019
Attendance: 50
Purpose: Celebration of Hispanic/Latinx Heritage Month movie night to highlight Cesar Chavez
Department hosting and collaborators: OSI, Campus Activities Board

CAMPUS ACTIVITIES BOARD: A KNIGHT TO DANCE
September 19, 2019
Attendance: 100
Purpose: Celebration of Hispanic/Latinx Heritage Month intended to teach participants the Latinx dance, bachata.
Department hosting and collaborators: OSI

SAFE ZONE: ROSEN LIFE
September 20, 2019
Attendance: 15
Purpose: Educate RCHM community on LGBTQ+ inclusion.
Department hosting and collaborators: OSI, LGBTQ+ Services, Social Justice & Advocacy

CREATIVE SCHOOL HISPANIC HERITAGE MONTH PROJECT
September 25, 2019
Attendance: 40
Purpose: As part of Hispanic Heritage Month students at the Creative School created Spanish dictionaries and fiesta flowers.
Department hosting and collaborators: OSI, UCF Creative School for Children

CAMPUS ACTIVITIES BOARD: SABOR LATINO
September 26, 2019
Attendance: 200
Purpose: Annual talent show specifically to showcase the talents of the Hispanic/Latinx student body. There was live performances and short films presented during the event.
Department hosting and collaborators: OSI, LASA

DIVERSITY COUNCIL
October 1, 2019
Attendance: 7
Purpose: The council hosted a monthly meeting to discuss diversity related issues on campus and ways to address them.
Department hosting and collaborators: OSI

HISPANIC HERITAGE MONTH
October 2019
Attendance: Varies by event
Purpose: Grad Outreach Team was on the committee and one of them chaired the month
Department hosting and collaborators: OSI, Grad Outreach

KNIGHTS GOT TALENT
October 16, 2019
Attendance: 750
Purpose: Showcase student talent from a wide variety of cultures and communities through intentional outreach.
Department hosting and collaborators: OSI, OSI Productions

HOMECOMING FIREWORKS
October 18, 2019
Attendance: 4000
Purpose: Present fireworks display with music intentionally selected to better reflect the student body (Spanish language music, Caribbean music, etc.)
Department hosting and collaborators: OSI,

GREEK EXTRAVAGANZA
October 18, 2019
Attendance: 1,600
Purpose: Showcase talent and traditions of National Pan-Hellenic and Diversified Greek Councils through the art of step to the UCF and surrounding community
Department hosting and collaborators: OSI, NPHC, DGC, OFSL

SPIRIT SPLASH
October 18, 2019
Attendance: 750
Purpose: Promote UCF Spirit and tradition while making the event more accessible to those with different abilities and needs by providing reserved accessibility area for attendees
Department hosting and collaborators: OSI Production, OSI

ROSH HASHANAH
October 3, 2019
Attendance: 25
Purpose: This event celebrated the Jewish holiday of Rosh Hashanah; through food, activities, and discussion.
Department hosting and collaborators: OSI

DOLORES FILM NIGHT
October 15, 2019
Attendance: 25
Purpose: The film Dolores was shown as part of Hispanic Heritage Month in partnership with the Mexican Student Association.
Department hosting and collaborators: OSI, Mexican Student Association

VUCF DIFFERENT ABILITIES PROGRAMS

10/19/2019 — Step Up for Down Syndrome, 10/25/2019 — Best Buddies Champion of the Year Gala, 11/9/2019 — Autism Speaks Walk, 12/6/2019 — Special Olympics Florida Bowling, 2/16/2020 — Down Syndrome Foundation of Florida- 2020 Tour of Champions Bowl-A-Thon, 4/11/2020 — Southeastern Guide Dog Walkathon
Attendance: 20–40 per event
Purpose: These programs are focused on collaborating with local community partners while also giving students an opportunity to engage with the different abilities social issue. Through volunteerism, students learn about the social issue and get to reflect on their experience with the community partner.
Department hosting and collaborators: OSI,

TASTE OF HOSPITALITY

October 24, 2019
Attendance: 175
Purpose: Provide international cuisine to educate RCHM on diverse food and culture.
Department hosting and collaborators: OSI, MSC

GAME KNIGHT

November 2019
Attendance: 10
Purpose: Expose our graduate veteran students to ways to get involved
Department hosting and collaborators: OSI, VARC, Graduate Outreach

FIRST GENERATION STUDENT EVENT

November 4, 2019
Attendance: 300
Purpose: Connect first generation students to campus resources.
Department hosting and collaborators: OSI, SG

SPECIAL IN UNIFORM

November 18, 2019
Attendance: 10
Purpose: Tiran Attia spoke about a program for people with disabilities to serve in the military.
Department hosting and collaborators: OSI, SG

FESTIVALS OF THE WORLD

November 20, 2019
Attendance: 70
Purpose: To showcase the different cultural festivals that are hosted around the world.
Department hosting and collaborators: OSI, Students Government, Registered Student Organizations

ABP EXPERIENCES

December 12, 2019–March 14, 2020
Attendance: 8–15 students per trip
Purpose: Volunteer UCF ABP sends teams around the country and internationally to engage in community service and learn about a large variety of social issues. Our program offers MLK Weekend, Veterans Day Weekend, Winter Break, and Spring Break trips.
Department hosting and collaborators: OSI, RWC, Volunteer UCF

HOLOCAUST REMEMBRANCE DAY CEREMONY

January 27, 2020
Attendance: 40
Purpose: Provide a forum for the campus community to remember the Holocaust.
Department hosting and collaborators: OSI, Student Government Executive Branch

BLACK HISTORY MONTH LIVE STREAM JANUARY 2020

Attendance: 40
Purpose: Live Stream the BFSA Mentoring Breakfast speaker to our connect campus students
Department hosting and collaborators: OSI, Connect Campuses, Knights of the Connection, Graduate Outreach

CREATION OF BLACK CAUCUS

February 2020
Attendance: n/a
Purpose: To focus on issues facing the Black Student Community, create a space for Black students to speak about issues they face on campus to students who can advocate on their behalf
Department hosting and collaborators: OSI, Student Government Legislative Branch

CAB: YOU GLOW GIRL
February 20, 2020
Attendance: Approximately 30
Purpose: Celebration of women and women's empowerment event filled with self-care opportunities.
Department hosting and collaborators: OSI, Her Campus, Campus Activities Board

CAMPUS ACTIVITIES BOARD: HIP-HOP CLASS
February 27, 2020
Attendance: 50
Purpose: Celebration of Black History Month intended to teach participants hip hop and provide education on the historical component of hip hop.
Department hosting and collaborators: OSI, Campus Activities Board

KNIGHT-THON MAIN EVENT — VIRTUAL
April 3–5, 2020
Attendance: 4000
Purpose: Engage students virtually to build relationship with local Children's Miracle Network hospital, fundraise, and showcase student and community stories of various backgrounds
Department hosting and collaborators: OSI, Knight-thon

CAMPUS ACTIVITES BOARD: VIRTUAL DRAG QUEEN MAKE-UP TUTORIAL: LATRICE ROYALE
April 17, 2020
Attendance: 90
Purpose: RuPaul's Drag Race star Latrice Royale spoke on the importance of LGBTQ+ advocacy as a drag queen and conducted a make-up tutorial for all to try.
Department hosting and collaborators: OSI, Campus Activities Board, LGBTQ+ Services

CAMPUS ACTIVITES BOARD: TYLER OAKLEY
June 23, 2020
Attendance: 100
Purpose: Speaker event intended to provide education about the LGBTQ+ experience from famous YouTube star during Pride Month.
Department hosting and collaborators: OSI, Campus Activities Board

SOCIAL JUSTICE AND ADVOCACY

CONSCIOUS THOUGHTS CAFÉ — SJA
Fall 2019 & Spring 2020
Attendance: 80 over all sessions
Purpose: Monthly dialogues that are centered on relevant social issues that impact the student body
Department hosting and collaborators: Social Justice and Advocacy

LGBTQ+ HISTORY MONTH OPENING CEREMONY
October 2, 2019
Attendance: 200
Purpose: Celebrating LGBTQ+ History through UCF's own pride festival while exposing students to on campus resources for LGBTQ+ Students.
Department hosting and collaborators: MSC, LGBTQ+ Services, Pride Student Association

DEAFINITELY DOPE
November 16, 2020
Attendance: 70
Purpose: Event to break stigma around deafness with Matthew Maxey, founder of DEAFinitely Dope.
Department hosting and collaborators: Social Justice and Advocacy, MSC

DIA DE LOS MUERTOS
October 30, 2019
Attendance: 250
Purpose: Event to celebrate Dia De Los Muertos, a holiday to celebrate loss and learn about Mexican Culture.
Department hosting and collaborators: MSC, Latin American Student Association, Mexican Student Association, and Student Government

INTERFAITH DIALOGUE — SJA
Fall 2019 & Spring 2020
Attendance: 40 over all sessions
Purpose: Monthly dialogues that are centered on topics concerning faith and non-faith
Department hosting and collaborators: Social Justice and Advocacy

SOCIAL JUSTICE WEEK 2020 — SJA
January 20–24, 2020
Attendance: 412 (students, faculty, staff in person and live stream)
Purpose: A collection of intentional events to engage the campus community in conversation about relevant social issues impacting the college experience. Impact: The week of events highlighted various social justice issues and started necessary conversations
Department hosting and collaborators: Social Justice and Advocacy

TUNNEL OF OPPRESSION
January 24, 2020
Attendance: 248 (students, faculty, staff)
Purpose: This interactive experience provided participants with a greater understanding of various forms and levels of oppression.
Department hosting and collaborators: Social Justice and Advocacy

ALL GENDER LOVE
February 15, 2020
Attendance: 500
Purpose: Event to demonstrate and provide education that "love has no labels."
Department hosting and collaborators: Social Justice and Advocacy, LGBTQ+ Services

TASTE OF HOSPITALITY
October 24, 2019
Attendance: 175
Purpose: Provide international cuisine to educate RCHM on diverse food and culture.
Department hosting and collaborators: OSI, MSC

VOICES OF UCF
Fall 2019 & Spring 2020
Attendance: 579 dialogue facilitated in person and virtually
Purpose: To encourage students to not judge one another through personal dialogue to challenge stigma and stereotypes.
Department hosting and collaborators: Social Justice and Advocacy

TASTE OF UCF
August 27, 2019
Attendance: 3,924 (students, faculty, staff)
Purpose: Provides the UCF campus community an opportunity to experience the cultural make-up of the university student body through food.

REDEFINED; AIDS DAY BANQUET
December 2, 2019
Attendance: 60 (students, faculty, staff)
Purpose: Provide the UCF community with information and awareness concerning HIV and AIDS
Department hosting and collaborators: Social Justice and Advocacy, BlissCare, Miracle of Love, Orlando Sisters of Perpetual Indulgence.

SAFE ZONE TRAININGS (LGBTQ+ 101, ADVOCATES, COMING OU T, GOLD)
Fall 2019–Spring 2020
Attendance: 734 (students, faculty, staff)
Purpose: Provide education and training to the UCF community on understanding, supporting, and being an Ally to the LGBTQ+ community.
Department hosting and collaborators: Social Justice and Advocacy

LAVENDER CELEBRATION — MSC & LGBTQ+ SERVICES
Virtual — April 2020
Attendance: 30 stoles distributed
Purpose: A graduation ceremony designed to honor graduating lesbian, gay, bisexual, transgender, queer, and ally students and their accomplishments at the University of Central Florida. Each student receives a lavender stole or medallion
Department hosting and collaborators: Social Justice and Advocacy

HIDDEN LOTUS & NGUZO SABA GRADUATION CEREMONIES
April 2020
Attendance: 150 stoles distributed
Purpose: Graduation celebration to recognize the academic achievement of Multicultural graduates and their families. Each student receives a graduation stole.
Department hosting and collaborators: Social Justice and Advocacy

UCF REMEMBERS 6.12.16
June 11, 12, 2020 — Virtual remembrance
Attendance: 115,814 views on social media
Purpose: To honor, celebrate and remember the 49 individuals that lost their lives in the Pulse Nightclub shooting and recognize the UCF Knights that were lost.
Department hosting and collaborators: Social Justice and Advocacy, UCF Communications, OSI, WHPS, PFSA, President Cartwright, OSTEM, Mayor Buddy Dyer

LAVENDAR LUNCH
August 29, 2019
Attendance: 300
Purpose: Connect new students with campus and community resources.
Department hosting and collaborators: MSC, SJA, LEAD Scholars, ODI, Delta Lambda Phi, VUCF, Alcohol and Other Drugs, CAPS, Victim Services, Green Dot, UCF PD, PSA

TASTE OF DOWNTOWN
August 28, 2019
Attendance: 100
Purpose: Provides the UCF Downtown community an opportunity to experience the cultural make-up of the university student body through food.
Department hosting and collaborators: UCF Downtown

SOCIAL JUSTICE WORKSHOPS (101 & UNPACKING SOCIAL IDENTITY)
Fall 2019–Spring 2020
Attendance: 94
Purpose: Recognizing social justice is a goal and process, these workshops provide attendees with a basic understanding of the topic. To equip and engage the audience in consciously considering and critically thinking about the role and impact social justice (access) has on the UCF Campus community.

STUDENT LEGAL SERVICES

LAVENDER LUNCH (TABLING)
August 28, 2019
Attendance: 300
Purpose: Welcome LGBTQ students to campus and make them aware of resources on and off campus
Department hosting and collaborators: LGBTQ+ Services, Student Legal Services

WELCOME BACK BASH
January 13, 2020
Attendance: 560
Purpose: Education multicultural students on resources and organizations
Department hosting and collaborators: MASS, Student Legal Services

LUNCH WITH A LAWYER: TRANSGENDER LAWS
May 20, 2020
Attendance: 150: virtual and archived
Purpose: To make multicultural and first-generation students aware of services offered to students.
Department hosting and collaborators: LGBTQ+ Services, Student Legal Services

STUDENT ACCESSIBILITY SERVICES

JOB SEARCH, ACCESSIBILITY, AND YOU
September 16, 2019
Attendance: 40 undergraduate and graduate students
Purpose: To discuss the nuances of the disability accommodation process during the job search in order to guide students on how to think through disability disclosure during this time.
Department hosting and collaborators: Student Accessibility Services, and Career Services.

COURSE REDESIGN INITIATIVE
September 27, 2019
Attendance: 12 faculty
Purpose: To talk about access considerations in the design topics discussed with this group. The goal is to develop more accessible courses from the outset without having to rely heavily on reactive accommodations.
Department hosting and collaborators: Student Accessibility Services, Faculty Center for Teaching and Learning and the Center for Distributed Learning.

BARRIERS BE GONE ESCAPE ROOM
November 2019, December 2019, March 2020
Attendance: 79 staff, faculty, & students
Purpose: Based on the popular escape room game concept, Student Accessibility Services and Inclusive Education Services challenge teams to be locked in a room full of barriers. Players need to learn about accessibility and inaccessible approaches in order to solve the clues to escape. The general feedback and impact reported is that those who play gain various insight on social barriers that impact disabled individuals. Every group seems to learn something different based on life experiences and perspectives.
Department hosting and collaborators: Student Accessibility Services, & Housing and Residence Life, School of Nursing, UCF Downtown.

ACCESSIBILITY RIGHTS AND YOUR CLIENTS JOB SEARCH: AWARENESS, EMPOWERMENT, AND ADVOCACY
January 25, 2020
Attendance: 8 graduate students
Purpose: To discuss the nuances of the disability accommodation process during the job search in order to guide students on how to think through disability disclosure during this time. This session primarily included graduate students who would be working with individuals with disabilities seeking this information and guidance.
Department hosting and collaborators: Student Accessibility Services, Career Services.

VETERANS ACADEMIC RESOURCE CENTER

SUMMER 2019 VETERANS GRADUATION RECOGNITION RECEPTION
July 31, 2019
Attendance: 42
Purpose: To honor the academic achievement of our Summer 2018 Student Veterans.
Department hosting and collaborators: Veterans Academic Resource Center

NORTHROP GRUMMAN CORPORATION – STUDENT VETERAN PANEL
August 28, 2019
Attendance: 15
Purpose: Student Veterans were able to network with veterans employed within Northrup Grumman. Attendees also were provided the opportunity to have their resumes reviewed by Northrup Grumman veterans.
Department hosting and collaborators: Veterans Academic Resource Center

UNITED STATES AIR FORCE 172ND BIRTHDAY
September 18, 2019
Attendance: N/A
Purpose: To celebrate the birthday of the U.S. Air Force at the Veterans Academic Resource Center. Also posted trivia questions about Air Force Historical Events and Figures.
Department hosting and collaborators: Veterans Academic Resource Center

COAST GUARD BIRTHDAY CELEBRATION
August 8, 2019
Attendance: N/A
Purpose: To celebrate the birthday of the U.S. Coast Guard at the Veterans Academic Resource Center. Also posted trivia questions about Coast Guard Historical Events and Figures.
Department hosting and collaborators: Veterans Academic Resource Center

UNITED STATES NAVY 244TH BIRTHDAY
October 11, 2019
Attendance: N/A
Purpose: To celebrate the birthday of the U.S. Navy at the Veterans Academic Resource Center. Also posted trivia questions about Navy Historical Events and Figures.
Department hosting and collaborators: Veterans Academic Resource Center

VA BENEFITS UPDATES WITH ORANGE COUNTY VETERANS' SERVICES
October 15, 2019
Attendance: 24
Purpose: For student veterans to learn about the 2019–20 Veterans Benefits, Learn how to file claims, and meet with a Veterans Services Officer to start the claims process.
Department hosting and collaborators: Veterans Academic Resource Center

ASSOCIATION OF THE UNITED STATES ARMY (AUSA) YOUNG PROFESSIONAL NETWORKING EVENT
October 16, 2019
Attendance: 11
Purpose: To meet and interact with other student veterans and ROTC members in the Central Florida Area and learn more about the AUSA and their opportunities.
Department hosting and collaborators: Veterans Academic Resource Center

VETCONNECT
November 5, 2019
Attendance: 21
Purpose: The main purpose of this event was for student veterans to meet directly with human resource managers who had open positions through rounds of interviews in a speed dating format. From these interviews, employers could make recommendations on potential opportunities, provide feedback on resume and interview skills.
Department hosting and collaborators: Veterans Academic Resource Center, UCF Career Services

MARINE'S 244TH BIRTHDAY
November 8, 2019
Attendance: N/A
Purpose: To celebrate the birthday of the U.S. Marine Corps at the Veterans Academic Resource Center. Also posted trivia questions about Marine Corp Historical Events and Figures.
Department hosting and collaborators: Veterans Academic Resource Center

VETERANS FLAG DAYS
November 11–13, 2019
Attendance: N/A
Purpose: To honor over 1350 UCF Student Veterans who attended during the Fall 2019 Semester. Also to bring awareness of our student veterans to the university community.
Department hosting and collaborators: VARC, UCF Veterans History Project and UCF ROTC

SULATE INDUCTION CEREMONY
November 22, 2019
Attendance: 25
Purpose: To induct Student Veterans into National Student Veterans Honors Society and honor their scholastic achievements.

VETERANS KNIGHTS AT LIGHT UP UCF
November 25, 2019
Attendance: N/A
Purpose: To provide student veterans and their families with a free night for Light Up UCF.
Department hosting and collaborators: VARC, Addition Financial Arena

UCF TOYS FOR TOTS 2019
November 1–December 13, 2019
Attendance: N/A
Purpose: Serve as the host office for the Toys for Tots Drive.
Department hosting and collaborators: VARC, UCF Staff Council

VETERANS GRADUATION RECOGNITION
May 2020
Attendance: 35
Purpose: To honor the academic achievements of our Spring 2020 Student Veterans.
Department hosting and collaborators: VARC.

SOLDIERS TO SCHOLARS

SUMMER CAMP
July 1–August 2, 2019
Attendance: 50
Department hosting and collaborators: VARC, SDES, CCIE

QUARTERLY HEALTH FAIR
August 17, 2019
Attendance: 50
Department hosting and collaborators: VARC, SDES, CCIE

FALL HARVEST NIGHT (HALLOWEEN PARTY)
October 31, 2019
Attendance: 50
Department hosting and collaborators: VARC, SDES, CCIE.

QUARTERLY HEALTH FAIR
November 16, 2019
Attendance: 50
Department hosting and collaborators: VARC, SDES, CCIE.

TURKEY GIVE-AWAY WITH COMMISIONNER REGINA HILL
November 26, 2019
Attendance: 50
Department hosting and collaborators: VARC, SDES, CCIE.

HOLIDAY CELEBRATION
December 20, 2019
Attendance: 50
Department hosting and collaborators: VARC, SDES, CCIE.

BLACK HISTORY MONTH CELEBRATION/ HEALTH FAIR
February 15, 2020
Attendance: 50
Department hosting and collaborators: VARC, SDES, CCIE.

HEALTH SERVICES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:

TOTAL ATTENDANCE:

83 | 21,607

COUNSELING AND PSYCHOLOGICAL SERVICES

OUTREACH, PREVENTION AND PROGRAMMING SERVICES

AFFINITY SPACE FOR AFRO-LATINX STUDENTS
June 30, 2019
Attendance: 1
Purpose: To provide an opportunity for Afro-Latinx students to come together to discuss the recent current events and conflicts regarding the social justice movement. To allow students to discuss the interpersonal impact the social justice movement has had on them individual and systemically.
Department hosting and collaborators: CAPS

SAFE SPACE FOR UNDOCUMENTED/ DREAMER STUDENTS
June 29, 2020
Attendance: 1
Purpose: To provide an opportunity for Undocumented/DREAMer students to come together to discuss the recent current events and conflicts regarding the social justice movement. To allow students to discuss the interpersonal impact the social justice movement has had on them individual and systemically.
Department hosting and collaborators: CAPS

LAVENDER LUNCH
August 29, 2019
Attendance: 586
Purpose: It is an opportunity to celebrate the LGBTQ+ community while sharing important resources located across the UCF campus as well as community partners withing the Central Florida community.
Department hosting and collaborators: LGBTQ+ Services, CAPS, SJA and MSC

WHITE ALLIES OF THE SOCIAL JUSTICE MOVEMENT
June 26, 2020
Attendance: 3
Purpose: To provide an opportunity for students to come together to discuss the recent current events and conflicts regarding the social justice movement. To allow students to discuss the interpersonal impact the social justice movement has had on them individual and systemically.
Department hosting and collaborators: CAPS

BLACK LIVES MATTER AFFINITY SPACE FOR ASPIRING SOCIAL JUSTICE ALLIES
June 26, 2020
Attendance: 2
Purpose: To provide an opportunity for Black/ African American students to come together to discuss the recent current events and conflicts regarding the social justice movement. To allow students to discuss the interpersonal impact the social justice movement has had on them individual and systemically.
Department hosting and collaborators: CAPS

PRIDE CHATS
June 23, 2020
Attendance: 12
Purpose: To provide topic-based discussion space on LGBTQ+ related issues. (e.g., violence in the LGBTQ community, media representation, trans visibility, etc.)
Departments hosting and collaborators: CAPS, LGBTQ+ Services

SUPPORTING BLACK KNIGHTS: SURVIVNG THE RACIAL PANDEMIC
June 12, 19, 2020
Attendance: 10
Purpose: To provide an opportunity for Black identified students to come together to discuss the recent current events and conflicts regarding the social justice movement. To allow students to discuss the interpersonal impact the social justice movement has had on them individual and systemically.
Department hosting and collaborators: CAPS

BULDING LEADERS AND CONNECTING KNIGHTS (B.L.A.C.K.) INSTITUTE
February 19, 2020
Attendance: 50
Purpose: To increase the retention of Black students at UCF by helping them feel a sense of community at UCF and encouraging necessary life skills. Reduce stigma of mental health services so black students will seek support and authentic connection.
Department hosting and collaborators: CAPS, Office of Diversity and Inclusion

SAFE ZONE: ADVOCATES
7/11/19, 9/26/19, 10/15/19, 11/12/19, 1/28/20, 3/4/20, 6/16/20
Attendance: 105
Purpose: 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 advocating for marginalized populations. In addition, these trainings promote a safe and welcoming environment across the UCF campus for people who identify as LGBTQ+.
Department hosting and collaborators: CAPS, LGBTQ+ SERVICES

TRANS AWARENESS WEEK
November 18–21, 2019
Attendance: 189
Purpose: Help raise visibility of transgender people in our community and address issues members of the community face.
Department hosting and collaborators: CAPS, LGBTQ+ Services

FIELD OF MEMORIES: BE AWARE, SHOW YOU CARE
September 10, 2019
Attendance: 1700
Purpose: The Field of Memories is a visual display representing the 1100 suicides of college students that occur in the US each year. We ask students and those passing by to write a message of hope to those who may be struggling with depression or a memorial message to someone they may have lost to suicide.
Department hosting and collaborators: CAPS, UCF CARES

WORLD HIV/AIDS AWARENESS DAY
December 2, 2019
Attendance: 180
Purpose: Provides an opportunity for people on campus to unite in the fight against HIV, show support for people living with HIV and commemorate those who have died from an AIDS-related illness. CAPS offered a visual display of red flags with messages of hope for those living with HIV.
Department hosting and collaborators: CAPS, MSC, LGBTQ+ SERVICES, SG, SHS, HART, WHPS

SUICIDE PREVENTION EFFORTS QPR
7/11/19, 8/20/19, 101/10/19, 10/29/19, 12/19/19, 1/15/20, 2/20/20, 3/3/20, 4/7/20
Attendance: 491
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: CAPS

HISPANIC HERITAGE MONTH CELEBRATION
September 26, 2019
Attendance: 287
Purpose: Celebrate and increase awareness of the contributions of Hispanics in the US. CAPS participated in a campus-wide event recognizing the diversity of our staff and highlighting the value we place on diversity.
Department hosting and collaborators: CAPS, SG, SJA, ODI, UCF Global, LASA

HEALING ARTS EXHIBIT
February 12, 2020
Attendance: 206
Purpose: The mission of this exhibition is to create campus wide awareness of the Counseling & Psychological services at UCF, to increase inclusivity across campus, to reduce mental health stigma and to create an open exhibition space for creativity and healing.
Department hosting and collaborators: CAPS, School of Visual Arts, Sam Flax, SAS

MINORITY STRESS IN ACADEMIA
October 27, 2019
Attendance: 70
Purpose: Discuss strategies to identify students in distress, specifically minorities facing additional stressors due to experiences of oppression.
Department hosting and collaborators: CAPS, IGEN

SABOR LATINO
September 26, 2019
Attendance: 10
Purpose: Increase awareness of diversity of CAPS staff while celebrating the achievements/talents of out Latinx/Hispanic students on campus.
Department hosting and collaborators: CAPS, LASA, SJA

MENTAL HEALTH IN MINORITIES
October 8, 2019
Attendance: 25
Purpose: Discuss the impact of culture in mental health experiences and review resources available to access mental health care.
Department hosting and collaborators: CAPS

BLACK MINDS MATTER SPEAKING ENGAGEMENT
October 8, 2019
Attendance: 45
Purpose: To educate UCF students on mental health issues, myths, ways to decrease stress, healthy coping mechanisms, and mental health resources.
Department hosting and collaborators: CAPS, BWM (Black Women in Medicine), WSU (Women's Student Union), JAMSA (Jamaican Student Association), BMC (Black Men of Candor), CSA (Caribbean Student Association)

BLACK MAN'S CANDOR
October 14, 2019
Attendance: 20
Purpose: Introduce the topic of trauma including events that can cause trauma, signs/symptoms, physical and mental impact, ways to cope and resources for help.
Department hosting and collaborators: CAPS

ANNUAL DIVERSITY FORUM AND BANQUET: EMBRACING SOCIAL AND CULTURAL IDENTITIES
February 5, 2020
Attendance: 90
Purpose: Discuss the importance of discovering and embracing social and cultural identities in the field of engineering and computer science.
Department hosting and collaborators: CAPS, ODI, CECS

CLINICAL SERVICES: GROUP THERAPY

ADULTING WITH ADHD
Summer 2019, Fall 2019, Spring 2020
Attendance: 119
Purpose: Provide a space for those living with ADHD to share their experiences, gain support, explore effective coping strategies, gain greater understanding of symptomatology, and learn to harness the gifts of ADHD to improve overall life satisfaction.
Department hosting and collaborators: CAPS

AUTISM CONNECTIONS
Summer 2019, Fall 2019, Spring 2020
Attendance: 60
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

BLACK EMPOWERMENT
Summer 2019, Fall 2019, Spring 2020
Attendance: 491
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

SISTER CIRCLE
Summer 2019, Fall 2019, Spring 2020
Attendance: 150
Purpose: An empowering, supportive group for Black female students. It allows for safe, confidential exploration of issues such as family, relationships, self-esteem, beauty, body image, and academic difficulties.
Department hosting and collaborators: CAPS

EMPOWERING ASIAN VOICES
Summer 2019, Fall 2019, Spring 2020
Attendance: 42
Purpose: A supportive space for any Asian-identified students to express themselves, share their voice, and be heard. Students will explore culturally relevant issues such as academics, family, race, culture, identity, pressures/expectations, discrimination, and values to facilitate improved wellness.
Department hosting and collaborators: CAPS

GLB SUPPORT/TRUE COLORS
Summer 2019, Fall 2019, Spring 2020
Attendance: 115
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

HEALTH SUPPORT GROUP
Summer 2019, Fall 2019, Spring 2020
Attendance: 65
Purpose: This is a support group to empower and enhance wellness for students with chronic health conditions. Goals include improving self-care, increasing coping skills, discussing body image concerns, and learning how to set health boundaries with others.
Department hosting and collaborators: CAPS

INTERSECTIONAL UNDERSTANDING SELF AND OTHERS GROUP
Summer 2019, Fall 2019, Spring 2020
Attendance: 53
Purpose: A space to purposefully explore our intersecting cultural identities (e.g., race/ethnicity, gender, sexual orientation, social class, religion, age, etc.), and discuss how these inform how we see the world and how others see us, allowing for greater growth, acceptance, and self and other understanding.
Department hosting and collaborators: CAPS

MEN'S GROUP
Summer 2019, Fall 2019, Spring 2020
Attendance: 30
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

TRANS AND GENDER DIVERSE EMPOWERMENT
Summer 2019, Fall 2019, Spring 2020
Attendance: 400
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 AND RELATIONSHIPS
Summer 2019, Fall 2019, Spring 2020
Attendance: 117
Purpose: Helps create an empowering space for women to challenge societal pressures/roles of being a woman while identifying personal values, increasing self-esteem, self-confidence and setting healthy boundaries.
Department hosting and collaborators: CAPS

WOMEN'S EMPOWERMENT
Summer 2019, Fall 2019, Spring 2020
Attendance: 134
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 FAMILY GROUP
Summer 2019, Fall 2019, Spring 2020
Attendance: 114
Purpose: Focuses on facilitating self-understanding and awareness of relationship patterns. Students will explore past experiences with one's family and important relationships, unresolved concerns, and learn new ways of relating to oneself and others.
Department hosting and collaborators: CAPS

WOMEN'S UNDERSTANDING SELF AND OTHERS GROUP
Summer 2019, Fall 2019, Spring 2020
Attendance: 48
Purpose: This group is a space for women who want to gain a better understanding of themselves and learn how to relate more comfortably to others. Members guide session focus, which may include self-esteem, relationships, and social perceptions.
Department hosting and collaborators: CAPS

TRAINING PROGRAM/WORKSHOPS

TRAINING PROGRAM
2019–2020 Academic Year
Attendance: 81 total over all sessions
Purpose: The aim of the Diversity Experience is to provide a safe and supportive environment for interns and trainees to reflect, examine, challenge and express their beliefs and perspectives. Specifically, efforts will be made to attend to (and challenge) both overt and covert/implicit biases, assumptions, stereotypes, and prejudices and explore how this relates to clinical work.
The purpose of the experience is to enhance participant's multicultural counseling awareness, knowledge and skills and integrate multicultural theory to multicultural counseling practice. Each seminar was structured to highlight a specific area of diversity as it relates to working with clients in therapy.
Department hosting and collaborators: CAPS

TRANS WORKSHOP SERIES: TRANS IDENTITY
September 24, 2019; January 22, 2020
Attendance: 13
Purpose: Gain a basic understanding of definitions and concepts related to gender, differences between gender identity, gender expression, biological sex, and sexual orientation and learn to recognize differences in expression of identity.
Department hosting and collaborators: CAPS

TRANS WORKSHOP SERIES: TRANS-FOCUSED ALLYSHIP
October 9, 2019
Attendance: 1
Purpose: Explore unique stressors the Trans/GnC community faces, and ways individuals can become more effective allies.
Department hosting and collaborators: CAPS,

MEN'S WORKSHOP
October 22, 2019
Attendance: 8
Purpose: Helping men explore society's unwritten rules and expectations while examining the impact of confining gender roles. Participants 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

ALLYSHIP AND WELLNESS
October 23, 2019
Attendance: 1
Purpose: Explores the concepts of social justice allyship, the constituents of allyship, why allyship is important, and how engaging in social justice allyship can contribute to one's personal wellness and the wellness of others. Self-care and intersectionality are also addressed.
Department hosting and collaborators: CAPS

TRANS WORKSHOP SERIES: TRANSITION OPTIONS
November 5, 2019; February 27, 2020
Attendance: 7
Purpose: Focuses on reviewing resources available for students considering gender transitioning including use of hormones, gender confirmation surgeries, etc.
Department hosting and collaborators: CAPS

LGBTQ+ HOME FOR THE HOLIDAYS
November 19, 2019
Attendance: 2
Purpose: Addresses the process of going home for the holidays as an LGBTQ+ individual and the stresses that this process can entail for many students. Topics addressed included self-care, boundary setting, communication, developing and utilizing a support system, and managing expectations.
Department hosting and collaborators: CAPS

TRANS WORKSHOP SERIES: TRANS-INCLUSIVE SEX ED
December 4, 2019
Attendance: 12
Purpose: Introduce safe sex practices for students in the LGBTQ+ community. Review the importance of open dialogue and consent as well as considerations regarding gender dysphoria and body image concerns that may arise in intimacy.
Department hosting and collaborators: CAPS

"TWICE AS HARD FOR HALF AS MUCH": MULTICULTURAL STRESS AND EATING DISORDERS
September 9, 2019
Attendance: 20
Purpose: Emotional disorders can develop as a response to repeated exposure to messages and life stressors that African American women may experience. These stressors may be the result of societal, cultural, economic or familial messages or occurrences. Many of these messages convey African Americans have to work twice as hard to receive half as much. This presentation will explore the internal monologue that many women have adopted and its influence on the development of eating disorders.
Department hosting and collaborators: CAPS

MENTAL HEALTH PROVIDERS DIVERSITY DIALOGUE
December 11, 2019
Attendance: 31
Purpose: "Within mainstream US culture, differences in what individuals experience based on identity issues are not generally considered appropriate topics of conversation" (Roysircar, G., Dobbins. J. E., & Malloy, K. ,2009); resulting in a code of silence that reflects society's denial of the real impact of oppression and discrimination on individual's mental health. Because of this, minority groups are often over-pathologized and further victimized by mental health providers whom are unable to integrate issues of oppression and discrimination to the conceptualization of their client concerns. This presentation is aimed at providing an experiential opportunity for clinicians to self-reflect on their own identities, recognize what parts of themselves are most salient in

therapy and discuss interpersonal injuries that may have arisen in the past due to others' lack of awareness. This experience focuses on changing clinician's negative attitudes toward others through an emotional exploration of identity and focusing on increased understanding rather than discussion/debate.
Department hosting and collaborators: CAPS

WORKING FROM A DISABILITY AFFIRMING PERSPECTIVE IN COUNSELING
January 15, 2020
Attendance: 36
Purpose: Disability is one of the areas of diversity that is often not discussed despite being the largest minority group in the US. As of 2019, 26% of people living in the US self-identified as living with a disability (CDC, 2019). Because of this, it is important to explore the impact that ableist attitudes and beliefs may have in the provision of mental health services in order to improve the quality of care provided to our clients. This training will review the history of the US as it relates to disability (Ugly laws, ADA, accommodations, etc.), review the different models of disability and discuss strategies to work with all clients from a disability-affirming perspective.
Department hosting and collaborators: CAPS

STUDENT CARE SERVICES

UCF CARES #SQUADCARE
July 2, 2019
Attendance: 20
Purpose: A space for students to learn about UCF Cares and about squadcare (group care/self-care)
Department hosting and collaborators: Student Care Services, Student Health Services

RECESS AT CAPS
July 17, 2020, September 11, 12, 2019, November 20, 2019,
Attendance: 303
Purpose: Student were able to participate in recess-style activities and learn about mental health services on campus.
Department hosting and collaborators: Student Care Services, Counseling and Psychological Services

SLS CLASS UCF CARES QUEST
July 23, 2019
Attendance: 28
Purpose: Provide an opportunity for students to take part in an activity that would teach them more about UCF Cares.
Department hosting and collaborators: Student Care Services, Student Legal Services Faculty member

SQUADCARE WITH FRESHU KITCHEN
September 26, 2019
Attendance: 18
Purpose: A space for students to learn about UCF Cares and about squadcare.
Department hosting and collaborators: Student Care Services, Wellness and Health Promotional Services

UCF CARES 101 WEEK: HANG WITH YOUR #SQUAD
October 1, 2019
Attendance: 20
Purpose: A space for students to learn about UCF Cares through tabling.
Department hosting and collaborators: Student Care Services

#UCFSQUADCARE TABLING
October 8, 2019, October 23, 2019
Attendance: 59
Purpose: Tabling for students to learn about UCF Cares.
Department hosting and collaborators: Student Care Services, Counseling and Psychological Services

SQUADCARE AT OPEN KNIGHT CLIMB
October 24, 2019
Attendance: 55
Purpose: Tabling for students to learn about UCF Cares
Department hosting and collaborators: Student Care Services, Recreation and Wellness Center

SQUADCARE AND NATIONAL HUNGER AND HOMELESSNESS AWARENESS WEEK PROMOTION
November 8, 12, 2019
Attendance: 55
Purpose: To provide space for students to learn more about UCF Cares and the upcoming events regarding National Hunger and Homelessness Awareness Week
Department hosting and collaborators: Student Care Services

A PLACE AT THE MOVIE TABLE NIGHT NOVEMBER 18, 2019
Attendance: 20
Purpose: As part of National Hunger and Homelessness Awareness Week, this event will provide a movie and discussion
Department hosting and collaborators: Student Care Services, LEAD Scholars Academy, Fairwinds Credit Union

UCF SQUARDCARE TABLING
12/4/19, 1/7/20, 1/15/20, 1/21/20, 2/5/20, 2/20/20
Attendance: 141
Purpose: A space for students to learn about UCF Cares and about squadcare (group care/self care)
Department hosting and collaborators: Student Care Services

COST OF POVERTY EXPERIENCE
November 18, 2019
Attendance: 23
Purpose: As part of National Hunger and Homelessness Awareness Week, this event provides an activity to education people on the impact of poverty
Department hosting and collaborators: Student Care Services, President's Leadership Council

SQUADCARE WITH FRESHU KITCHEN
October 29, 2019
Attendance: 20
Purpose: Tabling for students to learn about UCF Cares
Department hosting and collaborators: Student Care Services, WHPS.

UCF SQUADCARE TABLING
11/6/19; 11/7/19; 11/13/19; 11/14/19; 11/19/19; 11/25/19
Attendance: 214
Purpose: Tabling for students to learn about UCF Cares
Department hosting and collaborators: Student Care Servic

RECESS AT CAPS PAWS
1/22/20
Attendance: 26
Purpose: Student were able to participate in recess-style activities and learn about mental health services on campus
Department hosting and collaborators: Student Care Services, CAPS

UCF CARES SPRING KICK OFF
1/30/20
Attendance: 103
Purpose: A kickoff event to let students know about our services
Department hosting and collaborators: Student Care Services, Student Health Services, Office of Student Involvement

UCF SQUADCARE & SAFE KNIGHT PROMO
2/27/20
Attendance: 32
Purpose: This event provided information about the squadcare campaign and updates regarding Safe Knight Week.
Department hosting and collaborators: Student Care Services

UCF CARES DAY CARNIVAL
3/2/20
Attendance: 500
Purpose: As part of Safe Knight Week, the event provided the opportunity for students to engage in fair about different partners on campus that help protect their safety and wellbeing.
Department hosting and collaborators: Student Care Services, Wellness and Health Promotional Services

SAFE KNIGHT WEEK POOL PARTY
3/4/20
Attendance: 163
Purpose: As part of Safe Knight Week, this event was to provide information regarding sun safety and wellness.
Department hosting and collaborators: Student Care Services

UCF CARES LIVE ON INSTAGRAM
4/28/20; 4/30/20; 5/5/20; 5/7/20; 5/12/20; 5/14/20; 5/19/20; 5/21/20; 5/26/20; 5/28/20; 6/3/20; 6/4/20; 6/9/20; 6/11/20; 6/16/20; 6/18/20; 6/23/20; 6/25/20; 6/30/20
Attendance: 1762
Purpose: Provide information regarding self-care, cares, and resources while operations were remote
Department hosting and collaborators: Student Care Services

LET'S BE CLEAR: PRIZE RIDE
8/29/2019, 9/25/2019, 11/7/2019
Attendance: 26
Purpose: Connect with students and educate through trivia around campus.
Department hosting and collaborators: Student Care Services

LET'S BE CLEAR: VIOLENCE PREVENTION CERTIFICATE SERIES (CONTINUUM)
9/7/2019, 10/3/2019, 10/6/2019, 10/16/2019, 10/23/2019, 11/5/2019, 2/13/2020, 2/26/2020
Attendance: 86
Purpose: Students will be given scenarios about interpersonal violence and relationships and students will place them into categories.
Department hosting and collaborators: Student Care Services, Fraternity and Sorority Life

LET'S BE CLEAR: VIOLENCE PREVENTION CERTIFICATE SERIES (NAVIGATING DIFFICULT RELATIONSHIPS)
9/7/2019, 9/25/2019, 10/6/2019, 10/8/2019, 10/30/2019, 11/13/2019, 2/18/2020
Attendance: 81
Purpose: Students will learn about navigating difficult relationships, resources and support available.
Department hosting and collaborators: Student Care Services, Fraternity and Sorority Life

LET'S BE CLEAR: VIOLENCE PREVENTION CERTIFICATE SERIES (CONSENT)
9/7/2019, 9/24/2019, 10/6/2019, 10/17/2019, 10/29/2019, 10/6/2019, 2/4/2020, 2/27/2020
Attendance: 117
Purpose: Students will learn about consent, how to obtain consent, and UCF resources.
Department hosting and collaborators: Student Care Services, Fraternity and Sorority Life

LET'S BE CLEAR: VIOLENCE PREVENTION CERTIFICATE SERIES (TITLE IX PROGRAMMING)
8/22/2019, 9/7/2019, 10/2/2019, 10/6/2019, 10/22/2019, 11/14/2019, 2/11/2020, 2/19/2020,
Attendance: 120
Purpose: Educate students about Let's Be Clear initiative, reporting options, university Title IX policies, and campus resources
Department hosting and collaborators: Student Care Services, Fraternity and Sorority Life

LET'S BE CLEAR DESSERT PARTY
March 3, 2020
Attendance: 50
Purpose: As part of Safe Knight Week, this event provided an opportunity to converse about violence prevention
Department hosting and collaborators: Student Care Services, OIE

LET'S BE CLEAR TABLING
7/23/2019, 7/26/2019, 9/10/2019, 9/11/2019, 9/17/2019, 10/7/2019, 10/10/2019, 10/24/2019, 10/31/2019, 11/4/2019, 11/12/2019, 11/13/2019, 11/26/2019, 1/22/2020, 2/6/2020, 2/7/2020, 2/12/2020, 2/14/2020, 2/20/2020, 2/25/2020, 3/6/2020
Attendance: 934
Purpose: Students will learn about Let's Be Clear and connect with staff
Department hosting and collaborators: Student Care Services, Wellness and Health Promotional Services, RWC, Victim Services

LET'S BE CLEAR TABLING
8/23/2019, 8/28/2019, 8/29/2019, 9/16/2019, 9/19/2019, 10/2/2019, 10/3/2019, 11/5/2019, 11/16/2019, 11/21/2019, 1/30/2020, 2/24/2020, 3/24/2020
Attendance: 6248
Purpose: Students will learn about Let's Be Clear and connect with staff
Department hosting and collaborators: Student Care Services, LGBTQ+ Services, Victim Services, Pegasus Palooza

UCF RWC CLIMBING COMP SPONSORSHIP/ RWC OUTDOOR ADVENTURE RACE SPONSORSHIP
September 2019/February 2020
Attendance: 54
Purpose: Students will learn about Let's Be Clear and connect with staff
Department hosting and collaborators: Student Care Services, RWC

WELLNESS AND HEALTH PROMOTION

NATIONAL GAY MEN'S HIV/AIDS AWARENESS DAY
September 25, 2019
Attendance: 29
Purpose: HIV testing for MSM
Department hosting and collaborators: UCF Pride Student Association, LGBTQ+ Services, Pride Faculty and Staff Association

NATIONAL LATINX AIDS AWARENESS DAY
October 16, 2019
Attendance: 26
Purpose: Testing of Hispanic/LatinX ethinicity
Department hosting and collaborators: LatinX Based Greek organizations:
Sigma Lambda Gamma National Sorority, Inc., Sigma Lambda Beta International Fraternity, Inc., Lambda Theta Alpha Latin Sorority, Inc., Lambda Sigma Upsilon Latino Fraternity, Inc., Chi Sigma Upsilon National Latin Sorority, Inc., Mu Sigma Upsilon Sorority, Inc.,
Latino Based Student Organizations:
Caribbean Students' Association, Colombian Student Association, Latin American Student Organization, Latin Rhythm, Puerto Rican Student Association, Pulso Caribe, Venezuelan Student Organization, Society for the Advancement of Minorities in STEM, LatinX Based Faculty Organizations: Latino Faculty and Staff Association

WORLD AIDS DAY 2019
December 2, 2019
Attendance: 20
Purpose: In observance of World AIDS Day
Department hosting and collaborators: UCF CARES, College of Education (H.E.A.R.T), UCF Pride Student Association, LGBTQ+ Services

NATIONAL BLACK HIV/AIDS AWARENESS DAY
February 12, 2020
Attendance: 27
Purpose: To engage a high risk population (Black/African-Americans) and ensure a welcoming space to learn ways to reduce their risk.
Department hosting and collaborators: African American and Black Based Greek organizations through the National Pan-Hellenic Council: Alpha Phi Alpha Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Omega Psi Phi Fraternity, Inc., Delta Sigma Theta Sorority, Inc., Phi Beta Sigma Fraternity, Inc., Zeta Phi Beta Fraternity, Inc., Sigma Gamma Rho Sorority, Inc.
African American/Black Based Student Organizations: African-Students Organization, Black-Female Development Circle, Black-Student Union, Caribbean Students' Association, Faithful Black Men of the University of Central Florida, National Association for the Advancement of Colored People, National Council of Negro Women, National Society of Black Engineers, Neg Kreyol, Inc., Society for the Advancement of Minorities in STEM, Jamaican Student Association African American/Black Based Faculty Organizations: Black Faculty and Staff Association

NATIONAL WOMENS MONTH RAPID HIV TESTING EVENT
March 10, 2020
Attendance: 1
Purpose: To raise awareness for women to continue to be tested and learn how to reduce their risk.
Department hosting and collaborators: UCF Sororities: Sigma Lambda Gamma National Sorority, Inc., Lambda Theta Alpha Latin Sorority, Inc., Chi Sigma Upsilon National Latin Sorority, Inc., Mu Sigma Upsilon Sorority, Inc., Delta Sigma Theta Sorority, Inc., Sigma Gamma Rho Sorority, Inc., Alpha Delta Pi, Alpha Epsilon Phi, Alpha Xi Delta, Chi Omega, Delta Delta Delta, Delta Zeta, Gamma Phi Beta, Kappa Alpha Theta, Kappa Delta, Kappa Kappa Gamma, Pi Beta Phi, Zeta Tau Alpha, Delta Phi Lambda, Inc., Delta Phi Omega Sorority, Inc. Student and Faculty Based Organizations: American Association of University Women, National Council of Negro Women

LAVENDER LUNCH
August 29, 2019
Attendance: 300
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: LGBTQ+ Services, MSC, Housing and Residence Life, LEAD Scholars, ODI, Delta Lambda Phi, PFSA, VUCF, Alcohol and other drugs, CAPS, Victim Services, Pride Student Association, Green Dot, UCF PD

FRESHU COOKING DEMO
September 26, 2019
Attendance: 77
Purpose: Building healthy cooking habits while celebrating Latinx Heritage
Department hosting and collaborators: UCF CARES

STUDY ABROAD ORIENTATION
January 3, 2020
Attendance: 58
Purpose: Wellness overview for study abroad students in order to create a healthy lifestyle while traveling internationally.
Department hosting and collaborators: UCF Global

MASS WELCOME BACK BASH
January 13, 2020
Attendance: 560
Purpose: Wellness overview for MASS students in order to create a healthy lifestyle while learning about WHPS services.
Department hosting and collaborators: Multicultural Academic and Support Services

HOUSING

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

22 | **1,233**

HOUSING AND RESIDENCE LIFE

DIVERSITY BEHIND CLOSED DOORS
August 8, 2019
Attendance: 212
Purpose: Student staff training participants role played responses to incidents of bias, non-inclusive language, and residents with concerns about coming out.
Department hosting and collaborators: Housing and Residence Life

CLERY ACT/TITLE IX TRAINING
August 8, 2019
Attendance: 212
Purpose: Student staff training participants learned about Title IX and Clery Act expectations related to their positions.
Department hosting and collaborators: Housing and Residence Life

DIVERSITY READING SERIES: *THE HELP* BY KATHRYN STOCKETT
August 8, 2019
Attendance: 212
Purpose: Book discussion participants explored racial prejudice and bigotry in civil-rights-era Mississippi by discussing this best-selling novel.
Department hosting and collaborators: Housing and Residence Life, Human Resources

DECODING ADVOCACY AND ALLYSHIP
August 21, 2019
Attendance: 25
Purpose: Housing Leadership Institute participants learned how to weave advocacy for marginalized communities into their lives.
Department hosting and collaborators: Housing and Residence Life

SENSE OF BELONGING AND MICROAGGRESSIONS
August 18, 2019
Attendance: 25
Purpose: Housing Leadership Institute participants learned about the role microaggressions play in interfering with students' sense of belonging in college.
Department hosting and collaborators: Housing and Residence Life

WHAT IS SOCIAL JUSTICE?
August 18, 2019
Attendance: 78
Purpose: Housing Leadership Institute participants learned to distinguish between the following terms: diversity, inclusion, and social justice.
Department hosting and collaborators: DHRL Human Resources

MISSION BACKPACK: UNPACKING AND UNDERSTANDING POWER, PRIVILEGE, AND ALLYSHIP
August 22, 2019
Attendance: 25
Purpose: Housing Leadership Institute participants learned to unpack the role of power and privilege in their lives.
Department hosting and collaborators: Housing and Residence Life

THE WHY BEHIND ADVOCACY: PURPOSE-DRIVEN PLANNING
September 16, 2019
Attendance: 40
Purpose: Participants learned how to incorporate advocacy initiatives into their community building programs.
Department hosting and collaborators: Housing and Residence Life, Residence Hall Association

DIVERSITY CERTIFICATE
September 16, 2019 and September 18, 2019
Attendance: 34
Purpose: Participants were provided an overview of how human diversity is woven into legal, ethical, and practical workplace concerns.
Department hosting and collaborators: Housing and Residence Life, Housing Human Resources

VICARIOUS TRAUMA (3-PART SERIES)
September 20, 2019, October 18, 2019, and November 22, 2019
Attendance: 22
Purpose: Participants gained an awareness of several models of traumatization and how vicarious trauma manifests in the workplace with students and colleagues.
Department hosting and collaborators: Housing and Residence Life, Dr. Lynelle Hodges

UNDERSTANDING YOUR STRENGTHS
October 10, 2019
Attendance: 18
Purpose: Participants gained insight into the findings of their CliftonStrengths personalized report.
Department hosting and collaborators: Housing and Residence Life, Dr. April Konvalinka

TITLE IX TRAINING
October 22, 2019 and November 2, 2019
Attendance: 72
Purpose: Participants explored UCF policies regarding sex discrimination including sexual harassment, sexual assault, relationship violence, stalking and/or retaliation.
Department hosting and collaborators: Housing and Residence Life, Title IX Office

DIVERSITY READING SERIES: SHE'S NOT THERE: A LIFE IN TWO GENDERS BY JENNIFER FINNEY BOYLAN
November 5, 2019, December 13, 2019, and January 10, 2020
Attendance: 25
Purpose: Participants gained insight into the experience of transgender individuals through this moving autobiography.
Department hosting and collaborators: DHRL, Human Resources

ELEVATE YOUR STRENGTHS
December 6, 2019
Attendance: 21
Purpose: Participants developed strength-based skills and created an action plan focusing on their CliftonStrengths.
Department hosting and collaborators: DHRL, Dr. April Konvalinka

WHAT IS SOCIAL JUSTICE?
December 18, 2019
Attendance: 35
Purpose: Student Staff Training participants learned to distinguish between the following terms: diversity, inclusion, and social justice.
Department host and collaborators: Housing and Residence Life

FEEDING CHILDREN EVERYWHERE
February 5, 2020
Attendance: 40
Purpose: Participants worked together to package meals for the Knights Pantry.
Department hots and collaborators: Residence Hall Association and National Residence Hall Honorary, Knights Pantry

INVEST IN YOUR STRENGTHS
February 7, 2020
Attendance: 12
Purpose: Participants created an action plan to focus on continual investment in their CliftonStrengths.
Department hosts and collaborators: DHRL, Dr. April Konvalinka

FRESH CHECK DAY
February 14, 2020
Attendance: N/A
Purpose: Event participants explored interactive booths (carnival style) with a variety of campus resources related to mental health and wellness.
Department host and collaborators: CAPS, Student Care Services, Residence Hall Association, National Residence Hall Honorary

DIVERSITY READNG SERIES: JUST MERCY BY BRYAN STEVENSON
February 28, 2020, March 20, 2020, and April 24, 2020
Attendance: 24
Purpose: Participants gained insight into the inequities of the U.S. criminal justice system and the needs of individuals who are wrongfully condemned.
Department hosts and collaborators: DHRL Human Resources, Jillian Sturdivant

DIVERSITY READING SERIES: IMPACT: A MEMOIR OF PTSD BY JANE ANN MCLACHLAN
May 29, 2020, June 12, 2020, and June 26, 2020
Attendance: 10
Purpose: Participants explored the impact of Post-Traumatic Stress Disorder (PTSD) through the author's personal story of recovering from a life-threatening car accident.
Campus hosts and collaborators: DHRL HR

ALLYSHIP
June 28, 2020
Attendance: 50
Purpose: Residence Life staff members engaged in conversations about the performative allyship within student affairs.
Department hosts and Collaborators: Social Justice and Advocacy — Dr. Edwanna Andrews

CONSCIOUS DIALOUGE
June 30, 2020
Attendance: 5
Purpose: Students were provided an open forum to discuss and reflect on current events.
Department hosts and collaborators: Social Justice and Advocacy — Dr. Edwanna Andrews

UNIQUE CIRCUMSTANCES

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

5 | 301

CREATIVE SCHOOL

ASIAN NEW YEAR CELEBRATION
January 24, 2020
Attendance: 128
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.
Department hosting and collaborators: Creative School

HOLI FESTIVAL
March 26, 2020
Attendance: 133
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.
Department hosting and collaborators: Creative School

FLORIDA VOLUNTARY PRE-KINDERGARTEN PROGRAM
August 2019–May 2020
Attendance: 40
Purpose: Creative School for Children provides on-site access to student, staff and community parents of 4-year-olds to the Florida Voluntary Pre-kindergarten program. These children receive free state-funded prekindergarten regardless of family income.
Department hosting and collaborators: Creative School

SECOND HARVEST FOOD DISTRIBUTION SITE
March 23, 2020 to June 30, 2020
Attendance: N/A
Purpose: In partnership with Second Harvest Food Bank, Creative School became a community food distribution site. Not only could families pick up daily meals for children and seniors, but weekly breakfast and lunch boxes were available containing 7 days' worth of food. CSC staff served families Monday through Friday, distributing 150 boxes a week and 50 breakfast bags and hot lunches daily. Creative School was also able to assist UCF students by sharing any leftover meals or boxes with the Knights Helping Knights Pantry.
Department hosting and collaborators: Creative School

CCAMPUS GRANT
Creative School for Children received the Department of Education CCAMPIS grant (Child Care Access Means Parents in School Program). Over the next 4 years, the $1.5 million grant will provide Pell-eligible students with subsidies for their children's childcare tuition. In 2019-2020, 23% of the Creative School for Children families have received support from the grant.
A requirement for the program is that parents participate in school activities with their children. This year's activities included, World Read Aloud Day, Mother's Day, Father's Day, Grandparents'/Special Friends' Day and the school events listed above.

APPENDIX: SDES DIRECTORY

ACADEMIC SERVICES FOR STUDENT-ATHLETES (ASSA)

Wayne Densch Center for
Student-Athlete Leadership

Room 105 | Zip +4: 0300

407.823.5895

assa.sdes.ucf.edu

ACTIVITY AND SERVICE FEE BUSINESS OFFICE (A&SF)

Student Union

Room 215 | Zip +4: 3230

407.823.5548

asf.sdes.ucf.edu

BUDGET AND PERSONNEL SUPPORT, SDES

Millican Hall

Room 282 | Zip +4: 0160

407.823.4625

bps.sdes.ucf.edu

CAREER SERVICES (CS)

CSEL Building

Room 101 | Zip +4: 0165

407.823.2361

career.sdes.ucf.edu

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Counseling Center

Room 101 | Zip +4: 3170

Tel: 407.823.2811

Fax: 407.823.5415

caps.sdes.ucf.edu

CREATIVE SCHOOL FOR CHILDREN (CSC)

Creative School for Children

Room 102 | Zip +4: 3546

407.823.2727

csc.sdes.ucf.edu

FIRST YEAR 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

Tel: 407.823.4427

nrse.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

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 ACCESSIBILITY SERVICES (SAS)

Ferrell Commons
Room 185 | Zip +4: 0161
Tel: 407.823.2371
Fax: 407.823.2372

sas.sdes.ucf.edu

STUDENT CONDUCT AND ACADEMIC INTEGRITY (SCAI)

Ferrell Commons
Room 227 | Zip +4: 3655
Tel: 407.823.4638
Fax: 407.823.4544

scai.sdes.ucf.edu

STUDENT FINANCIAL ASSISTANCE (SFA)

Millican Hall
Room 120 | Zip +4: 0113
Tel: 407.823.2827
Fax: 407.823.5241

finaid.ucf.edu

STUDENT LEGAL SERVICES (SLS)

Student Union
Room 304 | Zip +4: 3650
Tel: 407.823.2538
Fax: 407.823.5305

sls.sdes.ucf.edu

STUDENT OUTREACH SERVICES (SOS)

Orlando Tech Center, Bldg. 600
Room 215 | Zip +4: 3620
Tel: 407.823.5580
Fax: 407.823.6216

sos.sdes.ucf.edu

STUDENT UNION (SU)

Student Union

Room 312 | Zip +4: 3250

Tel: 407.823.3677

Fax: 407.823.6483

studentunion.ucf.edu

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

WELLNESS AND HEALTH PROMOTION SERVICES (WHPS)

Recreation and Wellness Center

Suite 111 | Zip +4: 3330

407.823.5841

whps.sdes.ucf.edu

ATTACHMENT B

UCF's *Let's Be Clear* Campaign
(Support and programs for Title IX-related issues)
Website Screenshots

Let's be clear.

UCF
cares

Let's be clear. UCF cares

WHAT TO DO WHEN A STUDENT REPORTS SEXUAL HARASSMENT, SEXUAL ASSAULT, RELATIONSHIP VIOLENCE, AND/OR STALKING.

Let's be clear, UCF is committed to protecting community safety and supporting survivors of sexual harassment, sexual assault, relationship violence or stalking. The following is a guide to help you, as an employee, understand your reporting responsibilities, where to make reports of this nature, what happens after a report is made, confidential and non-confidential resources available at UCF, and what to do during and after a disclosure.

KNOW YOUR REPORTING RESPONSIBILITIES

Under UCF's *Policy 2-004.2 Prohibition of Discrimination, Harassment, and Related Interpersonal Violence,* all **responsible employees** who witness or receive a disclosure of sex-based discrimination, sexual harassment, sexual assault, relationship violence or stalking from a student must immediately report such observation or disclosure to the Title IX Coordinator located in the Office of Institutional Equity ("Title IX Report"). **Responsible employees** at UCF are all employees (including full-time and part-time faculty, Direct Support Organization employees, A&P, USPS, and post-doctoral employees, resident assistants, graduate students with classroom responsibilities, professional research assistants, and OPS non-student employees) who are not **confidential employees**. **Confidential employees** at UCF are those employees entitled under state law to have privileged communications. Examples of **confidential employees** at UCF include personnel in Student Health Services, Counseling and Psychological Services (CAPS), Ombuds Office, Victim Services and Student Legal Services. Any disclosure made within a privileged communication with one of these employees does not require a report to the Title IX Coordinator.

KNOW WHERE TO MAKE TITLE IX REPORTS

All Title IX Reports must be filed with the Title IX Coordinator, Matt Ricke, in the Office of Institutional Equity. Mr. Ricke can be contacted for questions and advise at:

Office of Institutional Equity
Barabara Ying CMMS
12701 Scholarship Drive, Suite 101
Orlando, FL 32816
(407) 823-1336
Matt.Ricke@ucf.edu

The best way to report a disclosure of sexual harassment, sexual assault, relationship violence or stalking is to submit the report online. Reporting online ensures that the Title IX Coordinator will receive the information in a prompt fashion and also provides the reporter with an acknowledgment of receipt of that report. To submit a report online, please visit:

LetsBeClear.ucf.edu

click the **FILE A REPORT** tab

WHAT HAPPENS AFTER THE REPORT IS MADE

After a report is made, personnel within the Office of Institutional Equity and/or other appropriate University offices will assist the disclosing student with any immediate concerns, such as safety, housing or classroom arrangements; will connect the student to on and off-campus resources; and will discuss the available investigatory options. In the event that an investigation is initiated, university personnel will provide the same assistance and support to the students who are accused of engaging in this misconduct. For a full overview of the university's process, visit **LetsBeClear.ucf.edu**

KNOW THE RESOURCES AT UCF

There are both confidential and non-confidential resources here at UCF to support students during these traumatic and stressful times. Being familiar with these support services and guiding students to these resources is both helpful to the student and encouraged by the university.

Confidential Resources

UCF Victim Services - Provides confidential advocacy and support.

- Office Number (407) 823-2425 (during regular business hours)
- 24/7 Hotline Help (407) 823-1200
- 24/7 Help via Text (407) 823-6868
- For more information visit their website: http://victimservices.ucf.edu/

Counseling and Psychological Services (CAPS) - Provides free comprehensive psychological services, including individual and group therapy, to students.

- 24/7 Help Call (407) 823-2811
- For more information visit their website: http://caps.sdes.ucf.edu/

Student Health Services (SHS) - Provides a variety of primary and specialty health services including STI screenings for students. Does not provide sexual assault kit examinations but will ensure that the student is connected to the servicing agency which provides that resource.

- Main Number (407) 823-2701
- For more information visit their website http://shs.sdes.ucf.edu/

Ombuds Office - Provides an informal, independent, confidential, neutral office that offers assistance and impartial advice regarding concerns related to the university.

- Office Number (407) 823-6440 (during regular business hours)
- For more information visit their website: http://www.ombuds.ucf.edu/

Non-Confidential Services

Student Care Services (SCS)– Provides assistance in accessing on-campus and off-campus resources for needs including academic, financial or personal distress, and medical concerns. SCS will help develop a follow-up care plan with the student to assist in achieving academic success.

- Office Number (407) 823-5607 (during regular business hours)
- For more information visit their website: http://scs.sdes.ucf.edu/

For more information on these services and for a full list of local, regional and national resources, please visit **LetsBeClear@ucf.edu.**

KNOW WHAT TO DO DURING AND AFTER A DISCLOSURE

As set forth above, responsible employees must report disclosures by students. The following is a helpful guide for responsible employees on how to effectively and appropriately handle disclosures of sex-based discrimination, sexual harassment, sexual assault, relationship violence and stalking by a student.

What to Do

- Listen without judgment and offer your support.
    - Example of an appropriate response: "I'm sorry this happened. I appreciated your telling me and would like to help. Is there anything I can do that would be most helpful to you right now?"
- Inform the student early in your conversation that while your discussion will be private, **it will not be confidential,** given your status as a responsible employee.
    - Example of appropriate responses:
        - Before a disclosure: "I feel like you may be going to tell me about an incident that I have a duty to then disclose to our Title IX Coordinator. I want you to understand that, while I am ready to hear what you have to say, there are confidential sources on campus that can give you information about reporting and help guide you through what reporting options are best for you." Then offer to call Victim Services and/or Counseling and Psychological Services for the student.
        - After a disclosure: "I want you to know that UCF takes these matters very seriously and after our conversation, I have a duty to report your disclosure to the Title IX Coordinator. A staff member in that office will then reach out to you to explain your rights, reporting options and the resources that are available for you here on campus. While I have a duty to report this disclosure, you will be able to make a decision whether you want to work with that office or not in this matter."
- Connect the student to resources right away.
    - Example of an appropriate response: "There are a number of resources on campus and off campus that can provide you with help, information, and support. Would you mind if I called a Victim Advocate to come over to meet with you and talk about the help available?" Then call (407) 823-1200 and ask for a Victim Advocate to come out for assistance.
- **Report the information to the Title IX Coordinator.**
    - Example of an appropriate response: "I know this was hard for you to share with me. I am now going to make a report to the Title IX Coordinator. Do you want to be present while I do this? Shortly after I make this report, personnel from that office will reach out to you and offer assistance and options." Then make a report online at **LetsBeClear@ucf.edu**
- Be aware of your own needs during this process. Having a student disclose incidents of sexual violence and relationship violence can be very stressful. Please know that there is support for you too. The Employee Assistance Program (EAP) offers confidential help and support to UCF employees. You can contact the EAP at: Employee Assistance Program **(887) 240-6863 https://hr.ucf.edu/current-employees/employee-assistance-programs/**

What NOT to do

- **Do NOT** promise confidentiality. You are not able to keep information confidential, and you should never promise confidentiality. You should instead offer privacy and discretion.
- **Do NOT** tell the student that because they asked you not to tell anyone or report the incident to the institution, you will not. As a responsible employee, you are obligated to report the incident to the Title IX Coordinator.
- **Do NOT** offer or attempt to investigate the information shared with you or mediate the situation between the people involved in the incident.

Let's
be
clear.

UCF cares

Sexual assault is never tolerated at UCF.

TO REACH A VICTIM ADVOCATE 24/7, TEXT 407-823-6868 OR CALL 407-823-1200.

ASK A QUESTION. REPORT A CONCERN. GET CONFIDENTIAL HELP.

LET'S BE CLEAR

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

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

Let's Be Clear...

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

RESOURCES
...resources 24/7, including Emergency Services

REPORTING
Learn about your options and how to report an incident with UCF police

LET'S BE CLEAR UCF CARES

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ATTACHMENT C

Office of Multicultural Academic and Support Services Program
2019 – 2020 Report

2021 Florida Educational Act Report
Multicultural Academic and Support Services
University of Central Florida
Data Year 2019-2020

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

- **ACCESS Program**, a six-week summer on-campus academic program and an academic enhancement component that spans the Fall and Spring semesters to FTIC students. The program assists diverse and first-generation students with making a smooth transition from high school to the university. For Summer – Fall 2019-20, **380** students participated in this program cohort. The cohort has a **94.2** percent retention and progression rate.

- **Brother to Brother Program** provides academic, career, and leadership development and social and financial support to multicultural or first-generation undergraduate male students. The program served **35** students in the 2019-2020.

- **Sister to Sister** provides provides intentional programs with intensive academic, social, and personal support to students who desire a sisterhood. Seven core principles provide the framework for the program. The program served **156** students in the 2019-2020.

- **Deferred Action and Childhood Arrivals (DACA) and Dreamers Program** is a program created to support young immigrants living in the United States who were brought here as children in their pursuit of higher education. **111** students participated in this program. The program has a **98** percent retention rate.

- **First-Generation Program**, which provides first-generation college students with a structured approach to develop meaningful experiences at UCF. This program eases students with their transition to college and assists them with navigating through the university landscape. In 2019-2020, the Summer Fall Full-time (SFFT)-FTIC cohort population was **1,059**. The SFFT FTIC 2019-2020 first-generation cohort garnered a **90.6** retention rate in partnership with campus partners.

- **Knight Alliance Network Program** provides former foster care youth with a healthy transition to become successful students here at UCF. This program will assist students with a) demystifying the college experience, b) assisting with navigating through the university landscape, and c) help students prepare to succeed at UCF and beyond academically and socially. Students enrolled in the academic year 2019-2020 who receive the foster care/state custody waiver and participated in the Knight Alliance Program totaled **53** students this year. The program has a **91.8** fall to spring success rate and **83.7** fall to fall success rate.

- **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. **129** students participated in this program**.**

- **Multicultural and First-Generation Programs** provide a structured approach to developing social integration, self-efficacy, and a sense of belonging on campus through campus resources and support services, meaningful student engagement, and student involvement opportunities. **598** students participated in this program.

Highlights:

- **NASPA First-gen Forward Institution:** In recognition of our first-generation student success, the university was recognized as a First-gen Forward Institution by the National Association of Student Personnel Administrators (NASPA) and the Suder Foundation. The First-gen Forward designation recognizes institutions of higher education who have demonstrated a commitment to improving experiences and advancing outcomes of first-generation college students. For additional details visit https://www.sdes.ucf.edu/news/the-university-of-central-florida-receives-first-gen-forward-designation/

- **NASPA First Scholar Network Inaugural Cohort**: The university was recognized as a member of the inaugural cohort of the First Scholar Network by the Center for First-Generation Student Success. The First Scholars Framework is intentionally grounded in higher education scholarship and evidence-based practical application, thereby increasing successful outcomes for first-generation students and the institutions that serve them. This framework consists of both evidence-based approaches to holistic first-generation student success, referred to as Student-centered Actionable Outcomes, and strategic, institution-level shifts, referred to as Institution-focused Actionable Outcomes. Each actionable outcome is an overarching goal by which the institution can measure its success. This integrated framework and the outcomes within are designed to be nimble and reflective of the institution's mission and strategic priorities. For additional details visit https://www.sdes.ucf.edu/news/the-university-of-central-florida-receives-first-gen-forward-designation/

- First-generation Advisory Committee - The First-Generation Program in the Division of Student Development and Enrollment Services has a formerly constituted Advisory Board to advise the Vice President of relevant strategic issues to help act and explore matters impacting the persistence, retention, and graduation rates of first-generation students at UCF. The identified priorities for this academic school year are:
  1. Increase awareness around serving first-generation students
  2. Establish a campus-wide marketing campaign for first-generation students
  3. Establish first-generation scholarship opportunities
  4. Connect first-generation students with faculty and staff members
  5. Streamline support services and programs into a centralized hub

- **NASPA First-generation Awareness Week Celebration: The university celebrated is inaugural First-Generation Awareness Week.** UCF celebrated the presence and experiences of first-generation students, faculty and staff during the university's inaugural First Generation Awareness Week on Nov. 4-8 In partnership with campus and community partnerships activities include a First Generation Student Resource Expo on Monday, Nov. 4, from 11 a.m. to 2 p.m. in the Student Union's Key West Ballroom and an employer panel on Tuesday, Nov. 5, in the Key West Ballroom from 11:30 a.m. to 1 p.m. The panel discussion will include a look at career opportunities in business, engineering, education and other fields. On Thursday and Friday, Nov. 7-8, students can learn about first-generation-oriented student organizations in the atrium of the Student Union and receive free takeaways. For additional information on the First Generation Awareness Week events, visit the MASS website at https://mass.sdes.ucf.edu/programs/first/Links to an external site.

First-generation students face a unique set of challenges. Shaika explains, "It's a lot. Typically, first-generation students, if they are minorities, they come from low socioeconomic backgrounds, impoverished communities, and underfunded schools…"There's the problem of not knowing and not having anyone at home to teach you or guide you, so when you get to campus, especially a campus as big as UCF, that's a challenge in [and of] itself." See full story here https://www.sdes.ucf.edu/news/first-generation-awareness-weeks-begins/.

During First Generation Awareness Week. MASS students handed out free shirts and information pamphlets to first generation student Neha Ilyas. The tabling event wrapped up First Generation Awareness Week. Due to the difficulty of making friends in college, Ilyas expressed gratitude over the new social opportunities she learned about thanks to First Generation Awareness Week. Full story here: http://www.nicholsonstudentmedia.com/life/ucf-holds-inaugural-first-generation-awareness-week/article_a86167d2-026e-11ea-b6dd-e34999113e87.html

Registered Student Organizations and social media were both also a successful way to reach first-generation students this year. Some examples are as follows: https://firstgen.naspa.org/events/university-of-central-florida-s-first-generation-college-celebration

https://www.google.com/search?q=ucf+first+generation+awareness+week&client=safari&rls=en&tbm=isch&source=iu&ictx=1&fir=pm2797NkGDK3zM%252C3iAi24UcM6FLRM%252C_&vet=1&usg=AI4_-kQ6ShkdT3kTdMjap0CPCaoj0iwipA&sa=X&ved=2ahUKEwjol5b-qqrqAhXEmuAKHT45APEQ9QEwDnoECAEQCw&biw=1324&bih=1280#imgrc=pm2797NkGDK3zM

UCF Brother to Brother Program Overview

Purpose: Recruiting, Retaining, and Graduating Collegiate Males

For more than two decades, educators and policymakers have become increasingly aware of the persistent achievement gap for male students of color, a gap that is evident through sobering disparities in overall educational attainment as compared to their female and other male peers.

Latino and African American males are simply not keeping pace with males of other racial and ethnic groups in their rates of high school graduation, college enrollment, degree completion, and workforce participation. Considering the emerging U.S. demographic reality, one driven by population growth among communities of color, this pervasive gap in educational attainment poses a serious challenge to our nation's ability to tap its human capital potential. But economic, demographic, and workforce imperatives alone are not what has brought this cross-sector collaboration together.

2019-2020

New B2B Structure (Mentorship)
- Group mentoring (Fireside Chats)
- Individual Mentoring
- Actively served 35 students
  - 32 students started in fall 2019
  - 3 students started in Spring 2020
- Current Cumulative GPA at end of Spring 2020 was 3.154 GPA (for 32 students that started fall 2019)
- Peer Mentors- five students
- Current Cumulative GPA at end of Spring 2020 was 3.187 for Peer Mentors; and
- Continued and expanded partnership with Oviedo High School. Our male college students were mentoring male high school students. Planned expansion of program was limited due to COVID. There are plans to continue this program in the fall, depending pandemic-related requirements.

Key engagements
- Home game tailgates
- Superbowl game party
- Black Wednesday- meet and greets
- Attend conferences

Desired Outcomes
The goals of the UCF Male Student Success initiatives are as follows:
- Increased the retention of FTIC male students to 92% (2020) from 90% (2019)
- Decrease 2nd to 3rd year attrition rate for male students
- Increase Co-curricular engagement of men of color attending the university

- Utilize predictive analytics data to establish support programs and services to address the needs and challenges facing male students
- Collaborate with faculty, staff, and community partners to address the needs of college males
- Prepare male college students for careers and graduate school.

The Collegiate UCF Male Student Success Initiative Focus
- Assist college males with navigating the academic support resources, financial literacy, financial assistance, co-curricular, Greek-Life and engagement opportunities that exist to be successful
- Provide support diverse and inclusive outreach programs and services
- Promote health wellness
- Promote a sense of belonging and community
- Provide academic support and personal development
- Promote leadership, mentorship, and advocacy
- Educate staff and faculty on the unique challenge's college males face

ATTACHMENT D

Office of Graduate Studies
2019 – 2020 Executive Summary

College of Graduate Studies 2019-2020 Equity Report

UCF College of Graduate Studies is an advocate for graduate education, working to mobilize and arrange the resources needed for enrollment and program growth. We track and analyze emerging trends and changes in graduate education, both nationally and with our peer institutions, and provide support and guidance for interdisciplinary and cooperative programs. We are mindful of the need to retain the academic values of the graduate programs while acting as a partner in the social and economic wellbeing of the community and state.

The College of Graduate Studies is also cognizant of our role in both maintaining and creating a diverse graduate community at UCF. These efforts span from attracting diverse prospects to our graduate programs to ensuring the successful completion of degree programs among our student population.

The following information contains details on the activities, committees, awards/fellowships, and data that highlight the efforts to promote a diverse and inclusive graduate community at the University of Central Florida.
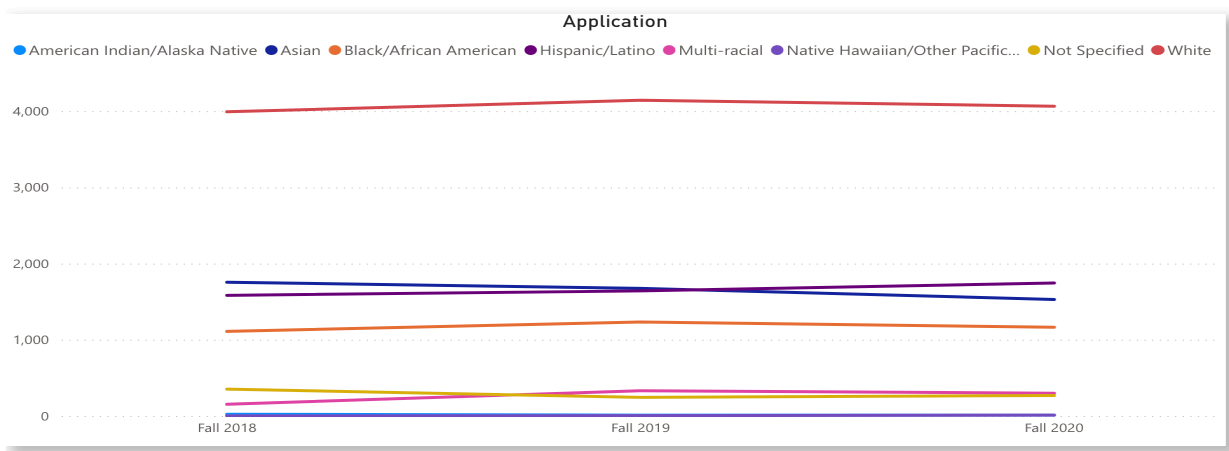
Abbreviations Referenced in this Summary

CAH	College of Arts & Humanities	**COP**	College of Optics & Photonics
CBA	College of Business Administration	**COS**	College of Sciences
CCIE	College of Communication, Innovation, & Education	**Rosen**	College of Hospitality Management
CECS	College of Engineering & Computer Science	**GRDST**	Graduate Studies
CGS	College of Graduate Studies	**UND**	Undeclared
CHPS	College of Health Professions & Sciences	**OPTIC**	College of Optics & Photonics
COM	College of Medicine	**URM**	Underrepresented minority students
CON	College of Nursing		

Graduate Student Data

For this academic year, there were a total of 12,468 graduate students enrolled in 398 degree programs, tracks, and certificates. There were 5,310 new students who began graduate studies at the University of Central Florida. Of this student population, 2,546 were Doctoral students and were 8,151 Masters students. Students enrolled in campus-based programs accounted for 9,108 of the total population and graduate students enrolled in online programs totaled 3,360. UCF also had 1,168 international graduate students enrolled. Finally, a total of 2,576 Masters degrees were awarded and 349 Doctoral degrees were awarded during this time period.

1

Admission's Data

Applications Annual Trends by Ethnicity

The data here show that numbers of applications among ethnicity groups have remained stable. We continue to receive significant numbers of applications with no anomalies in those numbers compared with previous years. As a whole, students of diverse backgrounds make up 55.3% of the total number of applications received. Students of diverse backgrounds are also being offered admission in similar ratio's where these categories of students account for 51.8% of the offers to join UCF as a graduate student. This is then parlaying into solid numbers of new graduate students of diverse backgrounds making up 37.7% of all new students for Fall of 2019.

When taken at its more specific categories, our Hispanic graduate applicants have shown the strongest interest in our graduate programs at UCF. For the combined Fall terms of 2017, 2018, and 2019, Hispanic applicants accounted for 18.91% of the total applications received, Asian applicants were second at 15.25%, and African Americans were third at 13.56%. When the analysis of the applications is shifted to degree level, we see some movement in the ethnicity groups over this same time period. For doctoral programs, Asian applicants represented 28.18% of the applicants, then Hispanic applicants at 12.44%, and third was African American at 8.81%. For Masters programs, Hispanics were the strongest group representing 19.93% of the applicants, then African American at 14.88%, and third were Asian at 12.95%.

Fall 2019	Admits
American Indian/Alaska Native	5
Asian	960
Black/African American	667
Hispanic/Latino	1003
Multi-racial	194
Native Hawaiian/Other Pacific Islander	3
Not Specified	122
White	2749

Fall 2019   Applications

🔵	American Indian/Alaska Native	12
🔵	Asian	1675
🟠	Black/African American	1233
🟣	Hispanic/Latino	1641
🔴	Multi-racial	332
🟣	Native Hawaiian/Other Pacific Islander	5
🟡	Not Specified	245
🔴	White	4142

Considering applications to our different colleges, the most interest among our URM students was directed toward CCIE. They received a total of 2,435 applications. CECS was second at 1,863, and then COS at 1,565.

Ethnicity to College of Interest in rank order:

Asian prospects applied most to CECS, COS, and CCIE
African American/Black applied most to CCIE, COS, and CECS
Hispanic/Latino applied most to CCIE, COS, and CECS
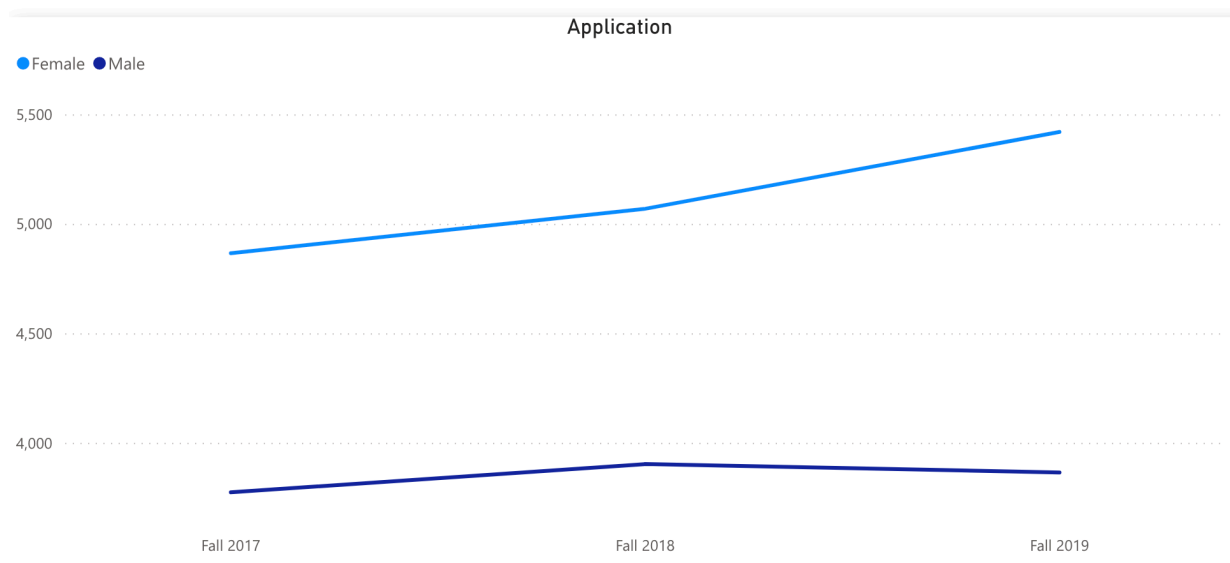Multi-racial applied most to CCIE, COS, and CECS
Not Specified applied most to CECS, COS, and CCIE

When it comes to Gender, women continue to dominate within the application cycle. For the Fall of 2019, we received 5,420 applications from women making up 59.1% of the total numbers of applications received. These types of numbers have been consistent over the past several years. The reality of this metric is heavily influenced with applications to masters programs. With Masters programs, applications from women made up 60.6% of the applications received. Whereas at the doctoral level, women accounted for 46.9% of the applications received.

Fall 2019   New

🔵	American Indian/Alaska Native	4
🔵	Asian	377
🟠	Black/African American	415
🟣	Hispanic/Latino	651
🔴	Multi-racial	111
🟣	Native Hawaiian/Other Pacific Islander	2
🟡	Not Specified	53
🔴	White	1,700

Female Applications to College of Interest

CAH =	63.7% of applications
CBA =	47.2% of applications
CCIE =	74.8% of applications
CECS =	25.8% of applications
CGS =	45.2% of applications
CHPS =	88.3% of applications
COM =	57.7% of applications
CON =	86.4% of applications
COP =	21.6% of applications
COS =	55.8% of applications
Rosen =	68.9% of applications

This data is showing that there is still work to be done in terms of creating a wider range of academic interest in graduate studies among women. It is still revealing some typical scenarios related to fields of study where women have been heavily involved in the past. Many efforts have been taken on a variety of fronts to get more women in the STEM fields. These application numbers are showing work is still needed.
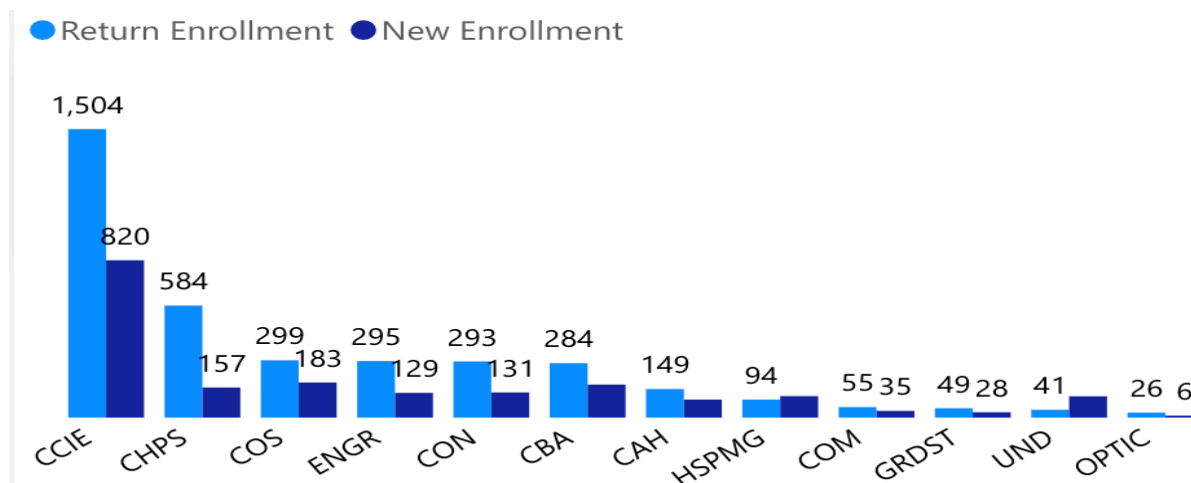
4

Ethnicity Enrollment Data

● American Indian/Alaska Native ● Asian ● Black/African American ● Hispanic/Latino ● Multi-racial ● Native Hawaiian/Other Pacific Islander ● Not Specified

	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students
American Indian/Alaska N..	19	0.24%	19	0.22%	18	0.20%	13	0.14%
Asian	370	4.58%	425	4.87%	489	5.34%	480	5.03%
Black/African American	803	9.94%	956	10.96%	1,008	11.00%	1,052	11.02%
Hispanic/Latino	1,219	15.10%	1,480	16.97%	1,598	17.44%	1,702	17.82%
International	1,068	13.23%	1,109	12.72%	1,136	12.40%	1,167	12.22%
Multi-racial	150	1.86%	168	1.93%	175	1.91%	243	2.54%
Native Hawaiian/Other Pa..	4	0.05%	5	0.06%	3	0.03%	4	0.04%
Not Specified	333	4.12%	189	2.17%	147	1.60%	119	1.25%
White	4,109	50.89%	4,370	50.11%	4,590	50.09%	4,769	49.94%
Grand Total	8,075	100.00%	8,721	100.00%	9,164	100.00%	9,549	100.00%

The data here show that overall enrollment in graduate education among our URM students has remained steady and the numbers have increased within certain student categories highlighted by the growth in numbers of Hispanic/Latino graduate students.

As this data is focused to degree level, we see changes in where URM students are enrolled. For Fall 2019, there were a total of 1,375 Hispanic/Latino students working on their Masters degrees. African American students were next at 835. Followed by Asian students where 522 were working to complete their Masters degree. When considering our doctoral students, Asian students were the strongest group. Here, it was Asian students at 583, then Hispanic/Latino at 251, and then Black/African American at 151.

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Top 2 URM per College				
College	Ethnicity 1	n	Ethnicity 2	n
CAH	Hispanic	83	African American	24
CBA	Hispanic	228	African American	100
CCIE	Hispanic	620	African American	545
CECS	Asian	537	Hispanic	268
CGS	Hispanic	27	African American	16
CHPS	Hispanic	189	African American	101
COM	Hispanic	31	Asian	29
CON	Hispanic	61	African American	58
COP	Asian	57	Hispanic	13
COS	Asian	156	Hispanic	154
Rosen	Hispanic	51	African American	28

As was represented in the application data, women make up the majority of our graduate student population. They are an integral part of our overall student community at UCF. The following chart represents female enrollment to College for Fall 2019. This data shows that UCF had 5,561 (58.2%) women enrolled in a variety of graduate programs. This is compared with 3,984 (41.8%) men. The data also showed that women were enrolled in more part-time studies (57.5%) compared with full-time enrollment.

Of these numbers, there were a total of 4,057 (62.2%) women enrolled in Masters degree programs. Within this context, 2,461 (37.8%) men were involved in Masters programs. At the doctoral level, there were a total of 2,286 graduate students. Of this, women made up 48% of the students and men consisted of 52% of the doctoral students. This indicates that based on the data, less women are progressing to the doctoral level compared with men.

International Enrollment

As part of a diverse graduate student population, UCF also has a significant number of international students. As was mentioned earlier, there were a total 1,168 international

graduate students taking classes for Fall 2019. They generated 2,426 applications (17.35%). This was spread out with 51% of the applications directed toward doctoral programs and 47% showing interest in our masters programs. Men accounted for 62.5% of the international applications and women submitted 37.5% international applications.

The following represent the top 10 programs for international applications.

1. Computer Science MS
2. Computer Science PhD
3. Data Analytics MS
4. Mechanical Engineering PhD
5. Electrical Engineering PhD
6. Optics and Photonics PhD
7. Physics PhD
8. Civil Engineering PhD
9. Education PhD
10. Materials Science and Engineering PhD

These students were applying from many regions in the world with applications coming from 119 different countries.

The following represent the top 10 countries that UCF received applications from prospective graduate students to percent of numbers of international applications.

1. India   n = 558 (23%)
2. China   n = 336 (13.8%)
3. Bangladesh   n = 233 (9.6%)
4. Iran   n = 195 (8%)
5. Saudi Arabia   n = 180 (7.4%)
6. Pakistan   n = 66 (2.7%)
7. Nigeria   n = 64 (2.6%)
8. Brazil   n = 51 (2.1%)
9. Korea   n = 46 (1.9%)
10. Nepal   n = 46 (1.9%)

Graduate Degrees

UCF has been very successful at assisting our graduate students in completing their degrees. For Summer of 2019, UCF awarded a total of 719 graduate degrees. For Fall of 2019, UCF awarded 884 graduate degrees. For Spring of 2020, UCF awarded, 1,339 graduate degrees. For the 2019/20 AY, this equates to 2,942 masters and doctoral degrees. Of these total numbers, that data shows that URM students are receiving basically 40% of all degrees awarded.

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Total Graduate Degrees Awarded to Ethnicity						
	Summer 2019		Fall 2019		Spring 2020	
	n	%	n	%	n	%
American Indian/Alaska	1	0.1%	0	0%	2	0.1%
Asian	50	7.0%	47	5.3%	73	5.5%
Black/African American	93	12.9%	99	11.2%	132	9.9%
Hispanic/Latino	121	16.8%	175	19.8%	235	17.6%
International	95	13.2%	105	11.9%	142	10.6%
Multi-racial	18	2.5%	15	1.7%	34	2.5%
Native Hawaiian/Pacific	1	0.1%	0	0%	3	0.2%
Not Specified	4	0.6%	15	1.7%	17	1.3%
White	336	46.7%	428	48.4%	701	52.4%
Total	**719**	**100%**	**884**	**100%**	**1,339**	**100%**

The most important point to note as it relates to equity, is that our URM graduate students are attaining their degrees at the same percentage rate when compared to their percent enrollment as graduate students. For instance, enrollment data presented earlier showed that Hispanic students make up basically 17.5% of the total graduate student population. Here we see this ethnicity group receiving 18% of the degrees awarded. Just what we would want. Black/African American students make up 11% of the overall graduate student population and here we see them being awarded 11% of the graduate degrees.

Key Activities Supporting Equity within the Graduate Context

National Name Exchange

Founded in 1976, the National Name Exchange is a consortium of fifty-five nationally-known universities which annually collect and exchange the names of their talented but underrepresented ethnic minority students who are in their sophomore, junior or senior year of their undergraduate education. The purpose of the Exchange is to ensure that participating universities continue to identify a pool of qualified students who could be recruited to the graduate programs at these institutions. The consortium of universities conducts other activities consistent with the national efforts to increase the enrollment of traditionally underrepresented peoples in graduate education. UCF joined this consortium in 2019. In our first cycle, we were able to register 337 UCF undergrad students into the National Name Exchange. This was the 7th most amount across the country. This was a great success since it was our first year.

Diverse Academic Opportunities Program

This annual program was instituted in 2017 as an effort to recruit successful underrepresented minority students into our doctoral programs at UCF. It is a 2-day event where applicants to the program are invited to the UCF campus to attend workshops on being a diverse graduate student, meeting underrepresented UCF graduate students, meeting faculty, visiting labs, touring the campus, and learning about applying to graduate school. All costs of travel, hotel, food, etc. are paid by the College of Graduate Studies. Each year, 25 applicants are invited to attend the event.

Grad Fairs

A regular part of our business activities is to attend a wide range of Graduate Fairs across the country to recruit a wide range of prospects to our graduate programs. For 2019, we attended a total 20 Graduate Fairs. This year, we also put increased efforts on attending grad fairs that supporting diverse and minority prospects. The following list the different events.

Oak Ridge Institute for Science and Education Graduate Student Recruitment Fair
FAMU Graduate Feeder Conference and Recruitment Fair
Stetson Graduate School Fair
UCF Grad Fair
Florida International University Graduate School Fair
Indian River State College Fall Graduate School Fair
USF Graduate & Professional School Fair
FIU McNair Scholars Research Conference
Florida State University Graduate & Professional School Exposition
University of Florida Graduate and Professional School Information Day
FAU Graduate School Fair
University of Central Florida Graduate Law & Professional Schools Fair
Rollins College Event
Leading Hispanics in STEM 2019 National Convention
Annual Biomedical Research Conference for Minority Students
Florida Southern College
Bethune-Cookman University
Florida Undergraduate Research Conference
National Council of Undergraduate Research (NCUR)
California Forum for Diversity in Graduate Education

UCF Grad Fair

Each year, the College of Graduate Studies hosts in annual Grad Fair. This event is held in the Pegasus Ballroom. The event hosts just over 95 UCF graduate programs who are there to introduce their programs to well over 900 registered attendees. Most of the attendees are UCF undergraduate students but it is also open for anyone in the central Florida community to attend.

New Graduate Student Orientation

The College of Graduate Studies hosts its annual orientation to help welcome new graduate students to the UCF community. The event is held in the Pegasus Ballroom with just over 550 attendees for the Fall 2019 semester. Speakers include key leaders in UCF and the College of Graduate Studies. Students are presented with information on how to be successful as a graduate student and a wide range of resources and support units available to them on campus. The event also includes a UCF fair where students can visit booths and tables set up by a wide range of support units on campus. For Fall of 2019, the Grad School also developed a New Graduate Student Online Orientation Webcourse. This is so that all graduate students can be made aware of all the essential resources available to them to help them be successful while at UCF. The course also describes some of the expectations for UCF graduate students.

Pathways to Success Program

Coordinated by the College of Graduate Studies, the Pathways to Success program offers free development opportunities for graduate students and postdoctoral scholars including workshops in Academic Integrity, Graduate Grantsmanship, Graduate Teaching, Personal Development, Professional Development, and Research. These courses are ongoing and are continuously available through the Fall and Spring semesters. Some of the workshops are offered face to face in the Graduate Student Center and others are available online. The following list just a few of the available workshops.

- Library and Literature Review Search
- Citation Management
- Selecting Journals to Publish your Research
- Data Documentation, Analysis, and Statistical Software
- Optimizing your Online Presence
- Planning Poster Presentations

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- Presentation Skills
- Academic Job Search
- Advance Interviewing
- Building your Online Brand
- LinkedIn Made Easy
- Networking at Conferences
- Thesis and Dissertation Webcourse
- Ethical Decision Making in Graduate School
- Time Management: Strategies for Academic Success
- Ethics: Personal Integrity as a Grad Student

The Pathways to Success Program has also partnered with Counseling and Psychological Services (CAPS) to provide Therapy Assisted Online Self Help. Provided by UCF Counseling and Psychological Services, **Therapy Assisted Online (TAO) Self Help** is an interactive, web-based program that provides assistance to help overcome anxiety, depression, and other concerns. TAO is based on well researched and highly effective strategies.

Graduate students can choose to view short, but helpful videos, take part in brief exercises, use logs to track moods and progress, and have access to a Mindfulness Library. All UCF students are eligible for TAO Self-Help.

Kognito

Provided by UCF Counseling and Psychological Services, **Kognito** is a set of role-play, avatar modules to educate faculty, staff, and students about mental health and suicide prevention (which we know supports improved academic performance, student retention, and campus safety). All grad students are required to do the Kognito training.

It is an aviator/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 personalized feedback, users learn and assess their competency to lead similar conversations in real life.

Annual Review

To encourage the development and success of our most advanced students, all doctoral students are required to conduct an annual review throughout the entirety of their program. This is done in coordination with their faculty supervisor or program director. The goal is to provide a developmental analysis of the student's progress through to degree completion. To monitor any academic issues as they appear early and to make sure students are reaching their key academic milestones in a timely manner. This is especially helpful for our URM doctoral students in cultivating success. It is also used as a means to track and record any potential

conflicts that may arise in the student/faculty supervisor relationship. Appropriate documents are signed and reviewed by the College of Graduate Studies.

<u>Plagiarism</u>

Beginning in Fall of 2019, the College of Graduate Studies implemented a new Plagiarism Module for all graduate students. We want all students to be successful and for our entire community to have the proper foreknowledge of being ethical as a writer and researcher in graduate school. This is a mandatory online module. All new students were required to complete the training early in the semester. A score of 80% or higher was required to show completion. Failure to complete the training results in a registration hold for the Spring 2020 semester.

ATTACHMENT E

Office of Diversity and Inclusion
2019 – 2020 Educational Programs

UCF CONNECT CAMPUSES

**All workshops below take place on UCF Connect campuses.
Please take special note of the location prior to registering.**

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
Disability Rights, Barriers, and You	DIV289	Tuesday, October 29	12:30-2pm	UCF Valencia West, Building 11, Room TBA	Student Accessibility Services
		Tuesday, October 8	12:30-2pm	UCF Valencia Osceola, Building 4, Room 338	Student Accessibility Services
Gender Differences in Communication: Theories and Perspectives	DIV071	Thursday, December 12	9am-12pm	UCF Daytona, Building 140, Room 209	Barbara Thompson
Inclusive Communication	DIV053	Wednesday, October 2	1-2:30pm	UCF Valencia West, Building 11, Room 107	Barbara Thompson
Peace Film Series: Dolores	DIV390	Wed, September 25	9-11:30am	UCF Cocoa, Building 3, Room 271	Barbara Thompson

Registration Instructions

Faculty, A&P, USPS: Register online at my.UCF.edu. > Employee Self Service > Learning & Development > Request Training Enrollment

Students, OPS: Email your name, course title and date, and UCFID/employee I.D. number to diverse@ucf.edu.

UCF | Office of Diversity and Inclusion

🌐 sity.ucf.edu ✉ diverse@ucf.edu f UCF.ODI
📞 (407) 823-6479 🐦 @UCFODI 📷 @RespectUCF

UCF Office of Diversity and Inclusion
Barbara Ying Center, 12701 Scholarship Dr. Bldg 81
Orlando, FL 32816-0031

UNITY STAR
FALL 2019

Workshop & Training Schedule

UCF | **Office of Diversity and Inclusion**

UNITY STAR ✦ FALL 2019
Workshop & Training Schedule

For detailed descriptions of the diversity workshops offered, visit http://diversity.ucf.edu. All workshops are free unless otherwise specified. Please note locations vary. Other opportunities for diversity workshops may be scheduled by calling the UCF Office of Diversity and Inclusion at (407) 823-6479 or by emailing diverse@ucf.edu.

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
ABCs of Diversity	DIV008	Tuesday, August 27	1-4pm	BYC 140	Rachel Luce-Hitt
An Incomplete History of the Stonewall Uprising	DIV439	Tuesday, October 15	2:30-4pm	BYC 140	Scottie Campbell
Barriers Be Gone Escape Room Activity *This experience is limited to 12 participants per session. Participants must arrive 10 minutes early. Given the structure of this experience, we cannot accept walk-ins. Specific location and check-in instructions will be emailed one week prior to the event.*	DIV366	Friday, November 15	9:15-10:15am 10:15-11:15am 12:30-1:30pm 1:30-2:30pm 9:30-10:30am 10:30-11:30am 12:45-1:45pm 1:45-2:45pm	Nike Programming Center & Activity Center Hercules Programming Center & Activity Center	Student Accessibility Services and Inclusive Education Services
Diversity Certificate Series *(must attend all four modules to receive completion certificate)*					
Modules 1 & 2	DIV210	Monday, October 21	1-5pm	BYC 140	Barbara Thompson
Modules 3 & 4	DIV211	Monday, October 28	1-5pm	BYC 140	Barbara Thompson
Eyes on the Prize: America's Civil Rights Years *(must attend all six episodes to receive completion certificate)*					
Episodes 1 & 2	DIV362	Monday, September 9	1:30-4:30pm	BYC 140	Barbara Thompson
Episodes 3 & 4	DIV363	Monday, September 23	1:30-4:30pm	BYC 140	Barbara Thompson
Episodes 5 & 6	DIV364	Monday, September 30	1:30-4:30pm	BYC 140	Barbara Thompson
How Sharing Power and Privilege Can Bring Spiritual Benefits	DIV 446	Monday, October 14	12:30-2pm	BYC 140	Dr. Peggy McIntosh
Immigration 101	DIV441	Thursday, September 26	3:30-5pm	UCF Global, Room 101	Christina Khan
		Thursday, November 21	3:30-5pm	UCF Global, Room 101	Christina Khan
Inclusion Champions Present...					
Appreciation at Work - Is That a Thing?	DIV443	Wednesday, October 16	9-10:30am	BYC 140	Chantel Carter
Religious, Secular, and Spiritual Literacy for Beginners	DIV442	Wednesday, October 16	1:30-3pm	BYC 140	Jeannie Kiriwas
Inclusive Communication	DIV053	Tuesday, October 22	1-4pm	BYC 140	Barbara Thompson

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
Intercultural Competency	DIV440	Monday, October 7	3:30-5pm	UCF Global, Room 101	Christina Khan
		Friday, November 22	3:30-5pm	UCF Global, Room 101	Christina Khan
Peace Film Series: Dolores	DIV390	Friday, September 13	2-4:30pm	BYC 140	Barbara Thompson
Performance Standards for UCF's Cultural Competencies	DIV150	Online Course *Visit https://diversity.ucf.edu/training/online-workshops/ for registration instructions. You must complete all three sections with a score of 75% or higher to receive credit.*			
Safe Zone Series					
Advocates	DIV241	Thursday, September 26	3-5pm	BYC 140	LGBTQ+ Services
		Tuesday, October 15	10am-12pm	BYC 140	LGBTQ+ Services
		Tuesday, November 12	10am-12pm	SU, Key West Ballroom, Room 218A	LGBTQ+ Services
Coming Out	DIV242	Friday, November 22	10am-12pm	BYC 140	LGBTQ+ Services
GOLD	DIV243	Wednesday, December 4	3-5pm	BYC 140	LGBTQ+ Services
LGBTQ+ 101	DIV033	Wed, September 11	10am-12pm	BYC 140	LGBTQ+ Services
		Thursday, October 3	1-3pm	BYC 140	LGBTQ+ Services
		Thursday, October 31	3-5pm	BYC 140	LGBTQ+ Services
Social Justice 101	DIV433	Wed, September 18	1-2:30pm	SU 221	Edwanna Andrews, Ph.D.
		Thursday, November 7	2-3:30pm	BYC 140	Edwanna Andrews, Ph.D.
Transfer Advocate Certifcate Series *(must attend Sessions 1-3 to become a Transfer Student Advocate)*					
Session 1	DIV393	Tuesday, September 10	3-4:30pm	BYC 140	Bernard Huggins
		Wednesday, October 2	3-4:30pm	BYC 140	Bernard Huggins
Session 2	DIV394	Tuesday, October 8	3-4:30pm	BYC 140	Bernard Huggins
		Wednesday, October 23	3-4:30pm	BYC 140	Bernard Huggins
Session 3	DIV419	Tuesday, November 5	3-4:30pm	BYC 140	Bernard Huggins
		Wed, November 13	3-4:30pm	BYC 140	Bernard Huggins
Understanding Power and Privilege *Prerequisite: Either ABCs of Diversity or completed Diversity Certificate Series (Modules 1-4)*	DIV016	Tuesday, September 24	1-4pm	BYC 140	Barbara Thompson
Unexplored Diversity - Belief Systems and Non-Belief Systems in Student Development	DIV395	Wed, September 25	2:30-4pm	BYC 140	Jeannie Kiriwas
Unpacking Social Identity	DIV434	Thursday, October 10	10-11:30am	BYC 140	Edwanna Andrews, Ph.D.
		Thursday, November 14	2-3:30pm	SU 224	Edwanna Andrews, Ph.D.
Veterans Education Training and Support (V.E.T.S.)	DIV291	Tuesday, November 12	1pm-4pm	BYC 140	Dr. Bryan Batien

UNITY STAR ✦ SPRING 2020
Workshop & Training Schedule

For detailed descriptions of the diversity workshops offered, visit http://diversity.ucf.edu. All workshops are free unless otherwise specified. Please note locations vary. Other opportunities for diversity workshops may be scheduled by calling the UCF Office of Diversity and Inclusion at (407) 823-6479 or by emailing diverse@ucf.edu.

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
ABCs of Diversity	DIV008	Friday, Feb. 7	1:30-4:30pm	BYC 140	Barbara Thompson
An Incomplete History of Queer America	DIV461	Friday, Apr. 10	2:30-4pm	BYC 140	Scottie Campbell
Appreciation at Work - Is That a Thing?	DIV443	Wednesday, Feb. 12	3-4:30pm	BYC 140	Chantel Carter
Black America Since MLK: And Still I Rise *(must attend all four episodes to receive completion certificate)*					
Episodes 1 & 2	DIV416	Monday, Mar. 23	1:30-4:30pm	BYC 140	Barbara Thompson
Episodes 3 & 4	DIV417	Monday, Mar. 30	1:30-4:30pm	BYC 140	Barbara Thompson
Communicating Across Cultures *(not on UCF Main campus)*	DIV044	Tuesday, Mar. 17	11am-2pm	**UCF Valencia West, Building 11, Room 107**	Barbara Thompson
Critical Moments in the History of Violence Against Women (Panel Discussion)	DIV462	Wednesday, Mar. 5	2:30-4pm	BYC 140	Jana Jasinski, Ph.D.
Diversity Certificate Series *(must attend all four modules to receive completion certificate)*					
Module 1	DIV285	Monday, Jan. 27	2:30-4:30pm	BYC 140	Barbara Thompson
Module 2	DIV286	Monday, Feb. 3	2:30-4:30pm	BYC 140	Barbara Thompson
Module 3	DIV287	Monday, Feb. 17	2:30-4:30pm	BYC 140	Barbara Thompson
Module 4	DIV288	Monday, Feb. 24	2:30-4:30pm	BYC 140	Barbara Thompson
Immigration 101	DIV441	Thursday, Feb. 13	3-5pm	UCF Global, Room 101	Christina Khan
Inclusive Communication *(not on UCF Main campus)*	DIV053	Wednesday, Mar. 18	1-2:30pm	**UCF Valencia Osceola, Building 4, Room 334**	Barbara Thompson
Inclusive Communication	DIV053	Tuesday, Mar. 31	1:30-4:30pm	BYC 140	Barbara Thompson
Intercultural Competency	DIV440	Thursday, Mar. 5	3-5pm	UCF Global, Room 101	Christina Khan
Performance Standards for UCF's Cultural Competencies	DIV150			Online Course	

Visit https://diversity.ucf.edu/training/online-workshops/ for registration instructions. You must complete all three sections with a score of 75% or higher to receive credit.

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
Religious, Secular, and Spiritual Literacy for Beginners	DIV442	Wednesday, Feb. 26	2:30-4pm	BYC 140	Jeannie Kiriwas
Safe Zone Series					
Advocates	DIV241	Tuesday, Jan. 28	3-5pm	BYC 140	LGBTQ+ Services
		Wednesday, Mar. 4	10am-12pm	BYC 140	LGBTQ+ Services
		Thursday, Apr. 9	10am-12pm	BYC 140	LGBTQ+ Services
Coming Out	DIV242	Wedesday, Mar. 25	10am-12pm	BYC 140	LGBTQ+ Services
GOLD	DIV243	Wednesday, Apr. 15	3-5pm	BYC 140	LGBTQ+ Services
LGBTQ+ 101	DIV033	Tuesday, Jan. 14	10am-12pm	BYC 140	LGBTQ+ Services
		Monday, Feb. 10	3-5pm	BYC 140	LGBTQ+ Services
		Tuesday, Mar. 17	3-5pm	BYC 140	LGBTQ+ Services
Social Justice 101	DIV433	Tuesday, Feb. 18	10-11:30am	BYC 140	Edwanna Andrews, Ph.D.
		Wednesday, Apr. 8	1-2:30pm	BYC 140	Edwanna Andrews, Ph.D.
To Believe in Ourselves: The Uneasy Relationship of Race, Class and Nationalism in the Fight for Suffrage	DIV463	Monday, Mar. 16	2:30-4pm	BYC 140	Patricia Farless
Transfer Advocate Certificate Series *(must attend Sessions 1-3 to become a Transfer Student Advocate)*					
Session 1	DIV393	Tuesday, Feb. 11	3-4:30pm	BYC 140	Bernard Huggins
Session 2	DIV394	Tuesday, Mar. 3	3-4:30pm	BYC 140	Bernard Huggins
Session 3	DIV419	Tuesday, Apr. 7	3-4:30pm	BYC 140	Bernard Huggins
Understanding Power and Privilege *Prerequisite: Either ABCs of Diversity or completed Diversity Certificate Series (Modules 1-4)*	DIV016	Monday, Apr. 13	1:30-4:30pm	BYC 140	Barbara Thompson
Unpacking Social Identity	DIV434	Wednesday, Feb. 26	1-2:30pm	SU 224	Edwanna Andrews, Ph.D.
		Tuesday, Mar. 24	10-11:30am	BYC 140	Edwanna Andrews, Ph.D.

REGISTRATION INSTRUCTIONS

Faculty, A&P, USPS: Register online at my.UCF.edu. > Employee Self Service > Learning & Development > Request Training Enrollment.

Students, OPS: Email your name, course title, and course date to diverse@ucf.edu.

UCF | Office of Diversity and Inclusion

UNITY STAR ✦ SUMMER 2020

Workshop & Training Schedule

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for diversity workshops may be scheduled by calling the UCF Office of Diversity and Inclusion at
(407) 823-6479 or by emailing diverse@ucf.edu.

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
ABCs of Diversity	DIV008	Thursday, June 25	9am-12pm	Webcourses@UCF	Barbara Thompson
		Monday, July 20	9am-12pm	Webcourses@UCF	Barbara Thompson

Please note: Webcourses are open only on the indicated dates and at the specified times. Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop. Registrants will receive an invitation to participate in the Webcourse.

Appreciation at Work - Is That a Thing?	DIV443	Tuesday, June 23	10-11:30am	Online via Zoom	Chantel Carter
		Wednesday, July 8	2-3:30pm	Online via Zoom	Chantel Carter
		Friday, July 17	10-11:30am	Online via Zoom	Chantel Carter

Please note: Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop.
Registrants will receive a link to join the Zoom session. Video and audio access is necessary.

Examining the Real Disability Barriers	DIV223	Tuesday, July 21	1-2:30pm	Online via Zoom	Student Accessibility Services

Please note: Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop.
Registrants will receive a link to join the Zoom session. Video and audio access is necessary.

How Language Contributes to Disability Oppression	DIV477	Wednesday, July 29	10:30am-12pm	Online via Zoom	Student Accessibility Services

Please note: Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop.
Registrants will receive a link to join the Zoom session. Video and audio access is necessary.

Inclusive Communication	DIV053	Thursday, July 9	9am-12pm	Webcourses@UCF	Barbara Thompson
		Monday, July 27	9am-12pm	Webcourses@UCF	Barbara Thompson

Please note: Webcourses are open only on the indicated dates and at the specified times. Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop. Registrants will receive an invitation to participate in the Webcourse.

Office of Diversity and Inclusion

See back for more classes & registration information!

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
Lunch with TED					
How Language Shapes the Way We Think	DIV478	Friday, July 24	12-1pm	Online via Zoom	Barbara Thompson
The Power of Vulnerability	DIV479	Friday, July 31	12-1pm	Online via Zoom	Barbara Thompson

Please note: Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop. Registrants will receive a link to join the Zoom session. Video and audio access is necessary.

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
Performance Standards for UCF's Cultural Competencies	DIV150			Online via Obojobo	

Visit https://diversity.ucf.edu/training/online-workshops/ for registration instructions. You must complete all three sections with a score of 75% or higher to receive credit.

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
Safe Zone Series					
Advocates	DIV241	Thursday, July 23	3-5pm	Online via Zoom	LGBTQ+ Services
LGBTQ+ 101	DIV033	Tuesday, July 7	3-5pm	Online via Zoom	LGBTQ+ Services

Please note: Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop. Registrants will receive a link to join the Zoom session. Video and audio access is necessary.

REGISTRATION INSTRUCTIONS

Faculty, A&P, USPS: Register online at my.UCF.edu. > Employee Self Service > Learning & Development > Request Training Enrollment.

Students, OPS: Email your name, course title, and course date to diverse@ucf.edu.

UCF | Office of Diversity and Inclusion

✉ diverse@ucf.edu

📞 (407) 823-6479

f UCF.ODI

🐦 @UCFODI

📷 @RespectUCF

For detailed descriptions of the diversity workshops offered, visit our website. All workshops are free unless otherwise specified. Please note locations vary. Other opportunities for diversity workshops may be scheduled by calling or emailing the UCF Office of Diversity and Inclusion.

UCF Office of Diversity and Inclusion
Ba___ ___ing Center, 12701 Scholarship Dr, Bldg 81
Orlando, FL, 32816-8034
182
diversity.ucf.edu
UCF

UNITY STAR ✦ SUMMER 2019
Workshop & Training Schedule

For detailed descriptions of the diversity workshops offered, visit http://diversity.ucf.edu. All workshops are free unless otherwise specified. Please note locations vary. Other opportunities for diversity workshops may be scheduled by calling the UCF Office of Diversity and Inclusion at (407) 823-6479 or by emailing diverse@ucf.edu.

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
ABCs of Diversity	DIV008	Tuesday, July 2	1:30-4:30pm	BYC 140	Barbara Thompson
Atheism and Humanism: Living Without God	DIV353	Saturday, May 25	3:30-5pm	BYC 140	Tee Rogers
Diversity Certificate Series *(must attend all four modules to receive completion certificate)*					
Module 1	DIV285	Thursday, June 6	1-3pm	BYC 140	Rachel Luce-Hitt
Module 2	DIV286	Thursday, June 13	1-3pm	BYC 140	Rachel Luce-Hitt
Module 3	DIV287	Thursday, June 20	1-3pm	BYC 140	Rachel Luce-Hitt
Module 4	DIV288	Thursday, June 27	1-3pm	BYC 140	Rachel Luce-Hitt
Inclusive Communication	DIV053	Tuesday, July 9	1-4pm	BYC 140	Rachel Luce-Hitt
InterWorldview Respect and Inclusion	DIV224	Saturday, May 25	12-3pm	BYC 140	Tee Rogers
Peace Film Series:					
Denial	DIV155	Wednesday, July 17	1-4pm	BYC 140	Rachel Luce-Hitt
Hidden Figures	DIV418	Friday, June 28	1:30-4:30pm	BYC 140	Barbara Thompson
Performance Standards for UCF's Cultural Competencies	DIV150			Online Course	

Visit https://diversity.ucf.edu/training/online-workshops/ for registration instructions.
You must complete all three sections with a score of 75% or higher to receive credit.

Practice of Respect and Community Building	DIV337	Tuesday, July 30	1-3pm	BYC 140	Rachel Luce-Hitt

Office of Diversity and Inclusion

See back for more classes & registration information.

COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
The Rise and Fall of Jim Crow *(must attend all four programs to receive completion certificate)*					
Programs 1 & 2	DIV201	Friday, June 7	1-5pm	BYC 140	Barbara Thompson
Programs 3 & 4	DIV202	Friday, June 14	1-5pm	BYC 140	Barbara Thompson
Safe Zone Series					
Advocates	DIV241	Wed, May 29	10am-12pm	Live Oak AB	LGBTQ+ Services
		Thursday, July 11	3-5pm	BYC 140	LGBTQ+ Services
LGBTQ+ 101	DIV033	Wednesday, May 8	10am-12pm	BYC 140	LGBTQ+ Services
		Tuesday, June 18	3-5pm	BYC 140	LGBTQ+ Services
Social Justice 101	DIV433	Wed, June 12	10-11:30am	BYC 140	Edwanna Andrews
Understanding Power and Privilege	DIV016	Tuesday, August 6	1-4pm	BYC 140	Rachel Luce-Hitt
Unpacking Social Identity	DIV434	Tuesday, July 23	10-11:30am	BYC 140	Edwanna Andrews

REGISTRATION INSTRUCTIONS

Faculty, A&P, USPS: Register online at my.UCF.edu. > Employee Self Service > Learning & Development > Request Training Enrollment.

Students, OPS: Email your name, course title, and course date to diverse@ucf.edu.

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📷 @RespectUCF

For detailed descriptions of the diversity workshops offered, visit our website.
All workshops are free unless otherwise specified. Please note locations vary.
Other opportunities for diversity workshops may be scheduled by calling or emailing the UCF Office of Diversity and Inclusion.

ATTACHMENT F

Faculty Recruitment Program – Inclusive Excellence Equity-Minded Hiring Guide Excerpt

INCLUSIVE FACULTY HIRING

UCF | Faculty Excellence

A MESSAGE FROM THE VICE PROVOST

" A great university is built by great faculty.
And an important part of that is **Inclusive Excellence.**

It's in our core mission at UCF, and we want our campus to be a space of belonging for everyone. In order to accomplish that goal, we have compiled resources and information for understanding the most promising practices for effective faculty recruitment.

Together we are creating an equitable and inclusive working and learning environment to recruit and retain the best and most diverse faculty. Ensuring our faculty is representative of the student body and communities we serve is only the beginning. We encourage all departments and search committees to use this document to engage in ongoing conversation about how to prepare our academic units to be spaces that welcome and celebrate difference. This is essential to our success as a university.

In this document you will find equity-minded frameworks, guidelines, and practical suggestions for more inclusive faculty recruitment.

CHARGE ON,

Dr. Jana L. Jasinski
Vice Provost for Faculty Excellence
Pegasus Professor of Sociology

TABLE OF CONTENTS

This document was created by the Inclusive Excellence Faculty Fellow, Jennifer Sandoval. Special thanks to the members of the FE Committee on Inclusion 2019-2020 for their review and contributions to this document: Reshawna Chapple, Latarsha Chisholm, Jonathan Cox, Lindsay Neuberger, John Raible.

EQUITABLE AND INCLUSIVE HIRING

Hiring new colleagues is one of the most important things that a faculty member does. However, most faculty do not receive any training in this process other than to learn on the job at their first hiring committee meeting. It is easy to get stuck in habits that do not promote checks and balances of our biases and socialization into our disciplines. While it is a strategic goal of UCF to increase the compositional diversity of the faculty there additional reasons to prioritize these efforts. We know there are many educational benefits to diverse learning environments (Milem, Chang, & Antonio, 2005). Students are more engaged and report higher satisfaction levels when they have the opportunity to work with and learn from a more diverse range of faculty. Faculty influence on student motivation, confidence, and achievement goes beyond classroom interaction. Connection to faculty mentors dramatically improves students completion rates and their interest in graduate education (Bettinger and Baker, 2014, 2011; Scrivener and Weiss, 2009).

While there is considerable research that continues to confirm the business case for diversity, there is much work to be done to create and sustain humane, equitable, and inclusive working, learning, and living environments. Frost (2014) claims discrimination against women, LGBTQ folks, and people with disabilities alone is costing $64 billion dollars a year in the United States. McKinsey&Company (2018) continues to report that the presence of ethnic and cultural diversity and gender representation improves company performance exponentially. Owen-Smith (2018) has taken the case directly to the higher education context as well. Specifically, for Hispanic Serving Institutions the work of Anaya and Cole (2001) shows the importance of student-faculty interaction for Hispanic student achievement. The world and the workforce we are preparing our students for looks very different than our faculty ranks. If you are interested in learning more there will be additional resources available on the Faculty Excellence website, but this is intended to be a starting place for engaging in better hiring as we continue to strive for inclusive excellence in our institutions.

Academia is like most industries in that it has its own pervasive narratives about how things have always been and how they should be now. Often, we are socialized into our fields without taking the time to critically examine our taken for granted assumptions and update our thinking. We have many unconscious and conscious biases that affect our participation in faculty hiring. This bias impacts the way we write job descriptions, how we evaluate candidates, and ultimately the recommendation we make to the hiring official. While we can never eliminate bias and subjectivity we bring to the committee we can certainly make efforts to mitigate it and change our conversations.

If your department or program have not had substantive conversations about implicit bias it can be useful to recommend that faculty spend some time on the Harvard Implicit Bias Project (implicit.harvard.edu) and read the articles included in the resource guide.

ATTACHMENT G

Digital Accessibility & Universal Design Job Posting

Deputy Americans with Disabilities Act (ADA) Coordinator (A&P) – Digital Accessibility & Universal Design

The University of Central Florida is pleased to invite applications for its inaugural Deputy ADA Coordinator – Digital Accessibility & Universal Design position. Reporting to the Director of the Office of Institutional Equity/ADA Coordinator, the Deputy ADA Coordinator will have an integral role in shaping and defining the direction of University compliance, providing leadership and assistance to the ADA Coordinator to assure compliance with the Americans with Disabilities Act (ADA), the Rehabilitation Act of 1973 and other relevant federal and state laws pertaining to individuals with disabilities. The Deputy ADA Coordinator will perform multiple duties and will assist the ADA Coordinator with providing ADA-related support, guidance, and assistance to faculty, staff, and students. The Deputy ADA Coordinator will consult with university departments in responding to individual inquiries concerning accommodations and barriers to access related to student and public programs; the digital environment; the built environment and campus events; employment; and the university's accommodation process.

With more than 69,000 students, UCF is one of largest universities in the United States. No public university in the U.S. confers more degrees annually. UCF is big because we believe in access and opportunity. As of Fall 2019, UCF, which is a Hispanic-Serving Institution, set a record among its students – specifically, 47.8 percent of students identified as minorities and 26.7 percent identified as Hispanic. As a member of UCF's Office of Institutional Equity, the Deputy ADA Coordinator will assist with ensuring equal opportunity and protection of the civil rights of all University community members.

Duties and Responsibilities

Responsibilities for the Deputy ADA Coordinator – Digital Accessibility & Universal Design include collaborative leadership on disability issues and extensive knowledge and interpretation of disability legislation related to access and accommodations for students, employees and visitors, including but not limited to:

- Consult with university leadership and campus partners on electronic and information technology and website accessibility in the classroom and in outreach with the public consistent with best practices in higher education.
- Monitor University compliance with state and federal disabilities-related legislation and regulatory guidance and implement plans for improvement in collaboration with other administrators, faculty and staff.
- Collaborate with university leadership to ensure adherence with legal requirements.
- Educate, train and guide the University community in understanding disability access, rights, and responsibilities including the dissemination of current policies and information reflecting best practice.
- Assist in the planning and coordination of University policies and procedures relating to disabilities compliance, including but not limited to digital accessibility.

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- Provide oversight and leadership for all disability-related access and programming initiatives for faculty, staff and students.
- In collaboration with university leadership and other university offices, provide guidance and assistance to managers, supervisors, and faculty in implementing accommodations related to employment, academic and/or residential requests.
- Maintain a working knowledge of changing regulations and policies regarding persons with disabilities, including FERPA, Section 504 of the Rehabilitation Act, and the ADA, including ADA standards and regulations for Accessible Design.
- Collaborate with University Planning, Architectural and Engineering Services (PAES), as well as Facilities Operations and Building Services to ensure compliance with the ADA and other relevant building standards for accessibility.
- Consult and assist with facilitating the interactive process for exploring reasonable accommodations for faculty and staff.
- Serve on institutional committees and task forces as needed.

Minimum Qualifications:

The ideal candidate will hold a Graduate degree in a related field (Special Education, Higher Education, Disability Services, Rehabilitation Counseling, Law, etc.) and have 4 years of relevant experience working in a higher education environment or a disability-related field in government, K-12, or other public/private organizations. The successful candidate will have in-depth knowledge of the ADA and Sections 504 and 508 of the Rehabilitation Act of 1973 (Section 504), familiarity with WCAG, and the ability to work with a wide variety of ADA-related issues. The candidate also will have excellent written and oral communication skills, the ability to work independently and meet deadlines, and the ability to work as a collaborative teammate.

Preferred Qualifications:

The preferred candidate will possess knowledge of adaptive equipment and assistive technology, including speech to text and knowledge of the reasonable accommodation process for employees and the academic accommodation process for students. The successful candidate also will have experience in the following: Website development experience; Knowledge of digital accessibility standards; and, Knowledge of 2010 ADA Standards for Accessible Design.

Required Documents:

The university requires that all applicants apply online at www.ucf.edu/jobs. In addition to the online application, candidates must also submit the following:

- A cover letter that outlines their qualifications for and interest in the position.

- Resume.
- A list of three professional references (names, email addresses, and phone numbers).

<u>NOTE</u>: Please have all documents ready when applying so they can be attached at that time. Once the online submission process is finalized, the system does not allow applicants to submit additional documents at a later date.

As an equal opportunity/affirmative action employer, UCF encourages all qualified applicants to apply, including women, veterans, individuals with disabilities, and members of traditionally underrepresented populations. UCF's Equal Opportunity Statement can be viewed at: https://www.oie.ucf.edu/documents/PresidentsStatement.pdf. As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.

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Board of Trustees
Audit and Compliance Committee
August 24, 2021

DISC-1: Compliance, Ethics, and Risk Update

☐ **Information**   ☒ **Discussion**   ☐ **Action**

Meeting Date for Upcoming Action:
_____

Purpose and Issues to be Considered:
The Compliance, Ethics, and Risk update and any discussion will cover changes in federal or state requirements impacting the university, current or pending external compliance activities, and updates to the committee on key compliance, ethics, and risk initiatives at UCF.

Background Information:
The UCF Audit and Compliance Committee Charter provides for oversight and direction of the institutional compliance, ethics, and enterprise risk management and insurance programs, and that committee members be knowledgeable of the program with respect to its implementation and effectiveness. Updates and the opportunity for discussion by committee members are provided to ensure that the elements of an effective program and the committee's charter are met.

Recommended Action:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

Authority for Board of Trustees Action:
N/A

Contract Reviewed/Approved by General Counsel ☐ **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

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

Supporting Documentation:
Attachment A: University Compliance, Ethics, and Risk Update

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

University Compliance, Ethics, and Risk Update

Board of Trustees
Audit and Compliance Committee
August 24, 2021

UCF

Foreign Influence Program

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- ❖ October 2009, the university moved to an online disclosure system

- ❖ In 2013 oversight for COI was transitioned to the **University Compliance, Ethics, and Risk**

- ❖ **The online system**:
  - More clearly identifies what to disclose
  - Eliminates paper process
  - Expedites the review process
  - Keeps faculty informed
  - Provides centralized oversight

- ❖ **Required to Disclose**:
  - faculty,
  - executive service,
  - post-doctoral employees
  - employees identified in university positions of trust
  - employee types engaged in the design, conduct, and reporting of research at UCF

Review Process

- First reviewer is the supervisor or department chair

- If <u>ALL</u> questions are answered No, workflow stops after first reviewer

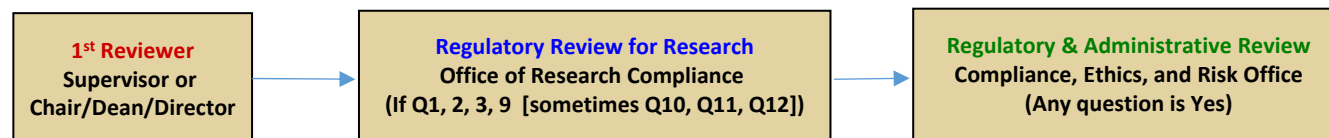- If specific questions involving research are answered Yes, the Office of Research Compliance reviews for potential impact to sponsored research activities

- All disclosures with at least one activity disclosed are reviewed by University Compliance, Ethics, and Risk

- System allows for feedback, questions, and documents outcomes, including any mitigation plans

- All questions capture information on outside activities or financial interests except for Question 11 regarding employment of relatives

  - Question 10 requires disclosure of all outside activities regardless of renumeration or equity interests

  - Question 12 requires disclosure of outside activities and financial interests with foreign entities

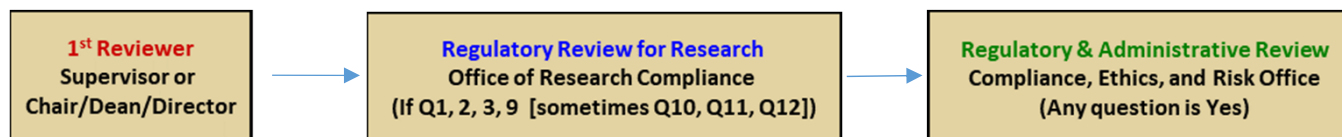| **1st Reviewer** Supervisor or Chair/Dean/Director	→	**Regulatory Review for Research** Office of Research Compliance (If Q1, 2, 3, 9 [sometimes Q10, Q11, Q12])	→	**Regulatory & Administrative Review** Compliance, Ethics, and Risk Office (Any question is Yes)

Ensuring Compliance

- Employees receive reminders throughout the disclosure period
- 100% compliance rate required annually for disclosure completion
- Employees who fail to complete a disclosure will be referred for disciplinary action

Failure to disclose required financial interests and outside activities:

- Identified at the department level
- Identified through operational audits by University Audit
- Identified through investigations conducted by University Compliance, Ethics, and Risk
- Identified through reviews by Office of Research Compliance
- Identified through reviews by Export Control Compliance
- Reported through the UCF IntegrityLine

| 1st Reviewer
Supervisor or
Chair/Dean/Director | → | Regulatory Review for Research
Office of Research Compliance
(If Q1, 2, 3, 9 [sometimes Q10, Q11, Q12]) | → | Regulatory & Administrative Review
Compliance, Ethics, and Risk Office
(Any question is Yes) |

Foreign Influence Review Process

Activity

→

🚩 **Activity screened by trained personnel for "Red flags"**

→

🚩 **"Red flags" are forwarded to Export Control Compliance for assessment**

Main Activities Screened
Agreements
COI Disclosures
International Collaborations
International Travel
International Volunteers
IT Account Requests
MOU's
Procurements
Sponsored Programs
Suspicious Contacts
Tech. Transfer
Visiting International Scholars

Trained Departments
Environmental Health and Safety
Office of the General Counsel
Human Resources
International Programs
Procurement Services
Property
Shipping Office
Sponsored Programs
Tech. Transfer
Travel Office
Visa Services

Inquiry

Foreign Influence Team

U.S. Government notification (if required or appropriate)

Assessment determination issued to appropriate personnel

Investigation

Foreign Influence Team

Activity assessed for export control and inappropriate foreign influence issues

UCF

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Foreign Influence Red Flags

Affiliation with an entity or individual designated as a threat to national security	Faculty member hosting visiting scholars from an entity designated as a threat to national security	Hiring a scholar or student that does not appear to be qualified to perform the duties
Information indicating an affiliation with a foreign talent program, foreign awards program, or an undisclosed appointment at a foreign university or entity	Not disclosing personnel participating on an export-controlled project	Omission of certain information (i.e., publications and presentations) from resumes/curriculum vitae
Receiving funding from a foreign government	Submission of false or inaccurate information in shipment records	Traveling to and/or financial dealings in a country that the U.S. government has designated as a threat to national security
Undisclosed affiliations with foreign entities or individuals	Undisclosed affiliations with foreign universities	Unexplained sources of financial support

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Key Aspects of UCF's Foreign Influence Program

- Training to help employees identify inappropriate foreign influence and ways to mitigate

- Talent program questionnaire and attestation

- Partnerships with key stakeholders at UCF and federal partners

- Risk assessments and investigations, as appropriate

- Continued assessment of the program and changes as needed

UCF

Foreign Influence Program Enhancements

Revised UCF Regulation 3.018, UCF Policy 4-504, and foreign influence procedures to meet FSS 1012.977, effective July 1, 2020

Added new outside activity disclosure question for financial interests and outside activities with foreign entities during 2020-21 reporting

Issued communications regarding the threat of inappropriate foreign influence and disclosure requirements

Developed and published a new foreign influence website: https://corona.research.ucf.edu/protecting-against-foreign-influence/
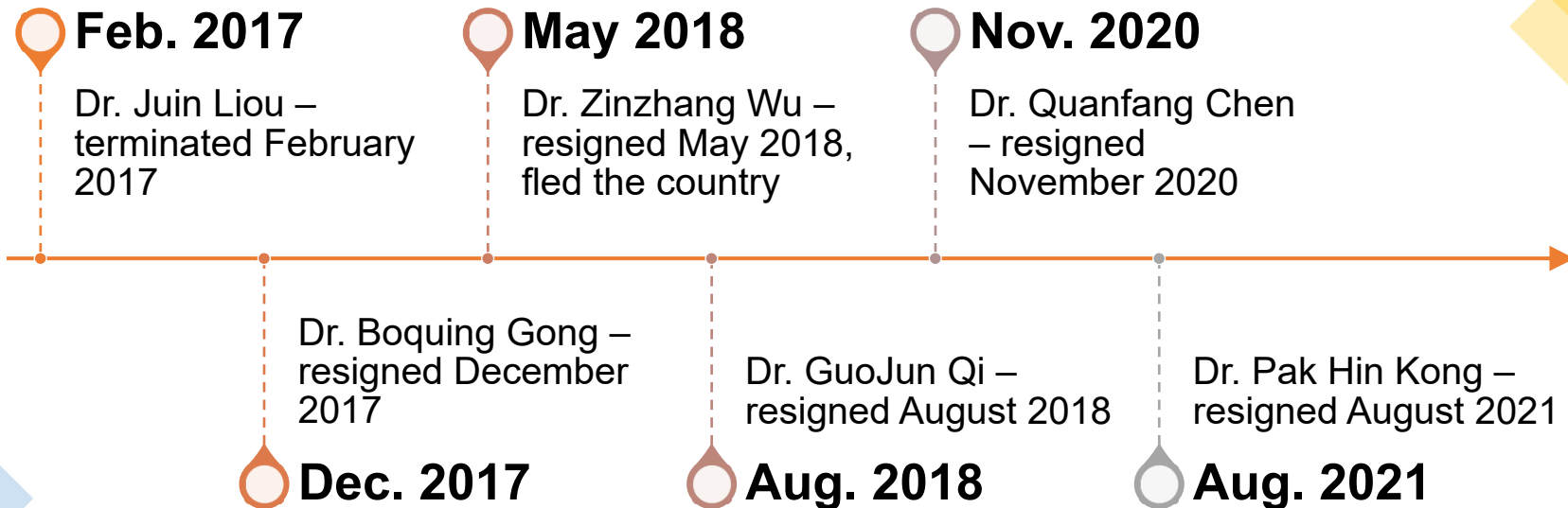
Devoted UCF *IntegrityStar* edition to education on inappropriate foreign influence and new disclosure requirements

Drafted High Risk Entity Policy (policy has not been approved yet)

UCF

Closed Foreign Influence Investigations

Feb. 2017

Dr. Juin Liou – terminated February 2017

May 2018

Dr. Zinzhang Wu – resigned May 2018, fled the country

Nov. 2020

Dr. Quanfang Chen – resigned November 2020

Dr. Boquing Gong – resigned December 2017

Dec. 2017

Dr. GuoJun Qi – resigned August 2018

Aug. 2018

Dr. Pak Hin Kong – resigned August 2021

Aug. 2021

UCF

New Florida Legislation (House Bill No. 7017)

Effective July 1, 2021

Created five new sections of statute:

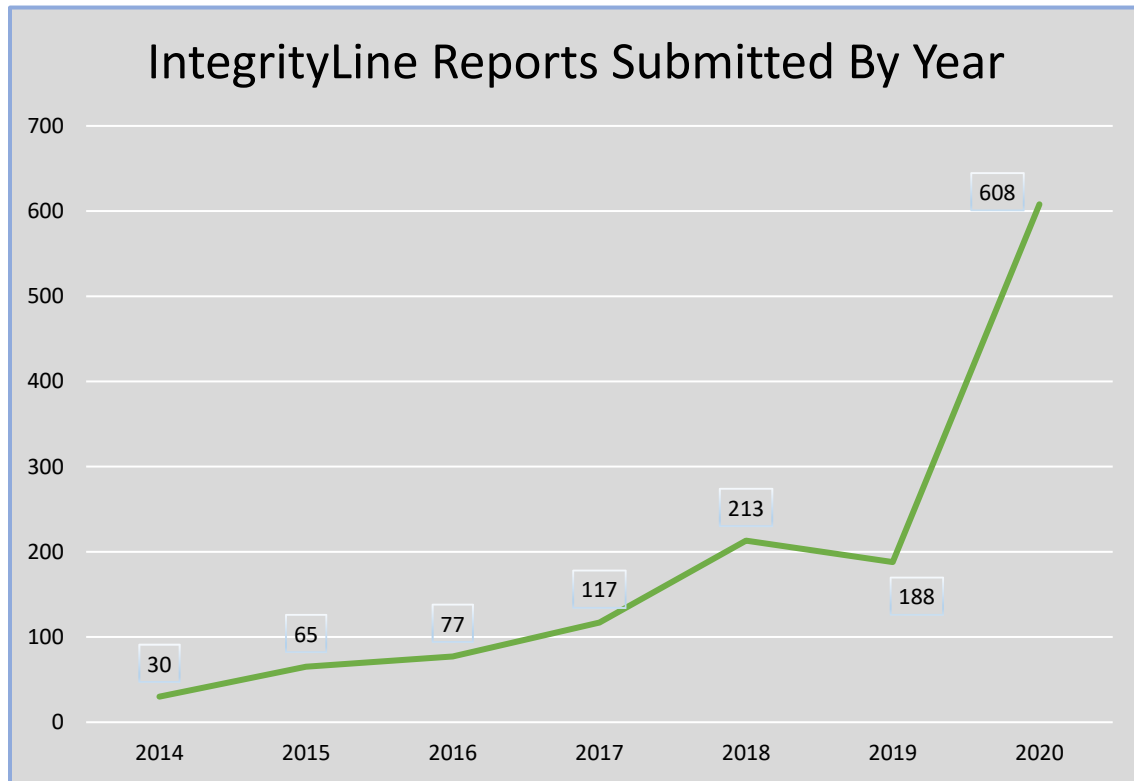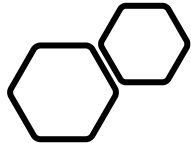| Section 286.101: Foreign Gifts and Contracts | Section 288.860: International cultural agreements | Section 1010.25: Foreign gift reporting | Section 1010.35: Screening foreign researchers | Section 1010.36: Foreign travel |

UCF IntegrityLine Report

2020 UCF IntegrityLine Report

IntegrityLine Reports Submitted By Year

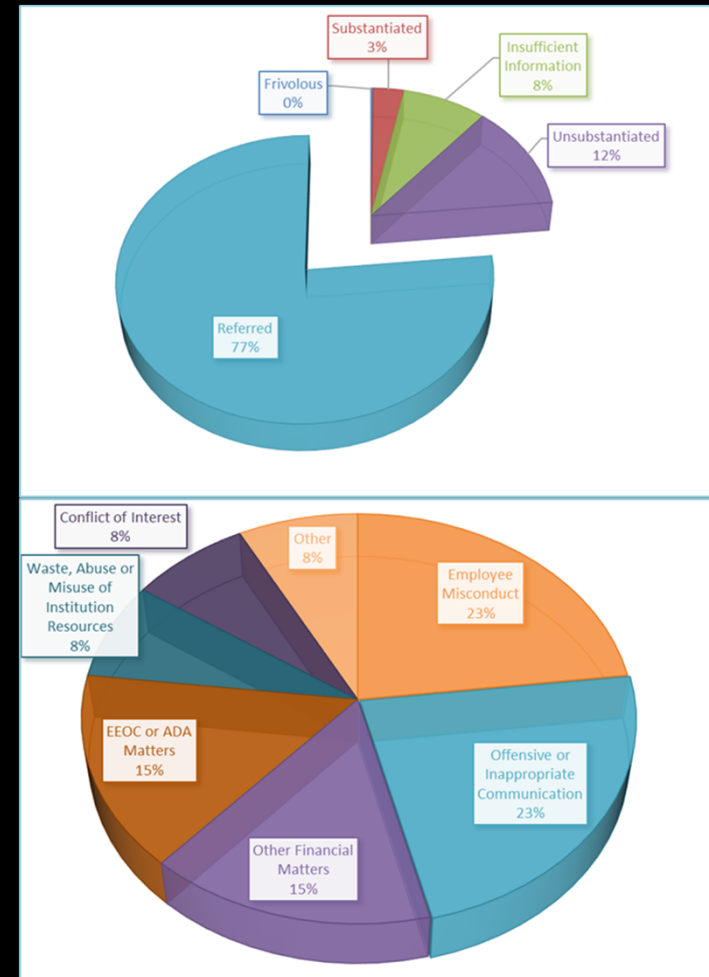Data points: 2014: 30, 2015: 65, 2016: 77, 2017: 117, 2018: 213, 2019: 188, 2020: 608

IntegrityLine Case Outcomes

453 cases closed in 2020 (150% increase from 2019)
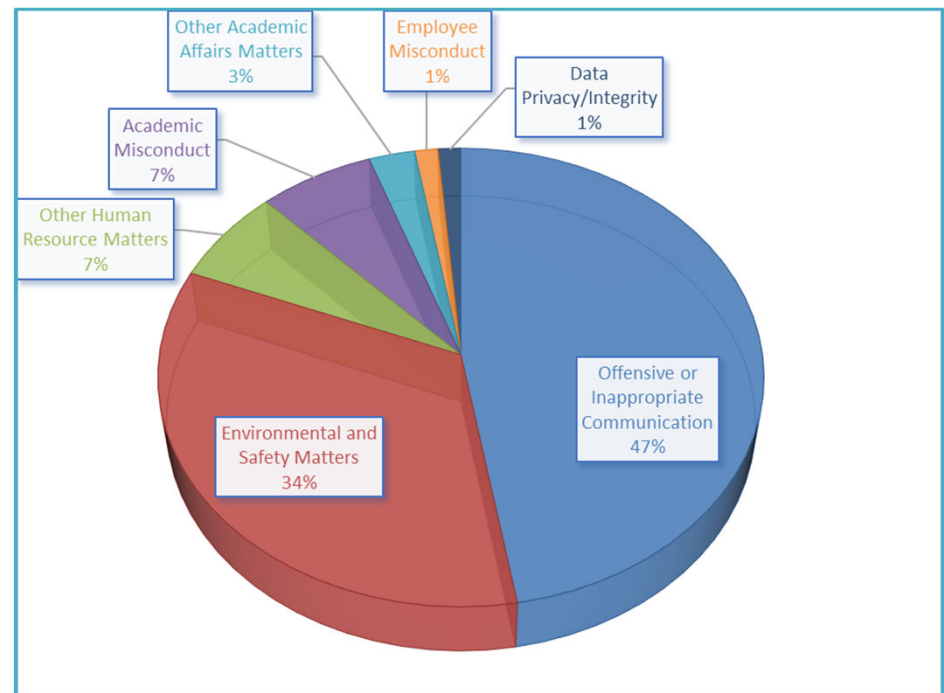
69 cases investigate

Investigated case results:
56 unsubstantiated
13 substantiated

IntegrityLine Referred Cases

Referred 137 IntegrityLine cases to a college or department to conduct an internal review and report back their findings

74 resulted in a **substantiated** finding

Other Academic Affairs Matters 3%

Employee Misconduct 1%

Data Privacy/Integrity 1%

Academic Misconduct 7%

Other Human Resource Matters 7%

Offensive or Inappropriate Communication 47%

Environmental and Safety Matters 34%

Compliance and Ethics Work Plan

2020-21 Work Plan Status of All Activities

Highlighted of activities completed from July 1, 2020, to June 30, 2021:

➢ **NEW** Annual Code of Conduct Refresher training with certifications available in both English and Spanish - 100% employee completion

➢ **NEW** IntegrityLine video tutorial; partnered with SGA judicial branch to market tutorial to students and served on Student Reporting work group to develop reporting website

➢ **COMPLETED** Five-year compliance and ethics program review

➢ Oversaw compliance efforts with:
  o Acceptance of CARES Act funding
  o European Union General Data Protection Regulation
  o National Institute of Standards and Technology 800-171 (NIST) federal requirements
  o Drug Free Schools and Communities Act biennial review
  o House Bill 7017 Foreign Influence

Compliance and Ethics Annual Work Plan 2021-22

Planned activities for July 1, 2021, to June 30, 2022

Implement improvement measures identified in the five-year compliance and ethics program review

Develop and manage university-wide Privacy Program

In partnership with the Office of Research Compliance and faculty work group, customize online outside activity and conflict of interest reporting using new system

Oversee compliance efforts with the implementation of House Bill 7017 Foreign Influence

Launch fourth Compliance and Ethics Culture Survey

Post Investigation Action Plan Update

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Post Investigation Action Plan
Six Month Review - February 2021

Completed

| Carryforward Audit – Completed July 2020 | Annual Code of Conduct training with certifications - Implemented September 2020 | Training on proper use of funds – Completed and ongoing | 5-Year Compliance and Ethics Program Review – Completed and with Committee for approval |

In Progress

| Enrollment Management Strategy – In progress and on track | New Budget Model – In progress and on track | Automated financial prevention and detection controls with new ERP System – In progress and on track | Enterprise Risk Management Framework – In progress and on track |

UCF

Board of Trustees
Audit and Compliance Committee
August 24, 2021

INFO-2: UCF IntegrityLine Report 2020

☒ **Information**   ☐ **Discussion**   ☐ **Action**

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:
Annually, University Compliance, Ethics, and Risk performs an analysis on all UCF IntegrityLine reports submitted and closed during the calendar year and prepares a report on the outcomes including any trends identified. A report covering the data and trends from the IntegrityLine during the period of January 1, 2020, to December 31, 2020, is provided and outcomes will be discussed.

Background Information:
As part of an effective program, organizations are required to have and publicize a system that allows for anonymity or confidentiality, whereby members of the university community can report or seek guidance regarding potential or actual misconduct without the fear of retaliation. All members of the UCF community are expected and encouraged to make good faith reports of suspected misconduct. These expectations are communicated in UCF Policy 2-700, Reporting Misconduct and Protection from Retaliation. The policy includes procedures for when to report and the communication lines available for reporting. As part of the options for reporting, the UCF IntegrityLine, the anonymous reporting line, is provided and publicized to all members of the university community.

The UCF IntegrityLine is a secure reporting system administered by an independent third-party, NAVEX Global. The IntegrityLine is available 24 hours a day, 365 days a year, and is located at ucfintegrityline.com, or by calling 1-855-877-6049 toll-free. NAVEX Global uses their case management system, EthicsPoint, to provide an anonymous way for individuals who may be reluctant to report suspected misconduct through university administrative or central offices. The internet portal never identifies a visitor and deletes the internet address so that anonymity is preserved. Callers are not traced or recorded.

IntegrityLine reports are processed by EthicsPoint and sent to University Compliance, Ethics, and Risk to address appropriately. All reports are reviewed, investigated, and responded to as discreetly and promptly as possible. Reports received through the UCF IntegrityLine are triaged between the assistant vice president for compliance and ethics and the chief audit executive. Based on the nature of the report, they are either investigated by University Compliance, Ethics, and Risk, University Audit, investigated jointly by both offices, or they may be referred to the appropriate compliance partner for review. When reports are received through the UCF IntegrityLine that involve behavior involving students under the UCF Golden Rule, the cases are referred to the Office of Student Rights and Responsibilities. When reports are criminal in nature, the reports are referred to the UCF Police Department.

Annually data and trends from the UCF IntegrityLine are analyzed and provided to the committee as an information item.

Recommended Action:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

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

Contract Reviewed/Approved by General Counsel ☐ **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

Submitted by:
Rhonda L. Bishop, Vice President for Compliance and Risk
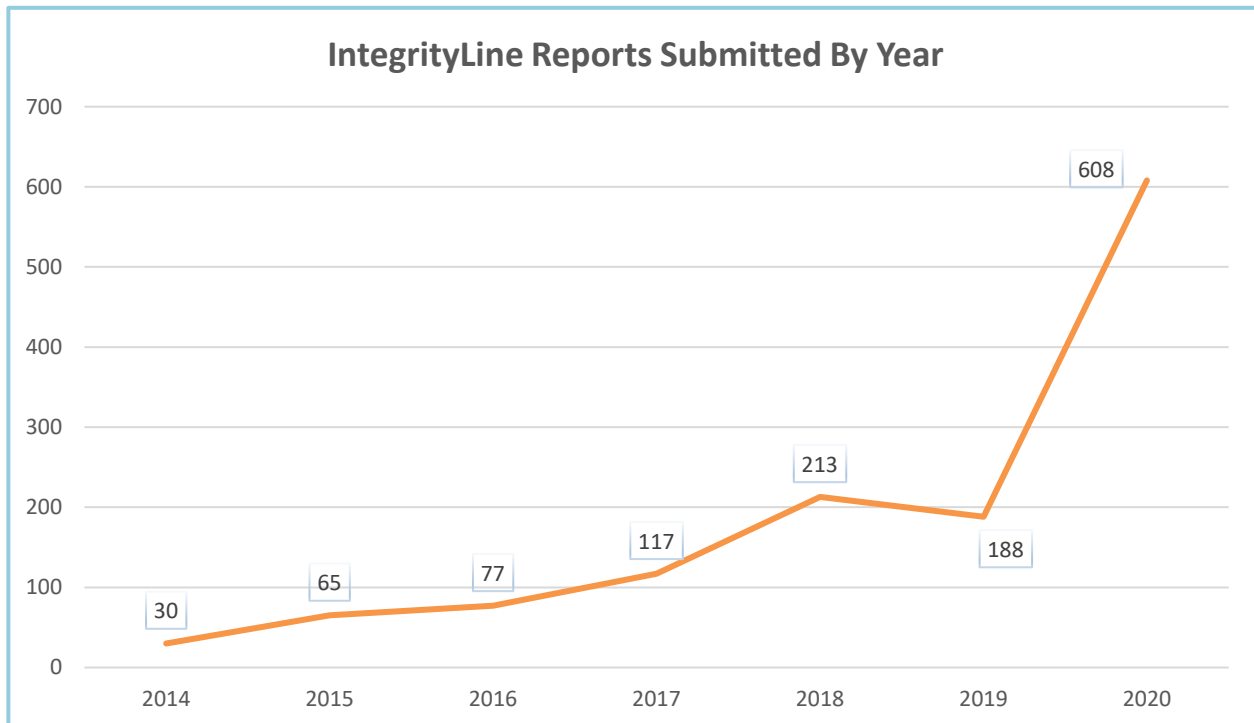
Supporting Documentation:
Attachment A: UCF IntegrityLine Report 2020

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

UCF IntegrityLine Report
January 1, 2020, to December 31, 2020
University Compliance, Ethics, and Risk

During the 2020 calendar year, the UCF IntegrityLine received a total of 608 reports, a significant increase (223%) from the 188 reports submitted in 2019. Reports to the IntegrityLine have increased overall by 1,927% since the reporting tool became available in 2014.

IntegrityLine Reports Submitted By Year

Year	Reports
2014	30
2015	65
2016	77
2017	117
2018	213
2019	188
2020	608

The significant increase in reporting is most likely attributed to the increased marketing of the IntegrityLine reporting option and two major events that occurred during 2020: COVID-19 and allegations involving a faculty member. Of the 608 reports submitted in 2020, 605 contained allegations of suspected misconduct or ethical concerns and three reports were inquiries. Reports containing allegations of misconduct were triaged between University Compliance, Ethics, and Risk and University Audit. Based on the nature of the report, it was either investigated by University Compliance, Ethics, and Risk, University Audit, the Office of Institutional Equity, or referred to the appropriate compliance partner for review. Reports involving students under the UCF Golden Rule were referred to the Office of Student Rights and Responsibilities and reports criminal in nature were referred to the UCF Police Department.

Issue Type

Reports submitted to the UCF IntegrityLine in 2020 spanned a range of 20 issue types.

Primary Issue	Total Reports	Percentage of Reports (Rounded)
Environmental and Safety Matters	251	41%
Discrimination or Harassment	138	23%
Offensive or Inappropriate Communication	88	14%
Other Human Resource Matters	20	3%
Academic Misconduct	19	3%
Employee Misconduct	19	3%
Other Academic Affairs Matters	13	2%
Other	11	2%
Alcohol / Drug Abuse	8	1%
Other Financial Matters	8	1%
EEOC or ADA Matters	7	1%
Sexual Harassment	6	1%
Waste, Abuse or Misuse of Institution Resources	5	1%
Conflict of Interest	3	0.5%
Data Privacy / Integrity	3	0.5%
Fraud	3	0.5%
Inquiry	3	0.5%
Nepotism	1	0.2%
Retaliation	1	0.2%
Time Abuse	1	0.2%
Grand Total	**608**	

Environmental and Safety Matters

The highest number of reports in a single-issue type were categorized as Environmental and Safety Matters with 251 reports representing 41% of all reports submitted. This issue type includes any concern regarding health and safety and includes all COVID-19 related concerns submitted during 2020.
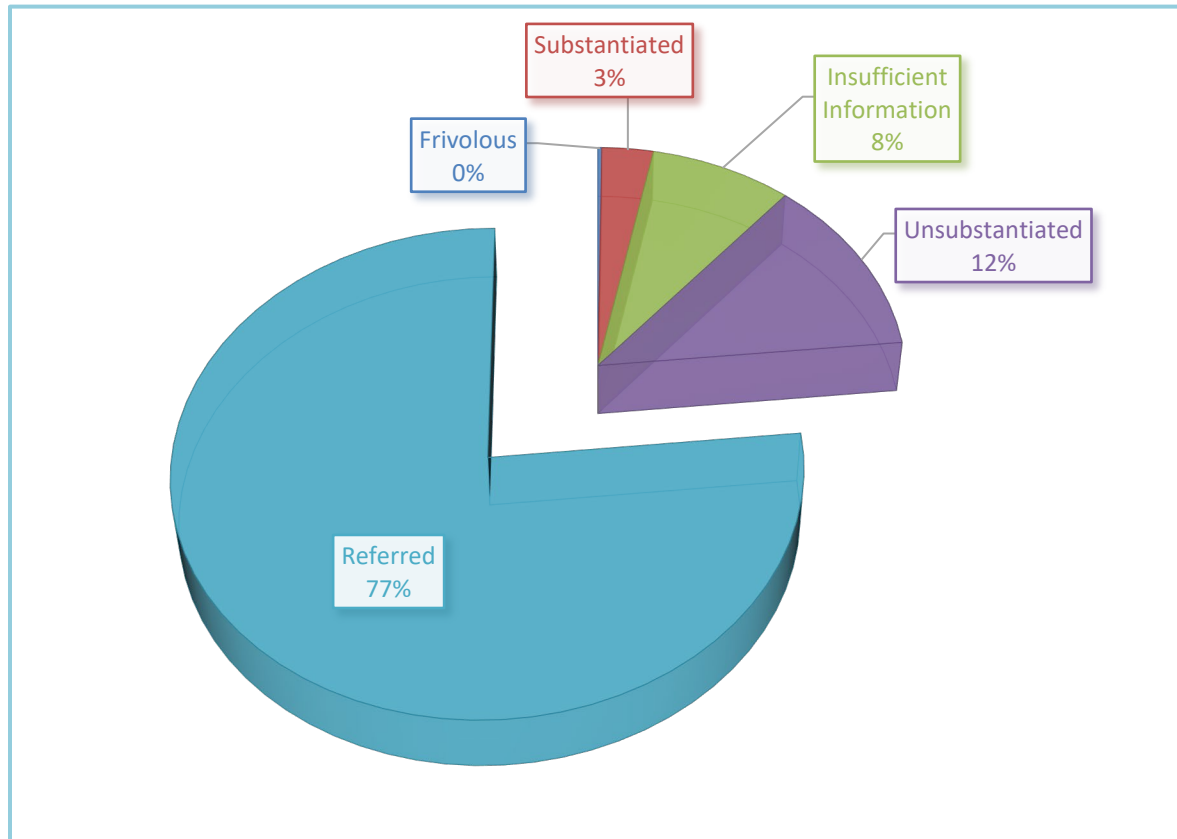
Discrimination or Harassment

With 138 reports, representing 23% of all reports submitted, the second highest reported issue type was Discrimination or Harassment. These reports involve allegations of non-compliance with UCF 2-004 Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy, which includes but is not limited to uninvited and unwelcome verbal or physical conduct directed at an employee because of his or her sex, religion, ethnicity or beliefs.

Offensive or Inappropriate Communication

The third highest number of reports made to the IntegrityLine in 2020 were categorized as Offensive or Inappropriate Communication with 88 reports representing 14% of all reports submitted. This issue type includes concerns related to inflammatory, derogatory, unduly critical or insulting communication and failure to treat one another with respect in accordance with the UCF Ethical Standards outlined in the UCF Employee Code of Conduct.

Closed Cases

University Compliance, Ethics, and Risk closed 453 IntegrityLine cases during the 2020 calendar year, a significant increase (150%) from the 181 cases closed in 2019. Closed cases include a combination of reports received in 2020 as well as those submitted in a previous year. Below are the outcomes for all cases closed in 2020.
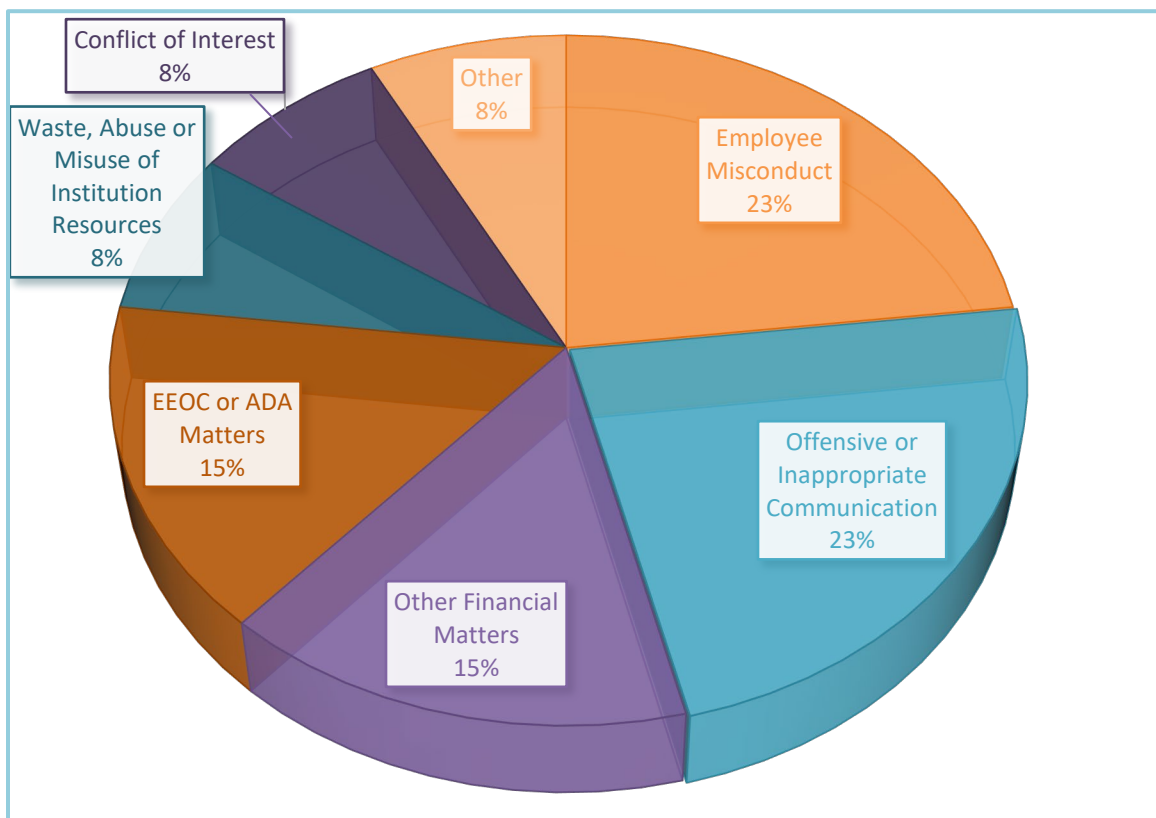

Closed Case Outcomes	Total
Referred	347
Unsubstantiated	56
Insufficient Information	36
Substantiated	13
Frivolous	1
Grand Total	453

Closed Cases – Investigations with Substantiated and Unsubstantiated Findings

In 2020, a total of 69 of the 453 cases were closed after an investigation was conducted by University Compliance, Ethics, and Risk, University Audit, or the Office of Institutional Equity, with the following outcomes:
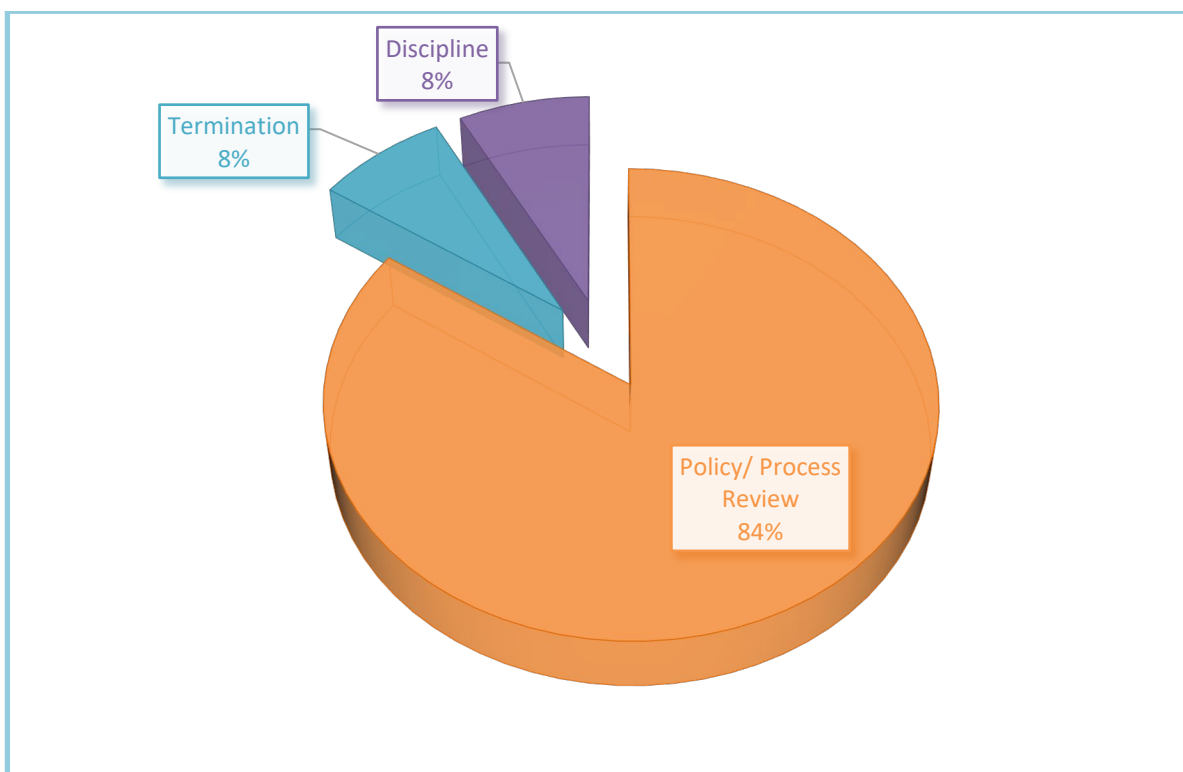
Substantiated Cases

Thirteen investigations resulted in a substantiated finding (representing 3% of all closed cases) where investigations yielded evidence to support the complaint and a finding that misconduct occurred. The substantiated cases spanned a range of topics, with the highest in the categories of Offensive or Inappropriate Communication and Employee Misconduct at 23% each.

Primary Issue	Total
Offensive or Inappropriate Communication	3
Employee Misconduct	3
Other Financial Matters	2
EEOC or ADA Matters	2
Waste, Abuse or Misuse of Institutional Resources	1
Conflict of Interest	1
Other	1
Grand Total	**13**

Substantiated Cases – Action Taken

For the 13 investigations that resulted in substantiated findings, the university took the appropriate action. Those actions included policy / process reviews, disciplinary action and termination.

Action Taken	Total
Policy / Process Review	11
Discipline	1
Termination	1
Grand Total	**13**

Unsubstantiated Cases

The remaining 56 investigations (12% of closed cases) conducted by University Compliance, Ethics, and Risk, University Audit or the Office of Institutional Equity yielded insufficient or no evidence to support that misconduct occurred and were closed with an unsubstantiated outcome. Despite the unsubstantiated finding, 17 of the cases resulted in recommendations for improvements such as a review in a policy, process, or training due to identified weaknesses.

Closed Cases – Referred, Insufficient Information, Frivolous

Three hundred and eighty-four cases (384) were not investigated by University Compliance, Ethics, and Risk, University Audit or the Office of Institutional Equity and were either referred out of the system or to another office, closed due to insufficient information or marked as frivolous.
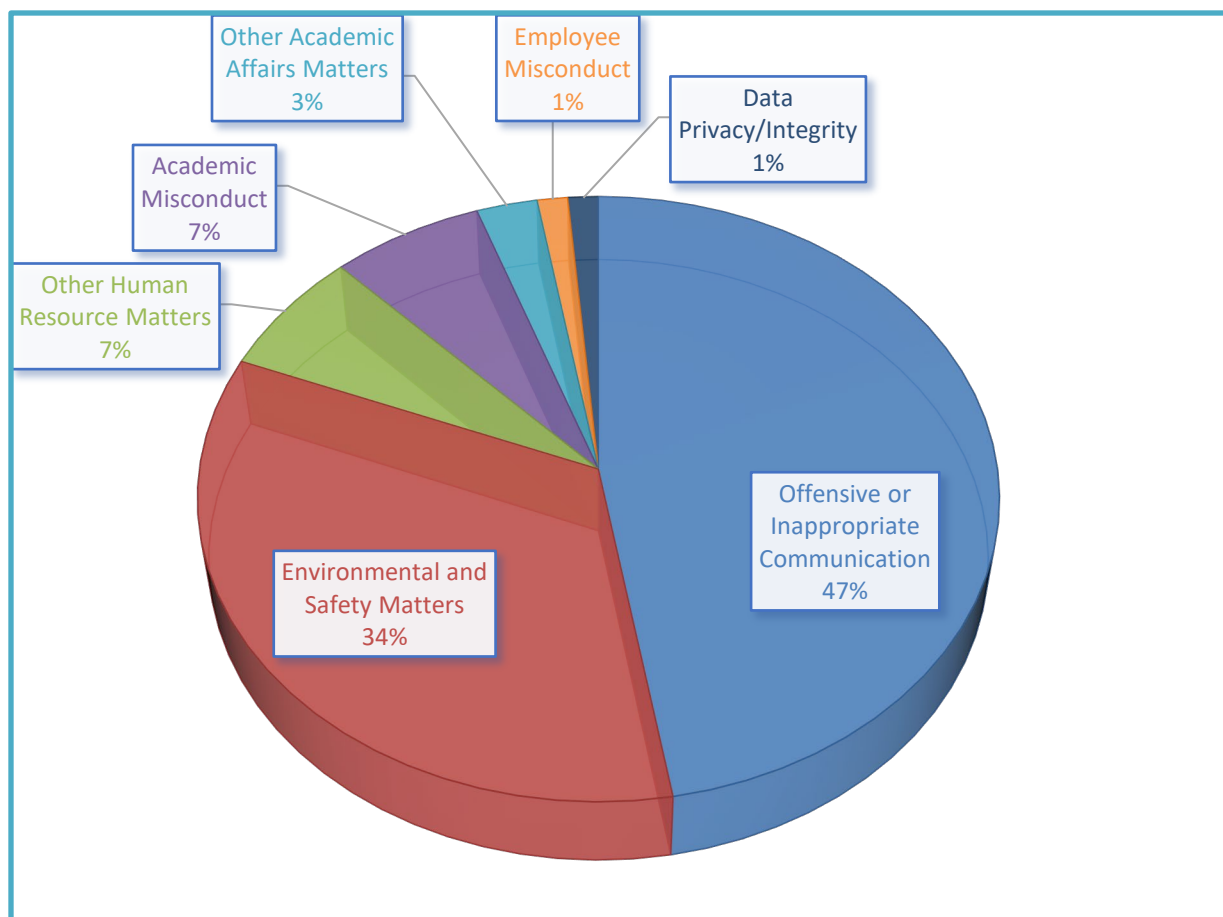
Referred

A total of 347 cases (77% of all closed cases) were referred as follows:

❖ **Two hundred and ten cases** (210) were referred to the UCF Police Department, Student Conduct, or another college or department to address through the appropriate university process and closed out in the IntegrityLine system. These cases span the range of issues involving student misconduct such as alleged alcohol or drug abuse, grade disputes, COVID-19 policy violations, and interpersonal conflicts. Once the report is referred to the appropriate office, it is closed in the IntegrityLine system with a message posted back to the complainant.

❖ **The remaining 137** cases were referred to a college or department to conduct an internal review and report back their findings.

Referred - Substantiated

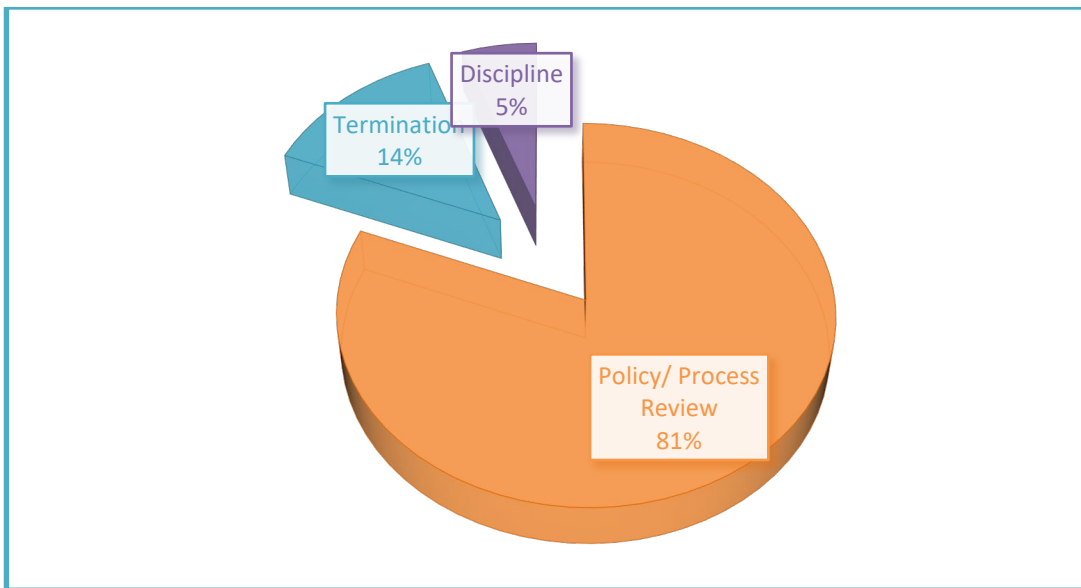Seventy-four (74) of the cases reviewed internally by a college or department resulted in a **substantiated** finding with the following issue types.

Pie chart:
- Offensive or Inappropriate Communication 47%
- Environmental and Safety Matters 34%
- Other Human Resource Matters 7%
- Academic Misconduct 7%
- Other Academic Affairs Matters 3%
- Employee Misconduct 1%
- Data Privacy/Integrity 1%

Primary Issue	Total
Offensive or Inappropriate Communication	35
Environmental and Safety Matters	25
Other Human Resource Matters	5
Academic Misconduct	5
Other Academic Affairs Matters	2
Employee Misconduct	1
Data Privacy/Integrity	1
Grand Total	**74**

Referred – Substantiated - Action Taken

The actions taken for the 74 referred investigations that were **substantiated** were as follows:

Action Taken	Total
Policy / Process Review	60
Discipline	4
Termination	10
Grand Total	**74**

Referred - Unsubstantiated

The remaining 63 referred cases were **unsubstantiated**. However, 33 required improvements due to identified weaknesses which included policy or process reviews.

Insufficient Information

For 36 cases (8% of all closed cases), questions were posted to the reporter requesting additional information with no response. These cases were closed due to insufficient information.

Frivolous

One test case was submitted to evaluate system functionality, which resulted in removing an unnecessary question. This case was marked as frivolous and closed.

Trends Identified

The UCF IntegrityLine received an unprecedented number of reports in 2020. The significant increase in reports this year was largely attributed to the pandemic and the Armor Up awareness campaign which advertised the IntegrityLine as a mechanism to report allegations of non-compliance with the COVID-19 emergency policies. Also, in 2020 the university promoted the IntegrityLine for reporting allegations of non-compliance with UCF 2-004 Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy. As a result of these additional awareness campaigns, the highest number of reports submitted were those categorized as Environmental and Safety Matters with 251 reports representing 41% of all reports submitted. With 138 reports, representing 23% of all reports submitted, the second highest reported issue type was Discrimination or Harassment.

The third highest number of reports made to the IntegrityLine in 2020 were categorized as Offensive or Inappropriate Communication with 88 reports representing 14% of all reports submitted. This issue type includes concerns related to inflammatory, derogatory, unduly critical, or insulting communication and failure to treat one another with respect in accordance with the UCF Ethical Standards outlined in the UCF Employee Code of Conduct. In 2019, the office identified a trend of increased reporting and substantiated cases of Offensive or Inappropriate Communications. In response the office committed to evaluating the results of the 2020 Ethical Culture and Compliance Perception Survey while monitoring the IntegrityLine reports received that contained this issue type.

During 2020 the IntegrityLine continued to receive reports of Offensive or Inappropriate Communications and the results of the culture survey supported the need for the university to develop a strategy for improving respectful interactions in the workplace. In collaboration with Human Resources, the office developed a communication, education, and awareness campaign to address civility in the workplace. Since the initiation of the project, the following actions have been taken:

❖ Human Resources delivered workshops titled *Civility at Work* (non-supervisors) and *Fostering a Civil Workplace* (supervisors) with the following completions:
- Supervisors - 116
- Non-Supervisors – 131

❖ University Compliance, Ethics, and Risk
- developed a brief training titled *Civility in the Workplace* for all employees during Compliance and Ethics Week and promoted the Human Resources civility workshops
- added a module titled *Respecting Others* to the annual Code of Conduct training that is required of all non-student employees that is scheduled to launch on September 13, 2021

Additional communication and training will occur during FY 2021-22.

Board of Trustees
Audit and Compliance Committee
August 24, 2021

INFO-3: Compliance and Ethics Annual Work Plan 2021-22

☒ **Information** ☐ **Discussion** ☐ **Action**

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:
The Compliance and Ethics Annual Work Plan 2021-22 contains the required elements of an effective compliance and ethics program outlined in Chapter 8 of the Federal Sentencing Guidelines and Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs, and lists the activities that the office will perform from July 1, 2021, to June 30, 2022, to meet those requirements. Many of the activities included in the work plan are those well-established programs that we continue to perform and report annually such as our compliance oversight activities, training and awareness campaigns, IntegrityLine reporting and investigations, IntegrityStar newsletter editions, conflict of interest and youth protection programs, communications with internal stakeholders and external regulatory agencies, as well as other program activities. The following are some of the new activities included in this year's work plan:

➢ Develop and manage university-wide Privacy Program
➢ In partnership with the Information Security Office, deliver mandatory security and privacy awareness training, track employee completion, and look for other avenues to improve security and privacy posture
➢ Implement improvement measures identified in the five-year compliance and ethics program review
➢ Launch fourth Compliance and Ethics Culture Survey to benchmark results against prior year's results in 2016, 2018, and 2020
➢ Working with the Office of Research Compliance, customize Huron software to accommodate online outside activity and conflict of interest and commitment reporting
➢ Oversee compliance efforts with the implementation of HB 7017 Foreign Influence

Background Information:
University Compliance, Ethics, and Risk provides centralized and coordinated oversight of UCF's ethics, compliance, and risk mitigation efforts through the ongoing development of effective policies and procedures, education and training, monitoring, communication, risk assessment, and response to reported issues as required by Chapter 8 of the Federal Sentencing Guidelines. These guidelines set forth the requirements of an effective compliance and ethics program for organizations and require not only promoting compliance with laws, but also promoting a culture of ethical conduct. The compliance and ethics program focuses on projects that will mitigate risks to the resources and reputation of UCF as well as the careers and professional reputations of its employees.

Annually, University Compliance, Ethics, and Risk prepares a work plan outlining the office's activities to meet the required elements of an effective compliance and ethics program. The work plan contains the following required elements:

1. Provide Oversight of Compliance and Ethics and Related Activities
Promote accountability among UCF employees for compliance with applicable federal, state, and local laws and regulations, and appoint knowledgeable individuals responsible for developing and implementing a comprehensive compliance and ethics program.

2. Develop Effective Lines of Communication
Create communication pathways that allow the dissemination of education and regulatory information and provide a mechanism for reporting compliance activities or concerns.

3. Conduct Effective Training and Education
Educate the UCF community on its compliance responsibilities and regulatory obligations, and on the university compliance and ethics program.

4. Revise and Develop Policies and Procedures
Revise or develop university regulations along with policies and procedures that reflect UCF's commitment to ethical conduct and compliance with applicable laws and regulations.

5. Conduct Internal Monitoring and Compliance Reviews
Identify and remediate noncompliance through proactive review and monitoring of risk areas.

6. Respond Promptly to Detected Problems and Undertake Corrective Action
Conduct timely investigations of allegations of noncompliance and provide guidance on corrective actions.

7. Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines
Promote the compliance and ethics program and university regulations, policies and procedures, and consequences of noncompliance.

8. Measure Compliance Program Effectiveness
Evaluate the overall compliance and ethics culture of UCF and the performance of the University Compliance, Ethics, and Risk office.

9. New Regulations and Special Projects

Recommended Action:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

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

Contract Reviewed/Approved by General Counsel ☐ **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

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

Supporting Documentation:
Attachment A: Compliance and Ethics Annual Work Plan 2021-22

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

Compliance and Ethics Annual Work Plan
2021-22

University Compliance, Ethics, and Risk provides centralized and coordinated oversight of UCF's ethics, compliance, and risk mitigation efforts through the ongoing development of effective policies and procedures, education and training, monitoring, communication, risk assessment, and response to reported issues as required by Chapter 8 of the Federal Sentencing Guidelines. These guidelines set forth the requirements of an effective compliance and ethics program for organizations and require not only promoting compliance with laws, but also promoting a culture of ethical conduct. The compliance and ethics program focuses on projects that will mitigate risks to the resources and reputation of UCF as well as the careers and professional reputations of its employees.

The following work plan lists the required elements and the activities that will be conducted from July 1, 2021, to June 30, 2022.

1. Provide Oversight of Compliance and Ethics and Related Activities	
Promote accountability among UCF employees for compliance with applicable federal, state, and local laws and regulations, and appoint knowledgeable individuals responsible for developing and implementing a comprehensive compliance and ethics program	Coordinate and conduct bi-monthly meetings of the University Compliance and Ethics Advisory Committee
	Conduct quarterly meetings with compliance partners and senior leadership
	Serve on and provide compliance guidance to the Title IX workgroup
	Serve on and provide guidance to the Security Incident Response Team (SIRT) and the Information Security Awareness Advisory Board
	Serve as members of and provide guidance to the Clery Act Compliance Committee
2. Develop Effective Lines of Communication	
Create communication pathways that allow the dissemination of education and	Prepare and distribute *IntegrityStar*, the compliance and ethics newsletter

	regulatory information and provide a mechanism for reporting compliance activities or concerns	Administer and promote the UCF IntegrityLine, reinforce expectations for non-retaliation, and continue communications during and after investigations
		Coordinate timely responses to regulatory and other external agencies
		Maintain and promote the compliance and ethics website
		Disseminate compliance and ethics program information and educational materials during tabling events such as new faculty orientation and the benefits fair
3. Conduct Effective Training and Education		
	Educate the UCF community on its compliance responsibilities and regulatory obligations, and on the university compliance and ethics program	Deliver and track new employee completion of mandatory Code of Conduct and Potential Conflicts – Florida Code of Ethics for Public Officers training
		Provide ethical leadership training through Human Resources and Advancement
		Launch seventh annual Compliance and Ethics Week awareness campaign
		Provide support to Clery Compliance Analyst on launch of Campus Security Authority (CSA) identification process and launch of new online training course
		Promote Gifts and Honoraria and Potential Conflicts online training modules for current employees and track employee completion
		Issue annual memo on Vulnerable Persons Act
		Develop and launch mandatory annual Code of Conduct training with certifications for non-student employees and monitor compliance for completion
		Monitor compliance of completion of the Youth Protection online training module as required by policy
		In partnership with the Information Security Office, deliver mandatory security and privacy awareness training, track employee completion, and look for other avenues to raise security and privacy posture (PegaSec, Phishing Tests, etc.)

	Identify additional opportunities to develop and deliver compliance and ethics training
	Issue additional regulatory alerts and updates as appropriate

4. Revise and Develop Policies and Procedures	
Revise or develop university regulations along with policies and procedures that reflect UCF's commitment to ethical conduct and compliance with applicable laws and regulations	Chair the University Policies and Procedures Committee and provide guidance on policy development
	Continue to enforce UCF Policy 2-001 University Policy Development, which requires annual policy reviews by department and mandatory five-year reviews by the University Policies and Procedures Committee
	Serve as members of the HIPAA Collaborative to develop university policies and procedures on HIPAA compliance

5. Conduct Internal Monitoring and Compliance Reviews	
Identify and remediate noncompliance through proactive review and monitoring of risk areas	Manage university-wide conflict of interest and commitment process
	Manage university-wide Youth Protection Program (YPP)
	Develop and manage university-wide Privacy Program
	Continue compliance partner reporting
	Collaborate with the director of enterprise risk and insurance management to conduct a formal compliance risk assessment
	Review the UCF IntegrityLine and department database for trends and risk areas and address appropriately
	Review and provide guidance on the Annual Security Report in compliance with the Clery Act

6. Respond Promptly to Detected Problems and Undertake Corrective Action	
Conduct timely investigations of allegations of noncompliance and provide guidance on corrective actions	Receive and evaluate UCF IntegrityLine reports and allegations of misconduct made directly to the office; conduct investigations

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	Provide recommendations for corrective actions and improvement of ethical conduct

7. Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines	
Promote the compliance and ethics program and university regulations, policies and procedures, and consequences of noncompliance	Develop and promote compliance and ethics incentive opportunities through various campaigns, such as National Compliance and Ethics Week
	Promote awareness of UCF regulations, policies and procedures, and regulatory requirements
	Promote accountability and consistent discipline

8. Measure Compliance Program Effectiveness	
Evaluate the overall compliance and ethics culture of UCF and the performance of the University Compliance, Ethics, and Risk office	Develop and issue the University Compliance, Ethics, and Risk Annual Report
	Implement improvement measures identified in the five-year compliance and ethics program review
	Launch fourth Compliance and Ethics Culture Survey to benchmark results against prior year's results in 2016, 2018, and 2020
	Develop, measure, and track department process improvement efforts using the university assessment process

9. New Regulations and Special Projects	
	Oversee compliance efforts with National Institute of Standards and Technology 800-171 (NIST) federal requirements
	Oversee compliance efforts with the acceptance of CARES Act funding
	Oversee compliance efforts with European Union General Data Protection Regulation (GDPR)
	Working with the Office of Research Compliance, customize Huron software to accommodate online outside activity and conflict of interest and commitment reporting

	Oversee compliance efforts with the implementation of HB 7017 Foreign Influence
	Working with Human Resources, continue to evaluate and develop a communication, education, and awareness campaign to address increased reports of offensive or inappropriate communication

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Board of Trustees
Audit and Compliance Committee
August 24, 2021

INFO-4: Compliance and Ethics 2020-21 Work Plan – Status of All Activities Report

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☒ **Information**   ☐ **Discussion**   ☐ **Action**

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

The Compliance and Ethics 2020-21 Work Plan - Status of All Activities Report contains a summary of projects and activities completed from July 1, 2020, to June 30, 2021 to meet the required elements of an effective compliance and ethics program outlined in Chapter 8 of the Federal Sentencing Guidelines and Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs. The following highlights some of the initiatives and projects completed this year in support of the program:

- ➢ *NEW* Implemented Annual Code of Conduct Refresher training with certifications for all non-student employees, available in both English and Spanish
  - o Received 100% employee completion
- ➢ Additional Training Offered:
  - o Online Training - Existing Employees
    - ▪ Potential Conflicts: 875 trained
    - ▪ Gifts and Honoraria: 123 trained
  - o New Hire Online Training
    - ▪ Code of Conduct/Speak Up!: 1,099 trained
    - ▪ Potential Conflicts: 700 trained
  - o Live Training
    - ▪ Ethical Leadership Workshops
    - ▪ Privacy Awareness - UCF PegaSec Virtual Cyber Security Expo
    - ▪ Privacy Principles and Best Practices - "Share the Knowledge Talk"
    - ▪ Privacy Compliance - Data Privacy Day webinar
- ➢ UCF IntegrityLine
  - o *NEW* Video tutorial explaining how to submit a report and what happens afterwards; worked with SGA judicial branch to market tutorial to students
  - o Served on Student Reporting work group to discuss student reporting options and develop a reporting options website
  - o Prepared 2020 IntegrityLine report
- ➢ Coordinated timely responses to the following regulatory and external agencies regarding investigations, state ethics law exemptions, and foreign influence:
  - o National Science Foundation, Department of Energy, Board of Governors, Governor, Legislature, and House Select Committee on the Integrity of Research Institutions
- ➢ *REVISED* Outside Activity and Conflict Reporting program based on Florida Statute Section 1012.977, effective July 1, 2020:

- o Revised university regulation UCF-3.018, University Policy 4-504, and accompanying procedures for red flag reviews
  - o Revised disclosure form to include new questions regarding activities with foreign entities
  - o Developed additional training materials, resource guides, and video tutorial
- ➢ **NEW** Five-year compliance and ethics program review completed
- ➢ Oversaw compliance efforts with:
  - o Acceptance of CARES Act funding
  - o European Union General Data Protection Regulation
  - o National Institute of Standards and Technology 800-171 (NIST) federal requirements
  - o Drug Free Schools and Communities Act biennial review
  - o House Bill 7017 Foreign Influence

Background Information:
University Compliance, Ethics, and Risk provides centralized and coordinated oversight of UCF's ethics, compliance, and risk mitigation efforts through the ongoing development of effective policies and procedures, education and training, monitoring, communication, risk assessment, and response to reported issues as required by Chapter 8 of the Federal Sentencing Guidelines. These guidelines set forth the requirements of an effective compliance and ethics program for organizations and require not only promoting compliance with laws, but also promoting a culture of ethical conduct. The compliance and ethics program focuses on projects that will mitigate risks to the resources and reputation of UCF as well as the careers and professional reputations of its employees.

Annually, University Compliance, Ethics, and Risk prepares a work plan outlining the office's activities to meet the required elements of an effective compliance and ethics program. The work plan contains the following required elements:

1. Provide Oversight of Compliance and Ethics and Related Activities
Promote accountability among UCF employees for compliance with applicable federal, state, and local laws and regulations, and appoint knowledgeable individuals responsible for developing and implementing a comprehensive compliance and ethics program.

2. Develop Effective Lines of Communication
Create communication pathways that allow the dissemination of education and regulatory information and provide a mechanism for reporting compliance activities or concerns.

3. Conduct Effective Training and Education
Educate the UCF community on its compliance responsibilities and regulatory obligations, and on the university compliance and ethics program.

4. Revise and Develop Policies and Procedures
Revise or develop university regulations along with policies and procedures that reflect UCF's commitment to ethical conduct and compliance with applicable laws and regulations.

5. Conduct Internal Monitoring and Compliance Reviews
Identify and remediate noncompliance through proactive review and monitoring of risk areas.

6. Respond Promptly to Detected Problems and Undertake Corrective Action

Conduct timely investigations of allegations of noncompliance and provide guidance on corrective actions.

7. Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines
Promote the compliance and ethics program and university regulations, policies and procedures, and consequences of noncompliance.

8. Measure Compliance Program Effectiveness
Evaluate the overall compliance and ethics culture of UCF and the performance of the University Compliance, Ethics, and Risk office.

9. New Regulations and Special Projects

Recommended Action:
N/A

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

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

Contract Reviewed/Approved by General Counsel ☐ **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

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

Supporting Documentation:
Attachment A: Compliance and Ethics 2020-21 Work Plan - Status of All Activities

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

University Compliance, Ethics and Risk Office

2020-21 Work Plan - Status of All Activities
July 1, 2020 - June 30, 2021

UCF's comprehensive compliance and ethics program was built based on the elements of an effective compliance program set forth in Chapter 8 of the Federal Sentencing Guidelines, and as required by Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs. The Guidelines and Regulation establish the minimum standards for effective programs. Each year, University Compliance, Ethics, and Risk submits an Annual Workplan to the Audit and Compliance Committee of the Board of Trustees detailing the office's efforts that support an effective program. This report contains the activities committed to in the office's 2020-21 Compliance and Ethics Annual Work Plan and includes the final status of those activities.

1. **Provide Oversight of Compliance and Ethics and Related Activities**
    Promote accountability among UCF employees for compliance with applicable federal, state, and local laws and regulations, and appoint knowledgeable individuals responsible for developing and implementing a comprehensive compliance and ethics program.

2. **Develop Effective Lines of Communication**
    Create communication pathways that allow the dissemination of education and regulatory information and provide a mechanism for reporting compliance activities or concerns.

3. **Conduct Effective Training and Education**
    Educate the UCF community on its compliance responsibilities and regulatory obligations, and on the university compliance and ethics program.

4. **Revise and Develop Policies and Procedures**
    Revise or develop university regulations along with policies and procedures that reflect UCF's commitment to ethical conduct and compliance with applicable laws and regulations.

5. **Conduct Internal Monitoring and Compliance Reviews**
    Identify and remediate noncompliance through proactive review and monitoring of risk areas.

6. **Respond Promptly to Detected Problems and Undertake Corrective Action**
    Conduct timely investigations of allegations of noncompliance and provide guidance on corrective actions.

7. **Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines**
    Promote the compliance and ethics program and university regulations, policies and procedures, and the consequences of noncompliance.

8. **Measure Compliance Program Effectiveness**
    Evaluate the overall compliance and ethics culture of UCF and the performance of the University Compliance, Ethics, and Risk office.

9. **New Regulations and Special Projects**

2020-21 Compliance and Ethics Work Plan
Status of All Activities
July 1, 2020 – June 30, 2021

1. Provide Oversight of Compliance and Ethics and Related Activities

Coordinate and conduct bi-monthly meetings of the University Compliance and Ethics Advisory Committee

- Developed materials and chaired the Compliance and Ethics Advisory Committee meetings in August, October, January, March, and May.
- Provided updates on the 2019 IntegrityLine report, the close out of the Post Investigation Action Plan, the campaign for the annual online Code of Conduct training, the online Youth Protection Program registration system; the 2020 FL Equity Report; the activities held during Diversity Week; the university's Youth Program online registration; the completion of the five-year compliance program review; and the Conflict of Interest disclosure process.
- Highlights from compliance partners included updates on the Kognito At-Risk for Faculty and Staff Training for all employees which concluded with a 98 percent completion rate; weekly podcasts from the Office of Diversity and Inclusion; the CARES Act and the Higher Education Emergency Relief Fund; the amendment to UCF Regulation 3.010 Faculty Evaluation and Improvement; and the Council on Accessibility.

Conduct quarterly meetings with compliance partners and senior leadership

- Met with vice presidents, key administrators, and compliance partners to provide updates on compliance and ethics initiatives and discuss any concerns or issues.

Serve on and provide compliance guidance to the Title IX workgroup

- Provided guidance and support to the Title IX coordinator and served on and provided compliance guidance to the Title IX workgroup.

Serve as a member of the Security Incident Response Team and provide guidance

Served as a member of the Security Incident Response Committee and provided review and guidance associated with federal and state privacy and data breach requirements.

Serve on and provide guidance to the Clery Act Compliance Committee
➢ Provided guidance and support to the Clery Compliance Analyst and served on the Clery Act Compliance Committee.

2. Develop Effective Lines of Communication

Prepare and distribute *IntegrityStar*, the compliance and ethics newsletter

➢ Developed and issued the July 2020 edition of the *IntegrityStar* highlighting recent communications on diversity, equity, and inclusion at UCF; and a video on Unconscious Bias. Also included information on the return to campus efforts including the article *Armor Up Knights!* which highlights the COVID-19 Return to Campus Policy and Frequently Asked Questions.
    o Article titled *Accessibility at UCF.*
    o Article *COVID-19 Related Fraud* in the Audit Unlocked section.
    o Recognition section highlighted two individuals engaging and empowering others to promote a culture of respect and inclusivity.
➢ Developed and issued the October 2020 edition of the *IntegrityStar* which contained articles covering the results of the 2020 Compliance and Ethics Culture Survey and the 2019 IntegrityLine Report; and an article on ethical leadership with a video and a cartoon. Additional content included:
    o Article titled *Questions to Ask Yourself – Part 1 – Approving Invoices* in the Audit Unlocked section.
    o Recognition section highlighted the Ombuds Officer and Deputy Ombuds Officer for their efforts in supporting students, faculty, staff, alumni, and parents.
    o Frequently Asked Questions section provided thought provoking questions about ethical behavior.
➢ Developed and issued the March 2021 edition of the *IntegrityStar* highlighting an article written in 2015 by the Federal Bureau of Investigation Strategic Partnership Unit titled *Preventing Loss of Academic Research*. Other articles included:
    o Information on disclosing financial interests and outside activities with international partners, including frequently asked questions.
    o Article on the Youth Protection Program requirements and the launching of the new Squire Registration Portal for youth program registration.
    o A new "Case Corner" section featuring actual investigations conducted by the investigative offices at UCF. The case highlighted in this edition was investigated jointly by University Compliance, Ethics, and Risk, University Audit, and the Office of Export Controls Compliance.

Administer and promote the UCF IntegrityLine, reinforce expectations for non-retaliation, and increase communications during and after investigations

- ➤ Continued administration of the UCF IntegrityLine to include review and tracking of all reports, data compilation, trend review, and reporting.
- ➤ Promoted the UCF IntegrityLine in the July 2020, October 2020, and March 2021 editions of the *IntegrityStar* newsletter; continued promoting efforts in compliance videos; on the University Compliance, Ethics, and Risk website; on the websites of all compliance partners; and virtual tabling events.
- ➤ Revised the IntegrityLine Intake Process and Close Out Process to ensure consistency and increased communication touch points during and after investigations.
- ➤ Developed an IntegrityLine video tutorial explaining how to submit a report and what happens after a report is submitted. Training loaded into Webcourses and posted the link to a webpage portal. Also worked with the SGA judicial branch to introduce the training to students to assist them with using the IntegrityLine.
- ➤ Served on the Student Reporting work group to discuss reporting options for students, including the IntegrityLine, and to develop a reporting options website.

Coordinate timely responses to regulatory and other external agencies

- ➤ Collaborated with the Office of Institutional Equity and the Office of the General Counsel to review and prepare the response to the National Science Foundation (NSF) regarding a request for information.
- ➤ Met with NSF, U.S. Department of Energy (DOE), the Office of Institutional Equity, and the Office of the General Counsel to discuss a review NSF and DOE are conducting.
- ➤ At the request of the Board of Governors, coordinated with University Audit to prepare and submit a summary overview of the university's efforts in monitoring CARES Act funds.
- ➤ On behalf of the president and Board of Trustees, prepared the annual research exemption report and submitted it to the governor and legislature as required by state statute. Developed the report in partnership with the Research Integrity Compliance Office and submitted in March 2021.
- ➤ Responded to additional document requests from the House Select Committee on the Integrity of Research Institutions.

Maintain and promote the compliance and ethics website

➢ Promoted the compliance and ethics website in the University Compliance, Ethics, and Risk pamphlets distributed to all new employees during new employee orientation and the employee benefits fair.

➢ Updated the website to include the July 2020, October 2020, and March 2021 editions of the *IntegrityStar* newsletter, updated the organizational chart, added new personnel photos and contact information to the "Our Staff" page, revised the Compliance and Ethics Advisory Committee to include changes to compliance partners and members, removed outdated language on the Risk Management page and replaced insurance certificate renewal documentation, updated content on the Training page, and uploaded the 2020 Annual Report.

➢ Added page links to offices that were moved under the University Compliance, Ethics, and Risk reporting structure.

➢ Created the Privacy Compliance webpage and brochure.

➢ Updated the University's Privacy Policy page.

➢ Updated forms, supplementary documentation, and added a new tutorial on the Conflicts of Interest page.

➢ Currently in the process of revising the website to meet the updated UCF website theme requirements.

Disseminate compliance and ethics program information and educational materials in person during new faculty orientation and the benefits fair

➢ Provided the UCF Employee Code of Conduct, a Compliance and Ethics webinar, office brochure, and IntegrityLine Speak Up poster through the virtual employee benefits fair.

3. Conduct Effective Training and Education

Track new employee completion of mandatory Code of Conduct and Potential Conflicts – Florida Code of Ethics for Public Officers and Employees training

➢ Total number of new employees who took the online courses and passed the final quiz:
  - *Employee Code of Conduct / Speak Up!* = 1099
  - *Potential Conflicts – Florida Code of Ethics for Public Officers and Employees* = 700

➢ Implemented new tracking and notification process to identify new or rehired employees who are delinquent in mandatory compliance onboarding training, with notifications to departments to follow-up with supervisors to ensure employee completion of required courses.

Launch sixth annual Compliance and Ethics Week awareness campaign

➢ Compliance and Ethics Week activities commenced during the week November 2-6, 2020, and included two engaging activities for employees to participate and win prizes:
  o Training - Developed and posted three short training videos representing the UCF Ethical Standards of Respect: *Embracing Your Diversity*, *Unconscious Biases*, and *Civility in the Workplace* – employees listened for a "keyword" to email to the compliance and ethics email account
    ▪ Total videos watched: 351
  o Selfie Contest – Employees asked to submit a drawing or phrase that explains what one of the UCF Ethical Standards (Honesty and Integrity; Respect; Responsibility and Accountability; Stewardship) means to them
    ▪ Selfies Submitted: 32
  o A total of 127 employees participated in the activities and 32 were randomly selected to receive prizes.

Review and provide guidance on new procedures to be implemented for identifying Campus Security Authorities (CSAs) to determine necessary training requirements and on online training being developed for new and current CSAs

➢ Due to the pandemic, the CSA identification project was temporarily placed on hold and will resume in Spring 2021. The Clery Coordinator continued working with HR to develop a Qualtrics survey to identify all CSAs across the university. The survey is expected to be launched during the Spring 2021 semester, with the subsequent launch of the Webcourse training to follow. The survey and training were tested by members of the Clery Compliance Committee.

Promote Gifts and Honoraria and Potential Conflicts online training modules for current employees and track employee completion

➢ Continue to promote the online training modules to employees.
➢ Total number of existing employees who took the online courses and passed the final quiz:
  o *Gifts and Honoraria* = 123
  o *Potential Conflicts – Florida Code of Ethics for Public Officers and Employees* = 875

Issue annual memo on Vulnerable Persons Act

➢ Annual memo was prepared and issued in March 2021.

Develop and launch new mandatory annual Code of Conduct training with certifications for non-student employees and monitor compliance for mandatory completion

➢ Annual Code of Conduct training with certifications for all non-student employees launched on September 14, 2020, with completion requested by October 14, 2020.
  o October 14 completion rate: English version - 89.04%; Spanish version – 100%
  o As of June 30, 2021, 100% employees completed the English version of the training.

➢ Worked with the vendor Compliance Wave to begin development of the 2021 Annual Refresher Code of Conduct training scheduled to be launched September 13, 2021, with completion requested by October 13, 2021. Received draft training from vendor, reviewed course, and responded with edits.
➢ Created training course shells in UCF Webcourses, to include an acknowledgement/certification to be completed by employees.

Promote Youth Protection online training module and monitor compliance for mandatory completion

➢ Youth Protection training was completed as required by six program staff working with minors.

Identify additional opportunities to develop and deliver compliance and ethics training

➢ On August 26 provided the Ethical Leadership Workshop through Human Resources for 41 employees, 15 employees were on the waitlist.
➢ On February 4 provided the Ethical Leadership Workshop through Human Resources, due to its popularity the class size has increased to 60 attendees per session.
➢ On June 4 provided the Ethical Leadership Workshop to 45 supervisors in UCF's Division of Advancement.
➢ Led Privacy Awareness Discussion during the UCF PegaSec Virtual Cyber Security Expo.
➢ IntegrityLine tutorial developed and loaded to Webcourses, the link to the training was posted to IntegrityLine website. Worked with the SGA judicial branch to introduce the training to students to assist them with using the IntegrityLine.
➢ Developed training presentations on topics such as Workplace Bullying, Self-Serving Bias, Civility in The Workplace, Ethical Decision-Making, Overconfidence Bias, Groupthink, Doing the Knight Thing, Conformity Bias, Ethical Fading, Ethical Dilemmas, Morals &Ethics, and Confirmation Bias
➢ Updated Information Security Office annual and new hire training to include Privacy-related content.
➢ Led Privacy Compliance Discussion during Data Privacy Day webinar.
➢ Created Privacy Compliance Tips for the Research Cyberinfrastructure (RCI) site.
➢ Presented Privacy Principles and Best Practices during a "Share the Knowledge Talk" for the Office of Research Human Resources

Issue additional regulatory alerts and updates as appropriate

➢ In response to newly passed Florida Statute Section 1012.977, effective July 1, 2020, proposed edits to university regulation UCF-3.018 Conflict of Interest or Commitment; Outside Activity or Employment and University Policy 4-504 Reporting Outside Activities, Financial Interests and Potential Conflicts of Interest or Conflicts of Commitment in Research.

➢ Distributed announcement to the university community regarding delayed launch of the conflict of interest reporting due to the implementation of Florida Statutes Section 1012.977.

4. Revise and Develop Policies and Procedures

Chair the University Policies and Procedures Committee and provide guidance on policy development

➢ Chaired the University Policies and Procedures Committee. Provided coordination of the committee and management of the online Policies and Procedures Manual.

➢ Reviewed and edited policies and procedures prior to submission for approval to the committee. Worked directly with departments, provided guidance, and when needed revised 22 policies to improve content and the communication of expectations to the university community.

➢ Published updates to 17 COVID-19 related policies and distributed to all employees, including a separate weblink to view tracked edits.

➢ In collaboration with the Information Security Office, composed a Clean Desk Policy and embedded it within UCF Policy 4-008 Data Classification and Protection.

➢ In collaboration with the Information Security Office, inserted User Awareness Training into UCF Policy 4-002 Use of Information Technologies and Resources.

➢ Developed resources to support departments with the policy development or revision process, including a standardized policy glossary, an updated policy template, policy lifecycle, and a new required Cover Memo Submission form to be submitted with all policies to be reviewed by the University Policies and Procedures Committee. Created a Policy Resources webpage within the Online Policy Library, where these documents are available for use.

Continue to enforce UCF Policy 2-001 University Policy Development, which requires annual policy reviews by department and mandatory five-year reviews by the University Policies and Procedures Committee

➢ Continued progress on the five-year review project in compliance with UCF 2-001.5 University Policy Development to ensure that policies continue to be appropriate and current. Out of 38 policies initially identified as overdue, reduced the overdue count to one as of June 30, 2021.

Serve as members of the HIPAA Collaborative to develop university policies and procedures on HIPAA compliance

➢ Served on the UCF Health Sciences HIPAA Collaborative, a university-wide task force involved with the development of a single set of HIPAA Privacy and Security policies for the university. Provided guidance and communicated compliance expectations for development of policies.
➢ Reviewed the newly developed university-wide policy on HIPAA Compliance and the supplemental policy manual containing 33 specific HIPAA targeted policies.
➢ Reviewed and provided feedback on university-wide HIPAA Business Associate Agreement (BAA).

5. Conduct Internal Monitoring and Compliance Reviews

Manage university-wide conflict of interest and commitment process; begin migration efforts to a new online reporting system

- ➤ In preparation for the 2020-21 conflict of interest and disclosure process and with the passing of Florida Statutes Section 1012.977, revised training modules, the AA-21 Conflict of Interest and Commitment Form, and email communications to reflect the new requirements. Worked with the Office of Research Compliance Office and the Office of Export Control Compliance to develop UCF COI Red Flag Review process and accompanying procedures in order to comply with FSS 1012.977.
- ➤ In response to public comments to proposed revisions to University Policy 4-504 Reporting Outside Activities, Financial Interests and Potential Conflicts of Interest or Conflicts of Commitment in Research, the 2020-21 disclosure process was delayed. In response, the office:
  - o Compiled the policy feedback into Excel spreadsheet noting changes as policy was revised to address concerns. Working with the Chairs of the Faculty Senate and Faculty Research Council identified faculty representation and established a faculty ad hoc working group.
  - o Distributed communications to employees regarding the new law, the delayed launch and provided instructions for submitting new activities during the interim period.
  - o Added new question to the AA-21 to meet the requirements of the new statute and committed to re-evaluating Q1-11 during next report year.
  - o Developed a matrix detailing each question, its regulatory purpose, what to disclose, examples, and what does not need to be disclosed.
  - o Developed additional supporting documents and materials to assist faculty and staff and posted materials to website:
    - ▪ Video tutorial
    - ▪ Reporting Outside Activities, Financial Interests, and Potential Conflicts Process
    - ▪ AA-21 Disclosure Guidance
  - o Through the faculty ad hoc group, finalized the policy and disclosure materials and launched on March 8, 2021.

- On March 8, 2021, notified 2,994 employees by email to submit an online disclosure and 2,770 submitted within the deadline achieving an 94% compliance rate with employee submissions prior to the deadline. (30-day compliance rate 2019-20 was 83%; 2018-19 was 88%)
- On May 10, 2021, notified all individuals identified as "engaged in research" to submit a disclosure pursuant to the new law. There were 1,029 employees notified and 794 disclosed within the deadline achieving a 77% compliance rate.
- As of June 30, 2021, the overall compliance rate with employee submission is 93%.
- A total of 4,344 disclosures (an increase from 3,452 last year) and 66 amendments (a decrease from 117 last year) were submitted to date. Disclosures with at least one outside activity reported is reviewed by the office and this year there were 1,306 online disclosures to review (an increase from 1,194 last year), with potential conflicts identified in 53 requiring a monitoring plan or annual update to a monitoring plan (a decrease from 83 last year). At the time of this report, 299 disclosures are still under review. The decrease in amendments and identification of disclosures with potential conflicts was most likely attributed to the late disclosure launch which resulted in less time to submit compared to the previous year.
- Foreign influence red flag reviews were completed for each positive response to the new question regarding financial interests and outside activities with foreign entities. To date, 126 red flag reviews have been conducted. Six of these reviews indicated a potential red flag that is still under review; 110 were cleared with no concerns; 10 contained at least one red flag or potential risk resulting in additional awareness provided to the faculty member. One faculty member ceased an activity as a result of the risks identified.
- Reviews performed outside the online system during the delay were tracked; the office completed 293 requests for review of potential conflicts and 89 disclosures were reviewed through the PCA email account (total of 382 COI reviews).
- Received and completed 57 reviews of potential conflicts of interest associated with the attendance at conferences or events sponsored by vendors.
- Reviewed and provided feedback on 13 research exemption requests prior to coordinating with the provost, president, and Chair of the Board of Trustees for approval as required by state statute.
- Reviewed 232 disclosed relatives for potential conflicts.

Manage university-wide Youth Protection Program; final implementation of new software solution to manage registration Process

➢ At the start of this report period there were few youth programs occurring due to COVID-19; seven programs were converted to virtual platforms prompting changes to requirements that all minor participants submit a signed Online Participant and Parent Code of Conduct form and signed Online Participant Agreement and Waiver of Liability form, as well as the requirement for all program staff to submit to the Program Sponsor a signed Online Program Staff Code of Conduct form.

➢ As of August 24, 2020, in-person youth programs were permitted with limitations under the Emergency Policy EP-20-2 Event Planning and COVID-19 Considerations. Additional requirements for in-person programs included all minor participants submit a signed Participant Agreement and Waiver of Liability prior to their participation in, which was revised to include language pertaining to COVID-19.

➢ Launched the newly developed online registration system "Squire" to process youth program registrations. Processed 66 registrations (19 online/virtual and 47 in-person) through the new system during the report period.

➢ Provided guidance to departments inquiring on Youth Protection Policy requirements.

➢ Facilitated two Youth Protection Program Q&A Zoom sessions for a combined total of 56 Program Sponsors.

➢ Provided two presentations on the State of Florida mandatory child abuse and neglect reporting requirements and how to recognize the signs of abuse.

➢ Coordinated with EICRT to develop COVID-19 requirements for in-person youth programs to include the submission of a COVID-19 proposal. Sent four updated notices to all youth program sponsors.

➢ Reviewed and approved 11 non-athletic youth program proposals and presented 10 athletic youth program proposals to EICRT for approval.

➢ Documented one report of abuse not related to the camp or university. Verified notification to the appropriate local and state agencies.

Continue compliance partner reporting

➢ Compliance partners provided updates on their program activities during committee meetings and through separate meetings and discussions when significant issues and challenges arose.

➢ Compliance partner annual reports for 2020 were submitted and were consolidated with the activities of University Compliance, Ethics, and Risk. The annual report was issued in November to the Audit and Compliance Committee of the Board of Trustees and submitted to the Board of Governors (BOG) as required by BOG Regulation.

Collaborate with the director of enterprise risk and insurance management to conduct a formal compliance risk assessment

➢ Enterprise risk management (ERM) program is in progress for implementation in 2021.

Review UCF IntegrityLine and department database for trends and risk areas and address appropriately

➢ Due to the ongoing pandemic, identified more than half of the reports filed during this report period were COVID-19 related totaling 297 out of the 534 cases total cases reported for this fiscal year which was an increase of 47.5%.

➢ Prepared the annual UCF IntegrityLine Report for calendar year 2020. There were 608 reports received through the IntegrityLine representing a significant increase (223%) from the 188 reports submitted in 2019. Reports to the IntegrityLine have increased overall by 1,927% since the reporting tool became available in 2014. The significant increase in reporting in 2020 is most likely attributed to the increased marketing of the IntegrityLine reporting option in response to two major events that occurred during 2020: COVID-19 and allegations involving a faculty member in the media. Again, there was an increase in the category Offensive or Inappropriate Communications; the action plan implemented last year to address this trend continues and updates on the progress are provided in the report.

6. Respond Promptly to Detected Problems and Undertake Corrective Action

Receive and evaluate UCF IntegrityLine reports and allegations of misconduct made directly to the office; conduct investigations

- ➤ Provided administration and oversight of the UCF IntegrityLine to include review and tracking of all reports until completion, data compilation, trend review, and reporting. Received 534 reports through the UCF IntegrityLine alleging misconduct in this reporting period (increase of 172 reports or 47.5% increase from last year at this time).
- ➤ Coordinated triage of reports with University Audit and the Office of Institutional Equity. When appropriate, reports were referred to a compliance partner or University Audit for review or investigation. During this time, 459 cases were investigated and closed.
- ➤ Worked jointly with the Office of Institutional Equity on two allegations of misconduct submitted directly to the offices which are still ongoing and closed one during this time period.

Provide recommendations for corrective actions and improvement of ethical conduct

- ➤ Continued providing recommendations for corrective actions and improvements of ethical conduct following investigations or requests for guidance.

7. Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines

Develop and promote compliance and ethics incentive opportunities

- ➤ Highlighted in the July 2020 edition of the *IntegrityStar* one faculty member and one staff member for their outstanding efforts in leading change in the area of diversity, equity, and inclusion and empowering others to promote a culture of respect and inclusivity.
- ➤ Highlighted in the October 2020 edition of the *IntegrityStar* two staff members for their outstanding efforts in supporting the university community by providing a place for individuals to ask questions and seek guidance which positively impacts our Speak Up culture.
- ➤ Highlighted in the March 2021 edition of the *IntegrityStar* one faculty member for their outstanding efforts in their commitment to the university's process for evaluating and investigating concerns raised through the UCF IntegrityLine.

Work with Human Resources to develop new employee appraisal templates that include compliance and ethics as a performance Measure

- ➤ Due to the pending transition to a new ERP system, Human Resources placed a hold on the performance appraisal project.

Promote awareness of UCF regulations, policies and procedures, and regulatory requirements

- ➤ Highlighted in the July 2020, October 2020, and March 2021 editions of the *IntegrityStar* a total of 25 new and revised UCF Policies and 41 new and revised regulations that had been implemented.
- ➤ Distributed 17 campus emails to all employees alerting them of the approval of new or revised and emergency policies.

Promote accountability and consistent discipline

- ➢ Following investigations with outcomes of substantiated employee misconduct, provided recommendations for appropriate discipline to ensure accountability and consistency in corrective actions.
- ➢ Continued serving as the point of contact and source for guidance to research compliance related to scientific misconduct, export controls, conflict of interest, and development of policies and procedures.

8. Measure Compliance Program Effectiveness

Develop and issue the University Compliance, Ethics, and Risk Annual Report

- ➢ Compiled and designed the annual report for 2019-20 which included the activities of our compliance partners and programs across the university. The report was issued in November 2020 to the Audit and Compliance Committee of the Board of Trustees and submitted to the Board of Governors (BOG) as required by BOG Regulation.

Obtain five-year compliance and ethics program review required under BOG Regulation 4.003

- ➢ Engaged Ethisphere to conduct the five-year program review.
- ➢ Prepared and submitted the vendor program review questionnaire with supporting materials in October.
- ➢ Participated in bi-weekly meetings to discuss materials submitted and additional material requests.
- ➢ Upon request, provided vendor with temporary access to Webcourses to evaluate training materials available to employees.
- ➢ Finalized the interview list; Ethisphere conducted interviews with key partners and stakeholders.
- ➢ Program Review was completed in March and final report was distributed in June.

Develop, measure, and track department process improvement efforts using the university assessment process

➢ The 2019-20 results report and 2020-21 assessment plan were finalized and are under review by the divisional review committee.

9. New Regulations and Special Projects

Oversee compliance efforts with National Institute of Standards and Technology 800-171 (NIST) federal requirements

➢ Continue as an active participant within UCF's NIST working group to move the university forward towards compliance.
➢ Joined the NIST Privacy Workforce Public Working Group (PWWG).

Oversee compliance efforts with European Union General Data Protection Regulation (GDPR)

➢ Created *UCF Privacy* mailbox to monitor and manage all privacy-related inquiries, including those related to GDPR Data Subject Access Requests.
➢ Created Data Protection Impact Assessment (DPIA) template, Data Subject Access Request (DSAR) handling procedures), and awareness-related materials.

Oversee compliance efforts with the acceptance of CARES Act funding

➢ Continued periodic follow-ups to obtain updates to the matrix containing the requirements associated with the acceptance of CARES Act funding and the plan for addressing each.
➢ Coordinated with University Audit to prepare and submit a response to the BOG request for a summary overview of the university's efforts with monitoring CARES Act funds.
➢ Revised matrix for each tranche of funding received and communicated with stakeholders to ensure compliance was maintained.

Working with Human Resources, evaluate and develop a communication, education, and awareness campaign to address increased reports of offensive or inappropriate communication

➢ Reviewed Human Resources revised workshop training materials on civility, both supervisor and staff editions and provided feedback.
➢ Follow-up meeting held in October to discuss next steps for various audiences and a guest speaker.
➢ Developed brief civility training for Compliance and Ethics Week which also promoted the Human Resources civility workshops.

Additional Projects and Initiatives

➢ Pursuant to Board of Governors (BOG) Regulation 4.003, the Compliance and Ethics Program Plan was reviewed and updated during this period to reflect changes in the compliance and ethics program to include new policies, regulations, and training. The Program Plan was approved by the Board of Trustees on December 3, 2020, and was submitted to the BOG as required.
➢ Reconvened the Biennial Review Committee in compliance with the Drug Free Schools and Communities Act (DFSCA) to update the university's biennial review report; developed and distributed to the committee a draft university drug free policy for stakeholder review and input.
➢ Reviewed and provided edits to the 2020-21 Annual Security report to comply with the requirements of The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act or Clery Act.
➢ Created a Data Discovery form to replace the Office of the General Counsel's Contract Routing form for contract management to better identify, classify, and protect data.
➢ Developed Qualtrics survey to capture additional information required for federal foreign contract reporting required twice a year.
➢ Served as members of the Information Security Awareness Advisory Board providing compliance guidance for policy and training development.
➢ Conducted a six-month review and status update for Post Investigation Action Plan items.
➢ In response to House Bill 7017 Foreign Influence; formed a working group to prepare for new statutes. Bill was signed by the Governor on June 8, 2021, and is effective July 1, 2021. Working group met weekly; with subgroups meeting more frequently to implement policies, processes, and structure to comply with the new statutes.
➢ Annual collection of student complaints to comply with federal regulations and regional accreditation requirements.
➢ COI implementation team transitioning to Huron including facilitating faculty involvement as question and system design reviewers.
➢ Conducted two Data Protection Impact Assessments (DPIAs).

Board of Trustees
Audit and Compliance Committee
August 24, 2021

DISC-2: University Internal Audit Update

☐ **Information** ☒ **Discussion** ☐ **Action**

Meeting Date for Upcoming Action:
_____

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

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

Recommended Action:
No recommended actions required.

Alternatives to Decision:
N/A

Fiscal Impact and Source of Funding:
N/A

Authority for Board of Trustees Action:
N/A

Contract Reviewed/Approved by General Counsel ☐ **N/A** ☒

Committee Chair or Chair of the Board has approved adding this item to the agenda ☒

Submitted by:
Robert Taft, Chief Audit Executive

Supporting Documentation:
Attachment A: UCF Internal Audit Update

Facilitators/Presenters:
Robert Taft, Chief Audit Executive

University Audit Update
August 24, 2021

Agenda

1. Project status update
2. Staffing update
3. Upcoming schedule
4. External audit activities
5. Other activities
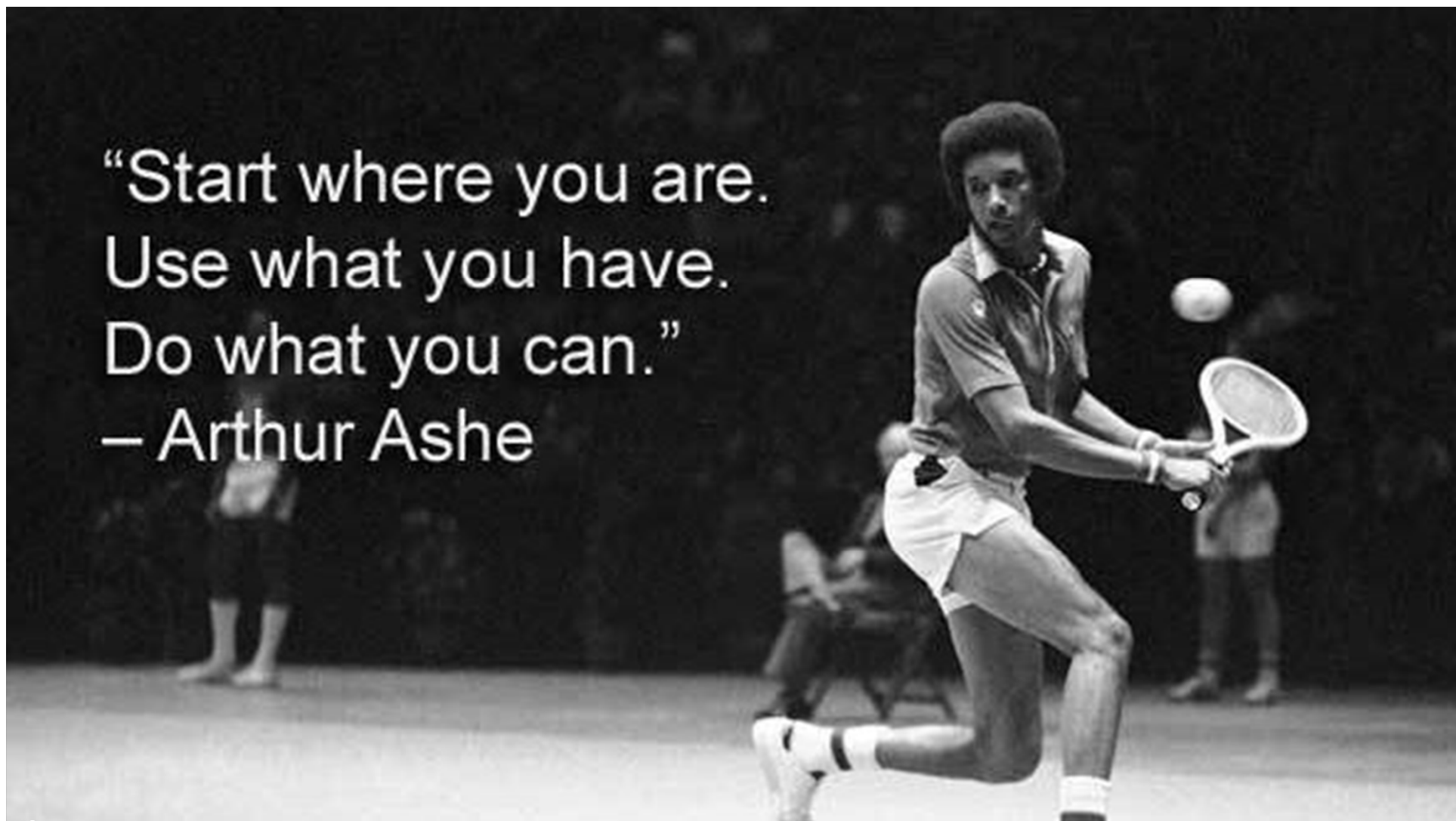
Project status update

Audits

- UCF Health (final report issued)
- UCF Libraries (draft report issued-final report to be issued in August)
- Student Academic Integrity (in progress)
- Data Centers (in progress)
- Investments (in progress)
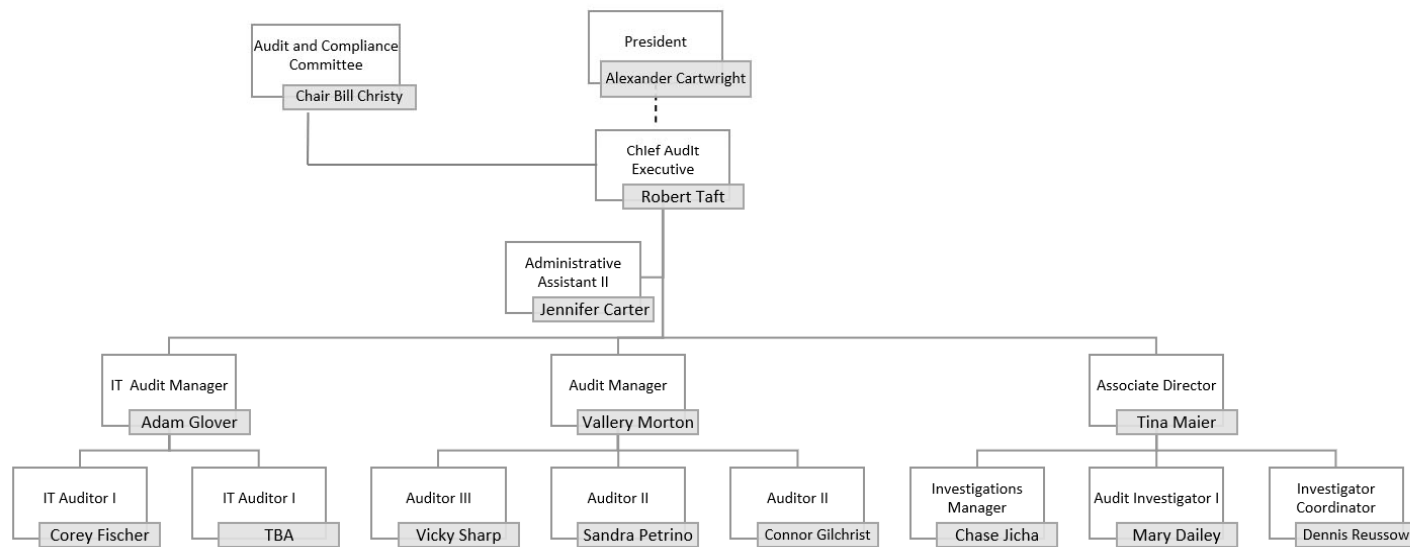- Export Control (deferred--management request)

Reviews

- Coronavirus Aid, Relief, and Economic Security Act (CARES) and Higher Education Emergency Relief Fund Act (HEERF) (in progress)
- KnightVision (project participation until go-live and beyond)
- Roth Athletic Center (final stages-waiting for permanent certificate of occupancy)

3

"Start where you are.
Use what you have.
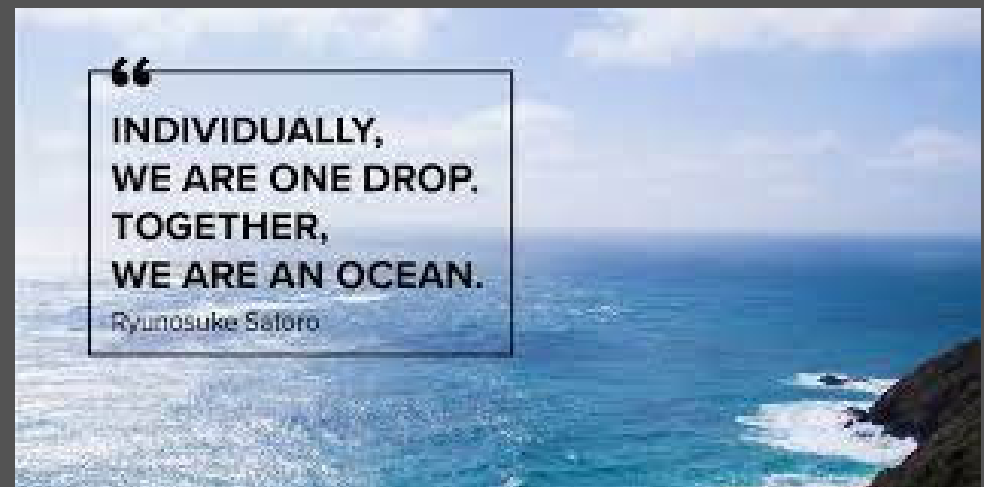Do what you can."
– Arthur Ashe

University Audit
UCF | UNIVERSITY OF CENTRAL FLORIDA

Audit and Compliance Committee	President
Chair Bill Christy	Alexander Cartwright

Chief Audit Executive — Robert Taft

Administrative Assistant II — Jennifer Carter

IT Audit Manager — Adam Glover
- IT Auditor I — Corey Fischer
- IT Auditor I — TBA

Audit Manager — Vallery Morton
- Auditor III — Vicky Sharp
- Auditor II — Sandra Petrino
- Auditor II — Connor Gilchrist

Associate Director — Tina Maier
- Investigations Manager — Chase Jicha
- Audit Investigator I — Mary Dailey
- Investigator Coordinator — Dennis Reussow

Staffing update

- 95 total years of UCF audit staff experience & 20 professional certifications

- Auditor II search successful

- IT Auditor I search in progress

- Tina Maier 30-year anniversary

- Certification exam success
  - Mary Dailey (Certified Fraud Examiner)
  - Corey Fischer (Certified Internal Auditor)
  - Adam Glover (Certified Data Privacy Solutions Engineer)
  - Robert Taft (Scrum Fundamentals Certification)

> " INDIVIDUALLY, WE ARE ONE DROP. TOGETHER, WE ARE AN OCEAN.
>
> Ryunosuke Satoro

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Audit Planning Process

A good plan violently executed *now* is better than a perfect plan next week.

General George S Patton

SERVE TO LEAD
21st Century Leadership

- Audit Universe with periodic organization/entity adjustments and scoring updates

- Currently about 148 potential projects in Financial/Operational/Compliance Audit Universe

- Currently about 73 potential projects in IT Audit Universe

- Plan is reviewed and adjusted on a periodic basis

- Weighted scoring methodology

- Consideration of management requests to determine when to perform or defer projects

- Use of external and internal information

- Evaluation of available resources and capacity (*will the audit require both Audit & IT Audit resources*)

Audit scoring methodology

Weighted Factors for each Audit Universe entity

a) First time audit/length of time since last audit

b) High visibility & reputation

c) Impact on major university initiatives or strategic plan

d) Potential for consolidation, opportunities for automation or cost savings

e) Potential for fraud risk

f) Process & technology complexity; high degree of specialist's subject matter expertise, single point of failure

g) Mandatory requirement or requested by management, Board of Governors or Board of Trustees

h) Significant regulatory, program, or procedure changes; impact and risk of non-compliance

i) Significant changes in management, organizational structure, or employee turnover

Next:

Audit Cycle One

PERFORMANCE-BASED FUNDING DATA INTEGRITY

VENDOR AND CONTRACT MANAGEMENT

FACULTY CLUSTERS

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Next:

Planned audit cycles Two & Three

- **Cycle Two**

- AIM System & Construction Project Management
- Downtown Campus
- Career Services

- **Cycle Three**

- Export Controls
- College of Engineering and Computer Sciences
- UCF Foundation

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Audits on Watch List

- UCF Global

- Academic Advising

- Research Integrity/Research Conduct

- Sustainability

- Direct Connect

❖ *Impact of KnightVision on audit selection process*

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Three College Audits with highest scores

College of Engineering and Computer Science
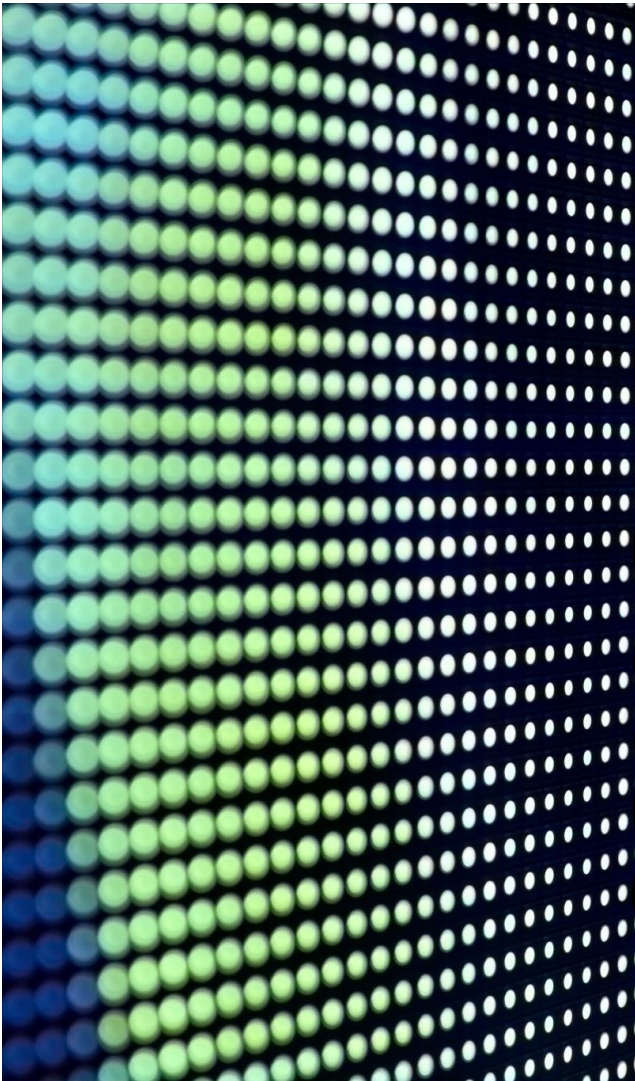
Rosen College of Hospitality Management

College of Health Professions and Sciences

12

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Three Direct Support Organizations (DSO) Audits with highest scores

UCF Foundation

UCF Convocation Corporation

UCF Athletics Association

13

Ongoing and planned monitoring activities

Cobblestone new contract activity

New hires, job postings, terminations and transfers

UCF Athletics Director bonus calculation verification

Contracts and Grants review

Open issues tracking

14

External Audit Activities

- Auditor General Operational Audit
- Auditor General Federal Awards audit
- Board of Governors Direct Support Organization (DSO) internal controls project

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Other activities

- Commission for Florida Law Enforcement Accreditation
- UCF Regulation 4.015 (Fraud Protection and Detection)
- Implementation of "agile" concepts
- Adaptive Planning training

Closing Items

- Office move to Research Parkway

- Remote work program

- @UCFAudit Twitter account

- Next Quality Assurance Review coming in 2023

- Pentana Audit Management software contract up for review in 2022

- 2021 MetricStream "State of Internal Audit" report

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