



## **September 23, 2021 Board of Trustees Meeting**

Board of Trustees

Live Oak Center | 4115 Pyxis Ln, Orlando, FL 32816

Sep 23, 2021 9:30 AM - 1:30 PM EDT

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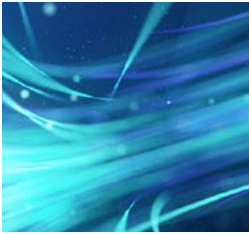
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# 5 THINGS TO KNOW

READ MORE ABOUT UCF AT [UCF.EDU/NEWS](https://www.ucf.edu/news)



## **1 UCF Laser Research Backed By Keck Foundation**

One of the nation's largest philanthropic organizations — the W. M. Keck Foundation — awarded UCF a \$1 million Science and Engineering Research grant for a project led by College of Optics and Photonics Professors Ayman Abouraddy and Demetrios Christodoulides. Potential applications of their research can address real-world issues, including using high-speed micro-particle collisions for medical therapy, better understanding how micro-sized space debris adversely affects space vehicles, and informing the use of solar sail propulsion for small-scale space probes.



## **2 Improving Children's Healthcare through Partnership**

Limbitless Solutions, a direct support organization at UCF, and Orlando Health Arnold Palmer Hospital for Children, ranked by U.S. News & World Report in five specialties, are teaming up for a first-of-its-kind study in Florida that will benefit children nationwide. The study will evaluate how well Limbitless' video-game based training helps prepare muscles to use prosthetic arms and how such training may improve children's rate of adopting the prosthetics long-term. In 2018, Limbitless partnered with researchers at Oregon Health & Science University on a clinical trial that is wrapping up this year.



## **3 Finding Solutions to Reduce Fraud**

UCF Cyber Security and Privacy researcher Paul Gazzillo is working on a new project to make investigations into corporate relationships easier and quicker by creating automated tools that help investigators track complex corporate relationships. The three-year project is funded by a nearly \$1 million Defense Advanced Research Projects Agency (DARPA) Young Faculty Award. This automated assistance could help prevent fraud such as falsified COVID-19 small business loans and security breaches that leak shoppers' credit card data.



## **4 NASA Taps UCF in Return to Moon Mission**

UCF will be a player in developing innovative technologies needed to support NASA's Artemis program, which will return people to the moon and create a robust presence there over the next decade. The university was one of seven in the nation awarded a grant, which will allow more underrepresented students to have an opportunity to work with engineering, physics, and medical faculty experts to develop innovative technologies critical for advancing space exploration.



## **5 Setting the Standard**

UCF's fall freshman class is one of the most accomplished in our history. Preliminary statistics indicate the class has an average GPA of 4.22, the strongest to date for an incoming class, and average SAT and ACT scores of 1323 and 28.6 respectively. UCF also welcomed 107 National Merit Scholars, the highest number in history for an incoming class. The incoming class reflects UCF's commitment to excellence and diversity, with students of color comprising 46 percent. This fall also marks the first semester for several new programs that target high-demand fields: master's degree programs in cybersecurity and privacy, computer vision, and themed experience, as well as a bachelor's degree program in data science.



**Board of Trustees Meeting**  
**September 23, 2021**  
**Live Oak Event Center**  
**9:30 a.m. – 1:30 p.m.**  
*Or upon adjournment of the previous committee meeting*

Livestream: <https://youtu.be/NwrDi1w4g6g>

## AGENDA

- |   |   |
|---|---|
| 1. Call to Order and Welcome              | Alex Martins, <i>Chair, UCF Board of Trustees</i>                                 |
| 2. Roll Call                              | Karen Monteleone, <i>Assistant Vice President, Board Relations</i>                |
| 3. Public Comment                         | Karen Monteleone  |
| 4. Minutes of the August 19, 2021 meeting | Chair Martins   |
| 5. Remarks                                | Chair Martins<br><br>President's Update<br>Alexander Cartwright, <i>President</i> |
| 6. Committee Reports                      | Chair Martins   |
| Academic Excellence and Student Success   | Chair Seay  |
| AES – 1                                   | 2021 SUS Textbook and Instructional Material Affordability Annual Report          |
| Audit and Compliance                      | Chair Christy   |
| AUD – 1                                   | University of Central Florida 2021 Florida Equity Report                          |
| AUD – 2                                   | Five Year External Program Review of UCF's Compliance Program                     |
| Budget and Finance                        | Chair Mills   |
| BUD – 1                                   | 2021-22 Carryforward Spending Plan  |
| BUD – 2                                   | 2021-22 Fixed Capital Outlay Budget   |





# Board of Trustees

## Meeting Agenda

Facilities and Infrastructure

Chair McAlpin

Governance

Chair Okay

Strategic Partnerships and  
Advancement

Chair Conte

### 7. Consent Agenda

Chair Martins

FAC – 1

Razing of Building (Trailer) 541 (*McAlpin*)

FAC – 2

Army Sublease of OTC 700 (*McAlpin*)

GOV – 1

Board Policies Update (*Okaty*)

GOV – 2

Amendments to Chapter 5 University  
Regulations (*Okaty*)

GOV – 3

Adoption of University Regulation UCF-  
5.0065 Involuntary Withdrawal Procedures;  
Mandated Assessment (*Okaty*)

GOV – 4

Amendments to University Regulation UCF-  
3.001 Non-Discrimination; Affirmative Action  
Programs (*Okaty*)

GOV – 5

Election of Board Member to Central Florida  
Clinical Practice Organization, Inc. (*Okaty*)

GOV – 6

Appointment of Board Members to Limbitless  
Solutions (*Okaty*)

GOV – 7

Appointment of Board Member to UCF Athletics  
Association (*Okaty*)

GOV – 8

Nomination of Darin Edwards for Honorary  
Doctoral Degree of Public Service (*Okaty*)

GOV – 9

Approval of the University of Central Florida  
Bonus Plan (*Okaty*)

### 8. Break

### 9. Discussion

DISC-1

Inclusive Excellence and Civil Discourse  
at UCF

President Cartwright

Michael Johnson, *Interim Provost and Vice  
President for Academic Affairs*

Youndy Cook, *Interim Vice President and  
General Counsel*

Adrienne Frame, *Interim Vice President for  
Student Development and Enrollment*

Andrea Guzmán, *Vice President for Diversity,  
Equity and Inclusion*



10. New Business

11. Break

12. Working Lunch

DISC – 2

University Decision Making and Shared Governance  
President Cartwright  
Michael Johnson, *Interim Provost and Vice President for Academic Affairs*  
Jana Jasinski, *Vice Provost for Faculty Excellence*

13. Announcements

November 3 – 4, 2021

Board of Governors Meeting and 2021 Trustee Summit  
*(Florida Atlantic University, Boca Raton)*

November 5, 2021

UCF Class of 2020 Makeup Commencement Ceremony  
*(Addition Financial Arena)*

November 16, 2021

Board of Trustees Committee Day  
*(Live Oak Event Center)*

November 18, 2021

Board of Trustees Meeting  
*(TBA)*

14. Adjournment

Chair Martins

**Minutes  
Board of Trustees Meeting  
University of Central Florida  
August 19, 2021**

Chair Alex Martins called the Board of Trustees Meeting to order at 8:33 a.m.

He reminded the board that the meeting was covered by the Florida Sunshine Law and that the public and press were invited to attend.

Karen Monteleone, Assistant Vice President for Board Relations, called the roll and determined a quorum was present.

The following board members attended the meeting in person: Chair Alex Martins, Vice Chair Harold Mills and Trustees Tiffany Altizer, Bill Christy, Joseph Conte, Meg Hall, Joseph Harrington, Caryl McAlpin, John Miklos and Michael Okaty.

Trustees Jeff Condello and Beverly Seay attended the meeting virtually. Trustee Danny Gaekwad joined the meeting via teleconference.

## **PUBLIC COMMENT**

There was one request for public comment. Robert Cassanello, President, United Faculty of Florida at UCF, commented on COVID triggers and fall return policies.

## **MINUTES**

Martins called for approval of the meeting minutes of the June 17, 2021 and June 30, 2021 meetings. Conte moved to approve the minutes with Christy providing the second. The motion passed.

## **REMARKS**

Martins said he was honored to serve as Chair and that he has worked closely with President Cartwright over the past few months to better understand the opportunities, issues, and challenges of the university. He said the Executive Committee will remain in structure and scope as outlined in its charter, but currently there are no plans for regular meetings of this Committee. He announced a sub-committee of the Executive Committee that will be responsible for advising and making recommendations to the Board and president regarding collective bargaining activities. The members of the sub-committee are Trustees Christy, McAlpin and Okaty.

Martins indicated that updates and discussions regarding university culture and climate, and how the university will enhance its framework for inclusive excellence, will be part of the Board's work plan. Martins concluded his remarks with a reminder that the Board's role is to govern the university with a focus on consequential decisions of the Board that will have greater impact on the long-term vitality of the institution.

## REPORTS

### President's Update

President Alexander Cartwright thanked faculty and staff for their hard work in preparing for the fall semester.

Cartwright highlighted the following university accomplishments:

- \$1 million Science and Engineering Research grant from the W.M. Keck Foundation, one of the nation's largest philanthropic organizations. He noted this was the university's first Keck grant and the project titled "Space-time optics for novel light-matter interactions" will be led by faculty in the College of Optics and Photonics.
- UCF Programming Team beat out teams from Stanford, Harvard and CalTech to qualify for the World Finals, a feat the UCF Programming Team has accomplished every year for the past decade. He said UCF has finished in the top 10 of the International Collegiate Programming Contest's World Finals six times.
- Two UCF students won highly competitive scholarships from the Astronaut Scholarship Foundation this year — raising our university's student awards from the organization to 51 since 1989.
- UCF is one of seven universities to win a grant to support NASA's Artemis program. He said that this grant will allow UCF to create transformative space technologies by assembling interdisciplinary teams of faculty and students to work on projects with industry and NASA. He noted the university's standing as a Hispanic Serving Institution made the university eligible for the award and this maintains the university's long-term presence on the moon.
- Launch of UCF Challenge, an initiative to leverage the \$40 million gift from MacKenzie Scott and Dan Jewett to inspire the donation of \$40 million in new dollars directed to the university's endowment.

## DISCUSSION

### DISC -1 \_\_\_\_\_ Fall 2021 Operations

Martins said the engagement and re-engagement of all students will be an important step in establishing the university's new normal amidst the ongoing challenges of the pandemic. He recognized Cartwright to moderate the Fall 2021 Operations Discussion.

Cartwright said the university worked closely with leadership from the Board of Governors and sister universities within the State University System of Florida to deliver a more in-person experience this fall.

The presentation highlighted:

- Rhonda Bishop, Vice President for Compliance and Risk, outlined the university's health measures, including how university leadership prepared for the fall semester and continues

to monitor the pandemic.

- Patrick Burt, Associate Vice President for Communications and Marketing, spoke of the university's continuing 'Armor Up' communications.
- Michael Johnson, Interim Provost and Vice President of Academic Affairs, addressed Instructional Delivery and Campus Life for academics this fall.
- Gerald Hector, Senior Vice President for Administration and Finance, provided a HEERF update.

The trustees had the following comments:

- Mills clarified mitigation efforts if there was an outbreak, particularly isolation spaces on campus and possibly in hotels. Bishop confirmed the university does have limited isolation spaces. Cartwright said hotel space was being discussed.
- Christy asked about athletic events in the coming months and how the university plans to manage infection rates. Cartwright said outdoor events would continue to be monitored to ensure they are a safe space, while also complying with conference expectations.
- Harrington expressed concern regarding COVID triggers and the university's messaging of these triggers. Dr. Michael Deichen, Associate Vice President of Student Health Services, said continuing changes of COVID was challenging and some indicators previously used for potential campus closure no longer apply at this time.
- Harrington outlined concerns of how COVID was different from one year ago. He said the Advisory Council of Faculty Senates (ACFS) put forth a resolution petitioning the Governor to rescind his executive order (21102) regarding how state agencies respond to COVID and requesting the Legislature to repeal or amend related limitations in SB 2006.
- Harrington recommended that the university frequently assess the number of vaccinated people through the services of the county or an external firm.
- McAlpin asked if pop-up vaccine sites were available to faculty and staff and if incentives were being considered. Bishop said there were ongoing discussions regarding incentives. McAlpin asked for clarification on the availability of booster shots for faculty, staff and students. Deichen clarified that currently the booster shot is available to people who meet the category of 'immune deficiency' but should be available more widely on September 20, 2021. McAlpin asked about the university's plan if faculty refused to show up in the fall. Johnson clarified that it was against the law to strike in the public employment sector.
- Mills asked if Student Government and Fraternity and Sorority Life were engaged in efforts to promote vaccinations and the ability for them to allocate funding towards these efforts. Hall acknowledged that Student Government is involved and working on incentives, and funding was being appropriately allocated.
- Martins asked Hector about the ability to recoup lost lease revenue from renegotiated on-campus vendor contracts. Hector confirmed that the lost lease revenue is accounted for in the 'Other Approved Uses' total.
- Conte asked for clarification on Student Emergency Funds. Hector explained that these funds are earmarked for students, and the university acts as a pass-through.
- Seay questioned how much funding may be spent to address the faculty concerns raised earlier by Harrington. Hector said proposals come directly from the faculty, and there is a process in place to evaluate the proposals. Hector said his team is working with Bishop's team to ensure that keeping the campus safe remains a priority, noting that the third tranche

of funds now has two new criteria regarding campus safety.

- Mills suggested incentives be provided to organizations (band, fraternity), as allowed. He asked for clarification on allocating more than the recommended minimums to better support students. Hector qualified the challenge is understanding the gray areas so that all measures be considered as allowed by guidelines.
- Harrington noted that the University Budget Committee (UBC) discussed that given large revenue losses, the university should consider that athletics, or any DSO, become an auxiliary so they receive assistance from this funding. He also said the UBC mentioned that remaining funds, if any, be committed to support students. Hector confirmed that it is the university's goal to find permitted uses to spend all HEERF funding.

## DISC -2 UCF's Next Strategic Plan

Martins reminded the Board that he created an Ad Hoc Strategic Planning Committee to govern the creation of UCF's next strategic plan. He said that the full Board carries the fiduciary responsibility for Strategic Planning and that the full Board will monitor the plan's process and will approve the strategic plan. He recognized Cartwright to moderate UCF's Next Strategic Plan discussion.

Cartwright provided an abbreviated overview of his vision of becoming a university for the future, noting that key components will be revisited in future meetings. He encouraged trustees to review the presentation provided in the meeting materials.

He introduced Ron Piccolo, Special Assistant to the President for Strategic Planning and Galloway Professor of Management, for his presentation.

Piccolo's presentation highlighted feedback received to date, guiding principles, timeline and steps ahead.

The trustees had the following comments:

- Martins said the plan needs to fulfill the talent pipeline for the local economy and align the university's output with the needs of the local region, noting the health care profession as one example. Mills echoed this noting Disney's Imagineering as another example.
- Mills used the analogy of a bell curve when considering the plan: identify the university's strengths, what to build on and what the university wants to be known around the world for; identify what the university does well; and what the university may have to divest from. He noted that the Board will have to make hard decisions to align the university's financial decisions with where the university wants to invest. Martins thanked Mills for serving as Chair of the Ad Hoc Strategic Planning Committee.
- Seay commented that the plan should focus on efforts that will encourage graduates to work in Central Florida and Florida. She encouraged that the plan, along with an emphasis on partnership and collaboration, should also emphasize a competitive mind set.
- Harrington said the plan's approach needs to define and move the local economy along, rather than just be reactive to current needs. He said the plan's goals need accompanying transparent, quantitative metrics of finances and personnel, and suggests goals of reducing the student/faculty ratio to 20:1 or better within ten years while increasing the university's R1 status and the students' access to experiential learning.

- Martins requested that the university be innovative when considering the plan, noting public-private and industry partnerships as examples.
- Altizer asked for better articulation of who the university is and wants to be known for. She agreed with previous comments from Mills that hard decisions will have to be made.

## **NEW BUSINESS**

Martins recognized Terry Mohajir, Vice President and Director of Athletics, for his presentation.

### DISC -3            The Future of UCF Athletics

Mohajir presented his vision for an intercollegiate athletic complex, to include innovative facility upgrades and integrated academic services.

The trustees had the following comments:

- Conte asked if other state universities' athletic infrastructures were considered in implementation of this vision. Mohajir commented that with this vision, UCF can compete with any university in the country when it comes to recruiting.
- Mills asked about proposed costs and clarification on plans for managing NIL (name, image and likeness). Mohajir said the range for the plan is \$130M total, including all sports, but cautioned it was hard to name an exact price point without having a Gross Maximum Price (GMP). Mohajir confirmed that UCF is very active with NIL education and feels they are on top of it.
- Martins asked about the collegiate national landscape. Mohajir commented that UCF Athletics is poised and ready for any opportunity.
- Altizer said it is imperative that student-athletes receive accounting, tax and legal education. Mohajir said student-athletes are offered third-market companies to accomplish this as well as being directed to use the university's free legal services.
- Harrington said participation in athletic competition should be encouraged and said all students would benefit from accounting, tax and legal education.
- Hall said she was appreciative of Mohajir's consideration of the student voice and how their platform points were incorporated into Mohajir's vision.

### BOT-1 Use of UCF Football Stadium to host an event with potential attendance in excess of 10,000

Martins said it was a requirement that the Board approve an event in the Stadium with potential attendance in excess of 10,000 and asked Mohajir to present the item.

Mohajir said the request is for the Board to approve a one-year agreement with options for two additional years for the Hula Bowl to be relocated from Hawaii to Orlando, Florida, on the UCF campus. One of the reasons for the relocation is due to stadium renovations in the current location, but there is interest in remaining in Orlando.

The event would be held on Saturday, January 15, 2022. The Hula Bowl would also utilize the Nicholson Field House and some other on-campus facilities.



Martins asked for a motion to approve BOT-1: the use of the UCF Football Stadium to host an event with potential attendance in excess of 10,000, in this case the Hula Bowl.

Mills moved to approve BOT-1 with Okaty providing the second.

The trustees had the following comments:

- Harrington asked for clarification on the agreement. He asked if the Board was being asked to approve the one date, or the potential out years as well. Mohajir clarified it was a one-year agreement with the option for two additional years. Harrington also asked if the facility rental fee was acceptable and Mohajir said it was.
- Altizer clarified that all of UCF Athletics' costs were pass through and Mohajir confirmed that they were.
- Christy asked about media rights deals. Mohajir said there are opportunities for sponsorship and collaborative partnerships.
- Martins asked if the current sponsor signage can be displayed during the game. Mohajir clarified that current sponsor signage can be displayed and there is ability to sell additional signage.
- Gaekwad asked about opt-out clauses and concession agreements. Mohajir said they could opt-out if needed and there were opportunities for additional concessions, as long as there are not conflicts with current sponsors.
- Martins asked about liabilities and Jordan Clark, Associate General Counsel, said there is no increased risk beyond normal use.

The motion passed unanimously.

## **INFORMATION**

### INFO-1 FY22 Board of Trustees Meeting Calendar and Work Plan

Martins said meeting materials for this information item included a calendar of meeting dates and formats that are strategically sequenced to educate and prepare the Board for upcoming actions and discussions. He said these formats were responsive to feedback received through the Board Self-Assessment survey conducted earlier this year.

The trustees had the following comments:

- Harrington inquired why the calendar did not include meeting dates for the Ad Hoc Strategic Planning Committee. Martins confirmed that the Strategic Planning Committee meetings will be calendared at a future date. Harrington also commented that he did not see items like the Legislative Budget Request (LBR) that were requested by trustees during previous meetings to have more advanced discussion. Karen Monteleone, Assistant Vice President for Board Relations, clarified that those items will be outlined on individual committee work plans, which will be reviewed at the committees' first meetings of the fiscal year.





## ANNOUNCEMENTS

Martins made several announcements regarding upcoming meetings.

## ADJOURNMENT

Martins adjourned the board meeting at 11:48 a.m.

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Alex Martins, Chair, UCF Board of Trustees

Respectfully submitted: \_\_\_\_\_ Date: \_\_\_\_\_  
Mike Kilbride, Associate Corporate Secretary



**Board of Trustees  
September 23, 2021**

AES-1: 2021 SUS Textbook and Instructional Material Affordability Annual Report

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Information                       Discussion                       Action

**Meeting Date for Upcoming Action:** \_\_\_\_\_

**Purpose and Issues to be Considered:**

Approve the 2021 Textbook and Instructional Material Affordability Annual Report

**Background Information:**

House Bill 7019 passed during the 2016 Legislative Session and was signed into law by Governor Scott on 04/14/2016 (Chapter 2016-236, Laws of Florida). An amendment to Section 1004.085 regarding textbook and instructional materials affordability requires each university to submit an annual report by September 30 of each year to the Chancellor of the State University System. The report addresses:

- textbook and instructional materials selection process for high enrollment general education courses,
- courses with no cost for textbooks and instructional materials,
- courses with low-cost materials,
- specific university initiatives designed to reduce the costs of textbooks and instructional materials; and
- university policies for the posting of textbooks and instructional materials. This year, the Board of Governors' office is using a new template using an Excel spreadsheet for the report's submission.

**Recommended Action:**

Recommend approval of the 2021 Textbook and Instructional Material Affordability Annual Report.

**Alternatives to Decision:**

N/A

**Fiscal Impact and Source of Funding:**

N/A

**Authority for Board of Trustees Action:**

BOG Regulation 8.003; UCF Regulation 2.032 Textbook Adoption

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**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:**

Michael D. Johnson, Interim Provost and Vice President of Academic Affairs

**Supporting Documentation:**

Attachment A: Textbook and Instructional Materials Affordability Annual Report

**Presenter:**

Timothy D. Letzring, Senior Associate Provost for Academic Affairs

## Textbook & Instructional Materials Affordability Initiatives

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

### **Affordable Instructional Materials Initiative**

The Affordable Instructional Materials (AIM) Initiative is a university-wide collaboration consisting of representatives from the Division of Digital Learning, the UCF Libraries, the Faculty Center for Teaching and Learning, the UCF Bookstore, and the Office of the Provost and Vice President for Academic Affairs. It supports faculty efforts to reduce instructional material costs and focuses its efforts on four affordability initiatives: First Day Inclusive Access Program, Open Educational Resources, Library-Sourced Materials, and Affordability Counts. Each year, AIM hosts the AIM High Event which recognizes faculty involvement in these initiatives.

### **Library Resources**

UCF librarians actively search for textbooks that are available as e-books with unlimited use. These are one-to-one replacements of currently assigned course textbooks and are freely available to UCF students. Once these books are identified and purchased, faculty are informed of their availability and asked to share this information with students in their courses. In the 2020-2021 academic year, use of library resources saved students \$866,156.

### **STARS**

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

### **Free Resources and Open Educational Resources (OER)**

UCF librarians and instructional designers support faculty in locating compilations of free resources in lieu of textbooks. In many cases a variety of materials are used to illustrate course concepts. These resources range from specific chapters in an OER, to resources from websites/digital archives, articles, and/or videos. In the 2020-2021 academic year, use of free resources and OER saved students \$1,741,739.

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

#### Price Match Program

Students can compare the cost of course materials at off-campus bookstores (e.g., BN.com, Amazon, and local

bookstores). If they find course materials at a lower price, UCF's bookstore, Barnes & Noble, will match it.

### Rental Program

This program allows students to rent new or used textbooks. It provides an affordable and convenient option. Students can acquire textbook rentals in-store or online with several options for payment; highlight text and make notes on pages; keep books until finals are over; and return books at the bookstore or through the mail. On average, the cost savings for rental books is 70 to 80 percent versus purchasing a new book. Students selecting a digital rental can save up to 90 percent.

### Used Course Materials Option

Students also have the option to purchase used textbooks through UCF's Cash for Books program. At the end of each semester, students can sell their books back to Barnes & Noble. Depending on the condition of the materials, students can receive up to 50 percent of the new textbook price. The bookstore closely reviews course information to identify those materials that may be used again. The bookstore then notifies students who have purchased those titles that their books can be sold back to the store. As a result, the next year's students are able to purchase these used books at a discounted price, giving all students the opportunity to save money through used textbooks. Nearly 70 percent of all titles are available for purchase at all of UCF's campuses as used course materials.

### Digital Option

Digital textbooks allow students to save up to 60 percent compared to traditional textbooks. The bookstore's digital offerings are designed with convenience in mind, allowing students to choose from several forms of payment and to access these materials immediately following their purchase or digital rental. To optimize the digital experience, the bookstore offers the newly released Yuzu™ Web, iOS , and Android™ apps. Just over 43 percent of textbooks are currently offered in digital format.

Has the *opt-in* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

UCF has implemented the opt-in model of Barnes & Noble College's First Day Inclusive Access program. In the 2020-2021 academic year, the First Day Inclusive Access program saved students \$5,049,958.

Has the *opt-out* provision been implemented by your institution for the purchase of student materials? If yes, describe the impact this has had on student savings, if any.

UCF has not implemented an opt-out provision.

**University Policies for the Posting of Textbooks and Instructional Materials & Compliance with the Posting Deadline**

Describe policies implemented to ensure the posting of textbooks and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class.

UCF's Regulation 2.032 Textbook Adoption establishes an internal adoption deadline of no later than 60 days prior to the start of each semester. In support of the regulation, UCF has implemented a Textbook and Instructional Materials Affordability communication timeline, which ensures the timely adoption of textbooks and instructional materials.

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

UCF's policies and procedures, which are reviewed and updated regularly, are effective in meeting the reporting requirements. Since their implementation, UCF has continued to see improvements in faculty and staff compliance for meeting the reporting requirement and has consistently met or exceeded the 95% target.

Fall 2020					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement
12,032	11,751	97.66%	270	281	2.34%

Spring 2021					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement
9,594	9,376	97.73%	91	218	2.27%

**\*\*Note:** Per Board Regulation 8.003 (1) (h), a course or course section added after the posting requirement is considered an exception and should be reported on the "Exceptions" tab. A request for any other exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

**Exceptions**

Per Board of Governors Regulation 8.003(1)(h), Textbook and Instructional Materials Affordability, any request for an exception to the compliance deadline shall be submitted in writing to the designated university official and shall provide a reasonable justification for an exception. A course or section added after the notification deadline is exempt from this notification requirement.

Fall 2020				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
12,032	563	12,595	4%	Courses added after the 45-day deadline

Spring 2021				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
9,594	1,062	10,656	10%	Courses added after the 45-day deadline



### Textbook and Instructional Materials Selection Process

Report the textbook and instructional materials selection process used for general education courses with high enrollment. Include the course prefix(es) and number(s), the course title(s), and the total number of courses ( $n$ ). In column "F," use the drop-down arrow in each cell to select the appropriate selection process. The methodology for determining high enrollment courses is as follows: *Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment.*

General Education Courses with High Enrollment		Total Number of Courses ( $n$ )	Selection Process	If "other," describe
Course Prefix & Number	Course Title			
AMH 2010	U.S. History: 1492-1877	7	Individual Faculty	
ANT 2000	General Anthropology	7	Combination of the Above	
ANT 2410	Cultural Anthropology	2	Combination of the Above	
ANT 2511	The Human Species	11	Combination of the Above	
ANT 2050	History of Western Art I	2	Combination of the Above	
ART 2051	History of Western Art II	2	Combination of the Above	
AST 2002	Astronomy	8	Combination of the Above	
BSC 1005	Biological Principles	2	Combination of the Above	
BSC 2010C	Biology I	8	Combination of the Above	
CGS 1060	Introduction to Computers	2	Individual Faculty	
CGS 2100C	Computer Fundamentals for Business	4	Individual Faculty	
CHM 1020	Concepts in Chemistry	2	Combination of the Above	
CHM 1032	General Chemistry	2	Combination of the Above	
CHM 2040	Chemistry Fundamentals IA	7	Combination of the Above	
CHM 2041	Chemistry Fundamentals IB	4	Combination of the Above	
CHM 2045C	Chemistry Fundamentals I	3	Combination of the Above	
CHS 1440	Principles of Chemistry	3	Combination of the Above	
COM 1000	Introduction to Communication	15	Combination of the Above	
COP 3502C	Computer Science I	9	Department Committee	
COT 3100C	Introduction to Discrete Structures	4	Individual Faculty	
ECO 2013	Principles of Macroeconomics	6	Combination of the Above	
ECO 2023	Principles of Microeconomics	6	Combination of the Above	
EVR 1001	Introduction to Environmental Science	2	Combination of the Above	
FIL 1000	Cinema Survey	2	Combination of the Above	
FIL 2030	History of Motion Pictures	4	Combination of the Above	
FIL 3036	Film History I	1	Combination of the Above	
FIL 3037	Film History II	1	Combination of the Above	
GEO 1200	Physical Geography	5	Combination of the Above	
HUM 2020	Encountering the Humanities	4	Individual Faculty	
LIT 2110	World Literature I	2	Individual Faculty	
MAC 1105C	College Algebra	9	Combination of the Above	
MAC 2311C	Calculus with Analytic Geometry I	1	Combination of the Above	
MGF 1107	Explorations in Mathematics	3	Combination of the Above	
MUH 2017	Survey of Rock Music	2	Combination of the Above	
MUL 2010	Enjoyment of Music	3	Combination of the Above	

MUL 2016	Evolution of Jazz		1	Combination of the Above	
MUL 2720	Music of the World		2	Combination of the Above	
PHI 2010	Introduction to Philosophy		1	Combination of the Above	
PHY 1038	Energy Climate Change Environment		1	Combination of the Above	
PHY 2020	Concepts of Physics		1	Combination of the Above	
PHY 2048C	General Physics Using Calculus I		14	Combination of the Above	
PHY 2053C	College Physics I		15	Combination of the Above	
POS 2041	American National Government		5	Combination of the Above	
PSC 1121	Physical Science		4	Combination of the Above	
PSY 2012	General Psychology		13	Combination of the Above	
STA 2014	Principles of Statistics		3	Combination of the Above	
STA 2023	Statistical Methods I		12	Combination of the Above	
STA 3032	Probability and Statistics for Engineers		6	Combination of the Above	
SYG 2000	Introduction to Sociology		9	Combination of the Above	
THE 2000	Theatre Survey		12	Combination of the Above	

## Board Action Plan - Low Cost Course Materials

Report all institution's course title(s) and the number of section(s) that required or recommended textbook(s)/instructional materials for \$20 or less per credit hour (e.g., \$60 or less for a three-credit-hour course), which meets the State University System of Florida Action Plan for the Pricing of Textbooks and other Instructional Materials.

Fall 2020	
Total Number of Course Sections Offered	<i>n</i> = 601
Course Title(s) that Required or Recommended Course Materials for Less than \$20 per Credit Hour	Number of Section(s)
ADE 4382 - Teaching Adult Learners in Technical Programs	1
ADV 3001 - Advertising Strategy	1
AFA 3102 - Introduction to Africana Studies: A Multidisciplinary Approach	1
AFH 3458 - History of South Africa 1652-Present	1
AMH 2010 - U.S. History: 1492-1877	4
AMH 2020 - U.S. History: 1877-Present	4
AMH 3402 - History of the South to 1865	1
AMH 3571 - Black American History I	1
AMH 6429 - Seminar in Community & Local History	1
ANG 5094 - Writing in Anthropology	1
ANG 5531 - Nutritional Anthropology	1
ANG 6110 - Archaeological Theory and Method	1
ANT 2410 - Cultural Anthropology: Global Perspectives, Local Contexts	3
ANT 3168 - Maya Archaeology	1
ANT 3177 - Archaeology of Caribbean Piracy	1
ANT 3541 - Biobehavioral Anthropology	1
ANT 3701 - Engagement & Social Change: Public Anthropology	1
ANT 4081 - Science, Technology, and Culture	1
ANT 4170 - Household Archaeology: The Archaeology of Everyday Life	1
ANT 4467 - Nutritional Anthropology	1
ANT 4480 - Global Health in Anthropological Perspective	1
ANT 4483 - Health and Healing in the Ancient World: An Anthropological Perspective	1
APK 4203 - Monitoring Training and Athletic Performance	1
ARA 1120C - Elementary Arabic Language and Civilization I	1
ARC 3181 - Advanced Topics in Digital Architecture	1
ARC 4220 - Architectural Theory 2	2
ARH 2050 - History of Western Art I	2
ARH 2051 - History of Western Art II	2
ARH 3888 - Art of Walt Disney	1

ARH 4800 - Theory and Criticism of the Visual Arts	1
ART 2201C - Design Fundamentals: Two-Dimensional	3
ART 4935 - BFA Exhibit/Seminar	1
ASH 3204 - History of Mesopotamia	1
AST 5334 - Extrasolar Planets and Brown Dwarfs	1
BSC 2010C - Biology I	4
BSC 2011C - Biology II	3
BSC 3312 - Principles of Marine Biology	1
BSC 5316 - Marine Conservation Biology	1
CAP 4102 - Web and User Experience (UX)	1
CCJ 4129 - Cultural Diversity in Criminal Justice	1
CCJ 4296 - Famous Crimes & Trials	1
CCJ 4670 - Women and Crime	1
CCJ 4694 - Human Trafficking and Criminal Justice	1
CCJ 4746 - Data Analysis for Criminal Justice	1
CCJ 6027 - Criminal Justice Responses to Terrorism	1
CCJ 6106 - Policy Analysis in Criminal Justice	1
CHM 2211L - Organic Laboratory Techniques I	25
CHM 3120L - Analytical Chemistry Laboratory	1
CHM 6620 - Solid State Inorganic Chemistry	1
CIS 4615 - Secure Software Development and Assurance	1
CJC 5020 - Foundations of Corrections	1
CJE 3001 - Careers in Criminal Justice	4
CJE 4014 - Police and Society	1
CJE 4694 - Cybercrime and the Criminal Justice System	1
CLP 3184 - Women's Mental Health	1
CLP 4932 - ST: Eating Disorders	1
CLP 6527C - Measurement, Research, Design, and Statistical Analysis in Clinical Psychology I	1
COM 3311 - Communication Research Methods	3
COM 3801 - Relational Conflict Communication	1
COM 3802 - Principles of Communication & Conflict	2
COM 4013 - Communication and the Family	1
COM 4563 - Principles of Social Innovation and Activism	1
COM 4803 - Third Party Processes & Interventions	1
COM 4806 - Communication & Conflict Case Studies	1
COM 6304 - Quantitative Research Methods in Communication	1
COP 2500C - Concepts in Computer Science	1
COP 4020 - Programming Languages I	1
CPO 4101 - Politics of the European Union	1
CPO 4400 - Kurdish Politics: Identity, Violence, and Democracy	1
CPO 4514 - Politics of East Asia	1

CRW 3120 - Fiction Writing Workshop	2
CRW 3211 - Creative Nonfiction Writing	2
CRW 3310 - Poetry Writing Workshop	2
CRW 3610 - Writing Scripts	5
CRW 3713 - Writing for Video Games	1
CRW 4122 - Advanced Fiction Writing Workshop	5
CRW 4224 - Advanced Nonfiction Workshop	2
CRW 4320 - Advanced Poetry Writing Workshop	1
CRW 4616 - Advanced Scriptwrite Workshop	3
CRW 6920 - Fiction Workshop	2
DAA 2200C - Ballet I	1
DIG 2000 - Introduction to Digital Media	1
DIG 2783 - Fundamentals of Game Art	1
DIG 3174C - Front-End Web Design	2
DIG 4323C - Modeling for Visual Language	1
DIG 4633C - Multi-Modal Design	1
DIG 6379C - Editing for Animation and Visual Effects II: Practical Editing	1
DIG 6388C - Animation and Visual Effects Production III	1
DIG 6836 - Design and Development for Texts and Technology	1
DSC 4013 - Homeland Security and Criminal Justice	1
ECO 4443 - Introduction to Business Analytics	1
ECT 2002 - Introduction to Career and Technical Teaching and Training	1
ECT 3365 - General Methods/Testing Evaluation in Career & Technical Education	1
ECT 3367 - Evaluation of Career & Technical Education Instruction	1
ECT 4004 - Principles and Practices of Technical Education	1
ECW 5561 - Student Guidance in the Career/Workforce Program	1
ECW 6205 - Administration of Local Career Education Programs	1
ECW 6268 - School, College, and Career Readiness	1
ECW 6695 - School/Community Relations for Career and Technical Education Programs	1
EDA 7987 - Dissertation in Practice	4
EDE 6935 - Capstone Seminar in Elementary Education	1
EDF 2005 - Introduction to the Teaching Profession	1
EDF 2007 - Introduction to Substitute Teaching	1
EDF 2720 - Child in Schools: Legal, Ethical and Safety Concerns	1
EDF 6233 - Introduction to Action Research and Analysis of Classroom Practice	1
EDF 6481 - Fundamentals of Graduate Research in Education	1
EDF 6886 - Multicultural Education	2
EDF 7474 - Multilevel Data Analysis in Education	1
EDG 6415 - Principles of Instruction and Classroom Management	1
EDG 6636 - Impact of Social Contexts on Teaching and Learning	1
EDG 6935 - Introductory Seminar in Teacher Leadership	1

EDH 6215 - The College Curriculum	1
EDH 6935 - Capstone Seminar in College Student Personnel	1
EDS 5356 - Mentoring and Clinical Supervision of Pre-professional Educators	1
EDS 6123 - Educational Supervisory Practices I	1
EEC 4235C - Early Childhood Education Seminar: Bridging Theory to Practice	1
EEC 4940 - Practicum: Early Childhood Development	1
EEX 4763 - Technology for Classroom Teachers of Students with Special Needs	1
EEX 6017 - Typical and Atypical Applied Child Development	1
EEX 6107 - Teaching Spoken and Written Language	1
EEX 6297 - Assessment, Diagnosis, and Curriculum Prescriptions for Students with Autism	1
EIN 5251 - Usability Engineering	3
EME 6417 - Interactive Online and Virtual Teaching Environments	1
EME 6507 - Multimedia for Education and Training	1
ENC 1101 - Composition I	16
ENC 1102 - Composition II	14
ENC 3311 - Essay as Cultural Commentary	1
ENC 3351 - Writing for Publication	1
ENC 3375 - Rhetoric in Popular Culture	1
ENC 4262 - International Technical Communication	1
ENC 4265 - Writing for the Computer Industry	2
ENC 4293 - Documentation and Project Management	4
ENC 4294 - Client-Based Project Management	2
ENC 4416 - Writing in Digital Environments	2
ENC 5237 - Writing for the Business Professional	1
ENC 5920 - Colloquium in Rhetoric and Composition	1
ENG 3010 - Practical Criticism	1
ENG 3821 - What's Next for English Majors	1
ENG 6939 - Topics in Text and Technology	1
ENL 3231 - Restoration Literature	1
ENL 4303 - British Authors	1
ENT 4013 - New Venture Design	2
ENT 4014 - New Venture Implementation	1
ENT 4412 - Managing Small Business Finances	7
ENT 5206 - New Venture Implementation	1
ESI 4628 - Decision Support Systems for Industrial Engineers	1
EUH 2000 - Western Civilization I	2
EUH 2001 - Western Civilization II	1
EUH 4465 - Hitler's Third Reich	1
EUH 4500 - English History to 1485	1
EUH 4502 - British History: 1815-Present	1
EXP 6116 - Visual Performance	1

FIL 1007 - Foundations of Story	1
FIL 3363C - Film Documentary	1
FIL 3462C - Cinematic Expression II	1
FIL 4647 - Film Production Management	1
FIL 4661 - The Film Producer	1
FIL 5406 - Theories of Film Production	1
FIL 5419 - Developing the Film Screenplay	1
FIL 5800 - Research Methods in Film and Digital Media	1
FIL 5924 - Graduate Seminar	1
FIL 6454 - Microbudget Production Design	1
FIL 6644 - Microbudget Pre-Production	1
FSS 2221C - Techniques of Food Preparation	3
FSS 2284C - Food Preparation for Catered Events	1
GEB 3031 - Integrated Business Foundations	7
GEB 4435 - Moral Foundations of Business	1
GEB 6895 - Business Intelligence	1
GEO 3471 - World Political Geography	1
HAI 1100C - Elementary Haitian Creole & Culture I	1
HBR 1120 - Modern Israeli Hebrew I	1
HFT 2254 - Lodging Operations	3
HFT 2500 - Hospitality and Tourism Marketing	5
HFT 2563 - Digital Marketing in Entertainment	1
HFT 2750 - The Event Industry	5
HFT 3067 - Wines of the World	2
HFT 3564 - Digital Marketing in Hospitality Organizations	1
HFT 3654 - Hospitality Franchising	1
HFT 3868 - History and Culture of Wine	1
HFT 4065 - Fine Spirits Management	1
HFT 4266 - Hospitality Brand Management	1
HFT 4286 - Hospitality Communications	4
HFT 4295 - Leadership and Strategic Management in Hospitality Industry	1
HFT 4752 - Managing the Guest Experience in the Theme Park and Attraction Industry	1
HFT 4795 - Entertainment Arts and Events	1
HFT 4864 - Seminar in Quality Brewing and Fine Beer	1
HIS 3600 - Professionalizing History Majors	1
HIS 4490 - History of Medicine	1
HMG 6245 - Managing Hospitality and Guest Services Organizations	1
HMG 6296 - Hospitality/Tourism Strategic Issues	1
HMG 6446 - Hospitality/Tourism Information Technology	1
HMG 6449 - Smart Travel and Tourism	1
HSA 4939 - Health Services Administration Capstone	3

HSA 5436 - Foundations of Health Care Economics	3
HSA 6156 - Health Care Economics and Policy	1
HSC 2524 - Introduction to Human Disease	2
HSC 3211 - Preventive Health Care	3
HSC 4008 - Professional Development in Health Professions	1
HUM 2020 - Encountering the Humanities	3
HUM 3423 - African Humanities	1
IDH 3600H - Honors Case Studies in Ethics	1
IDS 3150 - Foundations of Environmental Studies	3
IDS 4939 - General Studies Capstone	5
IDS 6916 - Simulation Research Methods and Practicum	2
IDS 6933 - Seminar in Teaching Mathematics and Science	1
IDS 6939 - Reforming Curriculum in Mathematics and Science Education	1
INR 2002 - International Relations Theory & Practice	2
INR 4008 - Global Perspectives	1
INR 4030 - Diplomacy	1
INR 4074 - Immigration Policy	1
INR 4085 - Women, Gender, & Globalization	1
INR 4224 - Contemporary International Politics of Asia	1
JOU 3015 - Principles of Journalism	1
JOU 3101 - Advanced Reporting	2
JOU 4340C - Online Journalism I	1
JOU 4950 - Senior Capstone in Journalism	1
JPN 1120C - Elementary Japanese Language & Civilization I	5
JPN 1121C - Elementary Japanese Language & Civilization II	2
JPN 2200 - Intermediate Japanese Language & Civilization I	1
JST 3401 - Jewish People in Antiquity	1
JST 3701 - History of the Holocaust	1
KOR 1120C - Elementary Korean Language and Civilization I	2
LAE 4360 - English Instructional Analysis	1
LAE 5346 - Methods of Teaching English Language Arts	1
LAH 4480 - History of Cuba	1
LAS 4023 - African Caribbean Experience	1
LDR 3115 - Contemporary Issues in Leadership	4
LIN 3716 - Language Development	1
LIT 2120 - World Literature II	1
LIT 3212 - Research & Writing about Literature	1
LIT 3931 - Topics in World Literature	1
LIT 6216 - Issues in Literary Study	1
MAA 5210 - Topics in Advanced Calculus	1
MAA 5228 - Analysis I	1



MAC 2147 - Mathematics for Calculus	1
MAC 2311H - Honors Calculus with Analytic Geometry I	2
MAD 4203 - Introduction to Combinatorics	1
MAD 5205 - Graph Theory I	1
MAE 3311 - Elementary Mathematics for Teaching II	3
MAE 4326 - How Children Learn Mathematics	2
MAE 6517 - Diagnosis/Remediation of Difficulties in Mathematics for the Classroom Teacher	1
MAP 6616 - Computational Methods Financial Mathematics II	1
MAP 6646 - Risk Management for Financial Mathematics	1
MAR 4804 - Marketing Strategy	1
MHS 3426 - Diversity Issues in Human Services	1
MHS 6020 - Mental Health Care Systems	2
MLS 4832L - Interpretative & Practical Hematology	1
MMC 3420 - Mass Media Research Methods	1
MMC 3630 - Social Media as Mass Communication	1
MMC 4303 - Hispanics in Media in the US	1
MTG 4254 - Introduction to Differential Geometry	1
MUE 3333 - Music Learning Theory and Assessment	1
MUL 2010 - Enjoyment of Music	2
MUT 3170 - Jazz Theory I	1
MUT 3923 - Jazz Workshop	2
MUT 4031 - Review of Music Theory	1
MVW 1413 - Clarinet I	1
NGR 5871 - Health Care Informatics	2
NUR 4178 - Complementary Therapies: Options for Integrative Nursing Practice	1
PAD 3003 - Public Administration in American Society	1
PAD 3930 - Nnonprofit Leadership Seminar	1
PAD 4104 - Adminstrative Theory	1
PAD 4144 - Nonprofit Organizations	1
PAD 4147 - Resource Development in the Nonprofit Sector	1
PAD 4153 - Planning & Improvement for Public Organizations	1
PAD 4371 - Community Resiliency & Sustainability	1
PAD 4720 - Research Methods in Public Administration	1
PAD 6062 - Advanced Concepts & Applications in Public Administration	2
PAD 6086 - Advanced Concepts & Applications in Emergency and Management	1
PAD 6327 - Public Program Evaluation Techniques	2
PAD 6335 - Strategic Planning & Management	2
PAD 6357 - Urban Resilience	1
PAD 6700 - Research Methods in Public Administration	2
PCB 3703C - Human Physiology	4
PCB 4353 - Florida Ecology, Natural History, and Conservation	1

PCB 4932 - ST: GIS for Biologists	1
PCB 6046 - Advanced Ecology	1
PCB 6466 - Methods in Experimental Ecology	1
PEM 2121C - Yoga	2
PEM 2131 - Strength Resistance Training	1
PEO 2011 - Team Sports	1
PEO 3041 - Game Analysis	1
PET 3005 - Introduction to Kinesiology	1
PET 3351 - Applied Exercise Physiology	2
PET 3820 - Teaching Sports Skills I	1
PET 4763 - Coaching Methods and Principles	1
PET 6388 - Cardiovascular Physiology	1
PGY 3276 - The Professional Environment	1
PGY 3412L - Photography in the Expanded Field	1
PGY 4420C - Advanced Photography	1
PHI 2010 - Introduction to Philosophy	3
PHI 2108 - Critical Thinking	1
PHI 3750 - The Problem of Evil	1
PHY 3513 - Thermal & Statistical Physics	1
PLA 3155 - Legal Writing	1
PLA 4081 - Rhetoric & the Law	1
PLA 4226 - Advanced Trial Advocacy	1
PLA 4244 - Community Mediation and Conflict Resolution	1
PLA 4510 - Law and Emotion	1
PLA 4554 - Environmental Law	1
PLA 4705 - Professionalism and Civility in the Law	3
PLA 4807 - Adoption Law	1
POS 3173 - Southern Politics	1
POS 3703 - Scope and Methods of Political Science	1
POS 4204 - Political Behavior	1
POS 4412 - Presidential Campaigning	1
PSY 3022C - Academic Counseling	1
PSY 3204C - Statistical Methods in Psychology	1
PSY 3213C - Research Methods in Psychology	1
PUP 3204 - Sustainability	1
PUR 3100 - Writing for Public Relations	4
PUR 6215 - Communicating Corporate Social Responsibility	1
RED 3012 - Basic Foundations of Reading	1
RED 4043 - Content Reading in Kindergarten through Grade 12	3
RED 5147 - Developmental Reading	1
RED 6336 - Teaching Content Area and Disciplinary Literacy	1

REL 2000 - Introduction to Religion and Cultural Studies	1
REL 3123 - Asian Religions in America	1
REL 3363 - Islam	1
REL 4180 - Religion and Medicine	2
RTV 3543C - Principles of Studio Production	2
RTV 3576C - Principles of Post Production	3
RTV 3581C - Lighting & Advanced Videography	1
SCE 3053 - Elementary Science for Teaching	4
SLS 3933 - COS New Transfer Seminar	1
SOP 3723 - Cross Cultural Psychology	1
SOP 3784 - Psychology of Diversity	1
SOW 4232 - Social Welfare Policies and Issues	5
SOW 5132 - Diverse Client Populations	1
SPB 6716C - Strategic Sport Marketing	1
SPB 6735 - The Global Environment of Sport	1
SPB 6806 - Business of Sport Media	1
SPC 1603C - Fundamentals of Technical Presentations	11
SPC 1603H - Honors Fundamentals of Technical Presentations	4
SPC 3602 - Advanced Public Speaking	1
SPC 4513C - Argumentation & Debate	1
SPN 1150C - Intensive Beginning Spanish	5
SPN 3300 - Advanced Spanish Grammar & Composition	1
SPN 4800 - The Syntax of Spanish	1
SPN 5506 - Spanish American Culture & Civilization	1
SPN 5845 - History of the Spanish Language	1
SPS 6601 - Introduction to Psychological Services in Schools	1
SPW 4770 - Caribbean Spanish Literature	1
SSE 4361 - Social Science Instructional Analysis	1
SSE 5790 - Inquiry and Instructional Analysis in Social Science Education	1
STA 2023 - Statistical Methods I	1
SYA 5625 - Proseminar	1
SYD 3700 - Race & Ethnicity	1
SYP 3511 - Sociology of Murder	1
SYP 3630 - Popular Culture in Society	1
SYP 4420 - The Consumer Society	1
THE 2000 - Theatre Survey	2
THE 2305 - Script Analysis for Theatre	1
THE 4230 - Cultural Diversity in Theatre	1
THE 4543 - Theatre for Social Change	1
THE 5237 - Cultural Diversity in Theatre	1
THE 5545 - Theatre for Social Change	1

TPA 2200 - Introduction to Technical Theatre	1
TPA 2210 - Stagecraft I	1
TPA 2220C - Stage Electronics	1
TPA 2232C - Costume Construction	1
TPP 2110C - Acting I: Introduction	1
TPP 2170C - Acting II: The Actor Prepares	2
TPP 2710C - Voice Production I	1
TPP 5156C - Acting Studio I	1
TPP 5248C - Storytelling as Theatrical Art Form	1
TSL 4240 - Issues in Second Language Acquisition	8
TSL 4363 - ESL Classroom Experiences	1
TSL 4942 - ESOL Field Experience	1
TSL 5940 - Issues in TEFL	1
TSL 6640 - Research in Second Language	1
VIC 3001 - Visual Communication	2
WST 3460 - Women, Race and Struggle	1
WST 3621 - Theories of Masculinity	2
ZOO 4756C - Comparative Vertebrate Histology	1
<b>TOTAL</b>	<b>601</b>

**Spring 2021**

<b>Total Number of Course Sections Offered</b>	<b><math>n = 508</math></b>
<b>Course Title(s) that Required or Recommended Course Materials for Less than \$20 per Credit Hour</b>	<b>Number of Section(s)</b>
ADV 3001 - Advertising Strategy	1
AFA 4242 Contemporary Issues in Africana Studies	1
AMH 2010 - U.S. History: 1492-1877	4
AMH 2020 - U.S. History: 1877-Present	5
AMH 3572 - Black American History II	1
AMH 3800 - Canadian History	1
AMH 4644 - Viewing American History in the Twentieth Century	1
AML 3273 - Beat Literature & Other Mid-Century Writers	1
ANG 6587 - Seminar in Biological Anthropology	1
ANT 2410 - Cultural Anthropology: Global Perspectives, Local Contexts	2
ANT 3148 - Life & Death in Ancient Egypt	1
ANT 3158 - Florida Archaeology	1
ANT 3161 - Ancient Mexico: Aztec to Zapotec	1
ANT 3173 - Archaeology of Sex	1
ANT 3302 - Sex, Gender, and Culture	1

ANT 4408 - Culture, Disease, and Healing	1
APK 4203 - Monitoring Training and Athletic Performance	2
ARA 1120C - Elementary Arabic Language & Civilization I	1
ARC 3743 - Architectural History 3	1
ARH 3670 - 20th Century Latin American Art	1
ARH 3888 - Art of Walt Disney	1
ARH 4871 - Women in Art	1
ART 2201C - Design Fundamentals Two Dimensional	2
ART 4935 - BFA Exhibit/Seminar	1
ASH 3204 - History of Mesopotamia	1
ASH 4932 - ST: History of Gender and Sexuality Japan	1
AST 4700 - Experimental Methods in Astronomy	1
BOT 4223C - Plant Anatomy	1
BSC 3312 - Principles of Marine Biology	1
BSC 3403C - Quantitative Biological Methods	3
BSC 4861L - Urban Ecological Field Studies	1
BSC 4927 - Scientific and Public Engagement Engagement for Biology Majors	1
CAP 4145 - Introduction to Malware Analysis	1
CAP 5512 - Evolutionary Computation	1
CAP 6110 - Augmented Reality Engineering	1
CAP 6121 - 3D User Interfaces for Games & Virtual Reality	1
CCJ 3024 - Criminal Justice System	2
CCJ 4129 - Cultural Diversity in Criminal Justice	1
CCJ 4670 - Women and Crime	1
CCJ 4694 - Human Trafficking and Criminal Justice	1
CCJ 4934 - Emergent Criminal Justice Issues	1
CCJ 6027 - CJ Responses to Terrorism	1
CCJ 6106 - Policy Analysis in Criminal Justice	1
CCJ 6696 - Criminal Justice Perspectives on Human Trafficking	1
CEG 5405 - Seepage in Soils	3
CGS 2545C - Database Concepts	1
CGS 3763 - Operating System Concepts	1
CHM 2205 - Introduction to Organic & Biochemistry	1
CJE 3001 - Careers in Criminal Justice	5
CJE 4014 - Police and Society	1
CLP 3184 - Women's Mental Health	3
CLP 6938 - Special Topics	1
CNT 5410L - Cyber Operations Lab	3
COM 3802 - Principles of Communication & Conflict	1
COM 4013 - Communication and the Family	1
COM 4805 - Transformative Communication	1

COM 4806 - Communication & Conflict Case Studies	2
CPO 3104 - Politics of Western Europe	1
CPO 4101 - Politics of the European Union	1
CPO 4754 - Comparative Political Institutions	1
CRW 3120 - Fiction Writing Workshop	2
CRW 3211 - Creating Nonfiction Writing	1
CRW 3310 - Poetry Writing Workshop	2
CRW 3610 - Writing Scripts	3
CRW 4122 - Advanced Fiction Writing Workshop	5
CRW 4224 - Advanced Nonfiction Workshop	2
CRW 4616 - Advanced Scriptwriting Workshop	3
CRW 6920 - Fiction Workshop	1
CRW 6921 - Multi-Genre Workshop	1
CWR 4202C - Hydraulics	1
DIG 2000 - Introduction to Digital Media	1
DIG 3602C - Physical Computing	1
DIG 3716C - Client-Side Scripting	2
DIG 4172C - Web Design Workshop II	2
DIG 4326C - Geometrical Modeling Workshop	1
DIG 4359C - Artificial Environments & Effects Workshop	1
DIG 5387C - Visual Development and Design for Animation & Visual Effects	1
DSC 4013 - Homeland Security & Criminal Justice	1
ECO 4443 - Introduction to Business Analytics	1
ECT 4184 - Curriculum Development Techniques for Industry Training	1
ECT 4384 - Advanced Teaching Techniques for Career Education	1
ECT 4815 - Safety in the Technical Education Classroom and Laboratory	1
ECW 3564 - Special Populations in Career & Technical Education	1
ECW 5207 - Management of Career Education Programs	1
ECW 6268 - School, College, and Career Readiness	1
ECW 6666 - Issues in Career Education	1
EDA 6234 - Personnel & Education Related Law	1
EDA 7192 - Educational Leadership	1
EDE 6935 - Capstone Seminar in Elementary Education	1
EDF 2250 - Classroom Management for Substitute Teachers	1
EDF 2720 - Children in Schools: Legal, Ethical, and Safety Concerns	3
EDF 6401 - Statistics for Educational Data	1
EDF 6635 - Capstone: Action Research in Teacher Leadership	2
EDG 7985 - Proposing and Implementing Data-Drive Decisions	1
EDH 6204 - Leadership in College Organizations	1
EDH 6215 - The College Curriculum	1
EDH 7401 - Higher Education & Public Policy	1

EDH 7934 - Higher Education Literature, Research, & Professional Writing Seminar	2
EEC 4940 - Practicum: Early Childhood Development	1
EEE 6712 - Modeling and Analysis of Networked Cyber-Physical Systems	3
EEL 6616 - Adaptive Control	3
EEX 4242 - Teaching Exceptional Students in Secondary Settings	1
EEX 6107 - Teaching Spoken and Written Language	1
EEX 6297 - Assessment, Diagnosis, & Curriculum Prescriptions for Autism	1
EMA 4506 - Emerging Materials	1
EME 6062 - Research in Instructional Technology	1
EME 6613 - Instructional System Design	1
ENC 1101 - Composition I	4
ENC 1102 - Composition II	31
ENC 3241 - Writing for the Technical Professional	2
ENC 3310 - Magazine Writing I	1
ENC 3315 - Argumentative Writing	1
ENC 4215 - Document Design and Publication	2
ENC 4265 - Writing for the Computer Industry	2
ENC 4293 - Document and Project Management	2
ENC 4294 - Client-Based Project Management	2
ENC 4416 - Writing in Digital Environments	1
ENC 4434 - Visual and Material Rhetorics	1
ENC 5705 - Approaches to Teaching College Composition	1
ENC 6261 - Technical Writing, Theory & Practice	1
ENG 3014 - Theories and Techniques of Literature Study	2
ENG 3833 - Marketing Your Writing	1
ENG 3836 - Professional Lives and Literacy Practice	1
ENG 4832 - Scholarly Editing & Publishing	1
ENG 6813 - Interdisciplinary Teaching	1
ENL 2022 - English Literature II	1
ENL 4240 - English Romantic Writers	1
ENL 4303 - British Authors	1
ENL 4341 - Milton and His Age	1
ENT 4013 - New Venture Design	1
ENT 4014 - New Venture Implementation	1
ENT 5016 - New Venture Design	1
ENT 5206 - New Venture Implementation	1
ENT 6418 - Small Business Accounting & Finance	1
ENT 6900 - Entrepreneurship Portfolio	1
ESI 4523 - Systems Simulation	1
EUH 2000 - Western Civilization I	2
EUH 3531 - Medieval Ireland	1

EUH 4283 - Cold War Homefronts	1
EUH 4501 - English History: 1485-1815	1
EVR 1001 - Introduction to Environmental Science	1
EVR 3008 - Foundations of Environmental Studies	2
EXP 3250 - Principles of Human Factors Psychology	1
FIL 1007 - Foundations of Story	1
FIL 3051 - Avant-Garde Cinema	1
FIL 3734C - Intermediate Animation	1
FIL 4042 - History of Animated Films II	1
FIL 4437C - Narrative Production II	1
FIL 4647 - Film Production Management	1
FIL 4661 - The Film Producer	1
FIL 4877C - Experimental Cinema II	1
FIL 6146 - Screenplay Refinement	1
GEB 3031 - Integrated Business Foundation	7
GEB 6938 - ST: Professional Leadership II	2
GER 2201 - Intermediate German Language & Civilization II	1
HAI 1101C - Elementary Haitian Creole & Culture I	1
HBR 1121 - Modern Israeli Hebrew II	1
HFT 3067 - Wines of the World	1
HFT 3813 - Marketing Analysis in the Food Industry	1
HFT 3868 - History and Culture of Wine	1
HFT 4266 - Hospitality Brand Management	1
HFT 4295 - Leadership and Strategic Management in Hospitality Industry	2
HFT 4377 - Entertainment Production Management	1
HFT 4752 - Management Guest Experience in the Theme Park and Attraction Industry	1
HFT 4795 - Entertainment Arts and Events	1
HFT 4864 - Seminar Quality Brewing and Fine Beer	1
HIM 6217C - Health Care Database Management	2
HIS 3600 - Professionalizing History Majors	1
HIS 4150 - History and Historians	2
HIS 5926 - Colloquium: History of Women and Gender	1
HMG 6296 - Hospitality/Tourism Strategic Issues	1
HSA 4939 - Health Services Administration Capstone	2
HSC 3211 - Preventive Health Care	3
HUM 2020 - Encountering the Humanities	1
HUM 4826 - Postcolonial Theory	1
IDH 4030H - Honors Windows to the World	1
IDS 4939 - General Studies Capstone	4
IDS 6308 - Ways of Knowing	1
IDS 6504 - Adult Learning	1



INR 2002 - International Relations Theory & Practice	1
INR 4030 - Diplomacy	1
INR 4054 - Global Politics of Energy	1
INR 4074 - Immigration Policy	1
INR 4084 - Politics of International Terrorism	2
INR 4351 - International Environmental Law	1
INR 4401 - International Law	1
INR 7337 - Issues in International Security	1
ITW 3100 - Survey of Italian Literature I	1
JOU 3015 - Principles of Journalism	1
JOU 3101 - Advanced Reporting	1
JOU 3184C - Metro Reporting	1
JOU 3201 - Editing I	1
JOU 3951 - Knightly Latino	1
JOU 4300 - Feature Writing	1
JOU 4340C - Online Journalism I	1
JOU 4700 - Journalism Ethics	1
JOU 4950 - Senior Capstone in Journalism	1
JPN 1120C - Elementary Japanese Language & Civilization I	4
JPN 1121C - Elementary Japanese Language & Civilization II	4
JST 3402 - Jewish People in the Common Era	1
JST 3415 - American Jewish History	1
JST 3821 - Israel: Start-up Nation	1
KOR 1121C - Elementary Korean Language and Civilization II	2
LAE 3414 - Literature for Children	1
LAE 5496 - Disciplinary Literacy in the Content Areas	1
LAH 3470 - History of the Caribbean	1
LAS 3026 - Cuba: A Collective Portrait	1
LDR 2262 - Focused Volunteer Community Service	1
LDR 3115 - Contemporary Issues in Leadership	4
LIN 3713 - Language Science	1
LIN 4660 - Linguistics and Literature	1
LIT 2120 - World Literature II	1
LIT 4433 - Literature of Science and Technology	1
LIT 6216 - Issues in Literary Study	1
MAC 2147 - Mathematics for Calculus	1
MAC 2311C - Calculus with Analytic Geometry I	4
MAD 4301 - Introduction to Graph Theory	1
MAE 3311 - Elementary Mathematics for Teaching II	5
MAN 6296 - Executive Leadership	1
MAN 6448 - Conflict Resolution & Negotiation	3

MAR 4804 - Marketing Strategy	2
MAS 3105 - Matrix and Linear Algebra	11
MCB 1000 - The Invisible World	1
MCB 3903 - Explorations in Biomedical Science Research	1
MHS 3426 - Diversity Issues in Human Services	1
MHS 6020 - Mental Health Care Systems	1
MHS 6938 - ST: Advanced Diagnosis & Treatment Applications	1
MLS 3305L - Hematology Lab	1
MMC 4411 - AD-PR Campaigns	2
MMC 4602 - Contemporary Media Issues	1
MTG 5256 - Differential Geometry	1
MUC 4610 - Film Music Composition	1
MUE 4335 - Secondary Choral Methods II	1
MUE 4337 - Secondary Instrumental Methods II	1
MUH 6935 - Music History Seminar	1
MVV 4640 - Voice Pedagogy	1
MVV 5651 - Voice Pedagogy	1
MVW 1413 - Clarinet I	1
NGR 6723L - Nursing Leadership Role Specialization Practicum	2
NGR 7808 - Qualitative Methods Nursing & Healthcare II	1
NUR 3225 - Nursing Care of the Adult I	1
PAD 4104 - Administrative Theory	1
PAD 4144 - Nonprofit Organizations	1
PAD 4147 - Resource Development in the Nonprofit Sector	1
PAD 4153 - Planning & Improvement for Public Organizations	1
PAD 6062 - Advanced Concepts & Applications in Public Administration	2
PAD 6086 - Advanced Concepts & Applications in Emergency and Crisis Management	1
PAD 6335 - Strategic Planning & Management	2
PAD 6700 - Research Methods in Public Administration	1
PCB 3703C - Human Physiology	2
PCB 5709C - Laboratory Virtual Simulations in Physiology	1
PEM 2121C - Yoga	1
PEM 2131 - Strength Resistance Training	1
PEO 2011 - Team Sports	1
PET 3005 - Introduction to Kinesiology	1
PET 3351 - Applied Exercise Physiology	2
PET 3820 - Teaching Sports Skills I	1
PET 4763 - Coaching Methods and Principles	1
PGY 3002 - Contemporary Photography	1
PGY 3204C - Experimental Studio Lighting in Photography	1
PGY 3205C - Photographic Lighting Techniques	1

PGY 3651C - Narrative Editorial Photography	1
PHH 3200 - Medieval Philosophy	1
PHI 2010 - Introduction to Philosophy	2
PHI 4221 - Philosophy of Language	1
PHI 4938 - Senior Research Seminar	1
PHY 4012 - Teaching Introductory Physics	1
PLA 3155 - Legal Writing	2
PLA 4226 - Advanced Trial Advocacy	1
PLA 4410 - Intellectual Property Law and Practice	1
PLA 4436 - Florida Partnerships & Corporations	1
PLA 4511 - Law and Human Behavior	1
PLA 4705 - Professionalism & Civility in the Law	4
PLA 4807 - Adoption Law	1
PLA 4935 - Capstone: Legal Issues	1
PLA 4956 - Undergraduate Law Journal	1
PLA 6515 - Understanding Human Behavior and Conflict	1
POS 2041 - American National Government	1
POS 3703 - Scope & Methods of Political Science	2
POS 4204 - Political Behavior	1
PSB 3842 - Sleep and Dreams	1
PUP 3204 - Sustainability	1
PUR 3100 - Writing for Public Relations	3
PUR 4400 - Crisis Communication	1
PUR 4600 - PR Strategies	1
PUR 6005 - Theories of Public Relations	1
PUR 6403 - Crisis Public Relations	1
RED 3012 - Basic Foundations of Reading	1
RED 4043 - Content Reading in Kindergarten through Grade 12	2
RED 5147 - Developmental Reading	1
REL 3045 - Interfaith Dialogue	1
REL 3340 - Buddhism	1
RTV 3543C - Principles of Studio Production	1
RTV 3571C - Advanced Video Post-Production	1
RTV 3576C - Principles of Post Production	1
RTV 3581C - Lighting & Advanced Videography	2
SCE 3053 - Elementary Science for Teaching	5
SPA 6432 - Issues in Autism	1
SPB 4304 - Sports Event and Facility Management	1
SPC 1608 - Fundamentals of Oral Communication	1
SPN 1150C - Intensive Beginning Spanish	5
SPN 3930H - ST: Honors Spanish Health Conversation & Culture	1

SPS 6125 - Preschool Psychoeducational Assessment	1
SPS 6206 - Psychoeducational Interventions	1
SSE 4936 - Programs in Teaching Social Science	1
SSE 5391 - Global Education: Theory & Practice	2
STA 2023 - Statistical Methods I	1
SYO 3408 - Animals and Health	1
SYP 3060 - Sociology of Sex & Reproduction	1
SYP 3511 - Sociology of Murder	1
SYP 4004 - Constructing Social Issues	1
THE 2305 - Script Analysis for Theatre	1
THE 3082 - Theatre Careers	1
THE 4423 - Women in Theatre	1
THE 4543H - Honors Theatre for Social Change	1
THE 5425 - Women in Theatre	1
TPA 2200 - Introduction to Technical Theatre	1
TPA 2232C - Costume Construction	2
TPA 4401C - Theatre Careers in Production	1
TPA 4602 - Stage Management: Applications	1
TPP 2110C - Acting I: Introduction	2
TPP 3173C - Acting III: Building the Character	1
TPP 4142C - Acting Verse	1
TPP 4223C - Theatre Careers in Performance	1
TPP 5516C - Movement Studio II	1
TSL 4240 - Issues in Second Language Acquisition	8
TSL 4363 - ESL Classroom Experiences	1
TSL 4942 - ESOL Field Experience	1
TSL 4943 - L2 Academic Language Instruction	1
TSL 6142 - Critical Approaches to ESOL	1
TSL 6347 - TESOL Listening, Speaking, and Pronunciation	1
VIC 3001 - Visual Communication	2
VIC 4312 - Power Branding	1
WST 3371 - Women and Leadership	2
WST 3460H - Honors Women, Race, & Struggle	1
WST 3561 - Third Wave Feminisms	1
XXX 4941 - Internship	3
<b>TOTAL</b>	<b>508</b>

## Courses with No Cost for Textbooks/Instructional Materials

Report all institution's course title(s) and number of section(s) ( $n=$ ) that did not require or recommend the purchase of a textbook(s)/ instructional materials and/or utilized open educational resources. These may include general education courses, upper level courses, and courses for directed independent study, internships, thesis/dissertation, etc.

Fall 2020	
<b>Total Number of Course Sections Offered</b>	$n = 8058$
<b>Course Title(s) with No Cost to the Student for Course Materials</b>	
<b>Course Title(s) with No Cost to the Student for Course Materials</b>	<b>Number of Section(s)</b>
ACG 6636 - Advanced Auditing	1
ACG 6675 - Operational Auditing	1
ACG 6805 - Accounting Theory	1
ACG 6835 - Ethics & Professionalism in Accounting & Auditing	1
ACG 7887 - Accounting Research Forum	1
AFR 1101 - Heritage and Values of the United States Air Force I	3
AFR 2130 - Team and Leadership Fundamentals I	3
AFR 3220 - Leading People and Effective Communication I	1
AFR 4201 - National Security Affairs & Preparation for Active Duty I	1
AMH 2010 - U.S. History: 1492-1877	1
AMH 2020 - U.S. History: 1877-Present	5
AMH 3558 - History of American Law	1
AMH 4512 - U.S. Foreign Relations from the Founding Era to WWII	1
AMH 4594H - Honors Laser Scanning America's Past	1
ANG 5937 - Special Topics	1
ANG 6931 - Science, Technology, and the Transformation of Human Societies	1
ANT 2000 - General Anthropology	4
ANT 3026 - Mummies, Zombies, & Vampires: Anthropology of the Undead	1
ANT 3154 - A Survey of American Historical Archaeology	1
ANT 3302 - Sex, Gender, and Culture	1
ANT 4521 - Forensic Anthropology	1
ANT 4560 - Birth to Death: Anthropological Perspectives on Human Growth	1
ANT 4932 - ST: Digital Anthropology	1
ARC 3320L - Architectural Design 5	2
ARC 4322L - Architectural Design 7	2
ARE 4356 - Teaching Art Appreciation & Criticism in the Classroom	1

ARE 4453 - Studio Experiences in Art Education	1
ARE 6195 - Teaching Art Appreciation with Interdisciplinary Strategies	1
ARH 5897 - Advanced Seminar in Art History	1
ART 2201C - Design Fundamentals Two Dimensional	8
ART 2203C - Design Fundamentals Three Dimensional	6
ART 2300C - Drawing Fundamentals I	8
ART 2301C - Drawing Fundamentals II	8
ART 2500C - Beginning Painting	1
ART 2701C - Sculpture	1
ART 5754C - Beginning Ceramics	1
ART 2823 - Art as Interface	1
ART 3161 - Mixed Media	1
ART 3170C - Book Binding	1
ART 3321C - Drawing Intensive	1
ART 3332C - Intermediate Drawing	1
ART 3433C - Screenprinting	2
ART 3504C - Intermediate Painting	2
ART 3709C - Intermediate Sculpture	1
ART 3737C - Narrative Sculpture	3
ART 3761C - Intermediate Ceramics	1
ART 3833C - Processes and Ideas in Art	1
ART 3930C - ST: Observational Painting	1
ART 3950 - Portfolio Review	1
ART 3951C - Design Intensive	1
ART 4320C - Advanced Drawing	1
ART 4402C - Advanced Printmaking	1
ART 4505C - Advanced Painting	2
ART 4710C - Advanced Sculpture	1
ART 4783C - Advanced Ceramics	1
ART 5410C - Advanced Printmaking	1
ART 5585C - Advanced Painting	2
ART 5696 - Art, Design, & Human Interactions	1
ART 5745C - Advanced Sculpture	1
ART 6683 - Time Arts	1
ART 6911C - Studio Concentration II	1
ART 6930 - Graduate Seminar	1
ASH 3200 - Ancient Near Eastern Societies	1

AST 2002 - Astronomy	1
AST 4142 - Asteroids, Comets, Meteorites	1
AST 5145 - Advanced Asteroids, Comets, & Meteorites	1
ATR 5017 - Foundational Behaviors of Athletic Training Practice II	1
ATR 5815L - Practicum in Athletic Training I	1
ATR 6309C - Therapeutic Interventions in Athletic Training IV	1
ATR 6845L - Practicum in Athletic Training IV	1
BCH 4103L - Biochemical Methods	1
BME 3211 - Engineering Biomechanics	1
BME 6935 - Topics in Biomedical Engineering	3
BMS 6938 - Special Topics	1
BOT 4530C - Plant Genomics & Biochemistry	1
BOT 5937 - Special Topics	1
BSC 2010C - Biology I	34
BSC 2011C - Biology II	25
BSC 4434 - Biomedical Informatics: Sequence Analysis	1
BSC 4456C - Programming for Biologists	1
BSC 4932 - ST: Scientific Diving	1
BSC 4937 - Instructional Experiences in Undergraduate Biology	3
BSC 5408L - Advanced Biology Laboratory Techniques	16
BSC 5937 - Special Topics	2
BSC 6407C - Laboratory Methods in Molecular Biology	2
BSC 6431 - Practice of Biomedical Sciences	1
BSC 6432 - Biomedical Sciences I	1
BSC 6935 - Seminar in Biology	1
BUL 5332 - Advanced Business Law Topics	2
CAP 4453 - Robot Vision	2
CAP 4611 - Algorithms for Machine Learning	1
CAP 4932 - ST: Natural Language Processing	1
CAP 5115 - Virtual Reality Engineering	1
CAP 5510 - Bioinformatics	1
CAP 6307 - Text Mining I	2
CAP 6411 - Computer Vision Systems	1
CAP 6614 - Current Topics in Machine Learning	1
CAP 6942 - Project in Data Analytics	1
CCE 5220 - Sustainable Infrastructure Systems	3
CCJ 4681 - Domestic Violence and the Justice System	1

CCJ 5456 - The Administration of Justice	1
CCJ 6485 - Issues in Justice Policy	1
CCJ 7096 - Seminar in Criminal Justice Systems	1
CCJ 7727 - Advanced Research Methods in Criminal Justice	1
CDA 5106 - Advanced Computer Architecture	1
CDA 6107 - Parallel Computer Architecture	1
CEG 6515 - Retaining Structures and Slope Stability	3
CGN 3700C - Civil Engineering Measurements	4
CGN 4808C - CECS Capstone Design	2
CGN 5341 - Interdisciplinary Introduction to Smart Cities' Applications	3
CGN 6655 - Regional Planning, Design, and Development	3
CGS 3175 - Internet Applications	1
CGS 5131 - Computer Forensics I: Seizure and Examination of Computer Systems	3
CHM 2045C Chemistry Fundamentals I	20
CHM 2046L - Chemistry Fundamentals Laboratory	30
CHM 3120L - Analytical Chemistry Laboratory	2
CHM 3215L -Organic Laboratory Techniques II	2
CHM 4130L - Advanced Analytical Chem Laboratory	1
CHM 4220 - Organic Chemistry III	1
CHM 4930 - Chemistry Seminar I	1
CHM 4931 - Chemistry Seminar II	1
CHM 5450 - Polymer Chemistry	1
CHM 6710 - Applied Analytical Chemistry	1
CHM 6936 - Graduate Chemistry Seminar	1
CHS 3533L - Forensic Biochemistry I Laboratory	2
CHS 4515C - Forensic Crime Scene Investigation	2
CHS 4591 - Forensic Science Internship	1
CHS 6513 - Quality Assurance for Forensic Scientists	1
CHS 6536 - Population Genetics and Genetic Data	1
CHS 7938 - Frontiers in Chemistry	1
CIS 3921 - Careers in IT	1
CIS 3990 - IT Career and Academic Advising I	10
CIS 4203C - Digital Forensics	1
CIS 4991 - IT Career and Academic Advising II	10
CIS 6206 - Electronic Discovery for Digital Forensics Professionals	1
CIS 6395 - Incident Response Technologies	2
CJE 3001 - Careers in Criminal Justice	1



CJE 6706 - Seminar in Police Socialization & Culture	1
CLP 3143 - Abnormal Psychology	1
CLP 4134 - Childhood Psychopathology	1
CLP 6460C - Introduction to Child, Adolescent, & Family Therapies	1
CLP 6949 - Predoctoral Internship	1
CLP 7943C - Clinical Practicum	3
CNT 4603 - System Administration & Maintenance	1
CNT 4714 - Enterprise Computing	1
CNT 5008 - Computer Communication Networks Architecture	1
CNT 5805 - Network Science	1
CNT 6519 - Wireless Security & Forensics	1
CNT 6707 - Advanced Computer Networks	1
COM 3003 - Exploring Human Communication	1
COM 4221 - Health Literacy	1
COM 4332 - Communication Technology & Change	1
COM 5312 - Introduction to Communication Research	1
COM 6463 - Studies in Intercultural Communication	1
COM 6467 - Studies in Persuasion	1
COM 7236 - Seminar in Risk & Crisis Communication	1
COM 7529 - Strategic Communication	1
COM 7920 - Doctoral Colloquium	1
COP 2930 - ST: Intro to Programming	1
COP 4331C - Processes for Object-Oriented Software Development	6
COP 4910 - Frontiers in Information Technology	3
COP 4934 - Senior Design I	1
COP 4935 - Senior Design II	1
COP 5711 - Parallel & Distributed Database Systems	1
COP 6526 - Parallel and Cloud Computation	1
COT 3960 - CS Foundation Exam	1
COT 5570 - Introductory Mathematics for Modeling & Simulation	2
COT 6602 - Introduction to Quantum Information Theory	1
CRW 3310 - Poetry Writing Workshop	1
CRW 3950 - Cypress Dome Editorship	1
CRW 4122 - Advanced Fiction Writing Workshop	1
CRW 4724 - The Florida Review	1
CRW 6720 - Professional Development in Creative Writing	1
CRW 6921 - Multi-Genre Workshop	1

CYP 6948C - Psychology Internship	2
DAA 2000C - Introduction to Theatre Dance	1
DAA 2520C - Tap Dance I	1
DAA 2570C - Jazz Dance I	1
DAA 3004L - Dance Studio	1
DAA 3208C - Ballet III	1
DAA 3508C - Jazz Dance III	1
DAA 3524C - Tap Dance III	1
DAA 3612 - Dance Improvisation/Composition I	1
DEP 3464 - Psychology of Aging	1
DIG 2030 - Digital Video Fundamentals	1
DIG 2109 - Digital Imaging Fundamentals	3
DIG 2783 - Fundamentals of Game Art	1
DIG 3024 - Digital Cultures & Narrative	1
DIG 3134C - Server-Side Scripting	1
DIG 3146 - Social Platforms	1
DIG 3175 - Design for Accessibility and Engagement	1
DIG 3480 - Computer as a Medium	2
DIG 3602C - Physical Computing	2
DIG 3716C - Client-Side Scripting	2
DIG 3727C - Game Level Design	2
DIG 3728C - Game Testing	1
DIG 3951 - Character Animation Portfolio Review	1
DIG 4104C - Web Design Workshop I	2
DIG 4138 - Digital Sculpting	4
DIG 4206C - New Imagery in Motion Workshop	1
DIG 4324C - Modeling for Realtime Systems II	2
DIG 4486C - Visual Language of Moving Image II	2
DIG 4624C - Digital Production in Artificial Environments	2
DIG 4639C - Mobile Development	2
DIG 4713 - Game Design	1
DIG 4720C - Casual Game Production	8
DIG 4725C - Game Design Workshop I	10
DIG 4778C - Game Design Tools & Plugins	4
DIG 4780C - Modeling for Realtime Systems	3
DIG 5348C - Digital Asset Creation	4
DIG 5529C - Production for Media	1

DIG 5548C - Rapid Prototype Production I	3
DIG 5557C - Production and Design I	4
DIG 5637 - Game Programming Fundamentals	1
DIG 6524 - Studio I	1
DIG 6812 - Digital Interactions for Informal Learning	1
DIG 6817 - Contemporary Topics in Interactive Media	1
DIG 6866C - Technical Problem Solving for Animation and Visual Effects	1
DIG 6944C - Game Design Practicum	1
DIG 6947C - Digital Venture Practicum	1
EAP 2851 - English for Academic Purposes II	3
EAS 3933 - Aerospace Career and Academic Faculty Advising I	33
EAS 4931 - Aerospace Career and Academic Faculty Advising II	1
ECO 2013 - Principles of Macroeconomics	2
ECO 2023 - Principles of Microeconomics	2
ECO 3070 - Tutoring/Teaching Techniques for Undergraduate Economics	1
ECP 3004 - Seminar on Current Economic Topics	1
EDA 6931 - Contemporary Issues in Educational Leadership	1
EDA 6932 - Issues in Education	1
EDE 4301 - Elementary Education Capstone Colloquium	6
EDF 6237 - Principles of Learning & Introduction to Classroom Assessment	1
EDF 7478 - Analysis of Data and Complex Problems of Practice	1
EDG 2000 - Careers in K-12 Education	3
EDG 4942 - Lifelong Learning Education Internship	1
EDG 4948 - Service Learning	1
EDG 4954 - International Education Field Experience	1
EDG 6329 - Quality Teaching Practices	1
EDG 6775 - Exploring Global Educational Issues in International Contexts	1
EDG 6940 - Graduate Internship	1
EDG 7985 - Proposing & Implementing Data-Driven Decisions	1
EDG 7987 - Dissertation in Practice	16
EDP 6936 - Capstone in Applied Learning & Instruction	1
EEC 6947 - Practicum in Child, Family, and Community Sciences	1
EEC 7945 - Early Childhood: Internship in Teaching and Supervision	1
EEC 7948 - Early Childhood: Internship in Research	1
EEL 3926L - Junior Design	5
EEL 4915L - Senior Design II	2
EEL 5255 - Advanced Power Systems Analysis	3

EEL 5268 - Communications & Networking for Smart Grid	3
EEL 5722C - Field-Programmable Gate Array (FPGA) Design	3
EEL 6251 - Power System Optimization	3
EEX 3830 - Practicum in Exceptional Student Education	1
EEX 4070 - Teaching Exceptional Students	1
EEX 4601 - Introduction to Behavior Management	1
EEX 6061 - Instructional Strategies Pre-K-6	1
EEX 6218 - Diagnostic Assessment and Intervention Planning in Exceptional Education	1
EEX 7527 - Professional Writing Grant Writing in Special Education	2
EEX 7865 - Internship in College Instruction in Special Education	1
EEX 7866 - Internship in Practicum Supervision in Special Education	2
EEX 7936 - Current Issues Trends in Special Education	1
EGS 3030 - Leadership in Engineering I	1
EGS 4950 - Engineering Leadership Capstone	1
EIN 4891C - Industrial Engineering Senior Design Project	1
EIN 6258 - Human Computer Interaction	3
EIN 6326 - Technology Strategy	1
EMA 3000 - Engineering Polymeric Materials	1
EMA 4602C - Material Processing Laboratory	2
EMA 5106 - Metallurgical Thermodynamics	3
EMA 5504 - Modern Characterization of Materials	3
EMA 5585 - Materials Science of Thin Films	3
EMA 5586 - Photovoltaic Solar Energy Materials	3
EMA 6611 - Optoelectricals Materials Processing	3
EME 2040 - Introduction to Technology for Educators	2
EME 6053 - Teaching & Learning with Emerging Technologies	1
EME 6457 - Distance Education: Technology Process Product	1
EME 6705 - Administration of Instructional Technology	1
EME 7942 - Doctoral Internship in Educational Technology	2
EML 3933 - Mechanical Engineering Career and Academic Faculty Advising I	32
EML 4024C - Engineering Design Practice	2
EML 4301C - Mechanical Systems Laboratory	6
EML 4306C - Energy Systems Laboratory	7
EML 4931 - Mechanical Engineering Career and Academic Faculty Advising II	1
EML 5090 - Mechanical & Aerospace Seminar	3
EML 6299 - Advanced Topics on Miniaturization	3
EML 6547 - Engineering Fracture Mechanics in Design	3

EML 6572 - Probabilistic Methods in Mechanical Design	3
ENC 1101 - Composition I	22
ENC 1102 - Composition II	11
ENC 3314 - Writing & Rhetoric Foundations	2
ENC 3373 - Cultural Rhetorics	1
ENC 3417 - Literacy and Technology	1
ENC 3473 - Writing in Disciplinary Cultures	1
ENC 3502 - Researching Writing and Literacy	1
ENC 4275 - Theory and Practice of Tutoring Writing	1
ENC 4353 - Writing for Social Change	1
ENC 4379 - Writing and Rhetoric Capstone	1
ENC 4415 - Digital Rhetorics & the Modern Dialectic	2
ENC 4416H - Honors Writing in Digital Environments	1
ENC 4950 - Writing ePortfolio	1
ENC 5276 - Theory and Practice of Tutoring Writing	1
ENC 5703 - Composition Histories and Theories	1
ENC 5933 - Seminar for Peer Writing Consultants	2
ENC 6297 - Production & Publication Methods	1
ENG 3073 - Cultural Studies Literature	1
ENG 3612 - Trends in Literary, Cultural, and Textual Studies	1
ENL 3451 - Topics in British Literature	1
ENT 3613 - Creativity & Entrepreneurship	3
ENT 5016 - New Venture Design	1
ENT 5619 - Creativity & Entrepreneurship	1
ENT 5946 - Small Business Consulting	1
ENT 6617 - Innovation & Entrepreneurship Strategy	1
ESE 4033C - Critical Issues and Trends in Secondary Education	7
ESE 6256 - Critical Issues in Secondary Education	3
ESE 6427 - Capstone: Action Research in Secondary Education	1
ESI 6552 - Systems Architecture	1
EVR 1001H - Honors Introduction to Environmental Studies	1
EVR 4940 - Capstone Environmental Studies	2
EXP 6255 - Human Performance	1
EXP 6258 - Human Factors III	1
EXP 6506 - Human Cognition and Learning	1
FIL 1000 - Cinema Survey	2
FIL 1008 - Cinematic Expression I	1

FIL 2030 - History of Motion Pictures	2
FIL 2107 - Script Analysis	1
FIL 2424 - Introduction to Film Production	1
FIL 2480 - Directing Techniques for Film	1
FIL 2481 - Directing the Actor for Film I	1
FIL 2534 - Sound Design for Film I	1
FIL 2552 - Editing I	3
FIL 3006 - Art of the Cinema	1
FIL 3036 - Film History I	1
FIL 3051 - Avant-Garde Cinema	1
FIL 3102 - Writing for Film and TV	1
FIL 3115 - Short Script I	2
FIL 3401 - Research Methods for Filmmakers	1
FIL 3720C - Introduction to Animation	3
FIL 3826 - American Cinema	1
FIL 3842 - International Cinema	1
FIL 3880C - Images of Women in Film	1
FIL 3970H - Honors Undergrad Thesis	2
FIL 4162C - Feature/TV Writing I	1
FIL 4428C - Narrative Production I	1
FIL 4434C - Capstone I: The Professional Practice	1
FIL 4566C - Editing II	2
FIL 4615C - Film Marketing and Exhibition	1
FIL 4735C - Experimental Animation	3
FIN 3414 - Intermediate Corporate Finance	1
FIN 4451 - FinTech for Decision Makers	1
FIN 4514 - Portfolio Analysis and Management	2
FIN 6465 - Financial Analysis Seminar	2
FRE 3420 - French Composition	1
FRE 4950C - FRE Portfolio	1
FRT 3830 - Medical French Translation & Interpretation	1
FRT 4421 - French Medieval Literature & Culture	1
FSS 2284C - Food Preparation for Catered Events	3
GEB 4451 - Business Climate Analysis	7
GEB 4513 - Applied Business Technologies	7
GEB 4522 - Data Driven Decision Making	7
GEB 6037 - Business Foundations and Career Development	1

GEO 2370 - Resources Geography	1
GLY 1030 - Geology and Its Applications	1
GMS 6860 - Statistics for Biomedical Scientists	1
GRA 2101C - Introduction to Computer Art	1
GRA 2151C - Illustration	1
GRA 3102C - Intermediate Graphic Design I	2
GRA 3202C - Type & Design	2
GRA 3747C - Intermediate Illustration I	2
GRA 3950 - Graphic Design Portfolio Application	1
GRA 4196C - Advanced Graphic Design	2
GRA 4802C - Advanced Computer Graphic Design	5
HFT 1931 - ST: Applied Quantitative Analysis for Hospitality	1
HFT 3357 - Sport & Club Event Operations	1
HFT 3384 - Sport & Club Enterprise Management	1
HFT 3447 - Data Management & Internet Security for Hospitality Organizations	1
HFT 3463 - Revenue Strategies in the Entertainment Industry	1
HFT 3519 - Event Services	2
HFT 4378 - Entertainment Portfolio Management	1
HFT 4398 - Entertainment Entrepreneurship	1
HFT 4542 - Strategic Event Design	2
HFT 4754 - Exhibit & Trade Show Operations	1
HFT 4755 - Theme Park & Attraction Management	3
HFT 4758 - Operation Issues in the Theme Park and Attraction Industry	1
HFT 4759 - Product Development in Theme Parks and Attractions	1
HFT 4796 - International Events	1
HIM 3806C - Professional Practice Experience I	1
HIM 4838 - Management Affiliation	1
HIM 4998 - Internship Orientation	1
HIS 4150 - History and Historians	2
HIS 4959 - History Portfolio	2
HIS 6905 - History Capstone Class	1
HIS 6942 - Internship	1
HMG 6738 - Tourism Industry Analysis	1
HMG 6756 - Mega-Events	1
HMG 6797 - Event Administration	2
HMG 7295 - Theories in Hospitality and Tourism	1
HMG 7587 - Foundations in Hospitality and Tourism Research	1

HSA 3104 - Health Services Administration Cornerstone	3
HSA 4003 - The Patient Experience from an Administrator's Perspective	1
HSA 4850 - Health Services Administration Internship	2
HSA 4853 - Internship Orientation	1
HSA 6925 - Capstone in HSA	1
HSC 2000 - Introduction to Careers Health Profession	1
HSC 3211 - Preventive Health Care	1
HSC 3593 - HIV Disease: A Human Concern	1
HSC 4564 - Health Care Needs of the Elderly	1
HSC 4930 - Health Sciences Seminar	2
HUM 2020 - Encountering the Humanities	11
HUM 3800 - Research Methods in Humanities	1
IDC 5602 - Cybersecurity Multidisciplinary Approach	2
IDC 6941 - Capstone in Modeling and Simulation of Behavioral Cybersecurity	2
IDH 1920H - Honors Freshman Symposium	32
IDH 3101H - Honors Cultural Traditions of India	1
IDH 4030H - Honors Windows to the World	1
IDS 1911 - Undergraduate Research	1
IDS 3913 - Undergraduate Research	3
IDS 3947 - Internship	13
IDS 4934 - Capstone Experience	1
IDS 4947 - Internship	10
IDS 4999 - Graduation Requirement Course	2
IDS 5127 - Foundations of Bio-Imaging Science	1
IDS 5947 - Internship	11
IDS 6145 - Simulation Techniques	2
IDS 6147 - Perspectives on Modeling and Simulation	2
IDS 6250 - Introduction to Nanoscience and Nanotechnology	1
IDS 6253 - Bioanalytical Technology	1
IDS 6255 - Nanotechnology in Energy & Sustainability	1
IDS 6260 - Properties of Materials at Nanoscale	1
IDS 6262 - Research Design for Modeling & Simulation	2
IDS 6910 - Research in Mathematics and Science Education	2
IDS 6938 - ST: Modeling Neuronal Systems	2
IDS 6947 - Internship	4
IDS 6953 - Urban and Regional Planning Capstone I	1
IDS 6999 - Graduation Requirement	2



IDS 7500 - Seminar in Educational Research	11
IDS 7690 - Frontiers in Biomedical Sciences	2
IDS 7692L - Experiments in Biomedical Sciences	4
INP 6005 - Overview of Research in Industrial and Organizational Psychology	1
INP 6933 - Seminar in Industrial and Organizational Psychology	1
INP 7081 - Professional Issues in Industrial and Organizational Psychology	1
INR 4404 - Space Law	1
INR 6067 - Human Rights and Security	1
INR 6254 - Internatioanl Relations of Africa	1
INR 7332 - Scientific Study of Security	1
ISC 2054 - STEM Seminar I	2
ISC 3523 - Research Methods for Environmental Studies	1
ISC 6416 - History of Physical Science & Cultural Connections	1
ITA 3760 - Advanced Italian Oral Communication	1
JOU 3313C - Sports Reporting	1
JOU 4447 - Magazine Editing & Production	1
JST 3450 - Modern Jewish Experience	1
LAE 3414 - Literature for Children	1
LAE 7939 - ST: Seminar Research & Scholarship	1
LAS 4910 - LAS Capstone	1
LDR 2262 - Focused Volunteer Community Service	6
LDR 3215 - Leadership through Service: An Advanced Leadership Experience	12
LIT 4244 - World Authors	1
MAE 3310 - Elementary Mathematics for Teaching I	1
MAE 3311 - Elementary Mathematics for Teaching II	2
MAE 4326 - How Children Learn Mathematics	1
MAE 4360 - Mathematics Instructional Analysis	1
MAE 5327 - Teaching Middle School Mathematics	1
MAE 5336 - Current Methods in Secondary School Mathematics	1
MAE 7945 - Internship in Mathematics Education	1
MAN 3302 - Essentials of Human Resource Management for Integrated Business	6
MAN 4143 - Leadership Development	1
MAN 4583 - Project Management	7
MAN 4720 - Strategic Management	14
MAN 6245 - Organizational Behavior & Development	4
MAP 4112 - Mathematical Foundations of Machine Learning and Artificial Intelligence	1
MAP 6207 - Optimizational Theory	1

MAR 3391 - Professional Selling	4
MAR 3407 - Integrated Marketing and Sales	6
MAR 3613 - Marketing Research	2
MAR 3615 - Marketing Analysis	2
MAR 3765 - Entrepreneurial Marketing	1
MAR 4803 - Marketing Management	1
MAR 4804 - Marketing Strategy	1
MAR 4832 - Product Management	2
MAR 6416 - Sales and Marketing Strategies	1
MAR 6466 - Strategic Supply Chain and Operations Management	3
MAR 6816 - Strategic Marketing Management	4
MCB 1310 - Introduction to Biotechnology & Genetic Engineering	1
MCB 4653 - Applied Industrial Microbiology	2
MCB 4720 - Industrial Perspectives Seminar	1
MCB 4721C - Methods in Biotechnology	3
MCB 4940 - Methodology in Biomedical Sciences	1
MCB 5722C - Methods in Biotechnology	2
MCB 6026 - Molecular Biology & Microbiology Capstone	19
MCB 6938 - Seminar	2
MHS 2331 - Career Planning II	1
MHS 6420 - Foundations of Multicultural Counseling	1
MHS 6803 - Practicum in Counselor Education	14
MHS 6830 - Counseling Internship	6
MHS 7700 - Literature and Leadership in Counselor Education	1
MHS 7801 - Advanced Practicum in Counselor Education	1
MHS 7808 - Internship in Counseling Supervision	1
MHS 7840 - Internship in Counselor Education	1
MLS 4830L - Clinical Chemistry Laboratory Practicum	1
MLS 4831L - Immunohematology Laboratory Practicum	1
MLS 4833L - Microbiology Laboratory Practicum	1
MMC 3200 - Mass Communication Law	1
MSL 1001C - Foundations of Officership	2
MSL 2101C - Individual Leadership Studies	2
MSL 3201C - Leadership and Problem Solving	1
MSL 4301C - Leadership and Management	1
MUC 1201C - Applied Composition I	1
MUC 2202C - Applied Composition II	1

MUC 3105C - Composition III	1
MUC 4106C - Composition IV	2
MUC 4950 - Composition Recital	1
MUC 5112 - Composition V	2
MUC 6251 - Composition VI	2
MUE 2440 - String Techniques	1
MUE 2460 - Brass Techniques	1
MUE 4311 - Elementary School Music Methods	1
MUE 4791 - BME ePortfolio	1
MUG 6306 - Conducting and Literature	4
MUH 4814 - Jazz Styles and Analysis	1
MUH 5816 - Jazz Styles and Analysis	1
MUL 2010H - Honors Enjoyment of Music	1
MUL 3463 - Percussion Literature	1
MUL 4443 - Brass Literature and Pedagogy	1
MUL 5448 - Brass Literature and Pedagogy	1
MUN 2442 - Percussion/Mallet Ensemble	1
MUN 3113 - Marching Band	1
MUN 3123L - Concert Band	1
MUN 3133 - Symphonic Band	1
MUN 3143 - Wind Ensemble	1
MUN 3283 - Symphony Orchestra	1
MUN 3313 - University Chorus	1
MUN 3323 - Women's Chorus	1
MUN 3343L - Chambers Singers	1
MUN 3423 - Woodwind Ensemble	2
MUN 3426 - Saxophone Ensemble	1
MUN 3427 - Flute Ensemble	1
MUN 3431L - Brass Quintet	2
MUN 3433 - Brass Ensemble	1
MUN 3437 - Trumpet Ensemble	1
MUN 3443 - Percussion Ensemble	1
MUN 3444 - Mallet Ensemble	1
MUN 3453 - Piano Ensemble	1
MUN 3483 - String Ensemble	2
MUN 3487 - Guitar Ensemble	1
MUN 3493 - New Music Ensemble	1

MUN 3713 - Jazz Ensemble	2
MUN 3714 - Jazz Combo	5
MUN 3813 - Steel Drum Ensemble	1
MUN 5125 - Concert Band	1
MUN 5145 - Wind Ensemble	1
MUN 5215 - Symphony Orchestra	1
MUN 5325 - Women's Chorus	1
MUN 5368L - Graduate Chamber Singers	1
MUN 5385L - Graduate University Chorus	1
MUN 5445 - Percussion Ensemble	1
MUN 5465L - Graduate Chamber Music	4
MUN 5715L - Jazz Ensemble	2
MUN 5716L - Jazz Chamber Group	3
MUS 1010 - Music Forum	2
MUS 1250 - IPA for Singers	1
MUS 3953 - Recital Performance I	1
MUS 4900 - Music BA Capstone Project	1
MUS 4905 - Directed Experience	2
MUS 4954 - Recital Performance II	1
MUS 6465 - Intensive Chamber Music	1
MUS 6975L - Graduate Project	1
MUS 6976L - Graduate Recital	1
MUT 1004 - Fundamentals of Music I	1
MUT 2126 - Music Theory Musicianship III	2
MUT 3923 - Jazz Workshop	1
MVB 1211 - Secondary Trumpet	1
MVB 1212 - Secondary French Horn	1
MVB 1213 - Secondary Trombone	1
MVB 1214 - Secondary Euphonium	1
MVB 1215 - Secondary Tuba	1
MVB 1411 - Trumpet I	2
MVB 1412 - French Horn I	1
MVB 1413 - Trombone I	1
MVB 1414 - Euphonium I	1
MVB 1415 - Tuba I	1
MVB 2421 - Trumpet II	2
MVB 2422 - French Horn II	1

MVB 2423 - Trombone II	1
MVB 2424 - Euphonium II	1
MVB 2425 - Tuba II	1
MVB 3431 - Trumpet III	2
MVB 3432 - French Horn III	2
MVB 3433 - Trombone III	2
MVB 3434 - Euphonium III	2
MVB 3435 - Tuba III	2
MVB 4441 - Trumpet IV	1
MVB 4442 - French Horn IV	1
MVB 4443 - Trombone IV	1
MVB 4444 - Euphonium IV	1
MVB 4445 - Tuba IV	1
MVB 5451 - Trumpet V	1
MVB 5452 - French Horn V	1
MVB 5453 - Trombone V	1
MVB 5454 - Baritone V	1
MVB 5455 - Tuba V	1
MVB 6461 - Trumpet VI	1
MVB 6462 - French Horn VI	1
MVB 6463 - Trombone VI	1
MVB 6464 - Euphonium VI	1
MVB 6465 - Tuba VI	1
MVJ 1010 - Jazz Piano I	1
MVJ 1213 - Jazz Guitar I	1
MVJ 1214 - Jazz Bass I	1
MVJ 1219 - Jaz Drum Set I	1
MVJ 2220 - Jazz Piano II	1
MVJ 2223 - Jazz Guitar II	1
MVJ 2224 - Jazz Bass II	1
MVJ 2229 - Jazz Drum Set II	1
MVJ 3230 - Jazz Piano III	1
MVJ 3233 - Jazz Guitar III	1
MVJ 3234 - Jazz Bass III	1
MVJ 3339 - Jazz Drum Set III	1
MVJ 4240 - Jazz Piano IV	1
MVJ 4243 - Jazz Guitar IV	1

MVJ 4244 - Jazz Bass IV	1
MVJ 4349 - Jazz Drum Set IV	1
MVJ 5350C - Jazz Piano V	1
MVJ 5353C - Jazz Guitar V	1
MVJ 5354C - Jazz Bass V	1
MVJ 5359C - Jazz Drum Set V	1
MVJ 6369C - Jazz Drum Set VI	1
MVJ 6460C - Jazz Piano VI	1
MVJ 6463C - Jazz Guitar VI	1
MVJ 6464C - Jazz Bass VI	1
MVK 1211 - Secondary Piano	3
MVK 1411 - Piano I	2
MVK 2421 - Piano II	1
MVK 3431 - Piano III	2
MVK 4441 - Piano IV	1
MVK 4640 - Piano Pedagogy I	1
MVK 5451 - Piano V	1
MVK 6461 - Piano VI	1
MVO 5250 - Advanced Secondary Instruction	1
MVP 1211 - Secondary Percussion	1
MVP 1411 - Percussion I	3
MVP 2421 - Percussion II	3
MVP 3431 - Percussion III	6
MVP 4441 - Percussion IV	2
MVP 5451 - Percussion V	2
MVP 6461 - Percussion VI	2
MVS 1211 - Secondary Violin	1
MVS 1212 - Secondary Viola	1
MVS 1213 - Secondary Cello	1
MVS 1214 - Secondary Bass	1
MVS 1216 - Secondary Guitar	1
MVS 1411 - Violin I	1
MVS 1412 - Viola I	1
MVS 1413 - Cello I	1
MVS 1414 - Bass I	1
MVS 1415 - Harp I	1
MVS 1416 - Guitar I	1

MVS 2421 - Violin II	2
MVS 2422 - Viola II	1
MVS 2423 - Cello II	1
MVS 2424 - Bass II	1
MVS 2426 - Guitar II	1
MVS 3431 - Violin III	2
MVS 3432 - Viola III	2
MVS 3433 - Cello III	2
MVS 3434 - Bass III	2
MVS 3436 - Guitar III	2
MVS 4346 - Guitar IV	1
MVS 4441 - Violin IV	1
MVS 4442 - Viola IV	1
MVS 4443 - Cello IV	1
MVS 4444 - Bass IV	1
MVS 5451 - Violin V	2
MVS 5452 - Viola V	2
MVS 5453 - Cello V	1
MVS 5454 - Bass V	1
MVS 5456 - Guitar V	1
MVS 6461 - Violin VI	2
MVS 6462 - Viola VI	2
MVS 6463 - Cello VI	1
MVS 6466 - Classical Guitar VI	1
MVS 6467 - Bass VI	1
MVV 1411 - Voice I	4
MVV 1873 - Secondary Voice	4
MVV 2421 - Voice II	4
MVV 3431 - Voice III	8
MVV 4441 - Voice IV	4
MVV 5451 - Voice V	4
MVV 6452 - Voice VI	4
MVW 1211 - Secondary Flute	1
MVW 1212 - Secondary Oboe	1
MVW 1213 - Secondary Clarinet	1
MVW 1214 - Secondary Bassoon	1
MVW 1215 - Secondary Saxophone	1

MVW 1411 - Flute I	1
MVW 1412 - Oboe I	1
MVW 1414 - Bassoon I	1
MVW 1415 - Saxophone I	2
MVW 2421 - Flute II	1
MVW 2422 - Oboe II	1
MVW 2423 - Clarinet II	1
MVW 2424 - Bassoon II	1
MVW 2425 - Saxophone II	2
MVW 3431 - Flute III	2
MVW 3432 - Oboe III	2
MVW 3433 - Clarinet III	2
MVW 3434 - Bassoon III	2
MVW 3435 - Saxophone III	3
MVW 4441 - Flute IV	1
MVW 4442 - Oboe IV	1
MVW 4443 - Clarinet IV	1
MVW 4444 - Bassoon IV	1
MVW 4445 - Saxophone IV	2
MVW 5451 - Flute V	1
MVW 5452 - Oboe V	1
MVW 5453 - Clarinet V	1
MVW 5454 - Bassoon V	1
MVW 5455 - Saxophone V	1
MVW 6461 - Flute VI	1
MVW 6462 - Oboe VI	1
MVW 6463 - Clarinet VI	1
MVW 6464 - Bassoon VI	1
MVW 6465 - Saxophone VI	1
NGR 6212L - Adult-Gerontology Acute Care Nurse Practitioner III Clinical	3
NGR 6248L - Family Nurse Practitioner/Adult-Gero Nurse Practitioner Practice Practicum	7
NGR 6305L - Pediatric Primary Care Clinical	4
NGR 6342L - Women's Health for APNs Clinical	4
NGR 6718 - Evaluation in Nursing Education	1
NGR 6772L - Nurse Leadership and Management Internship	1
NGR 6942C - Internship in Nursing Education	1
NGR 6945L - Clinical Specialty Practicum	3



NGR 7748L - Advanced Clinical Practice Selective for Advanced Practice Nursing	1
NGR 7952 - Scientific Writing for Nurses and Healthcare Professionals	1
NGR 7976L - Exe. DNP Residency	2
NUR 3028L - Essentials of Nursing Practice Lab	3
NUR 3065L - Health Assessment Lab	17
NUR 3616L - Health Promotion Across the Lifespan Clinical	8
NUR 3755L Essentials of Nursing Practice Clinical	9
NUR 4227L - Nursing Care of the Adult II: Clinical Practice	6
NUR 4604L - Practicum in Community and Public Health Nursing for RNs	6
OSE 3052L - Foundations of Photonics Laboratory	1
OSE 3200L - Geometric Optics Lab	1
OSE 4470L - Fiber-Optic Communications Laboratory	2
OSE 4830L - Imaging and Display Laboratory	3
OSE 4930 - Frontiers of Optics & Photonics	1
OSE 4951 - Senior Design I	2
OSE 4952 - Senior Design II	3
OSE 4953 - Senior Design Double Major ECE	1
OSE 5115 - Interference and Diffraction	2
OSE 5414 - Fundamentals of Optoelectronic Devices	1
OSE 6111 - Optical Wave Propagation	1
OSE 6120 - Theoretical Foundations of Optics	1
OSE 6143 - Fiber Optics Communication Systems	1
OSE 6335 - Nonlinear Guided Wave Optics	1
OSE 6421 - Integrated Photonics	1
OSE 6526C - Laser Engineering Laboratory	1
OSE 6909 - Research Report	2
PAD 4204 - Fiscal Management	1
PAD 4720 - Research Methods in Public Administration	1
PAD 4942 - School of Public Administration Internship Orientation	1
PAD 5145 - Volunteerism in Nonprofit Management	2
PAD 5337 - Urban Design	1
PAD 6207 - Public Financial Management	1
PAD 6254 - Economics of Land Use Planning & Development	1
PAD 6316 - Planning Methods	1
PAD 6387 - Transportation Policy	1
PAD 6398 - Hazard Analysis Disaster Plan	1
PAD 6439 - Leadership in Public Service	1

PAD 6701 - Analytical Techniques for Public Administration	1
PAD 6716 - Information Systems Public Managers & Planners	1
PAD 6748 - Governance and Regulatory Issues for Sponsored Programs	1
PAD 6825 - Cross-Sectoral Governance	2
PAF 7325 - Policy & Program Evaluation for Public Affairs	1
PAF 7805 - Advanced Statistics for Public Affairs II: Survey of Statistical Methods	1
PCB 3044L - Principles of Ecology Laboratory	10
PCB 3063L - Genetics Laboratory	10
PCB 3233L - Immunology Laboratory	9
PCB 3354 - Tropic Ecology & Conservation	1
PCB 4028 - Molecular & Cellular Pharmacology	1
PCB 4174 - Foundation of Bio Imaging Science	1
PCB 4284 - Immunobiology	1
PCB 4575 - Wildlife Genomics	1
PCB 4683L - Evolutionary Biology Lab	3
PCB 5025 - Molecular & Cellular Pharmacology	1
PCB 5238 - Immunobiology	1
PCB 5596 - Biomedical Informatics: Sequence Analysis	1
PCB 5688 - Wildlife Genomics	1
PCB 5937 - ST: GIS for Biologists and Ecologists	1
PCB 6095 - Professional Development in Biology I	1
PCB 6655 - Advanced Invertebrate Genetics	1
PEL 2111 - Bowling	1
PEL 2121 - Beginning Golf	2
PEL 2341 - Beginning Tennis	1
PEM 2104 - Personal Fitness	3
PEM 2121C - Yoga	3
PEM 2122 - Yoga for Performers	1
PEM 2402 - Beginning Brazilian Jiu-Jitsu	2
PEM 2431 - Beginning Judo	2
PEO 3644 - Coaching Football	1
PET 2081 - Wellness, Children and Schools	1
PET 3765 - Coaching Theory	1
PET 4143 - Current Issues & Trends in Kinesiology	1
PET 4215 - Motivational Aspects of Athletic Performance	2
PET 4901 - Capstone in Kinesiology	2
PET 4926 - Practicum in Kinesiology	2

PET 6376 - Sport Nutrition	1
PET 6910 - Problem Analysis: Review of Literature	1
PGY 2401C - Beginning Photography	1
PGY 3472C - Photo Visualization	2
PGY 3653C - Advanced Editorial Photography	1
PGY 3751C - Videography	1
PGY 3821C - Advanced Digital Photography	1
PGY 4003 - Image, Culture, and Society	1
PGY 4228C - Advanced Illustrative Photography	1
PHH 3460 - Modern Western Philosophy	1
PHI 2010 - Introduction to Philosophy	8
PHI 2101 - Formal Logic I	1
PHI 2108 - Critical Thinking	1
PHI 3083 - Research Methods in Philosophy	2
PHI 3320 - Philosophy of Mind	1
PHI 3451 - Philosophy of Psychology	1
PHI 3626 - Advanced Ethics in Science & Technology	1
PHI 4400 - Philosophy of Science	1
PHI 4633 - Honors Ethics & Biological Sciences	1
PHI 5327 - Topics in Cognitive Sciences	1
PHI 5627 - Theoretical and Applied Ethics	1
PHT 6153 - Physiological Assessment in Physical Therapy Practice	1
PHT 6606 - Research Methods in Physical Therapy	1
PHT 6805C - Clinical Education I	1
PHT 7329C - Advanced Pediatric Physical Therapy	1
PHT 7721C - Integrations in Orthopedic Physical Therapy	1
PHT 7823 - Clinical Education III	1
PHT 7999 - Physical Therapy Residency	1
PHY 2048C - General Physics Using Calculus I	7
PHY 2049C - General Physics Using Calculus II	5
PHY 2053C - College Physics I	9
PHY 2054C - College Physics II	8
PHY 3101 - General Physics Using Calculus III	2
PHY 3722C - Physics Laboratory: Electronics	1
PHY 3802L - Intermediate Physics Lab	1
PHY 3945 - Physics Pedagogy Seminar	1
PHY 3970H - Honors Undergraduate Thesis	1

PHY 4324 - Electricity and Magnetism II	1
PHY 6938 ST: Electrodynamics III	1
PHZ 6420 - First Principles Computation Methods in Condensed Matter-Physics	1
PLA 3306 - Criminal Law	2
PLA 3951H - Honors Moot Court	1
PLA 4022 - Contemporary Issues in Law	1
PLA 4617 - Urban Development Law	1
PLA 4813 - Juvenile Law and Procedure	1
PLA 4830 - World Legal Systems	1
PLA 4935 - Capstone: Legal Issues	1
PLA 4952 - Advanced Moot Court	1
POR 1120C - Elementary Portugese Language & Civilization I	1
POR 3440 - Business Portugese	1
POS 2041 - American National Government	6
POS 3703 - Scope & Methods of Political Science	1
POS 4961 - Exit Course	3
POS 6743 - Geographic Tools for Political Science Research	1
PPE 3003 - Personality Theory & Research	2
PSB 3002 - Physiological Psychology	1
PSB 6348 - The Neuroanatomical Basis of Psychological Functions	1
PSC 1121 - Physical Science	1
PSY 2012 - General Psychology	2
PSY 3213C - Research Methods in Psychology	3
PSY 3970H - Honors Undergraduate Thesis	1
PSY 4604 - History & Systems of Psychology	2
PSY 4932H - ST: Honors Psychology of Art	1
PSY 4942 - Instructional Experiences in Undergraduate Psychology	1
PSY 6216C - Research Methodology	1
PUP 4510 - Space Policy	1
PUR 4000 - Public Relations	1
PUR 6405 - Communication and Public Relations in Politics and Government	1
RED 4519 - Diagnostic and Corrective Reading Strategies	1
RED 4942 - Practicum for Assessment and Instruction of Reading	2
REE 4103 - Real Estate Appraisal and Valuation	1
REE 4203 - Commercial Real Estate Finance	1
REE 4312 - Real Estate Market Analysis	1
REL 3111 - Religion and Philosophy Through Film	1

RTV 3321 - Electronic News Gathering	2
RTV 3942L - Practicum	33
RTV 4544 - Media Production Capstone	1
RTV 4681C - Television News	1
SCE 3053 - Elementary Science for Teaching	1
SCE 3310 - Teaching Science in Elementary School	1
SCE 7942 - Internship/Practicum in Science Education	1
SDS 6308 - Applied Practice Career Services	1
SLS 1501 - Strategies for Success in College	3
SLS 2311C - Overview of Select Medical Careers	1
SOP 3004 - Social Psychology	1
SOP 5059 - Advanced Social Psychology	1
SOW 5538 - Full-Time MSW Generalist Field Integrative Seminar I	2
SOW 5565 - Part-Time MSW Generalist Field Integrative Seminar I	3
SOW 5566 - Part-Time MSW Generalist Field Integrative Seminar II	1
SOW 5567 - Part-Time MSW Generalist Field Integrative Seminar III	2
SOW 5940 - Generalist Field Education	9
SOW 6531 - Full-Time MSW Clinical Field Integrative Seminar I	6
SOW 6561 - Part-Time MSW Clinical Field Integrative Seminar I	4
SOW 6562 - Part-Time MSW Clinical Field Integrative Seminar II	1
SOW 6563 - Part-Time MSW Clinical Field Integrative Seminar III	4
SOW 6940 - Clinical Field Education	15
SPA 3112L - Basic Phonetics Lab	1
SPA 3123L - Speech Perception Lab	1
SPA 6503L - Found Clinic Practice II App	14
SPA 6553L - Clinical Practice in Differential Diagnosis in Speech and Language Pathology	4
SPA 6942L - Foundations of Clinical Practice III App	18
SPA 6943L - Clinical Practice Level I	1
SPC 3602 - Advanced Public Speaking	1
SPC 4331 - Nonverbal Communication	1
SPM 3204 - Sports and Ethics	1
SPN 1120C - Elementary Spanish Language & Civilization I	11
SPN 1121C - Elementary Spanish Language & Civilization II	3
SPS 6946L - Practicum in School Psychology	1
SPS 6948 - School Psychology Internship	2
SPT 3414 - Spanish for Tourism I	1
SYP 3551 - Alcohol in Society	1

SYP 3562 - Domestic Violence in Society	1
SYP 4631 - Social Issues in Film	1
TAX 6845 - Tax Planning and Consulting	1
THE 2925L - Theatre Participation: Management I	4
THE 3272 - Shakespeare to RuPaul: Drag in Entertainment	1
THE 3311 - Theatre History and Dramatic Literature I	1
THE 3312 - Theatre History and Dramatic Literature II	1
THE 3313 - Theatre History and Dramatic Literature III	1
THE 3383 - Taboo Theatre: Sex & Violence on Stage	1
THE 3549 - Topics in Theatre Studies	1
THE 3930H - ST: Honors Creative Processes	1
THE 4093L - Theatre Participation Management II	1
THE 4954 - Theatre Exit Critique	1
THE 5910 - Research Methods in Theatre	1
THE 5945L - Theatre Practicum I	3
THE 5946L - Theatre Practicum II	3
THE 6086C - Careers in Professional Theatre	1
THE 6947L - Theatre Practicum III	3
THE 6948 - Professional Internship	2
TPA 1990 - BFA Review I	1
TPP 2200L - Introduction to Technical Theatre Lab	3
TPA 2210L - Stagecraft I Lab	2
TPA 2290L - Theatre Participation Production I	1
TPA 2291 - BFA Review II	1
TPA 3060C - Scenic Design for Theatre I	1
TPA 3383C - Topics in Technical Theatre	2
TPA 3992 - BFA Review III	1
TPA 3995 - Preliminary Portfolio Review	1
TPA 4066C - Advanced Scenography	1
TPA 4251C - Advanced CADD for Theatre	1
TPA 4298L - Theatre Participation Production II	2
TPA 4400 - Theatre Management	1
TPA 4900 - Capstone Portfolio Review	1
TPA 5029C - Lighting Design Studio	1
TPA 5085C - Design Seminar for Theatre	1
TPA 5346C - 3D Modeling for Theatre	1
TPA 5405 - Theatre Management	1

TPA 6186 - Immersive Studio Experience	1
TPA 6187 - Themed Experience Seminar	1
TPP 2110C - Acting I: Introduction	2
TPP 2185 - Acting for Non-Majors	2
TPP 2190L - Theatre Participation: Performance I	1
TPP 3251C - Musical Theatre Monologue	1
TPP 3257C - Musical Theatre Voice Techniques	1
TPP 3258C - Musical Theatre Voice Styles	1
TPP 3510C - Movement for the Actor I	1
TPP 3712C - Voice Production III	1
TPP 3743C - Musical Theatre Applied/Studio Voice I	1
TPP 4140C - Acting IV: Creating the Role	2
TPP 4193L - Theatre Participation Performance II	1
TPP 4259C - Musical Theatre Applied/Studio Voice III	1
TPP 4265C - Camera Acting	1
TPP 4271C - Musical Theatre Applied/Studio Voice V	1
TPP 4730 - Dialects	1
TPP 4746C - Musical Theatre Auditioning	1
TPP 4940L - Theatre Internship	1
TPP 5386C - Directing for Young Audiences	1
TPP 5515 - Movement Studio I	1
TPP 5715C - Stage Voice I	1
TPP 6186C - Advanced Scene Study	1
TSL 4945 - ESOL Clinical Experience	1
TSL 6250 - Applied Linguistics in ESOL	1
TSL 6643 - Diachronic Analysis in Second Language Acquisition Processes	1
TSL 7948 - Doctoral Internship	1
TTE 4274 - Transport Engineering Systems	1
TTE 6256 - Traffic Operations	3
TTE 6608 - Algorithms and Models Smart Cities	3
WOH 2012 - World Civilization I	1
WOH 2022 - World Civilization II	1
WST 5108 - Global Women in Crisis	1
ZOO 4756C - Comparative Vertebrate Histology	1
ZOO 4910L - Research Experience in Animal Behavior in a Zoo Environment	1
XXX 1949 - Co-Op	3
XXX 1955 - Study Abroad	5

XXX 2940 - Internship	3
XXX 2949 - Co-Op	22
XXX 2955 - Study Abroad	4
XXX 3905 - Independent Study	332
XXX 3940 - Internship	87
XXX 3942 - Internship	40
XXX 3949 - Co-Op	31
XXX 3955 - Study Abroad	86
XXX 4903H - Honors Directed Reading I	280
XXX 4904H - Honors Directed Reading II	79
XXX 4906 - Independent Study	682
XXX 4912 - Directed Independent Research	448
XXX 4941 - Internship	245
XXX 4943 - Internship	39
XXX 4944 - Internship	5
XXX 4949 - Co-Op	41
XXX 4955 - Study Abroad	160
XXX 4970H - Honors Undergraduate Thesis	187
XXX 4971H - Honors Undergraduate Thesis II	41
XXX 5907 - Independent Study	38
XXX 5917 - Directed Research	7
XXX 5944 - Internship	3
XXX 5949 - Co-Op	15
XXX 6908 - Independent Study	514
XXX 6909 - Research Report	38
XXX 6918 - Directed Research	377
XXX 6946 - Internship	100
XXX 6949 - Co-Op	21
XXX 6958 - Study Abroad	2
XXX 6971 - Thesis	694
XXX 7908 - Directed Independent Study	7
XXX 7909 - Independent Study	1
XXX 7919 - Doctoral Research	560
XXX 7980 - Dissertation	783
<b>TOTAL</b>	<b>8058</b>



**Spring 2021**

<b>Total Number of Course Sections Offered</b>	<b><i>n</i> = 6427</b>
<b>Course Title(s) with No Cost to the Student for Course Materials</b>	
ACG 6636 - Advanced Auditing	1
ACG 6675 - Operational Auditing	1
ACG 6805 - Accounting Theory	1
ACG 6835 - Ethics & Professionalism in Accounting & Auditing	1
ACG 7887 - Accounting Research Forum	1
AFA 3930 - Special Topics	1
AFR 1111 - Heritage and Values of the United States Air Force II	3
AFR 2131 - Team and Leadership Fundamentals II	3
AFR 3230 - Leading People and Effective Communication II	1
AFR 4210 - National Security Affairs/Preparation for Active Duty II	1
AMH 2010 - U.S. History: 1492-1877	1
AMH 2020 - U.S. History: 1877-Present	6
AMH 4513 - U.S. Foreign Relations: Close of World War II to the Present	1
AMH 6939 - Seminar in U.S. History	1
ANG 5853 - Advanced GIS Methos in Anthropology	1
ANG 6520C - Advanced Human Osteology	1
ANG 6930 - Seminar in Cultural Anthropology	1
ANG 7075 - Advanced Anthropological Topics in Geospatial Analysis	1
ANT 2000 - General Anthropology	3
ANT 3302 - Sex, Gender, and Culture	1
ANT 3550C - Primatology	2
ANT 3930 - ST: Disaster Anthropology	1
ANT 4034 - History of Anthropological Thought	1
ANT 4115C - Archaeological Method & Theory	1
ANT 4123 - Archaeology of Coastal Societies	1
ANT 4183 - Archaeological Sciences	1
ANT 4586C - Human Origins	2
ANT 4854 - Advanced GIS Methods in Anthropology	1
ANT 4932 - Special Topics	1
ARC 3321L - Architectural Design 6	2
ARC 4323L - Architectural Design 8	2
ARE 4250 - Art for Exceptionalities	1

ARE 4352 - Teaching Art in the Secondary School	1
ARE 5251 - Art for Exceptionalities	1
ARE 6905 - Research Trends in Art Education	1
ARH 2500 - History of Non-Western Art	1
ARH 3610 - American Art	1
ARH 3728 - History of Illustration	1
ARH 3820 - Visual Arts Administration	1
ARH 4450 - 20th Century Art	1
ART 2201C - Design Fundamentals Two Dimensional	6
ART 2203C - Design Fundamentals Three Dimensional	7
ART 2300C - Drawing Fundamentals I	5
ART 2301C - Drawing Fundamentals II	6
ART 2500C - Beginning Painting	1
ART 2701C - Sculpture	1
ART 2754C - Beginning Ceramics	1
ART 2823 - Art as Interface	1
ART 3161 - Mixed Media	1
ART 3170C - Book Binding	1
ART 3171C - Materials for Artist Books	1
ART 3321C - Drawing Intensive	2
ART 3332C - Intermediate Drawing	1
ART 3504C - Intermediate Painting	2
ART 3709C - Intermediate Sculpture	1
ART 3737C - Narrative Sculpture	3
ART 3761C - Intermediate Ceramics	1
ART 3833C - Processes and Ideas in Art	1
ART 3930C - ST: Experimental Painting	1
ART 3950 - Portfolio Review	1
ART 3951C - Design Intensive	2
ART 4320C - Advanced Drawing	1
ART 4402C - Advanced Printmaking	1
ART 4505C - Advanced Painting	2
ART 4710C - Advanced Sculpture	1
ART 4783C - Advanced Ceramics	1
ART 4971 - Experimental Animation Thesis	1
ART 5410C - Advanced Printmaking	1
ART 5585C - Advanced Painting	1

ART 5745C - Advanced Sculpture	1
ART 6687 - Research Concentration I	1
ART 6911C - Studio Concentration II	1
ART 6930 - Graduate Seminar	1
ASH 3200 - Ancient Near Eastern Societies	1
AST 2002 - Astronomy	2
AST 3110 - Solar System Astronomy	1
AST 6156 - Current Topics in Planetary Sciences	1
AST 6938 - ST: Physics of Phenomena in Comets, Asteroids, and Dust	1
ATR 5217C - Musculoskeletal Evaluation and Diagnosis in Athletic Training Practice II	1
ATR 5825L - Practicum Athletic Training II	1
ATR 6619C - Athletic Training Research III	1
ATR 6855L - Practicum in Athletic Training V	1
BCH 4103L - Biochemical Methods	2
BME 6215 - Advanced Biomechanics	3
BME 6268C - Applied and Computational Biofluids	1
BME 6525 - Methods in Neural-Machine Interfaces	3
BMS 6938 - ST: Human Body: Health & Disease	1
BOT 3018C - Culinary Botany across Culture	2
BSC 2010C - Biology I	22
BSC 2011C - Biology II	3
BSC 3403C - Quantitative Biological Methods	1
BSC 4439 - Biomedical Informatics: Structure Analysis	1
BSC 4932 - ST: Scientific Diving	1
BSC 4937 - Instructional Experiences in Undergraduate Biology	1
BSC 5436 - Biomedical Informatics: Structure Analysis	1
BSC 5665 - Clinical Embryology and Congenital Malformations	1
BSC 5937C - ST: Scientific Diving	1
BSC 6433 - Biomedical Sciences II	1
BSC 6935 - Seminar in Biology	1
BUL 3130H - Honors Legal & Ethical Environment of Business	1
CAP 4053 - AI for Game Programming	1
CAP 4453 - Robot Vision	2
CAP 4611 - Algorithms for Machine Learning	1
CAP 4630 - Artificial Intelligence	1
CAP 5150 - Foundations of Computer Security & Privacy	1
CAP 5937 - Special Topics	1

CAP 6135 - Malware and Software Vulnerability Analysis	3
CAP 6412 - Advanced Computer Vision	1
CAP 6517 - Computational Genomics	1
CAP 6545 - Machine Learn Methods for Biomedical Data	1
CAP 6640 - Computer Understanding of Natural Language	1
CAP 6671 - Intelligent Systems: Robots, Agents, and Humans	2
CAP 6942 - Project in Data Analytics	1
CCE 4810C - Construction Design Project	2
CCE 6817 - Dynamics of Sustainable Systems	3
CCJ 5456 - The Administration of Justice	1
CCJ 6704 - Research Methods in Criminal Justice	1
CCJ 7457 - Seminar in Criminal Justice Theory	1
CCJ 7708 - Advanced Quantitative Methods for Criminal Justice Research	1
CCJ 7785 - Teaching Criminal Justice	1
CCJ 7958 - Study Abroad	1
CDA 5121 - High Performance Computer & Programming	1
CEG 4011C - Geotechnical Engineering I	4
CES 6220 - Wind & Earthquake Engineering	3
CGN 4808C - CECE Capstone Design	2
CGN 6342 - Modeling Human Behavior with Emerging Data	2
CHM 1032L - General Chemistry Laboratory	3
CHM 2045C - Chemistry Fundamentals I	6
CHM 3120L - Analytical Chemistry Laboratory	3
CHM 3215L - Organic Laboratory Techniques II	2
CHM 3930 - ST: Peer Leading in Chemistry	1
CHM 4130L - Advanced Analytical Chemistry Laboratory	2
CHM 4930 - Chemistry Seminar I	1
CHM 4931 - Chemistry Seminar II	1
CHM 5937 - Special Topics	1
CHM 6440 - Kinetics and Catalysis	1
CHM 6936 - Graduate Chemistry Seminar	1
CHS 4537 - Forensic Laboratory Quality Assurance and Professional Practice	1
CHS 4591 - Forensic Science Internship	1
CHS 6251 - Applied Organic Synthesis	1
CHS 6509 - Advanced Forensic Microscopy	1
CHS 6545 - Forensic Analysis of Explosives	1
CIS 3921 - Careers in IT	1

CIS 3990 - IT Career and Academic Advising I	10
CIS 4361 - Secure Operating Systems and Administration	1
CIS 4991 - IT Career and Academic Advising II	10
CIS 6207 - The Practice of Digital Forensics	1
CJE 3001 - Careers in Criminal Justice	2
CJE 4352 - Policy Development in Law Enforcement	1
CJE 6688 - Cyber Crime and Criminal Justice	1
CJJ 6020 - The Juvenile Justice System	1
CLP 4134 - Childhood Psychopathology	1
CLP 7939 - ST: Affective Neuroscience	1
CLP 7943C - Clinical Practicum	3
CNT 4603 - System Administration & Maintenance	2
CNT 4714 - Enterprise Computing	1
CNT 6418 - Computer Forensics II	3
COM 3003 - Exploring Human Communication	1
COM 4221 - Health Literacy	1
COM 4332 - Communication, Technology, and Change	1
COM 6401 - Communication Theory	1
COM 7227 - Seminar in Health Communication	1
COM 7325 - Seminar in Research Methods	1
COM 7745 - Current Issues in Communication	1
COP 4020 - Programming Languages I	1
COP 4516C - Problem Solving Techniques & Team Dynamics	3
COP 4910 - Frontiers in Information Technology	3
COP 4932 - ST: Hacking for Defense (H4D)	1
COP 4934 - Senior Design I	1
COP 4935 - Senior Design II	2
COP 5711 - Parallel and Distributed Database Systems	1
COP 5937 - ST: Hacking for Defense (H4D)	1
COP 6731 - Advanced Database Systems	1
COT 3960 - CS Foundation Exam	1
COT 5600 - Quantum Computing	1
COT 6571 - Mathematical Foundations of Modeling and Simulation	1
CPO 3103 - Comparative Politics	1
CPO 4303 - Comparative Latin American Politics	1
CPO 6091 - Seminar in Comparative Politics	1
CRW 3950 - Cypress Dome Editorship	1

CRW 4320 - Advanced Poetry Writing Workshop	1
CRW 4724 - The Florida Review	1
CYP 6942 - Practicum in Psychological Counseling	1
CYP 6948C - Psychology Internship	2
DAA 2000C - Introduction to Theatre Dance	1
DAA 2100C - Modern Dance I	1
DAA 2201C - Ballet II	2
DAA 2520C - Tap Dance I	1
DAA 2521C - Tap Dance II	1
DAA 2570C - Jazz Dance I	1
DAA 2571C - Jazz Dance II	2
DAA 3004L - Dance Studio	1
DAA 3645 - Choreography Practicum	1
DAA 3684 - Dance Performance	1
DEP 2004 - Developmental Psychology	3
DEP 5057 - Developmental Psychology	1
DIG 2109 - Digital Imaging Fundamentals	1
DIG 2500 - Fundamentals of Interactive Design	1
DIG 2783 - Fundamentals of Game Art	1
DIG 3024 - Digital Cultures & Narrative	2
DIG 3134C - Server-Side Scripting	2
DIG 3146 - Social Platforms	1
DIG 3174C - Front-End Web Design	4
DIG 3480 - Computer as a Medium	1
DIG 3716C - Client-Side Scripting	2
DIG 3727C - Game Level Design	4
DIG 3728C - Game Testing	4
DIG 3951 - Character Animation Portfolio Review	1
DIG 4172C - Web Design Workshop II	2
DIG 4294C - Post-Production Game FX	4
DIG 4295C - Game Optimization & Performance	2
DIG 4324C - Modeling for Realtime Systems II	4
DIG 4326C - Geometrical Modeling Workshop	1
DIG 4373C - 3D Textures	2
DIG 4394C - Motion Graphics: Advanced Compositing	2
DIG 4434C - Narrative Techniques in the Moving Image	2
DIG 4503C - Rapid Application Web Development	4

DIG 4595 - Portfolio Development	2
DIG 4639C - Mobile Development	4
DIG 4715C - Game Production	8
DIG 4720C - Casual Game Production	2
DIG 4726C - Game Design Workshop II	10
DIG 4780C - Modeling for Realtime Systems	3
DIG 4813 - Contemporary Topics in Digital Media	1
DIG 4855 - Converging Media Capstone	1
DIG 5831 - Computational Media	1
DIG 5856 - Experimentation, Application and Innovation in Games	1
DIG 6365C - Media and Music for Animation and Visual Effects	1
DIG 6389C - Animation & Visual Effects Production IV	1
DIG 6528 - Studio 2	1
DIG 6547C - Preproduction and Prototyping	1
DIG 6558 - Production and Design II	3
DIG 6559C - Advanced Digital Asset Creation	4
DIG 6638 - Advanced Game Programming	1
EAP 2851 - English for Academic Purposes II	3
EAS 3933 - Aerospace Career and Academic Faculty Advising I	31
EAS 4931 - Aerospace Career and Academic Faculty Advising II	1
EAS 6405 - Advanced Flight Dynamics	3
EAS 6415 - Guidance Navigation & Control	3
ECO 2013 - Principles of Macroeconomics	2
ECO 3070 - Tutoring/Teaching Techniques for Undergraduate Economics	1
ECO 3155 - Thinking Like an Economist	1
ECO 6424 - Econometrics I	1
ECS 4013 - Development Economics	1
EDA 6931 - Contemporary Issues in Educational Leadership	1
EDE 4301 - Elementary Education Capstone Colloquium	7
EDF 6237 - Principles of Learning & Introduction to Classroom Assessment	1
EDF 7488 - Monte Carlo Simulation Research in Education	1
EDF 7909 - Independent Study	1
EDF 7947 - Internship in Methodology, Measurement, and Analysis	1
EDG 2000 - Careers in K-12 Education	3
EDG 4942 - Lifelong Learning Education Internship	1
EDG 4954 - International Education Field Experience	1
EDG 6329 - Quality Teaching Practices	2

EDG 6775 - Exploring Global Educational Issues in International Contexts	1
EDG 6940 - Graduate Internship	1
EDG 7987 - Dissertation in Practice	11
EDP 6936 - Capstone in Applied Learning & Instruction	1
EEC 6406 - Guiding & Facilitating Social Competence	1
EEC 6947 - Practicum in Child, Family, & Community Science	1
EEE 5332C - Thin Film Technology	3
EEE 6527 - Compressive Sensing	2
EEL 3290 - Global Energy Issues	1
EEL 3926L - Junior Design	5
EEL 4294 - Introduction to Smart Grid	1
EEL 4915L - Senior Design II	2
EEL 5937 - ST: Attacks & Defense in Secure Architecture	3
EEL 5937 - ST: Future Computing Systems for Emerging Workloads	3
EEL 6272 - Smart Power Grids Protection	3
EEL 6425C - RF Microwave Measurement Techniques	3
EEX 3243 - Techniques for Exceptional Adolescents-Adults	1
EEX 3830 - Practicum in Exceptional Student Education	1
EEX 4070 - Teaching Exceptional Students	1
EEX 6218 - Diagnostic Assessment and Intervention Planning in Exceptional Education	1
EEX 6342 - Seminar Critical Issues in Special Education	1
EEX 6524 - Organization & Collaboration in Special Ed	1
EEX 7428 - Personnel Preparation Special Education	1
EEX 7865 - Internship in College Instruction in Special Education	1
EEX 7866 - Internship Practicum Supervision in Special Education	1
EGN 1007C - Engineering Concepts & Methods	38
EGN 3310 - Engineering Analysis: Statics	1
EGN 3331C - Mechanics of Materials	4
EGN 3373 - Principles of Electrical Engineering	2
EGS 3031 - Leadership in Engineering II	1
EIN 4891C - Industrial Engineering Senior Design Project	1
EMA 4115 - Transport Phenomena in Materials	1
EMA 5108 - Surface Science	2
EMA 5415 - Electronic Principles of Materials Properties	3
EMA 6626 - Mechanical Behavior of Materials	3
EME 2040 - Introduction to Technology for Educators	1
EME 6209 - Multimedia Instructional Systems II	1



EME 6457 - Distance Education: Technology Process Product	1
EME 6507 - Multimedia for Education and Training	1
EME 6938 - ST: Metacognition	1
EME 6940 - Theory into Practice in Educational Technology	1
EME 7942 - Doctoral Internship in Educational Technology	2
EML 3933 - Mechanical Career and Academic Faculty Advising I	31
EML 4024C - Engineering Design Practice	2
EML 4301C - Mechanical Systems Laboratory	8
EML 4306C - Energy Systems Laboratory	8
EML 4841H - Locomation & Design in Natural Systems	1
EML 4931 - Mechanical Career and Academic Faculty Advising II	1
EML 5090 - Mechanical and Aerospace Seminar	3
EML 6085 - Research Methods in Mechanical and Aerospace Engineering	2
EML 6238 - Plates and Shells	3
ENC 1101 - Composition I	5
ENC 1102 - Composition II	23
ENC 3250 - Professional Writing	2
ENC 3311 - Essay as Cultural Commentary	1
ENC 3314 - Writing & Rhetoric Foundations	2
ENC 3330 - Rhetorical Traditions	1
ENC 3375 - Rhetoric in Popular Culture	1
ENC 3453 - Writing about Health and Medicine	2
ENC 4354 - Writing with Communities & Nonprofits	1
ENC 4379 - Writing and Rhetoric Capstone	1
ENC 4415 - Digital Rhetorics & the Modern Dialectic	1
ENC 4416 - Writing in Digital Environments	1
ENC 4523 - Writing and Identity	1
ENC 4950 - Writing ePortfolio	1
ENC 5337 - Rhetorical Theory	1
ENC 5933 - Seminar for Peer Writing Consultants	2
ENC 6225 - User-Centered Design for Technical Communication	1
ENG 3014 - Theories and Techniques of Literature Study	1
ENG 3612 - Trends Literary, Cultural, and Textual Studies	1
ENL 2012 - English Literature I	1
ENL 3296 - Gothic Literature	1
ENT 3613 - Creativity & Entrepreneurship	3
ENT 4013 - New Venture Design	1

ENT 6617 - Innovation & Entrepreneurship Strategy	1
ENV 6106 - Theory and Practice of Atmospheric Dispersion Modeling	2
ENY 3571 - Honey Bee Biology and Beekeeping	2
ENY 4004C - General Entomology	2
ENY 5006C - Entomology	2
ESE 4033C - Critical Issues and Trends in Secondary Education	8
ESE 6256 - Critical Issues in Secondary Education	3
ESE 6935 - Introductory Seminar in Secondary Education	2
ESI 5219 - Engineering Statistics	1
ESI 6358 - Decision Analysis	1
ESI 6511 - Systems Integration & Testing	1
ESI 6550 - Systems Thinking in Engineering	1
EVR 3085 - Interdisciplinary Research Methods for Environmental Studies	1
EVR 4940 - Capstone Environmental Studies	2
EXP 6257 - Human Factors II	1
EXP 6541 - Advanced Human Computer Interaction	1
FIL 1000 - Cinema Survey	2
FIL 1008 - Cinematic Expression I	1
FIL 2030 - History of Motion Pictures	2
FIL 2107 - Script Analysis	1
FIL 2424 - Introduction to Film Production	1
FIL 2480 - Directing Techniques for Film	1
FIL 2481 - Directing the Actor for Film I	1
FIL 2534 - Sound Design for Film I	3
FIL 2552 - Editing I	1
FIL 3006 - Art of the Cinema	1
FIL 3037 - Film History II	1
FIL 3102 - Writing for Film and TV	2
FIL 3115 - Short Script I	2
FIL 3132 - Short Script II	1
FIL 3401 - Research Methods for Filmmakers	1
FIL 3483 - Directing the Actor Film II	1
FIL 3734C - Intermediate Animation	3
FIL 3826 - American Cinema	1
FIL 3871 - The American Film Artist	1
FIL 4163C - Feature/TV Writing II	1
FIL 4302C - Documentary Production II	1

FIL 4434C - Capstone I: The Professional Practice	1
FIL 4437C - Narrative Production II	1
FIL 4439C - Micro-Process Production	1
FIL 4535C - Sound Design for Film II	1
FIL 4573C - Capstone II: Exhibition and Seminar	1
FIL 4615C - Film Marketing and Exhibition	1
FIL 4750C - Experimental Animation Workshop	3
FIL 4830 - Motion Picture Genre	1
FIL 5371C - Documentary Production	1
FIL 5422C - Experimental Cinema	1
FIL 5924 - Graduate Seminar	1
FIL 6596 - Advanced Directing Workshop for Film & Digital Media	1
FIL 6619 - Guerilla Marketing & Models of Distribution	1
FIN 4450 - Foundations of FinTech	1
FIN 6778 - Foundations of FinTech	1
FRE 4950C - French Portfolio	1
FSS 2221C -Techniques of Food Preparation	2
FSS 6365 - Management of Food Service Operations	1
GEB 4451 - Business Climate Analysis	7
GEB 4513 - Applied Business Technologies	7
GEB 4522 - Data Driven Decision Making	7
GEO 2370 - Resources Geography	1
GRA 2101C - Introduction to Computer Art	1
GRA 2151C - Illustration	1
GRA 3112C - Intermediate Graphic Design II	2
GRA 3202C - Type & Design	2
GRA 3803C - Intermediate Computer Graphic Design	2
GRA 3950 - Graphic Design Portfolio Application	1
GRA 4154C - Advanced Illustration	1
GRA 4197C - Special Problems in Graphic Design	2
GRA 4802C - Advanced Computer Graphic Design	2
HFT 1949 - Co-Op Hotel & Restaurant	6
HFT 3014 - Wellness Management in Hospitality & Tourism	1
HFT 3384 - Sport & Club Enterprise Management	1
HFT 3463 - Revenue Strategies in the Entertainment Industry	2
HFT 3519 - Event Services	2
HFT 4065 - Fine Spirits Management	1

HFT 4253 - Advanced Lodging Operations	1
HFT 4378 - Entertainment Portfolio Management	2
HFT 4398 - Entertainment Entrepreneurship	1
HFT 4464 - Hospitality Industry Finance	1
HFT 4542 - Strategic Event Design	1
HFT 4614 - Risk Management in Theme Parks & Attractions	1
HFT 4732 - Tourism Impact Analysis	1
HFT 4749 - Research in Sport Tourism	1
HFT 4754 - Exhibit and Trade Show Operations	1
HFT 4755 - Theme Park & Attraction Management	4
HFT 4759 - Product Development in Theme Parks and Attractions	1
HIM 3806C - Professional Practice Experience I	1
HIM 4838 - Management Affiliation	1
HIM 4998 - Internship Orientation	1
HIM 6125 - Health Care Informatics Capstone	2
HIS 4150 - History and Historians	1
HIS 4959 - History Portfolio	2
HIS 5925 - History in the Digital Age	1
HIS 6905 - History Capstone Class	1
HIS 6942 - Internship	2
HMG 6245 - Management Hospitality & Guest Service Organizations	2
HMG 6296 - Hospitality/Tourism Strategic Issues	1
HMG 6476 - Feasibility Studies for the Hospitality/Tourism Enterprises	1
HMG 6556 - Digital Marketing and Big Data Management Hospitality and Tourism	1
HMG 6566 - Principles of Destination Marketing & Management	1
HMG 6585 - Data Analysis in Hospitality and Tourism Research	2
HMG 6738 - Tourism Industry Analysis	1
HMG 6756 - Mega-Events	1
HMG 6757 - Advanced Theme Park and Attraction Management	1
HMG 6797 - Event Administration	1
HMG 7546 - Strategies and Tactics: Guest Service Management	1
HMG 7588 - Research Seminar in Hospitality & Tourism	1
HSA 3104 - Health Services Administration Cornerstone	3
HSA 4003 - The Patient Experience from an Administrator's Perspective	1
HSA 4850 - Health Services Administration Internship	2
HSA 4853 - Internship Orientation	1
HSA 6925 - Capstone in HSA	1

HSC 3211 - Preventive Health Care	2
HSC 3593 - HIV Disease: A Human Concern	1
HSC 4008 - Professional Development in Health Professions	2
HSC 4564 - Health Care Needs of the Elderly	2
HSC 4930 - Health Sciences Seminar	2
HUM 2020 - Encountering the Humanities	10
HUM 2230 - Humanistic Tradition II	1
HUM 4932 - ST: Race and Technology	1
IDH 3101H - Honors Cultural Traditions of India	1
IDH 4030H - Honors Windows to the World	1
IDS 2912 - Undergraduate Research	1
IDS 3913 - Undergraduate Research	2
IDS 4914 - Undergraduate Research	1
IDS 4947 - Cooperative Internship	9
IDS 4999 - Graduation Requirement Course	2
IDS 5947 - Experiential Learning Internship	10
IDS 6252 - Biomedical Nanotechnology	1
IDS 6254 - Nanofabrication & Characterization	1
IDS 6257 - Principles and Techniques of Nanobiology	1
IDS 6261 - Nanotechnology for Sustainable Agriculture	1
IDS 6267 - Understanding Humans for Modeling and Simulation	1
IDS 6513 - Preparing Tomorrow's Faculty	1
IDS 6694 - Experimental Design & Analysis in Biomedical Science	1
IDS 6938 - ST: Nonlinear Dynamics in the Cognitive and Behavioral Sciences	1
IDS 6954 - Urban and Regional Planning Capstone II	1
IDS 6999 - Graduation Requirement	2
IDS 7500 - Seminar in Education Research	6
IDS 7690 - Frontiers in Biomedical Sciences	3
IDS 7692L - Experiments in Biomedical Sciences	3
IDS 7938 - Research Cluster Seminar	2
INP 6091 - Industrial and Organizational Psychology Consulting Practice	1
INP 6317 - Work Motivation and Job Attitudes	1
INP 6945C - Industrial Psychology Practicum	1
INP 7251 - Industrial Psychology II	1
INP 7311 - Organizational Psychology II	1
INR 3253 - International Politics of Africa	1
INR 4765 - Emerging Space Powers	1

ISC 4932 - ST: Fundamentals of STEM-Discipline Based Education Research	1
ISC 5937 - ST: Fundamentals Discipline Based Education Research	1
ISM 6938 - Special Topics	1
JOU 3101 - Advanced Reporting	1
JST 3550 - Introduction to Modern Judaism	1
LAE 5495 - Assessing Writing	1
LAS 4910 - LAS Capstone	1
LDR 2930 - Special Topic	1
LDR 3950 - Leadership in Action: Capstone Experience for LEAD Scholars	11
LIN 4801 - Language and Meaning	1
LIT 3482 - Literature & Popular Culture	1
LIT 3833 - Modern Asian Literature	1
LIT 3905 - Directed Experience in Literature	1
MAE 4326 - How Children Learn Mathematics	2
MAE 4339 - Teaching Algebra in Secondary Schools	1
MAE 6337 - Teaching Algebra in Secondary Schools	1
MAE 7945 - Internship in Mathematics Education	2
MAN 3302 -Essential sof Human Resource Management for Integrated Business	7
MAN 4240 - Organizations: Theory and Behavior	1
MAN 4320 - Human Resources Recruitment and Selection	1
MAN 4583 - Project Management	7
MAN 4720 - Strategic Management	20
MAN 6305 - Human Resources Management	1
MAN 6395 - Leadership Development & Coaching	2
MAN 6581 - Project Management	1
MAN 6721 - Applied Strategy and Business Policy	1
MAN 6915 - Applied Field Project	2
MAP 5117 - Mathematical Modeling	1
MAR 3391 - Professional Selling	4
MAR 3407 - Integrated Marketing and Sales	8
MAR 3613 - Marketing Research	2
MAR 3615 - Marketing Analysis	2
MAR 3765 - Entrepreneurial Marketing	1
MAR 4803 - Marketing Management	1
MAR 4804 - Marketing Strategy	1
MAR 4832 - Product Management	2
MAR 6466 - Strategic Supply Chain and Operations Management	3

MAR 6816 - Strategic Marketing Management	2
MCB 2004C - Microbiology for Health Professionals	4
MCB 3203 - Pathogenic Microbiology	1
MCB 3203L - Pathogenic Microbiology Laboratory	1
MCB 4204 - Cellular Microbiology: Host-Pathogen Interactions	1
MCB 4224 - Molecular Biology of Disease	1
MCB 4276 - Epidemiology of Infectious Diseases	1
MCB 4404 - Bacterial Genetics & Physiology	1
MCB 4940 - Methodology in Biomedical Sciences	4
MCB 5208 - Cellular Microbiology: Host-Pathogen Interactions	1
MCB 5225 - Molecular Biology of Disease	1
MCB 5505 - Molecular Virology	1
MCB 6026 - Molecular Biology & Microbiology Capstone	12
MCB 6938 - Seminar	3
MHS 3332 - Career Planning III	1
MHS 6803 - Practicum in Counselor Education	11
MHS 6830 - Counseling Internship	5
MHS 7311 - Scholarship and External Funding in Counselor Education	1
MHS 7730 - Research Seminar in Counselor Education	1
MHS 7840 - Internship in Counselor Education	1
MLS 3705 - Concepts in Education/Management	1
MLS 4075L - Clinical Applications of Laboratory Automation	1
MLS 4460C - Clinical Microbiology II	2
MLS 4910 - Introduction to Clinical Research	1
MLS 4933 - MLS Senior Seminar	1
MMC 4300 - International Media	1
MMC 4411 - Ad-PR campaigns	1
MMC 6567 - New Media	1
MMC 6600 - Media Effects & Audience Analysis	1
MSL 1002C - Basic Leadership	2
MSL 2102C - Leadership and Teamwork	2
MSL 3202C - Leadership and Ethics	1
MSL 4302C - Officership	1
MUC 1201C - Applied Composition I	1
MUC 2104C - Composition II	1
MUC 2202C - Applied Composition II	1
MUC 3105C - Composition III	1

MUC 4106C - Composition IV	1
MUC 4950 - Composition Recital	1
MUC 4971 - Composition Thesis	1
MUC 5112 - Composition V	1
MUC 6251 - Composition VI	1
MUE 3353 - General Music Literature and Techniques	1
MUE 3461 - Brass Techniques II	1
MUE 4337 - Secondary Instrumental Methods II	1
MUE 4791 - BME Portfolio	1
MUE 6746 - Assessment & Evaluation in Music Education	1
MUG 3202 - Choral Conducting & Materials	1
MUG 6306 - Conducting and Literature	4
MUH 3211 - Music History and Literature I	1
MUH 3212 - Music History and Literature II	1
MUL 4444 - Woodwind Literature and Pedagogy	1
MUL 5447 - Woodwind Literature and Pedagogy	1
MUN 2442 - Percussion/Mallet Ensemble	1
MUN 3123L - Concert Band	2
MUN 3133 - Symphonic Band	1
MUN 3143 - Wind Ensemble	1
MUN 3283 - Symphony Orchestra	1
MUN 3313 - University Chorus	2
MUN 3323 - Women's Chorus	1
MUN 3343L - Chamber Singers	1
MUN 3423 - Woodwind Ensemble	3
MUN 3426 - Saxophone Ensemble	1
MUN 3427 - Flute Ensemble	1
MUN 3431L - Brass Quintet	2
MUN 3433 - Brass Ensemble	2
MUN 3437 - Trumpet Ensemble	1
MUN 3443 - Percussion Ensemble	1
MUN 3453 - Piano Ensemble	1
MUN 3483 - String Ensemble	3
MUN 3487 - Guitar Ensemble	1
MUN 3493 - New Music Ensemble	1
MUN 3713 - Jazz Ensemble	2
MUN 3714 - Jazz Combo	4



MUN 3813 - Steel Drum Ensemble	1
MUN 5125 - Concert Band	1
MUN 5145 - Wind Ensemble	1
MUN 5215 - Symphony Orchestra	1
MUN 5325 - Women's Chorus	1
MUN 5368L - Graduate Chamber Singers	1
MUN 5385L - Graduate University Chorus	1
MUN 5445 - Percussion Ensemble	1
MUN 5465L - Graduate Chamber Music	4
MUN 5715L - Jazz Ensemble	2
MUN 5716L - Jazz Chamber Group	2
MUO 3503L - Opera Workshop	1
MUS 1010 - Music Forum	2
MUS 3953 - Recital Performance I	1
MUS 4900 - Music BA Capstone Project	1
MUS 4905 - Directed Experience	3
MUS 4954 - Recital Performance II	1
MUS 6465 - Intensive Chamber Music	1
MUS 6960 - Comprehensive Exam	1
MUS 6975L - Graduate Project	1
MUS 6976L - Graduate Recital	1
MUT 1004 - Fundamentals of Music I	1
MUT 2127 - Music Theory & Musicianship IV	1
MUT 3171 - Jazz Theory II	1
MUT 3923 - Jazz Workshop	3
MUT 4571 - Analysis Twentieth Century Music	1
MUT 5620 - Analysis Twentieth Century Music	1
MUT 6621 - Techniques and Concepts of Musical Analysis	1
MVB 1211 - Secondary Trumpet	1
MVB 1212 - Secondary French Horn	1
MVB 1213 - Secondary Trombone	1
MVB 1214 - Secondary Euphonium	1
MVB 1215 - Secondary Tuba	1
MVB 1411 - Trumpet I	2
MVB 1412 - French Horn I	1
MVB 1413 - Trombone I	1
MVB 1414 - Euphonium I	1

MVB 1415 - Tuba I	1
MVB 2421 - Trumpet II	2
MVB 2422 - French Horn II	1
MVB 2423 - Trombone II	1
MVB 2424 - Euphonium II	1
MVB 2425 - Tuba II	1
MVB 3431 - Trumpet III	2
MVB 3432 - French Horn III	2
MVB 3433 - Trombone III	2
MVB 3434 - Euphonium III	2
MVB 3435 - Tuba III	2
MVB 4441 - Trumpet IV	1
MVB 4442 - French Horn IV	1
MVB 4443 - Trombone IV	1
MVB 4444 - Euphonium IV	1
MVB 4445 - Tuba IV	1
MVB 5451 - Trumpet V	1
MVB 5452 - French Horn V	1
MVB 5453 - Trombone V	1
MVB 5454 - Baritone V	1
MVB 5455 - Tuba V	1
MVB 6461 - Trumpet VI	1
MVB 6462 - French Horn VI	1
MVB 6463 - Trombone VI	1
MVB 6464 - Euphonium VI	1
MVB 6465 - Tuba VI	1
MVJ 1010 - Jazz Piano I	1
MVJ 1213 - Jazz Guitar I	1
MVJ 1214 - Jazz Bass I	1
MVJ 1219 - Jazz Drum Set I	1
MVJ 2220 - Jazz Piano II	1
MVJ 2223 - Jazz Guitar II	1
MVJ 2224 - Jazz Bass II	1
MVJ 2229 - Jazz Drum Set II	1
MVJ 3230 - Jazz Piano III	1
MVJ 3233 - Jazz Guitar III	1
MVJ 3234 - Jazz Bass III	1

MVJ 3339 - Jazz Drum Set III	1
MVJ 4240 - Jazz Piano IV	1
MVJ 4243 - Jazz Guitar IV	1
MVJ 4244 - Jazz Bass IV	1
MVJ 4349 - Jazz Drum Set IV	1
MVJ 5350C - Jazz Piano V	1
MVJ 5353C - Jazz Guitar V	1
MVJ 5354C - Jazz Bass V	1
MVJ 5359C - Jazz Drum Set V	1
MVJ 6369C - Jazz Drum Set VI	1
MVJ 6460C - Jazz Piano VI	1
MVJ 6463C - Jazz Guitar VI	1
MVJ 6464C - Jazz Bass VI	1
MVK 1112 - Class Piano II	5
MVK 1211 - Secondary Piano	2
MVK 1411 - Piano I	1
MVK 2122 - Class Piano IV	4
MVK 2421 - Piano II	1
MVK 3431 - Piano III	2
MVK 4441 - Piano IV	1
MVK 5451 - Piano V	2
MVK 6461 - Piano VI	1
MVO 5250 - Advanced Secondary Instruction	1
MVP 1211 - Secondary Percussion	1
MVP 1411 - Percussion I	3
MVP 2421 - Percussion II	3
MVP 3431 - Percussion III	6
MVP 4441 - Percussion IV	2
MVP 5451 - Percussion V	2
MVP 6461 - Percussion VI	2
MVS 1211 - Secondary Violin	1
MVS 1212 - Secondary Viola	1
MVS 1213 - Secondary Cello	1
MVS 1214 - Secondary Bass	1
MVS 1216 - Secondary Guitar	1
MVS 1411 - Violin I	1
MVS 1412 - Viola I	1

MVS 1413 - Cello I	1
MVS 1414 - Bass I	1
MVS 1415 - Harp I	1
MVS 1416 - Guitar I	1
MVS 2421 - Violin II	2
MVS 2422 - Viola II	1
MVS 2423 - Cello II	1
MVS 2424 - Bass II	1
MVS 2426 - Guitar II	1
MVS 3431 - Violin III	2
MVS 3432 - Viola III	2
MVS 3433 - Cello III	2
MVS 3434 - Bass III	2
MVS 3436 - Guitar III	2
MVS 4346 - Guitar IV	1
MVS 4441 - Violin IV	1
MVS 4442 - Viola IV	1
MVS 4443 - Cello IV	1
MVS 4444 - Bass IV	1
MVS 5451 - Violin V	2
MVS 5452 - Viola V	2
MVS 5453 - Cello V	1
MVS 5454 - Bass V	1
MVS 5456 - Guitar V	1
MVS 6461 - Violin VI	2
MVS 6462 - Viola VI	2
MVS 6463 - Cello VI	1
MVS 6466 - Classical Guitar VI	1
MVS 6467 - Bass VI	1
MVV 1411 - Voice I	4
MVV 1873 - Secondary Voice	2
MVV 2421 - Voice II	4
MVV 3431 - Voice III	8
MVV 4441 - Voice IV	4
MVV 5451 - Voice V	4
MVV 6452 - Voice VI	3
MVW 1211 - Secondary Flute	1

MVW 1212 - Secondary Oboe	1
MVW 1213 - Secondary Clarinet	1
MVW 1214 - Secondary Bassoon	1
MVW 1215 - Secondary Saxophone	1
MVW 1411 - Flute I	1
MVW 1412 - Oboe I	1
MVW 1414 - Bassoon I	1
MVW 1415 - Saxophone I	2
MVW 2421 - Flute II	1
MVW 2422 - Oboe II	1
MVW 2423 - Clarinet II	1
MVW 2424 - Bassoon II	1
MVW 2425 - Saxophone II	2
MVW 3431 - Flute III	2
MVW 3432 - Oboe III	2
MVW 3433 - Clarinet III	2
MVW 3434 - Bassoon III	2
MVW 3435 - Saxophone III	3
MVW 4441 - Flute IV	1
MVW 4442 - Oboe IV	1
MVW 4443 - Clarinet IV	1
MVW 4444 - Bassoon IV	1
MVW 4445 - Saxophone IV	2
MVW 5451 - Flute V	1
MVW 5452 - Oboe V	1
MVW 5453 - Clarinet V	1
MVW 5454 - Bassoon V	1
MVW 5455 - Saxophone V	1
MVW 6461 - Flute VI	1
MVW 6462 - Oboe VI	1
MVW 6463 - Clarinet VI	1
MVW 6464 - Bassoon VI	1
MVW 6465 - Saxophone VI	1
NGR 5871 - Health Care Informatics	1
NGR 6175 - Critical Care Pharmacology	1
NGR 6215L - Adult-Gerontology Acute Care Nurse Practitioner Practicum	2
NGR 6240L - Adult I Clinical for APNs	4

NGR 6248L - Family Nurse Practitioner/ Adult-Gero Practitioner Practice Practicum	1
NGR 6305L - Pediatric Primary Care Clinical	3
NGR 6342L - Women's Health for APNs Clinical	2
NGR 6713 - Curriculum Development in Nursing Education	1
NGR 6772L - Nurse Leadership & Management Internship	2
NGR 6942C - Internship in Nursing Education	2
NGR 6945L - Clinical Specialty Practicum	1
NGR 7065 - Advanced Clinical Management for Advanced Practice Nursing	3
NGR 7748L - Advanced Clinic Practice Selective for Advanced Practice Nursing	1
NGR 7912C - Doctoral Project 2	24
NGR 7913 - Doctoral Project 3	17
NGR 7976L - Executive DNP Residency	1
NUR 3225L - Nursing Care Adult I: Clinical Practice	9
NUR 3826H - Honors Bioethical and Legal Issues in Health Care	1
NUR 4535L - Psychiatric Mental Health Clinical	4
NUR 4604L - Pracicum in Community and Public Health Nursing for RNs	6
NUR 4637L - Public Health Nursing Clinical	15
NUR 4760 - Principles of Pain Management	1
NUR 4945L - Nursing Practicum	15
OSE 3052L - Foundations of Photonics Laboratory	1
OSE 3200L - Geometric Optics Lab	2
OSE 4410L - Optoelectronics Laboratory	2
OSE 4520L - Laser Engineering Laboratory	2
OSE 4720 - Visual Optics	1
OSE 4951 - Senior Design I	2
OSE 4952 - Senior Design II	3
OSE 4953 - Senior Design Double Major ECE	1
OSE 5203 - Geometrical Optics	2
OSE 5312 - Light Matter Interaction	2
OSE 6125 - Computational Photonics	2
OSE 6211 - Imaging and Optical Systems	1
OSE 6313 - Materials for Optical Systems	1
OSE 6474 - Fundamentals Optical Fiber Communications	1
OSE 6526C - Laser Engineering Laboratory	1
OSE 6536 - Semiconductor Lasers	2
OSE 6650 - Optical Properties of Nanostructured Materials	1
PAD 3930 - Nonprofit Leadership Seminar	1

PAD 4131 - Public Sector Project Management	1
PAD 4204 - Fiscal Management	1
PAD 4395 - Disaster Response and Recovery	1
PAD 4942 - School of Public Administration Internship Orientation	1
PAD 5145 - Volunteerism in Nonprofit Management	3
PAD 5930 - Global Cities	1
PAD 6200 - International Emergency and Crisis Management	1
PAD 6207 - Public Financial Management	1
PAD 6716 - Information Systems for Public Managers & Planners	1
PAD 6746 - Intellectual Property, Technology Transfer and Commercialization	1
PAD 6747 - Audits in Research Administration	1
PAD 6825 - Cross-Sectoral Governance	1
PAD 6826 - Urban Policy and Regional Governance	1
PAD 6847 - Planning Healthy Communities	1
PAF 7925 - Symposium on Public Affairs Issues	1
PAF 7947 - Public Affairs Community-Based Research	2
PCB 3044L - Principles of Ecology Laboratory	10
PCB 3063L - Genetics Laboratory	8
PCB 3233L - Immunology Laboratory	11
PCB 3442 - Aquatic Ecology	1
PCB 3685H - How Music Effects Your Brain	1
PCB 4264 - Stem Cell Biology	1
PCB 4683L - Evolutionary Biology Lab	3
PCB 4708L - Laboratory Virtual Simulations in Physiology	1
PCB 4813 - Molecular Aspects of Obesity, Diabetes & Metabolism	1
PCB 4943 - Peer Instruction & Laboratory Occupational Training	1
PCB 5815 - Molecular Aspects of Obesity, Diabetes and Metabolism	1
PCB 6053C - Restoration Ecology	2
PCB 6096 - Professional Development in Biology II	1
PCB 6409 - Global Change Biology	1
PCB 6468 - Methods in Experimental Ecology II	1
PCB 6556 - Conservation Genetics	1
PCB 6595 - Regulation of Gene Expression	1
PCB 6675C - Evolutionary Biology	2
PEL 2111 - Bowling	2
PEL 2341 - Beginning Tennis	1
PEM 2104 - Personal Fitness	3

PEM 2121C - Yoga	4
PEM 2122 - Yoga for Performers	1
PEM 2127C - Pilates	1
PEM 2134C - Adventure Recreation	1
PEM 2402 - Beginning Brazilian Jiu-Jitsu	2
PEM 2405 - Self Defense for Women and Men	1
PEM 2431 - Beginning Judo	2
PEO 3644 - Coaching Football	1
PET 2081 - Wellness, Children and Schools	1
PET 3765 - Coaching Theory	1
PET 4143 - Current Issues & Trends in Kinesiology	1
PET 4215 - Motivation Aspects of Athletic Performance	2
PET 4901 - Capstone in Kinesiology	2
PET 4926 - Practicum in Kinesiology	2
PET 6366 - Exercise Nutrition and Weight Control	1
PET 6910 - Problem Analysis: Review of Literature	1
PGY 2401C - Beginning Photography	1
PGY 3451C - Alternative Processes	1
PGY 3480 - Museum and Gallery Practices	1
PGY 4235C - Professional Photographic Workshop	1
PGY 4440C - Special Problems in Photography	1
PGY 4471C - Photography Thesis	2
PGY 4493C - Photography and Art	1
PHI 2010 - Introduction to Philosophy	9
PHI 2108 - Critical Thinking	2
PHI 3323 - Minds & Machines: Philosophy of Cognitive Science	1
PHI 3626 - Advanced Ethics in Science & Technology	1
PHI 3638 - Ethical Issues in the 21st Century	1
PHI 4932 - ST: Neuroethics	1
PHI 5340 - Research Methods in the Cognitive Sciences	1
PHI 5697 - Neuroethics	1
PHT 5218C - Therapeutic Modalities in Rehabilitation	1
PHT 5241L - Therapeutic Exercise Lab I	1
PHT 6618 - Research Applications in Physical Therapy	1
PHT 778C - Advanced Manual Therapy	1
PHT 7829C - Clinical Education IV	1
PHT 7900 - Capstone Project in Physical Therapy	1



PHT 7999 - Physical Therapy Residency	1
PHY 1935 - Freshman Seminar	1
PHY 2048C - General Physics Using Calculus I	27
PHY 2049C - General Physics Using Calculus II	22
PHY 2053C - College Physics I	37
PHY 2054C - College Physics II	30
PHY 3802L - Intermediate Physics Laboratory	1
PHY 3945 - Physics Pedagogy Seminar	1
PHY 4803L - Advanced Physics Laboratory	1
PHY 4932 - ST: Mechanics II	1
PHZ 3150 - Introduction to Numerical Computing	1
PLA 3306 - Criminal Law	1
PLA 3871 - Law and Technology: Drones and Artificial Intelligence	1
PLA 4525 - Disability Rights and Protections (A Legal Perspective)	1
PLA 4571 - Intercultural Legal Competence	1
PLA 4813 - Juvenile Law and Procedure	1
PLA 4886 - Sexuality, Gender & the Law	1
PLA 4935 - Capstone: Legal Issues	2
POR 1120C - Elementary Portuguese Language & Civilization I	1
POR 1121C - Elementary Portuguese Language & Civilization II	1
POR 2201 - Intermediate Portuguese I	1
POR 3300 - Portuguese Composition	1
POS 2041 - American National Government	5
POS 4604 - American Constitutional Law II	1
POS 4961 - Exit Course	3
POS 6729 - Political Network Analysis	1
POS 6757 - Survey Design for Political Science Research	1
POS 7930 - Professional Development: Academic Careers in Security Studies	1
PSC 1121 - Physical Science	1
PSY 2012 - General Psychology	3
PSY 3204C - Statistical Methods in Psychology	10
PSY 3630 - Psychology of Human-Animal Interaction	1
PSY 4604 - History & Systems of Psychology	1
PSY 4942 - Instructional Experience in Undergraduate Psychology	1
QMB 6912 - Capstone Project in Business Analytics	1
RED 5948 - Practicum in Reading Assessment & Instruction	1
RED 7745 - Research in Reading Education Seminar	1

RED 7947 - Internship in Reading Education	1
REE 4203 - Commercial Real Estate Finance	1
REE 4312 - Real Estate Market Analysis	1
REL 4910 - Senior Research Seminar	1
REL 4936 - Key Figures in Religion and Cultural Studies	1
RTV 2100 - Writing for the Electronic Media	1
RTV 3321 - Electronic News Gathering	2
RTV 3942L - Practicum	31
RTV 4544 - Media Production Capstone	2
RTV 4681C - Television News	1
SCE 4361 - Programs in Teaching Science	1
SLS 2311C - Overview of Select Medical Careers	1
SOW 4510 - Field Education	4
SOW 4515 - Part Time Field Education Seminar	1
SOW 4522 - Field Education Seminar	4
SOW 5539 - Full-Time MSW Generalist Field Integrative Seminar II	2
SOW 5565 - Part-Time MSW Generalist Field Integrative Seminar I	2
SOW 5566 - Part-Time MSW Generalist Field Integrative Seminar II	3
SOW 5567 - Part-Time MSW Generalist Field Integrative Seminar III	1
SOW 5940 - Generalist Field Education	9
SOW 6536 - Full-Time MSW Clinical Field Education and Seminar II	3
SOW 6561 - Part-Time MSW Clinical Field Integrative Seminar I	4
SOW 6562 - Part-Time MSW Clinical Field Integrative Seminar II	4
SOW 6563 - Part-Time MSW Clinical Field Integrative Seminar III	1
SOW 6940 - Clinical Field Education	12
SPA 3112C - Basic Phonetics	4
SPA 6503L - Found Clinic Practice II App	10
SPA 6553L - Clinical Practice in Differential Diagnosis in Speech and Language Pathology	1
SPA 6569 - Management Upper Airway and Aerodigestive Disorders	1
SPA 6942 - Foundations of Clinical Practice: Level III	1
SPA 6942L - Found Clinic Practice III App	12
SPA 6943C - Clinical Practice Level I	1
SPB 6506 - Moral and Ethical Issues in Sport	1
SPC 4513C - Argumentation and Debate	1
SPC 4540 - Persuasion and Communication	1
SPM 3204 - Sports and Ethics	1
SPM 3415 - Public Relations in Sport and Athletic Coaching	1

SPM 4723 - Legal Issues in Sport and Athletic Coaching	1
SPN 1120C - Elementary Spanish Language & Civilization I	6
SPN 1121C - Elementary Spanish Language & Civilization II	6
SPN 3234 - Advanced Directed Readings	1
SPS 6946L - Practicum in School Psychology	1
SPS 6948 - School Psychology Internship	2
SPT 3805 - Spanish Translation and Interpretation for Mass Communication	1
SPW 6725 - The Generation of 1898	1
SPW 6919 - Advanced Spanish Graduate Research	1
SSE 3312 - Teaching Social Science in the Elementary School	2
SSE 7796 - Research in Social Science Education Seminar	1
SSE 7947 - Internship in Social Science Education	1
SYD 3800 - Sex & Gender in Society	1
SYO 4424 - Men, Masculinities, & Health	1
SYP 3562 - Domestic Violence in Society	1
SYP 4014 - Sociology of Happiness	1
TAX 6845 - Tax Planning and Consulting	1
THE 2000 - Theatre Survey	4
THE 2305 - Script Analysis for Theatre	1
THE 2925L - Theatre Participation: Management I	4
THE 3250 - Sex, Drugs, and the Rock & Roll Musical	1
THE 3311 - Theatre History and Dramatic Literature I	1
THE 3312 - Theatre History and Dramatic Literature II	1
THE 3313 - Theatre History and Dramatic Literature III	1
THE 4093L - Theatre Participation: Management II	1
THE 4954 - Theatre Exit Critique	1
THE 5945L - Theatre Practicum I	2
THE 5946L - Theatre Practicum II	1
THE 6726 - Advanced TYA Seminar	1
THE 6938C - Special Topics	1
THE 6947L - Theatre Practicum III	1
THE 6948 - Professional Internship	3
TPA 1990 - BFA Review I	1
TPA 2071C - Theatre Rendering	1
TPA 2200L - Intro to Technical Theatre Lab	1
TPA 2211L - Stagecraft II Lab	2
TPA 2991 - BFA Review II	1

TPA 3223C - Lighting Design for Theatre I	1
TPA 3992 - BFA Review III	1
TPA 3995 - Preliminary Portfolio Review	1
TPA 4066C - Advanced Scenography	1
TPA 4298L - Theatre Participation: Production II	2
TPA 4900 - Capstone Portfolio Review	1
TPA 5042C - Costume Design Studio	1
TPA 5062C - Scene Design Studio	1
TPA 5085C - Design Seminar for Theatre	1
TPA 6188 - Visualizing Themed Environment	1
TPA 6437 - Careers in Themed Experience	1
TPP 2110C - Acting I: Introduction	1
TPP 2185 - Acting for Non-Majors	3
TPP 2190L - Theatre Participation: Performance I	1
TPP 3103 - Intermediate Acting	1
TPP 3173C - Acting III: Building the Character	1
TPP 3252C - Musical Theatre Scene Study	1
TPP 3257C - Musical Theatre Voice Techniques	1
TPP 3258C - Musical Theatre Voice Styles	1
TPP 3272C - Estill for Musical Theatre: Artistry	1
TPP 3310C - Directing for Theatre I	1
TPP 3513C - Movement for the Actor II	1
TPP 3744C - Musical Theatre Applied/Studio Voice II	1
TPP 4193L - Theatre Participation: Performance II	1
TPP 4221 - Auditioning	1
TPP 4244 - The Art of Storytelling	1
TPP 4270C - MT Applied/Studio Voice IV	1
TPP 4311C - Advanced Directing for Theatre	1
TPP 4512C - Stage Combat	1
TPP 4923C - MT Applied/Studio Voice VI	1
TPP 4940L - Theatre Internship	1
TPP 6216C - Theatre for Young Aud Tour	1
TPP 6933 - Acting Studio V	1
TSL 4945 - ESOL Clinical Experience	1
TSL 5325 - ESOL Strategies	1
TSL 6443 - Assessment in Dual Language Programs	1
TTE 4274 - Transport Engineering Systems	1

TTE 4300 - Transportation Analytics	1
TTE 4601C - Urban Systems Design	2
TTE 6270 - Intelligent Transportation Systems	3
TTE 6533 - Mobility in Smart Cities: Technologies and Application Areas	3
URP 6711 - Sustainable Transportation Planning	1
WOH 2012 - World Civilization I	1
WOH 2022 - World Civilization II	1
WST 4349 - Ecofeminism	1
ZOO 3713C - Comparative Vertebrate Anatomy	3
ZOO 4480L - Mammalogy Lab	1
ZOO 4910L - Research Experience in Animal Behavior in a Zoo Environment	1
ZOO 5758C - Vertebrate Histology	2
XXX 2940 - Experiential Learning	4
XXX 5949 - Co-Op	8
XXX 2955 - Study Abroad	5
XXX 3905 - Independent Study	304
XXX 3940 - Internship	64
XXX 3942 - Internship I	38
XXX 3947 - Cooperative Internship	13
XXX 3949 - Co-Op	13
XXX 3955 - Study Abroad	27
XXX 4903H - Honors Directed Reading I	90
XXX 4904H - Honors Directed Reading II	41
XXX 4906 - Independent Study	590
XXX 4912 - Research	355
XXX 4941 - Internship	182
XXX 4943 - Internship II	42
XXX 4944 - Internship	5
XXX 4949 - Co-Op	20
XXX 4955 - Study Abroad	59
XXX 4970H - Honors Undergraduate Thesis	113
XXX 4971H - Honors Undergraduate Thesis II	70
XXX 5907 - Independent Study	17
XXX 5917 - Directed Research	6
XXX 5944 - Internship	3
XXX 5949 - Co-Op	2
XXX 5957 - Study Abroad	1

XXX 6908 - Independent Study	372
XXX 6909 - Research Report	42
XXX 6918 - Directed Research	249
XXX 6946 - Internship	86
XXX 6947 - Internship	7
XXX 6949 - Co-Op	10
XXX 6958 - Study Abroad	2
XXX 6971 - Thesis	460
XXX 7908 - Independent Study	5
XXX 7919 - Doctoral Research	423
XXX 7980 - Dissertation	555
<b>TOTAL</b>	<b>6427</b>

## Textbook and Instructional Materials Affordability Annual Report

### Instructions

1. Complete each tab/worksheet as designed. The template reflects the interpretation of the reporting requirements by Board staff.  
Do not edit the content of the template. Expand the response space as needed.
2. Statutory due date is September 30, 2021.
3. If there are questions, contact Lynn Nelson, Director of Student Affairs - [lynn.nelson@flbog.edu](mailto:lynn.nelson@flbog.edu)
4. Include the university contact name and email for the staff who completed the report below:

**University Contact Name and Email:** Timothy Letzring, [Tim.Letzring@ucf.edu](mailto:Tim.Letzring@ucf.edu)



Board of Trustees  
September 23, 2021

## AUD-1: University of Central Florida 2021 Florida Equity Report

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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)*

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

Submitted by:

*Nancy Fitzpatrick Myers,  
Director, University of Central Florida Office of Institutional Equity*

*12701 Scholarship Drive, Suite 101*

*Orlando, FL 32816-0030*

*(407) 823-1336*

*[oi@ucf.edu](mailto:oi@ucf.edu)*

*Date Submitted to BOG:*

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- 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)
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**PART I: EXECUTIVE SUMMARY**

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

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

Data on Whites (W) and Non-Resident Aliens (NRA) are also included in the tables provided in this report.<sup>1</sup> 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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<sup>1</sup> Non-resident alien is defined by IPEDS as a person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151), a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

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**B. Summary of Institutional Progress**

**Policies and Procedures in Support of Equity (Part II)**

In 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).

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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.



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- 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

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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.

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*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%.

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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.

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*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).

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## PART II: POLICIES AND PROCEDURES IN SUPPORT OF EQUITY

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

<b>Regulation/Policy</b>	<b>Web Address</b>
UCF-3.001 Non-Discrimination; Affirmative Action Programs	<a href="https://regulations.ucf.edu/chapter3/documents/3.001NonDiscrimAffirmActionsProgramsFINALOct20.pdf">https://regulations.ucf.edu/chapter3/documents/3.001NonDiscrimAffirmActionsProgramsFINALOct20.pdf</a>
UCF-3.0134 Grievances Alleging Discrimination	<a href="https://regulations.ucf.edu/chapter3/documents/3.0134GrievancesAllegingDiscriminationFINALAug20.pdf">https://regulations.ucf.edu/chapter3/documents/3.0134GrievancesAllegingDiscriminationFINALAug20.pdf</a>
UCF-5.006 Student Rights and Responsibilities	<a href="https://regulations.ucf.edu/chapter5/documents/5.006%20Students%20Rights%20ResponsibilitiesFINAL%20Oct20.pdf">https://regulations.ucf.edu/chapter5/documents/5.006%20Students%20Rights%20ResponsibilitiesFINAL%20Oct20.pdf</a>
UCF-5.007 Student Conduct and Academic Integrity; Scope; Student Conduct Records; Medical Emergencies (Drugs & Alcohol)	<a href="https://regulations.ucf.edu/chapter5/documents/5.007OfficeStudentCondScopefinalMay2020.pdf">https://regulations.ucf.edu/chapter5/documents/5.007OfficeStudentCondScopefinalMay2020.pdf</a>
UCF-5.008 Rules of Conduct	<a href="https://regulations.ucf.edu/chapter5/documents/5.008RulesofConductFINALDec20.pdf">https://regulations.ucf.edu/chapter5/documents/5.008RulesofConductFINALDec20.pdf</a>
UCF-5.009 Student Conduct Review Process; Sanctions	<a href="https://regulations.ucf.edu/chapter5/documents/Notice5.009StudentConductRevProcEMERJuly21.pdf">https://regulations.ucf.edu/chapter5/documents/Notice5.009StudentConductRevProcEMERJuly21.pdf</a>
UCF-5.010 Student Conduct Appeals	<a href="https://regulations.ucf.edu/chapter5/documents/5.010%20Student%20Conduct%20Appeals%20FINAL%20Oct20.pdf">https://regulations.ucf.edu/chapter5/documents/5.010%20Student%20Conduct%20Appeals%20FINAL%20Oct20.pdf</a>
UCF-5.012 Organizational Rules of Conduct	<a href="https://regulations.ucf.edu/chapter5/documents/5.012OrgRulesofConductFINALDec20.pdf">https://regulations.ucf.edu/chapter5/documents/5.012OrgRulesofConductFINALDec20.pdf</a>
UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals	<a href="https://regulations.ucf.edu/chapter5/documents/Notice5.013StudentConductRevProcJuly21EMER.pdf">https://regulations.ucf.edu/chapter5/documents/Notice5.013StudentConductRevProcJuly21EMER.pdf</a>
UCF-5.020 Religious Observances	<a href="https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf">https://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf</a>
Policy 2-700.1 Reporting Misconduct and Protection from Retaliation	<a href="https://policies.ucf.edu/documents/2-700.pdf">https://policies.ucf.edu/documents/2-700.pdf</a>
Policy 2-004.2 Prohibition of Discrimination, Harassment and Related Interpersonal Violence <sup>2</sup>	<a href="https://policies.ucf.edu/documents/2-004.pdf">https://policies.ucf.edu/documents/2-004.pdf</a>

<sup>2</sup> 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

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

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.

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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:

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



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Accommodation Decisions (includes Procedure for Conducting Fundamental Alteration Assessments)	
Public Request for Accommodation	<a href="https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPublic.pdf">https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPublic.pdf</a>
Pregnancy Accommodation Request Form	<a href="https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPregnancy.pdf">https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPregnancy.pdf</a>

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.

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

The Academic Program Reviews cover undergraduate, graduate, and first professional degree enrollment as required by Florida statute. Charts 1-8 and the corresponding 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
<b>Men</b>	54	202	2	304	946	2	1684	161	37	3392
<b>Women</b>	54	383	3	326	1194	4	2000	228	40	4232
<b>Total</b>										
<b>Fall 2020</b>	108	585	5	630	2140	6	3684	389	77	7624
<b>Category % of Total</b>										
<b>Fall 2020</b>	1.40%	7.70%	0.10%	8.30%	28.10%	0.10%	48.30%	5.10%	1.00%	100.00%
<b>Total FTIC</b>										
<b>Fall 2015</b>	56	630	6	425	1427	9	3456	288	27	6324
<b>Category % of Total</b>										
<b>Fall 2015</b>	0.90%	10.00%	0.10%	6.70%	22.60%	0.10%	54.60%	4.60%	0.40%	100.00%
<b>Percentage Change in number from Fall 2015 to Fall 2020</b>										
<b>Fall 2020</b>	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 positive 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
<b>Total</b>												
<b>Fall 2020</b>	469	1369	17	519	3600	27	4561	414	62	6439	4599	11038
<b>Category % of Total</b>												
<b>Fall 2020</b>	4.20%	12.40%	0.20%	4.70%	32.60%	0.20%	41.30%	3.80%	0.60%	58.30%	41.70%	100.00%
<b>Total</b>												
<b>Fall 2015</b>	177	1460	20	550	3088	24	5701	360	74	6505	4949	11454
<b>Category % of Total</b>												
<b>Fall 2015</b>	1.50%	12.70%	0.20%	4.80%	27.00%	0.20%	49.80%	3.10%	0.60%	56.80%	43.20%	100.00%
<b>Category % Change from 2015 to 2020</b>	2.70%	-0.30%	0.00%	-0.10%	5.70%	0.00%	-8.50%	0.60%	-0.10%	1.50%	-1.50%	0.00%
<i>Source: Internal data (pulled FT FCS AA transfers for requested terms from SDCF_DATA_DIM, Student Instruction File)</i>												
<i>Note: Category Percentage change (Row7) is calculated using Fall 2020 Category percentage - Fall 2015 Category percentage. So, a positive number represents growth.</i>												

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.

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
<b>Fall 2019 Cohort</b>	98	590	8	590	1957	6	3532	288	80	3884	3265	7149
<b>Category % of Total</b>	1.40%	8.30%	0.10%	8.30%	27.40%	0.10%	49.40%	4.00%	1.10%	54.30%	45.70%	100.00%
<b>Enrolled Fall 2020</b>	85	545	6	560	1806	6	3242	265	72	3627	2960	6587
<b>Retention Rate</b>	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
<b>2014-20 Cohort</b>	30	613	5	359	1398	9	3500	275	20	3297	2912	6209
<b>Category % of Total</b>	0.50%	9.90%	0.10%	5.80%	22.50%	0.10%	56.40%	4.40%	0.30%	53.10%	46.90%	100.00%
<b>Number of Graduates within 6 yrs from cohort</b>	21	457	4	284	1021	9	2583	194	16	2596	1993	4589
<b>Percent Graduated</b>	70.00%	74.60%	80.00%	79.10%	73.00%	100.00%	73.80%	70.50%	80.00%	78.70%	68.40%	73.90%
<b>Number Still Enrolled in 6th Year from cohort</b>	0	19	0	7	64	0	116	15	0	76	145	221
<b>Percent Retained</b>	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.*

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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 (SDS) (Attachment A).

**Table 5. Bachelor's Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2019-20</b>										
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%
<b>AY 2018-19</b>										
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%
<b>AY 2014-15</b>										
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

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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
<b>AY 2019-20</b>										
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%
<b>AY 2018-19</b>										
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%
<b>AY 2014-15</b>										
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

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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
<b>AY 2019-20</b>										
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%
<b>AY 2018-19</b>										
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%
<b>AY 2014-15</b>										
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%
<i>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.</i>										
<i>Note: Doctoral degrees included above are the "research/scholarship" doctoral degrees from IPEDS data</i>										

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%.



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**Table 8. First Professional Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2019-20</b>										
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%
<b>AY 2018-19</b>										
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%
<b>AY 2014-15</b>										
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.



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## **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: [oiie@ucf.edu](mailto:oiie@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.

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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.

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**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.

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**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](mailto: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.

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## **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

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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.

- 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.
  - UCF received a new school record \$192.1 million in research funding for 2019.
  - *Kiplinger* and *Forbes* ranked a UCF education among the nation's best values.
  - *U.S. News & World Report* ranked UCF among the nation's most innovative universities.
  - Rosen College of Hospitality Management was ranked No. 5 in the world for hospitality and tourism academics in the *Shanghai Rankings* listing of 500 of the world's top universities.
  - 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.
  - 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.

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- 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.



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**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.

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	<b>Men's Sports:</b> baseball, basketball, football, golf, soccer, tennis <b>Women's Sports:</b> 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	<b>Participation Rates:</b> 46% male, 54% female; <b>Undergraduate Enrollment:</b> 46% male, 54% female	
3. Availability of facilities, defined as <i>locker room, practice, and competitive facilities</i>	The facilities provided for each of our athletics programs are equitable. While some locker rooms, practice and competitive facilities are older than others, 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.	



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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.	

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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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<b>Table 2. Sex Equity in Athletics - Areas for Improvement</b>		
<b>Areas for improvement</b>	<b>Program for improvement</b>	<b>Timetable</b>
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)).

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

**Basis for Ensuring Compliance**

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

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**PART V: EMPLOYMENT REPRESENTATION**

The Florida Equity Report contains information regarding the achievement of appropriate representation of women and minorities in selected faculty and administrative employment categories. Tables 1-4 are shown below, 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) System.*

**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

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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) System.*

**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.

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

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 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) System.

**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 Staff 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) System.

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**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.

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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.



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**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.

<b>Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (2020-21)</b>	<b>Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (2019-20)</b>
<p><i>Goal for 2020-21:</i> Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees.</p>	<p><i>Goals for 2019-20:</i> Maintain or increase underrepresented member degrees awarded at all levels, and increase underrepresented members obtaining First Professional Degrees.</p> <p><i>Result for 2019-20:</i> 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%.</p> <p>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</p> <p>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%.</p> <p>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%.</p>

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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)
<p><i>Goal for 2020-21:</i> 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.</p>	<p><i>Goal for 2019-20:</i> UCFAA is in the process of upgrading the locker room spaces for men's and women's soccer, football, volleyball and track and field. Part of the facilities upgrade will also include new offices for Olympic Sport coaches and their assistants. This will be a project that will span over the next three years.</p> <p><i>Result for 2019-20:</i> 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.</p>
Areas for Improvement Pertaining to Employment Identified (2020-21)	Achievement Report for Areas of Improvement Pertaining to Employment (2019-20)
<p><i>Goals for 2020-21:</i> 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).</p>	<p><i>Goals for 2019-20:</i> For tenured faculty, increase the number of tenured faculty that identify as female and increase the overall diversity percentage for this group. For tenure-track faculty, maintain or increase the overall diversity percentage for this group. For non-tenure-earning faculty and executive /administrative/ managerial positions, increase the overall diversity percentage for these groups.</p> <p><i>Result for 2019-20:</i> 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%).</p> <p>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.</p> <p>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.</p> <p>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%).</p>

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**PART VII: PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS**

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

**Table 1. Protected-Class Representation in the Tenure Process, 2019-2020**

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
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
<b>Total Male (Include Other, Not Reported)</b>	<b>22</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>
<b>FEMALES</b>					
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
<b>Total Female (Number and Percent) (Include Other, Not Reported)</b>	<b>21</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>
	<b>48.8%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>48.8%</b>
<b>GRAND TOTAL</b>	<b>43</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>43</b>

**LEGEND:**

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

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

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

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

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In the 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.

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**PART VIII: PROMOTION & TENURE**  
**COMMITTEE COMPOSITION**

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

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

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Games & Interactive Media	0	0	0	0	0	0	0	0	0	2	0	0	2	2	0	0	2	4
<b>COLLEGE OF SCIENCES</b>	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
<b>COLLEGE OF COMMUNITY INNOVATION &amp; EDUCATION</b>	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
<b>COLLEGE OF BUSINESS ADMINISTRATION</b>	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
<b>COLLEGE OF HEALTH PROFESSIONS &amp; SCIENCES</b>	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
<b>ROSEN COLLEGE OF HOSPITALITY MANAGEMENT</b>	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
<b>GRAND TOTAL</b>	<b>7</b>	<b>7</b>	<b>3</b>	<b>0</b>	<b>83</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>12</b>	<b>1</b>	<b>0</b>	<b>192</b>	<b>98</b>	<b>0</b>	<b>0</b>	<b>302</b>	<b>136</b>

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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.

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## **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



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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

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## EQUITY, DIVERSITY AND INCLUSION FRAMEWORK

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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

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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/](http://www.sdes.ucf.edu/deu/faq/).

# INTRODUCTION

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

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

# EXECUTIVE SUMMARY PROGRAMS

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## ACADEMIC PROGRAMS

TOTAL PROGRAMS,  
ACTIVITIES AND EVENTS:

53

TOTAL  
ATTENDANCE:

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.

**SDS 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:

2

TOTAL  
ATTENDANCE:

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.

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## CLUBS AND INTRAMURAL ACTIVITIES

TOTAL PROGRAMS,  
ACTIVITIES AND EVENTS:

22

TOTAL  
ATTENDANCE:

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.

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## 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:**

**53**

**TOTAL  
ATTENDANCE:**

**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 RESPONSIBLE 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 SCHOLARSHIPS 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

**SDS 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 A20 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:**

**2**

**TOTAL  
ATTENDANCE:**

**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:**

**22**

**TOTAL  
ATTENDANCE:**

**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:**

**88**

**TOTAL  
ATTENDANCE:**

**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 LGBTQ+ 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 OUT, 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  
COMMISSIONER 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:**

**83**

**TOTAL  
ATTENDANCE:**

**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:  
SURVIVING 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

**BUILDING 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, 10/10/19, 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 SQUADCARE 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 Services

**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 ethnicity

**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:**

**22**

**TOTAL  
ATTENDANCE:**

**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 hosts 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 READING 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 DIALOGUE**

**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:**

**5**

**TOTAL  
ATTENDANCE:**

**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

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## 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](http://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](http://asf.sdes.ucf.edu)

## BUDGET AND PERSONNEL SUPPORT, SDES

Millican Hall  
Room 282 | Zip +4: 0160  
407.823.4625  
[bps.sdes.ucf.edu](http://bps.sdes.ucf.edu)

## CAREER SERVICES (CS)

CSEL Building  
Room 101 | Zip +4: 0165  
407.823.2361  
[career.sdes.ucf.edu](http://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](http://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](http://csc.sdes.ucf.edu)

## FIRST YEAR EXPERIENCE (FYE)

Howard Phillips Hall  
Room 216 | Zip +4: 3240  
407.823.5105  
[fye.sdes.ucf.edu](http://fye.sdes.ucf.edu)

## FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

12424 Research Parkway  
Suite 101 | Zip: 32826  
Tel: 407.823.1773  
[floridaconsortium.com](http://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](http://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](http://www.housing.ucf.edu)

## INCLUSIVE EDUCATION SERVICES (IES)

Ferrell Commons  
Room 18 | Zip +4: 3222  
Tel: 407.823.4427  
[ies.sdes.ucf.edu](http://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](http://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](http://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](http://mass.sdes.ucf.edu)

## **NEIGHBORHOOD RELATIONS**

Tel: 407.823.4427  
[nrse.sdes.ucf.edu](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://trio.sdes.ucf.edu)

## **UNDERGRADUATE ADMISSIONS (UA)**

Duke Energy University Welcome Center

Room 215 | Zip +4: 0111

407.823.3000

[admissions.ucf.edu](http://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](http://whps.sdes.ucf.edu)






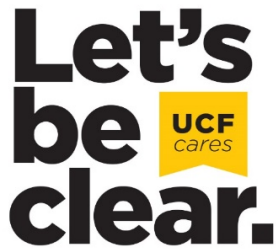


# **ATTACHMENT B**

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

Let's  
be  clear.

The logo consists of a yellow banner with a pointed bottom edge. Inside the banner, the text 'UCF' is written in a bold, black, sans-serif font, and the word 'cares' is written below it in a smaller, black, lowercase sans-serif font.



## **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](mailto: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](http://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](mailto: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](mailto: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](tel:8872406863) <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.**   
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.

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 its 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.](https://mass.sdes.ucf.edu/programs/first/Links%20to%20an%20external%20site)

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](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%20&vet=1&usg=AI4 - kQ6ShkdT3kTdMjap0CPCaoj0iwipA&sa=X&ved=2ahUKEwjol5b-ggrqAhXEmuAKHT45APEQ9QEwDnoECAEQCw&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

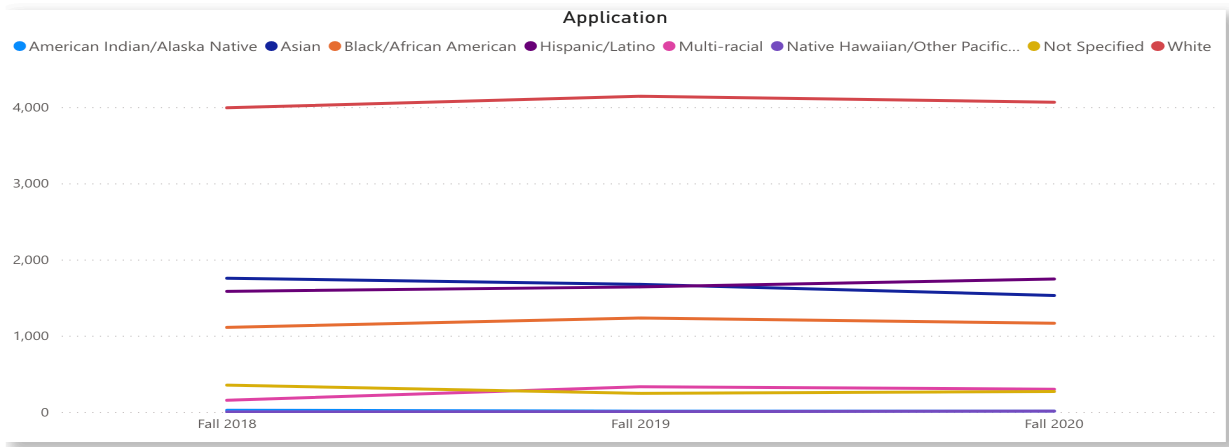
<b>CAH</b>	College of Arts & Humanities	<b>COP</b>	College of Optics & Photonics
<b>CBA</b>	College of Business Administration	<b>COS</b>	College of Sciences
<b>CCIE</b>	College of Communication, Innovation, & Education	<b>Rosen</b>	College of Hospitality Management
<b>CECS</b>	College of Engineering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

## 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:**

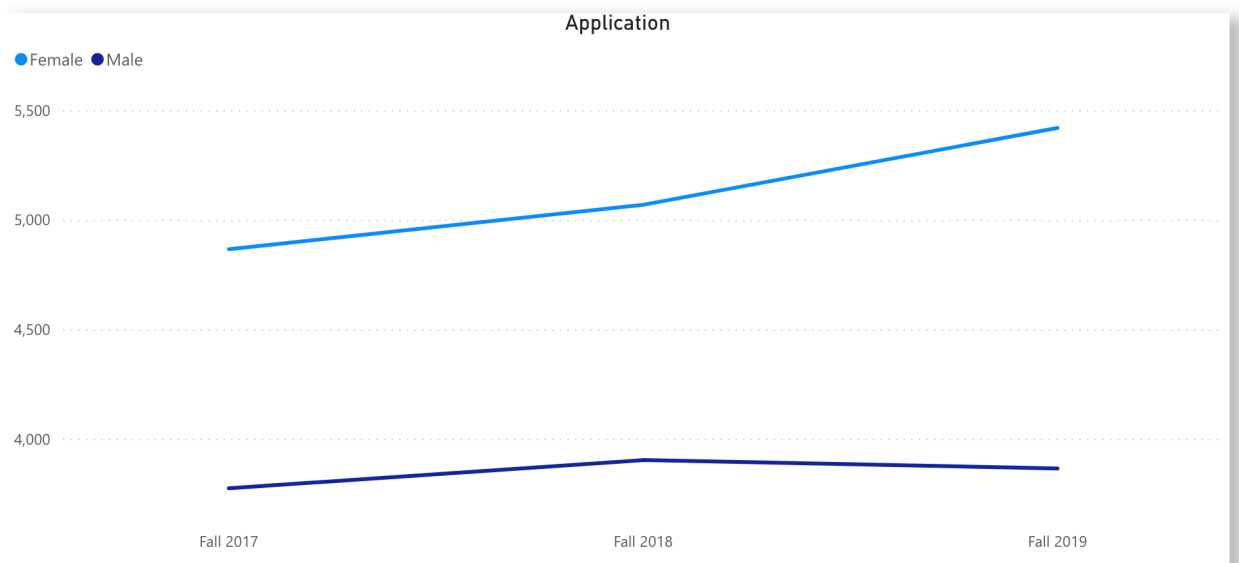
- Asian prospects applied most to CECS, COS, and CCIE
- African American/Black applied most to CCIE, COS, and CECS
- Hispanic/Latino applied most to CCIE, COS, and CECS
- Multi-racial applied most to CCIE, COS, and CECS
- Not Specified applied most to CECS, COS, and CCIE

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

## Applications Annual Trends by Gender

Choose Term Type and Gender

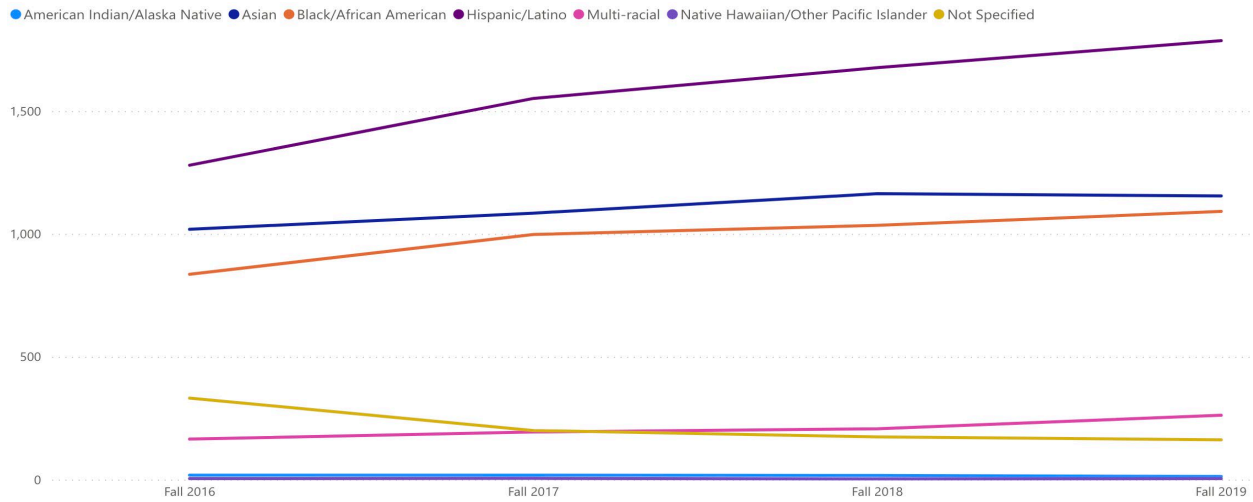


### Female Applications to College of Interest

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.

## Ethnicity Enrollment Data



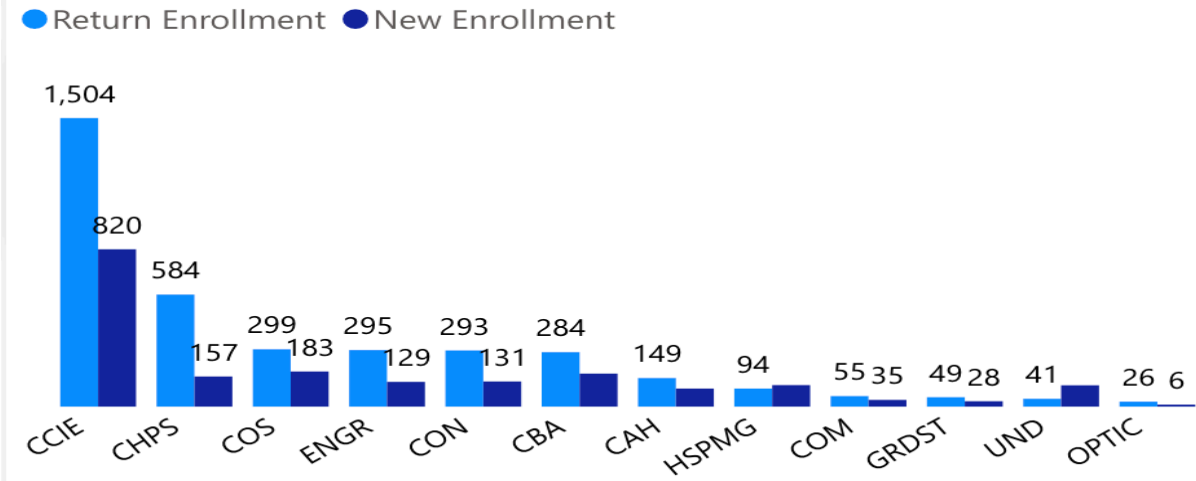
	Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students
American Indian/Alaska N..	19	0.24%	19	0.22%	18	0.20%	13	0.14%
Asian	370	4.58%	425	4.87%	489	5.34%	480	5.03%
Black/African American	803	9.94%	956	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.

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.

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%
<b>Total</b>	<b>719</b>	<b>100%</b>	<b>884</b>	<b>100%</b>	<b>1,339</b>	<b>100%</b>

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 7<sup>th</sup> 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

**Realizing your Doctoral Goals**

**DIVERSE ACADEMIC OPPORTUNITIES PROGRAM**

UCF

**VISIT THE PROGRAMS OF YOUR INTEREST.**  
**MEET WITH LEADING AND RENOWNED FACULTY.**  
**TOUR THE CAMPUS, LABORATORIES, AND RESEARCH CENTERS.**  
**INTERACT WITH CURRENT GRADUATE STUDENTS.**

**UCF and the Program**  
The University of Central Florida's College of Graduate Studies is announcing the 3rd Annual UCF Diverse Academic Opportunities Program. At UCF we are committed to engaging in holistic enrollment strategies to attract, admit, and retain a broad range of graduate students to our doctoral programs.  
Within the College of Graduate Studies, we understand that diverse and underrepresented graduate students can be successful in completing a doctoral degree having come to this point by traveling multiple paths to achieve their academic goals. Some of those paths have been steep and some paths have been filled with barriers to overcome. It is not always about recognizing that you have been perfect in walking the academic path. It is more that you have walked it, been successful, and desire to experience more that the path has to offer you. These promising doctoral students dynamically model the fabric of our communities by representing people of diverse demographic and socioeconomic backgrounds.

**Benefits**  
UCF's College of Graduate Studies pays all the costs of the visit including transportation, lodging, local travel from and to the airport, and meals.

**Come and visit the University of Central Florida**  
before formally submitting an application for graduate study.

**Program Eligibility**  
The UCF Diverse Academic Opportunities Program is available to prospective PhD applicants from populations traditionally underrepresented in higher education and within specific fields of study.  
Limited to 25 potential PhD applicants.  
Preference will be with diverse or underrepresented applicants who are prepared to apply for a doctorate program in Fall of 2020 or Fall of 2021.

**2-day Event**  
October 3-4, 2019  
APRN: grad@ucf.edu/DADP

**Application deadline to the UCF Diverse Academic Opportunities Program is Wednesday, August 14, 2019.**

## UCF Grad Fair

Each year, the College of Graduate Studies hosts an 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

- 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.

### Plagiarism

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



# UNITY STAR FALL 2019

## Workshop & Training Schedule

### 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

236 | [ucf.edu](http://ucf.edu)
 diverse@ucf.edu
 UCF.ODI
 @UCFODI
 @RespectUCF
 UCF Office of Diversity and Inclusion  
 Barbara Ying Center, 12701 Scholarship Dr. Bldg 81  
 Orlando, FL 32816-0031



**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](mailto: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 <i>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.</i>	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 ( <i>must attend all four modules to receive completion certificate</i> )					
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 ( <i>must attend all six episodes to receive completion certificate</i> )					
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 Thursday, November 21	3:30-5pm 3:30-5pm	UCF Global, Room 101 UCF Global, Room 101	Christina Khan 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
Inclusion 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 <i>Visit <a href="https://diversity.ucf.edu/training/online-workshops/">https://diversity.ucf.edu/training/online-workshops/</a> for registration instructions. You must complete all three sections with a score of 75% or higher to receive credit.</i>			
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 GOLD	DIV242	Friday, November 22	10am-12pm	BYC 140	LGBTQ+ Services
LGBTQ+ 101	DIV033	Wednesday, December 4	3-5pm	BYC 140	LGBTQ+ Services
		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 Thursday, November 7	1-2:30pm 2-3:30pm	SU 221 BYC 140	Edwanna Andrews, Ph.D. Edwanna Andrews, Ph.D.
Transfer Advocate Certificate Series ( <i>must attend Sessions 1-3 to become a Transfer Student Advocate</i> )					
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	DIV016	Tuesday, September 24	1-4pm	BYC 140	Barbara Thompson
<i>Prerequisite: Either ABCs of Diversity or completed Diversity Certificate Series (Modules 1-4)</i>					
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](mailto: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 <i>(must attend all four episodes to receive completion certificate)</i>					
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
<b>Communicating Across Cultures</b> <i>(not on UCF Main campus)</i>	DIV044	Tuesday, Mar. 17	11am-2pm	<b>UCF Valencia West, Building 11, Room 107</b>	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 <i>(must attend all four modules to receive completion certificate)</i>					
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
<b>Inclusive Communication</b> <i>(not on UCF Main campus)</i>	DIV053	Wednesday, Mar. 18	1-2:30pm	<b>UCF Valencia Osceola, Building 4, Room 334</b>	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 Studies 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
<b>Safe Zone Series</b>					
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	Wednesday, 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
<b>Transfer Advocate Certificate Series (must attend Sessions 1-3 to become a Transfer Student Advocate)</b>					
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	DIV016	Monday, Apr. 13	1:30-4:30pm	BYC 140	Barbara Thompson
<i>Prerequisite: Either ABCs of Diversity or completed Diversity Certificate Series (Modules 1-4)</i>					
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](http://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](mailto:diverse@ucf.edu).

# UCF | Office of Diversity and Inclusion

# UNITY STAR ✨ SUMMER 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](mailto: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
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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
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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
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Lunch with TED

How Language Shapes the Way We Think	DIV478	Friday, July 24	12-1pm	Online via Zoom	Barbara Thompson
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The Power of Vulnerability	DIV479	Friday, July 31	12-1pm	Online via Zoom	Barbara Thompson
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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.

Performance Standards for UCF's Cultural Competencies	DIV150			Online via Obojobo	
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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, July 23	3-5pm	Online via Zoom	LGBTQ+ Services
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LGBTQ+ 101	DIV033	Tuesday, July 7	3-5pm	Online via Zoom	LGBTQ+ Services
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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](mailto:diverse@ucf.edu).

# UCF | Office of Diversity and Inclusion

 [diverse@ucf.edu](mailto:diverse@ucf.edu)

 (407) 823-6479

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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.

# 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](mailto: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 ( <i>must attend all four modules to receive completion certificate</i> )					
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
<i>Visit <a href="https://diversity.ucf.edu/training/online-workshops/">https://diversity.ucf.edu/training/online-workshops/</a> for registration instructions. You must complete all three sections with a score of 75% or higher to receive credit.</i>					
Practice of Respect and Community Building	DIV337	Tuesday, July 30	1-3pm	BYC 140	Rachel Luce-Hitt



COURSE	NUMBER	DATE	TIME	LOCATION	FACILITATOR
The Rise and Fall of Jim Crow <i>(must attend all four programs to receive completion certificate)</i>					
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	Edwana 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	Edwana Andrews


## REGISTRATION INSTRUCTIONS

**Faculty, A&P, USPS:** Register online at [my.UCF.edu](http://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](mailto:diverse@ucf.edu).

# UCF | Office of Diversity and Inclusion

 [diverse@ucf.edu](mailto:diverse@ucf.edu)

 (407) 823-6479

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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**



UNIVERSITY OF CENTRAL FLORIDA

# INCLUSIVE FACULTY HIRING



# A MESSAGE FROM THE VICE PROVOST

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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,**

A handwritten signature in black ink that reads "Jana L. Jasinski".

**Dr. Jana L. Jasinski**

Vice Provost for Faculty Excellence  
Pegasus Professor of Sociology

# TABLE OF CONTENTS

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*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.*

<b>04</b>	A Focus on Equitable and Inclusive Hiring	<b>14</b>	Job Posting Template
<b>05</b>	The Institutional Model for Increasing Faculty Diversity	<b>16</b>	Equity Minded Interviewing
<b>06</b>	Ways to Reduce Implicit Bias	<b>18</b>	Evaluating and Selecting Candidates
<b>07</b>	Inclusive Faculty Hiring Barriers	<b>19</b>	Applicant Evaluation Rubric
<b>09</b>	Faculty Hiring Process Map	<b>22</b>	Offices and Resources at UCF
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<b>11</b>	Writing and Posting Your Job Description		

# EQUITABLE AND INCLUSIVE HIRING

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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](http://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.

- 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](http://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).

**NOTE:** 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.





## Board of Trustees Regular Meeting | September 23, 2021

### **AUD-2: Five Year External Program Review of UCF's Compliance Program**

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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

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# **External Program Review of the University of Central Florida Compliance Program**

May 28, 2021

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## *EXECUTIVE SUMMARY*

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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.

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## *OPINION AS TO CONFORMANCE*

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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.

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## *SCOPE AND METHODOLOGY*

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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.

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### ***OBSERVATIONS AND POSITIVE ATTRIBUTIONS***

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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.

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### ***RECOMMENDATIONS - IF ANY***

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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 initiatives 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:

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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



# Design & Effectiveness Review

## 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

# Design & Effectiveness Review

## 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

# Design & Effectiveness Review

## 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.

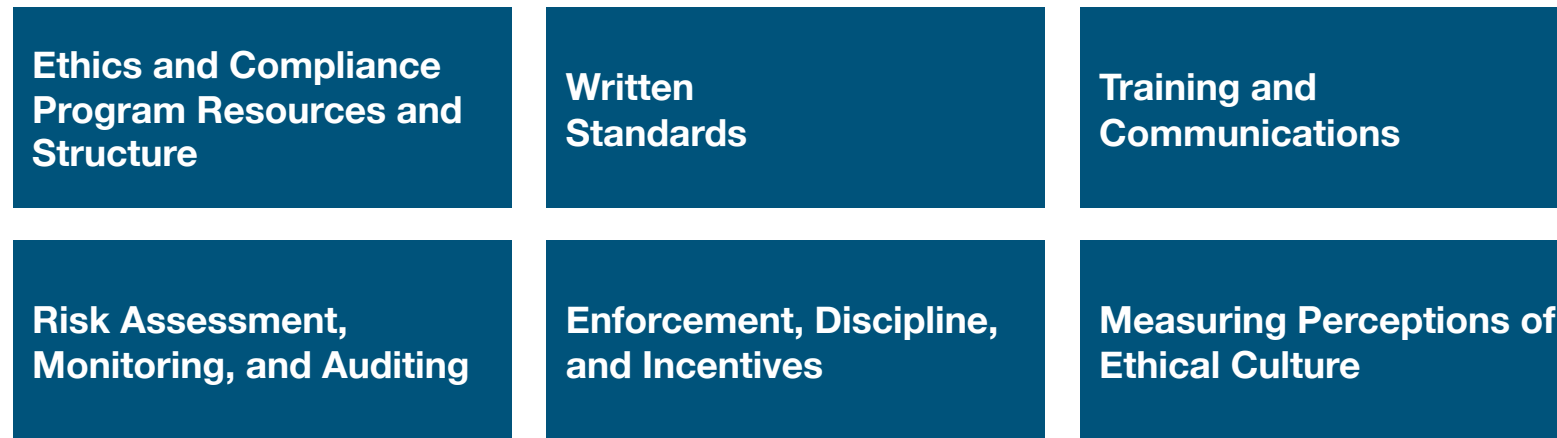
We believe that each recommendation is eminently practical and will assist in optimization of UCF's program, as well as ease of use of UCF's resources and program for all employees and further enhance the perception of the Compliance and Risk function as an important strategic partner.

# Design & Effectiveness Review

## 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:




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.


# Design & Effectiveness Review

## Summary Scorecard

Assessment Area	Summary Outcome	Assessment Area Driving Factors
Program Structure and Resources	Solid, Trending Very Strong	<ul style="list-style-type: none"> <li>+ Solid access and involvement with leadership, BoT, and functions</li> <li>+ Excellent use of committees and resources to improve program</li> <li>- Hire staff to assist with investigations</li> </ul>
Measuring Perceptions of Ethical Culture	Solid, Trending Very Strong	<ul style="list-style-type: none"> <li>+ Good perception of trust in program</li> <li>- Opportunity to add focus groups, interviews for feedback</li> </ul>
Written Standards	Solid, Trending Very Strong	<ul style="list-style-type: none"> <li>+ Strong and improved policy governance practices</li> <li>- Could update policy layout/content more frequently</li> <li>- Consider adopting supplier guidance</li> </ul>
Training and Communications	Solid, Trending Very Strong	<ul style="list-style-type: none"> <li>+ Excellent perception of program as resource</li> <li>- Opportunity to further empower managers as ethical role models</li> <li>- Empower managers to set tone and communicate about ethics</li> </ul>
Risk Assessment, Monitoring, and Auditing	Solid	<ul style="list-style-type: none"> <li>+ Excellent transparency around figures, relationships between functions</li> <li>- Single-system tracking could help with resources</li> <li>- Empower managers around reporting</li> </ul>
Enforcement, Discipline, and Incentives	Solid	<ul style="list-style-type: none"> <li>- Opportunity for coordination among investigative bodies</li> <li>- Need to formalize root cause</li> <li>- Consider E&amp;C performance feedback for staff evaluations</li> </ul>
Overall	Solid, Trending Very Strong	<ul style="list-style-type: none"> <li>+ Hyper-efficient use of available resources</li> <li>+ Solid improved framework for future execution</li> <li>- Opportunity to improve resources for investigations and support staff</li> </ul>

 = Needs Attention

 = Needs Attention, but Trending to Solid

 = Solid

 = Solid, Trending Very Strong

 = Very Strong

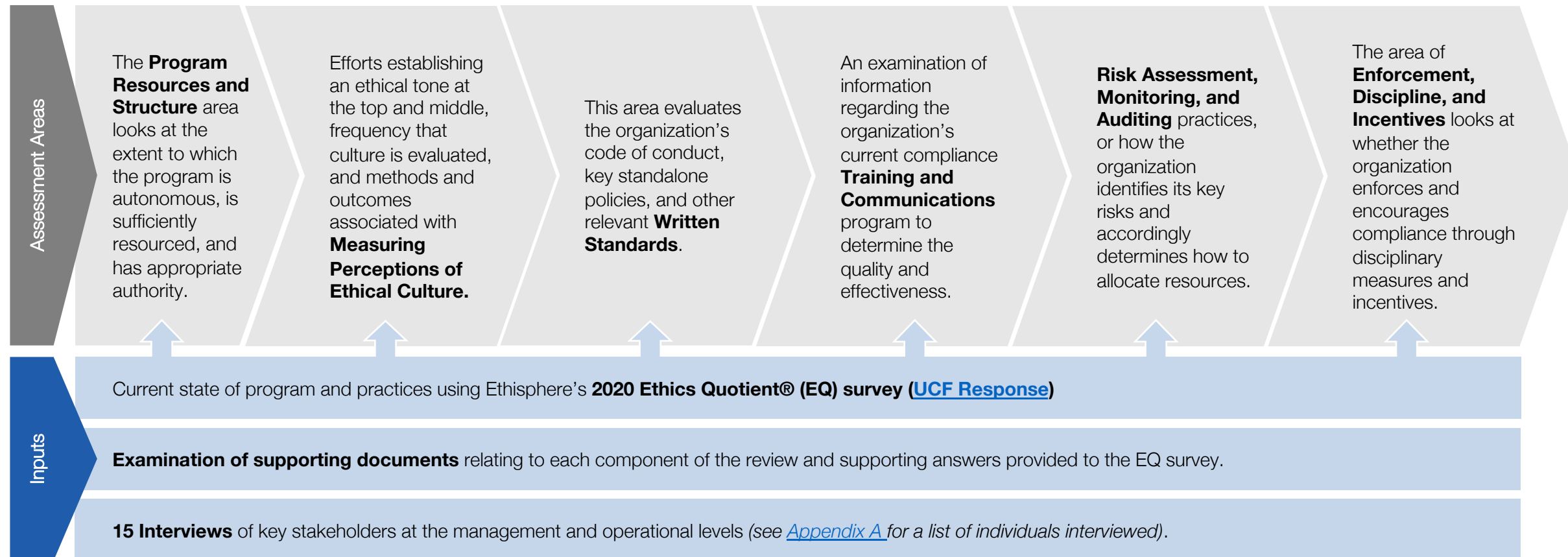




# Assessment Methodology

# 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.







# Assessment Sections

# Section 1

## 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.

### 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

### 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

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.

## Section 2

# Measuring Perceptions of Ethical Culture

### 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.

# Section 3

## 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.

### Written Standards Finding and Recommendation Areas

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

### 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

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.



## Section 4

# 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.

### 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

### Section Considerations:

- ✓ 2020 *Ethics Quotient* survey responses
- ✓ Interviews with UCF leadership
- ✓ Key documents evidencing the training and communications program at UCF



# 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)<sup>1</sup>. 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.

## Section 5

# 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.

## Section 6

# 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.

### 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

### 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

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



# Appendix A

## 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

# ETHISPHERE

## Contact Us

Neal Thurston

[neal.thurston@ethisphere.com](mailto:neal.thurston@ethisphere.com)

## Thank You

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### Board of Trustees Regular Meeting | September 23, 2021

#### **BUD-1: 2021-22 Carryforward Spending Plan**

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

**Purpose and Issues to be Considered:**

Review and take action on the proposed 2021-2022 Education and General (E&G) Carryforward Spending Plan (the Plan) (Attachment C).

**Background Information:**

Pursuant to Florida Statute 1011.45(2), each university that retains a state operating fund carryforward balance in excess of the 7 percent minimum shall submit a Carryforward Spending Plan to the Board of Governors (BOG). The Plan must be approved by the universities' board of trustees on or before September 30, 2021.

The BOG defines *Carryforward* as the accumulation of unexpended fund balances from all prior-period E&G appropriations. The Plan has been prepared in accordance with BOG Regulation 9.007, *State University Operating Budgets*, (Attachment B). The regulation restricts the use of carryforward funds to non-recurring expenditures only, this does include planned expenditures for capital projects. Approved capital projects must not exceed \$5 million per project for a renovation or \$10 million for completion of a remodel.

The BOG requires universities to obtain written certification of the Plan signed by the President, Chief Financial Officer, and Board of Trustees Chair (Attachment D).

**Recommended Action:**

Committee to recommend to the Board of Trustees approval of the 2021-22 E&G Carryforward Spending Plan as presented in Attachment C.

**Alternatives to Decision:**

1. Not approve the 2021-22 E&G Carryforward Spending Plan
2. Recommend revisions to the 2021-22 Plan

**Fiscal Impact and Source of Funding:**

The university's carryforward balance, net of 7% statutory reserve and encumbrances, as of June 30, 2021 was \$195 million. The Plan for use of these funds was the result of collaboration with each college or division and reviewed by the Provost and CFO for alignment with university's strategic goals, and is summarized by BOG defined category below:



BOG Category	Plan \$'s (In millions)	% of Plan Total
Restricted by Appropriation	\$5.5	2.83%
Compliance, Audit, and Security	\$1.3	0.66%
Academic and Student Affairs	\$83.7	42.87%
Facilities, Infrastructure, and IT	\$57.8	29.57%
Other BOT Approved Operating Requirements	\$47.0	24.07%
<b>Total Plan</b>	<b>\$195.3</b>	<b>100.00%</b>

And by College/Division:

Arts & Humanities	\$1.4	0.69%
Business Administration	\$1.6	0.82%
Community Innovation & Education	\$2.9	1.51%
Eng. & Computer Sciences	\$8.3	4.23%
Health Professions & Sciences	\$0.9	0.45%
Medicine	\$10.3	5.27%
Nursing	\$0.5	0.25%
Optics & Photonics	\$1.2	0.60%
Rosen - Hospitality	\$0.2	0.11%
Sciences	\$6.8	3.49%
Division of the President	\$6.5	3.32%
Division of Administration & Finance	\$25.9	13.28%
Division of Academic Affairs	\$30.0	15.38%
Knight Vision	\$29.6	15.15%
Florida Center for Students with Unique Abilities (FCSUA)	\$15.5	7.94%
President's Strategic Fund – Academic Excellence Fund	\$15.0	7.68%
President's Strategic Fund – Jump Start Fund	\$5.0	2.56%
University non-recurring reserve	\$33.7	17.25%
<b>Total</b>	<b>\$195.3</b>	<b>100.00%</b>

Highlights from the proposed plan include \$31 million for faculty startup funding (60 percent of which is contractually obligated), \$30 million related to the on-going Enterprise Management implementation project, \$26 million for student financial aid and scholarship support, \$22 million for the President's Strategic Fund, \$17 million for capital projects as detailed on the related Fixed Capital Outlay Budget, \$15 million specifically appropriated for the Florida Center for Students with Unique Abilities, and \$9 million for previously approved BRIDG funding.

**Authority for Board of Trustees Action:**

Florida Statutes s. 1011.45 and Board of Governors Regulation 9.007 require universities to obtain approval of annual E&G carryforward expenditure plans by their Board of Trustees and 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:**

Gerald Hector, Senior Vice President for Administration and Finance

**Supporting Documentation:**

Attachment A: Board of Governors Submission Requirements Memo

Attachment B: BOG Regulation 9.007, State University Operating Budgets and Requests

Attachment C: 2021-22 University Carryforward Spending Plan

Attachment D: Certification of Operating Budget, E&G Carryforward Spending Plan, and Fixed Capital Outlay Budget

**Facilitators/Presenters:**

Gerald Hector, Senior Vice President for Administration and Finance



## MEMORANDUM

**DATE:** July 6, 2021

**TO:** Institutional Data Administrators

**FROM:** Tim Jones, Vice Chancellor for Finance & Administration

**THROUGH:** Jason Jones, Chief Data Officer

**SUBJECT:** Submission Requirements for the 2021-2022 E&G Carryforward Spending Plan, Fixed Capital Outlay Budget, and Related Certification

**DUE DATE:** **October 1, 2021**

Pursuant to Florida Statute 1011.45(2), each university that retains a state operating fund carryforward balance in excess of the 7 percent minimum shall submit a Carryforward Spending Plan to the Board of Governors. The Carryforward Spending Plan must have been approved by the universities' board of trustees on or before September 30, 2020. In addition, Board of Governors Regulation 14.003 requires each university to prepare and submit an annual Fixed Capital Outlay (FCO) budget approved by the university board of trustees. Guidelines for these submissions are provided in Board Regulations 9.007 and 14.003. Approved uses of carryforward for COVID-19 can be found in the Chancellor's COVID-19 guidance letter, which is located on the Board of Governors website here: [https://www.flbog.edu/wp-content/uploads/Carryforward-Guidance-on-COVID-19-Expenses-6\\_11\\_20.pdf](https://www.flbog.edu/wp-content/uploads/Carryforward-Guidance-on-COVID-19-Expenses-6_11_20.pdf)

The dates are as follows:

- University E&G Carryforward Spending Plans (Regulation 9.007) – due date **October 1, 2021**
  - Submission via SUS Data Request System (templates provided and available via the SUS Data Request System)
- University Fixed Capital Outlay Budget (Regulation 14.003) – due date **October 1, 2021**
  - Submission via the SUS Data Request System (templates provided and available via the SUS Data Request System)
- Certification Document for University Operating, Carryforward Spending Plan and Fixed Capital Outlay budgets – due date **October 1, 2021**
  - Certification template provided by Board of Governors' Office of Finance and Administration and available via the SUS Data Request System
  - This certification may be used to comply with Florida Statute 1011.45 which requires the CFO to certify unexpended funds by September 30

The Carryforward Spending Plan and Fixed Capital Outlay Budget will be considered at the November Board of Governors meeting.

Please submit all completed forms to the Data Request System at <https://prod.flbog.net:4445/pls/apex/f?p=760>.

Questions regarding the fixed capital outlay budget reporting requirements should be directed to Mr. Kevin Pichard, Director of Finance and Facilities at 850-245-0059 or [Kevin.Pichard@flbog.edu](mailto:Kevin.Pichard@flbog.edu).

Questions regarding the carryforward spending plan reporting requirements should be directed to Mr. Dale Bradley, Director, University Budgets at 850-294-9392 or [dale.bradley@flbog.edu](mailto:dale.bradley@flbog.edu) or Chrissy Rojas, Budget Analyst, University Budgets at 850-246-0680 or [Chrissy.Rojas@flbog.edu](mailto:Chrissy.Rojas@flbog.edu).

Thank you.

C:  
SUS Council of Administrative & Financial Affairs (CAFA)  
SUS Council of Academic Vice Presidents (CAVP)  
SUS Budget Directors  
Facilities Planners  
University Trustee Liaisons

**Jason Jones**  
Chief Data Officer  
Board of Governors  
State University System of Florida

### 9.007 State University Operating Budgets and Requests

(1) Each university president shall prepare an operating budget, including an Education & General (E&G) Carryforward Spending Plan, for approval by the university board of trustees in accordance with instructions, guidelines and standard formats provided by the Board of Governors.

(2) Each university board of trustees shall adopt an operating budget, including an E&G Carryforward Spending Plan, for the general operation of the university as prescribed by the regulations of the Board of Governors. The university board of trustees-ratified operating budget and E&G Carryforward Spending Plan must be presented to the Board of Governors for approval by a date established by the Chancellor. Each university president shall implement the operating budget and E&G Carryforward Spending Plan of the university as prescribed by Florida Statutes, regulations of the Board of Governors, policies of the university board of trustees, provisions of the General Appropriations Act, and data reflected within the State University System Allocation Summary and Workpapers publication.

(3) The operating budgets of each state university shall consist of the following budget entities:

(a) Education and General (E&G)- reports actual and estimated fiscal year operating revenues and expenditures for all E&G funds, including: General Revenue, Student and Other Fees Trust Fund, Educational Enhancement Trust Fund (Lottery), Phosphate Research Trust Fund, - and including the following previously-appropriated trust funds: Experiment Station Federal Grant, Experiment Station Incidental, Extension Service Federal Grant, Extension Service Incidental, UF-HSC Incidental, and UF-Health Science Center Operations and Maintenance. In addition, expenditures from university E&G carryforward funds (unexpended balances from all prior-period E&G appropriations) shall be included in the actual history fiscal year reporting. University budgeted E&G carryforward funds shall be reported in the E&G Carryforward Spending Plan Report.

1. Otherwise by law, E&G funds are to be used for E&G activities only, such as, but not limited to, general instruction, research, public service, plant operations and maintenance as defined in Board of Governors guidelines, furniture, fixtures, and equipment, student services, libraries, administrative support, minor capital projects not to exceed \$1 million per individual project, and other enrollment-related and stand-alone operations of the universities.

2. Universities shall accumulate ending E&G fund balances for activities such as those outlined in section 3(a)(4). The ending E&G carryforward balances can only be used for nonrecurring expenditures. At any time the unencumbered available balance in the E&G fund of the university board of trustees approved operating budget falls below seven (7) percent of the approved total, the university shall provide a written notification and plan to the Board of Governors to attain a seven (7) percent balance of state operating funds within the next fiscal year.
3. Each university that retains a state operating fund carryforward balance in excess of the seven (7) percent minimum shall submit an E&G Carryforward Spending Plan for its excess carry forward balance. The Carryforward Spending Plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 30, 2020, and each September 30 thereafter. The Board of Governors shall review, approve, and amend, if necessary, each university's E&G Carryforward Spending Plan by November 15, 2020, and each November 15 thereafter.
4. A university's E&G Carryforward Spending Plan shall include the estimated cost per planned expenditure and a projected timeline for completion of the expenditure. Authorized expenditures in an E&G Carryforward Spending Plan may include:
  - a. Commitment of funds to a public education capital outlay project for which an appropriation has previously been provided that requires additional funds for completion and which is included in the list required by section 1001.706(12)(d);
  - b. Completion of a renovation, repair, or maintenance project (as defined in Board Regulation 14.001) that is consistent with the provisions of section 1013.64(1), up to \$5 million per project and replacement of a minor facility that does not exceed 10,000 gross square feet in size up to \$2 million;
  - c. Completion of a remodeling or infrastructure project (as defined in Board Regulation 14.001), including a project for a developmental research school, up to \$10 million per project, if such project is survey recommended pursuant to section 1013.31;
  - d. Completion of a repair or replacement project necessary due to damage caused by a natural disaster for buildings included in the inventory required pursuant to section 1013.31;
  - e. Operating expenditures that support the university mission and that are nonrecurring;
  - f. Any purpose specified by the university board of trustees or in the General Appropriations Act; and

- g. A commitment of funds to a contingency reserve for expenses incurred as a result of a state of emergency declared by the Governor pursuant to s. 252.36.
  - 5. Annually, by September 30, the chief financial officer of each university shall certify the unexpended amount of funds appropriated to the university from the General Revenue Fund, the Educational Enhancement Trust Fund, and the Student and Other Fees Trust Fund as of June 30 of the previous fiscal year.
  - 6. A University may spend the minimum carry forward balance of seven (7) percent if a demonstrated emergency exists and the plan is approved by the university's board of trustees and the Board of Governors.
  - 7 Expenditures from any source of funds by any university shall not exceed the funds available. No expenditure of funds, contract, or agreement of any nature shall be made that requires additional appropriation of state funds by the Legislature unless specifically authorized in advance by law or the General Appropriations Act.
  - 8. The following units are required to report under this budget entity:
    - State Universities
    - UF - Institute of Food and Agricultural Sciences
    - UF Health Science Center
    - USF Medical Center
    - FSU Medical School
    - UCF Medical School
    - FIU Medical School
    - FAU Medical School
    - FAMU-FSU College of Engineering
    - Florida Postsecondary Comprehensive Transition Program (UCF)
- (b) Contracts and Grants – reports actual and estimated year revenues, expenditures, and positions for university functions which are supported by foundations, various state and federal agencies, local units of governments, businesses, and industries. Universities shall comply with all applicable federal, state, local, and university regulations and guidelines as they relate to grants, contracts, and sponsored research programs.
- (c) Auxiliary Enterprises – reports actual and estimated year revenues, expenditures, and positions for self-supporting functions such as, but not limited to, parking services, housing, bookstore operations, and food services.



(d) Local Funds – reports actual and estimated year revenues, expenditures, and positions for the following specific areas:

1. Student Activities – revenues generated primarily from the activity and service fee each university is authorized to charge its students as a component of the mandatory fee schedule. Activities commonly supported by these revenues include student government, cultural events, student organizations, and intramural/club events.
2. Intercollegiate Athletics – revenues generated from the student athletic fee that each university is authorized to collect as a component of the mandatory fee schedule, and from other sources including ticket sales, radio/TV, bowl games, and tournament revenues.
3. Concession Fund – revenues generated from various vending activities located around the campuses. The university’s budget must reflect the various departments/activities on each campus which benefit from receipt of these funds.
4. Student Financial Aid – revenues received by the university for loans, grants, scholarships, and other student financial aid. Expenditures of these funds must be reported by activities such as externally-funded loans, student scholarships, need-based financial aid, academic-based financial aid, and athletic grants/scholarships.
5. Technology Fee – revenues generated from the technology fee that a university is authorized to charge its students as a component of the mandatory fee schedule. Proceeds from this fee shall be used to enhance instructional technology resources for students and faculty.
6. Board-Approved Fees – student fees presented to the Board of Governors for approval by a university board of trustees that is intended to address a student need not currently being met through existing university services, operations, or another fee.
7. Self-Insurance Programs – revenues received by the university from entities and individuals protected by the self-insurance programs. This budget must reflect expenditures related to the administration of the self-insurance programs and the judgments or claims arising out of activities for which the self-insurance program was created.

(e) Faculty Practice Plan – related to the activities for the state universities’ medical schools and health centers. This budget must be designed to report the monetary level of clinical activity regarding the training of students, post-graduate health professionals, and medical faculty.

(4) The operating budgets of each university shall represent the following:

- (a) The university’s plan for utilizing the resources available through direct or continuing appropriations by the Legislature, allocation amendments, or from local sources including student tuition and fees. The provisions of

the General Appropriations Act and the State University System Allocation Summary and Workpapers publication will be taken into consideration in the development and preparation of the E&G data.

- (b) Actual prior-year revenues, expenditures (including E&G carryforward amounts expended), and positions, as well as current-year estimated revenues, expenditures, and positions. University E&G carryforward funds shall be budgeted in the E&G Carryforward Spending Plan.
- (c) Assurance that the universities are in compliance with general legislative intent for expenditure of the appropriated state funds and with the Board of Governors' regulations, guidelines and priorities for all funding sources

(5) Any earnings (interest, investment, or other) resulting from the investment of current-year E&G appropriations are considered to be of the same nature as the original appropriations, and are subject to the same expenditure regulations as the original appropriations. E&G earnings are not to be utilized for non-E&G related activities or for fixed capital outlay activities except as provided by law. Earnings resulting from invested E&G carryforward funds are considered to be additions to the university's E&G carryforward balance and shall be expended in accordance with section (3)(a) of this regulation.

Anticipated earnings for the estimated year from invested E&G funds should not be included when building the detailed operating budget schedules. Estimated-year E&G earnings and planned expenditures of these funds should only be reported on the manually-prepared E&G Schedule I and Summary Schedule I reports.

(6) Any unexpended E&G appropriation carried forward to the fund balance in a new fiscal year shall be utilized in support of nonrecurring E&G activities only unless otherwise provided by law.

(7) E&G non-recurring is defined as an expenditure that is not expected to be needed or available after a point in time. Non-recurring expenditures have distinct elements:

- (a) Time limited in nature, where an end date to a given contract or activity is known,
- (b) There is no promise or guarantee of future funding,
- (c) May cross multiple years, but the above two provisions apply,
- (d) May address financial challenges resulting from external factors (examples could include, but are not limited to, federal government shutdown, drop in state revenue resulting in a mid-year reduction)

(8) Any amendments to the approved E&G Carryforward Spending Plan during the fiscal year shall be reported to the Board of Governors for a time period and in a format as prescribed by the Chancellor.

(9) Each university board of trustees may submit to the Chancellor's Office annually a Legislative Budget Request for operations. Such requests shall be made in accordance with the fiscal policy guidelines, formats, instructions, and schedule provided by the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const., History: New 12-6-07, Amended 11-21-13, 9-22-16, 10-30-19, 9-16-20

# Attachment C

**University of Central Florida**  
**Education and General**  
**Carryforward Spending Plan Summary**  
**Approved by University Board of Trustees**  
**Balances and Spending Plans as of July 1, 2021**

	University E&G	FCSWUA	UCF College of Medicine	Grand Total : University Summary
<b>A. Beginning E&amp;G Carryforward Balance - July 1, 2021 :</b>				
Cash	\$ 276,325,074	\$ 11,559,365	\$ 16,531,286	\$ 304,415,725
Investments	\$ -	\$ -	\$ -	\$ -
Accounts Receivable	\$ 15,638,659	\$ 4,674,127	\$ 173,000	\$ 20,485,786
Less: Accounts Payable	\$ 6,694,089	\$ -	\$ 534,634	\$ 7,228,723
Less: Deferred Student Tuition & Fees	\$ 36,983,517	\$ -	\$ 837,925	\$ 37,821,442
<b>B. Beginning E&amp;G Carryforward Balance (Net of Payables/Receivables/Deferred Fees) :</b>	<b>\$ 248,286,127</b>	<b>\$ 16,233,492</b>	<b>\$ 15,331,727</b>	<b>\$ 279,851,346</b>
<b>C. Fiscal Year 2020-2021 E&amp;G Carryforward Encumbrances Brought Forward</b>	<b>\$ 32,252,252</b>	<b>\$ 90,432</b>	<b>\$ 2,482,694</b>	<b>\$ 34,825,378</b>
<b>D. 7% Statutory Reserve Requirement (1011.45(1) F.S.):</b>	<b>\$ 45,809,291</b>	<b>\$ 628,920</b>	<b>\$ 3,297,432</b>	<b>\$ 49,735,643</b>
<b>E. E&amp;G Carryforward Balance Less 7% Statutory Reserve Requirement</b> (Amount Requiring Approved Spending Plan) :	<b>\$ 170,224,584</b>	<b>\$ 15,514,140</b>	<b>\$ 9,551,601</b>	<b>\$ 195,290,325</b>
<b>F. *Restricted / Contractual Obligations</b>				
Restricted by Appropriations University Board of Trustees Reserve Requirement	\$ 1,936,092	\$ 3,504,156	\$ 80,000	\$ 5,520,248
Restricted by Contractual Obligations :				
<b>Compliance, Audit, and Security</b>				
Compliance Program Enhancements	\$ 35,648	\$ -	\$ -	\$ 35,648
Audit Program Enhancements	\$ -	\$ -	\$ -	\$ -
Campus Security and Safety Enhancements	\$ -	\$ -	\$ -	\$ -
<b>Academic and Student Affairs</b>				
Student Services, Enrollment, and Retention Efforts	\$ 648,736	\$ -	\$ -	\$ 648,736
Student Financial Aid	\$ 261,374	\$ 12,009,984	\$ -	\$ 12,271,358
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 17,090,146	\$ -	\$ 4,350,570	\$ 21,440,716
Faculty Research and Public Service Support and Start-Up Funding	\$ 2,992,569	\$ -	\$ 705,177	\$ 3,697,746
Library Resources	\$ -	\$ -	\$ -	\$ -
<b>Facilities, Infrastructure, and Information Technology</b>				
Utilities	\$ -	\$ -	\$ -	\$ -
Information Technology (ERP, Equipment, etc.)	\$ 13,898,520	\$ -	\$ -	\$ 13,898,520
Minor Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 1,104,739	\$ -	\$ -	\$ 1,104,739
Major Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 1,229,970	\$ -	\$ -	\$ 1,229,970
<b>Other UBOT Approved Operating Requirements</b>				
Coronavirus/COVID-19 Related Expenditures (Should agree with restricted column total on "Details - Covid-19" tab)	\$ -	\$ -	\$ -	\$ -
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 11,688,100	\$ -	\$ -	\$ 11,688,100
Contingencies for a State of Emergency Declared by the Governor (SB 72)	\$ -	\$ -	\$ -	\$ -
<b>Operating Restricted :</b> (Should agree with restricted column totals on "Details-Operating" tab)	<b>\$ 48,551,185</b>	<b>\$ 15,514,140</b>	<b>\$ 5,135,747</b>	<b>\$ 69,201,072</b>
<b>FCO Restricted :</b> (Should agree with restricted column totals on "Details-Fixed Capital Outlay" tab)	<b>\$ 2,334,709</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,334,709</b>
<b>Coronavirus/COVID-19 Restricted:</b> (Should agree with restricted column totals on "Details - COVID-19" tab)	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Grand Total Restricted / Contractual Funds :</b>	<b>\$ 50,885,894</b>	<b>\$ 15,514,140</b>	<b>\$ 5,135,747</b>	<b>\$ 71,535,781</b>
<b>G. *Commitments</b>				
<b>Compliance, Audit, and Security</b>				
Compliance Program Enhancements	\$ -	\$ -	\$ -	\$ -
Audit Program Enhancements	\$ 111,796	\$ -	\$ -	\$ 111,796
Campus Security and Safety Enhancements	\$ 1,140,500	\$ -	\$ -	\$ 1,140,500
<b>Academic and Student Affairs</b>				
Student Services, Enrollment, and Retention Efforts	\$ 2,464,610	\$ -	\$ -	\$ 2,464,610
Student Financial Aid	\$ 13,535,174	\$ -	\$ -	\$ 13,535,174
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 15,647,535	\$ -	\$ 133,757	\$ 15,781,292
Faculty Research and Public Service Support and Start-Up Funding	\$ 9,470,298	\$ -	\$ 4,152,848	\$ 13,623,146
Library Resources	\$ 256,760	\$ -	\$ -	\$ 256,760
<b>Facilities, Infrastructure, and Information Technology</b>				
Utilities	\$ -	\$ -	\$ -	\$ -
Information Technology (ERP, Equipment, etc.)	\$ 16,847,624	\$ -	\$ 100,000	\$ 16,947,624
Minor Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 1,727,238	\$ -	\$ -	\$ 1,727,238
Major Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 12,838,233	\$ -	\$ -	\$ 12,838,233
<b>Other UBOT Approved Operating Requirements</b>				
Coronavirus/COVID-19 Related Expenditures (Should agree with committed column total on "Details - Covid-19" tab)	\$ 3,500	\$ -	\$ -	\$ 3,500
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 45,295,422	\$ -	\$ 29,249	\$ 45,324,671
Contingencies for a State of Emergency Declared by the Governor (SB 72)	\$ -	\$ -	\$ -	\$ -
<b>Operating Commitments :</b> (Should agree with committed column total on "Details-Operating" tab)	<b>\$ 104,769,719</b>	<b>\$ -</b>	<b>\$ 4,415,854</b>	<b>\$ 109,185,573</b>
<b>FCO Commitments :</b> (Should agree with committed column total on "Details-Fixed Capital Outlay" tab)	<b>\$ 14,565,471</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 14,565,471</b>
<b>Coronavirus/COVID-19 Commitments:</b> (Should agree with committed column totals on "Details - COVID-19" tab)	<b>\$ 3,500</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,500</b>
<b>Grand Total Commitments :</b>	<b>\$ 119,338,690</b>	<b>\$ -</b>	<b>\$ 4,415,854</b>	<b>\$ 123,754,544</b>
<b>H. Available E&amp;G Carryforward Balance as of July 1, 2021:</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

\* Please provide supplemental detailed descriptions for these multiple-item categories in sections E, F, and G for operating, fixed capital outlay, and COVID-19 spending plans using Board of Governors templates provided (use worksheet tabs for "Details" included with this file).

**Notes :**

- Florida Polytechnic University amounts include the Phosphate Research Trust Fund.
- 2019 Senate Bill 190 amended 1011.45 F.S. regarding university Education & General carryforward minimum reserve balances, reporting requirements, and allowable uses. 1011.45(2) states that "Each university that retains a state operating fund carry forward balance in excess of the 7 percent minimum shall submit a spending plan for its excess carry forward balance. The spending plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 1, 2020, and each September 1 thereafter. The Board of Governors shall review, approve, and amend if necessary, each university's carry forward spending plan by October 1, 2020, and each October 1 thereafter." 1011.45(3) adds "A university's carry forward spending plan shall include the estimated cost per planned expenditure and a timeline for completion of the expenditure." Three additional tabs are provided with this file to allow reporting of university detailed expenditure plans for each planned expenditure or project, a completion timeline, and amount budgeted for expenditure during the reporting fiscal year.

**University of Central Florida**  
**2021-2022 University E&G Carryforward Spending Plans - Supplemental Details (Operating Plans)**  
Pursuant to 1011.45, Florida Statutes  
July 1, 2021

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Budget				Project Timeline			Comments/Explanations
			Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED	COMMITTED	E&G Carryforward Amount Budgeted for Expenditure During FY22	Total # Years of Expenditure per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)	
				Restricted Balance as of July 1, 2021	Committed Balance as of July 1, 2021					
1	Faculty Research and Public Service Support and Start-Up Funding	Summer Appointments	281,884	-	281,884	-	1	0	2023	
2	Faculty Research and Public Service Support and Start-Up Funding	Summer Appointments	563,768	-	563,768	-	1	0	2024	
3	Campus Security and Safety Enhancements	Equipment Purchases - Police equipment, uniforms, vehicles, security	1,140,500	-	1,140,500	1,140,500	1	1	2022	
4	Faculty Research and Public Service Support and Start-Up Funding	Consultant Fees	79,200	79,200	-	79,200	1	1	2022	
5	Faculty Research and Public Service Support and Start-Up Funding	Equipment Purchases - JumpStart Initiative and Research Equipment	495,218	-	495,218	495,218	1	1	2022	
6	Faculty Research and Public Service Support and Start-Up Funding	Faculty Professional Development	52,896	-	52,896	52,896	1	1	2022	
7	Faculty Research and Public Service Support and Start-Up Funding	Faculty search/relocation expenditures	6,000	-	6,000	6,000	1	1	2022	
8	Faculty Research and Public Service Support and Start-Up Funding	Faculty Start-up / Seed Funding	3,363,911	500,000	2,863,911	3,363,911	1	1	2022	
9	Faculty Research and Public Service Support and Start-Up Funding	Furniture - Classroom, Office, Conference	12,000	-	12,000	12,000	1	1	2022	
10	Faculty Research and Public Service Support and Start-Up Funding	Limited / Time Specific Employment	113,879	-	113,879	113,879	1	1	2022	
11	Faculty Research and Public Service Support and Start-Up Funding	OPS Appointments	1,074,636	969,947	104,689	1,074,636	1	1	2022	
12	Faculty Research and Public Service Support and Start-Up Funding	Rentals (short-term)	18,500	18,500	-	18,500	1	1	2022	
13	Faculty Research and Public Service Support and Start-Up Funding	Repairs and Maintenance	92,792	-	92,792	92,792	1	1	2022	
14	Faculty Research and Public Service Support and Start-Up Funding	Student Financial Aid Payments	6,920	6,920	-	6,920	1	1	2022	
15	Faculty Research and Public Service Support and Start-Up Funding	Summer Appointments	382,100	382,100	-	382,100	1	1	2022	
16	Faculty Research and Public Service Support and Start-Up Funding	Travel	36,210	-	36,210	36,210	1	1	2022	
17	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Adjunct Faculty Appointments	547,235	144,901	402,334	547,235	1	1	2022	
18	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Bonus/Temporary Payments	4,000	-	4,000	4,000	1	1	2022	
19	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Equipment Purchases - Clinical Skills Equipment refresh	213,757	80,000	133,757	213,757	1	1	2022	
20	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty awards - Pegasus Professor, Reach for the Stars, Research Incentive, Scholarship of Teaching and Learning, Teaching Incentive Program, DIRI	10,000	10,000	-	10,000	1	1	2022	
21	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Professional Development	20,000	-	20,000	20,000	1	1	2022	
22	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty search/relocation expenditures	34,720	9,720	25,000	34,720	1	1	2022	
23	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Start-up / Seed Funding	2,765,758	1,195,758	1,570,000	2,765,758	1	1	2022	
24	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Furniture - Classroom, Office, Conference	68,981	-	68,981	68,981	1	1	2022	
25	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Information Technology - Digital Learning	272,920	265,420	7,500	272,920	1	1	2022	
26	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Limited / Time Specific Employment	7,020	-	7,020	7,020	1	1	2022	
27	Faculty/Staff, Instructional and Advising Support and Start-up Funding	OPS Appointments	2,251,223	1,379,184	872,039	2,251,223	1	1	2022	
28	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Repairs and Maintenance	550,000	-	550,000	550,000	1	1	2022	
29	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Staff Professional Development (Training & Workshops)	5,000	-	5,000	5,000	1	1	2022	
30	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Summer Appointments	1,589,876	44,355	1,545,521	1,589,876	1	1	2022	
31	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Temporary Payments	3,925	-	3,925	3,925	1	1	2022	
32	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Travel	42,307	-	42,307	42,307	1	1	2022	
33	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Visiting Faculty Appointments	200,458	15,868	184,590	200,458	1	1	2022	
34	Information Technology (ERP, Equipment, etc.)	Equipment Purchases - Computer equipment upgrades and technology expenses	476,374	-	476,374	476,374	1	1	2022	
35	Information Technology (ERP, Equipment, etc.)	Information Technology - Protecting classified information, computers, archibus modules	402,564	-	402,564	402,564	1	1	2022	
36	Information Technology (ERP, Equipment, etc.)	Limited / Time Specific Employment	100,000	-	100,000	100,000	1	1	2022	
37	Library Resources	Library Materials	230,760	-	230,760	230,760	1	1	2022	
38	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Bonus/Temporary Payments	564,101	-	564,101	564,101	1	1	2022	
39	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Consultant Fees	2,263,449	1,910,249	353,200	2,263,449	1	1	2022	
40	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Equipment Purchases - Staff equipment for hybrid work model	47,249	-	47,249	47,249	1	1	2022	
41	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Furniture - Classroom, Office, Conference	169,000	-	169,000	169,000	1	1	2022	
42	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Information Technology - Teams Voice Migration, Improve Appio capability, AZURE True Up	635,457	-	635,457	635,457	1	1	2022	
43	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Limited / Time Specific Employment	220,000	-	220,000	220,000	1	1	2022	
44	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	OPS Appointments	1,030,888	10,000	1,020,888	1,030,888	1	1	2022	
45	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Rentals (short-term)	252,396	-	252,396	252,396	1	1	2022	
46	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Repairs and Maintenance	1,683,655	73,491	1,610,164	1,683,655	1	1	2022	
47	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Student Financial Aid Payments	100,000	-	100,000	100,000	1	1	2022	
48	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Travel	58,500	-	58,500	58,500	1	1	2022	
49	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Visiting Faculty Appointments	495,417	-	495,417	495,417	1	1	2022	
50	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Student Financial Aid Payments	282,374	261,374	21,000	282,374	1	1	2022	

51	Student Financial Aid	Student support for presentation fellowships, doctoral research awards, and open access funding for publishing research	200,000	-	200,000	200,000	1	1	2022
52	Student Services, Enrollment, and Retention Efforts	Bonus/Temporary Payments	25,000	-	25,000	25,000	1	1	2022
53	Student Services, Enrollment, and Retention Efforts	Information Technology - Career Management System (3 years), AliveTek (one-time payment), Mentor Collective (Year 2)	140,685	-	140,685	140,685	1	1	2022
54	Student Services, Enrollment, and Retention Efforts	Limited / Time Specific Employment	10,000	-	10,000	10,000	1	1	2022
55	Student Services, Enrollment, and Retention Efforts	Office Supplies	5,000	-	5,000	5,000	1	1	2022
56	Student Services, Enrollment, and Retention Efforts	OPS Appointments	805,736	648,736	157,000	805,736	1	1	2022
57	Student Services, Enrollment, and Retention Efforts	Repairs and Maintenance	66,325	-	66,325	66,325	1	1	2022
58	Student Services, Enrollment, and Retention Efforts	Student Financial Aid Payments	75,000	-	75,000	75,000	1	1	2022
59	Student Services, Enrollment, and Retention Efforts	Travel	5,000	-	5,000	5,000	1	1	2022
60	Faculty Research and Public Service Support and Start-Up Funding	OPS Appointments	750,000	-	750,000	-	2	0	2024
61	Faculty Research and Public Service Support and Start-Up Funding	Travel	6,000	-	6,000	-	2	0	2024
62	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Start-up / Seed Funding	50,000	50,000	-	-	2	0	2024
63	Information Technology (ERP, Equipment, etc.)	Information Technology - Grad Program Incentives	2,500	-	2,500	-	2	0	2024
64	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	OPS Appointments	16,250	-	16,250	-	2	0	2024
65	Student Services, Enrollment, and Retention Efforts	Travel	2,000	-	2,000	-	2	0	2024
66	Faculty Research and Public Service Support and Start-Up Funding	Faculty Start-up / Seed Funding	1,700,000	-	1,700,000	850,000	2	1	2023
67	Faculty Research and Public Service Support and Start-Up Funding	Travel	6,000	-	6,000	3,000	2	1	2023
68	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Start-up / Seed Funding	6,320,542	50,000	6,270,542	3,160,271	2	1	2023
69	Faculty/Staff, Instructional and Advising Support and Start-up Funding	OPS Appointments	63,784	-	63,784	31,892	2	1	2023
70	Information Technology (ERP, Equipment, etc.)	ERP Updates	16,545,331	8,500,000	8,045,331	8,272,666	2	1	2023
71	Information Technology (ERP, Equipment, etc.)	Information Technology - Computers	27,500	-	27,500	13,750	2	1	2023
72	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Consultant Fees	300,000	-	300,000	150,000	2	1	2023
73	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Repairs and Maintenance	1,451,331	-	1,451,331	725,666	2	1	2023
74	Student Services, Enrollment, and Retention Efforts	Information Technology - Enhances Grad Student Resources	2,000	-	2,000	1,000	2	1	2023
75	Student Services, Enrollment, and Retention Efforts	OPS Appointments	593,961	-	593,961	296,981	2	1	2023
76	Compliance Program Enhancements	Consultant Fees	35,648	35,648	-	35,648	2	2	2022
77	Compliance Program Enhancements	Equipment Purchases - Cars, Central receiving equipment, Biological decontamination system	4,244	-	4,244	4,244	2	2	2022
78	Faculty Research and Public Service Support and Start-Up Funding	Faculty awards - Pegasus Professor, Reach for the Stars, Research Incentive, Scholarship of Teaching and Learning, Teaching Incentive Program, DIRI	54,947	54,947	-	54,947	2	2	2022
79	Faculty Research and Public Service Support and Start-Up Funding	Faculty Start-up / Seed Funding	232,227	-	232,227	232,227	2	2	2022
80	Faculty Research and Public Service Support and Start-Up Funding	OPS Appointments	281,369	243,219	38,150	281,369	2	2	2022
81	Faculty Research and Public Service Support and Start-Up Funding	Repairs and Maintenance	140,314	-	140,314	140,314	2	2	2022
82	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Adjunct Faculty Appointments	225,994	-	225,994	225,994	2	2	2022
83	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Equipment Purchases - Technology expenses	758	-	758	758	2	2	2022
84	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty awards - Pegasus Professor, Reach for the Stars, Research Incentive, Scholarship of Teaching and Learning, Teaching Incentive Program, DIRI	3,125	3,125	-	3,125	2	2	2022
85	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Start-up / Seed Funding	16,571,189	16,571,189	-	16,571,189	2	2	2022
86	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Information Technology - College of Arts and Humanities contribution for Lynda software to UCFIT	12,000	12,000	-	12,000	2	2	2022
87	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Limited / Time Specific Employment	40,884	40,884	-	40,884	2	2	2022
88	Faculty/Staff, Instructional and Advising Support and Start-up Funding	OPS Appointments	163,319	163,319	-	163,319	2	2	2022
89	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Repairs and Maintenance	20,000	-	20,000	20,000	2	2	2022
90	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Summer Appointments	900,290	788,778	111,512	900,290	2	2	2022
91	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Visiting Faculty Appointments	11,549	11,549	-	11,549	2	2	2022
92	Information Technology (ERP, Equipment, etc.)	Equipment Purchases - Office equipment/computer replacement cycle	17,692	-	17,692	17,692	2	2	2022
93	Information Technology (ERP, Equipment, etc.)	Furniture - Classroom, Office, Conference	701	-	701	701	2	2	2022
94	Information Technology (ERP, Equipment, etc.)	Information Technology - Software cycle true up (13 month cost)	73,417	-	73,417	73,417	2	2	2022
95	Information Technology (ERP, Equipment, etc.)	Utilities Expense (such as a mid-year, unexpected increase, that was not built in the original budget)	2,225	-	2,225	2,225	2	2	2022
96	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Consultant Fees	16,000	-	16,000	16,000	2	2	2022
97	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Repairs and Maintenance	83,811	83,811	-	83,811	2	2	2022
98	Student Services, Enrollment, and Retention Efforts	Consultant Fees	224	-	224	224	2	2	2022
99	Student Services, Enrollment, and Retention Efforts	OPS Appointments	239,149	-	239,149	239,149	2	2	2022
100	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Visiting Faculty Appointments	282,960	-	282,960	94,320	3	1	2024
101	Faculty Research and Public Service Support and Start-Up Funding	OPS Appointments	750,000	-	750,000	375,000	3	2	2023
102	Faculty Research and Public Service Support and Start-Up Funding	Rentals (short-term)	69,906	69,906	-	34,953	3	2	2023
103	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Start-up / Seed Funding	109,523	-	109,523	54,762	3	2	2023
104	Information Technology (ERP, Equipment, etc.)	ERP Updates	6,518,613	5,260,167	1,258,446	3,259,307	3	2	2023
105	Information Technology (ERP, Equipment, etc.)	Information Technology - Accreditation software	48,353	48,353	-	24,177	3	2	2023
106	Information Technology (ERP, Equipment, etc.)	ERP Updates	6,530,728	-	6,530,728	1,306,146	6	2	2026
107	Compliance Program Enhancements	Level II background checking space reconfiguration	104,765	-	104,765	104,765	1	1	2022
108	Faculty Research and Public Service Support and Start-Up Funding	Marketing materials	4,000	4,000	-	4,000	1	1	2022
109	Faculty Research and Public Service Support and Start-Up Funding	College Match - Human Dignity Project	500,000	-	500,000	500,000	1	1	2022
110	Faculty Research and Public Service Support and Start-Up Funding	Committed to Chemistry towards Ethics speaker series	500	-	500	500	1	1	2022
111	Faculty Research and Public Service Support and Start-Up Funding	Cost Share Commitment Research	45,000	45,000	-	45,000	1	1	2022
112	Faculty Research and Public Service Support and Start-Up Funding	Facilities Renovations	250,000	-	250,000	250,000	1	1	2022
113	Faculty Research and Public Service Support and Start-Up Funding	FJCC teacher trainings	36,937	-	36,937	36,937	1	1	2022
114	Faculty Research and Public Service Support and Start-Up Funding	Jump Start Commitment Match Funds	215,000	-	215,000	215,000	1	1	2022
115	Faculty Research and Public Service Support and Start-Up Funding	Lab Moving Expenses for BSBS New hires	25,752	-	25,752	25,752	1	1	2022
116	Faculty Research and Public Service Support and Start-Up Funding	Lake Nona Cancer Center Equipment and Lab moving expenses	350,000	-	350,000	350,000	1	1	2022
117	Faculty Research and Public Service Support and Start-Up Funding	Match Commitments for Academic Excellence Requests	57,963	-	57,963	57,963	1	1	2022
118	Faculty Research and Public Service Support and Start-Up Funding	OCPS summer Tesource development	20,000	-	20,000	20,000	1	1	2022

119	Faculty Research and Public Service Support and Start-Up Funding	OR Seed Funding	1,039,218	1,039,218	-	1,039,218	1	1	2022
120	Faculty Research and Public Service Support and Start-Up Funding	OR Seed funding and equipment grants	2,000,000	-	2,000,000	2,000,000	1	1	2022
121	Faculty Research and Public Service Support and Start-Up Funding	OSC Gala Sponsorship	2,500	-	2,500	2,500	1	1	2022
122	Faculty Research and Public Service Support and Start-Up Funding	Otronicon-OSC Sponsorship	2,500	-	2,500	2,500	1	1	2022
123	Faculty Research and Public Service Support and Start-Up Funding	Outreach for STEM Day initiative to cover expenses/supplies	1,000	-	1,000	1,000	1	1	2022
124	Faculty Research and Public Service Support and Start-Up Funding	Patent attorneys	19,882	-	19,882	19,882	1	1	2022
125	Faculty Research and Public Service Support and Start-Up Funding	Research enterprise support - grant matches, etc.	27,500	-	27,500	27,500	1	1	2022
126	Faculty Research and Public Service Support and Start-Up Funding	Seed Initiatives Funding	300,000	-	300,000	300,000	1	1	2022
127	Faculty Research and Public Service Support and Start-Up Funding	Stipend for services provided by Dr. Steve Fiore (UCF); Science of Team Science initiatives, research	47,823	47,823	-	47,823	1	1	2022
128	Faculty Research and Public Service Support and Start-Up Funding	STOKES Payment	16,241	-	16,241	16,241	1	1	2022
129	Faculty Research and Public Service Support and Start-Up Funding	Zora Neale Hurston Community Partnership	37,500	-	37,500	37,500	1	1	2022
130	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Academic Excellence College Match	223,277	-	223,277	223,277	1	1	2022
131	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Administrative Conversion Unit Support	249,588	-	249,588	249,588	1	1	2022
132	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Budget that was given as mentorships	5,000	-	5,000	5,000	1	1	2022
133	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Central Florida Education Ecosystem Database (CFEED)	200,000	200,000	-	200,000	1	1	2022
134	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Florida Prison Education Project	12,000	-	12,000	12,000	1	1	2022
135	Faculty/Staff, Instructional and Advising Support and Start-up Funding	J.Rupert - Trustee Chair	50,000	-	50,000	50,000	1	1	2022
136	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Jump Start Match	410,500	-	410,500	410,500	1	1	2022
137	Faculty/Staff, Instructional and Advising Support and Start-up Funding	New Faculty Orientation Captioning & Faculty Development & Additional Faculty Fellow Support	29,463	-	29,463	29,463	1	1	2022
138	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Philosophy - Course Redesign Funds	11,400	-	11,400	11,400	1	1	2022
139	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Reserve to offset possible loss of revenue due to fluctuations in enrollment	137,176	-	137,176	137,176	1	1	2022
140	Faculty/Staff, Instructional and Advising Support and Start-up Funding	S.Sung - Trustee Chair	77,141	-	77,141	77,141	1	1	2022
141	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Supplemental payment for new faculty Relocation	10,800	-	10,800	10,800	1	1	2022
142	Faculty/Staff, Instructional and Advising Support and Start-up Funding	teaching materials - methods courses	20,000	-	20,000	20,000	1	1	2022
143	Information Technology (ERP, Equipment, etc.)	key tracker system	10,000	-	10,000	10,000	1	1	2022
144	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	25th Anniversary Elements (Video Assets, Photography, Collateral)	24,137	-	24,137	24,137	1	1	2022
145	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Academic Program Quality Suite Renovation	54,787	-	54,787	54,787	1	1	2022
146	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Access control installation for "First Stop" gate in Unionwest and Nursing Mother's Room	13,613	-	13,613	13,613	1	1	2022
147	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Black Student Success	100,000	-	100,000	100,000	1	1	2022
148	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	BRIDG - non-recurring exp associated with short-term operation of the facility prior to transfer of contractual obligations to SkyWater	1,112,709	1,112,709	-	1,112,709	1	1	2022
149	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	CMB Research Space for faculty collaboration	250,000	-	250,000	250,000	1	1	2022
150	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Conversion of Parking & Card Access offices in CMB to support space needs.	30,000	-	30,000	30,000	1	1	2022
151	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Knights Major Exploration and Transition Center - Think 30 Scholarships	100,000	-	100,000	100,000	1	1	2022
152	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Outdoor Map installation, asphalt stamping near Parramore Garage, monument sign installation on east side of campus.	43,000	-	43,000	43,000	1	1	2022
153	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	President's Academic Excellence Fund	15,000,000	-	15,000,000	15,000,000	1	1	2022
154	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	President's Jump Start Fund	5,000,000	-	5,000,000	5,000,000	1	1	2022
155	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	President's Strategic Fund	3,429,418	-	3,429,418	3,429,418	1	1	2022
156	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Registration, supplies, misc. expense	143,269	-	143,269	143,269	1	1	2022
157	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Reserve to offset possible loss of revenue due to fluctuations in enrollment	158,846	-	158,846	158,846	1	1	2022
158	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Special Project Startup & Initiative Fund	400,000	-	400,000	400,000	1	1	2022
159	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Sponsorship, Innovation Week/Synapse/Immerse	20,000	-	20,000	20,000	1	1	2022
160	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	UCF Downtown Administrative Office Construction	202,363	-	202,363	202,363	1	1	2022
161	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Visual Arts exterior structure	800,000	-	800,000	800,000	1	1	2022
162	Restricted by Appropriations	WUCF FM broadcast supplies	26	-	26	26	1	1	2022
163	Restricted by Appropriations	Chron's & Collis	80,000	-	80,000	80,000	1	1	2022
164	Restricted by Appropriations	Florida Center for Students with Unique Abilities Grant/Project	2,293,239	2,293,239	-	2,293,239	1	1	2022
165	Restricted by Appropriations	Florida Center for Students with Unique Abilities Program Operation	282,817	-	282,817	282,817	1	1	2022
166	Student Financial Aid	Florida Center for Students with Unique Abilities - Student Scholarship/Support	2,659,451	2,659,451	-	2,659,451	1	1	2022
167	Student Services, Enrollment, and Retention Efforts	Academic and Student Support	130,500	-	130,500	130,500	1	1	2022
168	Student Services, Enrollment, and Retention Efforts	Article publication fees	893	-	893	893	1	1	2022
169	Student Services, Enrollment, and Retention Efforts	Cost Share Research - iSTEM	5,000	-	5,000	5,000	1	1	2022
170	Student Services, Enrollment, and Retention Efforts	DataSci B.S. program marketing	1,000	-	1,000	1,000	1	1	2022
171	Student Services, Enrollment, and Retention Efforts	Grad PostDoc/Doctoral awards	20,000	-	20,000	20,000	1	1	2022
172	Student Services, Enrollment, and Retention Efforts	GTA tuition	8,705	-	8,705	8,705	1	1	2022
173	ices, Enrollment, and Retention Efforts	LEAD Scholars Academy - Speakers, marketing, book scholarships for U-LEAD research and poster presentations, engaging students interested in identity-based groups,	5,400	-	5,400	5,400	1	1	2022
174	ices, Enrollment, and Retention Efforts	Library PhD Program-Antho	6,983	-	6,983	6,983	1	1	2022
175	ices, Enrollment, and Retention Efforts	MASS Student Success Conference registration, hotel, transportation, engagement activities and conference materials.	21,331	-	21,331	21,331	1	1	2022

176	Student Services, Enrollment, and Retention Efforts	N_Carusone Doctoral Research Support Award (participant payments)	2,355	-	2,355	2,355	1	1	2022
177	Student Services, Enrollment, and Retention Efforts	NA Programming Camps	200,000	-	200,000	200,000	1	1	2022
178	Student Services, Enrollment, and Retention Efforts	provost funds for COSAS support	10,125	-	10,125	10,125	1	1	2022
179	Student Services, Enrollment, and Retention Efforts	SPSS license support for graduate students	7,106	-	7,106	7,106	1	1	2022
180	Faculty Research and Public Service Support and Start-Up Funding	Chron's & Collitis	105,177	105,177	-	-	2	0	2024
181	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Academic Excellence College Match	447,500	-	447,500	-	2	0	2024
182	Restricted by Appropriations	BOG Team Grant - Strategic Funding Initiative	328,907	328,907	-	-	2	0	2024
183	Faculty Research and Public Service Support and Start-Up Funding	Chron's & Collitis	100,000	100,000	-	50,000	2	1	2023
184	Faculty Research and Public Service Support and Start-Up Funding	Lake Nona Cancer Center Equipment and Lab moving expenses	150,000	-	150,000	75,000	2	1	2023
185	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Academic Excellence College Match	607,500	-	607,500	303,750	2	1	2023
186	Faculty/Staff, Instructional and Advising Support and Start-up Funding	BOT Course Redesign Initiative (CRI Extension Incentives)	606,580	-	606,580	303,290	2	1	2023
187	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Reserve to offset possible loss of revenue due to fluctuations in enrollment	37,363	-	37,363	18,682	2	1	2023
188	Restricted by Appropriations	BOG Team Grant - Strategic Funding Initiative	328,907	328,907	-	164,453	2	1	2023
189	Compliance Program Enhancements	OIE & Let's be Clear campaign marketing materials	1,577	-	1,577	1,577	2	2	2022
190	Compliance Program Enhancements	Printing of Compliance materials to be distributed to coaches and players	1,210	-	1,210	1,210	2	2	2022
191	Faculty Research and Public Service Support and Start-Up Funding	Art In State Funds	14,789	14,789	-	14,789	2	2	2022
192	Faculty Research and Public Service Support and Start-Up Funding	OH Swap funds- support research mission	63,933	-	63,933	63,933	2	2	2022
193	Faculty Research and Public Service Support and Start-Up Funding	Research support (replace use of indirect OH for Research I)	1,300,000	-	1,300,000	1,300,000	2	2	2022
194	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Orientation at downtown campus for rising Rosen scholarship students	19,555	19,555	-	19,555	2	2	2022
195	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Provost Fellow funds - Dr. Chiara Mazzucchelli	8,491	8,491	-	8,491	2	2	2022
196	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Student Advising/PHPL/SLAS Project (varies) OPS	18,649	-	18,649	18,649	2	2	2022
197	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Student Success and Advising/Awards/SLAS Project (varies)	201,748	-	201,748	201,748	2	2	2022
198	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Tangelo/Dziuban	652	-	652	652	2	2	2022
199	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Timely Completion	29,097	29,097	-	29,097	2	2	2022
200	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Training Development	140,000	-	140,000	140,000	2	2	2022
201	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Transfer Credit Evaluation funds	18,000	18,000	-	18,000	2	2	2022
202	Information Technology (ERP, Equipment, etc.)	Additional legal files license for new employee	134	-	134	134	2	2	2022
203	Information Technology (ERP, Equipment, etc.)	Replacement IT equipment for OIE & and new IT equip for new hires	12	-	12	12	2	2	2022
204	Information Technology (ERP, Equipment, etc.)	SalesForce Support Contract	90,000	90,000	-	90,000	2	2	2022
205	Library Resources	research materials	26,000	-	26,000	26,000	2	2	2022
206	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	BRIDG Funding	261,388	261,388	-	261,388	2	2	2022
207	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Costs associated with office moves due to Pres. Transition	2,482	-	2,482	2,482	2	2	2022
208	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Government & Community Relation website development	10,000	-	10,000	10,000	2	2	2022
209	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	legal fees	499,950	499,950	-	499,950	2	2	2022
210	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Marketing material to communicate the presence of the Ombuds office to the UCF community	155	-	155	155	2	2	2022
211	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Presidential Transition Initiatives	91,802	91,802	-	91,802	2	2	2022
212	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	State Tax Liability (employees out of state)	112,000	112,000	-	112,000	2	2	2022
213	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	UCF branding and marketing professional services (i.e., for commercial, content creation srvs, paid advertising, etc. see comments for details)	86,700	-	86,700	86,700	2	2	2022
214	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	UCF branding and marketing: Knight Your Ride	46,915	-	46,915	46,915	2	2	2022
215	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	UCF branding and marketing: UCF Shuttle Wraps	32,700	32,700	-	32,700	2	2	2022
216	Restricted by Appropriations	Florida High Tech Corridor research matching grant	1,278,278	1,278,278	-	1,278,278	2	2	2022
217	Restricted by Appropriations	Florida Center for Students with Unique Abilities Student Scholarship/Support	928,100	-	928,100	928,100	2	2	2022
218	Student Financial Aid	Florida Center for Students with Unique Abilities - Student Scholarship/Support	9,350,533	9,350,533	-	9,350,533	2	2	2022
219	Student Services, Enrollment, and Retention Efforts	Capital project: student deck	8,124	-	8,124	8,124	2	2	2022
220	Student Services, Enrollment, and Retention Efforts	Dean's Office Operations/Temporary Employment, Administrative	299,464	-	299,464	299,464	2	2	2022
221	Student Services, Enrollment, and Retention Efforts	SLAS Project Initiative/Pegasus Path/other	101,731	-	101,731	101,731	2	2	2022
222	Student Services, Enrollment, and Retention Efforts	STEM Programming/EXCEL/SLAS Project (varies)	18,690	-	18,690	18,690	2	2	2022
223	Student Services, Enrollment, and Retention Efforts	Student Services and Resources/SLAS Project (varies)	295,859	-	295,859	295,859	2	2	2022
224	Faculty Research and Public Service Support and Start-Up Funding	Stipend for services provided by Dr. Steve Fiore (UCF); Science of Team Science initiatives, research	17,000	17,000	-	8,500	3	2	2023
225	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Administrative Conversion Unit Support	124,794	-	124,794	62,397	3	2	2023
226	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Central Florida Education Ecosystem Database (CFEED)	200,000	200,000	-	100,000	3	2	2023
227	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	BRIDG Settlement	7,500,000	7,500,000	-	3,750,000	3	2	2023
228	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Reserve to offset possible loss of revenue due to fluctuations in enrollment	374,999	-	374,999	93,750	4	1	2022
229	Student Financial Aid	Athletics Scholarships	13,141,174	-	13,141,174	7,131,174	2	1	2023
230	Student Financial Aid	College of Medicine SIF Scholarships	173,000	-	173,000	173,000	1	1	2022
231	Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	Central contingency funds to offset unforeseen needs	11,686,645	-	11,686,645	-	2	1	2023
<b>Total as of July 1, 2021: *</b>			<b>\$ 178,386,645</b>	<b>\$ 69,201,072</b>	<b>\$ 109,185,573</b>	<b>\$ 130,352,046</b>			

\*Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.



**University of Central Florida**  
**2021-2022 University E&G Carryforward Spending Plans - Supplemental Details (Fixed Capital Outlay Plans)**  
Pursuant to 1011.45, Florida Statutes  
July 1, 2021

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Description	Project(s) Cost to be Funded from Current Year E&G Carryforward Balance	Restricted		Committed		E&G Carryforward Funds Budgeted for Expenditure During FY22	Carryforward Expenditure Timeline			Comments/Explanations
					Restricted Balance As of July 1, 2021	Committed Balance As of July 1, 2021	Total # Years of Expenditure per Project	Current Expenditure Year #		Estimated Completion Date (Fiscal Year)			
1	Minor, < \$2M: Renovation, Repair or Maintenance	Millican Hall HVAC	Upgrade HVAC system, clean, coat and seal ductwork	\$833,036	\$474,739	\$358,297	\$833,036	3	3	2021-22			
2	Minor, < \$2M: Renovation, Repair or Maintenance	CREOL Building Automation and Control Systems	Replace five different control systems under one native BACnet system	\$1,248,941	\$630,000	\$618,941	\$1,248,941	2	2	2021-22			
3	Minor, < \$2M: Renovation, Repair or Maintenance	Business Administration I - Roof Membrane Replacement	Roof renovation of Business Administration I	\$750,000	\$0	\$750,000	\$750,000	1	1	2021-22			
<b>* Total Minor Carryforward As July 1, 2021 :</b>				<b>\$2,831,977</b>	<b>\$1,104,739</b>	<b>\$1,727,238</b>	<b>\$2,831,977</b>						
<b>Major Carryforward Projects (&gt;\$2M)<sup>1</sup></b>													
4	Major, \$2M-\$5M: Renovation, Repair or Maintenance	Bioscience Building Renovation, Repair, and Maintenance	HVAC and other building infrastructure systems	\$4,827,433	\$249,382	\$4,578,051	\$4,000,000	3	2	2022-23			
5	Major, \$2M-\$5M: Renovation, Repair or Maintenance	Chemistry Building Renovation, Repairs, and Maintenance	HVAC and other system repairs and upgrades	\$5,000,000	\$42,798	\$4,957,202	\$900,000	4	2	2023-24			
6	Major, \$2M-\$5M: Renovation, Repair or Maintenance	Communication and Media Building Roof Replacement	Roof replacement, exterior masonry, and stucco wall repairs	\$4,240,770	\$937,790	\$3,302,980	\$1,698,810	3	2	2022-23			
<b>* Total Major Carryforward As July 1, 2021 :</b>				<b>\$14,068,203</b>	<b>\$1,229,970</b>	<b>\$12,838,233</b>	<b>\$6,598,810</b>						
<b>Fixed Capital Outlay Totals :</b>				<b>\$16,900,180</b>	<b>\$2,334,709</b>	<b>\$14,565,471</b>	<b>\$9,430,787</b>						

1. As defined in Board of Governors Regulation 14.003(2).

\* Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

**University of Central Florida**  
**2021-2022 University E&G Carryforward Spending Plans - Supplemental Details (COVID - 19)**  
Pursuant to 1011.45, Florida Statutes  
July 1, 2021

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Budget			Project Timeline			Comments/Explanations	
			Total Amount to be Funded from Current Year E&G Carryforward Balance	RESTRICTED Restricted Balance as of July 1, 2021	COMMITTED Committed Balance as of July 1, 2021	E&G Carryforward Amount Budgeted for Expenditure During FY22	Total # Years of Expenditure per Project	Current Expenditure Year #		Estimated Completion Date (Fiscal Year)
1.	Miscellaneous Covid-19 Related Expenditures	Office Supplies	3,500	-	3,500	3,500	1	1	2022	
		<b>Totals as of July 1, 2021: *</b>	<b>\$ 3,500</b>	<b>\$ -</b>	<b>\$ 3,500</b>	<b>\$ 3,500</b>				

\*Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.

# State University System Education & General Carryforward Spending Plan Reporting Definitions

## I. Carryforward Spending Plan - Budgetary Category Definitions

1.	Encumbrances	Unpaid balances remaining in active purchase orders, travel authorizations, etc., to be paid using E&G carryforward funds. May also include nonrecurring employee compensation amounts through the end of the current fiscal year.
2.	7% Statutory Reserve Requirement	Required E&G reserve requirement per 1011.45 F.S. - amends previous 1011.40 F.S. requirement. Based on percentage of state operating budget.
3.	Restricted/Contractual Obligations	Should generally be supported by documentation that memorializes an agreement with another party (e.g. contract, offer letter, construction contract/project number, etc.).
4.	Commitments	Monies designated for a specific purpose which are not yet encumbered/contracted/restricted. Discretion may still be exercised with respect to the use of these funds.
5.	University Board of Trustees Reserve Requirement	The amount of unrestricted funds set aside by the University Board of Trustees to address critical, unforeseen, or non-discretionary items that require immediate funding, such as unanticipated or uninsured catastrophic events, unforeseen contingencies, state budget shortfalls, or university revenue shortfalls.
6.	Restricted by Appropriations	Funds appropriated by the Legislature for a specific purpose or intended use as identified by law or through legislative work papers.
7.	Compliance Program Enhancements	Initiatives associated with being in compliance with federal law, state law, Board of Governors Regulations or any other entity with which the University must comply.
8.	Audit Program Enhancements	Initiatives associated with implementing audit programs of the institution.
9.	Campus Security and Safety Enhancements	The support of campus security and/or safety issues, such as the recruitment of police officers, vehicles, equipment, and investments which promote security and safety at the institution. This issue may also include mental health counseling and services.
10.	Student Services, Enrollment, and Retention Efforts	Funds to promote student success through supporting student services programs, addressing enrollment, and assisting with retention efforts to support timely graduation.
11.	Student Financial Aid	Funds allocated to reduce student costs and to provide an opportunity to obtain a degree in an affordable and timely fashion.
12.	Faculty/Staff Instructional and Advising Support and Start-Up Funding	Funds identified to support instructional and advising activities, and/or start-up packages for new faculty. Start-up packages are often expended over a multi-year period.
13.	Faculty Research and Public Service Support and Start-Up Funding	Funds identified to support research and public service, and any associated start up funding. Start-up packages are often expended over a multi-year period.
14.	Library Resources	Materials and database access required to support programs of study and research.
15.	Utilities	Support of nonrecurring utility costs throughout the university.
16.	Information Technology (ERP, Equipment, Etc.)	Funds to improve operational productivity, educational improvements, and technological innovation, implementation and/or maintenance of ERP systems, and technological equipment purchases.
17.	Other Operating Requirements	Other expenditures/projects that support the university's mission, are <b>nonrecurring</b> in nature, and are approved by the university board of trustees.
18.	Contingencies for a State of Emergency Declared by the Governor	A commitment of funds to a contingency reserve for expenses incurred as a result of a state of emergency declared by the Governor pursuant to s. 252.36, Florida Statutes.
19.	PECO Projects - Supplemental Funds to Complete Projects That Received Previous Appropriation	Commitment of funds to a public education capital outlay project for which an appropriation has previously been provided that requires additional funds for completion and which is included in the list required by s. 1001.706(12)(d), Florida Statutes. This category is valid for both major and minor carryforward projects.
20.	Completion of Renovation, Repair, or Maintenance Project up to \$5M	For projects that are consistent with the provisions of s. 1013.64(1), Florida Statutes, up to \$5 million per project. Refer to Board of Governors Regulation 14.001 for the definitions of renovation, repair, and maintenance. This category is valid for both major and minor carryforward projects.
21.	Replacement of Minor Facility (< 10,000 gsf) up to \$2M	Replacement of minor facility project that does not exceed 10,000 gross square feet in size, up to \$2 million. This category is valid for minor carryforward projects.
22.	Completion of a Survey-Recommended Remodeling or Infrastructure Project (Including DRS Schools) up to \$10M	Completion of a remodeling or infrastructure project, including a project for a developmental research school, up to \$10 million per project, if such project is survey recommended pursuant to s. 1013.31, Florida Statutes. Refer to Board of Governors Regulation 14.001 for the definition of remodeling. This category is valid for both major and minor carryforward projects.

## II. Column Definitions for Use With Details Tabs

**State University System  
Education & General Carryforward Spending Plan  
Reporting Definitions**

- |   |   |
|---|---|
| 1. Carryforward Spending Plan Category                                  | Functional category brought forward from the Carryforward Spending Plan reporting template. Categories are defined in Section I of this document.   |
| 2. Specific Expenditure/ Project Title/Name                             | Detailed title of planned expenditure item or project, with sufficient details to be tracked individually through the expenditure cycle to completion.  |
| 3. Total Amount to be Funded from Current Year E&G Carryforward Balance | The total estimated cost to be paid from current-year beginning E&G carryforward balance for the specific expenditure item or project.  |
| 4. E&G Carryforward Amount Budgeted for Expenditure During FY21         | This column represents the current budgetary year's estimated disbursement of E&G carryforward towards the total planned expenditure item or project.   |
| <b><u>Project Timeline</u></b>  |   |
| 5. Estimated Completion Date  | Estimated date (year) for full expenditure of E&G carryforward funds for the specific expenditure plan item or project.   |
| 6. Current Expenditure Year #   | The current year in the project completion timeline, e.g. year 2 of a 4 year project. Input is number only.   |
| 7. Total # Years of Expenditure per Project                             | The total number of years over which the expenditure item / project will span.  |
| 8. Comments/Explanations  | Additional information to assist the user of the report including, but not limited to, a description of the expenditure item / project and how it supports the university's mission and operations. |
| <b><u>Other Definitions</u></b>   |   |
| 9. Nonrecurring   | Nonrecurring guidelines as vetted and approved by the Council for Administrative and Financial Affairs (CAFA) can be found on the Board of Governors' website.                                      |
| 10. Coronavirus/COVID-19  | The use of E&G carryforward funds to address various university costs associated with COVID-19.   |



# 2021-2022 Operating Budget, E&G Carryforward Spending Plan, & Fixed Capital Outlay Budget

University Name: University of Central Florida

## 2021-2022 Operating Budget, E&G Carryforward Spending Plan, & Fixed Capital Outlay Budget Certification Representations

I hereby certify to the Board of Governors that the referenced 2021-2022 Operating Budget, E&G Carryforward Spending Plan, & Fixed Capital Outlay Budget provided to the Board of Governors in accordance with my fiduciary responsibility to the university is true and materially correct to the best of my knowledge. I further certify that these budgets have been reviewed and approved by the Board of Trustees at its meetings held on June 17 and September 23, and that funds will only be expended in accordance with the approved budget as well as all applicable Statutes, Board of Governors' Regulations, and university regulations. I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements may render this certification void. My signature below acknowledges that I have read and understand these statements.

Certification: \_\_\_\_\_ Date \_\_\_\_\_  
Chief Financial Officer

Certification: \_\_\_\_\_ Date \_\_\_\_\_  
President

I certify that the above referenced university budgets for fiscal year 2021-2022 have been approved by the University Board of Trustees and is true and materially correct to the best of my knowledge.

Certification: \_\_\_\_\_ Date \_\_\_\_\_  
Board of Trustees Chair



### Board of Trustees Regular Meeting | September 23, 2021

#### **BUD-2: 2021-22 Fixed Capital Outlay Budget**

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Information       Discussion       Action

Meeting Date for Upcoming Action: \_\_\_\_\_

**Purpose and Issues to be Considered:**

Review and take action on the proposed 2021-22 Fixed Capital Outlay Budget (FCO Budget) (Attachment A). Pursuant to Florida Statute 1013.61, *Annual Capital Outlay Budget*, each university’s Board of Trustees must adopt an annual capital outlay budget that designates proposed expenditures by project. The university Board of Trustees-ratified FCO Budget must be submitted to the Board of Governors by October 1, 2021.

**Background Information:**

Board of Trustees approval is required to proceed with projects listed on the FCO Budget. Project plans and the overall budget may be amended mid-year in accordance with Board of Governors Regulation 14.003(4) and the university’s internal policies and procedures.

The FCO Budget has been prepared in accordance with Board of Governors Regulation 14.003, *Fixed Capital Outlay Projects – University Budgeting Procedures*, and related instructions, guidelines, and standard formats. The Board of Governors also requires universities to obtain written certification of the FCO Budget, the university’s operating budget and carryforward expenditure plan. The certification is to be signed by the President, Chief Financial Officer, and Board of Trustees Chair. It is presented as Attachment D with the 2021-22 Carryforward Spending Plan (BUDC-1).

New projects and significant cost increases from 2020-21 to 2021-22 include:

Minor Carryforward (CF) Projects:

Millican Hall HVAC (cost increase)	\$ 500,000
Business Administration I - roof membrane replacement	750,000

State Appropriated Projects:

Performing Arts Complex Phase II	2,750,000
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Non-Appropriated Projects:

HVAC renovations to prevent the spread of COVID-19	18,400,000
Student Union roof and building envelope repair	2,447,302
	<u>\$ 24,847,302</u>

Refer to Attachment B *Fixed Capital Outlay Budget Guide* for additional background.

**Recommended Action:**

Recommend to the Board of Trustees approval of the 2021-22 Fixed Capital Outlay Budget as presented in Attachment A.

**Alternatives to Decision:**

1. Not approve the 2021-22 Fixed Capital Outlay Budget
2. Recommend revisions to the 2021-22 Fixed Capital Outlay Budget

**Fiscal Impact and Source of Funding:**

The 2021-22 Fixed Capital Outlay Budget represents a one-year project plan from all sources of funding including:

1. Education and General operating funds and carryforward as represented in the university's operating budget and carryforward plans
2. Non-appropriated funds, such as auxiliary funds and contracts and grants
3. State appropriated funds designated for capital purposes, such as Public Education Capital Outlay (PECO) and Capital Improvement Trust Funds (CITF)

The table below represents a summary of 2021-22 estimated expenditures by funding source. State funding and federal HEERF funds account for approximately 90% of planned expenditures.

2021-22 Estimated Expenditures by Funding Source

	in millions	
E&G Carryforward and Operating	\$ 16	30%
Capital Improvement Trust Funds (CITF)	10	20%
Public Education Capital Outlay (PECO)	5	10%
Federal HEERF	18	30%
Total state and federal sources	49	90%
Auxiliary, donations, and activity and service fees	4	10%
Total all sources	\$ 53	100%

**Authority for Board of Trustees Action:**

Florida Statutes s.1013.61

**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:**

Gerald Hector, Senior Vice President for Administration and Finance

**Supporting Documentation:**

- Attachment A: 2021-22 Fixed Capital Outlay Budget
- Attachment B: Fixed Capital Outlay Budget Guide
- Attachment C: Capital Projects Funding Certification Form

**Facilitators/Presenters:**

- Gerald Hector, Senior Vice President for Administration and Finance
- Jon Varnell, Vice President for Facilities and Business Operations

**Attachment A**  
**University of Central Florida**  
**FIXED CAPITAL OUTLAY BUDGET for Fiscal Year 2021-22**  
(per Section 1013.61, F.S. and Board Reg. 14.003)

CFSP item #	Category	Project Title/Name	Description	Total Project(s) Cost	Funding Sources		Funds Expended to Date	Funds to be Expended this Year	Remaining Balance	Project Timeline		Comments
					Source	Amount				Start Date	Completion Date	
<b>Education &amp; General (E&amp;G) Operating Projects</b>												
<i>Consolidated line item of all FCO/capitalized projects funded from E&amp;G operating funds, pursuant to Board regulations 14.003(2)(a) and 9.001. No individual project exceeds \$1M. This is a single line item in both Operating and FCO budgets.</i>				1,000,000	E&G Operating	1,000,000	-	1,000,000	-	Not Applicable		
<b>Minor Carryforward (CF) Projects</b>												
<i>Consolidated line item of all FCO projects with a cost of less than \$2M funded from E&amp;G CF funds, pursuant to Board regulation 14.003(2)(b). Includes replacement of facilities less than 10,000 gross sf. This is a single line item in both Operating and FCO budgets. For a detailed listing of projects, refer to the E&amp;G Carryforward Spending Plan (CFSP).</i>												
1		Millican Hall HVAC	Upgrade HVAC system, clean, coat and seal ductwork	2,000,000	E&G Carryforward	2,000,000	1,166,964	833,036	-	2018-19	2021-22	
2		CREOL Building Automation and Control Systems	Replace five different control systems under one native BACnet system	1,248,941	E&G Carryforward	1,248,941	-	1,248,941	-	2020-21	2021-22	Project began in 2020-21 and has encumbrances as of 6/30/21
3		Business Administration I - Roof Membrane Replacement	Roof renovation of Business Administration I	750,000	E&G Carryforward	750,000	-	750,000	-	2021-22	2021-22	
		Minor projects funded from E&G in prior years	Projects include: HVAC, building envelope, boiler replacement, fire alarm upgrades, etc.	13,886,600	Prior Year E&G	13,886,600	7,021,449	5,526,180	1,338,971	Not Applicable		These capital projects are in process and were fully-funded as of 6/30/20. New E&G carryforward generated as of 6/30/21 will not be used to fund these projects, therefore they are not reflected on the 2021-22 Carryforward Spending Plan.
<b>Major Carryforward (CF) Projects</b>												
<i>Any FCO project funded in whole or in part from CF funds, where total individual FCO project cost exceeds \$2M, pursuant to Board regulation 14.003(2)(c).</i>												
4		Bioscience Building Renovation, Repairs, and Maintenance	HVAC and other system repairs and upgrades	5,000,000	E&G Carryforward	5,000,000	172,567	4,000,000	827,433	2020-21	2022-23	100% construction documents are to be completed within the next couple of months and the project will go out to bid.
5		Chemistry Building Renovation, Repairs, and Maintenance	HVAC and other system repairs and upgrades	5,000,000	E&G Carryforward	5,000,000	-	900,000	4,100,000	2020-21	2023-24	Design contract has been issued and encumbered.
6		Communication and Media Building Roof Replacement	Roof renovation, exterior masonry, and stucco wall repairs	4,500,000	E&G Carryforward	4,500,000	259,230	1,698,810	2,541,960	2020-21	2022-23	Contract has been issued for the glass curtain wall.
<b>State Appropriated Projects</b>												
<i>Pursuant to Board Regulation 14.003(12)(d). All FCO projects using funds originally appropriated as FCO funds by the State of Florida, notwithstanding criteria in Board regulation 14.001. Never to be included in the operating budget. Examples, PECO and CITF.</i>												
		Partnership IV and V	Building purchase and renovation for partnership with the Department of Defense	42,000,000	PECO	42,000,000	41,490,732	509,268	-	2017-18	2021-22	Project-specific PECO allocation
		UCF Downtown Academic Building	Design and construction for new building	66,607,243	PECO Auxiliary Donations Prior Year E&G	20,000,000 23,966,988 16,807,317 <u>5,832,938</u> <b>66,607,243</b>	66,177,696	429,547	-	2016-17	2021-22	Project is in closeout
		WUCF TV Replace Studio Lights	Replace studio lights	327,895	PECO	327,895	327,353	542	-	2018-19	2021-22	Project-specific PECO allocation
		Repair, Maintenance, Renovation, Remodel (Sum of Digits)	Minor projects - repair, maintenance, renovation, remodel, site improvements	5,682,946	PECO	5,682,946	3,082,508	1,883,642	716,795	2017-18	2022-23	PECO funding for RMRR (sum of digits)
		Nicholson School of Communication Roof	Roof recoating	750,000	PECO	750,000	628,882	121,118	-	2018-19	2021-22	PECO funding for RMRR (sum of digits)
		College of Science building HVAC Control System Replacement	Replace HVAC control system for College of Science building	1,528,095	PECO Prior Year E&G	1,061,700 <u>466,395</u> <b>1,528,095</b>	917,207	610,888	-	2018-19	2021-22	PECO funding for RMRR (sum of digits)
		John Hitt Library Renovation Phase II	Renovation of existing library spaces	40,978,312	CITF	40,978,312	7,412,076	9,007,277	24,558,959	2017-18	2024-25	Project cost as per 2021-22 through 2025-26 Five-Year Capital Improvement Plan (CIP) and Legislative Budget Request
		Performing Arts Complex Phase II	Design of a new Performing Arts Complex on UCF main campus	2,750,000	CITF Donations	2,000,000 <u>750,000</u> <b>2,750,000</b>	-	1,000,000	1,750,000	2021-22	2022-23	CITF \$2 million represents funding approved by the Board of Governors in June 2021. Total project cost per the 2021-22 through 2025-26 Five-Year Capital Improvement Plan (CIP) and Legislative Budget Request is estimated at \$77,500,000. However, given the high level of uncertainty surrounding future plans and funding, approval is only requested for design with existing funding secured.
308		Burnett School of Biomedical Sciences Controls Upgrade	Upgrade the controls of the Burnett Bio-Medical Sciences Building	999,485	PECO	999,485	-	800,000	199,485	2020-21	2022-23	PECO funding for RMRR (sum of digits)



Category	Project Title/Name	Description	Total Project(s) Cost	Funding Sources		Funds Expended to Date	Funds to be Expended this Year	Remaining Balance	Project Timeline		Comments
				Source	Amount				Start Date	Completion Date	
	Classroom Building 1 - Roof Membrane Replacement	Roof renovation of Classroom Building 1	608,523	PECO	458,523	359,124	249,399	-	2019-20	2021-22	PECO funding for RMRR (sum of digits)
				Prior Year E&G	150,000						
	Business Administration I Replace Fire Alarm System	Replace building fire alarm system	594,825	Prior Year E&G	382,928	312,118	282,707	-	2019-20	2021-22	PECO funding for RMRR (sum of digits)
				PECO	211,897						
<b>Non-Appropriated Projects</b>											
<p><i>Pursuant to Board Regulation 14.003(12)(e). All FCO projects that have not directly or indirectly used funds appropriated by the State. Examples include private donations, athletic revenues, federal grants, housing/parking revenue bonds, etc.</i></p> <p><i>For the purposes herein, please assume a threshold of \$5M or more for listing projects individually, otherwise consolidate all individual projects under \$5M into one line item.</i></p>											
	Downtown Parking Garage	Design and construction for new garage	15,188,162	Auxiliary	15,188,162	15,081,190	106,972	-	2016-17	2021-22	Project is in closeout
	Roth Athletic Center-Interior Buildout	Buildout of addition	9,528,000	Donations	9,528,000	8,281,883	1,246,117	-	2017-18	2021-22	Project is in closeout
	UCF Downtown Site Infrastructure	Infrastructure work to support all Downtown buildings	8,766,713	Auxiliary	8,766,713	8,415,502	351,211	-	2018-19	2021-22	Project is in closeout
	Center for Emerging Media Renovation	New classrooms, offices, common areas and bathrooms	5,964,746	Auxiliary	5,964,746	5,883,162	81,584	-	2018-19	2021-22	Project is in closeout
	Student Union Expansion	Food court renovation and expansion	5,712,474	Auxiliary	5,686,621	5,502,248	210,226	-	2016-17	2021-22	Project is in closeout
				Activity & Svc Fees	25,853						
	Student Union Third Floor	Renovation and expansion	12,858,687	Auxiliary	8,358,687	12,574,795	283,892	-	2016-17	2021-22	Project is in closeout
				Activity & Svc Fees	4,500,000						
	HVAC renovations to prevent the spread of COVID-19 through air filtration systems	Air Quality Improvement Project	18,400,000	Contracts & Grants	18,400,000	-	18,400,000	-	2021-22	2021-22	Consists of 5 HVAC renovations to prevent the spread of COVID. Each project is under \$5m. Funding source is Higher Education Emergency Relief funds (HEERF). Projects approved by the UCF Board of Trustees on June 30, 2021.
	Individual Projects under \$5M		10,085,819	Auxiliary	5,398,785	6,974,912	1,663,605	1,447,302	Not Applicable		Consists of 7 minor projects
				Donations	2,191,093						
				Prior Year E&G	25,696						
				Contracts & Grants	22,943						
				Activity & Svc Fees	2,447,302	<b>10,085,819</b>					
<b>TOTALS:</b>			<b>\$282,717,466</b>		<b>\$282,717,466</b>	<b>\$192,041,598</b>	<b>\$53,194,963</b>	<b>\$37,480,905</b>			

**Notes:**

Pursuant to Regulation 14.003(3), Fixed Capital Outlay projects do not apply to those projects acquired, constructed, and owned by a Direct Support Organization or under a Public Private Partnership. The Fixed Capital Outlay Budget may be amended, subject to the requirements described in Regulation 14.003(4).

## Fixed Capital Outlay Budget Guide

The capital planning process consists of several components:

- The **Campus Master Plan** is developed every five years and provides a macro-level vision for major project priorities over a 10-year period, considering the needs identified in the University's **Educational Plant Survey** for new construction and expansion / renovation projects.
- **Facility Condition Assessment Reports** and other building analytics are used for existing structures and deferred maintenance.
- The **Capital Improvement Plan** is developed annually to request state funding for the university's priority major projects; it is informed by other capital planning documents and is a component of the university's state funding request (**Legislative Budget Request**).
- The **Fixed Capital Outlay (FCO) Budget** is developed annually; it is the culmination of these planning documents and serves as a spending plan for the fiscal year.

Florida Statute 1013.61 *Annual Capital Outlay Budget* requires the adoption of a capital outlay budget, which is referred to as the Fixed Capital Outlay (FCO) Budget. This budget is prepared in accordance with Board of Governors Regulation 14.003 *Fixed Capital Outlay Projects – University Budgeting Procedures* and other prescribed instructions, guidelines, and standard formats provided by the Chancellor. The Board of Governors also requires written certification of the FCO Budget by the President, Chief Financial Officer, and Board of Trustees Chair.

FCO projects are defined in Board Regulation 14.001 *Definitions*. They consist of construction that materially extends the life or materially improves functionality of space. The projects must have an expected useful life of 20 years with a project cost of more than \$100,000 (the university's capitalization policy). All projects appropriated by the state as FCO must also be included, regardless of thresholds. Lastly, projects, acquired, constructed, and owned by a Direct Support Organization or under a Public Private Partnership are not applicable and have been omitted from this presentation (Board of Governors Regulation 14.003(3)).

The Board of Governors has provided a template for presenting the FCO budget, including the following:

- **CFSP Item #:** Projects funded from the university's available E&G carryforward balance as of July 1, 2020 are required to be reported on both the University E&G Carryforward Spending Plan – Supplemental Details (Fixed Capital Outlay Plans) and the FCO Budget. This field indicates the project's corresponding line item on the E&G Carryforward Spending Plan. The reporting should be consistent.
- **Category:** Represents the project's major funding source. Categorizing projects with multiple funding sources involves a level of judgement. Individual projects are not split into different funding category rows; therefore, the full project cost is always presented. The template does allow for projects below certain thresholds to be consolidated into single line items depending on the funding source.
- **Total Project Cost:** Anticipated hard costs (construction, furniture, etc.) and soft costs (design, permitting, etc.) to complete a project.
- **Funding Sources:** The FCO Budget includes projects from all funding sources, including both state and non-state. Identified funding sources must be in accordance with state statutes and Board of Governors regulations.
- **Funds Expended to Date:** Actual expenses paid as of the end of the preceding fiscal year.

- **Funds to be Expended this Year:** Projected expenditures through the end of the current fiscal year, excluding encumbrances. These amounts represent fiscal year spending authority if approved by the Board of Trustees and the Board of Governors.
- **Project Timeline:** Estimate of project start and completion dates by fiscal year.

Other related processes and procedures include:

- **Capital Project Certification:** The UCF Board of Trustees *Capital Projects Funding Policy* requires certification to be completed and signed by university senior leadership for projects exceeding \$2 million.
- **Mid-Year Amendments:** Board of Governors Regulation 14.003 *Fixed Capital Outlay Projects – University Budgeting Procedures* and the UCF Board of Trustees Policy BOT-4 *Delegation of Authority to the President* provide guidance for mid-year amendment procedures.
- **Mid-Year Updates to the Board of Trustees:** UCF Policy 3-211 *University Budget Process* provides guidance for mid-year updates of budget to actuals and projections to the Board of Trustees.



### Capital Projects Funding Certification Form

This form is required as a condition for approval by the Finance and Facilities Committee and the Board of Trustees.

Project name/description: Replace the Student Union roof and repair the building envelope

Funding source(s): Activity and Service Fee \$2,500,000

This is to certify that the above capital project which exceeds \$2 million has been reviewed and approved and the type of funding for the project is authorized by state law and Board of Governors Regulations.

Alexander  
Cartwright

Digitally signed by Alexander  
Cartwright  
Date: 2021.09.09 16:48:15 -04'00'

\_\_\_\_\_  
President

9/9/21

\_\_\_\_\_  
Date

\_\_\_\_\_  
Senior Vice President for Administration and Finance

8/31/2021

\_\_\_\_\_  
Date

Youndy C  
Cook

Digitally signed by  
Youndy C. Cook  
Date: 2021.09.07  
21:35:47 -04'00'

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Interim Vice President and General Counsel

\_\_\_\_\_  
Date



Board of Trustees  
Regular Meeting | September 23, 2021

### FAC-1: Razing of Building (Trailer) 541

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

**Purpose and Issues to be Considered:**

This memorandum is a request to raze Building 541.

**Background Information:**

Building 541 is a complex of trailers installed in 2010. The complex has since deteriorated to the point where it requires significant maintenance costs (approximately \$16,000 annually). It is owned by Business Services and has been leased to Academic Affairs. As an auxiliary-owned structure, it was not included (at BOG’s direction) in UCF’s recent Educational Plant Survey. The complex has several offices, a classroom, and a performance practice space, which have all been relocated to suitable existing spaces on campus. The College of Arts and Humanities and Space Administration were involved in locating the alternate space and take no exception to this request.

**Recommended Action:**

The Board should approve the razing of this building.

**Alternatives to Decision:**

Deny razing, and direct Business Services to find an alternate use for the building.

**Fiscal Impact and Source of Funding:**

E&G Carryforward funding has been allocated for the demolition of the complex, in the amount of approximately \$60,000 (disconnecting utilities, haul-off and demolition, site restoration). Once the complex is razed, the University will save approximately \$16,000 annually in maintenance costs, and Academic Affairs will save \$63,768.75 in annual rent.

Should the complex not be razed, the University will continue spending \$16,000+ annually in maintenance costs, and Business Services will have to find a new purpose/tenant for the complex.

**Authority for Board of Trustees Action:**

UCF BOT Resolution on Presidential Authority (5)(f).

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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:**

Jon Varnell, Vice President for Facilities and Business Operations

**Supporting Documentation:**



Attachment A: Razing of Building 541, approved by President Cartwright on 7/30/21.

**Facilitators/Presenters:**

Jon Varnell, Vice President for Facilities and Business Operations

Duane Siemen, Assistant Vice President for Facilities Operations



## Attachment A

To: Alexander Cartwright, President, University of Central Florida

From: Gerald Hector, Senior Vice President for Administration and Finance  
Misty Shepherd, Interim Vice President and Chief Operating Officer  
Duane Siemen, Interim Associate Vice President for Facilities and Safety

RE: Razing of building (trailer) 541

Date: July 22, 2021

President Cartwright,

This letter is a request the razing building 541. This “building” is actually a trailer complex, see pictures below. Per Board of Governor (BOG) definitions, this trailer complex is considered a structure with a roof, which qualifies it as a “building”. However, it is owned by UCF Business Services and leased to Academic Affairs, so as an auxiliary owned structure it was not included (by BOG direction) in our recent Educational Plant Survey. The trailer complex was installed in 2010, and it has deteriorated to the point where it has significant maintenance costs. The structure currently has a number of offices, a classroom, and a performance practice space. The offices and classroom will be replaced in Trevor Colbourn Hall, and the performance practice space will be relocated to an existing space on campus that is suitable for the same use. Space Administration takes no exception to this request.

Per Board of Governor’s Regulation 9.004 “Razing of Buildings” (<https://www.flbog.edu/wp-content/uploads/9-004-Razing-of-Buildings.pdf>), each university Board of Trustees has the authority to raze buildings, and Educational Plant Surveys are only required for buildings with a value exceeding \$1,000,000. Additionally, UCF Regulation 4.008 “Razing of Building” (<https://www.flbog.edu/wp-content/uploads/9-004-Razing-of-Buildings.pdf>) states “For buildings whose gross area is 5,000 square feet or greater, razing or disposition shall require the authorization of the University Board of Trustees upon the recommendation of the President.” This trailer complex is 5,376 square feet and therefore it will require your recommendation for razing, and the BOT’s approval.

By signing below, you are stating your approval to raze building 541.

Alexander Cartwright  Digitally signed by Alexander Cartwright  
Date: 2021.07.30 09:40:00 -04'00'

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Alexander Cartwright, President, University of Central Florida





Board of Trustees  
Regular Meeting | September 23, 2021

### FAC-2: Army Sublease of OTC 700

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

**Purpose and Issues to be Considered:**

This sublease is in furtherance of our strategic partnership with the Department of Defense (DOD). OTC 700/701, located at 2423 Research Parkway, Orlando, FL 32826, is a Foundation building, which UCF leases pursuant to that certain Master Lease Agreement dated July 1, 2015, as amended. OTC 700/701 is currently occupied by the Army, who works closely with IST on modeling and simulation research projects.

The term of the lease is one year, with 10 one-year options. This term is required by the Army.

**Background Information:**

The Army has fully occupied OTC 700/701 for approximately 20 years. UCF does not have a presence at this location. Originally, the Army occupied the space through a research grant. However, in 2019, there was a directive from the DOD that all space must be occupied pursuant to a formal lease. Hence, UCF and the Army entered into a Sublease for a term of one year, which was later extended for an additional year. The Army then advised they could no longer extend the current lease; due to the cost of the space, it had to formally be put out for public bid. UCF was subsequently awarded the bid and began lease negotiations in June 2021. The current lease expired June 30, 2021 and the Army cannot pay rent until the new lease is in place.

The Army recently updated their lease template, however, this sublease contains substantially the same terms as the other leases held by the Army for Partnerships II, III, IV and V, which were previously approved by this Board.

**Recommended Action:**

The Board should approve this sublease.

**Alternatives to Decision:**

The Board could modify the terms of the sublease.

**Fiscal Impact and Source of Funding:**

The Air Force will be making lease payments to UCF, and UCF will forward them to the Foundation as follows: \$881,767.04 / year (approximately \$8,817,670 over the 10-year term)

**Authority for Board of Trustees Action:**

UCF BOT Resolution on Presidential Authority (5)(f).  
UCF Regulation 7.203 Real Property Leasing

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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:**

Jon Varnell, Vice President for Facilities and Business Operations  
Duane Siemen, Assistant Vice President for Facilities Operations

**Supporting Documentation:**

Attachment A: Contract Summary Form – OTC 700 Sublease

**Facilitators/Presenters:**

Duane Siemen, Assistant Vice President for Facilities Operations

## Contract Summary Form

<b>Purpose/Background</b>	<p>OTC 700/701, located at 2423 Research Parkway, Orlando, FL 32826, is owned by the UCF Foundation and UCF leases it pursuant that certain Master Lease Agreement dated July 1, 2015, as amended.</p> <p>The Army has fully occupied OTC 700/701 for approximately 20 years. UCF does not have a presence at this location. Originally, the Army occupied the space though a research grant. However, in 2019, there was a directive from the DOD that all space must be occupied pursuant to a formal lease. UCF and the Army then entered into a Sublease for a term of 1 year, which was later extended for an additional year. The Army then advised they could no longer extend the current lease, and due to the cost of the space, it had to formally be put out for public bid. UCF was subsequently awarded the bid and began lease negotiations in June 2021. The current lease expired June 30, 2021.</p>
<b>Parties</b>	<p>University of Central Florida Board of Trustees (UCF) And The United States of America (Government)</p>
<b>Term</b>	<p>Begins (retroactively) on July 1, 2021. One year. Ten one-year options to renew.</p>
<b>Obligations of UCF</b>	<p>Common area maintenance (this is passed through and performed by UCF Foundation's property manager). Responsible for maintenance and repair of entire premises. Provide onsite building supervisor or local representative. Provide parking for 145 exclusive spaces within the fence, 120 non-exclusive spaces outside of the fence.</p>
<b>Obligations of other party</b>	<p>Return the Premises to its original state at expiration of the term, ordinary wear and tear excepted.</p>
<b>Financial terms</b>	<p>\$881,767.04/year @ rate of \$73,480.59 per month, in arrears (inclusive of CAM, Rent, and Utilities).</p>
<b>Termination rights</b>	<p>Government may terminate this Sublease, in whole or in parts, at any time effective after June 30, 2022, by providing not less than ninety (90) days' prior written notice to UCF. Government may also terminate for default by UCF.</p>
<b>Additional terms</b>	<p>Terms of the Master Lease flow through to the Government. In the event of inconsistency, the terms of the Master Lease control.</p> <p>Government has the right to perform renovations on the premises.</p>

### Contract Summary Form

	Government has the right to progressive occupancy at prorata cost of rent.
<b>Link to agreement</b>	<a href="https://bot.ucf.edu/wp-content/uploads/sites/5/2021/09/OTC700-Lease-and-Exhibits-REDACTED.pdf">https://bot.ucf.edu/wp-content/uploads/sites/5/2021/09/OTC700-Lease-and-Exhibits-REDACTED.pdf</a>



Board of Trustees  
September 23, 2021

## GOV-1: Board Policies Update

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

### Purpose and Issues to be Considered:

The Governance Committee is responsible for reviewing and recommending to the Board amendments to the Board’s governing documents and policies. The Office of the General Counsel and the Board Office conducted a review of the Board’s non-financial policies currently in effect and recommend the actions described below. The Administration and Finance Division is currently conducting a review of the Board’s financial policies and will present recommended changes in those policies to the Committee at the November 16, 2021, meeting.

The proposed policy revisions and actions are outlined below:

Naming of Buildings and Facilities: This policy is required by Board of Governors Regulation 9.005 and outlines when the naming of university facilities must be approved by the Board of Trustees. In addition, it directs University Advancement and the UCF Foundation to adopt additional policies to address donor recognition, which includes naming. The proposed policy revisions are to require the University to adopt a university naming policy and procedure, while deferring to the UCF Foundation to enact, as needed, its own policies to address gift acceptance and recognition to donors.

Presidential Performance and Compensation Review: This policy outlines the policy and process associated with the University President’s review. The policy provides for an annual review of the President’s performance by the Compensation and Labor Committee. It also directs the Board of Trustees to assess the quality of the relationship between the President and the Board of Trustees, together with the President’s performance and compensation, every three years. The recommended policy changes update the committee’s name to reflect the new committee structure and align the policy with the updated Presidential Assessment and Incentive Plan.

Policy on Use of Stadium: This policy requires the Board of Trustees to approve the use of the football stadium for events other than the following: 1. Home football games (including any conference game in which UCF is a participant) and practices for the UCF football team; 2. Homecoming events such as a concert; 3. National presidential campaign events; and 4. events with anticipated attendance of less than 10,000. The proposed changes to the policy update the stadium name, remove the application form, and streamline procedure for reviewing a proposed event in the stadium. The format of the document is also changed to align better with other Board policies.

Request for Release of Direct Support Organization Records: Under a previous version of the statute governing direct support organizations, Florida Statutes section 1004.28, this policy served as a standing request for certain limited categories of direct support organization documents, making them subject to public disclosure requests. The law was subsequently changed to no longer provide for a waiver of the public records exemption in this manner, and instead the statute change clarified that any documents requested by the Board of Trustees remain confidential and exempt. The proposed action

is to repeal the Request for Release of Direct Support Organization Records policy in its entirety and rely instead on Florida law as to public records requests for Direct Support Organization records.

Presidential Selection Process: Process Guide for the University of Central Florida: This policy outlines the process for selecting a new University President. This policy was adopted prior to the Board of Governors' adoption of BOG 1.002 "Presidential Search and Selection" in June 2016. The Board of Governors' regulation fully governs the search process according to the criteria set forth in the regulation. The proposed action is to repeal the Presidential Selection Process: Process Guide for the University of Central Florida policy in favor of the controlling Board of Governor's regulation.

### **Background Information:**

The Board of Trustees has adopted certain Board policies that are in addition to the policies that are adopted by the University Policy Committee. Board policies have been added over the years but have not been comprehensively reviewed in recent years. There are currently 11 Board policies, 8 of which are considered non-financial and the subject of this item.

Three of the existing non-financial Board policies have no proposed changes: the Resolution on Presidential Authority, the Board Conflict of Interest Statement and Disclosure Form, and the Delegation of Authority to Senior Management Official policies. The Resolution of Presidential Authority, which was recently updated, addresses what matters must be heard by the Board of Trustees versus what matters may be decided by the President. The Board Conflict of Interest Statement and Disclosure Form, also recently updated, sets forth the process of annual disclosure by Trustees of any potential or actual conflict of interest. The Delegation of Authority to Senior Management Official delegates administration of the classified program to the University President and permits him to consult with certain individuals who have been cleared at the facility clearance level.

The existing non-financial Board policies, together with the adoption date and most recent amendment date, are:

Resolution on Presidential Authority

Adopted: October 22, 2020; Last Amended: February 18, 2021

Board Conflict of Interest Statement and Disclosure Form

Adopted: June 18, 2020

Delegation of Authority to Senior Management Official

Adopted: July 18, 2019; Last Amended: September 19, 2019

Naming of Buildings and Facilities

Adopted: September 15, 2016

Presidential Performance and Compensation Review

Adopted: November 30, 2004; Last Amended: March 21, 2013

Policy on Use of Stadium

Adopted: September 17, 2009

Request for Release of Direct Support Organization Records

Adopted: March 16, 2017



### Presidential Selection Process and Leadership Statement

Developed: December 2010; Last Amended: July 18, 2019

#### **Recommended Action:**

Recommend approval of the proposed amendments to the following Board policies:

- Naming of Buildings and Facilities
- Presidential Performance and Compensation Review
- Policy on Use of Stadium

Recommend dissolving the following Board policies:

- Request for Release of Direct Support Organization Records
- Presidential Selection Process and Leadership Statement

#### **Alternatives to Decision:**

- 1) Decline the recommended amendments and dissolution of Board policies.
- 2) Propose additional amendments to Board policies.

#### **Fiscal Impact and Source of Funding:**

N/A

#### **Authority for Board of Trustees Action:**

BOG Regulation 1.001 University Board of Trustees Powers and Duties

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**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:**

Youndy Cook, Interim Vice President and General Counsel

#### **Supporting Documentation:**

Attachment A: Naming of Buildings and Facilities

Attachment B: Presidential Performance and Compensation Review

Attachment C: Policy on Use of Stadium

Attachment D: Request for Release of Direct Support Organization Records

Attachment E: Presidential Selection Process and Leadership

#### **Facilitators/Presenters:**

Youndy Cook

Jennifer Cerasa, Senior Associate General Counsel

Karen Monteleone, Assistant Vice President, Board Relations

**UNIVERSITY OF CENTRAL FLORIDA  
BOARD OF TRUSTEES  
POLICY**

**01-2016**

**Naming of Buildings and Facilities**

Pursuant to Board of Governors regulation 9.005, this Board policy applies to the naming of any university facility for any individual(s) or group(s) who have made significant contributions to the University of Central Florida or the State of Florida.

The university president or his designee will be responsible for the implementation of this board policy.

**POLICY STATEMENT**

The naming of any university facility must be approved by the University of Central Florida Board of Trustees as a noticed, non-consent agenda item.

Non-gift related honorary naming of a university facility should be reserved for individuals who have made significant contributions to the University of Central Florida (UCF) or to the State of Florida or to the fields of education, government, science or human betterment and who are of recognized accomplishment and character. Honorary naming of a university facility is not allowed for any active board member or employee of the ~~SUS-Florida~~ Board of Governors or for any active employee, student, or trustee of the university.

Gift-related naming of a university facility requires a donation which makes a significant contribution to the cost of the university facility or to the cost of significant improvements to an existing university facility.

~~UCF is responsible for adopting and maintaining a university policy outlining the process for approving a naming of a university facility, as well as a process for naming any university or university direct support organization owned or controlled asset. Any proposed naming should include consultation and approval by the Vice President for Advancement and the President of the university. The University of Central Florida Advancement Division and the University of Central Florida Foundation are responsible for the applicable donor recognition of gifts made to benefit the University. UCF Advancement and the UCF Foundation will may maintain additional policies and procedures as needed for the acceptance, vetting, and recognition of gifts. The university may adopt other policies necessary or useful to the implementation of this board policy.~~

**DEFINITIONS**

University Facility. A university facility is any university- or state-owned building, road, bridge, park, recreational complex, or other similar facility at the University of Central Florida. University facility also includes any educational sites, as that term is defined by Board of Governors Regulation 8.009, operated by the University of Central Florida.

**History:** New 01-2016.

**Authority:** BOG Regulations 1.001 and 9.005



# Presidential Performance and Compensation Review Policy

~~Third~~Fourth Amended Policy

~~March 2013~~

September 2021

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

## Annual ~~Review~~Evaluation

### Purpose

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

### Responsibility

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

### Process

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

### Outcomes

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

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

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

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

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

# Comprehensive ~~Review~~Evaluation

## Purposes

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

## Responsibility

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

## Process

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

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

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

## Outcomes

The consultants will provide a comprehensive written report detailing the institution's progress and major achievements during the president's tenure. This shall include

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

substantive recommendations for the president and the board designed to strengthen UCF's management and governance.

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

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

**UNIVERSITY OF CENTRAL FLORIDA****BOARD OF TRUSTEES****POLICY ON USE OF STADIUM****Use of Stadium for Certain Large Events**

<b>SUBJECT:</b> <u>Use of Bright House Networks Stadium</u>	<b>Effective Date:</b>	<b>Policy Number:</b>	
	<b>Supersedes:</b>	<b>Page</b>	<b>Of</b>
	<b>Responsible Authority:</b>	<b>1</b>	<b>2</b>
	<b>Board of Trustees</b>		

**APPLICABILITY/ACCOUNTABILITY: POLICY STATEMENT:**

It is the policy of the UCF Board of Trustees that uses of the Bright House Networks Stadium on the UCF campus that may have a significant impact on the surrounding community should be reviewed and approved by the board.

This policy applies to all uses of the stadium.

This policy does not apply to meetings held in such areas as the stadium concourse, ground level rooms, or Roth Tower. Events held outside of the stadium gates shall be subject to existing university event policies and regulations.

**POLICY STATEMENT:**

1. Except as otherwise provided in this policy, the stadium shall ~~only~~ be used for permitted uses.
2. Home football games and practices shall have priority over all other uses of the stadium.
3. Permitted use of the stadium other than home football games or practices shall require approval of the president or his designee.
4. All uses of the stadium must be coordinated with the UCF Athletics Association, Inc., which will advise the president or his designee about the appropriateness of the proposed use and whether the use could potentially damage the stadium turf or other stadium facilities.
5. All uses of the stadium other than permitted uses shall require a majority plus one vote approval of the Board of Trustees ~~who attend the Board meeting in which a quorum is~~

~~present.~~ The president or his designee shall make a recommendation to the Board regarding the proposed use.

## **DEFINITIONS:**

**Board of Trustees:** University of Central Florida Board of Trustees.

## **Permitted Uses:**

1. Home football games (including ~~any C~~conference ~~USA C~~championship ~~G~~game in which UCF is a participant) and practices for the UCF football team;
2. Homecoming events such as a concert;
3. National presidential campaign events; ~~and~~
4. Events with anticipated ~~actual~~ attendance of less than 10,000.

**Stadium:** ~~Bright House Networks~~The football Stadium located on the UCF Campus.

## **PROCEDURES:**

Any organization or person desiring to hold an event at the Stadium located on the UCF campus shall submit a ~~completed application~~written request for use of the stadium to the ~~Vice President for Administration and Finance, who shall forward a copy to the Vice President and~~ Director of Athletics for review and comment. The written request should include details of the proposed use, and the vice president or designee will interact with the requestor to gather sufficient information to reasonably assess the requested use. The vice president will determine if the requested use is to be further considered and, if it is, what agreement with the requestor will be required and what university procedures and regulations may apply.

The vice president will forward a ~~copy summary~~ of the ~~Director of Athletics comments and the application use request, with any comments,~~ to the president or designee for ~~his~~ review and consideration. The president or designee may approve, which in the case of permitted uses shall be made by the president or his designee. Applications-Requests for uses other than permitted uses which have the preliminary approval of the vice president as well as the president or ~~his~~ designee, shall then be submitted ~~by the vice president to the chair of the Facilities Planning Committee for review and transmittal~~ to the Board of Trustees for its consideration. Subject to the terms of this policy, the vice president ~~Vice President for Administration and Finance~~ will notify the applicant in writing of approval or denial of the application. Approval may be subject to the requirement that the applicant's meeting conditions outlined in the approval, including such conditions as a license for use that includes insurance requirements and, indemnification provisions for damage, ~~and other conditions.~~

## **RELATED DOCUMENTS:**

~~Application for Use of Bright House Networks Stadium~~

## **INITIATING AUTHORITY:**

UCF Board of Trustees

**History:** New 9-17-2009. Revised 9- -2021.

**Authority:** Section 7(c), Art. IX, Fla. Const.; FL BOG Regulation 1.001

## Attachment D

### **UNIVERSITY OF CENTRAL FLORIDA BOARD OF TRUSTEES POLICY**

#### **Request for and Release of Direct Support Organization Records**

This Board policy applies to the release of documents of a direct support organization pursuant to a public records request.

The University President or his designee will be responsible for the implementation of this Board policy.

#### **POLICY STATEMENT**

Section 1004.28 of the Florida Statutes, which governs university direct support organizations, provides as follows:

All records of the organization other than the auditor's report, management letter, and any supplemental data requested by the Board of Governors, the University Board of Trustees, the Auditor General, and the Office of Program Policy Analysis and Government Accountability shall be confidential and exempt from s. 119.07(1).

Because the records of a direct support organization are both confidential and exempt, the organization cannot voluntarily release those records to the public. However, the University Board of Trustees may request supplemental data from a direct support organization. Any such data in the possession of the University would constitute a public record subject to any exemptions provided by Florida Statutes.

The Board of Trustees desires to establish a policy pursuant to which certain categories of direct support organization records will be requested by the University for production pursuant to a public records requests. Additional records may be requested upon further action of the Board or its designee.

#### **DEFINITIONS**

**Direct Support Organization Records.** All records sent or received by the organization in connection with the transaction of DSO business.

**Public Direct Support Organization Records.** All Direct Support Organization records obtained by the University pursuant to this policy for the purposes making available to the public.



## **PROCEDURES:**

The Board of Trustees delegates to the President or his designee the authority to request, on behalf of the Board of Trustees, the following Public Direct Support Records from UCF direct support organizations:

1. Contracts that have no remaining or outstanding obligations and do not contain a confidentiality provision.
2. Accounting and financial records relating to the receipt, expenditure and investment of DSO funds.
3. Employment contracts and salary information.

Direct support Organization Records held by a University employee, while acting on the behalf of the direct support organization, will remain confidential and exempt.

All third party proprietary information, as well as donor information, will be removed from Direct Support Organization Records prior to delivery to the University.

All Public Direct Support Organization Records will be reviewed by the General Counsel's office for statutory exemptions prior to release to the public.

## **INITIATING AUTHORITY**

UCF Board of Trustees

**History:** New 3-2017.

**Authority:** BOG Regulation 1.001

## PRESIDENTIAL SELECTION: PROCESS GUIDE FOR THE UNIVERSITY OF CENTRAL FLORIDA

### I. Roles in Presidential Selection Process

- A. **Selecting President:** This is the sole responsibility of the UCF Board of Trustees, with the selection subject to ratification by the Florida Board of Governors. UCF will adhere to Board of Governors regulation 1.002, Presidential Search and Selection.
- B. **Screening of Candidates:** This responsibility is delegated by the UCF Board of Trustees to a search firm and a search committee, whose members are appointed by the board chair and are charged with conducting specific activities.
- C. **Searching for Applicants:** This is a critical activity in which all members and friends of the UCF academic community may participate.

### II. Background Steps

- A. **Preparation and Updating of Institutional Analysis:** This committee appraised the present condition of UCF and detailed the reasons for its success to determine qualities needed in a future president. As Judith McLaughlin and David Reisman indicate in *The Presidential Search: A Guide to the Process of Selecting and Appointing College and University Presidents*, "If a successful search is to be conducted, the search committee must have a clear sense of the sort of person for whom they are searching. The starting point of the search process, then, should be introspection concerning what the institution needs in order to reorganize strengths and to cope with weaknesses, both in terms of history and tradition, and future prospects and dilemmas. . . . Without an institutional assessment and leadership definition, the search committee is also at a loss to know who will be the best choice for them. They run the risk of choosing someone totally inappropriate for their institution, someone whose attractiveness lies in the fact that his or her style differs (or mirrors) the departing president, or someone whose understanding of the college or university is too limited for effective leadership."

The Nominating Committee enumerated the Critical Success Factors that have been key to UCF's prominence. This document will be reviewed and updated as needed until such time as the board undertakes a presidential search.

- B. **Develop Leadership Statement:** A Leadership Statement developed by the president and the committee provides a description of the qualities sought in a president at this stage of UCF's development. Representing the board's consensus on the work to be done in a next presidency, the statement serves as a single grid against which candidates will be measured. At the initiation of the search, the Vice President and General Counsel will prepare a memorandum to the Board of Trustees, search committee, and search firm outlining the search criteria and be available for interpretation of such criteria.

The Nominating Committee has adopted the Leadership Statement. This document will be reviewed and updated as needed until such time as the board undertakes a presidential search.

- C. **Appointment of Interim President (If Needed):** The board chair will recommend to the Board of Trustees for approval an interim President to serve until a new President takes office.
- D. **Decisions on Compensation Range:** The Compensation and Labor Committee annually reviews the president's compensation package and recommends changes to the board. At the time of a search, the committee will update the compensation data as may be needed for the new president.
- E. **Decisions on Search Consultant:** The board chair, with input from the Board and leadership of the University, shall retain a search consultant to assist with the search process. *(Continue discussions of best practices through AASCU and others.)* Search consultants being considered should come on-campus for an interview.
- F. **Size and Composition of Board of Trustees' Search Committee:** A search committee composed of eight to fifteen members will be appointed by the board chair with input from the trustees and the leadership of the university. At least three trustees shall serve on the committee. A chair and vice chair of the search committee, both of whom will be trustees, will be appointed by the board chair. All appointments will be ratified by the full board.

The search committee will include one or more representative from the faculty, student body, Foundation board of directors, administration who are not the current President or a direct report to the President, and representatives from the broader community. The board chair will also ask the Florida Board of Governors to appoint a representative to serve on the search committee. The board chair also will ask one or more presidents of the community colleges who participate in the Direct Connect Consortium with UCF to serve or appoint a

representative to the search committee.

The search committee will work with the search consultant to solicit and screen applicants using the Leadership Statement adopted by the board, interview semi-finalists, and recommend three to five finalists to the full board. In all of its actions, the search committee will act in a manner consistent with the requirements of the Sunshine Law.

- G. **Development of Search Committee Charge:** Please see the attached Exhibit A. This charge will be presented to all members of the search committee.
- H. **Establishment of Timeline:** The search consultant will work with the chair of the Board and the chair of the search committee to establish a timeline for the search.

### III. Implementation

- A. **Advertising of Position and Development of Candidate List:** The search consultant will solicit nominations for the position from his or her various sources. Additionally, the position will be advertised broadly through *The Chronicle of Higher Education* and other appropriate media. All nominations and applications will be directed to the search consultant. Applications and nominations will be considered to be open until the finalist selection process is completed.
- B. **Reference and Background Checks:** These checks will be conducted by the search consultant, with the assistance of others as may be appropriate.
- C. **Determination of Finalists:** The search committee will select up to five finalists.
- D. **Campus Visits:** Members of the search committee, with the aid of the search consultant, will arrange campus visits for all finalists. These visits will feature multiple opportunities for the candidates to interact with representatives from the board, faculty, students, staff, and the broader community. The search committee will provide the results of community advice and reactions regarding the finalists to the Board of Trustees.
- E. **Final Selection by Board of Trustees and Negotiations:** The Board of Trustees shall select the individual to be hired as President, subject to ratification by the Florida Board of Governors. The Board Chair and General Counsel will negotiate the terms of the President's contract.
- F. **Welcome and Transition Activities:** The Board will oversee the announcements of the selection of the new President, with notification to those most directly affected (e.g., faculty, student and administrative staff leaders) preceding the

public announcements. The Board and the new President will discuss mutual expectations regarding Board culture, processes, communication and operations. Additional reading material about the University will be provided to the President. A series of introductions to the University and the broader community will be scheduled, affording the President the opportunity both to increase his or her understanding of the University and the community and to express his or her goals and viewpoints on a variety of issues. The Board and the President will consider the desirability of a series of familiarization workshops and of a transition team or committee.

## **EXHIBIT A: DRAFT OF BOARD CHAIR'S CHARGE TO PRESIDENTIAL SEARCH COMMITTEE**

The search committee, appointed to advise the Board of Trustees of the University of Central Florida, is composed of \_\_\_\_\_ members. The committee's chair is Trustee \_\_\_\_\_, and its vice chair is Trustee \_\_\_\_\_.

The search committee is charged with recommending to the trustees not later than (date), an unranked list of three to five individuals who are well qualified to lead UCF as its next president. The search committee is asked to base its recommendations upon the Leadership Statement adopted by the Board of Trustees, as well as the trustees' established equal opportunity and affirmative action policies.

The board chair asks the search committee, assisted by the search firm, to conduct the following activities in discharging its duties:

- Actively solicit nominations and applications from a diverse group of well-qualified persons.
- Screen applications using the leadership criteria as the basis for choice.
- Assist in arranging campus visits for finalists.
- Report to the board a summary of campus and community reactions to finalists.
- Ensure that appropriate information about the university and the presidency is provided to candidates at each stage of the screening process.
- Ensure that appropriate confidentiality is strictly observed with respect to applicants and to the committee's internal deliberations.
- Submit more than two qualified candidates to the Board of Trustees for consideration.
- Comply with the requirements of Board of Governors Regulation 1.002.

The Board of Trustees extends its gratitude to the members of the search committee for accepting this demanding assignment. You have the trustees' warmest wishes for a successful conclusion. The future of the university rests upon your wisdom.

Leadership Statement  
University Of Central Florida  
Board of Trustees' Nominating Committee

July 18, 2019

The successful candidate will demonstrate the following characteristics:

- A high level of integrity
- Anticipatory thinker
- A strong personal and professional academic background
- A sense of commitment to undergraduate education, as well as a dedication to and understanding of graduate and professional education and research
- A respect and concern for students
- Commitment to inclusion and diversity
- A commitment to student success in all areas of the collegiate experience
- An understanding and respect for the roles and responsibilities of the faculty
- A demonstrated record of building, nurturing, and working with a high caliber leadership team
- A demonstrated record of partnership and spirit of entrepreneurship
- Tolerant of risk and encourages creativity and innovation
- A willingness to make strategic choices, timely decisions, and responsive actions\
- Courageous decision maker, who embraces the responsibility to make tough calls
- The ability to acquire resources from a variety of sources, including fundraising
- The ability to work with a variety of governmental agencies
- A keen understanding of the unique mission and the ability to lead a multisite metropolitan research university
- Desire and ability to include access and inclusion
- Appreciation for the significant role of intercollegiate athletics in the life of the university
- Effective facilitator in cultures where governance is shared and buy-in is critical
- Resilient, able to learn from failures and move constantly forward



Board of Trustees  
September 23, 2021

## GOV-2: Amendments to Chapter 5 University Regulations

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

### Purpose and Issues to be Considered:

This group of regulations address students’ rights and responsibilities and are reviewed annually and updated as needed. Three of these regulations (UCF-5.009, UCF-5.013, and UCF-5.015) were initially amended on an emergency basis on July 1, 2021 to include changes necessary to comply with new language in Section 1006.60, Florida Statutes. The amended statute requires a number of changes to university regulations concerning student conduct procedures for both students and student organizations. Some of the proposed regulation amendments memorialize those emergency changes to conform to the new statute; other proposed regulation amendments update procedures and provisions for improved clarity and function.

*UCF-5.006 Student Rights and Responsibilities* addresses student rights and responsibilities as part of the university community. The most significant proposed change is the removal of several sections from the regulations with the goal of making the regulation easier to use as a reference. Specifically, sections explaining campus resources will be removed from regulation and included in a different part of the student handbook; other sections relating to involuntary withdrawal and mandated assessment are moved to a new proposed regulation (UCF-5.0065) because these topics are not otherwise related to the material contained in the regulation. Other proposed changes are to update definitions; add definitions for ‘class lecture’ and ‘publish’ in keeping with new statutory provisions; and update procedures for sex-based misconduct to conform to recent statutory changes (including timely written notice, updated timeframe for sharing of information, and allowing for direct participation by student’s advisor or legal representative in the process). Other amendments throughout serve to update titles and cross-citations and correct numbering or lettering.

*UCF-5.007 Student Conduct and Academic Integrity; Scope; Student Conduct Records; Medical Emergencies* lays out the scope of and authority for the student conduct process. The only proposed amendments are to update the regulation title and web links pertaining to medical emergencies and to correct cross-citations.

*UCF-5.008 Rules of Conduct Appeals*, which sets out the student rules of conduct, has been amended to add a prohibition on fraud, to clarify language regarding class recordings, to simplify certain provisions that cross-reference the University’s Nondiscrimination policy (Policy 2-004), to update the prohibition related to tampering with safety equipment, to update links related to handling of conduct charges following medical emergencies, and to update language regarding violation of the information technology use policy. Additional minor changes and corrections have been made throughout.

*UCF-5.009 Student Conduct Review Process; Sanctions* sets out the process for reviewing alleged student rule violations. The regulation amendments include: clarifying the time limit for initiating a



student conduct matter, specifying timelines for written notices, clarifying that no other recordings of formal hearings will be permitted except for the recording by the university, updating language regarding the role of the advisor, advocate, or legal representative in the process, adding new language regarding the right to an impartial hearing officer and delayed issuance of a diploma.

*UCF-5.010 Student Conduct Appeals*, which sets out the appeal procedure for a student following a student conduct matter, is amended to clarify that the person designated to hear the appeal may not have directly participated in any other proceeding related to the charged violation. Links to websites have also been updated.

*UCF-5.011 Scope; Authority; Principles of Student Group Responsibility; Violations of Law and Rule of Conduct Violations; Conduct Records; Medical Emergencies* lays out the scope of and authority for the student conduct process as to registered student organizations. This regulation is amended to change the title of the regulation to clarify the application to student organizations and to clarify that the university may investigate allegations that student organizations have violated the student organizational rules of conduct and briefly describing the steps for such an inquiry.

*UCF-5.012 Organizational Rules of Conduct*, which sets out the rules of conduct for student organizations at the university, is amended to add a prohibition on fraud, to add a prohibition on interfering with the election processes of a student organization, to move and update the definition of complicity, to simplify certain provisions that cross-reference the University's Nondiscrimination policy (Policy 2-004), to update links related to handling of conduct charges following medical emergencies, to update the prohibition on unauthorized entry, and to update the prohibition related to tampering with safety equipment, . Additional minor changes and corrections have been made throughout.

*UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals* sets out the procedures related to student organization conduct proceedings. The proposed regulation amendments include: clarification of the time limit for initiating a student organization conduct matter, specifying timelines for written notices, clarifying that no other recordings of formal hearings will be permitted except for the recording by the university, and updating language regarding the role of the advisor, advocate, or legal representative in the process. New language has also been added regarding the right to an impartial hearing officer.

*UCF-5.015 Student Academic Behavior Standards* sets out student academic behavior standards and outlines the process in the event of academic misconduct allegations and findings. The proposed regulation amendments include: updating the title of the regulation, updating a form link, updating titles and procedural references, updating timelines in the academic misconduct process, incorporating from the student conduct review process the student procedural rights, and clarifying that the person designated to hear the appeal may not have directly participated in any other proceeding related to the charged violation. Additional minor changes and corrections have been made throughout.

These regulations were posted online August 20, 2021, for public comment. No comments were received as of the date of submission of these materials.

### **Background Information:**

Florida Board of Governors Regulation 1.001 provides that "Each Board of Trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors."

**Recommended Action:**

Approve amendments to UCF Regulations UCF-5.006, UCF-5.007, UCF-5.008, UCF-5.009, UCF-5.010, UCF-5.011, UCF-5.012, UCF-5.013, and UCF-5.015.

**Alternatives to Decision:**

Do not amend University Regulations UCF-5.006, UCF-5.007, UCF-5.008, UCF-5.009, UCF-5.010, UCF-5.011, UCF-5.012, UCF-5.013, and UCF-5.015.

**Fiscal Impact and Source of Funding:**

N/A

**Authority for Board of Trustees Action:**

Board of Governors Regulation 1.001

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**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:**

Youndy Cook, Interim Vice President and General Counsel

**Supporting Documentation:**

Attachment A: Proposed Amended Regulation UCF-5.006  
Attachment B: Proposed Amended Regulation UCF-5.007  
Attachment C: Proposed Amended Regulation UCF-5.008  
Attachment D: Proposed Amended Regulation UCF-5.009  
Attachment E: Proposed Amended Regulation UCF-5.010  
Attachment F: Proposed Amended Regulation UCF-5.011  
Attachment G: Proposed Amended Regulation UCF-5.012  
Attachment H: Proposed Amended Regulation UCF-5.013  
Attachment I: Proposed Amended Regulation UCF-5.015

**Facilitators/Presenters:**

Youndy Cook

## UCF-5.006 Student Rights and Responsibilities

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

- (a) Participation in Student Government ~~Association~~ and its elective process.
- (b) Membership in Registered Student Organizations.
- (c) Freedom of expression. The basic freedoms of students to hear, write, distribute, and act upon a variety of thoughts and beliefs are guaranteed. Freedom of expression carries with it the responsibility for seeing that the essential order of the University is preserved.
- (d) Freedom to hold public forums. The University desires to create a spirit of free inquiry and to promote the timely discussion of a wide variety of issues, provided the views expressed are stated openly and are subject to critical evaluation. Restraints on free inquiry are held to a minimum and are consistent with preserving an organized society in which peaceful, democratic means for change are available. Guest lecturers or off-campus speakers sponsored by student groups may appear on the UCF campus following arrangements with the designated University authority for such appearances.
- (e) Freedom to hear, write, distribute, and act upon a variety of thoughts and beliefs. This freedom is subject to the following:
  - 1. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism. The distribution of such material, as is arranged by the Director of Office of Student Involvement, is permissible for registered student organizations provided steps have been taken to preserve the orderliness of the campus.
  - 2. Solicitation, whether printed materials or otherwise, on campus is prohibited except as provided in University Regulation UCF-4.010.
  - 3. The distribution of materials or circulation of petitions to captive audiences such as those in classrooms, at registration, in study areas or in residential units is not allowed without prior permission. Such permission may be requested from the appropriate university official.
- (f) Peaceful assembly. Student gatherings must neither disrupt or interfere with the orderly ~~educational~~ operation of the institution, nor violate federal, state, or local laws, or University policies and regulations.
- (g) Fair and impartial proceeding. These matters shall include, but not be limited to:
  - 1. Disciplinary proceedings involving an alleged violation of academic and nonacademic rules.
  - 2. Refunds and charges. The status of a student charged with a violation of University rules shall not be affected pending final disposition of the charges except in the case of administrative action (also known as an interim action). For specific procedures and rights of students during the Student Conduct Review Process, see later section entitled "Student Conduct Review Process."
- (h) Confidentiality of student records. Each University office and agency which generates, collects, and disseminates information on students must follow the guidelines for confidentiality of those records in their possession. For further information see "Student Record Guidelines."

(i) Students with disabilities may be entitled to accommodations. For those students, please contact Student Accessibility Services.

**(2) Student Responsibilities.** A student at the University is deemed to have given ~~his or her~~their consent to the policies of the University and the Florida Board of Governors and to the laws of the State of Florida. Each student is responsible for reviewing the rules and regulations of the University and for abiding by them.

**(3) Definitions.**

(a) The term “Academic ~~Integrity Misconduct~~ Panel” is comprised of one faculty and one staff/faculty member and two students selected from the Student Conduct Board.

(b) The term “Advisor” or “Support Person” refers to any individual who provides support, guidance or advice to a party involved in a Student Conduct Review Process and includes advocates and/or legal representatives. The Advisor or Support Person of the involved party’s choice may assist and/or accompany the party throughout the Student Conduct Review Process. This person ~~shall not speak for, or present the information on behalf of the party who requested the Advisor or Support Person’s attendance~~may be present to advise the party involved in a Student Conduct Review Process and may participate in all aspects of the proceeding, but shall not testify for the party. The Advisor or Support Person may not serve in any other role, including as a witness, an investigator, decider of fact, hearing officer, or member of a committee or panel convened to hear or decide the charge or any appeal. ~~As used in this regulation and in Regulation UCF-5.009, T~~the term “Advisor” does not include an advisor as defined under 34 CFR 106.45; refer to University Policy 2-012 for information about ~~“Advisor”~~ under the University’s Title IX Grievance Policy.

(c) The term “Class Lecture” is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. A class lecture will occur most often in a course identified by the university as a lecture type course, whether online or in-person, as opposed to a lab course or a course section identified as a discussion section. “Class lecture” does not include lab sessions, student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the faculty member during a class session.

(~~e~~d) The term “Clery Act” refers to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act is a federal law that requires institutions of higher education to provide current and prospective students and employees, the public, and the federal government with crime statistics and information about campus crime prevention programs and policies. Among other crimes, the Clery Act requires that colleges and universities report forcible sex offenses including sexual assault and rape. The Clery Act was amended by the Violence Against Women Reauthorization Act of 2013.

(~~e~~e) The term “Community ReEngagement and Educational Development (CREED) Program” is a committee composed of an equal number of faculty/staff and students appointed by the Director of Student Conduct and Academic Integrity

(SCAI) or designee to review the disciplinary status of a student, or the removal of a “Z Designation” on a student’s transcript.

(ef) The term “Complainant” refers to anyone who discloses having been subjected to ~~sex discrimination, which includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity in the commission of~~ any act prohibited by the Rules of Conduct section UCF-5.008(5), the Rules of Conduct section UCF-5.008(6), or the Organizational Rules of Conduct section UCF-5.012(5), regardless of whether that person makes a report or seeks action under that policy.

(fg) The term “Consent” means an understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent cannot be obtained by force, threat, coercion, manipulation, reasonable fear of injury, intimidation, use of position of influence, or through the use of one’s mental or physical helplessness or incapacity. The lack of a negative response, lack of protest or resistance, silence and passivity are not consent. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Past consent to sexual activity does not imply ongoing future consent.

1. Responsibilities - It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement.
2. Standard - A determination of whether consent exists will be based on the information the initiator of the sexual act knew or should have known as a sober, reasonable person. Being impaired by alcohol or other drugs does not relieve an initiator of a sexual act from obtaining consent.
3. Incapacitation – Incapacitation is a state where an individual cannot make rational, reasonable decisions because of age, mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated due to the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition. A person who is incapacitated lacks the capacity to give consent because they cannot understand the facts, nature, or extent of the sexual interaction.
4. Duration of Consent - Consent must be ongoing throughout sexual activity, for each sexual act, and can be withdrawn at any time.
5. Within each sexual encounter, there may be separate individual sexual acts involved. Consent to one act by itself does not constitute consent to another act. If verbal consent is not given, ongoing active participation is required for consent.
6. The existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations have occurred between the parties, is not an indicator of consent for any current or future sexual encounter.
7. An individual who seeks to withdraw consent must communicate, through clear words or actions, a decision to cease the sexual activity. Once consent is withdrawn, the sexual activity must cease immediately.
8. Scope of Consent - Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.

- (gh) The term “Continuously Enrolled” is defined as being enrolled in classes without a break of two or more consecutive regular semesters/terms (i.e., Fall and Spring, or Spring, Summer, and Fall).
- (hi) The term "Deputy Title IX Coordinator" is defined as a university employee who is responsible for assisting with the coordination of the University’s efforts to comply with and carry out its responsibilities under Title IX. UCF’s Deputy Title IX Coordinators are Dana Juntunen, Brandi Stuart, and Abigail Malick.
- (ij) The term “Director of SCAI” refers to the Director of Student Conduct and Academic Integrity.
- (jk) The term “Hold” refers to a negative service indicator placed on a student’s record that includes but is not limited to: prevent modification to registration; access to transcripts; and re-enrollment following a separation from the University.
- (kl) The term “~~m~~Mandated ~~a~~Assessment” refers to a process which is used to evaluate the student’s risk of harm to self or others, and to take appropriate actions to ensure the safety of the student or others if risk is present, completed by a licensed mental health professional or other appropriate licensed medical provider.
- (lm) The term “Off Campus” refers to any location not defined as University premises.
- (mn) The term “Overlay” refers to a notification on a student’s university transcript that states the student is not in good standing.
- (o) The term "Possession" means having actual knowledge of a substance or property, and intentionally exercising control over that substance or property.
- (np) The term “Preponderance of Evidence” means that evidence, considered as a whole, shows that the fact sought to be proved is more probable than not. This is the standard used in adjudicating all disciplinary cases within the Student and Organizational Conduct Review Process.
- (q) The term “Publish” means to share, transmit, circulate, distribute or otherwise provide access to a recording, regardless of format or medium, to another person (or other persons), including but not limited to another student in the class. Additionally, a recording, or transcript of the recording, is published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited social media, book, magazine, newspaper, leaflet, picket signs, or any mode of print.
- (or) The term “Record Sealing” refers to when a student’s disciplinary record cannot be examined except by a court order or designated officials.
- (ps) The term “Relevant Information” means information that has been shown to directly support the position of a party throughout one of the University’s investigative processes, including the Student and/or Organizational Conduct Review Process.
- (qt) The term “Respondent” refers to any student or registered student organization who has been accused of ~~sex discrimination, a violation of which includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity as defined in~~ Rules of Conduct ~~s~~Section UCF-5.008(5), Rules of Conduct Section UCF-5.008(6), and/or ~~or~~the Organizational Rules of Conduct section UCF-5.012(5).
- (fu) The term “Responsible Employee” is defined as any employee, and Direct Support Organization non-student employee, who is not a confidential employee as defined in the University’s *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*. Responsible Employees include (but are



not necessarily limited to) Faculty (full-time and part-time), Staff (full-time and part-time), Resident Assistants, and graduate students with classroom responsibilities. -Responsible employees also include those employees identified as Campus Security Authorities (CSAs). The University reserves the right to designate other individuals involved in university-sponsored/related activities as Responsible Employees on a case-by-case basis.

- (~~s~~v) The term “Sanction” refers to outcome(s) imposed on students and registered student organizations found in violation of any Rules of Conduct or Organizational Rules of Conduct.
- (~~t~~w) The term “Sex Discrimination” refers to any unlawful distinction, preference or detriment to an individual that is based upon an individual’s sex that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regards to; or (4) otherwise adversely affects a term or condition of an individual’s employment, education, living environment, or participation in a university program or activity. Sex discrimination includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity.
- (~~u~~x) The term “Sexual Contact” means physical contact of a sexual nature between individuals and includes but is not limited to: (i) touching, kissing, fondling (whether over or under clothing) of an individual for the purpose of sexual gratification; and/or (ii) contact, however slight, between the mouth, anus or sex organ of one individual with either the anus or sex organ of another individual; and/or (iii) contact, however slight, between the anus or sex organ of one individual and any other object.
- (~~v~~y) The term “Student” means any person enrolled in one or more classes at the University, either full time or part time, study abroad student, online students, continuing education students, students pursuing undergraduate, graduate or professional studies, either degree seeking or non-degree seeking. Persons who withdraw after allegedly violating the Rules of Conduct, or who are not officially enrolled for a particular academic term but who have a continuing relationship with the University are also “students.” Individuals who have been accepted for admission and have paid an enrollment deposit are considered “students” for limited purposes (including the Student Conduct Review Process).
- (~~w~~z) The term “Student Conduct Board” ~~means-refers to~~ any person or persons authorized by the Director of SCAI or designee to ~~review gather~~ information and ~~recommend make-proposed~~ findings regarding whether a student or registered student organization has violated the Rules of Conduct or Organizational Rules of Conduct, and to ~~recommend propose~~ sanctions that may be imposed, ~~if applicable~~. Student Conduct Board members shall be selected through an annual application and interview process, with the exception of the justices from the Student Government Judicial Branch. All members of the Student Conduct Board shall receive annual training from SCAI.
- (~~x~~aa) The term “Title IX” refers to the Title IX of the Education Amendments of 1972 which is a federal law that protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal

financial assistance”. Additionally, Title IX prohibits discrimination on the basis of pregnancy as well as Title IX sexual harassment (defined in UCF-5.006(712)).

- (ybb) The “Title IX Coordinator” is defined as a university employee who is responsible for coordinating the University’s efforts to comply with and carry out its responsibilities under Title IX. UCF’s Title IX Coordinator is Matt Ricke.
- (zcc) The term “University” means the University of Central Florida.
- (aadd) The term “University Community” refers, collectively and individually, to students, University officials, Trustees, and all visitors, contractors, and guests to the University or any of its campuses, facilities or events.
- (bbee) The term “University Official” includes any person employed by the University (i.e., faculty, staff, administration, and residence hall staff) acting within the scope of their job duties.
- (eeff) The term “University Premises” includes all land, buildings, facilities, and other properties in the possession of or owned, used, controlled by the University, or its direct support organizations.
- (ddgg) The term “VAWA” refers to the Violence Against Women Reauthorization Act of 2013, which amended the Violence Against Women Act and the Clery Act to provide new requirements for schools to prevent and respond to sexual violence, relationship violence and stalking. Some of these requirements include providing primary prevention education and awareness programs for all incoming students and employees; collecting statistics on relationship violence and stalking, in addition to current requirements to collect sexual assault statistics; issuing Complainants a written notice of their rights; and adopting grievance policies that are prompt, fair, and impartial as well as administered by trained officials.
- (eehh) The term “VP of SDES” refers to the Vice President of Student Development and Enrollment Services.
- (ffii) The term “Witness” refers to any person who directly observed an incident or has direct or indirect knowledge related to an incident.

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

**(5) Medical Emergencies.** The University of Central Florida highly encourages students and ~~Registered Student Organizations~~ to call for medical assistance whenever an individual experiences severe intoxication/impairment or serious injury after consuming alcohol and/or drugs. Students and ~~Registered Student Organizations~~ may be reluctant to call for help for themselves or others due to potential involvement from law enforcement officials or SCAI. Due to the serious or life-threatening nature of these medical emergencies, the University of Central Florida urges students to contact emergency medical services or the law enforcement officials if alcohol-related and/or drug-related medical emergencies arise. The ~~University’s~~ primary goal is to create a safe environment for its students. Procedures and expectations regarding these incidents have been outlined in the section 5.007 for individuals of and 5.011 for Registered Student Organizations. ~~SCAI Rules of Conduct Controlled Substance and Drug Violations and Alcoholic Beverages section and the Organizational Rules of Conduct section.~~

~~(6) Student Care Services. To provide comprehensive and consistent care for students experiencing academic, financial or personal challenges, Student Care Services (SCS), under Student Rights and Responsibilities provides support to students identified as needing additional on-campus or off-campus resources. Student Care Services staff review referrals from students,~~



faculty, staff and/or other parties who are concerned about behavior exhibited by a student. The goal of Student Care Services is to intervene and support the student before a situation reaches crisis level. Student Care Services staff will reach out to the student to assess what resources would be beneficial and collaboratively develop an action plan to reduce obstacles affecting success at UCF. Student Care Services staff will assist the student in coordinating with campus resources currently being utilized and will work with the student to monitor progress. Depending upon the circumstances, the referring person may receive feedback about the student's action plan. Students have the right to inspect and review all information submitted to Student Care Services.

~~(7) Student of Concern Team. In order to support student success, the University may utilize additional campus resources to assist the student. This may include collaboration with the Student of Concern Team (SOCT), a multidisciplinary group that reviews potential concerns presented by the UCF community regarding student behavior. The SOCT offers additional knowledge of university resources and procedures and may make further recommendations regarding action plan items for student success. Students of concern are presented to the team at the discretion of the Office of Student Rights and Responsibilities and/or Student Care Services.~~

- ~~(a) The team may enlist the services of various campus units on an as needed basis, including but not limited to Counseling and Psychological Services, Student Health Services, Academic Services, Housing and Residence Life, First Year Advising and Exploration, Student Conduct, and the University of Central Florida Police Department.~~
- ~~(b) The role of Student Health Services and Counseling and Psychological Services on the Student of Concern Team will be consultative in nature. When the involved student has been a patient or client of either agency, the staff representative will maintain the confidentiality of the student's clinical information and will make recommendations for action based solely upon the information provided in the meeting or as guided by clinical and licensure best practices.~~
- ~~(c) Student Care Services staff has additional campus support systems in place to assess students engaging in behavior that may pose a risk to themselves or others. This includes but is not limited to the University Crisis Team, Mandated Assessment Procedure, and Involuntary Withdrawal Procedure.~~

~~(8) University Crisis Team. The University may refer students who are viewed to be engaging in behavior(s) that pose risks to themselves or others to the University Crisis Team for possible action. Such behaviors include, but are not limited to: suicidal behavior, self-injury, threats to harm others, disruptive behavior, disordered eating, and endangerment to the community.~~

- ~~(a) The Assistant Dean of Students or designee will convene the team members in order to review each case and decide on the best course of action. The team is comprised of the following persons and/or their designee(s): Associate Vice President for Student Health Services, Student Health Services Executive Director, Counseling and Psychological Services Director, UCF Police Department Chief, Student Care Services Associate Director, Student Conduct and Academic Integrity Director, Associate Dean for Academic Services, Housing Services, Housing and Residence Life Director, Deputy General Counsel, Assistant Dean of Students, and Student Development and Enrollment Services Associate VP and Dean of Students.~~
- ~~(b) Various campus units may enlist the services of the team. These include but are not limited to: Student Accessibility Services, Recreation and Wellness Center,~~

~~Wellness and Health Promotion Services, Office of Fraternity and Sorority Life, Athletics, Alcohol and Other Drug Intervention Services, Undergraduate Studies, and Graduate Studies.~~

- ~~(e) — The role of Student Health Services and Counseling and Psychological Services representatives on the Crisis Team will be consultative in nature. When possible, Student Health Services and Counseling and Psychological Services representatives will not confer on a case for which they are (or have been) serving in a direct provider relationship with the involved student. When the involved student has been a client at UCF Counseling and Psychological Services, the Counseling and Psychological Services representatives or designee will maintain the confidentiality of the student’s clinical information and will make recommendations for action based solely upon the information provided in the meeting or as guided by clinical and licensure best practices.~~

~~(9) — Mandated Assessment Procedure. This University procedure is established for to respond to behaviors or actions that result in hospitalization from imminent danger to self or others via the Baker Act (F.S. 394.463) or Marchman Act (Chapter 397, Florida Statutes), significant acts or threats of violence to others, chronic eating disorders, dramatic and/or expansive displays of self-mutilation, behaviors that are significantly disruptive to the UCF community and /or diminish the ability of a student to care for oneself. Whenever the UCF Police provide transportation of a UCF student to the hospital for involuntary examination, the police will file a report with the OSRR. In addition, anyone may also file reports about students of concern with Student Care Services.~~

- ~~(a) — Once a report is received regarding a UCF student hospitalization via the Baker Act or the Marchman Act, Student Care Services may utilize the mandated assessment session(s) to evaluate a student’s risk of harm to self or others, and to take appropriate actions to ensure the safety of the student or others if risk is present. In addition, the mandated assessment session(s) are designed to assist students in developing a safety and/or well-being plan and provide students with educational resources. A member of Student Care Services will contact the student in a timely manner and require an initial meeting between a Student Care Services staff member and the student to inform the student of their rights and responsibilities regarding the incident.~~
- ~~(b) — All students identified as threatening self-harm or having attempted suicide must complete a mandated assessment with a licensed mental health professional and/or a physical assessment with a licensed medical provider. Examples of a licensed mental health professional include a Student Health Services psychiatrist, a Counseling and Psychological Services clinician, or a community based licensed mental health professional or licensed psychiatrist of the student’s choice. Student Care Services will require proof of participation for the mandated assessment with a licensed mental health professional and/or proof of a physical assessment with an appropriate medical provider. The student must meet with Student Care Services within ten (10) business days following release to complete a follow-up appointment. Student must provide proof of assessment within twenty (20) business days following release or prior to return to the uUniversity (in the event a student withdraws for the remainder of the semester or is placed on Medical Withdrawal). Failure to comply may result in disciplinary action or the convening of the University Crisis Team.~~

- ~~(c) In cases where more protective action is needed based on more severe behavior/conduct (e.g., behavior endangering others, threats to harm others, behavior significantly disruptive to the UCF community), the Assistant Dean of Students or designee may initiate one or both of the following:~~
- ~~1. Interim Suspension followed by initiating the Student Conduct Review Process;~~
  - ~~2. Convening of the University Crisis Team to consider the initiation of the Involuntary Withdrawal Procedure.~~

~~(10) Involuntary Withdrawal Procedure.~~

~~(a) Introduction.~~

- ~~1. The University of Central Florida is committed to ensuring equality of educational opportunity while cultivating an environment that is safe for the campus community and supportive of student learning. The University will seek to intervene where a student's behavior interferes with the rights of others within the University community or where the student presents a significant risk of harm to the health, safety, well-being and/or property rights of others. In such situations, safety and security concerns are paramount, and the University must react as promptly as feasible under the circumstances. University officials may consider a number of reasonable security and health and safety measures, including, but not limited to, requesting emergency assistance and seeking psychiatric evaluation, hospitalization, and treatment for mental illness as appropriate under the law. Additionally, the University may determine that it is necessary for the student to be involuntarily withdrawn from the University for the protection of others. This section outlines the procedures to be used by the University in making an involuntary withdrawal decision.~~
- ~~2. This involuntary Withdrawal Procedure will be applied in a nondiscriminatory manner, and decisions will be based on consideration of the student's conduct, actions, and statements and not on knowledge or belief that the student has a disability.~~
- ~~3. The purpose of the Involuntary Withdrawal Procedure is for the University to be able to take urgent action when circumstances present a Significant Risk based on reasonably available information at the time. It will be necessary for the University to act promptly and for the benefit of the community as a whole, even if that means that, in consideration of later-presented information, the procedure ultimately concludes in favor of the student's continued enrollment (with or without conditions). Where the involuntary withdrawal procedure is invoked but the student is permitted to continue enrollment with no conditions, the University will take reasonable steps to assist the student in resuming their academic endeavors with as little disruption as feasible under the circumstances.~~

- ~~(b) Direct Threat. When a student's behavior is deemed to pose a direct threat risk to the health and safety of the community, the Associate Vice President and Dean of Students ("Dean of Students") or their designee may initiate an involuntary withdrawal of the student on behalf of the university. The Dean of Students or designee will consult with the University Crisis Team before a final decision is made on the involuntary withdrawal of the student. A student poses a Direct Threat when the student's behavior poses a "Significant Risk" to the health or~~

safety of the student or others, or of significant property damage, or of substantial disruption to the lawful activities of others or the educational process or orderly operation of the University, and reasonable modifications of policies, practices, or procedures will not sufficiently mitigate the risk. Significant Risk is defined as the high probability of harm, threats of harm, or disruption and not just a slightly increased, speculative, or remote risk of such. Significant Risk is identified based on information that is reasonably available at the time of consideration. Information may be provided to the University through different means, including an incident report to Office of Student Rights and Responsibilities (OSRR), a police report, information provided following a hospitalization, or any other reliable source.

~~(c) Interim Involuntary Withdrawal.~~

- ~~1. A student may be involuntarily withdrawn from the University on an interim basis (“Interim Involuntary Withdrawal”) if the Assistant Dean of Students or designee determines, based upon information reasonably available at the time, that the student poses a Direct Threat as defined above. A student will remain on Interim Involuntary Withdrawal pending the outcome of the Interim Involuntary Withdrawal Review. An Interim Involuntary Withdrawal may be imposed prior to a meeting of the University Crisis Team.~~
- ~~2. A student will be notified of Interim Involuntary Withdrawal through a written notice outlining the Interim Involuntary Withdrawal procedure, including the time, date, and location of the Interim Involuntary Withdrawal Review.~~
- ~~3. A student under Interim Involuntary Withdrawal shall be given an opportunity to present information to the University Crisis Team within three (3) business days from the effective date of the Interim Involuntary Withdrawal, to review the following issues only:
  - ~~a. The reliability of the information concerning the student’s behavior and;~~
  - ~~b. Whether or not the student’s behavior poses a Direct Threat, as defined above.~~~~
- ~~4. Should the student fail to attend the Interim Involuntary Withdrawal review, the review may be held in the student’s absence, and any recommended actions will be made using the information available at the time of the scheduled review.~~
- ~~4.5. If upon conclusion of the Interim Involuntary Withdrawal review, the University Crisis Team determines the student will remain on Interim Involuntary Withdrawal based on the above defined issues, the University Crisis Team will proceed with the Involuntary Withdrawal procedures as outlined below.~~

~~(d) Involuntary Withdrawal—Notice to Student. A student subject to Involuntary Withdrawal is entitled to the following:~~

- ~~1. Notice of intent to remove the student pursuant to this policy stating the reasons for the proposed action.~~
- ~~2. The opportunity to examine the psychiatric or other evaluations provided to the University Crisis Team and to discuss them.~~

3. ~~The opportunity to present relevant information for consideration of their case personally, or by a licensed mental health professional working with that student, if the student is not capable of self-representation.~~
  4. ~~The opportunity to have an advisor of the student's own choice accompany the student to any meetings or proceedings described in this procedure. The advisor may not present on behalf of the student or otherwise participate in the meeting or proceeding.~~
  5. ~~The right to appeal.~~
- (e) ~~Involuntary Withdrawal—Meeting of the University Crisis Team. The Assistant Dean of Students or designee will call a meeting of the University Crisis Team no earlier than five (5) business days after notifying the student of the proposed Involuntary Withdrawal. The student will be notified of the time, date, and location of the University Crisis Team meeting. The student may be present at this meeting and may present information in support of him/herself themselves. Following the student's presentation, the team shall meet in a confidential deliberation. At the conclusion of this confidential deliberation, the team shall make a recommendation to the Dean of Students or designee, based upon the Team's review of all available information at the time of the meeting, as to whether the University should:~~
1. ~~Involuntary withdraw the student due to Direct Threat.~~
  2. ~~Make no changes to the student's~~
  3. ~~Allow continued enrollment with conditions~~
  4. ~~If the student is on Interim Involuntary Withdrawal at the time, reinstate the student with or without conditions~~
- (f) ~~Involuntary Withdrawal—Notifying Student of Recommendation and Decision. The Dean of Students or designee will make a final decision regarding the student's enrollment status based on the totality of information available to the University and considering both the University Crisis Team's recommendation and any information presented by the student. The Dean of Students or designee will notify the student in writing within two business days of the final decision regarding the student's enrollment status.~~
- (g) ~~Involuntary Withdrawal—Appeal. In the event a student disagrees with the decision of the Dean of Students or designee, the student may appeal the decision. The appeal must be made in writing to the Vice President for SDES, or designee, within three (3) business days after the date of the notification to the student of the decision. A student may appeal the decision based on one or more of the following criteria:~~
1. ~~Irregularities in fairness and stated procedures that could have affected the outcome of the decision.~~
  2. ~~Discovery of new and significant information that could have affected the outcome and that was not known or could not reasonably have been discovered and/or presented at the time of the meeting.~~
  3. ~~The outcome is extraordinarily disproportionate to the reported behavior.~~
- ~~The Vice President of SDES or designee, shall, within three (3) business days, sustain the initial decision or return the case to the University Crisis Team for re-consideration. Should the appellate officer require additional time for review beyond the three (3) business days, the appellate officer shall notify the student in writing of the need for additional time. The Vice President's decision to sustain~~



~~the initial decision is final action. If the matter is returned for re-consideration, the process will resume at the step outlined in subsection (e), above.~~

- ~~(h) Upon being involuntarily withdrawn, the student may no longer enroll in classes, may not be an active member of a registered student organization, may no longer use University facilities, must vacate University owned housing, may no longer be permitted on University property, and may not be employed by UCF. Additionally, an involuntarily withdrawn student may be entitled to whatever refunds of tuition, fees, and room and board charges as would be appropriate given the timing of the withdrawal.~~
- ~~(i) Students who are involuntarily withdrawn from the University shall have a hold placed on their records, which will prevent them from being readmitted or reenrolled at the institution except as stated in this paragraph. A student may request readmission or reenrollment at the University and provide the Dean or Students or designee with documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment of the student and concluded that the student is ready and able to safely return to the University and does not pose a Direct Threat as defined above. . In cases where the Dean of Students or designee has imposed other conditions for readmission, it is the responsibility of the student to provide documentation of compliance with such conditions.~~
- ~~(j) A student who is considered for but ultimately not subject to Involuntary Withdrawal may be subject to conditions on continued enrollment at the University. In such cases, the student will be provided with a written summary of any such conditions and must meet all conditions in order to maintain student status. A student who fails to meet such conditions may be later subject to involuntary withdrawal by the Dean of Students or designee or may be subject to charges through the University's Student Conduct Review Process for failure to comply.~~
- ~~(k) The current voluntary medical withdrawal process should not be used to handle withdrawals where a Direct Threat is evident or where a violation of the Rules of Conduct has allegedly occurred. Information for students seeking a medical withdrawal is available in the Catalog.~~
- ~~(l) As a general principle, the University prefers to use the Student Conduct Review Process in instances of misconduct, without regard to whether the student has a physical or mental condition that might be contributing to the misconduct. The Involuntary Withdrawal Procedure is to be employed in those situations in which the regular Student Conduct Review Process is not applicable or, due to safety concerns, cannot be applied in a sufficiently timely fashion.~~

**(611) Student Conduct Procedures for Sex-Based Misconduct (Non-Title IX Sexual Harassment).**

- (a) These procedures apply to alleged violations of UCF Regulation 5.008(5) and 5.012(5), but do not apply to 5.008(6) Title IX Sexual Harassment (see paragraph (712) below).
- (b) The University of Central Florida is committed to fostering an environment in which all members of our campus community are safe, secure, and free from sex discrimination, including sexual misconduct, stalking, and relationship violence, listed and defined in the Rules of Conduct (UCF-5.008) and Organizational Rules of Conduct (UCF-5.012). Our community expects that all interpersonal relationships and interactions – especially those of an intimate nature – be

grounded upon mutual respect and open communication. When learning of conduct or behavior that may not meet these standards, community members are expected take an active role in promoting the inherent dignity of all individuals. For a more exhaustive list of the community's rights and expectations as it relates to Title IX Policy and Procedures, please reference University Policy 2-004.1 Prohibition of Discrimination, Harassment and Related Interpersonal Violence. Allegations of Title IX Sexual Harassment (as defined in the University's Title IX Grievance Policy, UCF Policy 2-012) are governed by paragraph (742) below.

- (c) The university encourages any faculty, staff, student or non-student who thinks that he or she has been subjected to sex discrimination or retaliation by another student, member of the faculty or staff, or third party affiliated with the University to immediately report the incident to the Office of Institutional Equity. Reports may be filed at <https://letsbeclear.ucf.edu>.
- (d) The University strives to promote the safety and well-being of all students and employees. This information is applicable to students and employees regardless of their sex, gender, sexual orientation, gender identity, or gender expression.
- (e) Rights of the Complainant and the Respondent. Any individual ("Complainant") who discloses having been subjected to sex discrimination, including sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity, and any individual or registered student organization ("Respondent") who has been accused of sex discrimination, including sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity, are afforded the following rights throughout the university's investigative process and the student conduct review process (except in cases involving alleged Title IX Sexual Harassment as defined in the University's Title IX Grievance Policy, UCF Policy 2-012, see paragraph (742) below). These rights provide a fair process for both parties. These rights are in addition to the rights afforded in the student conduct review procedures outlined in University Policy 2-004.1 Prohibition of Discrimination, Harassment and Related Interpersonal Violence, and referenced in UCF-5.009 (students) and UCF-5.013 (student organizations) of the University Regulations. Complainant and Respondent rights include the following:
  - 1. Both the Complainant and Respondent are permitted to have an advisor or support person accompany them throughout the university's investigative process and student conduct review process. ~~This person will not represent the Complainant or Respondent, address witnesses, investigator(s), the hearing body, any other party, or otherwise directly participate throughout the university's investigative process and/or student conduct review process. In addition, if the selected person is a witness, the person cannot be an advisor or support person. This person may be present to advise the party involved in a student conduct review process and may participate in all aspects of the proceeding but shall not testify for the Complainant or Respondent. The advisor or support person may not serve in any other role, including as a witness, an investigator, decider of fact, hearing officer, or member of a committee or panel convened to hear or decide the charge or any appeal.~~

2. Both the Complainant and the Respondent have the right to remedial and protective measures and shall be notified of available assistance at the University.
3. Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during the investigative process and during a formal hearing. Prior to the initiation of the student conduct review process, the investigator has the discretion to determine the relevance of any proffered evidence and to include or exclude certain types of evidence. In general, the investigator will not consider statements of personal opinion, rather than direct observations or reasonable inference from the facts, or statements as to any party's general reputation for any character trait.
4. If the investigative process results in a recommendation to initiate the student conduct review process, at least seven business (7) business days before the formal hearing, both the Complainant and Respondent will receive timely written notice of the charges in sufficient detail to prepare for the formal hearing and the date, time, and location of the formal hearing. In addition to the timely written notice, Complainant and Respondent will be required to attend a preliminary conference meeting with SCAI and be informed of the available resolution options in the student conduct review process.
5. Both the Complainant and Respondent have the right to an impartial hearing officer. During the Student Conduct Review Process, both the Complainant and Respondent shall be informed of the Administrative Hearing Officer assigned to the case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. Prior to the commencement of the formal hearing, the Complainant and Respondent shall have the opportunity to challenge the impartiality of the hearing officer. If the Complainant or Respondent shows good cause for the removal of the hearing officer, the Associate Vice President and Dean of Students or designee will assign a new hearing officer.
6. At least five (5) business days before the formal hearing, Both the Complainant and Respondent will be afforded similar and timely access to provided with all known information in the University's possession related to the allegations. This information will include all known witnesses and all known information that is related to the allegations, both inculpatory and exculpatory. any information made available through the investigative process and/or that will be used during the student conduct review process.
7. If the matter proceeds to a formal hearing, both the Complainant and Respondent may submit a list of proposed questions related to the alleged incident to be asked during the formal hearing. The relevancy of proposed questions will be determined by the hearing officer. During a formal hearing, all questions shall be asked through the hearing officer. Both Complainant and Respondent should not be questioned directly by one another nor by either's advisor; instead, questions for each shall be asked by the hearing officer based on proposed questions submitted by the other party.



8. Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during the investigative process. Such evidence, as deemed relevant to the investigation and used in authoring the investigative findings report, shall be presented during the student conduct review process. Relevancy and timeliness will be determined by the investigator(s). All evidence and witnesses must be submitted by the Complainant and Respondent no later than the conclusion of the investigative findings report review period prior to the report being sent to OSRR. If OSRR determines that there is “cause,” then OSRR will make a written recommendation, including a copy of OIE’s investigative report and all other supporting information, to SCAI. A finding of “cause” at this stage is not a finding of a violation. SCAI will charge the student and/or registered student organization through the Student Conduct Review Process when there is evidence of facts which reasonably allow the university to conclude that a violation of 5.008(5) or 5.012(5) may have occurred.
9. Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during a formal hearing review process. Neither the Complainant nor Respondent will have irrelevant past conduct, including sexual history, discussed during the formal hearing. The issue of relevancy shall be determined by the hearing officer.
10. Both the Complainant and the Respondent will be provided access to participate, during the entire formal hearing in person, via videoconference, by telephone, or by other means available.
11. At least five (5) business days before the formal hearing, the Complainant may submit a written statement describing the impact of the Prohibited Conduct on the Complainant and expressing a preference about the sanction(s) to be imposed. At least five (5) business days before the formal hearing, the Respondent may submit a written statement explaining any factors that the Respondent believes should mitigate or otherwise be considered in determining the sanction(s) imposed. SCAI will ensure that the Complainant and the Respondent each have an opportunity to review any statement submitted by the other party before the start of the formal hearing. The purpose of the statement(s) is to assist the hearing officer in proposing a sanction. Therefore, the statement(s) will be given to the hearing body for consideration only if the hearing officer makes a proposed finding of in violation on one or more allegations of sex-based misconduct (other than Title IX sexual harassment) addressed in the formal hearing.
12. Both the Complainant and Respondent will be informed, concurrently and in writing, of the outcome of the investigative process, the Student Conduct Review Process, and the outcome of the appeal process.
13. Both the Complainant and the Respondent have the right to appeal the outcome of the Student Conduct Review Process on the basis outlined in the applicable Student Conduct Appeals section UCF-5.010 (individual student) or UCF-5.013 (registered student organizations).

14. Both the Complainant and Respondent will be given periodic status updates throughout the investigative process and the Student Conduct Review Process.
- (f) Administrative hearing officers who hear cases of sex-based misconduct (other than Title IX sexual harassment) receive annual training on how to conduct fair and impartial hearings for these types of cases.

**(712) Title IX Sexual Harassment Procedures for Student Conduct Review Process.**

- (a) Federal law, specifically Title IX of the Education Amendments of 1972 (Title IX), prohibits discrimination on the basis of sex in education programs or activities. Part of Title IX's prohibition regarding sex discrimination includes acts of Title IX Sexual Harassment as defined in the University's Title IX Grievance Policy, UCF Policy 2-012. Title IX also prohibits retaliation for making a good faith report of Title IX Sexual Harassment or participating in or being a party to any proceeding involving allegations of Title IX Sexual Harassment.
- (b) Rights of the Complainant and the Respondent. The rights of the Complainant and Respondent in a Title IX Sexual Harassment matter are explained in the University's Title IX Grievance Policy, UCF Policy 2-012.
- (c) Procedures Governing Title IX Sexual Harassment Allegations. The policy and procedures which govern the investigation and live hearing process for allegations of Title IX Sexual Harassment are found in the University's Title IX Grievance Policy, UCF Policy 2-012.
- (d) Administrative hearing officers who hear cases of Title IX Sexual Harassment receive annual training on how to conduct fair and impartial hearings for these types of cases.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.003, New 6-18-09, Amended 7-19-12, 9-5-13, 11-24-14, 10-29-15, 7-28-16, 7-20-17, 1-18-18, 7-19-18, 7-18-19, 6-18-20, 10-22-20, \_\_\_\_\_-21.*

**UCF-5.007 ~~Student Conduct and Academic Integrity~~; Student Conduct Scope; Student Conduct Records; Medical Emergencies (Alcohol & Drug)**

**(1) Scope**

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

**(2) Authority**

- (a) ~~The~~ Florida Board of Governors Regulation 6.0105 requires each university to establish a Student Disciplinary System, including a code of conduct, to apply to student disciplinary proceedings.
- (b) These regulations are designed to ensure fairness and due process in student disciplinary proceedings.
- (c) Generally, authority necessary to enforce the student conduct regulations is vested in the Vice President for Student Development and Enrollment Services or designee. Selected functions of this authority are shared with faculty, staff and students. Some functions of student conduct administration are assisted through review boards or committees.

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

#### **(4) Student Conduct Records**

- (a) Maintenance of Records. A student's conduct case record will be maintained in Student Conduct and Academic Integrity (SCAI) and, if applicable, the Office of Institutional Equity. The case record of a student found responsible for charge(s) against them, with sanctions less than disciplinary suspension, dismissal and/or expulsion, will generally be maintained in SCAI (and, if applicable, the Office of Institutional Equity) for seven years from the calendar year of record, after which they are destroyed. The case record of a student who has been placed on disciplinary suspension, dismissal and/or expulsion will be permanently maintained as official records by SCAI.
- (b) Release of Records. The release of student disciplinary records will be governed by applicable federal and state laws regarding the privacy of educational records.
- (c) Sealing of Records: For information regarding sealing of records, please see UCF-5.010(4).

**(5) Evaluation of Student Conduct Review Process.** The Student Conduct Review Process will be evaluated periodically by the Golden Rule Review Committee. All proposed changes shall be evaluated for approval by the appropriate administrative body.

**(6) Medical Emergencies.** The University of Central Florida highly encourages students to call for medical assistance whenever an individual experiences severe intoxication or serious injury after consuming alcohol and/or other drugs. Students may be reluctant to call for help for themselves or others due to potential involvement from law enforcement officials or SCAI. Due to the serious or life-threatening nature of these medical emergencies, the University of Central Florida urges students to contact emergency medical services or law enforcement officials if alcohol-related and/or drug-related medical emergencies arise. The University's primary goal is to create a safe environment for its students.

- (a) University of Central Florida students who receive medical attention due to drug and/or alcohol related emergencies may be exempted from disciplinary action by the Director of SCAI following the Director's review of the circumstances. Students exempted by the Director from disciplinary action in this manner will be referred for assessment and follow-up services in lieu of the student conduct review process.
- (b) Students who receive medical assistance for drugs and/or alcohol emergencies may receive exemption for violations of the Rules of Conduct Section 110(a)-110(d) and/or 121(a)-121(c); however, exemption for other Rules of Conduct violations may not be granted. The Director of SCAI or designee reserves the right to review each incident individually to determine whether the student will be exempt from disciplinary action. The Director of SCAI or designee maintains the right to recommend additional requirements for students who are referred for assessment and fail to meet the requirements of their assessment. For subsequent incidents, appropriate interventions will be handled on a case by case basis.
- (c) Students who seek medical assistance on behalf of another student impaired by drugs and/or alcohol may be exempted by the Director of SCAI from disciplinary action for violations of the Rules of Conduct Section 110(a)-110(d) and/or 121(a)-121(c). However, exemption for other violations of the Rules of Conduct will not be granted.

- (d) For parental notification regarding alcohol and/or other drug-related incidents, refer to the Parental Notification Policy on SCAI website:  
~~<http://ose.sdes.ucf.edu/notification>~~ <https://scai.sdes.ucf.edu/parental-notification/>.
- (e) Additional information regarding alcohol and/or other drug-related emergencies can be found on the SCAI website at  
~~<https://ose.sdes.ucf.edu/medicalemergencies/>~~ <https://scai.sdes.ucf.edu/medicalemergencies/>.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.0041, New 6-18-09.  
Amended 9-5-13, 11-20-14, 10-29-15, 7-28-16, 7-20-17, 7-19-18, 6-18-20, \_\_\_\_\_-21*

**UCF-5.008 Rules of Conduct**

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

**(1) Academic Misconduct**

- (a) Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course related material also constitutes cheating.
- (b) Communication to another through written, visual, electronic, or oral means. The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment or project.
- (c) Commercial Use of Academic Material: Selling of course material to another person, ~~student,~~ and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but are not limited to class notes, Instructor's power points, tests, quizzes, labs, instruction sheets, homework, study guides, and handouts.
- (d) Falsifying or misrepresenting the student's own academic work.
- (e) Plagiarism: Whereby another's work is used or appropriated without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- (f) Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
- (g) Any student who knowingly helps another violate academic behavior standards is also in violation of the standards.
- (h) Soliciting assistance with academic coursework and/or degree requirements. The solicitation of assistance with an assignment, lab, quiz, test, paper, etc., without authorization of the instructor of record or designee is prohibited. This includes but is not limited to asking for answers to a quiz, trading answers, or offering to pay another to complete an assignment. It is considered Academic Misconduct to solicit assistance with academic coursework and/or degree requirements, even if the solicitation did not yield actual assistance (for example, if there was no response to the solicitation).

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

- (a) Withholding related information, or furnishing false or misleading information (oral or written) to University officials (faculty or staff) or, ~~university and non-university~~ law enforcement officers, ~~faculty or staff~~.

- (b) Possession, use or attempted use of any form of fraudulent identification, including the credentials or identification of another individual.
- (c) Forgery, alteration, or misuse of any University document, material, file, record, or instrument of identification.
- (d) Deliberately and purposefully providing false or misleading verbal or written information about another person.
- (e) Falsification, distortion, or misrepresentation of information during an investigation or the Student Conduct Review Process, including knowingly initiating a false complaint.
- (f) Fraud: Any act of deceit or misrepresentation for purposes of financial or personal gain.

### (3) Disruptive Conduct

- (a) Any act that impairs, interferes with, or obstructs the orderly conduct, processes, and functions of the University or any part thereof or the rights of one or more individuals.
- (b) Any act which deliberately impedes or interferes with the normal flow of pedestrian and vehicular traffic.
- (c) Any act which intentionally interferes with the election processes of any University registered student organization or sponsored student group.
- (d) Misuse of any University safety equipment, firefighting equipment, or fire alarms.
- (e) A false report of an explosive or incendiary device, which constitutes a threat or bomb scare.
- (f) Breach of peace: an act, which aids, abets, or procures another person to breach the peace on the University premises or at University sponsored/related functions.
- (g) Failure to comply with oral or written instruction from duly authorized University officials (i.e. faculty, staff, administration, residence hall staff) acting within the scope of their job duties or law enforcement officers acting in the performance of their duties, including failure to produce identification-identify oneself to these persons when requested to do so.
- (h) Failure to produce identification upon request by a University official (i.e. faculty, staff, administration, residence hall staff), acting within the scope of their job duties or law enforcement officers acting in the performance of their duties.
- (i) Hindering, noncompliance, or interfering with the student conduct review process by failing to obey the notice from a university official to appear for a student conduct meeting or hearing; and/or attempting to discourage an individual's proper participating in, or use of, the student conduct review process.
- (j) Violation of any other University regulation or policy as described in the UCF Regulations, UCF Policies and Procedures, or University department publicized policy.
- (k) Failure to comply with applicable law and University regulations and procedures for solicitation and fundraising activities on campus.

### (4) Harmful Behavior

- (a) Physical harm or threat of physical harm to any person. This harmful behavior policy may not apply in those instances where it is found that a student is acting in self-defense.
- (b) Verbal, digital, or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety, or wellbeing of others, or which would place a reasonable person in fear of bodily injury or death. This definition,



however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.

- (c) Discriminatory Harassment: Discriminatory harassment consists of verbal, physical, electronic or other conduct based upon a protected class as defined in University Policy 2-004, or membership in other protected classes set forth in state or federal law that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services meeting the description of either Hostile Environment Harassment or Quid Pro Quo Harassment, as defined in University Policy 2-004.1 Prohibition of Discrimination, Harassment, and Related Interpersonal Violence.
- (d) Bullying: Defined as behavior of any sort (including communicative behavior) directed at another, that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person or group in the target's position substantial emotional distress and undermine ~~his or her~~their ability to work, study, or participate in University life or regular activities, or which would place a reasonable person in fear of injury or death.
- (e) Stalking: ~~d~~Defined as ~~conduct~~behavior not of a sexual nature that is repeated ~~and/or~~ unwanted ~~conduct~~ toward or ~~contact~~ with another person that would cause a reasonable person to fear ~~for their safety for the person's safety~~ or the safety of others, or to experience substantial emotional distress. Such conduct is direct, indirect, or through a third party using any type of action, method, or means. Cyber stalking is also included in this definition.
- (f) Invasion of Privacy and Unauthorized Recording.
  - 1. Making, using, disclosing or distributing a recording of a person in a location or situation in which that person has a reasonable expectation of privacy and is unaware of the recording or does not consent to it; and any other conduct that constitutes an invasion of the privacy of another person under applicable laws and regulations. Such conduct includes, without limitation, unauthorized recording of personal conversations, images, meetings or activities.
  - 2. Unauthorized recording of ~~a class~~ activity (other than class lecture), or of ~~organizational, or University~~ meetings, where there exists a legal expectation of privacy, and ~~or~~ any ~~use, disclosure, or distribution~~unauthorized publication of ~~any such~~ recording.
  - 3. Engaging in acts of voyeurism, including but not limited to peeping or surreptitiously recording another when there is a reasonable expectation of privacy.
  - 4. Any notice, consent, or other requirements under applicable laws and regulations must be fulfilled in connection with authorizing, making, using, disclosing, or distributing any recording, where there is a legal expectation of privacy.
- (g) Retaliation against or harassment of complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation.
- (h) Condoning or encouraging acts of harmful behavior as defined above or failing to intervene during an act of harmful behavior while it is occurring.



**(5) Sex-Based Misconduct (Non-Title IX Sexual Harassment)**

- (a) Sexual Assault. Sexual assault means sexual contact without consent.
- (b) Sexual Harassment. Sexual harassment means any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions for Discriminatory Harassment as defined in UCF Policy 2-004 are present. ~~Sexual Harassment may include inappropriate touching, acts of sexual violence, suggestive comments and public display of pornographic or suggestive calendars, posters, or signs where such images are not connected to any academic purpose. A single incident of sexual contact without consent may be sufficiently severe to constitute sexual harassment.~~
- (c) Gender-Based Harassment: Gender-based harassment is discriminatory harassment that is based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for Discriminatory Harassment as defined in UCF Policy 2-004 are present.
- (d) Obscene or Indecent Behavior: Exposure of one's body in such a manner that another party reasonably could be offended or to display sexual behavior which another person reasonably finds offensive.
- (e) Voyeurism: Trespass, spying, or eavesdropping for the purpose of sexual gratification.
- (f) Solicitation of a Minor: soliciting sexual acts from a minor by oral, written, or electronic means.
- (g) Child Pornography: possessing, producing or the dissemination of child pornography
- (h) Relationship Violence: Relationship Violence includes any act of violence or threatened act of violence that occurs between individuals who are involved or have been involved in a sexual, dating, spousal, domestic, or other intimate relationship. Relationship Violence may include sexual assault, stalking, and physical assault. Relationship Violence may involve a pattern of behavior used to establish power and control over another person through fear and intimidation or may involve one-time conduct. A pattern of behavior is typically determined based on the repeated use of words and/or actions and inactions in order to demean, intimidate, and/or control another person. This behavior can be verbal, emotional, and/or physical and may be directed towards the former partner, their property, or other individuals. Examples of Relationship Violence may include, but are not limited to: slapping; pulling hair; punching; damaging another person's property; driving recklessly to scare someone; name calling; humiliating another person in public; harassment directed toward a current or former partner or spouse; and/or threats of abuse, such as threatening to hit, harm, or use a weapon on another (whether Complainant or acquaintance, friend, or family member of the Complainant), or other forms of verbal threats.
- (i) Stalking: Stalking under this provision occurs where a person engages in a course of conduct of a sexual nature that is directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress. A "course of conduct" is two or more acts, including but not limited to acts in which a

person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property. Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, phones, texts, or other similar devices or forms of contact. Stalking may include, but is not limited to: non-consensual communications (face to face, telephone, e-mail); threatening or obscene gestures; surveillance/following/pursuit; showing up outside the targeted individual's classroom or workplace; sending gifts and/or notes (romantic, bizarre, sinister, or perverted); and/or making threats.

(j) Sexual Exploitation: Sexual Exploitation is purposely or knowingly doing or attempting to do any of the following:

1. Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
2. Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
3. Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images);
4. Subjecting another person to human trafficking; or
5. Exposing another person to a sexually transmitted infection or virus without the other's knowledge.

(k) Any attempted acts of sex-based misconduct are also violations of this policy.

#### **(6) Title IX Sexual Harassment**

(a) Title IX Sexual Harassment is defined as any conduct on the basis of sex which occurs (i) on or after August 14, 2020; (ii)-against a person located in the United States; and (iii) in or as part of the University's education program or activity, which satisfies one or more of the following:

1. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity.;
2. Sexual assault (as defined in the Clery Act), which includes any sexual contact that occurs without consent (consent and sexual contact are defined in UCF-5.006(3)).;
3. Dating violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act), which includes any act of violence or threatened act of violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.
4. Domestic violence (as defined in the VAWA amendments to the Clery Act), which includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person

who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under Florida statute or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Florida.

5. Stalking (as defined in the VAWA amendments to the Clery Act), meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for their safety or the safety of others; or (b) suffer substantial emotional distress.

(b) Retaliation, including but not limited to conduct meant to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972 or its implementing regulations or UCF Policy 2-012.

#### **(7) Larceny/Property Damage**

(a) Unauthorized use, possession, or theft of property or service. Such property may be personal or public.

(b) Damaging or defacing of University property or the property of another person whether or not it is on University premises.

(c) Misuse, tampering with, or damaging fire safety or other safety equipment.

#### **(8) Hazing**

(a) Hazing is any action or situation that recklessly or intentionally endangers the mental or physical health and/or safety of a student for purposes including but not limited to: initiation or admission into, association or affiliation with, any registered student organization or other group whether or not officially recognized by the University. Hazing in violation of Florida Statutes may result in felony charges. A student may commit an act of hazing whether the student is a prospective, current, or former member of the organization or group. The actions of active, associate, new and/or prospective members, former members, or alumni of a student organization or group may be considered hazing under this rule.

(b) Hazing includes brutality of a physical nature such as whipping, beating, branding, forced calisthenics, exposure to the elements; forced consumption of any food, liquid, liquor, drug, or other substances; or other forced elements; or other forced activity which could adversely affect the mental or physical health or safety of the individual.

(c) Hazing includes any activity which could subject the individual to extreme mental stress such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or any other activity that could adversely affect the mental health or dignity of the individual.

(d) Hazing includes forcing, pressuring, or coercing, the student into violation of University policies or federal, state, or local law.

(e) Hazing includes soliciting a person to commit or being actively involved in the planning of any act of hazing as defined above where the act of hazing creates a substantial risk of physical injury or death to the person(s) hazed.

(f) It is not defense to an allegation of hazing that:

1. the consent of the victim had been obtained;
2. the conduct or activity that resulted in the death or injury of a person was not part of any official organizational event or otherwise sanctioned or approved by the student organization; or

3. the conduct or activity that resulted in the death or injury of a person was not done as a condition of membership into a student organization.
- (g) Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.

**(9) Misuse or Unauthorized Use of Facilities and Grounds**

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

**(10) Misconduct at University Sponsored/Related Activities**

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

**(11) Controlled Substance and Drug Violations**

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

NOTE: Students who receive medical attention due to drug related emergencies and/or students who call for help on behalf of another student who may be experiencing a drug related emergency may be exempt from disciplinary action. Information regarding exemptions under this rule for drug related emergencies can be found in University Regulation UCF-5.007 and the Student Conduct and Academic Integrity website: <http://scai.sdes.ucf.edu/medicalemergencies> ~~<http://ose.sdes.ucf.edu/medicalemergencies>~~.

**(12) Alcoholic Beverages Violations**

- (a) Possessing or consuming alcoholic beverages, or possessing or using alcohol-related paraphernalia, except as expressly permitted by the law and University Regulations and/or Policies.
- (b) Selling or distributing alcoholic beverages or alcohol-related paraphernalia, except as expressly permitted by law and University Regulations and/or Policies
- (c) Misconduct under the influence of alcohol

NOTE: Students who receive medical attention due to drug related emergencies and/or students who call for help on behalf of another student who may be experiencing a drug related emergency may be exempt from disciplinary action. Information regarding exemptions under this rule for drug related emergencies can be found in University

Regulation UCF-5.007 and the Student Conduct and Academic Integrity website:  
<http://scai.sdes.ucf.edu/medicalemergencies>~~<http://ose.sdes.ucf.edu/medicalemergencies>~~.

**(13) Possession of Weapons and/or Dangerous Materials**

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

**(14) Instigation or Participation in Group Disturbances during Demonstrations, Parades, or Picketing**

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

**(15) Misuse of Computing and Telecommunications Resources**

- (a) Theft or other abuse of computer facilities and resources
- (b) Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.
- (c) Unauthorized transfer of a file.
- (d) Use of another individual's identification and/or password.
- (e) Use of computing facilities and telecommunications resources to interfere with the work of another student ~~or of a faculty or staff member.~~ ~~member or University Official.~~
- (f) Use of computing facilities and telecommunications resources to send obscene ~~materials or abusive messages.~~
- (g) Use of computing facilities and telecommunications resources to interfere with normal operation of the University computing system.
- (h) Use of computing facilities and telecommunications resources in violation of copyright laws.
- (i) Any violation of the University of Central Florida Use of Information Technology and Resources Policy (UCF Policy 4-002), including a violation of the terms and conditions of any third party computing system.
- (j) Any violation of the University of Central Florida ResNet Acceptable Use Policy.

**(16) Gambling**

- (a) Play in an unlawful game of chance for money or for anything of value on University premises or at any affair sponsored by a student or ~~registered~~ student organization.
- (b) Unlawfully sell, barter or dispose of a voucher or any item for participation in a scheme of chance by whatever name on University premises or at any affair sponsored by a student or registered student organization.
- (c) Wager on a University team or organization in a competition, with a direct influence in the success of the competition.

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

via Department of Housing and Residence Life website. A charge under this provision must include a specific citation of which Housing policy or policies the charged student has violated.

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

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

**(20) Complicity:** Complicity is any act taken with the purpose of aiding, facilitating, promoting or encouraging the commission of an act prohibited by the Rules of Conduct.

*Authority: BOG Regulations 1.001 and 6.0105. History –Formerly 6C7-5.0042, New 6-18-09, Amended 7-19-12, 9-5-13, 11-20-14, 10-29-15, 7-28-16, 7-20-17, 1-18-18, 7-19-18, 7-18-19, 6-18-20, 10-22-20, 12-3-20, \_\_\_\_-21.*



### UCF-5.009 Student Conduct Review Process; Sanctions

**(1) Violation Reports.** Alleged violations of the UCF Rules of Conduct shall be reported in writing to the Director of the Student Conduct and Academic Integrity (SCAI) or designee. Upon receiving an alleged violation of misconduct, the Director of SCAI or designee may review relevant information and consult with relevant parties regarding the incident in question. Where deemed necessary to protect the safety and well-being of others, of the University, or of property, the Director of SCAI or designee, upon notifying the VP of SDES or designee, may take immediate action to resolve the safety and/or well-being concern by placing the student on interim suspension. Interim suspension is not a sanction. An interim suspension is subject to review at a hearing within three (3) business days by the VP of SDES or designee to determine the status of the interim suspension. The outcome of an interim suspension hearing shall remain in effect until the final disposition of any formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.

- (a) The Director of the SCAI will refer all information warranting disciplinary action and assign the case to the appropriate staff member. SCAI will send written notification to the charged student indicating the nature of the activity in question and what university rules were allegedly violated.
- (b) Upon receipt of an incident report SCAI has six (6) months to charge a student with a violation of the Rules of Conduct. SCAI may exercise discretion when applying the time provision to account for circumstances that warrant a waiver of the six-month time limit ~~from the date of discovery.~~ SCAI will waive the six-month limit in cases involving sexual harassment, dating violence, domestic violence, and stalking and may waive the time limit for other extraordinary cases, as determined by the Director of SCAI or designee. For Title IX related cases see UCF-5.006(10).
- (c) Students charged with alleged violations of the Rules of Conduct will receive notice to attend a required preliminary conference with SCAI to discuss the charges. ~~If the student fails to attend that conference, a hold may be placed on the student's record, preventing them from registering for future classes until the matter is resolved. Students who leave the university or withdraw from a class before a disciplinary matter is resolved may be prohibited from future enrollment until such time as the matter is resolved.~~ At the preliminary conference, the student will receive information regarding the Student Conduct Review Process, including the student's rights during the process, an opportunity to inspect and/or review the information known at the time charges are prepared, and notice on how to contact the Student Government Association Judicial Advisor. At the conclusion of the meeting conference, the Office of Student Conduct SCAI recommends an option for resolution of the disciplinary charges. If the student fails to attend the preliminary conference, a hold may be placed on the student's record, preventing them from registering for future classes until the matter is resolved, and SCAI may move forward with scheduling a formal hearing as a resolution for disciplinary charges. Students who leave the university or withdraw from a class before a disciplinary matter is resolved may be prohibited from future enrollment until such time as the matter is resolved.

## (2) Options for Resolution of Disciplinary Charges.

- (a) Case Dismissal: The Director of SCAI or designee may dismiss a case if it is found to not have sufficient facts or information to substantiate the claim of misconduct, the accused person is not a student, or the action claimed as misconduct is not a violation of the Rules of Conduct.
- (b) Mediation: Depending on the nature and severity of the alleged violation, SCAI may recommend ~~formal~~ mediation ~~through the Office of Student Rights and Responsibilities~~ as an alternative to disciplinary action. The involved parties must each agree to mediation. Mediation is confidential. In mediation, the parties voluntarily meet with an impartial mediator to communicate their concerns and needs to each other and to reach their own agreement on the resolution of the case. The participants in mediation are responsible for keeping their agreement or renegotiating it, if necessary. In the event that the participants do not agree to mediate or mediate but do not reach a full and final resolution, the case will be referred back for possible disciplinary action ~~through an informal or a formal hearing~~. Breach of a mediated agreement may result in a follow up mediation session or the matter may be referred back through the conduct process at the discretion of SCAI. Mediation will not be a resolution option for cases involving allegations of incidents of sexual misconduct and/or interpersonal violence.
- (c) Informal ~~Hearing~~ Resolution Conference: At the discretion of SCAI, violations found not to warrant a formal hearing may be referred to an informal resolution conference ~~hearing~~. SCAI shall provide timely written notice to the student of the charges at least seven (7) business days before the informal resolution conference. At the informal ~~hearing~~ resolution conference the charged student has the opportunity to meet with an SCAI member or designee and accept responsibility for the charges of violation of the Rules of Conduct. At the informal level, the matter will be settled by the following outcomes: punitive sanction (Disciplinary Warning, Disciplinary Probation, or Disciplinary Deferred Suspension) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not resolved informally, the case will be resolved through a formal hearing. The outcomes from an informal ~~hearing process~~ resolution conference (decision of responsibility and recommended sanctions) are final and are not eligible to be appealed (UCF-5.010). The student will receive written notice of the Resolution Agreement within ~~five~~ ten (10) business days of the conference, except in the case of extraordinary circumstances. Written notice of the Resolution Agreement will include the determination regarding responsibility for conduct violations and applicable sanctions.
- (d) Formal Hearing: If an alleged violation of the Rules of Conduct is not dismissed or otherwise resolved, then SCAI shall ~~present in writing formal~~ provide timely written notice to the student of the charges to the student at least seven (7) business days before the formal hearing. Except as set forth in (5) below, the charged student may request either a panel or administrative hearing. The charged student's hearing shall be open only to the charged student; ~~the~~ charged student's advisor, advocate, or legal representative; the hearing body; witnesses (when called upon); ~~and a~~ representative from SCAI; and a legal representative for the University. For cases of sex-based misconduct (non-Title IX Sexual Harassment), the hearing shall also



be open to the complainant and advisor. For cases of Title IX Sexual Harassment, the hearing shall also be open to the complainant, advisor, and support person. In cases of alleged Academic Misconduct, the student is required to have an academic integrity hearing as stated in UCF-5.015.

~~Formal notification shall include:~~

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

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

(a) Panel Hearings.

1. A panel to consider an individual case shall be randomly selected by SCAI from the Student Conduct Board and shall consist of two (2) faculty and administrative staff members combined, and two (2) student members. One panel member shall be selected by SCAI to chair the hearing and report the proposed finding(s) and recommended sanctions, if any, to the Director of SCAI or designee.
2. At hearings conducted by a panel, an SCAI staff member shall act as an advisor to the panel. The Director of SCAI or designee shall receive the panel's proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any sanctions proposed by the panel.
3. The Director of SCAI or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of SCAI or designee accepts the proposed finding(s) of "in violation," they may approve, mitigate, or increase the sanctions proposed by the panel.
4. Any decision by the Director of SCAI or designee to alter proposed sanctions or remand a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

(b) Administrative Hearings

1. Administrative hearings shall be conducted by one faculty or staff member selected by SCAI from the Student Conduct Board. ~~The charged student shall be informed of the hearing officer assigned to the case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The student shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a student has opted not to challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.~~

2. At hearings conducted by an administrative hearing officer, an SCAI staff member shall act as an advisor to the administrative hearing officer. The Director of SCAI or designee shall receive the administrative hearing officer's proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any sanctions proposed by the administrative hearing officer.
  3. The Director of SCAI or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of SCAI or designee accepts the proposed finding(s) of "in violation," they may approve, mitigate, or increase the sanctions proposed by the administrative hearing officer.
  4. Any decision by the Director of SCAI or designee to alter sanctions or remand a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (c) Conduct of Formal Hearings - The following is furnished as a guide to the sequence of events in a formal hearing. ~~Please note that all formal hearing proceedings are recorded.~~ The formal hearing will be recorded by the University, and no other recordings are permitted. The recording will be made is part of the official record of the hearing. ~~of the formal hearing and no other recordings are permitted.~~
1. Reading of charges.
  2. Charged Student response of "in violation" or "not in violation."
  3. Presentation of information in support of the charges.
  4. Opening statement by the charged student.
  5. Questioning of the charged student.
  6. Presentation and questioning of all other parties.
  7. Final questions of the charged student by the hearing body.
  8. Closing remarks by the charged student.
  9. Hearing is brought to a close.
  - ~~10. The student is invited to await announcement of the proposed finding(s) and recommended sanction(s), if any.~~
- (d) Deliberations by the hearing body are not part of the hearing and are confidential. Deliberations occur after the closure of the hearing and are not recorded. Following deliberations, the hearing body will prepare a written statement of its proposed finding(s) and, if applicable, recommend sanctions.
- (e) Case Record for Formal Hearing - The case record shall consist of the following items:
1. A copy of the formal charges in writing.
  2. A recording of the formal hearing.
  - ~~3. A recording of the announcement of the proposed finding(s) and proposed sanctions, if any.~~
  - ~~4~~3. All staff memoranda submitted.
  - ~~4~~5. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.

65. The proposed finding(s) and sanction(s) by the hearing panel or administrator, if any.

67. The Director of SCAI's or designee's decision.

- (f) Student Conduct Board members for panel and administrative formal hearings are selected through an annual application and interview process with the exception of the justices from the Student Government Association Judicial Branch. All Student Conduct Board members, including justices, receive annual training from SCAI. Student Conduct Board members who serve on hearings related to allegations of sex discrimination, including but not limited to relationship violence, sexual assault, sex harassment, and stalking receive additional training annually.

**(4) Student Rights in the Student Conduct Review Process.** The following rights ~~shall be explained to each charged student prior to the commencement of any formal disciplinary hearing~~ apply to a student disciplinary proceeding:

- (a) The charged student shall be afforded ~~reasonable~~ timely written notice, at least ~~five-seven (57)~~ business days prior to ~~the formal hearing~~ each disciplinary proceeding, unless waived in writing. Written notice ~~may be~~ sent to the charged student's electronic and/or physical address listed in the Registrar's records ~~shall constitute full and adequate notice~~. Written notice shall include:
1. The student's name and address.
  2. Date, time, and location ~~and nature~~ of the ~~proceeding of the formal hearing~~ disciplinary proceeding.
  3. The rule(s) of conduct allegedly violated as known at the time ~~the notice is sent~~ formal charges are prepared.
  4. ~~A listing of all known witnesses that have provided, or will provide, information against the student~~ Names of potential witnesses known at the time formal charges are prepared.
  5. A description of any physical or written documentation known at the time ~~charges are prepared~~ the notice is sent.
- (b) The student may have, at ~~his or her~~ their own expense and initiative, an advisor, ~~advocate, or legal representative to be present and who can fully participate in the disciplinary proceeding (i.e., informal resolution conference or formal hearing) present at the hearing~~. It is the student's responsibility to make appropriate arrangements for the advisor, ~~advocate, or legal representative~~ to attend the ~~preliminary conference or disciplinary proceeding(s), and the disciplinary proceeding(s) hearing~~ shall not be delayed due to scheduling conflicts of the chosen advisor, ~~advocate, or legal representative~~. ~~An advisor, advocate, or legal representative may not serve as a witness during any the formal hearing process a disciplinary proceeding. The advisor may be present to advise the student but shall not speak for or present the case for the student or otherwise participate directly in the proceeding.~~ The student may consult with their advisor, ~~advocate, or legal representative~~ at any time during the ~~preliminary conference or disciplinary proceeding(s) hearing~~. This consultation must take place in a manner that does not disrupt the ~~preliminary conference or disciplinary proceeding(s)~~. ~~In addition, an advisor may not serve as a witness.~~ If the advisor, ~~advocate, or legal representative~~ does not adhere to their defined role in the sStudent eConduct

- ~~Review~~ ~~Process~~, they may be removed from the hearing disciplinary proceeding.
- (c) The Student Conduct Review Process ~~All hearings~~ shall be conducted on the basis that the charged student is not in violation until the preponderance of evidence proves otherwise, except if the student accepts responsibility for the charge(s). ~~At a hearing,~~ ~~The technical rules of evidence applicable to civil and criminal cases shall not apply.~~ to the Student Conduct Review Process, including during a formal hearing. The burden of proof ~~in a student conduct hearing~~ is not on the student charged with a violation of the Rules of Conduct. The university has the burden to prove, by a preponderance of the evidence, that a violation has taken place. Nothing contained in this paragraph prohibits or limits the University in offering other forms of resolution, such as mediation or informal resolution.
- (d) The student shall have the right to an impartial hearing officer for the formal hearing. Prior to the commencement of the formal hearing, the charged student shall have the opportunity to challenge the impartiality of any member(s) of the hearing body. If the student shows good cause for the removal of any member(s) of the hearing body, the Associate Vice President and Dean of Students or designee will assign a new hearing body member.
- (de) ~~The student may inspect any information presented in support of the charges a~~ At least three-five (35) business days before the informal resolution conference or formal hearing, the University will provide the student with the opportunity to inspect all known information relating to the allegation(s), including inculpatory and exculpatory information. The University also has the right to review any information the student intends to use at the informal resolution conference or formal hearing at least ~~three-five (53)~~ three-five (53) business days before the informal resolution conference or formal hearing. ~~During a formal hearing, o~~ Only such information that is determined to be "Relevant Information" will be made part of the hearing record allowed.
- (ef) The ~~U~~ niversity cannot compel any person to attend a formal hearing. However, all parties may arrange for witnesses to voluntarily present Relevant Information during the proceeding. The questioning of a witness shall be facilitated by the hearing officer or panel conducting the formal hearing. ~~The student may hear and question adverse parties who testify at the hearing.~~
- (fg) The student shall not be forced to present self-incriminating information during a disciplinary proceeding. In addition, the student reserves the right to remain silent. Such silence may not be used against the student.; ~~however,~~ ~~t~~ The University is not required to postpone any disciplinary proceeding(s) pending the outcome of any civil or criminal case. The University's formal hearing is not a criminal or judicial proceeding and is designed to address student behavior; therefore, alleged violations of the UCF Rules of Conduct will be addressed independently of any outcome imposed by the courts for a criminal offense.
- (gh) The proposed finding, as well as the Director of SCAI's or designee's determination, of "in violation" or "not in violation" on the charges shall be based solely on the information presented at the formal hearing.

- (~~hi~~) Should the student fail to attend the scheduled formal hearing, the hearing will be held in the student's absence and the proposed findings, including any recommended sanctions, will be made using the information available at the time of the scheduled formal hearing.
- (~~ji~~) Only if the proposed finding of the formal hearing body is that the student is in violation, will prior conduct history be reviewed and potentially affect proposed sanctioning.
- (~~kj~~) The results of any formal hearing shall be made available to the charged student within ten (10) business days following the hearing. Should SCAI need additional time, the deadline can be extended by the Director of SCAI or designee by notifying the charged student. For academic integrity cases, the results of any formal hearing shall be made available to the charged student within fifteen (15) business days following the hearing. The Director of SCAI or designee shall notify the charged student in writing of the need for additional time.
- (~~kl~~) The student's enrollment status shall remain unchanged pending the University's final agency action in the matter, except in cases where the VP of SDES or designee determines that the safety, health, or general welfare of the student, any individual, or any part of the University may be involved.

**(5) Additional Procedures in Cases of Sex-Based Misconduct and Title IX Sexual Harassment**

- (a) In cases involving sex-based misconduct or Title IX sexual harassment, a single hearing officer will be the only option for a formal hearing.
- (b) Where a student is charged with a violation of UCF-5.008(5), the procedures outlined in UCF-5.006(~~611~~) and UCF Policy 2-004 will apply in addition to the procedures of the Student Conduct Review Process outlined above.
- (c) Where a student is charged with Title IX Sexual Harassment as prohibited under UCF-5.008(6), the procedures outlined in UCF-5.006(~~712~~) and the Title IX Grievance Policy (University Policy 2-012) will apply in place of the procedures of the Student Conduct Review Process outlined above, except that UCF-5.009(4)(a) and (e) will apply, and the sanctions outlined below may be applied to violations of UCF-5.008(6) Title IX Sexual Harassment.
- (d) The sanctions outlined below may be applied to violations of UCF-5.008(5) Sex-Based Misconduct (non-Title IX) and UCF-~~5.008(6)~~ Title IX Sexual Harassment.

**(6) Sanctions.**

- (a) Disciplinary Warning - An official warning that the student's behavior is in violation of the UCF Rules of Conduct, ~~and that if the student is subsequently found in violation of a rule while on Disciplinary Warning, subsequent action may be more severe.~~
- (b) Disciplinary Probation – Disciplinary Probation status shall be for a specific length of time in which any further violation of the Rules of Conduct puts the student's status with the University in jeopardy. While on Disciplinary Probation, the student may continue to attend classes and is given a chance to show capability and willingness to live in accordance with the Rules of Conduct. If the student is found "in-violation" for another violation of the Rules of Conduct, while on Disciplinary Probation, more severe sanctions may be imposed. Restrictive conditions may be imposed and vary according to the severity of the offense. A nonexhaustive list of



possible restrictive conditions shall be listed on the SCAI website (scai.sdes.ucf.edu). Student leadership eligibility shall be governed by the eligibility requirements outlined by the Office of Student Involvement and their eligibility appeal process. While on Disciplinary Probation, restrictive conditions may include, but may not be limited to the following: loss of good standing, which may become a matter of record; denial of the privilege to occupy a position of leadership or responsibility in any University registered student organization, publication, or activity, or ability to represent the University in an official capacity or position; trespass of University facilities or other areas of campus or contact with another specified person(s). Under Disciplinary Probation, the student may continue to attend classes and is given a chance to show capability and willingness to live in accordance with University rules. While on Disciplinary Probation, a hold will be placed on a student's record for record keeping purposes.

- (c) Deferred Disciplinary Suspension - Deferred Disciplinary Suspension is a designated period of time during which a student is given the opportunity to demonstrate the ability to abide by the Rules of Conduct. Deferred Disciplinary Suspension is used for offenses found serious enough to warrant Disciplinary Suspension, but where the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. ~~Deferred Disciplinary Suspension is a designated period of time during which a student is given the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the Rules of Conduct.~~ During a Deferred Disciplinary Suspension, the student will be officially suspended from the university, but the suspension will be deferred, meaning that the student may continue to attend classes. Students placed on Deferred Disciplinary Suspension will have a conduct overlay placed on their transcripts for the period of time that the Deferred Disciplinary Suspension is in effect. The conduct overlay is a notation indicating that the student is not in good standing. Restrictive conditions may be imposed and vary according to the severity of the offense. A nonexhaustive list of possible restrictive conditions shall be listed on the SCAI website (scai.sdes.ucf.edu). Student leadership eligibility shall be governed by the eligibility requirements outlined by the Office of Student Involvement and their eligibility appeal process. ~~The~~ A disciplinary suspension will be enforced for failure to complete any assigned educational sanctions by the deadline(s) and/or for any subsequent violation of the Rules of Conduct, unless the Director of ~~the OSC SCAI~~ determines otherwise in exceptional circumstances. If the student is found in violation for any violation(s) of the Rules of Conduct that occurred while on Deferred Disciplinary Suspension status, including failure to complete any assigned educational sanctions by the deadline(s), the student will be suspended for a minimum of one (1) semesters, in addition to the educational sanctions imposed for the subsequent violation. ~~Students placed on Deferred Disciplinary Suspension will have a conduct overlay placed on their transcripts for the period of time that the Deferred Disciplinary Suspension is in effect. The conduct overlay is a notation indicating that the student is not in good standing. Deferred Disciplinary Suspension may include the denial of specific university privileges, including but not limited to loss of good standing, which may become a matter of record; denial of the privilege to occupy a position of leadership or~~

~~responsibility in an University registered student organization, publication, or activity, or ability to represent the University in an official capacity or position; trespass of University facilities or other areas of campus or contact with another specified person(s). The duration of any Deferred Disciplinary Suspension period and the specific restrictions imposed will be determined by SCAI on a case-by-case basis.~~ While on Deferred Disciplinary Suspension, a hold will be placed on a student's record for recordkeeping purposes.

- (d) Disciplinary Suspension - A student involved in an offense warranting consideration of action more serious than Deferred Disciplinary Suspension or one involved in repeated misconduct may face Disciplinary Suspension. During the period of Disciplinary Suspension, a student may not be enrolled in classes, participate in University related activities, whether they occur on or off campus. A student under Disciplinary Suspension may not otherwise be present on University premises unless authorized in writing in advance under conditions approved by the Director of SCAI. Upon being withdrawn, the student may no longer enroll in classes, may not be an active member of a Registered Student Organization, may no longer use university facilities, must vacate university owned housing, may no longer be permitted on university property, may not be employed by the University, and may be entitled to whatever refunds of tuition, fees, and room and board charges as would be appropriate given the timing of the withdrawal. In determining if and to what extent suspended students shall be authorized to be on University premises, the Director of SCAI or designee shall consider whether the suspension creates an undue hardship on the disciplinary suspended student. ~~in regard to considerations that include, but are not limited to, the medical needs of the student.~~ Students placed on Disciplinary Suspension will have a conduct overlay placed on their transcript for the period of time that the Disciplinary Suspension is in effect. The conduct overlay is a notation indicating that the student is not in good standing. Further, while on Disciplinary Suspension, a hold will be placed on a student's record for record keeping purposes. All assigned educational sanctions must be completed prior to the conclusion of Disciplinary Suspension; otherwise, the Disciplinary Suspension will remain in effect.
- (e) Disciplinary Dismissal – Disciplinary Dismissal is a sanction which removes the student from the individual's academic program and separates the student from the University for a period of at least two years and up to seven years. A dismissed student has none of the rights or privileges of a student of the University. Following Disciplinary Dismissal, the individual must apply for readmission to the University. Readmission is possible but not guaranteed and will only be considered after the two to seven year time allotted from the effective date of the Dismissal, based on meeting all readmission criteria and obtaining clearance from the Associate Vice President and Dean of Students or designee. This may include restricted access to campus and/or other specified activities. Students placed on Disciplinary Dismissal will have a conduct overlay placed on their transcript for the period of time that the Disciplinary Dismissal is in effect. The conduct overlay is a notation indicating that the student is not in good standing. Further, while on Disciplinary Dismissal, a hold will be placed on a student's record for record keeping purposes. All assigned educational sanctions must be completed prior to

the conclusion of Disciplinary Dismissal; otherwise, the Disciplinary Dismissal will remain in effect.

- (f) Delayed Issuance of Diploma: The issuance of a student's diploma from the University of Central Florida will be withheld until the completion of a stated time frame and all educational sanctions imposed through the Student Conduct Review Process.
- (fg) Delayed Conferral of Degree – The Administrative process of a student's degree being conferred through the University's Registrar's Office will be delayed. This means the student's degree will not be awarded until the completion of a stated time frame and all educational sanctions imposed through the Student Conduct Review Process. Delay of issuance of a student's diploma for a specified period of time or until the student meets certain conditions.
- (g) ~~Recommendation for Degree Revocation – The University of Central Florida reserves the right to revoke any UCF degree awarded to any student. Reasons for degree revocation may include academic misconduct, dishonesty, grade change, administrative error, disciplinary misconduct, or student request (see UCF Policy 4-406).~~
- (h) Disciplinary Expulsion – Disciplinary Expulsion is a sanction which removes the student from the individual's academic program and permanently separates a student from the University without opportunity to graduate or re-enroll at the university in the future. An overlay will be permanently placed on the student's record. Further, a hold will be permanently placed on a student's record for record keeping purposes.
- (i) Educational Sanctions - In conjunction with a sanction listed above, a student found to have been in violation of any of the Rules of Conduct will be assigned educational requirements such as, but not limited to, reflective/research papers, classes/seminars, ~~community service~~, interviews, etc. Educational sanctions are intended to provide a student with opportunities to repair the harm of their actions and to engage in meaningful developmental experiences that will help the student in avoiding future violations of University policy.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.0041, New 6-18-09. Amended 9-5-13, 3-5-15, 10-29-15, 7-28-16, 7-20-17, 1-18-18, 7-19-18, 7-18-19, 6-18-20, 10-22-20, \_\_\_\_-21.*



## UCF-5.010 Student Conduct Appeals

### (1) Appeals within the Student Conduct Review Process

- (a) Students found in violation as a result of a formal hearing may appeal the finding(s) and sanction(s) imposed. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within ten (10) business days after the date the student was notified of the decision by the Director of Student Conduct and Academic Integrity (SCAI) or designee. The person designated to hear the appeal may not have directly participated in any other proceeding related to the charged violation. The appeal form can be found at <http://scai.sdes.ucf.edu/process>~~http://ose.sdes.ucf.edu/process~~.
- (b) Students may appeal the finding and sanction(s) imposed on the basis of one or more of the following:
1. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
  2. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
  3. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (c) On the appeal form, the student must state the reason(s) for appeal, the supporting facts, and the recommended solution. This is not a re-hearing of the conduct case. An appeal cannot be filed simply because a student is dissatisfied with the decision. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of an appeal.
- (d) The appellate officer shall first determine if sufficient grounds for appeal exist and then, if so, the appellate officer may: deny the appeal, thus sustaining the initial decision; alter the sanction(s); or return the case for a new hearing. Any decision by the appellate officer to alter sanctions or return a case for new hearing shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (e) The appellate officer should issue a written decision to the student's appeal within twenty (20) business days of receipt of the appeal. Should the appellate officer require additional time for review beyond the twenty (20) business days, the appellate officer shall notify the charged student in writing of the need for additional time. Decisions of the appellate officer reflect final agency action.
- (f) Any decision by an appellate officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (g) SCAI cannot place an overlay on the student's record until the appeal decision is completed or if the student chooses not to appeal. At such time, if appropriate, a hold and/or overlay, is placed on the student's record. If the appellate officer upholds the original findings, the effective date of any disciplinary sanction(s) imposed will revert back to the date of the Director of SCAI's or designee's final decision letter.

## (2) Appeals within the Student Conduct Review Process for Cases Involving Sex-Based Misconduct and/or Title IX Sexual Harassment

- (a) Complainants and Respondents in matters involving allegations of Sex-Based Misconduct and/or Title IX Sexual Harassment (as defined in Regulation UCF-5.008(5) and UCF-5.008(6)) may appeal the finding(s) and sanction(s) imposed from a student conduct formal hearing. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within ten (10) business days after the date both the Respondent and Complainant are notified of the decision by the Director of SCAI or designee. The person designated to hear the appeal may not have directly participated in any other proceeding related to the charged violation. The appeal form can be found at <https://scai.sdes.ucf.edu/student-appeal/>.
- (b) In cases charged under 5.008(5), Complainants and Respondents may appeal the finding and sanction(s) imposed on the basis of one or more of the following:
  1. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
  2. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
  3. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (c) In cases charged under 5.008(6), Complainants and Respondents may appeal the finding and sanction(s) imposed on the basis of one or more of the following:
  1. Procedural irregularity that materially affected the outcome of the matter (i.e., a failure to follow the University's own procedures).
  2. New evidence that was not reasonably available at the time the Determination of Responsibility, or dismissal was made, that could materially affect the outcome of the matter.
  3. The Decision-Maker(s) had a conflict of interest or bias for or against an individual party, or for or against Complainants or Respondents in general, that materially affected the outcome of the matter.
  4. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (d) On the appeal form, the student must state the reason(s) for appeal, supporting facts, and the recommended solution. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of the appeal.
- (e) The appellate officer shall first determine if sufficient grounds for appeal exist and then, if so, the appellate officer may: deny the appeal, thus sustaining the initial decision; alter sanction(s); or return the case for a new hearing.
- (f) The appellate officer should issue a written decision to the student's appeal within twenty (20) business days of receipt of the appeal. The written decision shall issue to both the Complainant and the Respondent. Should the appellate officer require additional time for review beyond the twenty (20) business days, the appellate officer shall notify the Complainant and Respondent in writing of the need for additional time. Decisions of the appellate officer reflect final university action.
- (g) Any decision by an Appellate Officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

### (3) Community ReEngagement and Educational Development (CREED) Program

- (a) The Community ReEngagement and Educational Development (CREED) Program is designated for a student to have the opportunity to demonstrate that in the period following the conclusion of the Student Conduct Review Process, they have taken steps to become a productive and engaged member of the UCF Community.
- (b) Upon completion of one semester of Disciplinary Probation, Deferred Disciplinary Suspension, or Disciplinary Suspension and completion of all educational sanctions, a student can request a review of their disciplinary status through the Community ReEngagement and Educational Development (CREED) Program. Students who have a Z Designation on their transcript are eligible to apply once the duration of their Disciplinary Suspension has ended and all educational sanctions are complete.
  1. Students who have been found In Violation of a Rule of Conduct that required an investigation by the Office of Institutional Equity (OIE) are ineligible to apply for relief under the CREED Program.
  2. Students who have been found In Violation of a Rule of Conduct that had a substantially negative impact on a person or group of people, as determined by SCAI, are ineligible to seek relief under the CREED Program.
- (c) Requests must be submitted to the Director of SCAI or designee via an online CREED Program submission form available at [www.scai.sdes.ucf.edu/creed](http://www.scai.sdes.ucf.edu/creed) [www.osc.sdes.ucf.edu/creed](http://www.osc.sdes.ucf.edu/creed). This request can only be submitted once a semester.
- (d) The Director of SCAI or designee will review applications submitted before the semesterly deadline(s) during the application review period(s). Information on application deadlines and review periods can be found at <https://scai.sdes.ucf.edu/creed-program/> [www.osc.sdes.ucf.edu/creed](http://www.osc.sdes.ucf.edu/creed). The Director of SCAI or designee shall conduct a preliminary review to ensure that the student's request meets the necessary eligibility and application requirements. The Director of SCAI or designee must communicate the finding of the preliminary review of the application as well as the date and time of the CREED Review Meeting that has been scheduled for a committee to conduct a review of the student's application, if applicable. The student has three (3) business days from when the Director of SCAI or designee sent their preliminary findings to request an alternate date and time of the CREED Review Meeting.
- (e) Prior to this meeting, the committee will have reviewed the submitted packet and will prepare questions for the student to address, as well as provide the student with the opportunity to further discuss why their disciplinary status should be altered or terminated or why the Z Designation should be removed from the student's transcript. No alterations shall be made to include new or increased sanctions. Should the committee feel that further information and/or documentation is necessary in order to render a recommendation, the review may be temporarily recessed. The student will be given ten (10) business days to produce the information and/or documentation. Upon receipt of the requested information and/or documentation, the committee will reconvene the CREED Review Meeting with the student.

- (f) After the meeting, the committee will issue a recommendation to the Director of SCAI or designee. The Director of SCAI or designee will provide a final decision to the student in writing within ten (10) business days of receiving the recommendation.
- (g) If the request is denied by the Director of SCAI or designee the final decision shall include a concise and explicit written statement that explains the basis for that decision and suggested action items for the student's success.
- (h) There is no appeal process for a CREED Review Meeting decision.

**(4) Sealing of Records**

- (a) A student's conduct record is eligible to be sealed if the incident(s) in question are minor and do not result in disciplinary suspension, disciplinary dismissal, or disciplinary expulsion and/or if the student is not current on disciplinary probation or deferred suspension with all educational sanctions completed in full.
- (b) A student conduct record may be sealed upon the successful submission and review of appropriate paperwork to SCAI.
- (c) The factors influencing the decision by the Director of SCAI for sealing are the severity of the violation, effect of the violation on the University community, sanctions applied, completion of sanctions, and ethical development demonstrated by the student.
- (d) There is no appeals process regarding student conduct record sealing.

*Authority: BOG Regulations 1.001 and 6.0105. History – Formerly 6C7-5.00431, New6-18-09. Amended 3-5-15, 10-29-15, 7-28-16, 7-20-17, 1-18-18, 7-18-19, 6-18-20, 10-22-20, \_\_\_\_\_-21.*

**UCF-5.011- Scope; Authority; Principles of Student Group Responsibility; Violations of Law and Organizational Rules of Conduct Violations; Conduct Records; Medical Emergencies (Alcohol & Drugs)**

**(1) Scope**

- (a) The organizational conduct regulations (UCF-5.011, 5.012, and 5.013) shall apply to all registered student organizations, including those at its regional campuses and/or at off campus instructional sites, and shall be deemed a part of the terms and conditions of registered student organization registration. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida, including when students come together as a group.
- (b) The Organizational Rules of Conduct apply to all registered student organizations for conduct that occurs:
  1. On University premises; or
  2. During or while participating in University and/or organization sponsored or related activities; or
  3. During school sessions, holidays, breaks, and university closures; or
  4. Against students or non-students.
- (c) The University may take action against a registered student organization for off-campus conduct if the conduct is specifically prohibited by law or the Organizational Rules of Conduct; or if the conduct poses (or demonstrates that the student organization's continued recognition at the University poses) a danger to the health, safety or welfare of the University community; or if the conduct is disruptive to the orderly processes and functions of the University.

**(2) Authority**

- (a) The Florida Board of Governors Regulation 6.0105 requires each university to establish a Student Disciplinary System, including a code of conduct, to apply to student disciplinary proceedings. The Florida Board of Governors Regulation 6.021 requires each university to establish an anti-hazing policy as part of the student code of conduct.
- (b) These regulations shall ensure a fair and impartial process in registered student organizational disciplinary proceedings and guarantee the integrity of the university.
- (c) Generally, authority necessary to enforce the organizational ~~student~~ conduct regulations is vested in the Vice President for Student Development and Enrollment Services or designee. Selected functions of this authority are shared with faculty, staff and students. Some functions of the conduct process ~~student conduct administration~~ are assisted through review boards.

**(3) Definitions.** Definitions for terms used in this section, as well as in the Organizational Conduct Review Process, are located in UCF-5.006(3).

**(4) Principles of Student Group Responsibility.**

- (a) Any registered student organization can be held responsible for its actions or the actions of a collection of its members acting together. Misconduct on the part of an individual member(s) may not automatically be sufficient to initiate the Organizational Conduct Review Process.

- (b) Students may be held accountable as individuals under the Rules of Conduct for their conduct, whether the students are acting in an individual capacity or the students are acting as a member of a registered student organization.
- (c) The following criteria will be used to determine if a registered student organization can be held responsible for the actions of one or more individuals when those actions result in a violation of the Organizational Rules of Conduct:
  1. A violation arises out of an organization-sponsored, financed, or otherwise sanctioned activity or event, where the organization provided the context for the violation.
  2. A pattern of individual violations has occurred and/or continues to occur within the organization without adequate control, response, or disciplinary action on the part of the registered student organization or its executive board members or officers.
  3. The action resulting in the violation has received either the implied or overt consent of the registered student organization or any executive board members or officers of the registered student organization.
  4. The registered student organization or any executive board member or officer of the registered student organization fails to report and take reasonable action against invitees/members responsible for the Organizational Rules Conduct violation.
  5. The registered student organization overtly places or implicitly allows active members of the registered student organization to be in a position to act on behalf or with authority of the organization.
  6. The registered student organization chooses to protect one or more individual offenders who are active members of the registered student organization from official actions.
- (d) Should a reported incident occur where an organization is named as allegedly violating an Organizational Rule of Conduct, the University may ~~hold conduct~~ an investigation to gather facts to help provide further context to the original complaint. The investigative process may include administering surveys to organization members and/or conducting interviews with persons associated with or believed to have knowledge about the reported incident. An investigative report will be drafted containing findings. Next steps following the investigation may be to close the case, request more information, or initiate a disciplinary proceeding.

**(5) Medical Emergencies.** The University of Central Florida highly encourages students and registered student organizations to call for medical assistance whenever an individual experiences severe intoxication or serious injury after consuming alcohol and/or drugs. Students and registered student organizations may be reluctant to call for help for themselves or others due to potential involvement from the law enforcement officials or Student Conduct and Academic Integrity (SCAI). Due to the serious or life-threatening nature of these medical emergencies, the University of Central Florida urges students to contact emergency medical services or law enforcement officials if alcohol-related and/or drug-related medical emergencies arise. The University's primary goal is to create a safe environment for its students. Procedures and expectations regarding these incidents have been outlined in SCAI Rules of Conduct Controlled Substance and Drug Violations and Alcoholic Beverages section and the Organizational Rules of Conduct section.

- (a) Alcohol Emergencies - University Expectations for Student Groups. Student groups may be eligible for exemptions from disciplinary action when a representative of an organization at a student group event calls for emergency assistance on behalf of a person experiencing an alcohol related emergency. Student groups that seek medical assistance for alcohol emergencies may receive exemption for violations of the Organizational Rules of Conduct Section UCF-5.012 6(a)-6(f); however, exemption for other Organizational Rule of Conduct violations may not be granted. Student groups may be eligible for this exemption on a case-by-case basis at the discretion of the Director of SCAI. Additional information regarding alcohol emergencies can be found at the SCAI website.
- (b) Drug-Related Emergencies - University Expectations for Student Groups. Student groups may be eligible for exemptions from disciplinary action when a representative of an organization at a student group event calls for emergency assistance on behalf of a person experiencing a drug-related emergency. Student groups that seek medical assistance for drug-related emergencies may receive exemption for violations of the Organizational Rules of Conduct Section UCF-5.012 7(a)-7(d); however, exemption for other Organizational Rule of Conduct violations may not be granted. Student groups may be eligible for this exemption on a case by case basis at the discretion of the Director of SCAI. Additional information regarding drug-related emergencies can be found at the SCAI website.

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

**(7) Student Organizational Conduct Records**

- (a) Maintenance of Records. A registered student organization's or other student group's conduct case record will be maintained in SCAI. The case record of a registered student organization found responsible for charge(s) against them, with sanctions less than organizational suspension or revocation, will generally be maintained in SCAI for seven years from the calendar year of record, after which they are destroyed. The case record of a registered student organization that has been suspended or whose registration has been revoked will be permanently maintained by SCAI.
- (b) Release of Records. The release of registered student organization and other student group disciplinary records will be governed by applicable federal and state laws regarding the privacy of education records.

*Authority: BOG Regulations 1.001 and 6.0105. History – New 10-16-09. Amended 7-19-12, 9- 3-13, 10-29-15, 7-28-16, 7-20-17, 6-18-20, \_\_\_\_\_21.*



## UCF-5.012 Organizational Rules of Conduct

Registered student organizations are expected to abide by these Organizational Rules of Conduct, and administrators and faculty are expected to enforce them. The prohibition on hazing found in Section (10), below, shall apply equally to registered student organizations and other student groups, whether or not officially recognized by the University. These rules should be read broadly and are not intended to define prohibited conduct in exhaustive terms. These rules may be revised during the year; announcements will be made on adoption of changes or additions. The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida, including when students come together as student group; accordingly, the rules below will not be used to impose discipline for a student group's lawful expression of ideas. Specific restrictions on time and place of meetings and assemblies are found in other University regulations or policies and student groups are expected to follow those restrictions. The following is a non-exhaustive list of prohibited conduct for which disciplinary action may be taken at the University of Central Florida.

### (1) Theft, Disregard for Property

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

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

- (a) Withholding related information, or furnishing false, misleading, incomplete, or incorrect information (oral or written) to University officials (faculty or staff), or law enforcement officers.
- (b) Possession, use or attempted use of any form of fraudulent identification, including the credentials or identification of an individual or organization.
- (c) Forgery, alteration or misuse of any University document, material, file, record or instrument of identification.
- (d) Deliberately and purposefully providing false or misleading verbal or written information about another person.
- (e) Falsification, distortion, or misrepresentation of information during an investigation or, the student conduct review process, including knowingly initiating a false complaint.
- (f) Fraud: Any act of deceit or misrepresentation for purposes of financial or personal gain.

### (3) Disruptive Conduct

- (a) Any act that impairs, interferes with, or obstructs the orderly conduct, processes, and functions of the University or any part thereof or the rights of one or more individuals.
- (b) Obstructing the free movement of other students around the campus, interfering with the use of University facilities, preventing the normal operation of the University; or conducting any event that interferes with the normal progress of academic events on campus.

- (c) Any act that intentionally interferes with an election process of any University registered or sponsored student organization.
- (ed) Engaging in obscene or indecent conduct.
- (ed) Failure to comply with the administrative policies as enacted by the University.
- (fe) Failure to comply with the directions of University officials or authorized agents acting in the performance of their duties. Registered student organization officers and members shall comply with all directions or requests of University officials, University police officers or authorized agents in a timely manner.
- (gf) Hindering or interfering with the Organizational Conduct Review Process by failing to obey the notice from a university official to appear for a student conduct meeting or hearing and/or attempting to discourage an individual's proper participating in, or use of, the Organizational Conduct Review Process.
- (hg) Participating in any event with a registered student organization that is currently on Organizational Disciplinary Probation (with restrictive conditions) or Organizational Deferred Suspension (with restrictive Conditions), is currently suspended, or that has had their UCF registration revoked.
- (i) Failure to comply with any other University regulation or policy as described in the UCF Regulations, UCF Policies and Procedures, or University department publicized policy.

**(4) Harmful Behavior**

- (a) Physical violence towards another person or group.
- (b) Discriminatory Harassment: Discriminatory harassment consists of verbal, physical, electronic or other conduct based upon a protected class as defined in University Policy 2-004, or membership in other protected classes set forth in state or federal law that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services meeting the description of either Hostile Environment Harassment or Quid Pro Quo Harassment, as defined in University Policy 2-004 Prohibition of Discrimination, Harassment, and Related. Interpersonal Violence.
- (c) Bullying: Defined as behavior of any sort (including communicative behavior) directed at another, that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person or group in the target's position substantial emotional distress and undermine his or her ability to work, study, or participate in University life or regular activities, or which would place a reasonable person in fear of injury or death.
- (d) Verbal, digital, or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety or well-being of another person or group, or which would place a reasonable person in fear of bodily injury or death. This definition, however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.
- (e) Failure to respect the privacy of other individuals.
- (f) Retaliation against or harassment of Complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation of harassment.

~~(g) — Condoning or encouraging acts of harmful behavior as defined above or failing to intervene on an act of harmful behavior while it is occurring.~~

**(5) Sex-Based Misconduct**

- (a) Sexual Assault. Sexual assault means sexual contact without consent.
- (b) Sexual Harassment: Sexual harassment means any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions for Discriminatory Harassment as defined in UCF Policy 2-004 are present. ~~Sexual Harassment may include inappropriate touching, acts of sexual violence, suggestive comments and public display of pornographic or suggestive calendars, posters, or signs where such images are not connected to any academic purpose. A single incident of nonconsensual sexual contact (as defined above) may be sufficiently severe to constitute sexual harassment.~~
- (c) Gender-Based Harassment: Gender-based harassment is discriminatory harassment that is based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal or non-verbal, graphic, physical, or otherwise, even if the acts do not involve conduct of a sexual nature, when the conditions for Discriminatory Harassment as defined in UCF Policy 2-004 are present.
- (d) Obscene or Indecent Behavior - Exposure of one's body in such a manner that another party reasonably could be offended or to display sexual behavior which another person reasonably finds offensive.
- (e) Voyeurism - Trespass, spying, or eavesdropping for the purpose of sexual gratification.
- (f) Solicitation of a Minor – soliciting sexual acts from a minor by oral, written, or electronic means.
- (g) Child Pornography – possessing, producing or the dissemination of child pornography
- (h) Stalking: Stalking occurs when there is a coordinated course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress. A "course of conduct" is two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property. Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, phones, texts, or other similar devices or forms of contact. Stalking may include, but is not limited to: non-consensual communications (face to face, telephone, e-mail); threatening or obscene gestures; surveillance/following/pursuit; showing up outside the targeted individual's classroom or workplace; sending gifts and/or notes (romantic, bizarre, sinister, or perverted); and/or making threats.
- (i) Sexual Exploitation: Sexual Exploitation is purposely or knowingly doing or attempting to do any of the following:

1. Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
  2. Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
  3. Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images);
  4. Subjecting another person to human trafficking; or
- (j) Any attempted acts of Sex-Based Misconduct are also violations of this policy.

**(6) Alcohol-Related Misconduct**

- (a) Use and/or possession of alcoholic beverages, except as expressly permitted by law and University regulations/policies.
- (b) Sale and/or distribution of alcoholic beverages, except as expressly permitted by the law and University regulations/policies.
- (c) Furnishing or causing to be furnished any alcoholic beverage to any person under the legal drinking age.
- (d) ~~Behavior~~ **Misconduct** under the influence of alcohol.
- (e) Furnishing or causing to be furnished any alcoholic beverage to any person in a state of noticeable intoxication.
- (f) Failure of a registered student organization to take all necessary steps to see that no person under the legal drinking age possesses alcoholic beverages at functions it sponsors or within any property or transportation it owns, operates, and/or rents.

NOTE: Registered student organizations may be eligible for exemptions from disciplinary action when a representative of an organization at a registered student organizational event calls for emergency assistance on behalf of a person experiencing an alcohol related emergency. Information regarding exemptions under this rule for alcohol related emergencies can be found in University Regulation UCF-5.011 and the Student Conduct & Academic Integrity website: <http://scai.sdes.ucf.edu/medicalemergencies> <http://osc.sdes.ucf.edu/medicalemergencies>.

**(7) Drug-Related Misconduct**

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

NOTE: Registered student organizations may be eligible for exemptions from disciplinary action when a representative of an organization at a registered student organizational event calls for emergency assistance on behalf of a person experiencing a drug related emergency. Information regarding exemptions under this rule for drug related emergencies can be found in University Regulation UCF-5.011 and the Student Conduct and Academic Integrity website:

<http://scai.sdes.ucf.edu/medicalemergencies> <http://osc.sdes.ucf.edu/medicalemergencies>

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

**(9) Gambling**

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

**(10) Hazing**

- (a) Hazing is any action or situation that recklessly or intentionally endangers the mental or physical health and/or safety of a student for purposes including but not limited to initiation or admission into, or association or affiliation with, any registered student organization or other group whether or not officially recognized by the University. Hazing which violates Florida Statutes may result in felony charges. A student may commit an act of hazing whether the student is a prospective, current, or former member of the organization or group. The actions of active, associate, new and/or prospective members, former members, or alumni of a registered student organization or other student group may be considered hazing under this rule.
- (b) Hazing includes brutality of a physical nature such as whipping, beating, branding, forced calisthenics, exposure to the elements; forced consumption of any food, liquor, liquid, drug, or other substances; or other forced elements; or other forced activity which could adversely affect the mental or physical health or safety of the individual.
- (c) Hazing includes any activity that could subject the individual to extreme mental or physical stress such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or any other activity that could adversely affect the mental or physical health or dignity of the individual.
- (d) Hazing includes forcing, pressuring, coercing, or requiring the violation of University policies, federal, state, or local law.
- (e) Hazing includes soliciting a person to commit or being actively involved in the planning of any act of hazing as defined above where the act of hazing creates a substantial risk of physical injury or death to the person(s) hazed.
- (f) It is not a defense to an allegation of hazing that:
  - 1. The consent of the victim had been obtained;
  - 2. The conduct or activity that resulted in the death or injury of a person was not part of any official organizational event or otherwise sanctioned or approved by the student organization or group; or
  - 3. The conduct or activity that resulted in the death or injury of a person was not done as a condition of membership into a student organization.

- (g) Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.
- (h) All student groups, whether or not registered with the University and whether or not officially recognized by the University are subject to the same hazing prohibitions set out in this section (10). With regard to student groups that are not registered students organizations, and against which there is an allegation of hazing, the principles of group responsibility and scope provisions of University Regulation UCF-5.011(1)(b), (1)(c), and (4) shall apply, as well as the conduct proceeding procedures of University Regulation UCF-5.013.

**(11) Outstanding Debt.** Failure to pay on and off campus vendors in a timely manner. Groups shall not knowingly enter into purchase or rental agreements that are beyond the resources of the organization's ability to pay. The University will not cover outstanding debts of registered student organizations.

**(12) Use of Facilities.** Failure to comply with University regulations and procedures for campus events and/or use of campus facilities or grounds. Those individuals acting on behalf of an organization that reserve facilities should check with the University department or office responsible for the facility to guarantee that all procedures have been followed.

**(13) Fire Safety and Sanitation**

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

**(14) Advertising.**

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

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

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

**(17) Academic Misconduct**

- (a) Unauthorized academic assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record.

- (b) The unauthorized possession of examination or course related material.
- (c) Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the University and the Instructor. Course materials include but are not limited to class notes, Instructor's power points, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- (d) Knowingly helping any student violate academic behavior standards.

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

**(19) Complicity.** ~~The following offenses, or the aiding, assisting, condoning, or attempting to commit these offenses, constitute violations of the Organizational Rules of Conduct.~~ Complicity is any act taken with the purpose of aiding, facilitating, promoting, or encouraging the commission of an act prohibited by the Organizational Rules of Conduct.

*Authority: BOG Regulations 1.001 and 6.0105. History –New 10-16-09, Amended 7-19-12, 9-3-13, 10-29-15, 7-28-16, 7-20-17, 7-19-18, 7-18-19, 6-18-20, 10-22-20, 12-3-20, \_\_\_\_-21.*



## UCF-5.013 Organization Conduct Review Process; Sanctions; Appeals

### (1) Violation Reports

- (a) Alleged violations of the UCF Organizational Rules of Conduct shall be reported in writing to the Director of Student Conduct and Academic Integrity (SCAI) or designee. Incident reports can be submitted for information purposes only, for information purposes with the requirement that the registered student organization ~~attend an~~ complete an educational activity including but not limited to an academic integrity seminar, or to initiate the ~~student~~ Organizational eConduct ~~Review~~ process. Upon receiving an incident report, the Director of SCAI or designee may review relevant information and consult with relevant parties regarding the incident in question. Where deemed necessary to protect the health and safety of any individual, the student body, or any part of the University or its community, the Director of SCAI or designee, upon notifying the VP of SDES or designee, may take immediate action to resolve the situation by placing the registered student organization on interim organizational ~~suspension~~ action. Interim organizational ~~suspension~~ action is not a sanction. Interim organizational ~~suspension~~ action is preliminary in nature; it is in effect only until there is a resolution of the registered student organization conduct matter. Interim organizational ~~suspension~~ action is subject to review at a hearing within ten (10) business days by the VP of SDES or designee to determine the status of the interim organizational ~~suspension~~ action. The outcome of an interim organizational ~~suspension~~ action hearing shall remain in effect until the final disposition of any formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.
- (b) The Director of SCAI will refer all information warranting disciplinary action and assign the case to the appropriate staff member. SCAI will send written notification to the chief officer of the registered student organization at their UCF mailing address indicating the nature of the activity in question and what Organizational Rules of Conduct were allegedly violated. The chief officer of the registered student organization shall serve as the organization's representative in the organization conduct review process.
- (c) Upon receipt of an incident report SCAI has six months to charge a registered student organization with a violation of the Organizational Rules of Conduct. SCAI may exercise discretion when applying the time provision to account for circumstances that warrant a waiver of the six-month time limit. ~~from the date the violation report was filed.~~ SCAI will waive the six-month limit in cases involving sexual harassment, dating violence, domestic violence, and stalking and may waive the time limit for other extraordinary cases, as determined by the Director of SCAI or designee.
- (d) A registered student organization charged with alleged violations of the Organizational Rules of Conduct (see UCF-5.012) will receive notice to attend a ~~mandatory~~ required preliminary conference with SCAI to discuss the charges. ~~If the registered student organization fails to attend the mandatory preliminary conference without providing a satisfactory reason for the absence, the registered student organization may be placed on immediate social probation until such time as the registered student organization completes the mandatory preliminary conference. During the mandatory~~ At the preliminary conference, the registered student organization will receive information regarding the ~~Registered Student~~



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

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

## (2) Options for Resolution of Disciplinary Charges

- (a) Case Dismissal: The Director of SCAI or designee may dismiss a case if it is found to not have sufficient facts or evidence to substantiate the claim of misconduct or the misconduct is not a violation of the Organizational Rules of Conduct.
- (b) Mediation: Depending on the nature and severity of the alleged violation, SCAI may recommend ~~formal~~ mediation ~~through the Office of Student Rights and Responsibilities~~ as an alternative to disciplinary action. The involved parties must each agree to mediation. Mediation is a confidential process where the parties voluntarily meet with an impartial mediator to communicate their concerns and needs to each other and to reach their own agreement on the resolution of the case. The participants in mediation are responsible for keeping their agreement or renegotiating it, if necessary. In the event that the participants do not agree to mediate or mediate but do not reach a full and final resolution, the case will be referred back to SCAI for possible disciplinary action ~~through an informal or a formal hearing~~. Breach of a mediated agreement may result in a follow up mediation session or the matter may be referred back through the conduct process at the discretion of SCAI.
- (c) Informal Resolution Conference: At the discretion of SCAI, violations found not to warrant a formal hearing may be referred to an informal hearing resolution conference. SCAI shall provide timely written notice to the registered student organization of the charges at least seven (7) business days before the informal hearing resolution conference. At the informal hearing resolution conference the charged registered student organization has the opportunity to meet with an SCAI staff member and accept responsibility for the charges of violation of the Organizational Rules of Conduct. At the informal level the matter will be settled by the following outcomes: punitive sanction (organizational warning, organizational probation, organizational probation with restrictions, deferred organizational suspension) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not settled-resolved informally, the case will be resolved through a formal hearing. The outcomes from an informal resolution conference are final and are not eligible to be appealed. The registered

student organization will receive written notice of the Resolution Agreement within ten (10) business days of the conference, except in the case of extraordinary circumstances. Written notice of the Resolution Agreement will include the determination regarding responsibility for the conduct violations and applicable sanctions.

- (d) Formal Hearing: If an alleged violation of the Organizational Rules of Conduct is not dismissed or otherwise resolved, then SCAI shall ~~present in writing formal~~provide timely written notice of the charges to the registered student organization at least seven (7) business days before the formal hearing. The charged registered student organization may request either a panel or administrative hearing. The charged registered student organization's hearing shall only be open to the charged registered student organization's chief officer; the charged registered student organizations' advisor, advocate, or legal representative;~~their advisor~~, the hearing body;; witnesses (when called upon);; a representative from SCAI;; a legal representative for the university;; and a university staff member from an appropriate office (Office of Student Involvement, Office of Fraternity and Sorority Life, Recreation and Wellness Center, etc.).

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

(a) Panel Hearings.

1. A panel to consider an organizational case shall be comprised of members from the SCAI Student Conduct Board. The panel shall consist of two (2) faculty and administrative staff members combined and two (2) student members that have been trained by SCAI to hear organizational cases. One panel member shall be selected by SCAI to chair the hearing and report the proposed finding(s) and sanction(s), if any, to the Director of SCAI or designee.
2. At hearings conducted by a panel, a SCAI staff member shall act as an advisor to the panel. The Director of SCAI shall receive the panel's proposed finding(s) as to "in violation" or "not in violation" of the Organizational Rules of Conduct and consider any sanctions proposed by the panel.
3. The Director of SCAI or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of SCAI or designee accepts the proposed finding of "in violation," they may approve, mitigate or increase the sanctions proposed by the panel.
4. Any decision by the Director of SCAI or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

(b) Administrative Hearings

1. Administrative hearings shall be conducted by a faculty or staff member from the Student Conduct Board trained by SCAI to hear organizational cases. ~~The charged registered student organization shall be informed of the hearing officer assigned to its case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The charged registered student organization shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a charged registered student organization has opted not to~~

- ~~challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.~~
2. At hearings conducted by an administrative hearing officer, a SCAI staff member shall act as an advisor to the administrative hearing officer. The Director of SCAI or designee shall receive the administrative hearing officer's proposed finding(s) as to "in violation" or "not in violation" of the Organizational Rules of Conduct, and consider any sanctions proposed by the administrative hearing officer.
  3. The Director of SCAI or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of SCAI or designee accepts the proposed finding(s) of "in violation," they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.
  4. Any decision by the Director of SCAI or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (c) Conduct of Formal Hearings - the following is furnished as a guide to the events in a formal hearing. ~~Please note that all formal hearing proceedings are recorded. The formal hearing is recorded by the University, and no other recordings are permitted. The recording is will be made~~ part of the official record of the hearing, ~~and no other recordings are permitted.~~
1. Reading of charges.
  2. ~~R~~Charged registered student organization response of "in violation" or "not in violation."
  3. Presentation of information in support of the charges.
  4. Opening statement by the charged registered student organization.
  5. Questioning of the charged registered student organization by the hearing body.
  6. Presentation and questioning of witnesses in support of the charges.
  7. Presentation and questioning of witnesses by the charged registered student organization.
  8. Final questions of the charged student organization by the hearing body.
  9. Closing remarks by the charged registered student organization.
  10. Hearing is brought to a close.
  11. Registered student organization is scheduled for a meeting to discuss the hearing body's proposed finding(s) and recommended sanction(s), if any.
- (d) Deliberations by the panel or the administrative hearing officer are not part of the hearing and are confidential. Deliberations occur after the closure of the hearing and are not recorded.
- (e) Case Record for Formal Hearing - The case record shall consist of the following items:
1. A copy of the formal charges in writing.
  2. A recording of the formal hearing.
  3. All staff memoranda submitted.
  4. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.
  5. The Director of SCAI's or designee's decision.

- (f) Student Conduct Board members for panel and administrative formal hearings are selected through an annual application and interview process with the exception of the justices from the Student Government ~~Association~~ Judicial Branch. All Student Conduct Board members, including justices, receive annual training from SCAI. Student Conduct Board members who serve on hearings related to allegations of sex discrimination, including but not limited to relationship violence, sexual assault, sex harassment, and stalking receive additional training annually.

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

- (a) The charged registered student organization shall be afforded written notice, at least ~~five-seven~~ (57) business days prior to ~~a formal hearing~~ disciplinary proceeding, unless waived in writing. Written notice may be sent to the chief student officer of the charged registered student organization's electronic and/or physical address ~~shall constitute full and adequate notice~~. Written notice shall include:
1. The name of the organization, the chief student officer's name and organization's address, if applicable.
  2. Date, time, and location of the formal hearing ~~disciplinary proceeding~~.
  3. Alleged Organizational Rule of Conduct Violation(s) known at the time ~~formal charges are prepared~~ the notice is sent.
  4. A listing of all known witnesses that have provided, or will provide, information against the registered student organization ~~Names of potential witnesses known at the time that formal charges are prepared~~.
  5. A description of any physical or written documentation known at the time ~~charges are prepared~~ the notice is sent.

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

- (b) The registered student organization may have at their own expense and initiative, an advisor, advocate, or legal representative to be present and who can fully participate in the disciplinary proceeding (i.e., informal resolution conference or formal hearing) ~~at the hearing~~. It is the registered student organization's responsibility to make appropriate arrangements for ~~the an~~ advisor, advocate, or legal representative to attend the hearing preliminary conference or disciplinary proceeding(s), and the hearing ~~which~~ shall not be delayed due to scheduling conflicts of the chosen advisor, advocate, or legal representative. ~~The advisor may be present to advise the registered student organization but shall not speak for or present the case for the registered student organization or otherwise participate directly in the proceeding.~~ A registered student organization may consult with their advisor, advocate, or legal representative at any time during the hearing ~~disciplinary proceeding(s)~~. This consultation must take place in a manner that does not disrupt the proceedings. In addition, an advisor, advocate, or legal representative may not serve as a witness during a disciplinary proceeding. -A registered student organization's advisor must not be connected to the actual conduct case or a related

case. ~~In addition, an advisor may not serve as a witness.~~ -If the advisor, advocate, or legal representative does not adhere to their defined role in the student conduct Organizational Conduct Review Process, they may be removed from the hearing disciplinary proceeding(s). The Student Government (SG) Judicial Advisor(s) may assist the registered student organization with finding an impartial advisor, advocate, or legal representative or may act as their advisor. ~~SCAI shall maintain a list of impartial advisors and resources available to the registered student organization.~~

- (c) All formal hearings shall be conducted on the basis that the charged registered student organization is not in violation until the preponderance of evidence proves otherwise, except if the registered student organization accepts responsibility for the charge(s). At a student conduct organizational hearing, the technical rules of evidence applicable to civil and criminal cases shall not apply to the Organizational Conduct Review Process, including during a formal hearing. The burden of proof ~~in a student conduct hearing~~ is not on the registered student organization charged with a violation of the Organizational Rules of Conduct. The university has the burden to prove, by a preponderance of the evidence, that a violation has taken place. Nothing contained in this paragraph prohibits or limits the University in offering other forms of resolution, such as mediation or informal resolution.
- (d) ~~At least five (5) business days before the disciplinary proceeding, the University will provide t~~The registered student organization's chief officer or ~~designee may inspect any~~with the opportunity to inspect all known information related to the allegation(s), including inculpatory and exculpatory information presented in support of the charges. Information may be presented in support of the charged student organization. The University also has the right to review any information the registered student organization intends to use at the disciplinary proceeding at least five (5) business days before the disciplinary proceeding. During a formal hearing, only such information that is determined to be "Relevant Information" will be allowed.
- (e) The University cannot compel any person serving as a witness to attend a registered student organizational formal hearing. However, all parties to a registered student organizational conduct formal hearing may arrange for witnesses to voluntarily present ~~relevant~~ information during the proceeding. The questioning of witnesses shall be facilitated by the hearing officer or panel conducting the formal hearing. Pertinent information may be accepted as information for consideration by the person or body conducting the registered student organizational formal hearing. ~~The registered student organization may hear and question adverse witnesses who testify at the registered student organizational formal hearing.~~
- (f) ~~The registered student organization shall have the right to an impartial hearing officer for the formal hearing. Prior to the commencement of the formal hearing, the charged registered student organization shall have the opportunity to challenge the impartiality of any member(s) of the hearing body-. If the registered student organization shows good cause for the removal of any member(s) of the hearing body, the Associate Vice President and Dean of Students or designee will assign a new hearing body member.~~
- (g) The registered student organization shall not be forced to present information that incriminates its individual members during a disciplinary proceeding. In addition, the registered student organization has the right to remain silent in the process, and such silence may not be used against the registered student organization. ~~however,~~



†The University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal prosecution. The University's student organizational review process is not a criminal or judicial proceeding and is designed to address violations of the Organizational Rules of Conduct; therefore, alleged violations of the rules will be addressed independently of any outcome imposed by or sought from a court.

- (hg) Should the registered student organization fail to attend the scheduled formal hearing, the hearing will be held in the registered student organization's absence and the proposed findings, including any recommended sanctions, will be made using the information available at the time of the scheduled formal hearing.
- (ih) The proposed finding(s), as well as the Director of SCAI's determination, of "in violation" or "not in violation" on the charges shall be based solely on the information presented at the registered student organizational formal hearing.
- (ji) Only if the proposed finding(s) of the formal hearing body is that the registered organization is in violation, will prior conduct history be reviewed and potentially affect the proposed sanctioning.
- (jk) The final decision shall be furnished in writing to the registered student organization within fifteen (15) business days following the hearing. Should SCAI need additional time, the deadline can be extended by the Director of SCAI or designee by notifying the charged organization.
- (lk) The registered student organization's registration status shall remain unchanged pending the University's final decision in the matter except in cases where the VP of SDES or designee determines that the safety, health, or general welfare of any individual, or any part of the University may be involved.

**(5) Additional Procedures in Cases of Sex-Based Misconduct.** Where a registered student organization is charged with sexual misconduct and other identified sex-based misconduct, the procedures outlined in UCF-5.006(6+4) will apply in addition to the procedures of the Organization Conduct Review Process.

**(6) Sanctions for Registered Student Organizations**

- (a) Organizational Warning: An official warning that the organization's behavior is in violation of the Organizational Rules of Conduct. ~~and that if the organization is subsequently found in violation of a rule, subsequent action may be more severe.~~
- (b) Organizational Probation: A period of time during which any further violation of the Organizational Rules of Conduct puts the registered student organization's status with the University in jeopardy. Restrictive conditions may also be imposed as part of organizational probation and will vary according to the severity of the offense. A non-exhaustive list of possible restrictive conditions can be found on the SCAI website (scai.sdes.ucf.edu). ~~Restrictive conditions may include barring or limiting some or all of the organization's activities and/or privileges (including, but not limited to: social activities; intramural competition; organizational competition; Homecoming; eligibility to receive any University award or honorary recognition; privilege to occupy a position of leadership or responsibility in any University registered student organization governing body, publication, or activity; or ability to represent the University in an official capacity or position).~~ If a registered student organization is found "in violation" for another violation of the Organizational Rules of Conduct while on organizational probation, more severe sanctions may be imposed.
- (c) Organizational Deferred Suspension – Organizational deferred suspension is used for offenses found serious enough to warrant organizational suspension, but where

the specific circumstances of the case mitigate the offense or for repeated offenses of a less serious nature. Organizational deferred suspension is a designated period of time during which a registered student organization is given the opportunity to demonstrate the ability to abide by the community's expectations of behavior articulated in the Organizational Rules of Conduct. During an organizational deferred suspension, the registered student organization will be officially suspended from the University, but the organizational suspension will be deferred, meaning that the registered student organization may continue to operate with sanction-specific restrictions. Organizational suspension will be enforced should the registered student organization fail to complete any of the assigned sanctions by the deadline(s) and/or for any subsequent violation of the Organizational Rules of Conduct unless the Director of SCAI determines otherwise in exceptional circumstances. If the registered student organization is found in violation for any violation of the Organizational Rules of Conduct that occurred while on deferred suspension status, including failure to complete any assigned sanctions by the deadline(s), the registered student organization will be suspended for a minimum of ~~two (2)~~ one (1) semesters in addition to any educational sanctions imposed for the subsequent violation. Registered student organizations on organizational deferred suspension may be limited in their abilities to represent the University in intramural sporting events, extracurricular activities, or official functions. The duration of any organizational deferred suspension period and the specific restrictions imposed will be determined by SCAI on a case-by-case basis.

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

#### **(7) Appeal within the Registered Student Organization Review Process**

- (a) A registered student organization found in violation as a result of a hearing may appeal the finding(s) and sanction(s) imposed. The appeal must be made in writing to the appellate officer (VP of SDES or designee) within ten (10) business days after the date the registered student organization was notified of the decision by the Director of SCAI. The person designated to hear the appeal may not have directly participated in any other proceeding related to the charged violation.

- (b) Registered student organizations may appeal the finding(s) and sanction(s) imposed on the basis of one or more of the following:
  1. Irregularities in fairness and stated procedures of the hearing that substantially affected the outcome of the hearing.
  2. Discovery of new and significant information that would be likely to change the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
  3. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (c) On the appeal form, the registered student organization must state the reason(s) for appeal, the supporting facts, and the recommended solution. This is not a re-hearing of the conduct case. An appeal cannot be filed simply because a registered student organization is dissatisfied with the decision. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of an appeal.
- (d) The appellate officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:
  1. If the registered student organization alleges that the sanction was disproportionate to the violation(s) and the appellate officer finds the sanction to be disproportionate, the appellate officer may alter the sanction; or
  2. If the registered student organization alleges that there was a defect in procedure or new information was presented which was sufficiently substantial to have affected the outcome and the appellate officer agrees, the appellate officer will order a new hearing.
- (e) The registered student organization shall receive a written decision to the appeal. There is no definitive timeline for receiving an appeal response. It depends on many factors including the complexity of the case and the information mentioned in the appeal, as well as the appellate officer's appeal load at that particular time. Decisions of the VP of SDES or designee reflect final agency action.
- (f) Any decision by Appellate Officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (g) If the Appellate Officer upholds the original findings, the effective date of any disciplinary sanction(s) imposed will revert back to the date of the Director of SCAI's final decision letter.

**(8) Community ReEngagement and Educational Development (CREED) Program**

- (a) The Community ReEngagement and Educational Development (CREED) Program is designated for a registered student organization to have the opportunity to demonstrate that in the period following the conclusion of the Organizational Student Conduct Review Process, they have taken steps to become a productive and engaged organizational member of the UCF Community.
- (b) Upon completion of one semester of the Organizational Probation, ~~or~~ Organizational Deferred Suspension, or Organizational Suspension, and upon completion of all educational sanctions/requirements, a registered student organization can request modification of their organizational disciplinary ~~status~~ through the CREED Program.
  1. Registered student organizations that have been found in violation of an an Organizational Rule of Conduct that required an investigation by the Office



- of Institutional Equity (OIE) are ineligible to apply for relief under the CREED program.
2. Registered student organizations that have been found in violation of a rule of conduct that had a substantially negative impact on a person or group of people, as determined by SCAI, are ineligible to seek relief under the CREED program.
    - (c) Requests must be submitted to the Director of SCAI or designee via an online Student Organization CREED Program Submission form that can be found at <https://scai.sdes.ucf.edu/creed-program/>.
    - (d) The CREED Program is designed for registered student organizations to have the opportunity to demonstrate that in the period following a violation of the Organizational Rules of Conduct, they have taken steps to become productive and engaged members of the UCF community. Student organizations that simply fulfill the minimum requirements of their sanction(s) will not be eligible for the CREED Program.
    - (e) Upon receipt of the CREED Program form, the Director of SCAI or designee shall conduct a preliminary review to ensure that the registered student organization's request meets the necessary eligibility and application requirements. The Director of SCAI or designee must communicate the finding of the preliminary review of the application as well as the date and time of the "CREED review meeting" that has been scheduled for a committee to conduct a review the registered student organization's application, if applicable. The organization has three (3) business days from when the Director of SCAI or designee sent their preliminary findings to request an alternate date and time for the "CREED review meeting."
    - (f) Prior to this meeting, the committee will have reviewed the packet and will prepare questions to be addressed, as well as provide the opportunity to further discuss why the registered student organization's organizational disciplinary status should be altered or terminated. No alterations shall be made to include new or increased sanctions. Should the committee feel that further information and/or documentation is necessary in order to render a recommendation, the review may be temporarily recessed. The registered student organization will be given ten (10) business days to produce the information and/or documentation the committee requested. Upon receipt of the requested information and/or documentation, the committee will reconvene the CREED review meeting with the registered student organization.
    - (g) After the meeting, the committee will issue a recommendation to the Director of SCAI or designee. The Director of SCAI or designee will provide a final decision to the registered student organization in writing within ten (10) business days of receiving the recommendation.
    - (h) If the request is denied by the Director of SCAI or designee the decision shall include a concise and explicit written statement that explains the basis for that final decision.
    - (i) There is no appeal process for a Registered Student Organization Disciplinary CREED Review meeting decision.

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.003, New 6-18-09, Amended 7-19-12, 9-5-13, 11-24-14, 10-29-15, 7-28-16, 7-20-17, 1-18-18, 7-19-18, 7-18-19, 6-18-20, 10-22-20, \_\_\_\_\_-21.*

**UCF-5.015 Student Academic ~~Behavior Standards~~ Misconduct Review Process**

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

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

(3) Academic misconduct includes but is not limited to cheating, plagiarism, assisting another in cheating or plagiarism, and commercial use of academic materials. Violations of academic misconduct at the undergraduate and graduate level are listed and defined in the Rules of Conduct (UCF-5.008).

(4) Alleged violations of the UCF Rules of Conduct (Academic Misconduct) shall be reported in writing to the Director of Student Conduct and Academic Integrity (SCAI) or designee. When an instructor becomes aware of an alleged violation of academic misconduct, the instructor must document the alleged violation(s) through the Academic Misconduct Report Form (AMR), available at ~~http://osc.sdes.ucf.edu~~ <http://scai.sdes.ucf.edu>. Upon receiving an alleged violation of academic misconduct, the Director of SCAI or designee may review relevant information and consult with relevant parties regarding the incident in question.

(a) The Director of SCAI will refer all information warranting disciplinary action to the SCAI. SCAI will send notification to the student indicating the nature of the activity in question and what university rules were allegedly violated.

(b) Upon receipt of an AMR form SCAI has six months to charge a student with a violation of academic misconduct. SCAI may exercise discretion when applying the time provision to account for circumstances that warrant a waiver of the six month time limit from the date of discovery.

(c) Students charged with alleged violations of academic misconduct will receive notice to attend a required preliminary conference with SCAI to discuss the charges. ~~If the student fails to attend the conference, a hold will be placed on the student's record, preventing them from registering for future classes until the matter is resolved. Students who leave the university or withdraw from a class before a disciplinary matter is resolved may be prohibited from future enrollment until the matter is resolved. At the preliminary conference, the~~ purpose of this meeting is to provide the student with information regarding the student conduct review process, including the student's rights during the process; an opportunity to inspect and/or review the information known at the time ~~charges are prepared,~~ and notice of how to contact the Student Government Judicial Advisor ~~the impartial advise~~. At the conclusion of the ~~meeting~~ conference, SCAI will recommend an option for resolution of the academic misconduct charges. These options are case dismissal, informal hearing resolution conference, or academic formal hearing. If the student fails to attend the preliminary conference, a hold may be placed on the student's record, preventing them from registering for future classes until the matter is resolved, and SCAI may move forward with scheduling a formal hearing as a resolution for disciplinary charges. Students who leave the university or withdraw from a class before a disciplinary matter is resolved may be prohibited from future enrollment until such time as the matter is resolved.

**(5) Options for Resolution of Academic Misconduct**

- (a) Case Dismissal: The Director of SCAI or designee may dismiss a case if: the reported case fails to have sufficient facts or information to substantiate the claim of academic misconduct; or the reported violation is not seen to warrant punitive disciplinary action; or the reported behavior reported as academic misconduct is not a violation of the Rules of Conduct. An informal ~~conference~~non-disciplinary meeting may be held where the student may be instructed to complete an educational requirement to demonstrate what was learned from the reported behavior. Upon successful completion of the educational requirement, the reported incident will be dismissed.
- (b) Informal Hearing Resolution Conference: At the discretion of SCAI, violations found not to warrant a formal hearing may be referred to an informal ~~hearing~~resolution conference. SCAI shall provide timely written notice to the student of the charges at least seven (7) business days before the informal resolution conference. At the informal ~~hearing~~resolution conference, the charged student has the opportunity to meet with a SCAI staff member or designee and accept responsibility for the charges of violation of academic misconduct. At the informal ~~hearing~~resolution conference level the matter will be settled by the following outcomes: punitive sanction (disciplinary warning, disciplinary probation, deferred disciplinary suspension) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not resolved informally, the case will be resolved through a formal hearing. The outcomes from an informal ~~hearing~~resolution conference process (decision of responsibility and recommended sanctions) are final and are not eligible for appeal. The student will receive written notice of the Resolution Agreement within ten (10) business days, except in extraordinary circumstances. Written notice of the Resolution Agreement will include the determination regarding responsibility for conduct violations and applicable sanctions.
- (c) Academic Misconduct Formal Hearings: If an alleged violation of academic misconduct is not dismissed or otherwise resolved, then SCAI shall ~~present in writing formal charges~~provide timely written notice to the student of the charges at least seven (7) business days before the formal hearing. The charged student's formal hearing shall be open only to the charged student/co-charged students involved in the same incident, selected advisor, witnesses (when called upon), the university's legal representative, and a representative from SCAI. ~~Formal notification shall include:~~
- ~~1.— The student's name and address.~~
  - ~~2.— Date, time and location of the formal hearing.~~
  - ~~3.— The rule(s) of conduct allegedly violated as known at the time formal charges were prepared.~~
  - ~~4.— Names of potential witnesses known at the time formal charges were prepared.~~
  - ~~5.— A description of any physical or written documentation known at the time charges were prepared.~~
- (d) Charged students in the Academic Misconduct Review Process shall be entitled to the rights listed in 5.009(4)(a)-(h), including but not limited to timely written notice and the right to an advisor, advocate, or legal representative who can participate in the proceedings.

## **(6) Academic Misconduct Formal Hearing Process**

- (da) Academic ~~Integrity-Misconduct~~ Formal Hearings: Students going through the Academic ~~Misconduct-Integrity~~ formal hearing process may elect an Administrative Academic ~~Integrity-Misconduct~~ Formal Hearing or a Panel Academic ~~Misconduct-Integrity~~ Formal Hearing.
1. Administrative Academic ~~Integrity-Misconduct~~ Formal Hearing
    - a. Administrative Academic ~~Integrity-Misconduct~~ Formal Hearings shall be conducted by one faculty member from the Student Conduct Board, who will be designated as an administrative hearing officer. ~~The charged student shall be informed of the hearing officer assigned to the case and shall have the opportunity to challenge the impartiality of the assigned hearing officer.~~
    - b. ~~At hearings conducted by an administrative hearing officer,~~ A SCAI staff member shall act as an advisor to the administrative hearing officer. The Director of SCAI or designee shall receive the administrative hearing officer's proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any punitive and/or educational sanctions proposed by the administrative hearing officer.
    - c. The Director of SCAI or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of SCAI or designee accepts the proposed finding(s) of "in violation," they may approve, mitigate, or increase the sanctions proposed by the administrative hearing officer.
    - d. Any decision by the Director of SCAI or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
  2. Academic ~~Integrity-Misconduct~~ Panel Hearings.
    - a. A panel to consider an individual case shall be randomly selected by SCAI from the Student Conduct Board and shall consist of at least one (1) faculty member, one (1) additional faculty or administrative staff member, and two (2) student members. One panel member shall be selected by SCAI to chair the hearing and report the finding(s) and recommended sanctions, if any, to the Director of SCAI or designee.
    - b. ~~For panel hearings,~~ a SCAI staff member shall act as an advisor to the panel. The Director of SCAI or designee shall receive the panel's proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any punitive or educational sanctions proposed by the panel.
    - c. The Director of SCAI or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of SCAI or designee accepts the proposed finding(s) of "in violation," they may approve, mitigate, or increase the sanctions proposed by the panel.
    - d. Any decision by the Director of SCAI or designee to alter proposed sanctions or return a case shall be accompanied by a

concise and explicit written statement that explains the basis for that decision.

(eb) Following the Academic ~~Integrity-Misconduct~~ Formal Hearing:

1. Undergraduate students found “in violation” will be prescribed ~~punitive disciplinary~~ and educational ~~conduct~~ sanctions appropriate to the findings and recommendations. SCAI will report the outcome from the academic ~~integrity-misconduct~~ hearing back to the instructor of record and department chair. In consultation with the college dean or designee, the instructor and the department chair will determine if further course or academic action should be imposed. If the undergraduate program recommends further course or program action, the undergraduate program must notify SCAI and Academic Services. Final results of the academic ~~integrity-misconduct~~ hearing and/or course or program action must be made available to the student in writing within fifteen (15) business days following the date of the hearing.
2. Undergraduate students found “not in violation” will be notified within fifteen (15) business days. SCAI will report the findings back to the instructor, department chair, and college dean or designee. Students may have proposed course or academic action removed and the instructor may determine a new grade since no violation was found.
3. For graduate students found “in violation”, SCAI notifies the instructor, Associate Dean of Graduate Studies, and the Dean or designee of the Academic College in which the graduate student resides. The college dean or designee will in turn notify the graduate program that a student is in violation and ask if the program wishes to invoke any program-level academic action(s). The student’s graduate program will determine if program action is necessary. If deemed necessary, recommendation of program action will be made using the *Probation/Dismissal Form* and/or *Conditional Retention Plan*. This information will be forwarded to the College of Graduate Studies. SCAI will be notified if the graduate program recommends additional program action. The results of any hearing and/or program action should be available for the student within fifteen (15) business days.
4. For graduate students found “not in violation” of academic misconduct, SCAI notifies the instructor, Associate Dean of Graduate Studies and the Dean or designee of the Academic College in which the graduate student resides. The graduate student may have their proposed course or program action removed and the instructor may determine a new grade since no violation was found.

(fc) Appeals:

1. Undergraduate or graduate students found “in violation” as the result of an academic ~~integrity-misconduct~~ formal hearing may appeal the finding(s) and sanction(s) imposed by the Director of SCAI. The appeal must be made in writing to the appellate officer (Provost or designee) within ten (10) business days after the date the student was notified of the decision by the Director of SCAI. ~~The person designated to hear the appeal may not have directly participated in any other proceeding related to the charged~~

violation. Students may appeal the finding and sanction(s) imposed on the basis of one or more of the following:

- a. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
  - b. Discovery of new and significant information that could have affected the outcome of the hearing and which was not known or could not reasonably have been discovered and/or presented at the time of the hearing.
  - c. The sanction(s) are extraordinarily disproportionate to the violation(s).
2. Any decision by an appellate officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
  3. The appellate officer should issue a written decision to the student's appeal within twenty (20) business days of receipt of the appeal. Should the appellate officer require additional time for review beyond the 20 business days, the appellate officer will notify the charged student in writing of the need for additional time. Decisions of the Provost or designee reflect final agency action.
  4. Any decision by the Provost or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
  5. Undergraduate students may appeal program sanctions ~~provided~~ imposed by the student's undergraduate program, per UCF-5.016. Graduate Students may appeal program sanctions provided by the student's graduate program, per UCF-5.017. Students found "in violation" for academic misconduct are not eligible for academic appeal regarding the final grade issued by the course of the reported violation.

#### **(67) Z Designation for Undergraduate Student Academic Misconduct**

- (a) A Z designation denotes a student was found "in violation" of academic misconduct while enrolled in a course. A Z designation does not affect a student's grade point average.
- (b) Z designations will remain on a student's transcript if:
  1. The student is found "in violation" of academic misconduct and the punitive sanction is disciplinary suspension for one or more semesters, disciplinary dismissal, or expulsion; or
  2. The student is found "in violation" of academic misconduct twice during their UCF academic career.
    - a. The punitive sanction received in either academic misconduct case has no bearing on the Z designation being permanently placed on the student's transcript.
    - b. A Z designation will be placed in association with both courses in which the student was found "in violation" of academic misconduct.
- (c) If a student is found "in violation" of academic misconduct a Z designation will be placed on their transcript in association with the final course letter grade recorded (ex. ZA, ZB, ZC, ZD, ZF).



- (d) A Z designation will be denoted on the student's transcript as a ZW if a student withdrew from the course prior to the conclusion of the conduct process and was subsequently found "in violation" of academic misconduct.
- (e) SCAI will communicate with the Registrar's Office to have Z designations placed on student's transcript following the conclusion of the Conduct Review Process.
- (f) Students have the opportunity to improve the letter grade recorded in association with a course in which they were found "in violation" of academic misconduct through the use of grade forgiveness. The Z designation however will still remain on the student's transcript.
- (g) A student can attempt to have a Z designation permanently removed through participating in the Community ReEngagement and Educational Development (CREED) Program.
- (h) A Z designation will remove a student from consideration for academic awards and honors (e.g. President's List and Dean's List) for the academic semester in which the violation occurred.

*Authority: BOG Regulation 1.001. History – Formerly 6C7-5.0042, Amended 8-10-09, 9-4-12, 10-29-15, 7-28-16, 7-20-17, 1-18-18, 7-19-18, 7-18-19, 6-18-20, \_\_\_\_\_-21.*



Board of Trustees  
September 23, 2021

## GOV-3: Adoption of University Regulation 5.0065 Involuntary Withdrawal Procedures; Mandated Assessment

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Information       Discussion       Action

Meeting Date for Upcoming Action: \_\_\_\_\_

### Purpose and Issues to be Considered:

University Regulation *UCF-5.0065 Involuntary Withdrawal Procedures; Mandated Assessment* addresses involuntary withdrawal and mandated assessment processes for students in crisis. This regulation is proposed for adoption as a new regulation, but the text of this regulation is taken from current Regulation UCF-5.006. By moving this material to its own regulation, the information will be more accessible and UCF-5.006 will be more straightforward. The one proposed change to the pre-existing text is with regard to the involuntary withdrawal procedure: specifically to allow the appellate officer additional time as needed to review a student’s appeal of an involuntary withdrawal decision.

This regulation was posted online August 20, 2021, for public comment. No comments were received as of the date of submission of these materials.

### Background Information:

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

### Recommended Action:

Approve adoption of UCF Regulation UCF-5.0065.

### Alternatives to Decision:

Do not adopt University Regulation UCF-5.0065 as proposed. Approve alternative amendments to University Regulation UCF-5.065.

### Fiscal Impact and Source of Funding:

N/A

### Authority for Board of Trustees Action:

Board of Governors Regulation 1.001

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Contract Reviewed/Approved by General Counsel    N/A  

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





# Board of Trustees

## Agenda Memo

**Submitted by:**

Youndy Cook, Interim Vice President and General Counsel

**Supporting Documentation:**

Attachment A: Proposed Regulation UCF-5.0065

**Facilitators/Presenters:**

Youndy Cook

**UCF-5.0065 Involuntary Withdrawal Procedures; Mandated Assessment****(1) Involuntary Withdrawal Procedure.****(a) Introduction.**

1. The University of Central Florida is committed to ensuring equality of educational opportunity while cultivating an environment that is safe for the campus community and supportive of student learning. The University will seek to intervene where a student's behavior interferes with the rights of others within the University community or where the student presents a significant risk of harm to the health, safety, well-being and/or property rights of others. In such situations, safety and security concerns are paramount, and the University must react as promptly as feasible under the circumstances. University officials may consider a number of reasonable security and health and safety measures, including, but not limited to, requesting emergency assistance and seeking psychiatric evaluation, hospitalization, and treatment for mental illness as appropriate under the law. Additionally, the University may determine that it is necessary for the student to be involuntarily withdrawn from the University for the protection of others. This section outlines the procedures to be used by the University in making an involuntary withdrawal decision.
2. This involuntary Withdrawal Procedure will be applied in a nondiscriminatory manner, and decisions will be based on consideration of the student's conduct, actions, and statements and not on knowledge or belief that the student has a disability.
3. The purpose of the Involuntary Withdrawal Procedure is for the University to be able to take urgent action when circumstances present a Significant Risk based on reasonably available information at the time. It will be necessary for the University to act promptly and for the benefit of the community as a whole, even if that means that, in consideration of later-presented information, the procedure ultimately concludes in favor of the student's continued enrollment (with or without conditions). Where the involuntary withdrawal procedure is invoked but the student is permitted to continue enrollment with no conditions, the University will take reasonable steps to assist the student in resuming their academic endeavors with as little disruption as feasible under the circumstances.

- (b) Direct Threat.** When a student's behavior is deemed to pose a direct threat risk to the health and safety of the community, the Associate Vice President and Dean of Students ("Dean of Students") or their designee may initiate an involuntary withdrawal of the student on behalf of the university. The Dean of Students or designee will consult with the University Crisis Team before a final decision is made on the involuntary withdrawal of the student. A student poses a Direct Threat when the student's behavior poses a "Significant Risk" to the health or safety of the student or others, or of significant property damage, or of substantial disruption to the lawful activities of others or the educational process or orderly operation of the University, and reasonable modifications of policies, practices, or procedures will not sufficiently mitigate the risk. Significant Risk is defined as

the high probability of harm, threats of harm, or disruption and not just a slightly increased, speculative, or remote risk of such. Significant Risk is identified based on information that is reasonably available at the time of consideration. Information may be provided to the University through different means, including an incident report to Office of Student Rights and Responsibilities (OSRR), a police report, information provided following a hospitalization, or any other reliable source.

- (c) Interim Involuntary Withdrawal.
1. A student may be involuntarily withdrawn from the University on an interim basis (“Interim Involuntary Withdrawal”) if the Assistant Dean of Students or designee determines, based upon information reasonably available at the time, that the student poses a Direct Threat as defined above. A student will remain on Interim Involuntary Withdrawal pending the outcome of the Interim Involuntary Withdrawal Review. An Interim Involuntary Withdrawal may be imposed prior to a meeting of the University Crisis Team.
  2. A student will be notified of Interim Involuntary Withdrawal through a written notice outlining the Interim Involuntary Withdrawal procedure, including the time, date, and location of the Interim Involuntary Withdrawal Review.
  3. A student under Interim Involuntary Withdrawal shall be given an opportunity to present information to the University Crisis Team within three (3) business days from the effective date of the Interim Involuntary Withdrawal, to review the following issues only:
    - a. The reliability of the information concerning the student’s behavior and,
    - b. Whether or not the student’s behavior poses a Direct Threat, as defined above.
  4. Should the student fail to attend the Interim Involuntary Withdrawal review, the review may be held in the student’s absence, and any recommended actions will be made using the information available at the time of the scheduled review.
  5. If upon conclusion of the Interim Involuntary Withdrawal review, the University Crisis Team determines the student will remain on Interim Involuntary Withdrawal based on the above defined issues, the University Crisis Team will proceed with the Involuntary Withdrawal procedures as outlined below.
- (d) Involuntary Withdrawal – Notice to Student. A student subject to Involuntary Withdrawal is entitled to the following:
1. Notice of intent to remove the student pursuant to this policy stating the reasons for the proposed action.
  2. The opportunity to examine the psychiatric or other evaluations provided to the University Crisis Team and to discuss them.
  3. The opportunity to present relevant information for consideration of their case personally, or by a licensed mental health professional working with that student, if the student is not capable of self-representation.

4. The opportunity to have an advisor of the student's own choice accompany the student to any meetings or proceedings described in this procedure. The advisor may not present on behalf of the student or otherwise participate in the meeting or proceeding.
  5. The right to appeal.
- (e) Involuntary Withdrawal – Meeting of the University Crisis Team. The Assistant Dean of Students or designee will call a meeting of the University Crisis Team no earlier than five (5) business days after notifying the student of the proposed Involuntary Withdrawal. The student will be notified of the time, date, and location of the University Crisis Team meeting. The student may be present at this meeting and may present information in support of themselves. Following the student's presentation, the team shall meet in a confidential deliberation. At the conclusion of this confidential deliberation, the team shall make a recommendation to the Dean of Students or designee, based upon the Team's review of all available information at the time of the meeting, as to whether the University should:
1. involuntary withdraw the student due to Direct Threat;
  2. make no changes to the student's status;
  3. allow continued enrollment with conditions; or
  4. if the student is on Interim Involuntary Withdrawal at the time, reinstate the student with or without conditions.
- (f) Involuntary Withdrawal – Notifying Student of Recommendation and Decision. The Dean of Students or designee will make a final decision regarding the student's enrollment status based on the totality of information available to the University and considering both the University Crisis Team's recommendation and any information presented by the student. The Dean of Students or designee will notify the student in writing within two business days of the final decision regarding the student's enrollment status.
- (g) Involuntary Withdrawal Appeal – In the event a student disagrees with the decision of the Dean of Students or designee, the student may appeal the decision. The appeal must be made in writing to the Vice President for SDES, or designee, within three (3) business days after the date of the notification to the student of the decision. A student may appeal the decision based on one or more of the following criteria:
1. Irregularities in fairness and stated procedures that could have affected the outcome of the decision.
  2. Discovery of new and significant information that could have affected the outcome and that was not known or could not reasonably have been discovered and/or presented at the time of the meeting.
  3. The outcome is extraordinarily disproportionate to the reported behavior. The Vice President of SDES or designee, shall, within three (3) business days, sustain the initial decision or return the case to the University Crisis Team for reconsideration. Should the appellate officer require additional time for review beyond the three (3) business days, the appellate officer shall notify the student in writing of the need for additional time. The Vice President's decision to sustain

the initial decision is final action. If the matter is returned for re-consideration, the process will resume at the step outlined in subsection (e), above.

- (h) Upon being involuntarily withdrawn, the student may no longer enroll in classes, may not be an active member of a registered student organization, may no longer use University facilities, must vacate University owned housing, may no longer be permitted on University property, and may not be employed by UCF. Additionally, an involuntarily withdrawn student may be entitled to whatever refunds of tuition, fees, and room and board charges as would be appropriate given the timing of the withdrawal.
- (i) Students who are involuntarily withdrawn from the University shall have a hold placed on their records, which will prevent them from being readmitted or reenrolled at the institution except as stated in this paragraph. A student may request readmission or reenrollment at the University and provide the Dean or Students or designee with documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment of the student and concluded that the student is ready and able to safely return to the University and does not pose a Direct Threat as defined above. In cases where the Dean of Students or designee has imposed other conditions for readmission, it is the responsibility of the student to provide documentation of compliance with such conditions.
- (j) A student who is considered for but ultimately not subject to Involuntary Withdrawal may be subject to conditions on continued enrollment at the University. In such cases, the student will be provided with a written summary of any such conditions and must meet all conditions in order to maintain student status. A student who fails to meet such conditions may be later subject to involuntary withdrawal by the Dean of Students or designee or may be subject to charges through the University's Student Conduct Review Process for failure to comply.
- (k) The current voluntary medical withdrawal process should not be used to handle withdrawals where a Direct Threat is evident or where a violation of the Rules of Conduct has allegedly occurred. Information for students seeking a medical withdrawal is available in the Catalog.
- (l) As a general principle, the University prefers to use the Student Conduct Review Process in instances of misconduct, without regard to whether the student has a physical or mental condition that might be contributing to the misconduct. The Involuntary Withdrawal Procedure is to be employed in those situations in which the regular Student Conduct Review Process is not applicable or, due to safety concerns, cannot be applied in a sufficiently timely fashion.

**(2) Mandated Assessment Procedure.** This University procedure is established to respond to behaviors or actions that result in hospitalization from imminent danger to self or others via the Baker Act (F.S. 394.463) or Marchman Act (Chapter 397, Florida Statutes), significant acts or threats of violence to others, chronic eating disorders, dramatic and/or expansive displays of self-mutilation, behaviors that are significantly disruptive to the UCF community and /or diminish the ability of a student to care for oneself. Whenever the UCF Police provide transportation of a UCF student to the hospital for involuntary examination, the police will file a report with the

OSRR. In addition, anyone may also file reports about students of concern with Student Care Services.

- (a) Once a report is received regarding a UCF student hospitalization via the Baker Act or the Marchman Act, Student Care Services may utilize the mandated assessment session(s) to evaluate a student's risk of harm to self or others, and to take appropriate actions to ensure the safety of the student or others if risk is present. In addition, the mandated assessment session(s) are designed to assist students in developing a safety and/or well-being plan and provide students with educational resources. A member of Student Care Services will contact the student in a timely manner and require an initial meeting between a Student Care Services staff member and the student to inform the student of their rights and responsibilities regarding the incident.
- (b) All students identified as threatening self-harm or having attempted suicide must complete a mandated assessment with a licensed mental health professional and/or a physical assessment with a licensed medical provider. Examples of a licensed mental health professional include a Student Health Services psychiatrist, a Counseling and Psychological Services clinician, or a community based licensed mental health professional or licensed psychiatrist of the student's choice. Student Care Services will require proof of participation for the mandated assessment with a licensed mental health professional and/or proof of a physical assessment with an appropriate medical provider. The student must meet with Student Care Services within ten (10) business days following release to complete a follow up appointment. Student must provide proof of assessment within twenty (20) business days following release or prior to return to the University (in the event a student withdraws for the remainder of the semester or is placed on Medical Withdrawal). Failure to comply may result in disciplinary action or the convening of the University Crisis Team.
- (c) In cases where more protective action is needed based on more severe behavior/conduct (e.g., behavior endangering others, threats to harm others, behavior significantly disruptive to the UCF community), the Assistant Dean of Students or designee may initiate one or both of the following:
  1. Interim Suspension followed by initiating the Student Conduct Review Process;
  2. Convening of the University Crisis Team to consider the initiation of the Involuntary Withdrawal Procedure.

*Authority: BOG Regulations 1.001 and 6.0105. History - New \_\_\_\_\_-21.*



Board of Trustees  
September 23, 2021

## GOV-4: Amendments to University Regulation UCF-3.001 Non-discrimination; Affirmative Action Programs

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

### Purpose and Issues to be Considered:

The University proposes to amend University Regulation *UCF-3.001 Non-discrimination; Affirmative Action Programs* to add Section 503 of the Rehabilitation Act of 1973 to the list of laws that prohibit specific forms of behavior. While the list is not all-inclusive, Section 504 of the Rehabilitation Act of 1973 was previously listed, and listing both sections relative to the university is recommended by the Office of Institutional Equity.

This regulation was posted online August 20, 2021, for public comment. No comments were received as of the date of submission of these materials.

### Background Information:

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

### Recommended Action:

Approve amendments to Regulation UCF-3.001.

### Alternatives to Decision:

Do not amend University Regulation UCF-3.001 as proposed. Approve alternative amendments.

### Fiscal Impact and Source of Funding:

N/A

### Authority for Board of Trustees Action:

Board of Governors Regulation 1.001

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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:

Youndy Cook, Interim Vice President and General Counsel



# Board of Trustees

## Agenda Memo

**Supporting Documentation:**

Attachment A: Proposed Amended Regulation UCF-3.001

**Facilitators/Presenters:**

Youndy Cook



**UCF-3.001 Non-Discrimination; Affirmative Action Programs.**

(1) The University shall actively promote equal opportunity policies and practices conforming to federal and state laws against discrimination. The University shall not discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy, parental status, gender identity or expression, and sexual orientation), marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran status (as protected under the Vietnam Era Veterans' Readjustment Assistance Act), or membership in any other protected classes as set forth in state or federal law. This commitment applies to the University's relationships with outside organizations, including the federal government, the military, ROTC, and private employers, only to the extent of state and federal requirements.

(2) It is the policy of the University that each employee and student be allowed to work and study in an environment free from unlawful discrimination, discriminatory harassment, and retaliation. To that end, the University prohibits specific forms of behavior that violate state and federal laws, including but not limited to Title VI of the Civil Rights Act of 1964 ("Title VI"), Title VII of the Civil Rights Act of 1964 ("Title VII"), Title IX of the Education Amendments of 1972 ("Title IX"), the Violence Against Women Reauthorization Act of 2013 ("VAWA"), the Americans with Disabilities Act, [Section 503 and](#) Section 504 of the Rehabilitation Act of 1973, Florida's Civil Rights Act (Florida Statutes ss. 760.10 and 110.1221), the Florida Educational Equity Act (Florida Statute s. 1000.05) and related state and federal anti-discrimination laws.

- (a) For purposes of this regulation, discrimination is defined as any unlawful distinction, preference, or detriment to an individual that is based upon an individual's race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy, parental status, gender identity or expression, and sexual orientation), marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in other protected classes set forth in state or federal law and that: (1) excludes an individual

from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regard to; or (4) otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in a university program or activity. Religious discrimination includes failing to reasonably accommodate an employee's or student's religious practices where the accommodation does not impose an undue hardship. Disability discrimination includes not making reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability where the accommodations do not impose an undue hardship.

- (b) Unlawful discriminatory harassment is a form of unlawful discrimination wherein an individual is subjected to verbal, physical, electronic or other conduct based upon an individual's protected class (such as race, color, religion, et al.), that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services and meets the description of either Hostile Environment Harassment or Quid Pro Quo Harassment, as defined below.
1. Hostile Environment Harassment: Discriminatory Harassment that is so severe or pervasive that it unreasonably interferes with, limits, deprives, or alters the terms or conditions of education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a University program or activity (e.g., campus housing), when viewed from both a subjective and objective perspective.
  2. Quid Pro Quo Harassment: Discriminatory Harassment where submission to or rejection of unwelcome conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a university program or activity (e.g., campus housing).
- (c) Retaliation is defined as taking an adverse action against an individual because that individual, in good faith: (i) reported or threatened to report discrimination,

discriminatory harassment, sexual harassment, or Title IX Sexual Harassment; or  
(ii) participated in any capacity, including as a witness or party, in a discrimination investigation or proceeding.

(3) Sexual harassment is a form of sex discrimination. Sexual harassment is defined as any unwelcome sexual advances, request for sexual favors, and other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise, when the conditions for Hostile Environment Harassment or Quid Pro Quo Harassment (as defined above) are present.

(4) Title IX Sexual Harassment is a form of sex discrimination specifically defined under Title IX regulations. Title IX Sexual Harassment is defined as conduct on the basis of sex that occurs in a University education program or activity against a person located in the United States and that satisfies one or more of the following:

- (a) An employee conditioning the provision of an aid, benefit, or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo);
- (b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an education program or activity (i.e., hostile environment); or
- (c) Sexual assault, dating violence, domestic violence, and stalking (as defined by the Jeanne Cleary Act).

(5) Employee Reporting Responsibilities.

- (a) Responsible employees are required to immediately report to the university's Office of Institutional Equity all relevant details (obtained directly or indirectly) about an incident of sex/gender-based discrimination or harassment, sexual harassment, Title IX Sexual Harassment, sexual assault, sexual exploitation, relationship violence, and/or stalking (as defined in the University's *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*, No. 2-004) that involves any student as a complainant, respondent, and/or witness, including dates, times, locations, and names of parties and witnesses. Reporting is required when the responsible employee knows (by reason of a direct or indirect disclosure) or should have known of such sex/gender-based discrimination or harassment, sexual harassment, Title IX Sexual Harassment, sexual assault, sexual exploitation, relationship violence, and/or stalking.

- (b) Deans, directors, department heads and supervisors are required to report to the Office of Institutional Equity all relevant details about an incident of discrimination, discriminatory harassment, Title IX Sexual Harassment, or retaliation where either the complainant or the respondent is an employee or Direct Support Organization employee. Reporting is required when such deans, directors, department heads, and supervisors know (by reason of direct or indirect disclosure) or should have known of the discrimination, discriminatory harassment, or retaliation.

(6) Disciplinary Action.

- (a) Any employee or student of the University who is found to have unlawfully discriminated against an employee, an applicant for employment, a student, or other member of the University community will be subject to disciplinary action up to and including termination or expulsion. Any contractor or other visitor to the University who is found to have engaged in unlawful discriminatory or retaliatory conduct in violation of this regulation will be subject to removal from University facilities, may be denied reentry, and may provide cause to terminate any applicable contract.
- (b) Any employee in a supervisory capacity who has actual knowledge by direct observation or by receipt of a report of discrimination, discriminatory harassment, sexual harassment, or Title IX Sexual Harassment, and who does not report the matter to the Office of Institutional Equity shall be subject to disciplinary action up to and including termination or expulsion.

(7) Complaint and Investigation Procedures. Any employee, student, or other member of the university community who believes that he or she is a victim of unlawful discrimination, discriminatory harassment, sexual harassment, Title IX Sexual Harassment, or retaliation may take formal or informal action. The individual may report the conduct to his or her supervisor or a higher-level employee for further action; pursue informal resolution of the complaint under certain circumstances; or pursue an investigation in accordance with Regulation UCF-3.0134 with the Office of Institutional Equity. The Office of Institutional Equity is available to assist employees, students, and members of the university community with reporting discriminatory conduct,

obtaining information about the options to informally resolve a complaint, or pursuing an investigation by the Office of Institutional Equity.

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

*Authority: BOG Regulation 1.001. History—New 10-8-75, Amended 1-10-82, 1-9-83, 12-27-83, 12-27-84, Formerly 6C7-3.01, Amended 3-27-86, 1-6-93, 3-16-03, 11-07-07, 07-10-08. Formerly 6C7-3.001, Amended 3-25-09, 1-3-11, 10-26-17, 11-14-19, 10-22-20, \_\_\_\_\_-21.*



Board of Trustees  
September 23, 2021

## GOV-5: Election of Board Member to Central Florida Clinical Practice Organization, Inc.

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

### Purpose and Issues to be Considered:

The Central Florida Clinical Practice Organization, Inc. (CFCPO) Bylaws authorize election of three College of Medicine employed clinical faculty members to the CFCPO Board of Directors, one of whom must be a clinical department chair. Currently, there are two College of Medicine clinical department chairs, one of whom serves as the clinical department chair representative on the Board of Directors. The current clinical department chair's term on the Board is expiring, and he is not seeking re-election. Therefore, Dr. Jane Gibson, Chair, Department of Clinical Sciences, is elected *de facto* to a 3-year term on the Board of Directors, pending Board of Trustees approval.

Although CFCPO is not a DSO, it follows similar review processes to ensure full transparency and oversight in alignment with the president's goal of building a culture of trust, engagement and accountability.

### Background Information:

CFCPO is a 501(c)(3) tax exempt organization created to serve as a support entity for the UCF College of Medicine clinical mission, similar to that of other Florida state medical schools. CFCPO receives and holds clinically related revenues, applies that revenue to pay appropriate expenses, manages reserves, ensures proper accounting procedures are being followed, and provides administrative and financial services.

### Recommended Action:

Approval of the *de facto* election of Dr. Jane Gibson to serve on the corporation's Board of Directors.

### Alternatives to Decision:

None

### Fiscal Impact and Source of Funding:

N/A

### Authority for Board of Trustees Action:

2020 Florida Statute 1004.28, Section (3)

Fifth Amended and Restated Bylaws of Central Florida Clinical Practice Organization, Inc.

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Contract Reviewed/Approved by General Counsel  N/A

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

## Agenda Memo

**Submitted by:**

Deborah C. German, Chair, Central Florida Clinical Practice Organization, Inc.

**Supporting Documentation:**

Attachment A: Board Member Bio

**Facilitators/Presenters:**

Youndy Cook

## Attachment A

### **Dr. Jane Gibson**

Dr. Gibson is currently Associate Dean for Faculty Affairs and Professor of Pathology and Chair, Department of Clinical Sciences at the University of Central Florida College of Medicine. She teaches in the M.D. program, and practices at the Nemours Children's Hospital Medical Genetics Clinic. She is board certified by the American Board of Medical Genetics and Genomics (ABMGG), is a fellow of the American College of Medical Genetics (ACMG), and serves as a member of the American Board of Medical Genetics and Genomics Board of Directors, and the Association for Molecular Pathology Board of Directors. She is currently a member of the Molecular Genetic Pathology Fellowship Milestones taskforce for the Accreditation Council for Graduate Medical Education (ACGME), and the Test Development Committee for the American Board of Pathology.

Dr. Gibson received her training at the University of Florida College of Medicine, and her practice includes molecular pathology and molecular genetics. She has served as the Director of Molecular Genetics for Orlando Health-M.D. Anderson Cancer Center Orlando, and later as the Director of Molecular Genetics and Cytogenetics for AmeriPath, Inc. (A Division of Quest Diagnostics). Dr. Gibson was chosen for a year-long fellowship in the prestigious Hedwig van Amerigen Executive Leadership in Academic Medicine (ELAM) program from 2014-2015. She is active in a number of national-level professional societies including the American College of Medical Genetics, the Association for Professors of Human and Medical Genetics, the Association for Molecular Pathology, and the Association of Pathology Chairs. She serves on editorial boards for the Journal of Molecular Diagnostics, and the Med Ed Portal Faculty Affairs Collection (AAMC). She has authored a number of book chapters, articles, and published abstracts in the fields of molecular pathology and genetics, and has been the principle investigator for numerous clinical trials.





Board of Trustees  
September 23, 2021

## GOV-6: Appointment of Board Members to Limbitless Solutions

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

### Purpose and Issues to be Considered:

Recommended appointments to the Limbitless Solutions Board for continued governance. These recommendations have been reviewed and approved by President Cartwright. The proposed appointees are:

- Dr. Manoj Chopra, Associate Dean of Academic Affairs in the College of Engineering and Computer Science, recommended as a University appointee
- Josh Schmiesing, an accomplished and award-winning global marketing executive, recommended as a community/industry representative.
- Roger Pynn, of Curley & Pynn Public Relations and Marketing Communications, recommended as a community/industry representative.

### Background Information:

Per the Fourth Amended and Restated Bylaws of Limbitless Solutions, Inc., adopted July 16, 2018, Board members can only serve for two consecutive 2-year terms. As of June 30, four Board members reached their term limits. Limbitless is therefore recommending that Dr. Manoj Chopra, Josh Schmiesing, and Roger Pynn be approved for appointments to the Board. If approved, they will each begin two-year terms effective immediately.

### Recommended Action:

Approve the appointments of Dr. Manoj Chopra, Josh Schmiesing, and Roger Pynn to serve on the Limbitless Solutions Board of Directors.

### Alternatives to Decision:

Do not approve the appointment of the new board members.

### Fiscal Impact and Source of Funding:

N/A

### Authority for Board of Trustees Action:

Florida Statute 1004.28(3)

Fourth Amended and Restated Bylaws of Limbitless Solutions, Inc.

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Contract Reviewed/Approved by General Counsel  N/A

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



# Board of Trustees

## Agenda Memo

**Submitted by:**

Margaret Jarrell-Cole, Associate Vice President for Direct Support Organizations

**Supporting Documentation:**

Attachment A: Biography for Manoj Chopra

Attachment B: Biography for Roger Pynn

Attachment C: Biography for Josh Schmiesing

**Facilitators/Presenters:**

Youndy Cook, Interim Vice President and General Counsel

## Manoj Chopra - Biosketch

Dr. Manoj Chopra is a Professor of civil engineering and serves as the Associate Dean of Academic Affairs in the College of Engineering and Computer Science. He currently leads all academic operations of the college and on the dean's cabinet. His office handles all student advising, faculty teaching, scholarships, degree conferment, space, and facilities for the college. Chopra is also a program evaluator for ABET, the Accreditation Board for Engineering and Technology and led the recent successful ABET review of all 12 programs in the college.

Chopra has held numerous leadership positions in the college and for the university since joining UCF in 1993. Chopra served as the Chair of the UCF Faculty Senate and member of the UCF Board of Trustees from 2005 to 2009. Subsequently, he was elected by his peers to serve as the faculty representative on the Florida Board of Governors responsible for all 12 state universities. He has served on the UCF Athletics Association Board of Directors and is currently a member of the UCF Convocation Corporation Board of Directors. He was a member of the UCF Presidential Search Committee in 2017 and is chairing the ongoing search for the Vice President of Facilities and Business Operations.

He has also been appointed as the Associate Chair for the Civil Engineering Department and as director of the UCF Stormwater Management Academy. He served as the university's Lead for Research Space for the UCF Office of Research, working on solutions and strategies for the optimal use of limited research space on all UCF campuses. In 2014, he was selected as one of two UCF Provost Faculty Fellows to conceptualize and implement the UCF Faculty Cluster Initiative, a university-wide research effort to leverage UCF's existing strengths with interdisciplinary teams. President John Hitt appointed him as the NCAA Faculty Athletics Representative for UCF in 2012.

His research areas include the study of sinkholes, behavior of soils, soil erosion and sediment control, and sustainable pavements. He has conducted more than \$6 million of sponsored research and has 75+ publications with his students. He shared the 2001 Excellence in Environmental Engineering award by NASA for his patented work in innovative groundwater cleanup techniques. His professional assessment and research on sinkholes have received extensive media coverage in Central Florida and nationally. He has also received four Teaching Incentive Program (TIP) awards, the UCF Excellence in Undergraduate Teaching, and the UCF Excellence in Faculty Advising.

Chopra holds master's and doctoral degrees in civil engineering from the State University of New York at Buffalo; and a bachelor's degree in civil engineering from India.

He lives in Chuluota, Florida with his wife Elizabeth and they have two sons - Alexander, who is an MBA Candidate at the University of Florida, and Dylan, who obtained degrees in computer science and microbiology from the University of Florida and is now working in Chicago.

## **Roger Pynn, APR, CPRC**

Roger Pynn is senior counsel of Curley & Pynn Public Relations & Marketing Communications, the firm he co-founded in 1984 with Joseph Curley, APR, CPRC.

Curley & Pynn provides public relations, public affairs and marketing communications services to clients in sectors ranging from higher education and economic development to high technology, power generation, health care, hospitality and tourism, professional services, trade and industry associations. The firm is a member of The Croft Society, a national network of independent public relations firms that pursue best practices and collaborate to offer coverage in mid to major markets across the country.

Pynn is a graduate of the University of Central Florida, has been named a UCF Distinguished Alumnus and was inducted into the inaugural class of the Hall of Fame of the Nicholson School of Communication and Media, where he serves as a member of the advisory board. He is an emeritus member of the board of directors of the UCF Foundation and the Dean's Advisory Council of the College of Sciences.

He is a past president of the Florida Public Relations Association, a former FPRA Orlando chapter president and FPRA state vice president. He was awarded FPRA's highest honor, the John W. Dillin Award, and received the Outstanding Public Relations Professional Award from the Orlando Area Chapter in 1987.

A former *Orlando Sentinel* reporter and metropolitan editor, he began his public relations career as director of The Public Relations Group at Orlando's McAllister-Barker Associates. Prior to co-founding Curley & Pynn in 1984, he held positions heading public relations and marketing communications at Belcher Oil Company in Miami and Westinghouse Power Generation World Headquarters in Orlando.

He is a former chair and member of the executive committee of the Florida Research Consortium, served on the board of MyRegion.org, a seven-county regional planning initiative in Central Florida and The STEM Alliance of Central Florida, a 10-county education coalition. He has also served on the board of directors of SouthTrust Bank and on the advisory board of SunTrust Bank of Central Florida.

He has been married to Shelley, his college sweetheart, since 1976.

**Joshua Schmiesing**

<https://www.linkedin.com/in/schmiesing/>

[jschmiesing@outlook.com](mailto:jschmiesing@outlook.com)

Joshua Schmiesing is an accomplished and award-winning global marketing executive. He has over 20 years of experience spanning 65+ countries in the areas of branding, research, marketing, advertising, media, and digital production. Josh has worked with brands such as Microsoft, XBOX, Audi, Hasbro, Intercontinental Hotel Group, Skype, Ford, Cisco, Bacardi, and Coca-Cola.

He has been a fan and an advisor of Limbitless Solutions, beginning with his participation in the filming production for the Limbitless' bionic kid encounter with Robert Downey Jr. in 2015. Mr. Schmiesing brings a unique industry perspective and network to support the growth and continued awareness of the program. He resides in the Los Angeles area with his wife Danielle and their two children Hartman and Grant.



Board of Trustees  
September 23, 2021

## GOV-7: Appointment of Board Member to UCF Athletics Association

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

### Purpose and Issues to be Considered:

The UCFAA Bylaws state that one director of the UCF Athletics Association board of directors shall be “a University of Central Florida employee recommended by the President of the University of Central Florida.” The President has appointed Bill Self to fill that role.

Bill Self is an Associate Professor in the Burnett School of Biomedical Sciences and also serves as the Associate Director of undergraduate education. Self has extensive research and service to the profession, Dr. Self has also been heavily involved in service to UCF, including serving seven years of Senate Joint Committees and Councils and eight years as a Faculty Senator. Dr. Self also served as Chair of the Undergraduate council and has served as a Provost Faculty Fellow.

### Background Information:

Florida Statutes section 1004.28(3) requires that the Board approve all appointments to direct support organizations except the designees of the Board Chair and the President of the University of Central Florida.

### Recommended Action:

Approve the appointment of Bill Self to serve on the corporation’s Board of Directors.

### Alternatives to Decision:

Decline approval of the appointment.

### Fiscal Impact and Source of Funding:

N/A

### Authority for Board of Trustees Action:

2020 Florida Statute 1004.28, Section (3)  
Amended and Restated Bylaws of UCF Athletics Association, Inc.

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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:

Brad Stricklin, Senior Executive Associate Athletics Director, UCFAA



# Board of Trustees

## Agenda Memo

**Supporting Documentation:**

None

**Facilitators/Presenters:**

Youndy Cook



Board of Trustees  
September 23, 2021

## GOV-8: Nomination of Darin Edwards for Honorary Doctoral Degree of Public Service

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

### Purpose and Issues to be Considered:

To consider awarding **Darin Edwards '97 '10MS '11PhD** an Honorary Doctoral Degree of Public Service in recognition of his extraordinary service to humanity through his leadership of the non-clinical team that developed Moderna's highly effective messenger RNA COVID-19 vaccines. His team harnessed the power of mRNA technology to develop a groundbreaking vaccine that would prove to be 94% effective against COVID-19 hospitalizations. Today, more than 200 million doses of Moderna's mRNA vaccine have been administered around the world.

### Background Information:

This nomination comes from his UCF professor, James Hickman PhD, and was unanimously approved by the UCF Faculty Senate's Commencement, Convocations and Recognitions on August 26, 2021. Three other endorsements were also received and are included in the meeting materials. On November 5, 2021, Darin Edwards will be on campus to deliver the commencement address for the UCF Class of 2020 makeup ceremony.

Since 1970, UCF has bestowed 95 honorary degrees to individuals who have made significant academic, cultural and scientific contributions to society.

### Recommended Action:

Approve honorary doctorate nomination for consideration by full Board.

### Alternatives to Decision:

Deny recommendation.

### Fiscal Impact and Source of Funding:

None

### Authority for Board of Trustees Action:

University Regulation UCF-2.010(3)

UCF Governance Committee Charter, Section: Roles and Responsibilities

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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:**

Mike Kilbride, Chief of Staff, on behalf of Alexander N. Cartwright, President

**Supporting Documentation:**

Attachment A: President's Endorsement

Attachment B: Letter of Support Nomination from James J. Hickman, Ph.D.

Attachment C: Summary and biographical information for Dr. Darin Edwards

Attachment D: Endorsement from Vice President for Research and Dean, College of Graduate Studies

Attachment E: Endorsement from Vice President for Health Affairs and Dean, College of Medicine

**Facilitators/Presenters:**

Mike Kilbride, Chief of Staff



UNIVERSITY OF CENTRAL FLORIDA

**Office of the President**

P.O. Box 160002  
Orlando, FL 32816-0002

September 3, 2021

Mr. Michael Okaty, Chair  
Governance Committee  
UCF Board of Trustees  
University of Central Florida  
Orlando, FL 32816

Dear Chair Okaty:

It is my honor to give my full and unequivocal endorsement to Dr. James Hickman's nomination of UCF's own three-time graduate, **Darin Edwards '97 '10MS '11PhD**, to receive an Honorary Doctoral Degree of Public Service from the University of Central Florida. This nomination was unanimously approved by the Commencement, Convocations, and Recognitions Committee of the UCF Faculty Senate, and I now forward it to UCF's Board of Trustees for your consideration.

Dr. Edwards has made an extraordinary contribution to humanity through his outstanding leadership of Moderna, Inc.'s highly effective messenger RNA vaccines, most notably the successful COVID-19 vaccine. His tireless work has saved numerous lives. As of the writing of this letter, 65,786,010 individuals in the United States have received the Moderna vaccine.

Dr. Edwards and his team have given the world a vital tool in curbing the current pandemic, as well as vital discoveries that will prepare it for future challenges that may come. His success, excellence and impact are everything we could wish for from a UCF graduate, and he is most deserving of the Honorary Doctoral Degree of Public Service.

Sincerely,

A handwritten signature in black ink that reads "Alexander Cartwright". The signature is fluid and cursive, with a long horizontal stroke at the end.

**Alexander N. Cartwright**  
President



August 20, 2021

Board of Trustees  
University of Florida  
4000 Central Florida Blvd  
Orlando, FL 32816

Dear Board of Trustees,

It is my pleasure and honor to write this letter of support and nomination for Dr. Darin Edwards to receive the Honorary Doctoral Degree in Public Service from the University of Central Florida. I am the Head of the Hybrid Systems Laboratory (HSL) in the NanoScience Technology Center (NSTC) at the University of Central Florida (UCF) as well as a Professor of Nanoscience Technology, Chemistry, Biomolecular Science and Electrical Engineering and was the Founding Director of the NSTC. I also have a broader perspective from working in industry as well as at DARPA and the NSF before moving to academia. My work has resulted in 159 peer-reviewed publications, 20 book chapters and 30 issued patents. I have also given over 200 invited talks. Thus, I feel very qualified to provide this recommendation for Dr. Edwards.

Darin joined my HSL research group in the Fall of 2004, where he worked on electrophysiological characterization of hippocampal cells in different mediums as well as circuit formation. He passed his Ph.D. cumulative exam in February, 2006, passed his candidacy exam in Spring, 2008 and graduated in Summer, 2011. Darin was always a very dedicated student who developed a couple of new areas that mostly dealt with culture of adult rat and human neurons in an attempt to understand neuro-regeneration as well as for better understanding of neurodegenerative diseases, primarily Alzheimer's disease. Darin is first author on three publications from my lab: D. Edwards, et al., *J Neurosci. Methods* 190:155-163 (2010), D. Edwards, et al., *ACS Chem. Neurosci.* 4:1174-1182 (2013) and D. Edwards, et al., *ACS Biomater. Sci. Eng.* 3:3525-3533 (2017). He is third author on another publication: N. Bhargava, M. Das, D. Edwards, et al., *In Vitro Cell. Dev. Animal* 46:685-692 (2010). He is included on 4 patent applications for "Stable Electrically Active Neurons from Adult Tissue," where 2 have been awarded. Darin was a great presence in the lab, always willing to help others and when he became a senior member of the lab he mentored many of the newer members and I think this helped established his focus going forward in industry.

He joined Sanofi Pasteur, which is down the street from my lab, upon graduation where he developed vaccines against many infectious diseases utilizing the same type of microphysiological systems developed in the HSL. Dr. Edwards used his ability to form quick and lasting rapport with his colleagues to increase his managerial duties at Sanofi as he now started to demonstrate not only the ability to do great research but to inspire others to do so under his direction. He parlayed this ability to manage research and researchers well to become the Director of Immunology in the Infectious Disease Group at Moderna in Boston, MA.

When the COVID pandemic was just in its beginnings, he was able to marshal the resources at Moderna with his collaborators at NIH to investigate one of the first mRNA vaccines for COVID-19 that was developed, clinically tested and approved for emergency use in record time. This has been one of the primary vaccines utilized in the United States and throughout the World to combat the pandemic and it

really is the combination of his research acumen and leadership abilities that enabled the breakthrough technology when the world needed it most. Darin is a true credit to UCF and his work indicates that its graduates can change the world utilizing their experiences while at the University.

Darin has never been one to tout his own accomplishments, he is more comfortable crediting the team and has maintained this humble demeanor despite his success and now high profile leadership role in the pharmaceutical industry. He will no doubt continue making new discoveries that will aid the world for other unsolved medical conditions, and possibly for the next infectious disease crisis. Thus, it is without hesitation that I strongly recommend the bestowal of this Honorary Degree on Dr. Darin Edwards in the area of Public Service, as he has clearly earned this recognition.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. J. Hickman', written in a cursive style.

James J. Hickman, Ph.D.  
Head, Hybrid Systems Laboratory  
Professor of NanoScience Technology, Chemistry, Biomolecular Sciences and Electrical Engineering  
and  
Chief Scientist, Hesperos, Inc.

## **Nomination of Darin Edwards for Honorary Doctoral Degree of Public Service**

Two months before the World Health Organization declared COVID-19 a global pandemic, **Darin Edwards '97 '10MS '11PhD**, director of immunology at Moderna, held vials of a lifesaving solution in his hands. He and his team harnessed the power of messenger RNA technology to develop a groundbreaking vaccine that would prove to be 94% effective against hospitalization according to the Centers for Disease Control.

Today, more than 200 million doses of Moderna's mRNA vaccine have been administered around the world, and countless lives have been saved as a result. Through his educational background at UCF and years of experience working on the development of next-generation vaccine technology, Darin seized a monumental opportunity to make a direct and positive impact on global health for generations to come.

### **Biography**

**Darin Edwards '97 '10MS '11PhD** is the director of immunology in the infectious disease group at Moderna, where he led the research and development on their mRNA COVID vaccine. Additionally, he leads and directs the immunology team in support of vaccine development programs and foundational research efforts, and leads the external academic and industry collaborators, as well as external groups like WHO animal working group and the pathogenesis working group.

Prior to joining Moderna in June 2019, Edwards served eight years for Sanofi Pasteur in Orlando, where he worked to develop vaccines against infectious diseases, including influenza, dengue, and yellow fever.

Before that, he served for six years in UCF's Nanoscience Technology Center/Biomedical Sciences Department where he, among other research, developed a dissociated neuronal culture system derived from adult human and murine tissue sources. He managed the biosafety level-2 laboratory functioning in the processing and analysis of human neuronal and muscle cultures.

Edwards is a much-published researcher and academic speaker. Through his educational background here at UCF, combined with his years of experience working on the development of next-generation vaccine technology, Edwards has had the unique opportunity to make a direct and positive impact on global health.

He earned a bachelor's in biology, a master's in molecular biology and microbiology and a PhD in biomolecular sciences from UCF, where he was also a Burnett Honors Scholar. He lives in Boston with his wife, two kids and two dogs, and his parents live in Baldwin Park.

**Education:****University of Central Florida**

PhD Field of Study Biomedical Sciences

Dates attended 2007 – 2011

**University of Central Florida**

Masters Field of Study Biomedical Sciences

Dates attended 2005 – 2007

**University of Central Florida**

Bachelor of Science Field of Study Biology

Dates attended 1992 – 1996

**Publications on mRNA**

- **Evaluation of the mRNA-1273 Vaccine against SARS-CoV-2 in Nonhuman**  
publication date Oct 15, 2020 New England Journal of Medicine

[See publication Evaluation of the mRNA-1273 Vaccine against SARS-CoV-2 in Nonhuman PrimatesSee publication](#)

- **SARS-CoV-2 mRNA vaccine design enabled by prototype pathogen preparedness**

publication date Oct 2020 Nature

A vaccine for severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is needed to control the coronavirus disease 2019 (COVID-19) global pandemic. Structural studies have led to the development of mutations that stabilize Betacoronavirus spike proteins in the prefusion state, improving their expression and increasing immunogenicity<sup>1</sup>. This principle has been applied to design mRNA-1273, an mRNA vaccine that encodes a SARS-CoV-2 spike protein that is stabilized in the prefusion conformation. Here we show that mRNA-1273 induces potent neutralizing antibody responses to both wild-type (D614) and D614G mutant<sup>2</sup> SARS-CoV-2 as well as CD8<sup>+</sup> T cell responses, and protects against SARS-CoV-2 infection in the lungs and noses of mice without evidence of immunopathology. mRNA-1273 is currently in a phase III trial to evaluate its efficacy.

[See publication SARS-CoV-2 mRNA vaccine design enabled by prototype pathogen preparednessSee publication](#)

- **A respiratory syncytial virus (RSV) F protein nanoparticle vaccine focuses antibody responses to a conserved neutralization domain**

publication date May 2020 Science Immunology

[See publication A respiratory syncytial virus \(RSV\) F protein nanoparticle vaccine focuses antibody responses to a conserved neutralization domain See publication](#)

- **Comparison of NMDA and AMPA Channel Expression and Function between Embryonic and Adult Neurons Utilizing Microelectrode Array Systems**

publication date Dec 11, 2017 ACS Biomater Sci Eng

[See publication Comparison of NMDA and AMPA Channel Expression and Function between Embryonic and Adult Neurons Utilizing Microelectrode Array SystemsSee publication](#)

- **Adjuvant effects of a sequence-engineered mRNA vaccine: translational profiling demonstrates similar human and murine innate response**

publication date Jan 2017 Journal of Translational Medicine

[See publication Adjuvant effects of a sequence-engineered mRNA vaccine: translational profiling demonstrates similar human and murine innate response](#)

Number of Administered Moderna Vaccine doses in the United States: **141,882,801**

Number of Administered Moderna Vaccine doses Worldwide: **61,188,136**

### **Effectiveness rate of the Moderna Vaccine:**

Greater than 90% efficacy against cases of COVID-19 and more than 95% against severe cases, with approximately 6 months median follow-up after the second dose, according to the [company](#). Earlier Phase 3 studies showed Moderna to be 94.1% effective at preventing symptomatic infection in people with no evidence of previous COVID-19 infection (although the efficacy rate drops to 86.4% for people ages 65 and older). In late March, a small [CDC study](#) that enrolled 3,950 health care personnel, first responders, and other essential and frontline workers showed the vaccine to be 90% effective upon full immunization (at least 14 days after the second dose) in real-world conditions.

### **UCF's Modern(a) Man**

A UCF graduate led the charge to create Moderna's COVID-19 vaccine and opened up the possibilities for the future of medicine.

**Pegasus Article:** <https://www.ucf.edu/pegasus/covid-19-big-shot/>

**Video:** <https://www.youtube.com/watch?v=iJ4kzNIAkLI>



UNIVERSITY OF CENTRAL FLORIDA

**Office of the Vice President for Research and  
Dean of the College of Graduate Studies**

4365 Andromeda Loop N. Millican Hall 243  
Orlando, FL 32816-0005

August 25, 2021

Faculty Senate  
Commencement, Convocations, and Recognitions Committee.  
University of Central Florida  
Orlando, FL 32817

Dear Chair Oetjen,

I am writing to offer my strongest support for awarding Dr. Darin Edwards the UCF honorary degree of Doctor of Public Service. Dr. Edwards already earned a bachelor's in biology ('96), a master's ('07) and a Ph.D. ('11) in biomedical sciences from UCF; thus, there is no doubt he is academically qualified. This honorary degree, however, is to recognize his impact on the public good, not only in this country, but in the world.

Dr. Edwards exemplifies what it means to be a UCF Knight – you do what you have to do to get it done, and act in the best interest of all. You may already have read about his work; he led the team at Moderna that developed one of the mRNA vaccines approved for the fight against COVID-19. He was driven, day and night, to find a solution in order to save lives – to make a difference.

At UCF, we often talk about conducting research that makes an impact. We encourage our students to be relentless in their pursuit of knowledge and to contribute to society. We work with industry partners to help give students hands-on experience so that they learn not only the mechanics, but the intangible people skills needed to work in teams that ultimately will solve many of the problems facing our nation.

Dr. James Hickman, Dr. Edwards' major professor, said he knew Dr. Edwards was destined for great things. As a student, Dr. Edwards was not shy about asking questions, working hard to acquire new skills, and learning to work with his colleagues. Before he left UCF he had already published in academic journals as a principal investigator and a co-investigator. Dr. Edwards took those skills, built on them after he left UCF, and learned how to manage research teams in industry. His years of dedicated work led him to Moderna at the right time and with the right skill set.

Dr. Edwards is an example of how one person can make a world of difference and that's what Knights are all about.

I strongly endorse his nomination for an honorary doctorate and thank him for being both an outstanding representative and an ambassador for UCF. If I can answer any questions or provide you with any additional information please do not hesitate to contact me.

Cordially,

Elizabeth A. Klonoff, Ph.D., ABPP  
Vice President for Research and Dean of the College of Graduate Studies





Attachment E

UNIVERSITY OF CENTRAL FLORIDA

**Vice President for Health Affairs**

Dean, College of Medicine  
Health Sciences Campus at Lake Nona  
6850 Lake Nona Blvd.  
Orlando, FL 32827-7408

August 25, 2021

Dear Commencement, Convocations, and Recognitions Committee,

It is a pleasure to write this letter of support for Dr. Darin Edwards to receive the Honorary Doctoral Degree in Public Service from the University of Central Florida (UCF). Dr. Edwards holds three degrees from UCF: a bachelor's degree in biology, a master's degree in molecular biology and microbiology, and a PhD in biomolecular sciences. His graduate degrees were earned in the Burnett School of Biomedical Sciences, College of Medicine and he has put his education to good use. The world has endured a global pandemic during the last two years and even before the pandemic was recognized, Dr. Edwards and his team were using messenger RNA technology to develop the Moderna Vaccine that would save lives across the globe. As Director of Immunology at Moderna, he and his team created a vaccine found to be 94% effective at preventing hospital admissions and death in the elderly.

The University of Central Florida takes great pride in Dr. Edwards and the significance of his work. As Vice President for UCF Health Affairs and Dean, College of Medicine I have witnessed the significant impact of the COVID 19 pandemic on patients, their families, and the health care professionals who care for them. Without the vaccine the world would be a very different place--many more lives would have been lost. The clinical contribution made by Dr. Edwards has provided life to people around the world.

I cannot think of a person who would be more worthy of this honor. It is a privilege and honor to recommend Dr. Darin Edwards for the Honorary Doctoral Degree in Public Service from the University of Central Florida.

Sincerely,

A handwritten signature in blue ink that reads "Deborah C. German".

Deborah C. German, M.D.

Vice President UCF Health Affairs and Dean, College of Medicine



Board of Trustees  
September 23, 2021

## GOV-9: Approval of the University of Central Florida Bonus Plan

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

### Purpose and Issues to be Considered:

Section 1012.978, Florida Statutes, provides that, notwithstanding Section 215.425(3)(d), Florida Statutes, a university board of trustees may implement a bonus scheme based on awards for work performance or employee recruitment and retention. The Board of Trustees must submit to the Board of Governors the bonus scheme, including the evaluation criteria by which a bonus will be awarded. The Board of Governors must approve any bonus scheme created under this section before its implementation.

This plan has been developed to meet the criteria of Section 1012.978, F.S. to provide incentive bonuses based on work performance as well as bonuses to address recruitment and retention needs.

### Background Information:

Florida Board of Governors (BOG) Regulation 9.015 permits each board of trustees to establish and implement one or more bonus plans that authorizes the award of bonuses based on the employee work performance or for purposes of recruitment and retention and has established criteria for such plans. The bonus plan submitted for approval complies with the BOG Regulation 9.015 and, therefore, may be implemented upon the approval by the university board of trustees.

### Recommended Action:

Recommend approval of the University of Central Florida Bonus Plan.

### Alternatives to Decision:

Decline the proposed plan and propose a new plan.

### Fiscal Impact and Source of Funding:

N/A

### Authority for Board of Trustees Action:

Section 1012.978, Florida Statutes  
BOG Regulation 9.015

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Contract Reviewed/Approved by General Counsel  N/A

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



# Board of Trustees

## Agenda Memo

**Submitted by:**

Maureen Binder, Associate Vice President and Chief Human Resources Officer

**Supporting Documentation:**

Attachment A: University of Central Florida Bonus Plan

**Facilitators/Presenters:**

Youndy Cook

Maureen Binder

## University of Central Florida Bonus Plan

The University of Central Florida Bonus Plan is designed to comply with Section 1012.978, Florida Statutes, and Florida Board of Governors Regulation 9.015. Pursuant to the Bonus Plan, the University will provide incentive bonuses based on work performance as well as bonuses to address recruitment and retention needs. A bonus is a one-time monetary award given to faculty or staff which is not added to the base salary.

### **General Employee Eligibility Criteria**

To be eligible for any type of bonus, the employee must meet all of the following criteria:

1. Hold a regular, benefits-earning position that is not in a bargaining unit (non-unit).
2. Have a current positive overall performance rating on file with UCF Human Resources, generally meaning a rating of “Effective” or “Satisfactory”.
3. Have no disciplinary action on file for the previous twelve (12) months.

### **Types of Bonuses and Evaluation Criteria**

This Bonus Plan contemplates three types of bonuses – work performance bonuses, recruitment bonuses, and retention bonuses. Each bonus type is further described below and related evaluation criteria are provided.

1. **Work Performance Bonuses**

**Evaluation Criteria:** The evaluation criteria for these bonuses includes, but is not limited to, successful documented work performance involving increased duties/responsibilities, completion of a special project, attainment of established goals, superior performance, or specific achievements or assignments of significance.

**Bonuses Falling Within This Category:**

- A. **Performance-Based Employee Recognition Bonus**

The UCF Employee Recognition Award Program is intended to recognize and reward documented distinctive and exceptional achievements that go above and beyond an employee's core job duties and significantly contribute to: University initiatives; departmental initiatives and objectives; student success and/or improved student experience; improved operational efficiency; and/or exceptional customer service.

Employee Recognition Awards (a.k.a. “one-time performance pay”) serve to recognize employees for excellence in circumstances such as:

- the successful completion of a special project or assignment with pre-determined goals or performance levels in addition to the employee’s regularly assigned duties.
- assuming additional duties and performing them successfully for a period generally less than six (6) months.
- a documented productivity goal achievement.
- going above and beyond by helping another employee in a specific event or task that has been completed.

- B. **Incentive Compensation Plan Award**

An Incentive Compensation Plan (“ICP”) is a department-specific pre-approved program that provides for a lump-sum award based on successful attainment of clearly defined objectives. An ICP establishes the award based on eligible faculty or staff’s contributions to departmental goals, which typically includes revenue

generation and specific targets to be achieved with a pay-out schedule based on achieving the stated goals within the fiscal year. Incentive compensation programs may be appropriate in circumstances such as clinical practice and advancement; must define eligible employees; and must be provided to Human Resources in advance. The general Bonus Plan eligibility requirements listed above apply to any award under an ICP.

Any Faculty Practice Plan incentive compensation programs must operate in accordance with Board of Governors Regulation 9.017 and are authorized upon approval by the Board of Trustees

C. Recognition Awards

Recognition Awards serve to recognize employees for superior performance or specific achievements in designated categories. These awards are generally based on an application or nomination process, with documentation of performance and success. The UCF community gathers each year to honor and recognize distinguished staff and faculty members for their outstanding achievements and years of service through the Service and Recognition Awards. Select employees are recognized with an award for significant achievements (e.g., USPS Employee of the Month, non-unit Pegasus Professor Awards, non-unit Trustee Chair Professorships, College of Medicine awards for teaching and research). Faculty excellence awards are presented during an annual ceremony in categories such as teaching, research/creative activities, service, instructional design, advising/mentorship, and librarianship.

2. Recruitment (Sign on) Bonuses

Evaluation Criteria: The evaluation criteria for these bonuses include, but are not limited to, identification of external candidates with desirable specialized skills and exceptional experience, or where market conditions or departmental structure merit such an award.

3. Retention Bonuses

Evaluation Criteria: The evaluation criteria for these bonuses include, but are not limited to, circumstances to address verified offers of competing employment, address market conditions which are significantly higher than the current salary, ameliorate salary compression or inversion, or acknowledge successful completion of career development training, or certification programs that are in the best interests of the University or support the mission of the University. There must be a positive evaluation on file with UCF Human Resources for the faculty or staff to be eligible for this bonus, as defined by the general Bonus Plan eligibility requirements.

Bonuses Falling Within This Category:

A. One-Time Payment In Lieu of Salary Increase

A one-time payment in lieu of a salary increase may be made to broad categories of employees where the university's budget cannot reasonably support recurring salary increases but can support one-time payments using non-recurring funds. Such one-time payments enhance retention of valuable workforce members and avoid the cost to the university of replacing individuals who may leave to seek an increase in salary elsewhere.

B. One-Time Payment for Employee at Top of Range

A one-time payment in lieu of all or part of a salary increase may be made for retention purposes where an employee is 'red-circled' – i.e., would otherwise be

eligible for a university salary increase except that the employee is near or above the maximum salary range for the position. The employee may receive some level of salary increase; however, the amount of such increase will vary depending on the availability of funds, performance, and internal equity considerations. Amounts may be paid as a lump sum rather than as an adjustment to base salary.

### **Delegations of Authority**

The University of Central Florida Board of Trustees (UCFBOT) delegates authority to the President or the President's designee to establish procedures to implement this bonus plan, including levels of approvals and compensation for specific bonuses described in this bonus plan. The University of Central Florida Bonus Plan shall be overseen by the Chief Human Resources Officer for all staff employees, and in conjunction with the Office of the Provost for all faculty employees.

### **Reporting to the Board of Trustees**

The Board of Governors requires that bonuses paid pursuant to this plan be reported to the UCF BOT on a schedule to be set by the Board. Starting with the first BOT meeting of the Fall 2022 Semester, and accordingly each year thereafter, the President shall submit a report to the Board that certifies the following: (i) that any bonuses paid during the prior year complied with the criteria in this bonus plan; and (ii) that the bonuses were within the University's budget as approved by the Board. The report shall include the total amount of funds paid for performance, recruitment, and retention bonuses.

*Authority: BOG Regulations 1.001 and 9.015. History – New 9-\_\_-21.*



Regular Meeting | Board of Trustees  
September 23, 2021

### DISC-1: Inclusive Excellence and Civil Discourse at UCF

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

**Purpose and Issues to be Considered:**

In January 2021 Board of Governors (BOG) Chair Syd Kitson announced a BOG initiative on civil discourse which is being led by Governor Tim Cerio as Chair of the BOG’s Strategic Planning Committee.

At the November 3, 2021 Trustee Summit, the BOG will host a session on Freedom of Expression. To prepare trustees for this session, University leaders will provide a presentation addressing inclusive excellence at UCF, focusing on how the university ensures freedom of expression and encourages civil discourse. The presentation will include an overview of the University’s policies on freedom of speech, examples of the relationship between freedom of speech and academic freedom and conclude with examples of programs at UCF that promote an atmosphere of diversity of thought, dialogue, and understanding.

**Background Information:**

Beginning in September 2019, the Board modified its meeting format to support an agenda that includes time for Board oversight, problem solving, and strategy on key issues facing the University. The meetings also allow for educational opportunities and discussions on issues in higher education and how to position UCF for success.

**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

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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:**

Karen Monteleone, Assistant Vice President, Board Relations

**Supporting Documentation:**

Attachment A: Inclusive Excellence and Civil Discourse

**Facilitators/Presenters:**

President Cartwright

Michael Johnson, Interim Provost and Vice President for Academic Affairs

Youndy Cook, Interim Vice President and General Counsel

Adrienne Frame, Interim Vice President for Student Development and Enrollment Services

Andrea Guzmán, Vice President for Diversity, Equity and Inclusion



# Inclusive Excellence and Civil Discourse

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2021 Update







# Inclusive Excellence and Civil Discourse

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2021 Update

**YOUNDY COOK**  
INTERIM VICE PRESIDENT  
AND GENERAL COUNSEL

# Constitutional Guarantees

## US Constitution

### First Amendment:

“Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.”

*[applies to States via the Fourteenth amendment]*

## Florida Constitution

### Article I, Section 4:

“Freedom of speech and press.—Every person may speak, write and publish sentiments on all subjects but shall be responsible for the abuse of that right. No law shall be passed to restrain or abridge the liberty of speech or of the press. . . . ”

# Campus Free Expression Act

## Key Provisions Include

- › (3)(a) Expressive activities protected under the First Amendment to the United States Constitution and Art. I of the State Constitution include, but are not limited to, any lawful oral or written communication of ideas, including all forms of peaceful assembly, protests, and speeches; distributing literature; carrying signs; circulating petitions; faculty research, lectures, writings, and commentary, whether published or unpublished; and the recording and publication, including the Internet publication, of video or audio recorded in outdoor areas of campus. Expressive activities protected by this section do not include defamatory or commercial speech.
- › (3)(b) A person who wishes to engage in an expressive activity in outdoor areas of campus may do so freely, spontaneously, and contemporaneously as long as the person's conduct is lawful and does not materially and substantially disrupt the functioning of the public institution of higher education or infringe upon the rights of other individuals or organizations to engage in expressive activities.
- › (3)(e) Students, faculty, or staff of a public institution of higher education may not materially disrupt previously scheduled or reserved activities on campus occurring at the same time.

# HB 233

- › Added provisions to Fla. Stat. s. 1004.097 (Campus Free Expression Act) and s. 1001.706 (Powers and Duties of the Board of Governors)

## Relevant to this Discussion

- › As part of 1004.097, added:
  - › Requirement that a state university “may not shield students, faculty, or staff from expressive activities.”
  - › Right of a student to record video or audio of class lectures for limited purposes (personal use, use in a complaint proceeding with the university, or as evidence in a criminal or civil proceeding) – but with no right to publish the recording.
- › As part of 1001.706, added:
  - › BOG shall require each university to conduct “an annual assessment of the intellectual freedom and viewpoint diversity at that institution” using an instrument selected by the BOG – deadline for first, September 1, 2022.
  - › Requirement that BOG “may not shield students, faculty, or staff at state universities from free speech protected” under US or Florida Constitutions or under 1004.097.

# Delegation of Authority

**As part of the Delegation of Authority to the President, the President has the responsibility to:**

- › (1)(m) Develop and implement initiatives to promote inclusive excellence in all aspects of University programs and functions, *fostering a diverse, equitable and inclusive environment in which free expression of different viewpoints is valued*. The President will report annually on the University's progress in implementing strategic initiatives and performance relating to diversity, equity and inclusion as they pertain to student enrollment, academic service and programs, equity in employment, and athletics, as a part of the Board's consideration of the Florida Equity Report.



# Free Speech

## as Part of University Regulations and Policies

- › Regulation UCF-5.006 — **Student Rights** — “Freedom of expression. The basic freedoms of students to hear, write, distribute, and act upon a variety of thoughts and beliefs are guaranteed. Freedom of expression carries with it the responsibility for seeing that the essential order of the University is preserved.”
- › Regulation UCF-5.008 — **Student Code of Conduct** — “The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida. The Rules of Conduct apply to student conduct and will not be used to impose discipline for the lawful expression of ideas.”
- › Regulation UCF-5.012 — **Student Organization Code of Conduct** — “The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida, including when students come together as a student group; accordingly, the rules below will not be used to impose discipline for a student group’s lawful expression of ideas.”
- › Policy 2-004 — **Non-discrimination** — In evaluating whether a hostile environment exists or whether retaliation has occurred, the university will consider the full context, including the individual right to freedom of speech.

# The SUS Statement on Free Expression

- › **Affirmation:** “affirm our dedication to these principles and to seek our campus communities’ commitment to maintaining our campuses as places where the open exchange of knowledge and ideas furthers our mission.”
- › **Commitment to marketplace of ideas:** “A fundamental purpose of an institution of higher education is to provide a learning environment where divergent ideas, opinions and philosophies, new and old, can be rigorously debated and critically evaluated.”
- › **No Stifling:** “It is equally important not to stifle the dissemination of any ideas, even if other members of our community may find those ideas abhorrent. Individuals wishing to express ideas with which others may disagree must be free to do so, without fear of being bullied, threatened or silenced. . . . We should empower and enable one another to speak and listen, rather than interfere with or silence the open expression of ideas.”
- › **Reasonable limitations:** “institutions may restrict expression that is unlawful, such as true threats or defamation” and “it is necessary to the efficient and effective operations of each institution for there to be reasonable limitations on the time, place, and manner in which these rights are exercised”





# Inclusive Excellence and Civil Discourse

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2021 Update

**MICHAEL D. JOHNSON, PHD**  
INTERIM PROVOST AND VICE  
PRESIDENT FOR ACADEMIC AFFAIRS

# Academic Freedom

**“ Gives faculty leeway to address their academic subjects, allowing them to challenge even conventional wisdom. ”**

**“ May research any topic, and may raise difficult subjects in classroom discussion. ”**

— Association of Governing Boards

# Why?

**“ Good research needs breathing space. Fear of offending authority inhibit faculty’s best scholarship, inventions, creative products. ”**

**“ Higher education exposes students to new ideas and challenges them to test new information. Faculty and students need room to explore controversial ideas. ”**

— Association of Governing Boards

# Academic Responsibility

**Academic freedom is accompanied by corresponding responsibility to:**

- › **Uphold ethical standards of discipline**
- › **Be forthright and honest in the communication of scientific and scholarly knowledge**
- › **Respect students and treat them in a professional manner**

– UCF-UFF Collective Bargaining Agreement

**“ Faculty have a major role in making clear that civility and tolerance are hallmarks of educated men and women. ”**

– American Association of University Professors





# Inclusive Excellence and Civil Discourse

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2021 Update

**ADRIENNE FRAME, EDD**

INTERIM VICE PRESIDENT FOR STUDENT  
DEVELOPMENT AND ENROLLMENT SERVICES



## Office of Student Involvement

HOME

STAFF

CONNECT

AGENCIES

IMPACT AWARDS

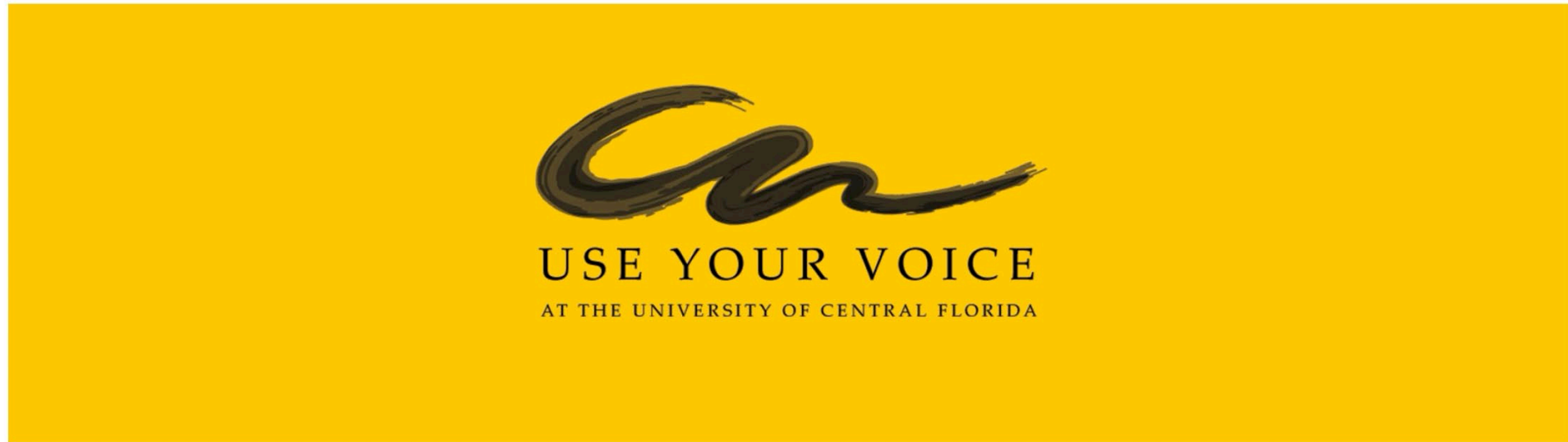
EVENTS

REGISTERED STUDENT ORGANIZATIONS (RSO)

FORMS

EMPLOYMENT

## Use Your Voice



All members of the university community and campus visitors are expected to comply with all University Regulations and Policies.





# **Inclusive Excellence and Civil Discourse**

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2021 Update





Regular Meeting | Board of Trustees  
September 23, 2021

### DISC-2: University Decision Making and Shared Governance

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Information

Discussion

Action

Meeting Date for Upcoming Action: \_\_\_\_\_

**Purpose and Issues to be Considered:**

Provost Johnson will lead a presentation that provides trustees with an overview of the role of administrators, faculty, and students in University decision making. The presentation will address the meaning of shared governance and include examples of faculty roles in shared governance.

**Background Information:**

According to the Association of Governing Boards (AGB), “The governing board is responsible for safeguarding both the autonomy of the institution and the related tradition of academic freedom.”

Beginning in September 2019, the Board modified its meeting format to support an agenda that includes time for Board oversight, problem solving, and strategy on key issues facing the University. The meetings also allow for educational opportunities and discussions on issues in higher education and how to position UCF for success.

**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

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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:**

Michael Johnson, Interim Provost and Vice President for Academic Affairs

**Supporting Documentation:**

Attachment A: Shared Governance



# Board of Trustees

## Agenda Memo

**Facilitators/Presenters:**

Provost Johnson

Jana Jasinski, Vice Provost for Faculty Excellence

# Shared Governance

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September 23, 2021

# What is Shared Governance?

**“Governing boards hold ultimate authority for an institution. Through longstanding academic practice, this authority is delegated to — or ‘shared with’ — institutional leaders and faculty.”**

*— Association of Governing Boards of Colleges and Universities (AGB)*

## **WHY?**

**Benefit from the collective expertise of world-leading scholars.**

# Benefits

**DISTRIBUTE** authority, accountability, workload

**IMPROVE** strategic and operational decisions, curriculum, etc.

**BE TRANSPARENT** about decisions in a complex, multi-purpose institution

**DEVELOP** common ownership of our mission and our products

“ At its best, shared governance is about how **KEY CONSTITUENTS** in institutional communities **ENGAGE** in achieving a **COMMONLY SUPPORTED** mission.”

– *Association of Governing Boards of Colleges and Universities (AGB)*

## **MISSION**

**Education, Research, Engagement**

**Shared governance “has historically resulted in continuous **INNOVATION,**” with curriculum and pedagogy that “define the leading edge of **KNOWLEDGE, ITS PRODUCTION, AND ITS TRANSMISSION.**”**

*– Association of Governing Boards of Colleges and Universities (AGB)*

# Roles in Shared Governance



**LEADERSHIP**



**FACULTY**



**STUDENTS**



# At UCF

For the leadership, successful shared governance means **TRANSPARENCY AND CONSULTATION**;

But with a clear understanding that **ULTIMATE DECISIONS AND ACCOUNTABILITY LIE IN THE LEADERSHIP**, with oversight by the Board of Trustees.

Carried out via the Faculty Senate, Student Government Association and university committees.

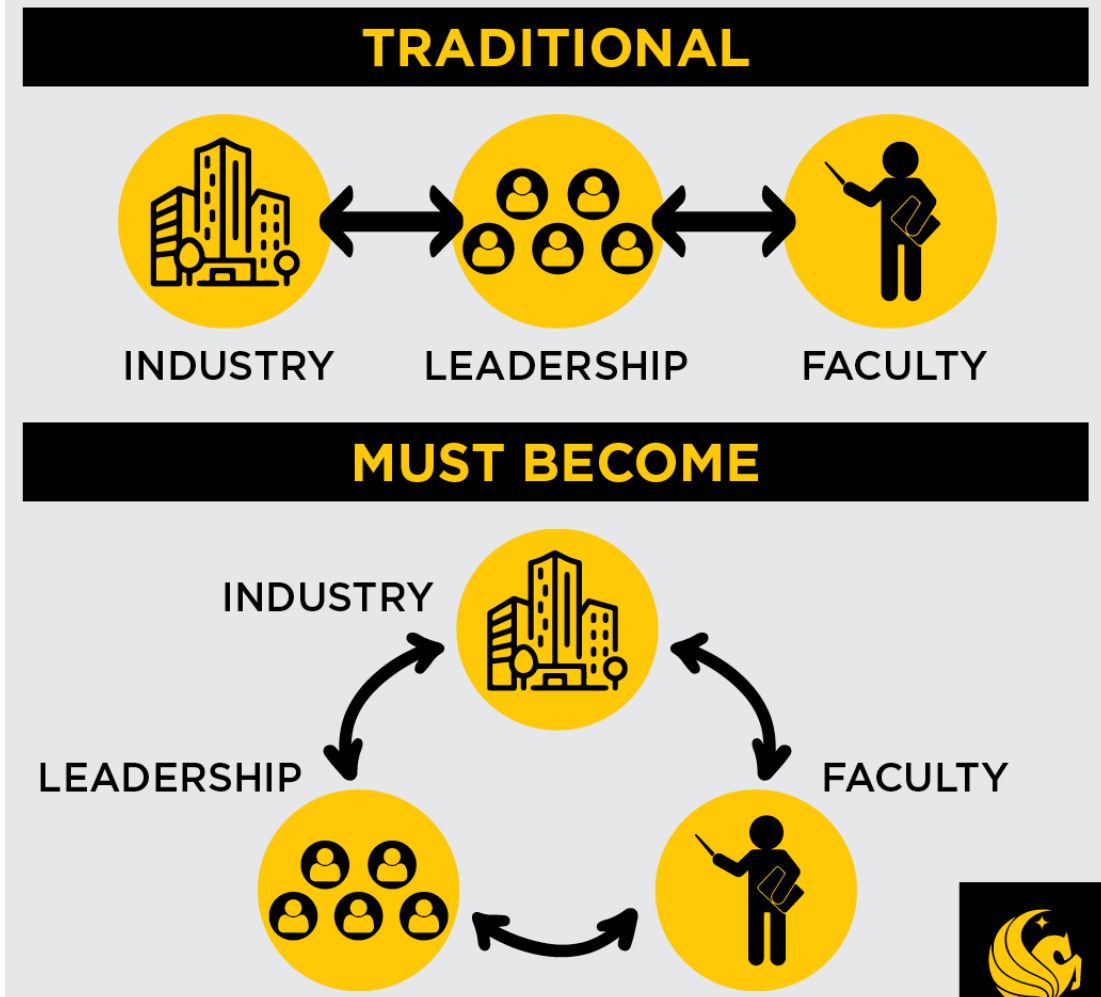
# EXAMPLES

# Course Content and Curriculum

For existing programs, content and curriculum are **LARGELY DETERMINED BY FACULTY**

SACSCOC Standard 10.4 requires that the institution “places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.”

Includes input from industry, students, etc.



# Academic Policies

**Impetus can come from any direction: changing state regulations, efforts by administration to improve time to graduation, suggestions by students, faculty, etc.**



**Formally use university or Faculty Senate committees with faculty and administrative membership.**

*E.g., minimum number of upper-level courses, use of +/- grades, number of allowed withdrawals, content of Golden Rule, etc.*

**INCLUSIVE PROCESSES**



**BETTER POLICIES**

# New Degree Programs

- › Idea might come from any stakeholder: deans, faculty, students or industrial advisory committees.
- › Require investment, so only leadership priorities advance.
- › Curriculum is developed by faculty.
- › Requires approval by: faculty committees; chair, dean, provost, and president; Board of Trustees; and Board of Governors for PhD programs.

# Colleges and Department Budgets

- › Developing an incentive-based model that encourages deans to seek new revenues.
- › Includes strategic reallocations by provost and president.
- › Faculty and students helped develop the model and are members of the University Budget Committee, which will make recommendations to the president.
- › Once budgets are established for colleges, deans set budgets for departments based on university and college priorities.

# Hiring Faculty

- › Decisions about hiring may be made by the dean or via a presidential strategic investment.
- › Faculty searches are carried out by faculty search committees.
- › Final decisions are made by the chair in consultation with the dean.

# Evaluating Faculty

- › Evaluation standards for faculty have strong input from faculty, chair, and dean, and require final approval by the provost.
- › Annual evaluations are conducted by the chair.
- › For tenure-earning faculty, four years of 360° reviews
- › Highly rigorous 360° review for promotion and tenure The Board of Trustees makes final tenure decisions.



# Strategic Planning

- › Develop strategic plan in the coming year and begin strategic investments.
  - » Obtain input from faculty, deans, students, administrators, industry and community leaders.
  - » Faculty, as in all shared governance, contribute deep professional expertise, and will share in the drafting.



# DISCUSSION