



August 30, 2022 Audit and Compliance Committee

Board of Trustees

President's Boardroom, Millican Hall, 3rd Floor

Aug 30, 2022 1:30 PM - 3:00 PM EDT

Table of Contents

I. Agenda.....	2
II. Minutes of the May 25, 2022, meeting.....	3
III. Reports	
IV. Action	
A. AUDC - 1 University of Central Florida 2022 FL Equity Report.....	5
V. Discussion	
A. DISC – 1 University Audit Update.....	235
B. DISC - 2 University Compliance, Ethics, and Risk Update.....	251
VI. New Business	
VII. Adjournment	



Board of Trustees

Meeting Agenda

**Board of Trustees Meeting
Audit and Compliance Committee
August 30, 2022, 1:30-3:00 pm**

President's Boardroom, Millican Hall

Livestream: <https://ucf.zoom.us/j/91013398191?pwd=QUxQOVhlc1ErVzZ2dFI5RGM5MG1nZz09>
Webinar ID: 910 1339 8191

Conference call number: +1 929 205 6099; Meeting ID 910 1339 8191

AGENDA

- | | | |
|---|----------|--|
| 1. Call to Order and Welcome | | Bill Christy, <i>Chair, Audit and Compliance Committee</i> |
| 2. Roll Call | | Margaret Melli, <i>Executive Assistant</i>
University Compliance, Ethics, and Risk |
| 3. Minutes of the May 25, 2022, meeting | | Chair Christy |
| 4. Reports | | Chair Christy |
| 5. Action | AUDC – 1 | University of Central Florida 2022 FL Equity Report
Rhonda L. Bishop, <i>Vice President, Compliance, Ethics, and Risk</i>
Nancy Fitzpatrick Myers, <i>Director, Office of Institutional Equity</i> |
| 6. Discussion | DISC – 1 | University Audit Update
Robert Taft, Chief Audit Executive |
| | DISC – 2 | University Compliance, Ethics, and Risk Update
Rhonda L. Bishop |
| 7. New Business | | Chair Christy |
| 8. Adjournment | | Chair Christy |



UNIVERSITY OF CENTRAL FLORIDA

**Board of Trustees
Audit and Compliance Committee Meeting
May 25, 2022
Live Oak Event Center | Main Campus**

MINUTES

CALL TO ORDER

Trustee Bill Christy, Chair of the Audit and Compliance Committee, called the meeting to order at 1:00 p.m. Board Chair Alex Martins (ex-officio), Vice Chair Tiffany Altizer and Committee members Stephen King and Beverly Seay were present. Committee member Danny Gaekwad attended virtually, and Committee member Harold Mills was absent.

Trustee Michael Okaty was present.

MINUTES APPROVAL

The minutes of the February 22, 2022, Audit and Compliance Committee meeting were unanimously approved as submitted.

DISCUSSION

University Audit Update (DISC-1)

Robert Taft, Chief Audit Executive, provided the University Audit Update. Taft gave a status update on completed and ongoing projects. He highlighted external audit projects; provided a department staffing update; and outlined the fraud prevention, detection, and mitigation program. Taft also noted that May is Internal Audit Awareness Month and gave information on the services provided by internal audit departments.

Enterprise Risk Update – Cybersecurity (DISC-2)

Rhonda Bishop, Vice President for Compliance, Ethics, and Risk gave an overview of the Enterprise Risk Management program and the risk assessment for cybersecurity. Matt Hall, Vice President for Information Technology and Chief Information Officer provided information on cybersecurity efforts to mitigate risks and cybersecurity third party ratings.

University Compliance, Ethics, and Risk Update (DISC-3)

Bishop gave the Compliance, Ethics, and Risk update. She provided highlights of the 2021 UCF IntegrityLine Report. Bishop also gave an update on the compliance and ethics work plan status for the period of January 1, 2022, through March 31, 2022. Highlights included an update on the fourth Compliance and Ethics Culture Survey; compliance and ethics training efforts; foreign

influence reporting, and the U.S. Department of Labor's Office of Federal Contract Compliance programs audit. Bishop also updated the committee on insurance management efforts.

ADJOURNMENT

Chair Christy adjourned the Audit and Compliance Committee meeting at 2:07 p.m.

Reviewed by:

Bill Christy
Chair, Audit and Compliance Committee Date

Respectfully submitted:

Michael Kilbride
Associate Corporate Secretary Date



Board of Trustees Audit and Compliance Committee | August 30, 2022

AUDC-1: University of Central Florida 2022 Florida Equity Report

☐ Information

☐ Discussion

☒ Action

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

The annual Florida Educational Equity Act report encompasses data related to enrollment, gender equity in athletics, and employment as required by statute. Each university Equity Officer is responsible for preparing the report for approval by its Board of Trustees and the university president and submitting the report to the Florida Board of Governors annually. The University of Central Florida's Office of Institutional Equity (OIE) prepares the Florida Equity Report annually to fulfill this state requirement. OIE requests approval of the University of Central Florida's 2022 Florida Equity 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, compiled, and analyzed the data included in this report from officials in the following offices:

- Office of the Provost
- Office of Institutional Equity
- Faculty Excellence
- Student Development and Enrollment Services
- Department of Human Resources
- Division of Administration and Finance
- UCF Athletic Association, Inc.
- College of Graduate Studies
- Multicultural Academic and Support Services
- Office of Diversity, Education and Training
- College of Medicine
- 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 must be reviewed and approved by the president and the Board of Trustees of UCF.

During 2020-21, the university created multiple positions to support diversity and inclusion including:

- Vice President of Diversity, Education and Training. A national search was conducted for this position during Fall 2020, and Dr. Andrea Guzmán was appointed into this position in July 2021.

- Equal Employment Opportunity & Search Compliance team, including a manager and two specialists, who focus 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 allocation of resources. The university was compliant and maintained gender equity related to participation, scholarship, and allocation of resources.

Employment Representation – includes an assessment of the status of faculty and staff compositions. For the 2020-21 academic year, the university's goals were to increase the number of female tenured faculty, tenure-track faculty, and female managers, as well as increase the overall diversity percentage for tenured faculty, tenure-track faculty, non-tenure-earning faculty, and executive/administrative/managerial positions. Although UCF achieved some of these goals, there remains identified areas in need of improvement.

Recommended Action:

Approval of the annual University of Central Florida 2022 Florida Equity Report.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

Approval of UCF's 2022 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, University Compliance, Ethics, and Risk
Nancy Fitzpatrick Myers, Director, Office of Institutional Equity

Supporting Documentation:







Attachment A: UCF 2022 Florida Equity Report
Attachment B: University of Central Florida 2022 Florida Equity Report

Facilitators/Presenters:

Rhonda L. Bishop, Vice President, University Compliance, Ethics, and Risk
Nancy Fitzpatrick Myers, Director, Office of Institutional Equity

UCF 2022 Florida Equity Report

Student Enrollment Data

- FTIC Students:
 - Females  55.5% to 54.5% (generally 54-56%);
 - Diversity  49.3% to 48.5% (generally 46-49%)
- Graduation Rates:
 - Females  79.1%
 - Males  70%
- Strong female representation at all degree levels
 - Female doctorate degrees  36.7% to 43.8%
 - Diversity  (except master's degrees)

Athletics Data



- Review of data demonstrated Title IX compliance
 - Participation ratio (55% female enrollment and 53% participation)
 - Scholarship ratio (49% unduplicated female athletes and 50% scholarship)
 - Allocation of resources was equitable

Employment Data



- Tenured Faculty:

- Females  (32.9% to 33.5%)
- Diversity  (31.5% to 31%)


- Tenure-track Faculty:

- Females  (41.1% to 40.9%)
- Diversity  (32.6% to 38.3%)

- Non-tenure Earning Faculty:

- Females  (57.5% to 58.5%)
- Diversity  (21.2% to 22.4%)

- Management:

- Females remained 54.1%
- Diversity  (26.9% to 28.4%)

Recommendations

- Maintain or increase underrepresented member degrees at all levels
- Maintain gender equity related to Athletics' participation, scholarship, and allocation of resources
- Increase gender, racial and ethnic diversity among faculty and management

Unleashing Potential

- Recommendations support UCF's Strategic Plan's **aspirations** to:
 - ✓ Be the best place to learn and work
 - ✓ #1 provider of diverse talent
- Recommendations support Plan's **first and third priorities**
 - ✓ Student Success and Well-Being
 - ✓ Community and Culture

Questions





Florida Equity Report
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2022

University of Central Florida

Data Year: July 1, 2020 – June 30, 2021

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

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
oe@ucf.edu
Date Submitted to BOG:

**2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21**

Contents

Part I: Executive Summary	4
Part II: Policies and Procedures in Support of Equity	13
Part III: Academic Program Reviews (Sections A, B, & C).....	18
Table 1. First-Time-In College Enrollment (Full-time)	18
Table 2. Florida Community College A.A. Transfers (Full-time)	19
Table 3. Retention of Full-time FTICs After One Year	19
Table 4. Graduation Rate of Full-time FTICs by Race/Ethnicity	20
Table 5. Bachelor’s Degrees Awarded by Race.....	21
Table 6. Master’s Degrees Awarded by Race	22
Table 7. Doctoral Degrees Awarded by Race	23
Table 8. First Professional Degrees Awarded by Race	24
Part III: Academic Program Reviews – Student Services (Section D).....	25
Part III: Academic Program Reviews – Overall Effectiveness of Equity in Enrollment (Section E).....	29
PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS	32
Table 1. Sex Equity in Athletics Update	32
Table 2. Sex Equity in Athletics – Areas for Improvement	35
Table 3. Student Athletes by Gender, 2019-20	35
PART V: EMPLOYMENT REPRESENTATION.....	36
Table 1. Category Representation – Tenured Faculty	36
Table 2. Category Representation – Tenure-Track Faculty	37
Table 3. Category Representation – Non-Tenure-Earning Faculty <i>or</i> Faculty at Non-Tenure-Granting Universities	38
Table 4. Category Representation – Executive/Administrative/Managerial.....	38
PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT	41
Part VII: PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS	44
Part VIII: PROMOTION & TENURE COMMITTEE COMPOSITION	46
Table 1. Promotion and Tenure Committee Composition, AY 2020-21	46
PART IX: OTHER REQUIREMENTS.....	49
A. Budget Plan	49
B. President’s Evaluation	50

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

C. Top Administrators’ Evaluations..... 50

ATTACHMENTS

- A. Division of Student Development and Enrollment Services 2020-21 Equity Report
- B. UCF’s *Let’s Be Clear* Website Samples
- C. President’s Statement
- D. Office of Multicultural Academic and Support Services Program 2020-21 Report
- E. Office of Graduates Studies 2020 –21 Executive Summary
- F. Office of Diversity, Education, and Training and website samples
- G. Faculty Recruitment Program – Equity Minded Hiring Guide (Excerpt)
- H. UCF’s *Title IX Grievance Policy*, No. 2-012.1
- I. UCF’s *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*, No. 2-004.2
- J. UCF-3.001 *Non-Discrimination; Affirmative Action Programs* Regulation

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Part I: EXECUTIVE SUMMARY

The annual Florida Educational Equity Act report encompasses enrollment, gender equity in athletics, and employment data 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) also are included in the tables provided in this report.¹ This 2022 Florida Equity Report covers fiscal year 2020–21.

A. Description of Plan Development

The Office of Institutional Equity coordinated, compiled, and analyzed 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, Diversity, Education and Training, 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.

B. Summary of Institutional Progress

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

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Policies and Procedures in Support of Equity (Part II)

In 2020-21, UCF reviewed its policies and procedures related to non-discrimination and compliance with various Civil Rights statutes and regulations. As noted in last year's report, to ensure the university's compliance with the Title IX Final Rule, 85 Fed. Reg. 30026 (issued May 19, 2020), this review resulted in the amendment of the following during 2020-21:

- *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*, No. 2-004;
- 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*.

The implementation of the Final Rule also resulted in the development and implementation of the university's *Title IX Grievance Policy*, No. 2-012. 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). Also, UCF's policy and procedure review included updates to the university's *Non-Research Animals on Campus Policy*, No. 3-400.3, to ensure consistency with UCF's *Office of Institutional Equity Service and Emotional Support Animals Policy*.

Equally important, during 2020-2021, the university created the Council on Accessibility, which is a university-wide committee led by the ADA Coordinator/Director of the Office of Institutional Equity (OIE) and the Deputy ADA Coordinator – Digital Accessibility and Universal Design. This Council was created to support 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 (which was completed and approved during 2021-22).

In addition, during 2020-21, the university approved the creation of an Employment Equity team within the Office of Institutional Equity, which includes two EEO & search

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

compliance specialists and one EEO & search compliance manager. The university conducted searches for these positions and hired one EEO & search compliance specialist and the EEO & search compliance manager during the 2020-21 reporting period. During 2020-21, this newly formed team created an interdisciplinary work group to review and modify the faculty search and screening process to further support the university's compliance with federal and state laws and regulations related to equal employment opportunity (including utilization of its Affirmative Action Plan). This team also created diversity recruitment resources to aid hiring officials in the development of and modifications to recruitment plans, as well as support 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 2020-21 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 2020-21 was 54.5%, which was a slight decrease as compared to the prior year's data of 55.5%. Enrollment for full-time transfers was 57.7%, slightly down from prior years' total enrollments of 58% female.
 - The overall retention rate for full-time FTICs after one year decreased from 92.1% to 91.8%. The retention rates for full-time FTICs after one year was unchanged for males, and declined for females. Specifically, for female students, the retention rate decreased from 93.4% to 92.7%. For male students, the retention rate remained at 90.7%. Also, the overall graduation rate within six years increased from 73.9% to 74.9%. The graduation rate increased for female students (78.7% to 79.1%), as well as male students (68.4% to 70.0%).
 - Similar to last year's report, female students continued to obtain a higher percentage of Bachelor's degrees (59.3%), Master's degrees (63.7%), and First Professional degrees (61.1%). Notably, there was an increase in female representation for both Master's degrees (59.7% to 63.7%) and First Professional degrees (51.8% to 61.1%).
 - With regard to Doctoral degrees, 43.8% were earned by female students, which was an increase in the percentage awarded in 2019-20 (36.7%).
- **Racial and Ethnic Diversity:**
 - Enrollment of FTIC underrepresented students in Fall 2021 was 48.5%, which was a slight decrease from Fall 2020 (49.3%). Transfer enrollment data for 2020-21 showed an increase in diversity from last year's data – namely, from 53.9% to 54.8%.
 - 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 (95.7%) than the overall retention rate (91.8%). For Fall 2021, American Indian/Alaska Native students and White students also were retained at a higher rate than the overall retention

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

- rate (100% and 92.1%, respectively). The retention rates for Black students (90.8%) and Hispanic Students (91.3%) were slightly lower than the overall retention rate (91.8%).
- With regard to the overall graduation rate for full-time FTICs within six years (74.9%), three of the protected categories exceeded the overall graduation rate – namely, Unknown students (91.7%), Asian students (79.9%), and Native Hawaiian/Other Pacific Islander students (75%).
 - Underrepresented students received 49.1% of Bachelor’s degrees (up from 48.3%), 19.2% of Doctoral degrees (notably up from 14%), and 47.2% of First Professional degrees (notably up from 40.4%). Underrepresented students received 39.7% of Master’s degrees (down from 40.2%).

Goals & Results:

For the 2020-21 academic year, the university’s goal was to maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees. With the exception of Master’s degrees, the university attained these goals. Specifically, the university experienced notable increases in the number of underrepresented members awarded Doctoral and First Professional degrees (300 to 317 and 166 to 193, respectively), and percentage of degrees awarded to underrepresented members (14.0% to 19.2% and 40.4% to 47.2%, respectively). With regard to Doctoral Degrees, UCF increased female representation from 36.7% to 43.8%. Similarly, with regard to First Professional Degrees, UCF increased female representation from 51.8% to 61.1%.

With regard to Bachelor’s degrees, UCF achieved its goal with an increase from 48.3% to 49.1% for underrepresented racial and ethnic groups. Among the racial and ethnic categories, there was a notable favorable trend 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 slight decrease in the percentage of degrees awarded to students who identified as Black. Also, UCF experienced a slight decrease in female student representation (from 59.5% to 59.3%).

With regard to Master’s Degrees, UCF did not achieve its goal in that approximately 39.7% of the Master’s Degrees were earned by individuals in underrepresented categories, down from 40.2% 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 two decreases. Specifically, Master’s Degrees awarded to students who identified as Black increased from 12.1% to 12.2%; students who identified as Hispanic increased from 19.3% to 19.4%; and students who identified as Two or more races increased from 2.4% to 2.8%. Master’s degrees awarded to American Indian/Alaska Natives was unchanged at 0.1%. However, Master’s degrees awarded to students who identified as Asian decreased from 6.1% to 5.1% and students who identified as Native Hawaiian/Other Pacific Islander decreased from 0.2% to 0%. Notably, however, UCF experienced an increase in female representation with 63.7% of Master’s degrees being awarded to female students as compared to 59.7% in the prior year.

Goals for 2021-22: Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining Master’s degrees.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Gender Equity in Athletics (Part IV)

The University of Central Florida evaluated the eleven elements of equity requested. Data for 2020-21 demonstrated the following:

- The university was compliant with regard to student-athlete participation. Specifically, the 2020-21 female undergraduate enrollment was 55% and the female athletics participation ratio was 53%.
- For the 2020-21 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 49.2% and these students received 50% of the scholarship funding (\$4,122,508.55). The unduplicated male student-athletes ratio was 50% and these students received 50% of scholarship funding (\$4,122,508.55). 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 2020-21 academic year, the university's goal was to maintain gender equity related to participation, scholarship, and allocation of resources, as well as complete an upgrade to locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field by the end of 2020. As set forth herein, the university achieved its goals to maintain gender equity related to participation, scholarship, and allocation of resources. Although locker room upgrades occurred by the end of 2020, additional upgrades took place in 2021 and more are anticipated to take place in 2022 and 2023.

Goals for 2021-22: 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 2020-21 (712 to 728), including the number of female faculty from 234 to 244. Additionally, the percentage of tenured female faculty members increased from 32.9% to 33.5%, which matched peer data of 33.5%. Accordingly, UCF will retain its goal of increasing female tenured faculty members.

With regard to racial and ethnic diversity, UCF experienced a slight decrease in the overall percentage of underrepresented members (from 31.5% to 31%). Specifically, there was an increase in the number of tenured faculty who identified as Asian (142 to 143), Hispanic (43 to 44), and Two or more races (4 to 5), but there was a decrease in the number of tenured faculty who identified as Black (31 to 30). When using comparative national standards, the category for tenured

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

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 3.3% and UCF data exceeded this at 4.1%. However, it is important to note that the overall percentage of tenured Black faculty members in 2021 (4.1%) was less than the percentage in 2016 (4.7%). Moreover, the total number of tenured Black faculty members (30) in 2021 has only changed slightly compared to 2016 (27) despite the nearly 25.7% increase in total number of tenured faculty members. Similarly, the overall percentage of tenured Hispanic faculty members in 2021 (6.0%) was unchanged from the percentage in 2016 (6.0%). 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 2021 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 131 to 110 (41.1% to 40.9% 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 46.1% of the tenure-track faculty members. During 2020-21, UCF experienced a decrease in the number of tenure-track faculty members who identified as Black (16 to 15), Hispanic (25 to 20), White (176 to 141), and Non-Resident Alien (39 to 25). UCF experienced an increase in the number of tenure-track faculty members who identified as Asian (60 to 64), and Two or more races (3 to 4). Notwithstanding, compared to 2020, the overall diversity for tenure-track faculty increased from 32.6% to 38.3%. Comparative national data demonstrated that the category of tenure-track faculty that identify as American Indian/Alaska Native was an area in need of improvement. The peer data percentage for this category was 0.3%, and UCF had zero tenure-track faculty in 2021 that identified in this category. Accordingly, UCF also will retain its goal of increasing American Indian/Alaska Native tenure-track faculty members.

With regard to non-tenure-earning faculty, the university increased the number of non-tenure-earning faculty from 546 to 554. Approximately 58.5% of this employee population identified as female, which is an increase from 57.5% in 2020. With regard to racial and ethnic diversity, there was an increase in the number of faculty that identified as Black (21 to 22), Asian (34 to 35), and Hispanic (55 to 63). There was a decrease for faculty that identified as Two or more races (6 to 4). The number of non-tenure-earning faculty who identified as Non-Resident Alien and White remained the same at 11 and 419, respectively. Compared to 2020, the overall diversity percentage for non-tenure faculty increased slightly from 21.2% to 22.4%. Comparative national data demonstrated that the category of non-tenure-earning faculty that identify as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander were areas in need of improvement. The peer data percentages for these categories were 0.1% and 0.2%, respectively, and UCF had zero non-tenure-earning faculty in 2021 that identified in these categories. Accordingly, UCF will retain its goal of increasing American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander non-tenure-earning faculty members.

With regard to management positions, compared to the prior year, UCF decreased the number of management occupations in 2020-21 by 1.6% (547 to 538). The number of management

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

occupations held by female employees decreased (296 to 291); notably, however, female employees' overall percentage of management positions was unchanged at 54.1%. With regard to racial and ethnic diversity, three categories experienced an increase in the total number of managers – namely, Hispanic (65 to 70), Asian (21 to 24), and Two or more races (7 to 9). However, three categories experienced a decrease in the total number of managers – namely, Black (52 to 50), White (400 to 385), and American Indian/Alaska Native (2 to 0). The overall diversity percentage for management occupations increased from approximately 26.9% to 28.4%.

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 56.4% whereas UCF's percentage was 54%. Peer data related to Asian managers demonstrates a percentage of 4.5% 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%.

In addition, 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 8.6% and UCF data exceeded this at 9.6%. However, it is important to note that the overall percentage of Black managers was less than the percentage in 2016 (10.8%). Accordingly, UCF goals related to these positions continues to include increasing the number of managers that identify as Black, and increasing the percentage of underrepresented members in its executive/administrative/managerial positions.

Goals & Results:

With regard to employment for the 2020-21 academic year, the university's goals were as follows. For tenured faculty, increase the number of tenured faculty that identify as female, Black, Hispanic, and/or Native Hawaiian/Other Pacific Islander. UCF achieved the goal of increasing the number of tenured faculty that identify as female and Hispanic; however, the university did not achieve the goal on increasing the number of tenured faculty that identify as Black and/or Native Hawaiian/Other Pacific Islander. For tenure-track faculty, the goal was to 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). UCF achieved its goal of increasing the overall diversity percentage for this group; however, the university did not achieve its goal for increasing the number of tenure-track faculty that identify as female. For non-tenure-earning faculty, the goal was to 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). UCF achieved this goal for this group. 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). UCF achieved its goal of increasing the overall diversity percentage for this

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

group; however, the university did not increase the number of individuals in this group that identify as female.

Goals for 2021-22: 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). 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 48 total applicants for the tenure granting process, 45 were granted tenure. Twenty-one (20) female faculty and 12 underrepresented faculty were granted tenure. As to “comparative success” rates, the underrepresented classes had a success rate of 92% (12/13), and White applicants had a success rate of 94% (33/35). Similarly, females had a success rate of 95% (20/21) and males had a success rate of 93% (25/27).

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 2020-21, the University Committee was comprised of ten members: seven males, three females, eight White individuals, one Asian individual, 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 2020-21 except for the College of Engineering & Computer Science. Female faculty comprised 34.4% of the college committees’ composition. Also, faculty that identified as White (69.5%), Asian (18.4%), Hispanic (7.1%), Black (3.6%), American Indian/Alaska Native (.8%), and Two or more races (.6%) were members of these committees.

Overall, of the 473 department committee members, women comprised approximately 34.9% (165 of 473), which was an increase from last year’s report (31.1%). Also, 66.8% of the members identified as White, 18.6% as Asian, 7.7% as Hispanic, 3.6% as Black, 0.8% American Indian/Alaska Native, and 0.8% as Two or more races. Efforts to obtain diverse representation on committees is continually sought and improvement is expected to continue.

**2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21**

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).

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Part II: POLICIES & PROCEDURES IN SUPPORT OF EQUITY

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

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

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

and Related Interpersonal Violence ²	
Policy 2-012 Title IX Grievance Policy	https://policies.ucf.edu/documents/2-012.pdf
UCF Employee Code of Conduct	https://compliance.ucf.edu/document/ucf-employee-code-of-conduct/
The Golden Rule Student Handbook	https://goldenrule.sdes.ucf.edu/wp-content/uploads/sites/64/2021/09/2021-2022-Golden-Rule-Student-Handbook.pdf
Background Check Policy	https://policies.ucf.edu/documents/3-011.pdf
Youth Protection Policy	https://policies.ucf.edu/documents/2-005.pdf

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

Procedures/Guidelines/Forms	Web Address
OIE Investigation Procedures	https://oie.ucf.edu/documents/OIEInvestigationProcedures.pdf
OIE Search and Screening Guidelines	http://www.oie.ucf.edu/documents/SearchScreeningGuidelines.pdf
OIE Recommendations for Obtaining a Diverse Applicant Pool	http://www.oie.ucf.edu/documents/DiverseApplicantPool.pdf
OIE Guidelines for an Internal Search	http://www.oie.ucf.edu/documents/InternalSearch.pdf
OIE Search Committee Guidelines Incorporating Search Firms	http://www.oie.ucf.edu/documents/SearchFirms.pdf

² Policy No. 2-004 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 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.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Faculty Excellence Inclusive Hiring Toolkit	https://facultyexcellence.ucf.edu/wp-content/uploads/sites/9/2021/05/equity-minded-hiring-packet.pdf
Human Resources Hiring Guide	https://hr.ucf.edu/files/AP_Hiring_Guide.pdf
OIE Service and Assistance Animal Policy	http://www.oie.ucf.edu/documents/AnimalsasAccommodationPolicy.pdf
OIE Protocol for Department Providing Reasonable Accommodation	http://www.oie.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf
Religious Accommodation: Guidelines for Departmental Procedures for Requests	http://www.oie.ucf.edu/documents/ReligiousAccommodationGuidelines.pdf
Student Accessibility Services “Get Connected”	https://sas.sdes.ucf.edu/get-connected/
Student Accessibility Services “Course Accessibility Letter Request”	https://sas.sdes.ucf.edu/course-accessibility-letter-request/
Student Accessibility Services “How to Cancel or Modify Accommodations”	http://sas.sdes.ucf.edu/wpcontent/uploads/sites/22/2018/04/CAL-Modify-Knights-Access.pdf
General Appeal Procedures Related to Student Accessibility Services’ (SAS) Reasonable Accommodation Decisions (includes Procedure for Conducting Fundamental Alteration Assessments)	http://sas.sdes.ucf.edu/wpcontent/uploads/sites/22/2017/12/grievance_process1.pdf
Public Request for Accommodation	https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPublic.pdf
Request for Reasonable Accommodation – Employee Applicant	https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestForm.pdf Spanish: https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormSpanish.pdf
What to Do - Supervisor Reporting Obligations	https://oie.ucf.edu/documents/SupervisorReportingObligations.pdf
What to Do When a Student Reports	https://oie.ucf.edu/documents/WhattoDoWhenaStudentReports.pdf
Discrimination Grievance Intake Form	https://oie.ucf.edu/documents/DiscriminationGrievanceIntakeForm.pdf
Pregnancy Accommodation Request Form	https://oie.ucf.edu/documents/UCFReasonableAccommodationRequestFormPregnancy.pdf
Discrimination, Retaliation and Harassment Complaint Form	https://oie.ucf.edu/documents/DiscriminationGrievanceComplaintForm.pdf

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Acceptable and Unacceptable Interview Questions Resource	https://oie.ucf.edu/documents/AcceptableUnacceptableQuestions.pdf
A Guide to OIE's Diversity Recruitment Resources (Search & Hiring)	https://oie.ucf.edu/documents/OIEDiversityRecruitmentHandout.pdf
Recruiting a Diverse Faculty Resource	https://oie.ucf.edu/documents/RecruitingaDiverseFaculty.pdf

As set forth above in the Executive Summary, in 2020-21, UCF reviewed its policies and procedures related to non-discrimination and compliance with various Civil Rights statutes and regulations, including but not limited to Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Equal Pay Act, the Pregnancy Discrimination Act, the Violence Against Women Act, the Americans with Disabilities Act, Sections 503 and 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, Executive Order 11246, the Vietnam Era Veterans' Readjustment Assistance Act (VEVRAA), the Florida Civil Rights Act of 1992 and the Florida Educational Equity Act. As noted in last year's report, to ensure the university's compliance with the Title IX Final Rule, 85 Fed. Reg. 30026 (issued May 19, 2020), this review resulted in amending the following during 2020-21:

- *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy*, No. 2-004;
- 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*.

The implementation of the Final Rule also resulted in the development and implementation of the university's *Title IX Grievance Policy*, No. 2-012. 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 University Policies and Procedures Committee (October 6, 2020). UCF's policy and procedure review also included updates to the university's

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Non-Research Animals on Campus Policy, No. 3-400.3, to ensure consistency with UCF's *Office of Institutional Equity Service and Emotional Support Animals Policy*.

Equally important, during 2020-21, the university created the Council on Accessibility, which is university-wide committee led by the ADA Coordinator/Director of the Office of Institutional Equity (OIE) and the Deputy ADA Coordinator – Digital Accessibility and Universal Design. This Council was created to support 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 (which was completed and approved during 2021-22).

Also, during 2020-21, the university approved the creation of an Employment Equity team within the Office of Institutional Equity, which includes two EEO & search compliance specialists and one EEO & search compliance manager. The university conducted searches for these positions and hired one EEO & Search Compliance Specialist and the EEO & search compliance manager during the 2020-2021 reporting period. During 2020-21, this newly formed team created an interdisciplinary work group to review and modify the faculty search and screening process to further support the university's compliance with federal and state laws and regulations related to equal employment opportunity (including utilization of its Affirmative Action Plan). This team also created diversity recruitment resources to aid hiring officials in the development of and modifications to recruitment plans, as well as support active efforts to fulfill the university's goals related to diversity, equity and inclusion (including the goals set forth herein).

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.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Part III: ACADEMIC PROGRAM REVIEWS (Sections A, B, & C)

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

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	56	185	4	300	756	2	1560	157	37	3057
Women	47	319	5	303	995	1	1727	227	34	3658
Total Fall 2021	103	504	9	603	1751	3	3287	384	71	6715
Category % of Total Fall 2021	1.5%	7.5%	0.1%	9.0%	26.1%	0.0%	49.0%	5.7%	1.1%	100.0%
Total FTIC Fall 2016	49	597	4	390	1641	2	3127	346	14	6170
Category % of Total Fall 2016	0.8%	9.7%	0.1%	6.3%	26.6%	0.0%	50.7%	5.6%	0.2%	100.0%
Percentage Change in number from Fall 2016 to Fall 2021	0.7%	-2.2%	0.1%	2.7%	-0.5%	0.0%	-1.7%	0.1%	0.8%	0.0%

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 2021 percentage - Fall 2016 percentage. So, a positive number represents growth.

The UCF's First Time in College (FTIC) Enrollment data reveals a decrease (11.9%) in FTIC enrollment (7,624 to 6,715) with 54.5% female and 45.5% male for the Fall 2021 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 48.5%, which was a slight decrease from Fall 2020 (49.3%). The 48.5% was comprised of students from various racial/ethnic backgrounds including Hispanic (26.1%), Asian (9.0%), Black (7.5%), Two or more races (5.7%), and American Indian/Alaska Native (0.1%). White students represented 49.0%, Non-Resident Alien students represented 1.5%, and students identifying as Unknown represented 1.1% of UCF's FTIC fulltime students during the 2021 Fall enrollment.

Compared to Fall 2020, the Fall 2021 data demonstrated a decrease in the number of students that identified as Black (585 to 504), Asian (630 to 603), Hispanic (2,140 to 1,751), Two or more races (389 to 384), Unknown (77 to 71), Native Hawaiian/Other Pacific Islander (6 to 3), and White (3,684 to 3,287), and an increase in the number of students that identified as American Indian/Alaska Native (5 to 9). The overall percentage for most of the racial groups remained relatively consistent between the Fall 2020 data and Fall 2021 data. UCF experienced slight decreases in students that identified as Black (7.7% to 7.5%), Hispanic (28.1% to 26.1%), or Native Hawaiian/Other Pacific Islander (0.1% to 0%) and slight increases in students that identified as

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

White (48.3% to 49%), Asian (8.3% to 9%), Unknown (1.0% to 1.1%) or Two or more races (5.1% to 5.7%).

This enrollment data of 48.5% represented a continued (albeit modest) increase in racial/ethnic diversity compared to 2016. During the Fall of 2016, UCF's FTIC student body was composed of 48.3% racially and ethnically diverse students. Also, all categories showed an increase in the number of students except for Black students.

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

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2021	438	1247	11	507	3331	14	3999	349	62	5746	4212	9958
Category % of Total Fall 2021	4.4%	12.5%	0.1%	5.1%	33.5%	0.1%	40.2%	3.5%	0.6%	57.7%	42.3%	100.0%
Total Fall 2016	185	1497	20	614	3181	27	5338	397	64	6463	4860	11323
Category % of Total Fall 2016	1.6%	13.2%	0.2%	5.4%	28.1%	0.2%	47.1%	3.5%	0.6%	57.1%	42.9%	100.0%
Category % Change from 2016 to 2021	2.8%	-0.7%	-0.1%	-0.3%	5.4%	-0.1%	-7.0%	0.0%	0.1%	0.6%	-0.6%	0.0%
<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 (Row 7) is calculated using Fall 2021 Category percentage - Fall 2016 Category percentage. So, a positive number represents growth.</i>												

The UCF's Full-time Transfers data was slightly lower than the prior year's data related to gender in that 57.7% (as compared to 58.3% in the prior year) of enrollment identified as female and 42.3% identified as male. With regard to the composition of racially and ethnically diverse students, UCF had a slight increase at 54.8%, which was nearly one percent higher than the prior year's data (53.9%). White students (40.2%), Hispanic students (33.5%) and Black students (12.5%) remained the three categories of students larger than ten percent. Overall, the 2021 data indicated minor changes throughout all racial categories compared to the 2020 data.

The enrollment diversity data of 54.8% represented a noticeable change compared to 2016 despite the 12.1% decrease in total enrollment (11,323 to 9,958). During the Fall of 2016, UCF's transfer students were composed of 50.7% racially and ethnically diverse students.

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Fall 2020 Cohort	104	586	5	630	2140	6	3681	388	77	4227	3390	7617
Category % of Total	1.4%	7.7%	0.1%	8.3%	28.1%	0.1%	48.3%	5.1%	1.0%	55.5%	44.5%	100.0%
Enrolled Fall 2021	86	532	5	603	1954	5	3392	350	69	3920	3076	6996
Retention Rate	82.7%	90.8%	100.0%	95.7%	91.3%	83.3%	92.1%	90.2%	89.6%	92.7%	90.7%	91.8%
<i>Source: Internal data pulled Full-Time FTICs for the requested cohort from Retention FACT.</i>												

The 2021 overall retention rate for UCF FTICs after one year was 91.8%, which was a

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

decrease from the previous year (92.1%). Similarly, the overall retention rate for females decreased. Specifically, for female students, the retention rate was 92.7%, which was a decrease from the previous year (93.4%). For male students, the retention rate was unchanged at 90.7%.

Consistent with the last five report years, Asian students were retained at a higher rate (95.7%) than the overall retention rate. For Fall 2021, American Indian/Alaska Native students and White students were retained at a higher rate than the overall retention rate (100% and 92.1%, respectively). For the first time in three years, the retention rate for Black students declined to a rate (90.8%), which was lower than the overall retention rate. Compared to the previous year's data, two racial/ethnic categories experienced noticeable changes – namely, Non-Resident Alien students' retention rate decreased from 86.7% to 82.7% and Native Hawaiian/Other Pacific Islander students' retention rate decreased from 100% to 83.3%.

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

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2015-21 Cohort	45	613	7	432	1442	8	3445	280	24	3383	2913	6296
Category % of Total	0.7%	9.7%	0.1%	6.9%	22.9%	0.1%	54.7%	4.4%	0.4%	53.7%	46.3%	100.0%
Number of Graduates within 6 yrs from cohort	28	439	4	345	1050	6	2621	198	22	2675	2038	4713
Percent Graduated	62.2%	71.6%	57.1%	79.9%	72.8%	75.0%	76.1%	70.7%	91.7%	79.1%	70.0%	74.9%
Number Still Enrolled in 6th Year from cohort	1	22	0	13	52	0	107	9	0	74	130	204
Percent Retained	2.2%	3.6%	0.0%	3.0%	3.6%	0.0%	3.1%	3.2%	0.0%	2.2%	4.5%	3.2%

Note: FTIC includes Beginners and Early Admits.

Source: IPEDS 2021-22 "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.

The overall graduation rate for UCF after six years was 74.9%, which was an increase from the previous year's report (73.9%). UCF has gradually increased its overall graduation rate over the last six years. Female students' graduation rate increased to 79.1% compared to last year's (78.7%). Additionally, male students' graduation rate increased from 68.4% to 70.0%.

With regard to race/ethnicity, three of the protected categories exceeded the overall graduation rate – namely, Unknown students (91.7%), Asian students (79.9%), and Native Hawaiian/Other Pacific Islander students (75%). Compared to last year's data, there were noticeable changes in the graduation rates for Non-Resident Alien students (70% to 62.2%), American Indian/Alaska Native students (80.0% to 57.1%), and Black students (74.6% to 71.6). The remaining categories were relatively consistent with the percentages set forth in last year's report.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

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 2020-21 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
AY 2020-21										
Male	210	541	9	436	1624	15	3029	239	42	6145
Female	194	1038	8	527	2587	12	4178	372	36	8952
Total	404	1579	17	963	4211	27	7207	611	78	15097
Category % of Total	2.7%	10.5%	0.1%	6.4%	27.9%	0.2%	47.7%	4.0%	0.5%	100.0%
AY 2019-20										
Male	138	517	10	421	1502	11	2912	228	48	5787
Female	141	1039	14	454	2371	18	4090	327	62	8516
Total	279	1556	24	875	3873	29	7002	555	110	14303
Category % of Total	2.0%	10.9%	0.2%	6.1%	27.1%	0.2%	49.0%	3.9%	0.8%	100.0%
AY 2015-16										
Male	55	455	11	322	1149	12	3103	138	36	5281
Female	52	861	15	351	1732	17	4245	233	45	7551
Total	107	1316	26	673	2881	29	7348	371	81	12832
Category % of Total	0.8%	10.3%	0.2%	5.2%	22.5%	0.2%	57.3%	2.9%	0.6%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000 Summary, all disciplines from the 2021-22 and 2016-17 reports for the AY2020-21 and AY2015-16 cohorts, respectively.

In the 2020-21 academic year, UCF awarded 15,097 Bachelor's degrees, which was an increase from the previous year (14,303). Of the degrees awarded, 59.3% were earned by female students and 40.7% by male students, which was comparable to the prior year (59.5% and 40.5%, respectively). UCF achieved its goal with regard to underrepresented racial and ethnic groups in that UCF experienced an increase from 48.3% to 49.1%. Among the racial and ethnic categories, the number of degrees awarded increased for students who identified as Two or more races, Hispanic, Asian, Non-Resident Alien, Black, and White. However, there was a decrease in the percentage of degrees awarded to students who identified as Black (10.9% to 10.5%), American Indian/Alaska Native (0.2% to 0.1%), White (49% to 47.7%) and Unknown (0.8% to 0.5%).

Compared to the 2015-16 academic year, UCF increased the total number of Bachelor's degrees awarded by approximately 17.7% in 2020-21 (12,832 to 15,097), with the gain among male students at 16.4% and female students at 18.6%. The number of degrees awarded notably increased for students who identified as Two or more races [555 to 611 (10.1% increase)], Hispanic [3,873 to 4,211 (8.7% increase)], and Asian [875 to 963 (10.1% increase)]. Consistent with the last three reports, proportionally, the most significant changes from 2015-16 data to 2020-21 data included an increase in the overall percentage of Hispanic students (22.5% to 27.9%) and a decrease in the overall percentage of White students (57.3% to 47.7%).

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2020-21										
Male	135	92	0	57	171	0	481	29	15	980
Female	93	237	3	82	353	0	885	48	21	1722
Total	228	329	3	139	524	0	1366	77	36	2702
Category % of Total	8.4%	12.2%	0.1%	5.1%	19.4%	0.0%	50.6%	2.8%	1.3%	100.0%
AY 2019-20										
Male	126	97	1	70	169	2	531	26	15	1037
Female	78	214	2	87	329	2	774	35	16	1537
Total	204	311	3	157	498	4	1305	61	31	2574
Category % of Total	7.9%	12.1%	0.1%	6.1%	19.3%	0.2%	50.7%	2.4%	1.2%	100.0%
AY 2015-16										
Male	134	59	0	40	115	0	471	15	56	890
Female	77	158	1	57	178	2	728	35	91	1327
Total	211	217	1	97	293	2	1199	50	147	2217
Category % of Total	9.5%	9.8%	0.0%	4.4%	13.2%	0.1%	54.1%	2.3%	6.6%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000 Summary, all disciplines from the 2021-22 and 2016-17 reports for the AY2020-21 and AY2015-16 cohorts, respectively.

UCF awarded 2,702 Master's degrees during 2020-2021, which was an increase compared to the last five academic years (2,217 for 2015-16; 2,195 for 2016-17; 2,295 for 2017-18; 2,446 for 2018-19, and 2,574 for 2019-2020). Approximately 39.7% of the Master's Degrees were awarded to individuals in underrepresented categories, down from 40.2% 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 12.1% to 12.2%; for students who identified as Hispanic increased from 19.3% to 19.4%; and for students who identified as Two or more races increased from 2.4% to 2.8%. However, Master's degrees awarded to Asian students decreased from 6.1% to 5.1% and for Native Hawaiian/Other Pacific Islander from 0.2% to 0%. However, it should be noted that female students earned 63.7% of the Master's degrees awarded, which reflected an increase from the previous academic year (59.7%).

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	90	5	0	6	10	0	63	3	1	178
Female	32	11	0	8	14	0	68	4	2	139
Total	122	16	0	14	24	0	131	7	3	317
Category % of Total	38.5%	5.0%	0.0%	4.4%	7.6%	0.0%	41.3%	2.2%	0.9%	100.0%
AY 2019-20										
Male	108	5	0	7	9	0	57	2	2	190
Female	27	4	0	5	9	0	62	1	2	110
Total	135	9	0	12	18	0	119	3	4	300
Category % of Total	45.0%	3.0%	0.0%	4.0%	6.0%	0.0%	39.7%	1.0%	1.3%	100.0%
AY 2015-16										
Male	67	4	0	5	15	0	63	4	4	162
Female	24	12	0	4	11	0	80	3	3	137
Total	91	16	0	9	26	0	143	7	7	299
Category % of Total	30.4%	5.4%	0.0%	3.0%	8.7%	0.0%	47.8%	2.3%	2.3%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000 Summary, all disciplines from the 2021-22 and 2016-17 reports for the AY2020-21 and AY2015-16 cohorts, respectively.

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

UCF awarded 317 Doctoral degrees in 2020-21. Female students earned 43.8% of the Doctoral degrees, which was an increase compared to 2019-20 (36.7%) and 2018-19 (41.0%). With regard to racial and ethnic diversity compared to last year's data, there were percentage increases for Black students from 3.0% to 5.0%, Asian students from 4.0% to 4.4%, Hispanic students from 6.0% to 7.6%, White students from 39.7% to 41.3%, and students identifying as Two or more races from 1.0% to 2.2%. There were minor percentage decreases for students that identified as Non-Resident Alien and Unknown. 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 increased from 14.0% to 19.2%.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Table 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	0	2	0	17	9	0	44	2	1	75
Female	0	11	0	25	21	0	54	4	3	118
Total	0	13	0	42	30	0	98	6	4	193
Category % of Total	0.0%	6.7%	0.0%	21.8%	15.5%	0.0%	50.8%	3.1%	2.1%	100.0%
AY 2019-20										
Male	1	0	0	16	10	0	50	2	1	80
Female	0	4	0	21	12	0	44	2	3	86
Total	1	4	0	37	22	0	94	4	4	166
Category % of Total	0.6%	2.4%	0.0%	22.3%	13.3%	0.0%	56.6%	2.4%	2.4%	100.0%
AY 2015-16										
Male	0	5	0	6	10	0	35	4	3	63
Female	0	4	0	11	8	0	46	3	6	78
Total	0	9	0	17	18	0	81	7	9	141
Category % of Total	0.0%	6.4%	0.0%	12.1%	12.8%	0.0%	57.4%	5.0%	6.4%	100.0%
<i>Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctor's Degree- Professional Practice, Chart for 99.0000 Summary, all disciplines from the 2021-22 and 2016-17 reports for the AY2020-21 and AY2015-16 cohorts, respectively.</i>										
<i>Note: Doctoral degrees included above are the "professional practice" doctoral degrees from IPEDS data</i>										

During 2020-21, UCF awarded 193 First Professional degrees, which is an increase in the number awarded in 2015-16 (141). A closer look at the demographic data showed that women earned approximately 61.1% of these degrees, which was an increase from last year's report (51.8%). In 2015-16, 55.3% 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 2.4% to 2.1%, which is notably less than the 2015-16 figure of 6.4%. The data also showed a reversal in the prior year's decrease in the number of degrees awarded to Black students. The percentage of degrees awarded to Black students increased from 2.4% to 6.7% compared to last year's data; and the overall number of degrees awarded to Black students increased by 9 (4 to 13). The number of degrees awarded to Hispanic students also increased by 8 (22 to 30). Overall, UCF increased its diversity percentage for First Professional degrees from 40.4% to 47.42.

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

Part III: ACADEMIC PROGRAM REVIEWS – STUDENT SERVICES (Section D)

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

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

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

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

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

UCF students, faculty, and staff who have purchased Recreation and Wellness Center memberships.

The University of Central Florida has over 670 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

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Rehabilitation Act of 1973 (prohibiting discrimination on the basis of disability), and the Age Discrimination Act of 1975.

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

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

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

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

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

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

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 Equal Pay Act, the Pregnancy Discrimination Act, the Violence Against Women Act, the Americans with Disabilities Act, Sections 503 and 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, Executive Order 11246, the Vietnam Era Veterans' Readjustment Assistance Act (VEVRAA), the Florida Civil Rights Act of 1992, and the Florida Educational Equity Act. UCF provides a comprehensive academic experience for all students to include both academic rigor and out of classroom learning experiences. The extensive amount of activities, programs, services and facilities are designed to enrich the overall learning experience while helping students reach their educational, personal, and professional goals. The President of UCF has charged the Office of Institutional Equity with ensuring compliance with all state and federal laws, as well as policies and regulations, regarding affirmative action, equal opportunity, and nondiscrimination. Inquiries about UCF policies and practices in this regard should be referred to the Office of Institutional Equity at 12701 Scholarship Drive, Suite 101, Orlando, FL 32816-0030; Phone: (407) 823-1336; or Email: oie@ucf.edu.

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

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.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

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’ 2020-21 Equity Report (Attachment A) sets forth in detail over 408 activities and programs directed at student success in 2020-21, which included more than 61,288 students and employees (down from 247,000 students and employees for the 2019-20 period and primarily due to the temporary transition to fully remote operations for this reporting period). The students and employees who participated 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 2020-21, 35 students participated in this program.
- Sister to Sister Program, which provides multicultural and first-generation female students the opportunity to connect and learn about various ways to succeed at the university and in life. For 2020-21, 80 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 2020-21, 346 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 2020-21, 1,046 students participated in the 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. For 2020-21, 737 students participated in the program.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

- Deferred Action Childhood Arrivals (DACA) and Dreamers Program supports young immigrants living in the United States who were brought here as children and who are pursuing higher education. For 2020-21, 68 students participated in this program.

Accolades:

- For the 2020 Fall semester, UCF attained its most diverse student enrollment with approximately 52.7% identifying as minorities with the highest GPA for a freshman class (4.18) and many National Merit Scholars (335).
- UCF continues to have more than 220 degree programs in 13 colleges with demonstrated excellence.
 - UCF received a new school record \$204.5 million in research funding for 2020.
 - *Washington Monthly*, *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; it also ranked 30 UCF graduate programs among the best in the nation.
 - Rosen College of Hospitality Management was ranked No. 1 in the nation and No. 2 in the world for hospitality and tourism programs in the *Shanghai Rankings* listing of 500 of the world's top universities.
 - UCF's School of Visual Arts and Design was ranked No. 2 among the nation's top public animation schools and colleges in 2021 by Animation Career Review.
 - 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 ranked 25th among public universities in the nation for producing patents and 60th in the world, according to the National Academy of Inventors and the Intellectual Property Owners Association.
- UCF made major headlines in June 2021 when the university received its largest gift in its 58-year history. Philanthropist and author MacKenzie Scott and her husband Dan Jewett, announced a \$40 million transformational investment to UCF that will strengthen the university's focus on fostering social mobility while developing the skilled talent needed to advance industry across Florida and beyond.
- UCF received the 2020 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).
- In Fall 2020, the UCF College of Medicine's (COM) Office of Diversity, Equity, and Inclusion collaborated with faculty and student diversity groups on a variety of diversity-focused initiatives to honor, celebrate, and observe diverse heritage and identity months.
- In addition to other student support programs and resources, the university provides the following support to students seeking degrees in science, technology, engineering, and mathematics (STEM) disciplines:
 - COMPASS: The mission of COMPASS is to increase the number of UCF

**2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21**

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 5,000 students since 2006, and recruits a large percentage of women and traditionally underrepresented individuals. Since 2016, approximately 300 students per year have engaged in this program. The program has a 93% retention rate for its first-year participants and has achieved a graduation rate of 50-55%, which is 10% higher than the national average.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS

UCF's Athletics provides 16 programs and more than 430 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 2020-21 remained compliant with a rate of 47% male and 53% female. With regard to scholarship funding, as noted below, the unduplicated female student-athletes ratio was 49.2% and these students received 50% of the scholarship funding (\$4,122,508). The unduplicated male student-athletes ratio was 50.8% and these students received 50% of the scholarship funding (\$4,122,508). Since the scholarship offerings are within a 1% variance, they remained compliant.

Table 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	Men's Sports: Baseball, Basketball, Football, Golf, Soccer, Tennis Women's Sports: Softball, Basketball, Golf, Cross Country, Indoor Track, Outdoor Track, Rowing, Soccer, Tennis, Volleyball	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Participation Rates: 47% male, 53% female; Undergraduate Enrollment: 45% male, 55% female	
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	The facilities provided for each of our athletics programs are equitable. While some locker rooms, practice and competitive facilities are older than others, administration continues to monitor those facilities in need of updating and proceeds accordingly. As projected for the Summer of 2020, Men's and Women's Soccer got new locker rooms, coaches offices and auxiliary spaces. Also, during the 2020 summer, all other Olympic Sport coaches were housed in the new administrative building. During the Fall of 2021, enhancements to existing spaces for Women's Track and Field/Cross Country was scheduled to take place. Also, during the Fall of 2021, Softball was	

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

	scheduled to have major enhancements to their locker room, coaches' offices, training facility and field. During the Spring of 2022, it is expected that updates to locker rooms will take place for volleyball, women's basketball and men's basketball.	
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 2020-21 academic year, all sports were funded at the NCAA maximum limits per sport. Women's scholarships were funded at: \$4,122,508.55 (50%) and the unduplicated participants for female student-athletes was 49.2% (within the 1% variance). Men's scholarships were funded at: \$4,122,508.55 (50%) and the unduplicated participant numbers for male student-athletes was 50.8% (within the 1% variance).	
a) the athletic program as a whole	\$55,307,683	
b) administration	\$15,635,950	
c) travel and per diem allowances	\$2,772,668	
d) recruitment	\$249,528	
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.	

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

g) other support costs	The resources allocated for other support costs include Student-Athlete Welfare and Development and Academic Support programming. Additionally, we utilize those resources to fund our sport performance programs, ticket operations, general administrative planning, IT, and other miscellaneous expenses. Those resources are available to all student-athletes and staff respectively.	
6. Provision of equipment and supplies	The provision of equipment and supplies is equitable amongst all sport programs. Our equipment staff address all equipment needs for each sport. Student-athletes, coaches and staff are provided with the necessary equipment to perform the tasks related to their sport/administrative assignment.	
7. Scheduling of games and practice times	The number of practice opportunities and the length (per week) are governed by NCAA rules. Practice times are based on class schedules with some teams practicing in early morning hours to avoid class conflict and hot weather during the start and end of the school year. The Men's Basketball, Women's Basketball and Volleyball coaches mutually agree on the scheduling of the Arena for practice.	
8. Opportunities to receive tutoring	All student-athletes are provided with equal opportunity and access to receive tutoring.	
9. Compensation of coaches and tutors	All student-athletes are provided with equal opportunity and access to quality coaches and tutors.	
10. Medical and training services	The provisions for medical and training facilities and services are equivalent. The Training Room facilities continue to serve as a source of pride for UCF Athletics. The Medical and Training resources are well coordinated and provide excellent service to male and female participants. There are four satellite training rooms that are used to assist with providing medical and training services to all of our sport programs. Projected salary increases for training staff Fall 2021 to coincide with similar institutions.	

**2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21**

11. Housing and dining facilities and services	All sport programs have equal access to housing options and dining services.	
--	--	--

Table 2. Sex Equity in Athletics – Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Sport Budgets	Operating budgets were impacted due to a lack of funding sources from the elimination of the NCAA Basketball tournament and COVID. This had a direct effect on the overall spend in Fiscal Year 21 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. Budgets had to remain flat and/or decreased as revenue decreased.	COVID Dependent
Facilities Upgrades	UCFAA is in the process of upgrading the locker room spaces Fall 2021 for Track and Field/Cross Country, and Softball. Spring 2022 projected updates to men's and women's basketball and volleyball lockerooms.	Fall 2021-Spring 2022

Table 3. Student Athletes by Gender, 2019-20

	Male	Female	Total
Number	226	256	482
Percent of Total	47%	53%	100%

Basis for Ensuring Compliance

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

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

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 2021	7	30	4	143	44	0	495	5	0	244	484	728
Number, Fall 2020	8	31	4	142	43	0	480	4	0	234	478	712
1YR Percentage Change	-12.5%	-3.2%	0.0%	0.7%	2.3%	0.0%	3.1%	25.0%	0.0%	4.3%	1.3%	2.2%
Number, Fall 2016	5	27	3	103	35	0	405	1	0	173	406	579
5YR Percentage Change	40.0%	11.1%	33.3%	38.8%	25.7%	0.0%	22.2%	400.0%	0.0%	41.0%	19.2%	25.7%
Area for improvement, compared with national standards? (Check if yes)						✓						
Source: IPEDS Fall Staff, IPEDS Human Resources Data, Part A1- Full-time Instructional Staff by Academic Rank and Tenure Status- Tenured, from the 2021-22, 2020-21, and 2016-17 reports for the Fall 2021, Fall 2020, and Fall 16 cohorts, respectively.												
IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.												
IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.												

Tenured Faculty – Table 1:

Compared to the prior year, UCF added 16 tenured faculty positions (2.2% increase). UCF experienced a 4.3% increase in the number of tenured female faculty members (234 to 244), and the overall percentage of tenured female faculty members increased to 33.5% from 32.9%. 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 33.5% and UCF matched this at 33.5%. 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 decrease in the overall percentage of underrepresented members (from 31.5% to 31.0%). Specifically, there was an increase in the number of tenured faculty who identified as Two or more races (4 to 5; 0.6% to 0.7%), Asian (142 to 143; 19.9% to 19.6%), and Hispanic (43 to 44; no percentage change from 6%). One category remained the same – namely, Native Hawaiian/Other Pacific Islander at 0%. Tenured faculty that identified as American Indian/Alaska Native stayed the same in number (4) but decreased as a percentage from 0.5% to 0%. Tenured faculty that identified as Black decreased (31 to 30; no percentage change from 4.1%) and Non-Resident Alien faculty decreased (8 to 7; 1.2% to 1.0%).

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 3.3% and UCF data exceeded this at 4.1%. However, it is important to note that the overall percentage of tenured

2022 Florida Educational Equity Act Report

University of Central Florida

Data Year 2020-21

Black faculty members in 2021 (4.1%) was less than the percentage in 2016 (4.7%). Moreover, the total number of tenured Black faculty members (30) in 2021 has only changed slightly compared to 2016 (27) despite the nearly 26% increase in total number of tenured faculty members. Notably, the overall percentage of tenured Hispanic faculty members in 2021 (6.0%) was unchanged from the percentage in 2016. 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 2021 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 2021	25	15	0	64	20	0	141	4	0	110	159	269
Number, Fall 2020	39	16	0	60	25	0	176	3	0	131	188	319
1YR Percentage Change	-35.9%	-6.3%	0.0%	6.7%	-20.0%	0.0%	-19.9%	33.3%	0.0%	-16.0%	-15.4%	-15.7%
Number, Fall 2016	45	12	0	41	19	0	165	3	0	131	154	285
5YR Percentage Change	-44.4%	25.0%	0.0%	56.1%	5.3%	0.0%	-14.5%	33.3%	0.0%	-16.0%	3.2%	-5.6%
Area for improvement, compared with national standards? (Check if yes)			✓			✓				✓		

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 2021-22, 2020-21, and 2016-17 reports for the Fall 2021, Fall 2020, and Fall 16 cohorts, respectively.

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

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

Tenure-Track Faculty – Table 2:

Compared to the prior year, UCF's tenure-track faculty population decreased from 319 to 269 (15.7% decrease). UCF decreased the number of tenure-track female faculty from 131 to 101 (41.1% to 40.9% 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 46.1% of the tenure-track faculty members.

During 2020-21, the overall diversity for tenure-track faculty increased slightly from 32.6% to 38.3%. The number of tenure-track faculty increased for faculty who identified as Asian [60 to 64 (6.0% increase)] or Two or more race [3 to 4 (33% increase)]. The number of tenure-track faculty decreased for individuals who identified as White [176 to 141 (19.9% decrease)], Black [16 to 15 (6.3% decrease)], Hispanic [25 to 20 (20.0% decrease)], or Non-Resident Alien [39 to 25 (35.9% decrease)]. The two following categories remained the same with regard to the number of faculty members: American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander. Compared to 2016, the overall diversity for tenure-track faculty increased from 26.3% to 38.3%. Utilizing comparative national standards, American Indian/Alaska Native faculty was identified as an area in need of improvement.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

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 2021	11	22	0	35	63	0	419	4	0	324	230	554
Number, Fall 2020	11	21	0	34	55	0	419	6	0	314	232	546
1YR Percentage Change	0.0%	4.8%	0.0%	2.9%	14.5%	0.0%	0.0%	-33.3%	0.0%	3.2%	-0.9%	1.5%
Number, Fall 2016	12	16	1	21	43	0	423	5	0	300	221	521
5YR Percentage Change	-8.3%	37.5%	-100.0%	66.7%	46.5%	0.0%	-0.9%	-20.0%	0.0%	8.0%	4.1%	6.3%
Area for improvement, compared with national standards? (Check if yes)			✓	✓		✓						

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 2021-22, 2020-21, and 2016-17 reports for the Fall 2021, Fall 2020, and Fall 16 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 increased from 314 to 324. For 2021, approximately 58.5% of non-tenure-earning faculty members identified as female, which was an increase from 2020 (57.5%) and 2016 (57.6%).

With regard to racial and ethnic diversity, the overall number of non-tenure-earning faculty increased from 546 to 554. The following three categories also increased: Black (21 to 22), Asian (34 to 35), and Hispanic (55 to 63). The category of Two or more races decreased (6 to 4). The following racial categories remained the same: Non-Resident Alien, White, American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander. Compared to 2020, UCF experienced an increase in the overall diversity percentage (from 21.2% to 22.4%). Compared to 2016, the overall diversity for non-tenure-earning faculty increased from 16.5% to 22.4%. 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 2021	0	50	0	24	70	0	385	9	0	291	247	538
Number, Fall 2020	0	52	2	21	65	0	400	7	0	296	251	547
1YR Percentage Change	0.0%	-3.8%	-100.0%	14.3%	7.7%	0.0%	-3.8%	28.6%	0.0%	-1.7%	-1.6%	-1.6%
Number, Fall 2016	3	85	2	33	81	0	575	6	2	462	325	787
5YR Percentage Change	-100.0%	-41.2%	-100.0%	-27.3%	-13.6%	0.0%	-33.0%	50.0%	-100.0%	-37.0%	-24.0%	-31.6%
Area for improvement, compared with national standards? (Check if yes)			✓	✓		✓				✓		

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 2021-22, 2020-21, and 2016-17 reports for the Fall 2021, Fall 2020, and Fall 16 cohorts, respectively.

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

**2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21**

Executive/Administrative/Managerial – Table 4:

Compared to the prior year, UCF decreased the total number of management occupations in 2020-21 by 1.6% (547 to 538). Similarly, the number of management occupations held by female employees slightly decreased (296 to 291). However, the female employees' overall percentage of management positions remained unchanged at 54.1%. Compared to 2015, this was a decrease from 57%.

With regard to racial and ethnic diversity, three categories experienced a decrease in the total number of managers – namely, White (400 to 385), Black (52 to 50), and American Indian/Alaska Native (2 to 0). Management that identified as Hispanic, Asian, or Two or more races increased (65 to 70; 21 to 24; and 7 to 9, respectively). The overall diversity for management occupations increased from approximately 26.9% to 28.4%, which is also an increase above the overall diversity for 2016 (26.3%).

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 56.4% whereas UCF's percentage was 54%. Peer data related to Asian managers demonstrated a percentage of 4.5% 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 8.6% and UCF data exceeded this at 9.3%. However, it is important to note that the overall percentage of Black managers was less than the percentage in 2016 (10.8%). Accordingly, UCF's 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

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

diverse search committees who are charged to assist hiring officials with effecting the diversity goals.

As set forth in last year's report, President Alexander Cartwright made 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. Dr. Andrea Guzmán was appointed UCF's Vice President of Diversity, Equity and Inclusion in July 2021 (currently, Vice President of Diversity, Education and Training).

Also, as set forth in the last two years' reports, the Office of Institutional Equity, the Department of Human Resources, and the Office of the Provost 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. With the additional resources and staffing and in keeping with UCF's commitment to build strong recruitment efforts into the search process, the Office of Institutional Excellence launched a Diversity Recruitment Resources website designed to provide hiring officials with detailed information (graduate programs and school contacts) for Historically Black Colleges and Universities (HBCUs), Women's Colleges, and Hispanic Service Institutions, as well as job boards and professional organizations for underrepresented groups.

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.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT

Part VI presents the required information regarding areas of achievement for 2020-21 goals and areas for improvement in 2021-22.

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (2021-22)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (2020-21)
<p><u>Goals for 2021-2022:</u> Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining Master's Degrees.</p>	<p><u>Goals for 2020-21:</u> Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional Degrees.</p> <p><u>Results for 2020-21:</u> For the 2020-2021 academic year, with the exception of Master's degrees, the university attained its goals. Specifically, the university experienced notable increases in the number of underrepresented members awarded Doctoral and First Professional degrees (300 to 317 and 166 to 193, respectively), and percentage of degrees awarded to underrepresented members (14.0% to 19.2% and 40.4% to 47.2%, respectively). With regard to Doctoral Degrees, UCF increased female representation from 36.7% to 43.8%. Similarly, with regard to First Professional Degrees, UCF increased female representation from 51.8% to 61.1%.</p> <p>With regard to Bachelor's degrees, UCF achieved its goal with an increase from 48.3% to 49.1% for underrepresented racial and ethnic groups. Among the racial and ethnic categories, there was a notable favorable trend 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 slight decrease in the percentage of degrees awarded to students who identified as Black. Also, UCF experienced a slight decrease in female student representation (from 59.5% to 59.3%).</p> <p>With regard to Master's Degrees, UCF did not achieve its goal in that approximately 39.7% of the Master's Degrees were earned by individuals in underrepresented categories, down from 40.2% in the previous year.</p>

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

	<p>Compared to last year's data, there were slight changes regarding most of the individual races/ethnicities with a few notable increases and two decreases. Specifically, Master's Degrees awarded to students who identified as Black increased from 12.1% to 12.2%; students who identified as Hispanic increased from 19.3% to 19.4%; and students who identified as Two or more races increased from 2.4% to 2.8%. Master's degrees awarded to American Indian/Alaska Natives was unchanged at 0.1%. However, Master's degrees awarded to students who identified as Asian decreased from 6.1% to 5.1% and students who identified as Native Hawaiian/Other Pacific Islander decreased from 0.2% to 0%. Notably, however, UCF experienced an increase in female representation with 63.7% of Master's Degrees being awarded to female students as compared to 59.7% in the prior year.</p>
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 2021-22:</i> Maintain gender equity related to participation, scholarship and allocation of resources.</p>	<p><i>Goals for 2020-21:</i> Maintain equity related to participation, scholarship, and allocation of resources. Complete upgrade to locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field by the end of 2020.</p> <p><i>Result for 2020-21:</i> UCF maintained gender equity related to participation, scholarship and allocation of resources. As projected for the Summer of 2020, Men's and Women's Soccer got new locker rooms, coaches' offices, and auxiliary spaces. Also, during the 2020 Summer, all other Olympic Sport coaches were housed in the new administrative building. Due to delays related to COVID-19, the upgrades for Volleyball and Track and Field were not completed by the end of 2020 as anticipated and were scheduled to take place during the Fall of 2021 and Spring of 2022. The Football upgrades are projected for 2023.</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 2021-22:</i> For tenured faculty, increase the number of tenured faculty that identify as</p>	<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</p>

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

<p>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). 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>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>Result for 2020-21:</i> With regard to tenured faculty, UCF achieved the goal of increasing the number of tenured faculty that identify as female and Hispanic; however, the university did not achieve the goal on increasing the number of tenured faculty that identify as Black and/or Native Hawaiian/Other Pacific Islander. For tenure-track faculty, UCF achieved its goal of increasing the overall diversity percentage for this group; however, the university did not achieve its goal for increasing the number of tenure-track faculty that identify as female. For non-tenure-earning faculty, UCF achieved this goal for this group. For executive/administrative/managerial positions, UCF achieved its goal of increasing the overall diversity percentage for this group; however, the university did not increase the number of individuals in this group that identify as female.</p>
---	---

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

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, 2020-21

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	0	0	4
Black or African American	0	0	0	0	0
Hispanic	4	0	0	0	4
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	19	2	0	0	17
Other, Not Reported	0	0	0	0	0
Total Male (Include Other, Not Reported)	27	2	0	0	25
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	1	0	3
Black or African American	1	0	0	0	1
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	16	0	0	0	16
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (Include Other, Not Reported)	21	0	1	0	20
	43.8%	0.0%	100.0%	0.0%	44.4%
GRAND TOTAL	48	2	1	0	45

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

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

In the 2020-21 promotion and tenure process, the university had a 94 percent approval rate (45 of 48). Accordingly, as to “comparative success” rates, the underrepresented classes had a success rate of 92% (12/13), and White applicants had a success rate of 94% (33/35). Similarly, females had a success rate of 95% (20/21) and males had a success rate of 93% (25/27). The data also demonstrated that 16% of the promotion and tenure approvals were for Asians, 2% were for Blacks and 9% were for Hispanics. Also, 44.4% of approvals were for females.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Part VIII: PROMOTION & TENURE COMMITTEE COMPOSITION

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

Table 1. Promotion and Tenure Committee Composition, AY 2020-21

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
UNIVERSITY COMMITTEE	0	0	0	0	1	0	0	0	0	1	0	0	6	2	0	0	7	3
COLLEGE OF SCIENCES	0	0	0	0	2	0	0	0	1	0	0	0	5	2	0	0	8	2
Chemistry	0	1	0	0	4	1	0	0	2	1	0	0	9	0	0	0	15	3
Psychology	0	0	0	0	0	0	0	0	1	0	0	0	14	6	0	0	15	6
Biology	0	0	1	0	0	0	0	0	1	0	0	0	4	3	0	0	6	3
Mathematics	0	0	0	0	6	1	0	0	0	0	0	0	7	1	0	0	13	2
Physics	0	0	0	0	4	1	0	0	2	0	0	0	15	2	0	0	21	3
Politics, Security, & International Affairs	0	0	0	0	0	1	0	0	0	0	0	0	9	2	0	0	9	3
Statistics & Data Science	0	0	0	0	2	0	0	0	0	0	0	0	1	0	0	0	3	0
Nicholson School of Communication & Media	1	0	2	0	0	1	0	0	0	2	0	0	10	8	0	0	13	11
Anthropology	0	0	0	0	0	0	0	0	0	1	0	0	1	2	0	0	1	3
Sociology	0	0	0	0	0	0	0	0	1	0	0	0	2	1	0	0	3	1
COLLEGE OF MEDICINE	0	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	3	1
Burnett School of Biomedical Sciences	0	0	0	0	2	0	0	0	0	0	0	0	5	1	0	0	7	1
Medical Education	0	0	0	0	1	0	0	0	0	0	0	0	2	1	0	0	3	1
Population Health	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	0	0	0	1	0	0	0	4	2	0	0	5	2
Music	0	2	0	0	0	2	0	0	2	1	0	0	15	5	0	0	17	10
English	1	1	0	0	0	0	0	0	1	1	0	0	8	7	0	0	10	9
Modern Languages and Literatures	0	1	0	0	0	0	0	0	2	1	0	0	1	5	0	0	3	7
Visual Arts & Design	0	0	0	0	1	2	0	0	0	2	0	0	7	5	0	0	8	9
Theatre	0	2	0	0	0	2	0	0	2	1	0	0	16	5	0	0	18	10
Philosophy	0	0	0	0	0	1	0	0	0	0	0	0	4	4	0	0	4	5
Writing and Rhetoric	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	3	2
History	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	2	1

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

COLLEGE OF COMMUNITY INNOVATION & EDUCATION	1	1	0	0	0	0	0	0	0	0	0	0	3	3	0	0	4	4
Criminal Justice	0	0	0	0	1	0	0	0	1	0	0	0	9	5	0	0	11	5
Learning Sciences & Educational Research	0	0	0	0	1	1	0	0	0	0	0	0	2	5	0	0	3	6
Public Administration	1	0	0	1	0	2	0	0	1	0	0	0	4	4	0	0	6	7
Teacher Education	0	1	0	0	0	0	0	0	2	1	0	0	3	14	0	0	5	16
Counselor Education & School Psychology	0	1	0	0	0	1	0	0	0	0	0	0	2	1	0	0	2	3
ROSEN COLLEGE OF HOSPITALITY MANAGEMENT	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Hospitality Services	0	0	0	0	3	3	0	0	1	0	0	0	6	0	0	0	10	3
Foodservice & Lodging Management	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
Tourism, Events, and Attractions	0	0	0	0	1	1	0	0	0	1	0	0	3	1	0	0	4	3
COLLEGE OF NURSING	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
Nursing Practice	0	1	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	3
Nursing Systems	0	1	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	6
COLLEGE OF ENGINEERING & COMPUTER SCIENCE	0	0	0	0	5	0	0	0	0	0	0	0	1	0	0	0	6	0
Civil, Environmental, & Construction Engineering	0	0	0	0	5	0	0	0	0	0	0	0	7	1	0	0	12	1
Industrial Engineering & Management Systems	0	0	0	0	2	0	0	0	1	0	0	0	6	1	0	0	9	1
Computer Science	0	0	0	0	9	3	0	0	0	0	0	1	10	2	0	0	19	6
Materials Science & Engineering	0	0	0	0	6	0	0	0	0	0	0	0	2	0	0	0	8	0
Mechanical & Aerospace Engineering	2	0	0	0	5	1	0	0	0	0	0	0	1	0	0	0	8	1
Electrical & Computer Engineering	0	0	0	0	4	1	0	0	0	0	0	0	4	0	0	0	8	1
COLLEGE OF HEALTH PROFESSIONS & SCIENCES	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2
Kinesiology & Physical Therapy	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	3	0
Communication Sciences & Disorders	0	0	0	0	1	0	0	0	0	0	0	0	1	3	0	0	2	3
COLLEGE OF BUSINESS ADMINISTRATION	0	0	0	0	2	0	0	0	0	0	0	0	2	1	0	0	4	1
Economics	1	0	0	0	0	0	0	0	1	0	0	0	6	1	0	0	8	1
Management	0	0	0	0	1	0	0	0	0	0	0	0	9	2	0	0	10	2
Dixon School of Accounting	0	0	0	0	0	2	0	0	0	0	0	0	2	2	0	0	2	4
GRAND TOTAL	7	12	3	1	71	27	0	0	24	14	1	2	243	127	0	0	349	183

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

Faculty members elect committee representatives from among the tenured faculty to serve on departmental and college committees, as well as the university committee. For 2020-21, the University Committee was comprised of ten members: seven males, three females, eight White, one Asian and one Hispanic.

A review of the college committees' composition demonstrated that all college committees had female representation for 2020-21 except for the College of Engineering & Computer Science. Female faculty comprised 31 % of the college committees' composition. Also, faculty that identified as Black (4%), Hispanic (6%), Asian (20%), American Indian or Alaska Native (0%), Two or More Races (2%) and White (67%) were members of these committees.

A review of the department committees' composition demonstrated that three of the 42 department committees had no female representation in 2020-21, which was a decrease from six departments from the previous year's report. Specifically, the following department committees lacked female representation: (1) Materials Science & Engineering; (2) Statistics & Data Science; and (3) Kinesiology & Physical Therapy. One department committee had no male representation in 2020-21 (Nursing Systems). Women comprised approximately 35% of the 473 committee members (165 of 473), which was an increase from 32 % last year. Non-female representation may be attributed to several factors including a comparative lack of tenured female faculty.

Thirteen department committees included faculty members that identified as Black, which is four more than last year. Twenty-eight department committees included faculty that identified as Asian (which is four more than last year), twenty department committees included faculty members that identified as Hispanic (which is two more than last year), three department committees included faculty that identified as American Indian/Alaska Native faculty member (which is one more than last year), and two department committees included faculty that identified as Two or More Races (which is one more than last year).

Overall, of the 473 department committee members, 329 identified as White (70%), 87 as Asian (18%), 34 as Hispanic (7%), 17 as Black (4%), 4 as American Indian/Alaska Native (1 %), and 2 as Two or More Races (0.4%). This resulted in underrepresented individuals making up approximately 30% of the department committees, which is a decrease from 34% set forth in last year's report.

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

PART IX: OTHER REQUIREMENTS

A. Budget Plan

The University of Central Florida's 2020-21 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 2020-21 Equity Report (Attachment A), the Office of the Provost's 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 2020-21, 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 Executive Vice President based upon all factors mentioned above.

The Provost supported the university's equity goals to increase faculty diversity and reduce significant underrepresentation of protected groups and females with a commitment of \$288,000 for the 2015-16 fiscal year, \$958,000 for the 2016-17 fiscal year, \$1,156,365 for the

2022 Florida Educational Equity Act Report
University of Central Florida
Data Year 2020-21

2017-18 fiscal year, \$1,742,522 for the 2018-19 fiscal year, \$902,310 for the 2019-20 fiscal year, and \$1,087,717 for the 2020-21 fiscal year for the Faculty Recruitment Program.

B. President's Evaluation

Alexander Cartwright was hired as President on April 13, 2020. The Board of Trustees annually evaluate the President's performance. For 2020-21, the Board's assessment of President Cartwright's leadership competency and overall performance was "Exceeds Expectations", and his Fiscal Year Goal achievement was rated "Very Good." The Board's highest ratings were in the categories of strong academic leader, personal characteristics, athletics knowledge, and knowledge of a metropolitan university. The President's performance also was commended by the Board of Governors' Chair, Syd Kitson. With regard to diversity, equity and inclusion, the Board noted that President Cartwright "was still setting the foundation and had not had enough time to 'move the needle.'"

C. Top Administrators' Evaluations

Top administrators have annual evaluations that include evaluating contributions to the university's diversity, equity and inclusion goals. For 2020-21, the President completed annual performance reviews for the Senior Vice President for Administration and Finance, Vice President, University Compliance, Ethics, and Risk, Vice President for Government & Community Relations, Vice President and Director of Athletics, Chief Audit Executive, and Executive Chief of Staff. The President did not complete an annual performance evaluation for the Vice President for Diversity, Equity and Inclusion as she had not completed one year of employment with UCF during 2020-21. Also, the President did not complete an annual performance evaluation for the Provost & Executive Vice President for Academic Affairs, Vice President & General Counsel, and Vice President for Advancement as those positions were filled on an interim basis during 2020-21. For 2020-21, the Provost completed annual performance reviews for the Vice President of Health Affairs and Interim Vice President for Student Development and Enrollment Services. The Provost did not complete an annual performance evaluation for the Vice President for Information Technology & Chief Information Officer as that position was not filled until February 2021.

Attachment A

Division of Student Development and Enrollment Services 2020-2021 Equity Report



TRANSFORMATIVE OPPORTUNITIES

Inspiring Equity, Diversity and Inclusion



2020-21 EQUITY REPORT

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

TABLE OF CONTENTS

INTRODUCTION.....	1
EXECUTIVE SUMMARY.....	2
FLORIDA EQUITY REPORT BY DEPARTMENT, PROGRAM, AND FUNCTIONAL AREAS 2020–2021	8
ACADEMIC	8
ADMISSIONS.....	21
CLUB AND INTRAMURAL ACTIVITIES.....	22
EDUCATIONAL AND WORK ENVIRONMENT	24
HEALTH SERVICES	41
HOUSING.....	50
UNIQUE CIRCUMSTANCES	53
APPENDIX: SDES DIRECTORY	55

EQUITY, DIVERSITY AND INCLUSION FRAMEWORK

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

SDES DIVERSITY HISTORY

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

INTRODUCTION

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

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

EXECUTIVE SUMMARY

ACADEMIC PROGRAMS

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
56	47,383

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:	TOTAL ATTENDANCE:
4	3,633

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

CLUBS AND INTRAMURAL ACTIVITIES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
22	709

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:
107	4,169

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:
177	3,630

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

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

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

HOUSING

TOTAL PROGRAMS, ACTIVITIES AND EVENTS:	TOTAL ATTENDANCE:
36	1,529

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:

6

TOTAL
ATTENDANCE:

235

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 2020–2021

ACADEMIC

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

56

**TOTAL
ATTENDANCE:**

47,383

FIRST YEAR EXPERIENCE

TRANSFER AND FTIC ORIENTATIONS

**July 2020–August 2020, November 2020–
January 2021, April 2021–June 2021**

Attendance: Approximately 20,000

Purpose: To assist students and their families as they enter the university, providing support for academic, institutional, and social well-being transition for all new Knights.

Impact made: Every new Knight should leave Orientation prepared to take on their first few weeks of classes and THRIVE at their new home, UCF

Campus partners: (Faculty, Departments, etc.): Various partners collaborate with and contribute to Orientation programs; including but not limited to Academic Colleges and Advising units, SDES, SLAS, Business Services, and more

2 WEEK UNIT ON ENHANCING CULTURE PROFICIENCY FOR THE ORIENTATION TEAM LEADERSHIP DEVELOPMENT COURSE

February 2021

Attendance: 30 Orientation Leaders

Target Population: (Student, staff, faculty, community, etc.) Orientation Leaders

Purpose: To introduce concepts of individual identity, diversity, inclusion and the importance of accepting others as it relates to their work with new students and their families through Orientation programs

BEING A RESPONSIBLE KNIGHT

**July 2020–August 2020; November 2020–
January 2021; April 2021–June 2021**

Attendance: Approximately 20,000

Target Population: (Student, staff, faculty, community, etc.) ALL incoming new UCF students

Purpose: The Responsible Knight program focused on introducing all incoming new students to campus resources, what it meant to be part of the UCF community, and their responsibility to create an environment that is safe, inclusive, and positive via mandatory Webcourse during the Orientation process

Impact made: Every new Knight should leave Orientation understanding their responsibility as a member of the UCF community

Campus partners: (Faculty, Departments, etc.): OSRR, Title IX, UCFPD

MULTICULTURAL ACADEMIC AND SUPPORT SERVICES

MASS STUDENT SUCCESS CONFERENCE September 17, 2020

Attendance: 35

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.

Impact: Increased social integration, engagement, and academic achievement and Increased personal responsibility for student success.

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 2020-2021

Attendance: 346

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.

Impact: Increased social integration, engagement, and academic achievement and Increased personal responsibility for student success.

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

MASS LAPTOP LOANER PROGRAM 2020-2021 Academic Year

Attendance: 326

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.

Impact: To provide access to computers to students who need technology on a short term basis.

Department hosting and collaborators: Multicultural Academic and Support Services, Library, Technology

SISTER TO SISTER PROGRAM 2020-2021 Academic Year

Attendance: 80

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.

Impact: 1) Improved social integration, engagement, and academic achievement, 2) Improved interpersonal relationships, personal responsibility for college

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

DEFERRED ACTION CHILDHOOD ARRIVALS (DACA) AND DREAMERS PROGRAM 2020-2021 Academic Year

Attendance: 68

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.

Impact: 1) Improved social integration, engagement, and academic achievement, 2) Improved interpersonal relationships, personal responsibility for college.

Department hosting and collaborators: Multicultural Academic and Support Services, Global Studies, Career Services, UCF Cares

FIRST GENERATION AWARENESS CELEBRATION WEEK (VIRTUAL) 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.

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Department hosting and collaborators: MASS, Downtown Campus, Valencia College, UCF IT, SDES, Community Support Services

MULTICULTURAL AND FIRST- GENERATION EXCELLENCE IN ACTION RECOGNITION PROGRAM (VIRTUAL) March 25, 2021

Attendance: 737

Purpose: To celebrate those students who received a GPA of 3.5 or higher.

Department hosting and collaborators: Multicultural Academic and Support Services
Campus Partners: SDES Units and Campus Departments

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

STUDENT SUCCESS PROCESS IMPROVEMENT (FIRST- GENERATION) OUTREACH

2020–2021 Academic Year

Attendance: 1046

Purpose: To assist first-generation students in persisting at the university, which will eventually meet the University retention and graduation goals.

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Department hosting and collaborators:

MASS, Housing, Provost Office, Office of Student Financial Aid, Institutional Knowledge Management, Career Services

BROTHER TO BROTHER PROGRAM 2020–2021 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.

Impact: Improved social integration, engagement, and academic achievement, 2) Improved interpersonal relationships, personal responsibility for college.

Department hosting and collaborators:

Multicultural Academic and Support Service

KNIGHT ALLIANCE NETWORK 2020–2021

Number of Students: 100

Purpose: To provide former foster care youth with a healthy transition to become successful students at UCF. This program assists students with a) demystifying the college experience, b) navigating through the university landscape, and

c) helping students prepare to succeed at UCF and beyond academically and socially. Students received either a foster care/state custody waiver or a homeless waiver.

MULTICULTURAL AND FIRST- GENERATION NETWORKING RECEPTION

March 10, 2021

Attendance: 396

Purpose: To connect multicultural and first-generation students, and alumni to premier employers who are seeking students for internships and full-time employees.

Impact: Increased social integration, engagement, and career preparation; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Department hosting and collaborators:

Multicultural Academic and Support Services

LATINOS IN ACTION CONFERENCE March 11, 2020

Attendance: 1,050

Purpose: To offer a college reach-out opportunity to Latino high school and middle school students. The goal is to inform the students about getting a college education.

Campus Partners: Department hosting and collaborators: Multicultural Academic and Support Services, Admissions, Financial Aid

Impact: Improved College readiness, access, and career preparation.

DR. VALERIE D. KING NGUZA SABA MULTICULTURAL AND FIRST-GENERATION GRADUATION CELEBRATION (Limited student participation due to COVID-19)

April 7, 2021

Number of Students: 66

Purpose: To recognize and celebrate the academic achievements of first-generation students who are graduating from the University of Central Florida.

Campus Partners: Department hosting and collaborators: Multicultural Academic and Support Services, Multicultural Student Center, Faculty, Student Development and Enrollment Services, and Black Faculty and Staff Association

Impact: The impact of a first-generation being the first in their family to graduate college increases their social and economic status throughout their career(s).

ASSOCIATE VICE-PRESIDENT GRADUATION LETTER TO FIRST-GENERATION GRADUATES

April 20, 2021

Attendance: 1,788

Purpose: To congratulate and celebrate those first-generation students who are the first in their families to graduate with a four-year degree.

Impact: The impact of a first-generation being the first in their family to graduate college increases their social and economic status throughout their career(s).

Department hosting and collaborators:

Multicultural Academic and Support Services, SDES

FIRST GENERATION ADVISORY BOARD 2020–2021

Attendance: 22

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

The 2020–2021 AVB identified priorities for this academic year are:

- Increase awareness around serving first-generation students
- Establish a campus-wide marketing campaign for first-generation students

- Establish first-generation scholarship opportunities
- Connect first-generation students with faculty and staff members
- Streamline support services and programs into a centralized hub

Campus Partners: 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

Impact: Review and make recommendations to improve the first-generation student experience, increase academic achievement, and student success (retention, persistence, and graduation).

DIVERSITY SCHOLARSHIPS (DEST)

Fall 2020

Student Awards: 6

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, Support Services MASS

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

NON-FLORIDA TUITION WAIVER

2020–2021

Awarded: 11

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

Impact: 1) Increased engagement and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Campus Partners: Office of Student Financial Aid

HIGHLIGHTS:

2021 FIRST-GENERATION AWARENESS WEEK CELEBRATION IN PARTNERSHIP WITH NASPA AND CAMPUS PARTNERS:

The First-generation Advisory Board members continued a tradition of a week-long celebration of the presence and experiences of first-generation students, faculty, and staff during the 2021 First-generation Awareness Week Celebration held November 8-15. For additional information on the First-Generation Awareness Week events, visit the SDES website at [First-Generation Awareness Week Kicks Off! • Student Development and Enrollment Services • UCF](#). Monday, November 8, marks the beginning of First-Generation Awareness Week at UCF! Multicultural Academic fun and celebration to recognize our first-gen student community. The week kicked off with the TRI Alpha First-Generation Honors Society Induction Ceremony on the main campus and an Outreach Blitz at UCF Downtown. Throughout the week, resources and outreach services were tabled in the Student Union patio for students to stop by and participate.

For additional information on the First-Generation Awareness Week events, visit the SDES website at [Publications • Student Development and Enrollment Services • UCF](#)

2021 NASPA STUDENT SUCCESS: IMPLEMENTING BIG CHANGES TO RETAIN FIRST-GENERATION STUDENT COHORTS BLOG:

The First-Generation Program was invited to submit a blog on first-generation student success. For additional details, visit [Student Success: Implementing Big Changes to Retain First-generation Student Cohorts \(naspa.org\)](#).

Alpha Alpha Alpha (TRI-Alpha) National Honor Society:

In 2020–2021, the First-generation Program, in partnership with TRIO Programs, established a chapter of the Alpha Alpha Alpha (TRI-Alpha) National Honor Society at UCF. The Alpha Alpha Alpha (or Tri-Alpha) recognizes the academic achievements of first-generation college students.

Alumni Spotlight: Shaïka Surprise '20 and Supporting Low-Income and First-generation Students:

With forward-thinking resources and services, including TRIO, the McNair Scholars Program, and the First-Generation Program, UCF empowers underserved students to succeed through access, mentoring, and scholarships. Creating programs that support student success is a key value of the university. Alumni Spotlight: Shaïka Surprise '20 “Education provides us with an opportunity to impact our lives, those around us, and society. The mentors and experiences I had at UCF led me to where I am now.” Shaïka Surprise, a first-generation college student, and former foster care student, found her place of belonging after attending the Multicultural Academic and Support Services Student Success Conference. While at UCF, Shaïka became involved in Knights Alliance Network, the First-Generation Program and Sister 2 Sister. The connections she formed along the way helped provide a sense of motivation — encouraging and challenging her throughout her college journey. For additional information, visit [Social Mobility | University of Central Florida \(ucf.edu\)](#).

NASPA First-gen Forward Institution: In 2020–2021, 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 that have demonstrated a commitment to improving experiences and advancing outcomes of first-generation college students. For additional details, visit [www.sdes.ucf.edu/news/the-university-of-central-florida-receives-first-gen-forward-designation](#)

NASPA First Scholar Network Inaugural Cohort:

In 2020–2021, the First-generation Program 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 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 www.sdes.ucf.edu/news/the-university-of-central-florida-receives-first-gen-forward-designation.

In partnership with stakeholders, including the campus president and senior leadership, is committed to supporting first-generation student success. They enhanced first-generation students' abilities to identify and access resources and opportunities, including university-wide messages and student success stories, philanthropic efforts, the First Generation Matching Grant Scholarship Program, multicultural out-of-state tuition waivers, and high-impact practices such as the McNair Scholars Program and research opportunities. Some websites are listed below to show how UCF's campus president and senior leadership have publicly demonstrated institutional commitments.

- Campus President, Dr. Alexander Cartwright vimeo.com/464375003/bc4dd0b543
- Dr. Maribeth Ehasz youtu.be/cFf3c8eRAn4 in celebrating the first-generation experience at UCF
- www.sdes.ucf.edu/news/first-generation-awareness-weeks-begins
- trio.sdes.ucf.edu
- www.ucf.edu/pegasus/ripple-effect
- www.ucffoundation.org/givetofirstgen
- mass.sdes.ucf.edu/wp-content/uploads/sites/14/2018/01/Spring-2018-FIRST-GEN-KAN-scholarship-PDF.pdf
- www.helios.org/blog/student-perspective-first-generation-ucf-student-daniela-garcia
- www.clickorlando.com/news/2019/03/07/ucf-joins-national-initiative-to-help-transition-students-from-college-to-workforce/
- twitter.com/UCF/status/928308385858097152

- www.edexcelencia.org/programs-initiatives/growing-what-works-database/ucf-mcnair-scholars-program
- knightconnect.campuslabs.com/engage/organization/fgaknights
- knightnews.com/2018/12/ucf-invests-record-40-million-in-student-financial-aid-package/
- www.orlandoweekly.com/Blogs/archives/2018/04/27/ucf-students-will-be-featured-in-a-60-minutes-report-this-sunday
- www.aplu.org/news-and-media/blog/ucf-president-hitt-how-were-using-digital-learning-to-increase-access-and-improve-outcomes
- www.bizjournals.com/orlando/news/2016/03/21/ucf-recognized-as-a-diversity-champion.html
- finaid.ucf.edu/types-of-aid/first-gen

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

NEW STUDENT EMPLOYEE ORIENTATION – PERSONAL IDENTITY

Fall 2020 and Spring 2021

Attendance: 100 students

Target Population: Student Employees

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

Target Population: Entire campus community

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

Target Population: Entire campus community

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

Target population: Entire campus community

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 UPWARD BOUND PROGRAM-PROJECT EDGE 2020 ONLINE SUMMER COMPONENT PROGRAM

July 1, 2020-June 30, 2021

Attendance: 27

Target Population: Low-income, first-generation high school students from the target community.

Purpose: The TRIO Upward Bound Program is designed to identify students interested in attending college and generate and stimulate within the student the skills and motivation necessary to enter post-secondary education and successfully obtain a postsecondary degree, license, or certificate. 60 first generation, low-income, and/or academically-at-risk 9-12th grade students participate in the TRIO Upward Bound Program-Project EDGE. We attempt to offset academic deficiencies and certain environmental deficiencies through the provision of tutorials, classroom instruction, and educational/cultural

activities. Upward Bound is open to students from all ethnic backgrounds.

The Summer Residential Component is an intensive six-week session which takes place on the University of Central Florida campus and Edgewater High School. During this period, the Upward Bound students live in a residence hall for two weeks and attend classes designed to improve their academic skills. Field trips to cultural events and visits to other colleges and universities are just two of the activities undertaken during the Summer Residential Component

Impact Made: For the Summer 2021 the TRIO Upward Bound Program-Project EDGE offered an eight-week virtual summer program simulated college-going experience to 27 participants that focused on collaborative and multi-disciplinary projects to meet the needs of our program participants during the pandemic.

Department hosting and collaborators: TRIO

Upward Bound Program-Project EDGE

TRIO—ACADEMIC COACHING

July 1, 2020-June 30, 2021

Attendance: 45 sessions

Target Population: First generation/low-income students

Purpose: The Academic Coach worked with students to plan their professional career, establish effective study techniques, and develop effective time management skills. 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, which outlined various career options and/or potential graduate school programs.

Impact made: First-generation students and students from low-income backgrounds have less exposure to the college-going culture, causing difficulty in assimilating into the college setting academically. The academic coaching sessions created an opportunity to positively change student's long-term academic behavior. Students created a study plan, career development plan,

and/or spoke about their academic strengths and weaknesses. These tools and conversations were effective because it helped students organize their college experience and provide them with a foundation for their future career. Students were provided the opportunity to review their schedules and practice effective time management as well.

Department hosting and collaborators: The Office of Undergraduate Admissions, College of Medicine, Department of Computer Science, the College of Community Innovation and Education, and Student Development and Enrollment Services-TRIO Center

TRIO — ACADEMIC COACHING

July 1, 2020 to June 30, 2021

Attendance: 63 sessions

Target Population: First generation/low-income/disabled students

Purpose: The Academic Coach worked with students to plan their professional career, establish effective study techniques, and develop effective time management skills. The Academic Coach discussed with students how they were spending their time, whether they needed to adjust their schedules to accommodate their goals/priorities, and 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, which outlined various career options and/or potential graduate school programs.

Impact made: First-generation students and students from low-income backgrounds have less exposure to the college-going culture, causing difficulty in assimilating into the college setting academically. The academic coaching sessions created an opportunity to positively change student's long-term academic behavior. Students created a study plan, career development plan, and/or spoke about their academic strengths and weaknesses. These tools and conversations were effective because it helped students organize their college experience and provide them with a foundation for their future career. Students were provided the opportunity to review their schedules and practice effective time management as well.

Department hosting and collaborators: TRIO—PRIME STEM/Student Support Services

TRIO — CAREER ACADEMY

July 15, 2020

Attendance: 6

Target Population: First generation students, students from low-income backgrounds, and/or students with disabilities

Purpose: The Career Academy allowed students to outline their interests and career goals. The workshops provided students with the career planning process, which consists of exploring oneself, gathering information/research, expanding/reducing career options, developing a plan, and taking action. The workshop also allowed students to gain information about the Career Services and Experiential learning offices on the University of Central Florida's campus.

Impact made: Underrepresented students at the university level may have less exposure to and knowledge about exploring different career paths. The Career Academy allowed students to connect with various campus partners to discuss their career path and develop a tangible career plan. Students were able to establish a foundation for their career and set goals for the future, which contributed to their retention at the university.

Department hosting and collaborators: TRIO—Project BEST/Student Support Services, Career Services and Experiential Learning

GRADUATE SCHOOL 101

September 23, 2020

Attendance: 1

Target Population: First generation/low-income/disabled students

Purpose: PRIME STEM scholars participated in a workshop facilitated by UCF's College of Graduate Studies where topics were discussed on why to attend grad school, types of graduate programs, standard application requirements, resources to help prepare for grad school and financial aid basics.

Impact made: First-generation, low-income, and disabled were informed of the benefits of attending graduate school, the impact on earning potential and career advancement, as well as financial resources available to make attending graduate school a reality.

Department hosting and collaborators: TRIO — PRIME STEM/Student Support Services, College of Graduate Studies

TRIO — SPRING 2021 ORIENTATION**January 1, 2021–April 29, 2021****Attendance:** 12**Target Population:** First generation students, students from low-income backgrounds, and/or students with disabilities**Purpose:** Students were presented with Project BEST requirements. Students completed an individualized academic plan, career assessment, and career development plan. The program's requirements and important semester dates were discussed. Students were also provided information about tutoring services, such as tutor.com.**Impact made:** Students were awarded information that will assist with their persistence at UCF. Students identified individual goals and plans that allowed them to begin creating their future at UCF. Students are more likely to persist throughout college when they are provided applicable resources and develop a support system with staff and like-minded individuals. Students were provided the opportunity to socialize with other newly admitted Project BEST students, which contributed to their ability to socially assimilate into the college environment.**Department hosting and collaborators:** TRIO – Project BEST/Student Support Service**STUDY ABROAD IN A COVID-19 WORLD****February 3, 2021****Attendance:** 3**Target Population:** First generation students, students from low-income backgrounds, and/or students with disabilities**Purpose:** Students were provided information on the various study abroad opportunities that are offered at the University of Central Florida. Students learned about new regulations implemented since COVID-19 and where to go to gain further information to apply for a study abroad opportunity.**Impact made:** First-generation students, students from low-income backgrounds and students with disabilities do not always have the knowledge, funding, and accommodations to study abroad. This workshop allowed students to understand the many resources that are available to them to increase their chances in receiving the opportunity to study abroad. Studying abroad provides

students with an enhanced perspective about different cultures, contributing to their ability to become global citizens.

Department hosting and collaborators: TRIO—PRIME STEM & Project BEST/Student Support Services, Study Abroad**YOU GOT THE JOB, NOW WHAT?****February 18, 2021****Attendance:** 3**Target Population:** First generation/low-income students**Purpose:** Students were provided information on salary negotiation techniques and tips on how to navigate the workplace. Students learned how to research salaries appropriate for various careers and compensation packages.**Impact made:** First-generation students and students from low-income backgrounds do not always have the knowledge regarding appropriate conversations to conduct with potential employers. This workshop allowed students to understand how they can negotiate their salary and understand the compensation package presented to them. This set students up for success because they learned to navigate the world of finance.**Department hosting and collaborators:** TRIO—PRIME STEM & Project BEST/Student Support Services, Fairwinds Credit Union**MEDITATION AND SELF CARE****February 22, 2021****Attendance:** 5**Target Population:** First generation students, students from low-income backgrounds, and/or students with disabilities**Purpose:** Students participated in a workshop facilitated by Dr. Shiva Jahani, which focused on the importance of meditation and its uses. The benefits of meditation for the students' academic, personal, and professional lives was discussed. Students were able to practice meditation/breathing techniques and understand how these techniques are used to increase self-compassion.**Impact made:** Students from first-generation, low-income, and disabled backgrounds often deal with many internal and external factors that have an impact on their lives academically and personally.

Exposing these students to ways to cope and find school/life balance through meditation and self-care techniques can have a positive impact on their academic and personal success.

Department hosting and collaborators: TRIO – PRIME STEM & Project BEST/Student Support Services, UCF College of Community Innovation and Education

UPWARD BOUND VIRTUAL FAMILY OUTREACH WORKSHOP-FINANCIAL LITERACY AND RESOURCES

March 7, 2021

Attendance: Virtual Attendance 5

Target Population: First-generation/low-income pre-collegiate students at Apopka High School and their parents

Purpose: This workshop focused on teaching Project ACE participants and their parents about financial literacy and resources.

Impact: Students and Parents would be able to know where to look for resources

Department hosting and collaborators: TRIO—Project ACE/Upward Bound, Office of Student Financial Assistance, Goodwill

FINANCING YOUR GRADUATE EDUCATION

March 10, 2021

Attendance: 4 STEM; 7 Total

Target Population: First generation/low-income/disabled students

Purpose: Students were provided with tangible ways to finance their graduate education. Students were provided information on scholarships, unsubsidized loans, subsidized loans, assistantships, and fellowships.

Impact made: First-generation students and students from low-income backgrounds do not always have the funding to afford a higher education. This workshop allowed students to understand the many resources and opportunities that are available to them, which enhanced their chances of pursuing higher degree opportunities.

Department hosting and collaborators: TRIO – PRIME STEM & Project BEST/Student Support Services, Cent\$ible Knights/Office of Financial Assistance

UPWARD BOUND FAFSA VIRTUAL PRESENTATION WORKSHOP

March 11, 2021

Attendance: Virtual attendance 7

Target Population: First-generation/low-income pre-collegiate students at Apopka High School and their parents

Purpose: To give parents equitable knowledge and access to FAFSA information and Financial Aid resources to better help their students

Impact: To educate parents on the steps for FAFSA so they would not feel overwhelmed. The presentation was sent to all parents who could not attend virtually

Department hosting and collaborators: TRIO—Project ACE/Upward Bound, Office of Student Financial Assistance

SPRING 2021 ORIENTATION

March 26, 2021 (4 STEM) & April 23, 2021 (1 STEM)

Attendance: March 26, 2021 (4 STEM) & April 23, 2021 (1 STEM)

Target Population: First generation/low-income/disabled students

Purpose: PRIME STEM scholars participated in orientation and reviewed TRIO SSS requirements. Students then completed a career planning assessment and career development plan. The career planning assessment identified student's top 3 passion areas and jobs that may suit their passion areas. Students spoke about classes and opportunities that might benefit their career and passion areas. Students then identified SMART goals in their career development plan and action steps to complete their goals.

Impact made: First-generation students and students from low-income backgrounds were presented information to assist with their persistence at UCF. Students identified individual goals and plans that allowed them to begin creating their future at UCF. Students are more likely to persist throughout college when they are provided applicable resources and develop a support system with staff and like-minded individuals. Students were provided the opportunity to socialize with other newly admitted TRIO SSS students, which contributed to their ability to socially assimilated into the college environment.

Department hosting and collaborators: TRiO
TRIO—PRIME STEM & Project BEST/Student
Support Services

LOAN REPAYMENT WORKSHOP

April 8, 2021

Attendance: 6 STEM; 10 Total

Target Population: First generation/low-income/
disabled students

Purpose: Students learned how to consolidate
loans. They also learned about the different
repayment options available to them following
graduation. Students were provided information
on how the different repayment options can
impact their long-term payments.

Impact made: First-generation students and
students from low-income backgrounds do not
always have the knowledge on the functionality
of loans. This workshop allowed students to
understand when and how they will need to pay
back their student loans. This will enhance the
chances that students remove themselves from
obtaining significant financial debt.

Department hosting and collaborators: TRIO—
PRIME STEM & Project BEST/Student Support
Services, Cent\$ible Knights/Office of Financial
Assistance

DEVELOPING YOUR PERSONAL BRAND

May 26, 2021

Attendance: 7

Target Population: First generation students,
students from low-income backgrounds, and/or
students with disabilities

Purpose: Students participated in a workshop
where they gained knowledge on what a
personal brand is, why it is important, and how to
leverage it. Students learned how to revamp their
LinkedIn and social media sites to align with their
personal brand.

Impact made: First-generation, disabled and
students from low-income backgrounds were
educated on personal branding and leveraging
their brand through social media platforms. This
workshop allowed students to understand the
concept of branding and promoting their personal
brand to leverage opportunities essential to their
growth, development, career preparation, and
academic pursuits.

Department hosting and collaborators:
TRIO—PRIME STEM & Project BEST/Student
Support Services

HEALTHY EATING ON A BUDGET

June 2, 2021

Attendance: 10

Target Population: First generation students,
students from low-income backgrounds, and/or
students with disabilities

Purpose: Students participated in a workshop
where they gained knowledge on food budgeting,
meal planning, grocery shopping on a student
budget, places to shop, frugal foods, and UCF
campus resources for healthy eating on a budget.

Impact made: First-generation students and
students from low-income backgrounds may
experience food insecurities and lack knowledge
on healthy eating habits and financial literacy
related to budgeting. This event exposed students
to UCF resources geared towards meal prep,
couponing, budgeting, and resources on campus
(i.e. Knights Helping Knights Pantry) for students
dealing with food insecurity, limited funds, and
resources.

Department hosting and collaborators:
TRIO—PRIME STEM & Project BEST/Student
Support Services

PROJECT RISE SUMMER ACADEMY

June 7–July 23, 2021

Attendance: 7

Target Population: Low-income, first-generation
high school students from East River High School

Purpose: The 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 were provided with instruction in Math,
Science, English Language Arts, and Foreign
Language. Students participated in the Internship/
Work Study Program which highlighted careers
requiring a post-secondary degree. Students
engaged in weekly assignments and workshops
in career readiness. Students completed a Career
Exploration Project providing an oral presentation

of their chosen career. Additional workshop sessions covered topics including academic success, financial literacy, college readiness, asset building, cultural activities, volunteer/community service opportunities, and virtual college tours.

Impact made: Students were exposed to postsecondary education and were able to begin to develop a college-going culture and explore career options.

Department hosting and collaborators: TRIO Upward Bound Project RISE, Career Services, College of Engineering, Psychology Department, UCF Police Department, Nicholson School of Communication and Media, and Fairwinds Credit Union. Career Services, College of Engineering, Psychology Department, UCF Police Department, Nicholson School of Communication and Media, and Fairwinds Credit Union.

UPWARD BOUND SUMMER VIRTUAL ACADEMY

June 7–July 23, 2021

Attendance: 13

Target Population: First-generation/low-income pre-collegiate students at Apopka High School

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 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.

Impact: Students were educated on Growth Mindset, The UCF Pillars, The UCF Creed, College Going Mindset, Financial Aid, Financial Literacy and were also exposed to virtual college tours

Department hosting and collaborators: TRIO—Project ACE/Upward Bound, Office of Student Financial Assistance, MASS, Recreation and Wellness, Career Services, Office of Diversity and Inclusion, Office of Social Justice and Advocacy, Housing and First Year Advising (SLS) and Naked Roommate college philosophy

PERFECTING YOUR ELEVATOR PITCH

June 17, 2021

Attendance: 5

Target Population: First generation students, students from low-income backgrounds, and/or students with disabilities

Purpose: The workshop provided students with information on the definition of an elevator pitch, how to develop one, and appropriate settings to utilize their pitch. Students had the opportunity to draft their own elevator pitch and critique examples for different pitches.

Impact made: First-generation students and students from low-income backgrounds may lack exposure to opportunities to effectively communicate their skills, experience, and interest in internships, work, or other experiences. This workshop allowed students to understand the importance of being able to effectively promote themselves in a limited timeframe to gain opportunities essential to their growth, development, career preparation, and academic pursuits.

Department hosting and collaborators:

TRIO—PRIME STEM & Project BEST/Student Support Service

IMPOSTER SYNDROME

June 22, 2021

Attendance: 6

Target Population: First generation students, students from low-income backgrounds, and/or students with disabilities

Purpose: Students participated in a workshop understanding Imposter Syndrome, symptoms of the phenomenon, and sources of it.

Impact made: First-generation students and students from low-income backgrounds often lack a sense of belonging and experience feelings of imposter syndrome. During this event, students learned strategies to cope with the syndrome, were provided information about the importance of soft skills in the workplace and were provided tips on how to develop these skills.

Department hosting and collaborators:

TRIO—PRIME STEM & Project BEST/Student Support Services

MONEY MATTERS: LET’S TALK LOANS AND CDS

June 24, 2021

Attendance: 4

Target Population: First generation/low-income students

Purpose: Students gained knowledge on loans, Certificate of Deposits (CDs) and the importance of securing their financial future. The workshop topics included: types of savings accounts, certificates of deposits, understanding credit scores, credit bureaus, credit cards, and auto and mortgage loans. Impact made: First-generation students and students from low-income backgrounds may not have the necessary information to make sound financial decisions. This workshop provided students with financial and economic literacy, which contributed to their ability to secure their financial future.

Department hosting and collaborators: TRIO—Project BEST/Student Support Services, Fairwinds Credit Union

HOW TO PAY FOR GRADUATE SCHOOL

June 30, 2021

Attendance: 5

Target Population: First generation/low-income students

Purpose: The workshop provided students with information on funding graduate school, which covered the following topics: types of financial support, percentage of graduate funding, assistantships, fellowships, scholarships, federal student loans, subsidized vs. unsubsidized loans, how and when to apply for graduate funding, and external vs. internal funding resources.

Impact made: First-generation students and students from low-income backgrounds do not always have the funding to afford a higher education. This workshop allowed students to understand the many resources and opportunities that are available to them, which enhanced their chances of pursuing higher degree opportunities.

Department hosting and collaborators: TRIO—PRIME STEM & Project BEST/Student Support Services

COLLEGE READINESS BOOT CAMP

July 12–16, 2021

Attendance: 57

Target Population: Low-income, First-Generation High School Students from Wekiva High School

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. We hosted four college readiness workshops for our rising seniors; were able to put students through the admissions process. We also facilitated a college essay writing workshop as well to help our students understand how to overcome the obstacles of creating a good college essay that stands out. We also hosted a five-day SAT/ACT online seminar for our rising 12th graders to assist and prepare them for the SAT and ACT. This event was partially virtual and partially face-to-face.

Impact made: The event helped low-income/first-generation high school students become more comfortable with the college admissions process by getting an early start.

Department hosting and collaborators: TRIO—Project PACE /Talent Search, UCF Undergraduate Admissions and Office of Student Financial Aid

PARENT WORKSHOP

August 10, 2021

Attendance: 10

Target Population: Low-income, First-Generation High School parents from Wekiva High School

Purpose: This event was a part of our annual parent workshop series. This event, titled “Relax, Relate and Release Understanding the importance of selfcare” was a wonderful interactive workshop that was hosted by The National Alliance on Mental Illness here at UCF. The event helped our parents to gain some self-care skills and mental health resources that they could use for themselves and they could share with their children.

Impact made: The event helped our parents to gain some self-care skills and mental health resources that they could use for themselves and they could share with their children.

Department hosting and collaborators: TRIO—Project PACE /Talent Search, The National Alliance on Mental Illness /UCF Counseling Center

ADMISSIONS

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

4

**TOTAL
ATTENDANCE:**

3,633

UNDERGRADUATE ADMISSIONS

FALL 2020 VIRTUAL OPEN HOUSE

August 17-19, 2020

Attendance: 718

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). Spring Admitted Student Open Houses are for students who have been offered admission to UCF and are finalizing their college decision.

Impact made: Events engage several thousand prospective students from around Florida and the nation allowing them to learn more about UCF. Informs prospective students and their families about the opportunities available to them at UCF. These events were all held virtually due to the Covid-19 pandemic.

Department hosting and collaborators: Hosted by Undergraduate Admissions in collaboration with all colleges and various departments throughout the university

FALL 2020 DISCOVER COLLEGES

October 12-15, 2020, 2019

Attendance: 539

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). Spring Admitted Student Open Houses are for students who have been offered admission to UCF and are finalizing their college decision.

Impact made: Events engage several thousand prospective students from around Florida and the nation allowing them to learn more about UCF. Informs prospective students and their families

about the opportunities available to them at UCF. These events were all held virtually due to the Covid-19 pandemic.

Department hosting and collaborators: UCF Global, UCF Connect, RWC, and Undergraduate Admissions.

SPRING 1 AND 22021 VIRTUAL ADMITTED STUDENT OPEN HOUSE

Attendance: 2,376

March 7-10, 2021 , April 11-13,2021

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). Spring Admitted Student Open Houses are for students who have been offered admission to UCF and are finalizing their college decision.

Impact made: Events engage several thousand prospective students from around Florida and the nation allowing them to learn more about UCF. Informs prospective students and their families about the opportunities available to them at UCF. These events were all held virtually due to the Covid-19 pandemic.

Campus partners: Hosted by Undergraduate Admissions in collaboration with all colleges and various departments throughout the university

CLUB AND INTRAMURAL ACTIVITIES

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

22

**TOTAL
ATTENDANCE:**

709

FRATERNITY AND SORORITY LIFE

HOW TO BE AN ALLY

July 27, 2020

Attendance: 35

Purpose: To provide students an opportunity to debrief the Black Lives Matter movement and the racial injustice happening in the spring and summer of 2020, and to provide action steps on how to be an ally to the Black community.

Impact: Those in attendance became aware of current events affecting the Black community and gained knowledge of action steps they could take to be an ally to the Black community at UCF.

Department hosting and collaborators: Office of Fraternity and Sorority Life

LEADERSHIP ACADEMY

January 23, 2021

Attendance: 44

Purpose: To build relationships between chapter and council leaders, to learn about each other's organizations (including culture and diversity found between and within each), to set goals for the fraternity and sorority community, to learn how to engage general fraternity and sorority members, and to gain skills to lead organizations.

Impact: Those in attendance were able to discuss their organization's traditions and the various identities within their chapters, became aware of communication styles, and gained understanding on how to lead a diverse group of individuals.

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

UTALK

April 6, 2021

Attendance: 78

Purpose: To provide students an opportunity to learn from alumni about topics focused

on diversity, equity, and inclusion, and career readiness.

Impact made: Those in attendance became knowledgeable of topics such as unconscious bias, how to correct biases, how to identify references for job searches, and how to relate their fraternity and sorority experience to their desired career.

Campus partners: UCF Advancement

RECREATION & WELLNESS CENTER

PADDLE WITH PRIDE

October 17, 2020

Attendance: 8

Purpose: Create a welcoming and inclusive environment for the LGBTQ+ community in the outdoors.

MINDFULNESS AND LAND ACKNOWLEDGEMENT HIKE

November 20, 2020

Number in attendance: 6

Purpose: Educate participants about land acknowledgements and how to respect Florida's indigenous people,

OUTDOOR ADVENTURE TRAINING SEMINAR — INDIGENOUS PEOPLE OF FLORIDA

November 13, 2020 and March 11, 2021

Number in attendance: 11 and 8, respectively

Purpose: Training seminar presented through the RWC's Outdoor Adventure area where participants explored and learned about the different indigenous people of Florida.

WOMEN'S EMPOWERMENT

**January 14, 2021, February 4, 2021, and
March 4, 2021**

Number in attendance: 40

Purpose: Climbing tower event to promote diversity and inclusion in climbing. Female-focused, but open to all.

21 DAY EQUITY CHALLENGE FOR RWC STAFF

February 1, 2021–February 26, 2021

Number in attendance: 21

Purpose: This 21-day program encouraged students to read articles, listen to podcasts, or watch videos on different topics related to racial inequity. Participants then came together at the end of each week and discussed the material in a larger group setting. This gave students from all backgrounds an opportunity to share their feelings and emotions, as well as personal stories, as it related to the weekly material. It is meant to challenge one's thoughts surrounding racial injustices.

URBAN EXPLORATION BIKE RIDE

February 21, 2021

Number in attendance: 8

Purpose: Promotes understanding and exposure to the multicultural aspects of Downtown Orlando. Explore Mills50 murals related to the LGBTQ+ community and discuss the Parramore neighborhood.

MORE THAN A DIVERSITY STATEMENT: INFUSING EDI IN THE EVERYDAY PRESENTATION

February 24, 2021 and May 12, 2021

Number in attendance: 500 and 25, respectively

Purpose: Executive Director, Jim Wilkening and Graduate Assistants, Nikki Vance and Sean Foley, presented "More Than a Diversity Statement: Infusing EDI in the Everyday" at the National Intramural-Recreational Sports Association (NIRSA) Annual conference and the Summer Faculty Development Conference.

STUDENT ASSISTED WORKOUT PROGRAM

May 22, 2021–March 7, 2021

Number of sessions: 10

Target Audience: Students with Physical and Intellectual Disabilities

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:

Physical Therapy Department, IES, SAS, RWC Athletic Training

INCLUSIVE LANGUAGE IN PERSONAL TRAINING & GROUP EXERCISE VIRTUAL WORKSHOP

May 12, 2021

Number in attendance: 30

Purpose: This program teaches student the importance of inclusive language when working with participants and clients.

HOW TO ASSIST WITH COMMON INJURIES IN GROUP EXERCISE CLASSES AND PERSONAL TRAINING SESSIONS VIRTUAL WORKSHOP

April 1, 2021

Number in attendance: 20

Purpose: This program teaches group exercise instructors how to handle pre-existing injuries or conditions in a group exercise setting.

PRIDE & POSES: AN LGBTQ+ YOGA CLASS (VIRTUAL)

April 2, 2021

Number in attendance: 3

Purpose: A yoga class where we invite LGBTQIA students to partake and build community.

ASL FRIENDLY HIKE

April 3, 2021

Number in attendance: 5

Purpose: As part of our commitment to providing adaptive recreation opportunities, we partnered with Student Accessibility Services to conduct an ASL friendly hike for students with hearing impairments.

OUTDOOR ADVENTURE TRAINING SEMINAR - ENJOYING THE OUTDOORS AFFORDABLY

April 5, 2021

Number in attendance: 4

Purpose: Training seminar presented through the RWC Outdoor Adventure area where participants learn about how to enjoy the outdoors with a minimal budget.

PRIDE STRONG BOOTCAMP

April 6, 2021

Number in attendance: 8

Purpose: A bootcamp group exercise class where we invite LGBTQIA students to partake and build community through fitness.

DEI 7-WEEK CERTIFICATE COURSE

May 2021-June 2021

Number in attendance: 2

Purpose: Executive Director, Jim Wilkening and Assistant Directors Mari Milenkovic and Andrea Snead, all completed a 7-week certificate course on Diversity, Equity, and Inclusion from the University of South Florida

EDUCATIONAL AND WORK ENVIRONMENT

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

107

**TOTAL
ATTENDANCE:**

4,169

CAREER SERVICES

LATINX HERITAGE MONTH GRADUATE SCHOOL EXPERIENCE PANEL

October 7, 2020

Attendance: 16 students

Purpose: To provide LatinX students information about the graduate school experiences.

Department hosting and collaborators: Career Services and Academic Advancement

THE DIVERSITY AND INCLUSION EMPLOYER PANEL

October 21, 2020

Attendance: There were 90 students in attendance

Purpose: To expose students to an employer panel discussing diversity and inclusion in the workplace.

Department hosting and collaborators: Career Services, MASS, and BSU

WOMEN IN STEM: AIM HIGH

October 29, 2020

Attendance: 47 UCF students, 11 employers

Purpose: The program provided keynote address on "Grit and Ownership in STEM" and industry breakout sessions for Computer Science, Computational Math, Engineering and Science.

Department hosting and collaborators: Career Services, iSTEM, and Experiential Learning

OMGRADUATION

October 9-10, 2020

Attendance: 84 students

Purpose: This event focused on preparing graduating seniors and recent alums for the job search in this online experience through Zoom. There were 6 sessions offered that covered Building Winning Resumes, Interviewing Strategies, Navigating the job search, Professionalism, First Generation Employer Panel and Ask Me Anything with Career Services. The First-Generation Employer Panel session was an event celebrating the First Generation experience and journey.

Department hosting and collaborators: Career Services, Enterprise Holdings, MASS, and TRIO

FEELING CONFIDENT WITH THE NEW REALITY WORKSHOP

November 20, 2020

Attendance: 10 students

Purpose: To offer assistance with creating strong resumes and effective virtual staging. In the resume session, students were divided into small groups and instructed to act as hiring managers to review and select the best resume for an interview. In the virtual staging session, students learn the best practices in working and studying from home, and how to avoid Zoom burn out.

Department hosting and collaborators: Career Services and CREAR Futuros

LEVERAGING CULTURAL CAPITAL FOR YOUR CAREER

February 24, 2021

Attendance: 52 students

Purpose: The session was a part of a national project in partnership with Excelencia in Education: Linking Completion to the Workforce and the UCF team of professionals. Students learned to promote their cultural assets to attract employers and strengthen their career prospects, hear stakeholders reflect on their career paths and cultural assets, network with professionals with similar identities and backgrounds.

Department hosting and collaborators: Career Services and L3C

THE 2021 MULTICULTURAL AND FIRST-GENERATION KNIGHTS VIRTUAL NETWORKING RECEPTION

March 10, 2021

Attendance: 125 students/alumni, 34 employers

Purpose: This event creates a networking opportunity for students

Department hosting and collaborators: Career Services and MASS

KNIGHTS EXEMPLAR MOCK INTERVIEW EVENT

April 21, 2021

Attendance: 6 students

Purpose: to prepare IES students with feedback on their interview skills. Career Services staff were paired with Knights Exemplar student mentors to provide interview coaching with an IES student.

Department hosting and collaborators: Career Services and Knights Exemplar, the IES student organization

VETCONNECT

February 10, 2021

Attendance: 81 students, 26 employers

Purpose: To create a networking opportunity for student veterans and employers

Department hosting and collaborators: Career Services and VARC

LEAD SCHOLARS ACADEMY

WOMEN'S LEADERSHIP PROGRAM

Fall 2020, Spring 2021, & Summer 2021

Attendance: 37 participants

Target Population: Transfer and third/fourth year students in the U-LEAD program

Purpose: Inspired Women's Leadership Program aims to provide leadership enhancement and empowerment opportunities for UCF women students.

Impact made: Students were able to learn about their identity and reflect on women and leadership through research/presenting at the Social Change Showcase, serving this population through service-learning initiatives, and earning academic credit.

Campus partners: Hosted by LEAD Scholars Academy and Interdisciplinary Studies

LEAD OUT LOUD LEADERSHIP PROGRAM

Fall 2020, Spring 2021,

Attendance: 23

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.

Impact made: Students were able to learn about their identity and reflect on multicultural leadership through research/presenting at the Social Change Showcase, serving this population through service-learning initiatives, and earning academic credit.

Department hosting and collaborators:

Hosted by LEAD Scholars Academy & Interdisciplinary Studies

**LEAD WITH PRIDE
LEADERSHIP PROGRAM**

Fall 2020 & Spring 2021

Attendance: 27 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

Fall 2020, Spring 2021

Attendance: 44 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.

Impact made: Students were able to learn about their identity and reflect on Latinx leadership through research/presenting at the Social Change Showcase, serving this population through service-learning initiatives, and earning academic credit.

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**

8 seminars facilitated online

Attendance: 447

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.

**DO'S AND DON'T OF COLLABORATING
IN AN ONLINE LEARNING
ENVIRONMENT**

July 14, 2020

Attendance: 22

Purpose: To provide an awareness of online contract cheating websites and what are considered appropriate online learning resources

Department hosting and collaborators: Various

**TRUSTING MYSELF AND OTHERS —
BOUNDARIES, PROTECTION AND
FORGIVENESS**

November 12, 2020

Attendance: 15

Purpose: To assist in developing healthy boundaries for oneself, how to develop strategies in making appropriate decisions, and how to forgive oneself if a mistake is made

Department hosting and collaborators: Various

**TAKE THE ZERO-BEING OK WITH
B'S AND C'S**

November 16, 2020

Attendance: 16

Purpose: to assist in developing strategies for end of the semester goals and how to develop positive messages related to success

Department hosting and collaborators: Various

**STUDENT SUCCESS APPS AND
ACADEMIC MISCONDUCT**

February 8, 2021

Attendance: 19

Purpose: Bringing awareness to online cheating websites and assisting student in understanding what is considered academic misconduct at UCF
Department hosting and collaborators: Various

ENVIRONMENTAL PLANNING FOR SUCCESS

February 16, 2021

Attendance: 9

Purpose: To assist students with creating an environment (physical surrounding) of positivity related to academic, career, and personal goals

Department hosting and collaborators: Various

ACADEMIC INTEGRITY

Fall 2021

Attendance: 60

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

Department hosting and collaborators: Global UCF

VIRTUAL PROFESSIONALISM

March 11, 2021

Attendance: 19

Purpose: to assist students in presenting themselves in a virtual learning space and how to connect and communicate with Instructors in a virtual world

Department hosting and collaborators: Various

TAKE THE ZERO — BEING OK WITH B'S AND C'S

March 17, 2021

Attendance: 14

Purpose: to assist in developing strategies for end of the semester goals and how to develop positive messages related to success

Department hosting and collaborators: Various

OFFICE OF STUDENT INVOLVEMENT

VOLUNTEER UCF AND ALTERNATIVE BREAK PROGRAM

June 2020–April 2021

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.

Impact Make: Student leaders participated in weekly trainings about inclusion, social justice, civic reflection, and program planning.

Department hosting and collaborators: OSI

CAMPUS ACTIVITIES BOARD: A KNIGHT WITH TYLER OAKLEY

June 23, 2020

Attendance: 80

Purpose: For students to hear from an LGBTQIA+ entrepreneur.

Impact made: Students heard about Tyler's journey and were encouraged to be proud of their different identities.

Department hosting and collaborators: OSI

VOLUNTEER UCF FOOD SHARE

July 2020–June 2021 (Every Monday and Tuesday night, 28 unique events throughout the year)

Attendance: 5–15 students per session

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. This program focused on people who are experiencing food insecurity.

Impact Made: This program is one of our longest standing partnerships and consistently helps educate students about the Orlando community, food insecurity in our area, while also building relationships with attendees.

Department hosting and collaborators: OSI

MINORITY AT UCF

August 6, 2020

Attendance: 30

Purpose: To create an opportunity for minority groups to interact with Student Government representatives.

Impact made: Event was a collaboration between the Student Government Executive Branch and the Black Student Union where minority groups had the opportunity to ask questions and get to know their Student Government representatives.

Department hosting and collaborators: Black Student Union

DAYS OF SERVICE: PEGASUS PALOOZA DAY OF SERVICE, SPRING INTO SERVICE, AND MLK DAY OF SERVICE

August 29, 2020, January 16, 2021, January 18, 2021, March 15, 2021, March 22, 2021

Attendance: 10 per site

Purpose: For our Pegasus Palooza and Spring into Service events, we focused our efforts on a few different programs that focused directly on COVID-19 response. Two of those programs were our Mask Making effort and our Food Share event. In the mask-making event, students created masks that would be donated to member of Hope Community Center (a nonprofit that supports Latinx communities in Apopka). We also provided a Food Share opportunity where volunteers would serve meals to people experiencing homelessness in our Orlando communities.

Impact Made: around 50 masks were handmade, and many people were served; Mask-Making (donated to Hope Community Center) and Food Share (working with Straight Street Orlando)

Department hosting and collaborators: OSI,

DIVERSITY TRAINING

August 29-30, 2020 and March 27, 2021

Attendance: 75

Purpose: To educate our student leaders on diverse communities, to better their ability to represent students. Statutory requirement for all branches.

Impact Made: Gave a foundation of knowledge regarding diversity and inclusion, created a place to start from when having discussions and conversations for growth.

Department hosting and collaborators: OSI, UCF Creative School for Children

APAC ON LEADERSHIP PANEL

September 4, 2020

Attendance: 50

Purpose: To have students hear minority student experiences and ways to get involved in APAC and Student Government

Impact made: Members of Student Government and APAC hosted a forum for students to hear stories from student leaders about their experiences as minorities in leadership and

provided ways for students to get involved in APAC and Student Government.

VOLUNTEERING WITH UP ORLANDO

10/10/20, 10/24/20, 11/1/20, 11/7/20, 11/21/20, 1/30/21, 2/6/21, 2/27/21, 3/20/21, 4/3/21

Attendance: 10 per day

Purpose: During these events, volunteers would organize food, clothing, and personal care items that will ultimately serve families who are living in the 200% or below of the Federal Poverty Level.

HABLANDO HSI

September 18, 2020

Attendance: 35

Purpose: To promote and educate student body on HSI resources

Impact made: Students had the opportunity to engage with Dr. Muniz, Dir of HSI Culture & Partnerships

Department hosting and collaborators: HIS Culture and Partnerships

DEBATE WATCH PARTY

September 29, 2020

Number in attendance: 85

Purpose: To create a welcoming and safe space to watch a Presidential debate leading up to the 2020 election.

Impact made: Students were able to connect and become informed citizens ahead of their vote in the 2020 Presidential race.

Campus Partners: Student Government

HISPANIC HERITAGE MOVIE KNIGHT: MI FAMILIA, MY FAMILY

September 30, 2020

Attendance: 10

Purpose: To celebrate Hispanic Heritage month.

Impact: Students watched a movie that shared values and celebrated Hispanic culture.

Department hosting and collaborators: OSI,

FORGOTTEN NURSES

October 16, 2020

Attendance: 15

Purpose: To bring awareness of Asian American nurses.

Impact: As part of the Stand Together Campaign, in partnership with APAC who presented a presentation about Asian American nurses.

Department hosting and collaborators: OSI, APAC

ALTERNATIVE BREAK PROGRAM — VIRTUAL ABP EXPERIENCES (4) AND ACTIVE KNIGHTS IN SERVICE WEEK PROGRAM

4 experiences in November — December, Active Knights in Service Week in Spring 2021

Attendance: 6–12 students per experience

Purpose: The Alternative Break Program at UCF traditionally takes students into new communities to do volunteer work while exploring social justice issues. Due to COVID, our team decided to run virtual experiences during the Winter Break, and we focused efforts on immigration, public health, environmentalism, and LGBTQ+ identities. Each program worked directly with a community partner and students had the opportunity to learn about their social issue area through their volunteer work. During Active Knights in Service Week, students learned about these social issue areas while also volunteering in the Orlando community.

Impact Made: Students learned more about the social issue areas while also volunteering with nonprofit partners

Department hosting and collaborators: OSI & Volunteer UCF

MOONLIGHT

February 17, 2021

Attendance: 10

Purpose: To celebrate black history month.

Impact: Students watched a movie that shared values and discussed being a Black man in society.

Department hosting and collaborators: OSI

THE SPOKEN POEM

February 18, 2021

Purpose: To give students an opportunity to share their art.

Impact: To give students an opportunity to share their art.

HENNA PARTY

March 11, 2021

Attendance: 90

Purpose: To create a new collaboration and celebration around Indian culture on UCF's campus.

Impact made: Students learned about Indian culture and the significance/background of Henna.

Department hosting and collaborators: OSI, and Indian Student Association

UCFEST SPEAKER: ERTHARIN COUSIN

March 17, 2021

Number in attendance: 40

Purpose: To learn from an American lawyer who served in the United Nations.

Impact made: Students heard a unique perspective on international relations and holding specific identities in this work environment.

Department hosting and collaborators: OSI

WOMEN'S EMPOWERMENT CONFERENCE

March 23, 2021

Number in attendance: 50

Purpose: To have every student leave with the confidence and steps needed to be trailblazing in their career or life

Impact made: Students were equipped with tools to give them confidence as it pertains to mapping out their career

Department hosting and collaborators: OSI

OWN YOURSELF

March 31, 2021

Number in attendance: 25

Purpose : To educate attendees on topics of gender identity, sexual orientation, biological sex, proper pronouns, validation, and media representation

Impact made: Allowed participants to enjoy games and prizes while being educated on the topics of gender identity, sexual orientation, biological sex, proper pronouns, validation, and media representation

Department hosting and collaborators: Latino Medical Student Association, Women's Student Association and LGBTQ+ services

- Host office or areas: Student Government

DANCING AROUND THE WORLD

April 26, 2021

Number in attendance: 40

Purpose: To showcase diverse cultural dances.

Impact made: Various cultural dances were taught to students by Latin Rhythm and Royalty Dance troupe

Department Hosting and collaborators: OSI, Latin Rhythm and Royalty Dance troupe

RHYTHM AND POETRY

April 9, 2021

Number in attendance: 50

Purpose: To highlight the Caribbean culture through art

Impact made: This event was in collaboration with the Caribbean Student's Association, where the Caribbean culture was highlighted through the arts

Department hosting and Collaborators: OSI, Caribbean Student Association.

SOCIAL JUSTICE AND ADVOCACY

VOICES OF UCF: COVID-19 EFFECT ON INTERNATIONAL STUDENTS (VIRTUAL)

July 23, 2020

Number in attendance: 805 views

Target Population: International/domestic students, faculty, staff

Purpose: Shared experiences of COVID-19 effect on UCF international students

Impact made: Participants learned about ways COVID-19 impacted learning and success for international students, from travel restrictions, being away from family, etc.

Campus Partners: N/A

PARRAMORE SPEAKS WITH REPRESENTATIVE GERALDINE THOMPSON VIRTUAL

October 20, 2020

Number in attendance: 236 views

Target population: Students, faculty, staff, Orlando community

Purpose: Parramore Speaks shares the lived experiences of leaders within the Parramore

community in Orlando, FL. This event connects UCF with history and ways to collaborate with the community.

Impact made: This event connects UCF with Parramore's history and ways to collaborate with the community leaders, businesses, and organizations.

Campus Partners: N/A

THE ACTIVELY ENGAGED COMMUNITY VIRTUAL

January 21, 2021

Number in attendance: 702 views

Target Population: UCF, Valencia College, FAMU Law School students, faculty, staff

Purpose: A critical discussion about the value of being an active citizen working in the community through the work of Dr. Martin Luther King.

Impact made: Learn why and how you can continue the legacy of Dr. King in your community today.

Campus Partners: N/A

THE BLACK EXPERIENCE @ UCF VIRTUAL

February 25, 2021

Number in attendance: 329 views

Target Population: Students, faculty, staff

Purpose: In honor and celebration of Black History Month, we centered Black voices and the Black experience @ UCF. It is important to recognize and appreciate that Black individuals do not experience environments the same.

Impact made: This dialogue with students, staff, and faculty shared how they are experiencing UCF as a Black person, contributing to the campus community, and hopes for their future experience.

Campus Partners: N/A

SAFE ZONE 101

July 2020-April 2021

Attendance: 678 participants

Target Audience: Students, Faculty, Staff

Purpose: Educate UCF and Orlando Community on LGBTQ+ inclusion.

Impact made: Students/faculty/staff learned about LGBTQ+ terminology and ways to be an ally to their LGBTQ+ peers.

Campus/Community Partners: UF Pharmacy, Recreation and Wellness Center, Delta Phi

Lambda, Orientation team, Rosen POMP, Residence Hall Association, Alpha Delta Phi, UCF Panhellenic Association, Asian Pacific American Council, LGBTQ+ OSTEM

SAFE ZONE SERIES (101, ADVOCATES, GOLD, COMING OUT)

July 2020–April 2021

Attendance: 1,119 participants

Target Audience: Students, Faculty, Staff

Purpose: Educate UCF and Orlando Community on LGBTQ+ inclusion.

Impact made: Students/faculty/staff learned about LGBTQ+ terminology and ways to be an ally to their LGBTQ+ peers.

Campus/Community Partners: UF Pharmacy, Recreation and Wellness Center, Delta Phi Lambda, Orientation team, Rosen POMP, Residence Hall Association, Alpha Delta Phi, UCF Panhellenic Association, Asian Pacific American Council, LGBTQ+ OSTEM, UCF Police Department, Rosen College

READING THE RAINBOW BOOK CLUB ON DISCORD

July 8, 2020–November 26, 2020

Attendance: 25 participants

Target Audience: Students, Faculty, Staff

Purpose: Reading LGBTQ+ literature.

Impact made: Students discussed in book club format LGBTQ+ topics in different literature.

Campus/Community Partners: N/A

PRIDE CHILL ON ZOOM

August 12, 2020

Attendance: 15 participants

Target Audience: Students, Faculty, Staff

Purpose: Meet and greet between new LGBTQ+ students at UCF.

Impact made: Students were able to create community and identify LGBTQ+ resources at UCF

Campus Partners: Multicultural Student Center

LAVENDER BRUNCH ON ZOOM

August 12, 2020

Attendance: 2450

Target Audience: Students, Faculty, Staff

Purpose: Fall welcome to share LGBTQ+ resources at UCF in Orlando with performances.

Impact made: Students were able to make connections with LGBTQ+ resources, offices, leadership opportunities.

Campus Partners: N/A

PRIDE CHILL BACK TO SCHOOL ON ZOOM

September 3, 2020

Attendance: 5

Target Audience: Students

Purpose: Fall welcome to share LGBTQ+ resources with students.

Impact made: Students were able to create community and identify LGBTQ+ resources at UCF.

Campus Partners: Multicultural Student Center

LUNCH WITH A LAWYER: BOSTOCK UPDATE FACEBOOK LIVE

September 16, 2020

Attendance: 155 views

Target Audience: Students

Purpose: Discussion with Student Legal Services speaking about LGBTQ+ legal concerns regarding Bostock case.

Impact made: Students were able to understand their legal rights as an LGBTQ+ person or ally.

Campus Partners: UCF Legal Services

ALLIANCE MENTORING PROGRAM: WELCOME EVENT ON ZOOM

September 24, 2020

Attendance: 20

Target Audience: Students, faculty, staff

Purpose: Connecting LGBTQ+ mentees with LGBTQ+ mentors for the first time.

Impact made: Students were able to meet their mentors for the academic year to establish expectations and meeting times.

Campus Partners: UCF Pride Faculty and Staff Association

LGBTQ+ EMPLOYER PANELISTS FACEBOOK LIVE

September 30, 2020, October 7, 2020, October 14, 2020

Attendance: 311 views

Target Audience: Students, faculty, staff

Purpose: Featured LGBTQ+ friendly employers and their teams.

Impact made: Students were able to identify companies to work for that celebrate LGBTQ+ inclusion

Campus Partners: Careers Services, Gartner, QLatinX, Aspire

ROCKY HORROR PICTURE SHOW SCREENING

October 14, 2020

Attendance: 90

Target Audience: Students

Purpose: Movie screening of Rocky Horror Picture Show.

Impact made: Students were able to gather safely, with COVID protocol, for an in-person movie showing.

Campus Partners: Campus Activities Board

LGBTQ+ RIGHTS FOLLOWING BOSTOCK V. CLAYTON COUNTY ON ZOOM

October 22, 2020

Attendance: 155

Target Audience: Students

Purpose: Discussion of LGBTQ+ rights after Bostock v. Clayton case.

Impact made: Students were able to learn about implications for LGBTQ+ people following the verdict.

Campus Partners: Student Legal Services

ORLANDO YOUTH EMPOWERMENT SUMMIT — CELEBRATION OF RESILIENCE: LGBTQ+ HISTORY AND PRIDE ON ZOOM

October 22, 2020

Attendance: 50

Target Audience: Students

Purpose: Connecting LGBTQ+ youth to leadership opportunities and resources in the Orlando community.

Impact made: Students were able to learn about LGBTQ+ history and how to lead with pride in their identities.

Campus Partners: N/A

ALLIANCE MENTORING PROGRAM — HALLOWEEN BINGO ON ZOOM

October 29, 2020

Attendance: 10

Target Audience: Students

Purpose: Connecting LGBTQ+ mentees with their mentors during fall.

Impact made: Students were able to connect with other Alliance Mentoring Program mentees and mentors.

Campus Partners: UCF Pride Faculty and Staff Association

NAVIGATING EVOLVING RELATIONSHIPS ON ZOOM

November 17, 2020

Attendance: 6

Target Audience: Students

Purpose: Discuss healthy LGBTQ+ relationships.

Impact made: Students were able to learn about valuable resources and information in a LGBTQ+ relationship.

Campus Partners: Counseling and Psychological Services

COOKING WITH ANTONI POROWSKI FROM QUEER EYE

November 17, 2020

Attendance: 6

Target Audience: Students

Purpose: Cook a healthy meal with Antoni from Queer Eye.

Impact made: Students were able to connect with a famous LGBTQ+ celebrity and learn from his many life experiences as an established and successful chef.

Campus Partners: Campus Activities Board

INTERPERSONAL VIOLENCE IN THE TRANS COMMUNITY ON ZOOM

November 18, 2020

Attendance: 10

Target Audience: Students

Purpose: Equip LGBTQ+ and ally students with IPV resources.

Impact made: Students were able to become more educated about the perpetuated violence that happens in the trans community.

Campus Partners: Counseling and Psychological Services

TRANS ALLYSHIP AND ADVOCACY ON ZOOM

November 18, 2020

Attendance: 12

Target Audience: Students

Purpose:

Impact made: Students gained resources and learned not only how to be a better ally, but also an advocate for the trans community.

Campus Partners: Counseling and Psychological Services

TRANS EMPOWERMENT PANEL ON FACEBOOK LIVE

November 19, 2020

Attendance: 436

Target Audience: Students

Purpose:

Impact made: LGBTQ+ students

Campus Partners: Counseling and Psychological Services

TRANS DAY OF REMEMBRANCE IN SOCIAL JUSTICE AND ADVOCACY LOUNGE

November 20, 2020

Attendance: 75

Target Audience: Students, Faculty, Staff

Purpose: To celebrate and honor the lives of trans individuals.

Impact made: UCF stood united with the trans community by honoring the lives lost with a memorial service, showing a unified support for the trans community.

Campus Partners: Counseling and Psychological Services

FRIENDSGIVING: COOKING WITH LAVENDER COUNCIL ON ZOOM

November 23, 2020

Attendance: 30 Estimate

Target Audience: Students

Purpose: To allow the students to have discussions of the on the holiday while also being in an uplifting environment.

Impact made: Students will become comfortable with one another and have important discussions, while also being able to share their experiences.

FRIENDSGIVING ON MEMORY MALL

November 24, 2020

Attendance: 10

Target Audience: Students

Purpose: Students who were not able to return home for the Thanksgiving had some fun interactions and connections with one another.

Impact made: They were able to create connections and share in fellowship.

Campus Partners: N/A

PRIDE CHAT: MEDIA REPRESENTATION VIRTUAL

July 13, 2020

Attendance: 12

Target Audience: Students

Purpose: Educate UCF students on LGBTQ+ topics to create community.

Impact made: Students discussed about past and current LGBTQ+ media representation.

Campus/Community Partners: LGBTQ+ Services

TASTE OF UCF: PASS THE PLATE VIRTUAL

August 25, 2020–August 29, 2020

Attendance: 300 views

Target Audience: Students

Purpose: Educate UCF students on cultural dishes from around the world.

Impact made: Students learned about different countries and their food.

Campus/Community Partners: LGBTQ+ Services

PRIDE CHAT ON ZOOM

September 15, 2020

Attendees: 10

Target Audience: Students, Faculty, Staff

Purpose: Facilitate a healthy discussion with the student body to spread awareness and acceptance between students, faculty and staff.

Impact made: Gave LGBTQ+ students a safe space to talk about topics centered on their community.

Campus Partners: N/A

MYTHBUSTERS: HEALTH IN LATINX COMMUNITIES ON ZOOM

September 22, 2020

Attendees: 10

Purpose: To explore healthcare accessibility in Latinx communities.

Impact made: Students learned more about the Hispanic/Latinx community and got the opportunity to see how healthcare inaccessibility affects the Hispanic/Latinx community.

Campus Partners: N/A

BOOK CLUB — MY TIME AMONG THE WHITES

September 24, 2020–October 8, 2020

Attendees: 10

Target Audience: Students

Purpose: To explore the intricacies of being a person of color in a society where it is centered on whiteness and have a conversation over these types of issues.

Impact made: Students were allowed to discuss on this collection of essays and their own experiences.

Campus Partners: N/A

PRIDE CHAT: TRANS HISTORY ON ZOOM

November 11, 2020

Attendance: 17 participants

Target Audience: Students, Faculty, Staff

Purpose: Educate UCF students on transgender leader history.

Impact made: Students learned about the history of the LGBTQ+ community as led by the transgender community.

Campus/Community Partners: Counseling and Psychological Services

NATIONAL COMING OUT DAY

October 7, 2020

Attendance: 100

Target Audience: Students, Faculty, Staff

Purpose: Allowed students to feel comfortable in their identities and celebrating that

Impact made: Helped students understand the importance of coming out and sharing the different perspectives that come with coming out.

Campus Partners: N/A

PRIDE CHAT: LGBTQ REPRESENTATION IN MEDIA POSITIVE/NEGATIVE EFFECTS

Attendance: 20–30

Target Audience: Students

Purpose: Allowed students to have a discussion on the representation that LGBTQ+ encounter in the media

Impact made: Students learned how the media representation of the LGBTQ+ community can affect how it is perceived in negative or positive ways, this spreads awareness.

Campus Partners: N/A

LGBTQ OPENING W. DOMINQUE JACKSON ON ZOOM

October 5, 2020

Attendance: 25

Target Audience: Students

Purpose: To engage in a conversation to bring awareness to intersectionality of being a person of color and trans woman.

Impact made: Students became familiar with the struggles that Dominique Jackson presented and understand that kind of effect it can have in the community.

Campus Partners: N/A

THE POWER OF STORYTELLING: MEET THE AUTHOR

October 13, 2020

Attendance: 10

Target Audience: Students

Purpose: Jennine Capo Crucet reads portions of her ywork to students that capture her experience in America as a minority.

Impact made: Students will be able to hear Crucet's work and relate to her experience if they can or just be educated on those experiences.

Campus Partners: N/A

LGBTQ+ MIXER

October 14, 2020

Attendance: 25

Target Audience: Students

Purpose: Allow those in the LGBTQ+ community to meet others and allow the students to be in a comfortable space.

Impact made: This made students know they are not alone and there are other people in the community who they can find support in.

Campus Partners: N/A

INTERNATIONAL PRONOUN DAY

October 21, 2020

Attendance: 50

Target Audience: Students, Faculty, and Staff

Purpose: To bring awareness to the importance of pronouns.

Impact made: Helped to normalize the conversation of pronouns and how they can validate and empower students.

Campus Partners: LGBTQ+ Services

PRIDE SPIRIT WEEK

October 26, 2020-October 29, 2020

Attendance: 100

Target Audience: Students, Faculty, and Staff

Purpose: The students were able to highlight their pride with different themes each day.

Impact made: Allowed the students to celebrate everyone's different identities while honoring the significance of pride and LGBTQ+ history.

Campus Partner: LGBTQ+ Services

ELEGANZA: AMATEUR DRAG SHOW

November 5, 2020

Attendance: 70

Target Audience: Students

Purpose: Students enjoy a night of fun and community with performances in drag.

Impact made: Everyone involved is celebrating the drag performance element of the community.

Campus Partner: LGBTQ+ Services

TRANS DAY OF REMEMBRANCE

November 20, 2020

Attendance: 30

Target Audience: Students, Faculty, and Staff

Purpose: To remember those in the trans community who have lost their lives.

Impact made: Students will take a moment to notice the impact that those lives lost have on the LGBTQ+ community.

Campus Partner: LGBTQ+ Services

LGBTQ+ TOWN HALL ON ZOOM

December 1, 2020

Attendance: 30

Target Audience: Students, Faculty, and Staff

Purpose: Everyone was able to connect with the others and share their ideas on the LGBTQ+ community

Impact made: The possibility of improvements and ideas were discussed, and that conversation is crucial to the future.

Campus Partners: N/A

REFLECTION ON THE ELECTION ON ZOOM

December 2, 2020

Attendance: 28

Target Audience: Students, Faculty, and Staff

Purpose: To discuss the election and how people are feeling in the aftermath.

Impact made: People were allowed to share their opinions and feelings on the election as many had much to reflect on.

Campus Partners: N/A

BHM OPENING: BLACK RSO HIGHLIGHT (VIRTUAL)

February 1, 2021-February 5, 2022

Attendance: 60

Target Audience: Students, Faculty, and Staff

Purpose: To highlight Black RSO's here at UCF.

Impact made: Everyone was able to show their appreciation and learn about those in the Black student community.

Campus Partners: N/A

BHM BOOK CLUB: HOMIE BY DANEZ SMITH

February 8, 2021-February 22, 2021

Attendance: 10

Target Audience: Students

Purpose: Students will read a novel that educates them on how even with the violence and race issues, friendship could be a savior.

Impact made: Students were able to relate and educate themselves on a novel that embodies all distinct aspects of life.

Campus Partners: N/A

COOKING WITH LAVENDER COUNCIL

February 10, 2021

Attendance: 10

Target Audience: Students

Purpose: Students explored the ways love manifests while making treats.

Impact made: Students were able to engage with one another over affordable home cooked meals.

Campus Partners: N/A

LGBTQ+ CARNIVAL

February 12, 2021

Attendance: 111

Target Audience: Student, Faculty, and Staff

Purpose: Students were able to have night full of fun and allyship to the LGBTQ+ community.

Impact made: Celebration of LGBTQ+ identities and students.

Campus Partners: N/A

MSC BLACK BUSINESS HIGHLIGHT

February 15, 2021–February 20, 2021

Attendance: 25

Target Audience: Student, Faculty, and Staff

Purpose: Honored Black History Month student business owners.

Impact made: Students were able to promote their business, as well as support others.

Campus Partners: N/A

HOMECOMING BHM: ZUZU

AFRICAN ACROBATS

February 26, 2021

Attendance: 300

Target Audience: Students

Purpose: To provide entertainment and Zuzu African Acrobats perform their traditional acrobats.

Impact made: Showcases African Acrobats that bring Africa closer to the American audiences.

Campus Partners: Homecoming, Office of Student Involvement

ESTABLISH MINISERIES

March 8, 2021

Attendance: 75

Target Audience: Students, Faculty, and Staff

Purpose: To show the different women organizations in our community.

Impact made: Peers were able to make connections and honor Womanhood and Embracing Art.

Campus Partners: N/A

HENNA PARTY

March 11, 2021

Attendance: 50

Target Audiences: Students

Purpose: Highlighting the cultural and spiritual history of Henna.

Impact made: Students were able to have Henna art tattooed on their hands and learn about the meaning.

Campus Partners: N/A

APAHM OPENING CEREMONY: TABLING

March 15, 2021

Attendance: 50

Target Audiences: Students

Purpose: Highlight the opening of Asian Pacific American Heritage Month.

Impact made: Students were able to learn about AAPI student organizations and the importance of APAHM.

Campus Partners: Asian Pacific American Council

ROYALS OF THE CARIBBEAN

FASHION SHOW

March 18, 2021

Attendance: 75

Target Audiences: Students

Purpose: Highlighting the Caribbean fashion style.

Impact made: Students were able to learn about diverse cultural wear that represent the Caribbean Islands.

Campus Partners: Caribbean Student Association

MYTHBUSTERS: WOMEN IN ART

March 23, 2021

Attendance: 25

Target Audiences: Students

Purpose: Highlighting women who have had an impact on society and culture through art.

Impact made: Students were able to learn about the many women in society and could be influenced.

Campus Partners: N/A

CULTURAL GRADUATION CELEBRATIONS

April 6-7, 2021

Attendance: 400

Target Audiences: Students

Purpose: Celebrated multicultural and LGBTQ+ graduating UCF students. Ceremonies included Nguzo Saba (multicultural students), Lavender Celebration (LGBTQ+ students), and Jade Ceremony (AAPI students).

Impact made: Multicultural students and families honored the graduation milestone.

Campus Partners: N/A

ALL GENDER LOVE ON MEMORY MALL

February 10, 2021

Attendance: 120

Target Audience: Students

Purpose: Celebrating LGBTQ+ love.

Impact made: Students were able to openly share the love for their partner and as an LGBTQ+ person.

Campus Partners: N/A

VALENTINE'S DAY CARNIVAL ON MEMORY MALL

February 12, 2021

Attendance: 11

Target Audience: Students

Purpose: To share the various kinds of LGBTQ+ outside of romantic relationships

Impact made: All students learned about new ways to define love on Valentine's Day.

Campus Partners: N/A

PAINTING WITH LAVENDER COUNCIL AT LAKE CLAIRE

March 26, 2021

Attendance: 40

Target Audience: Students

Purpose: Recreational painting with Lavender Council, student programming group.

Impact made: Created community amongst LGBTQ+ and ally students while learning to paint.

Campus Partners: N/A

CLOTHING DRIVE

April 2, 2021

Attendance: 84

Target Audience: Students

Purpose: To collect clothes for transgender students.

Impact made: Student beginning their transition received assistance in collecting gender affirming clothing.

Campus Partners: N/A

PRIDE AND POSES

April 6, 2021

Attendance: 10

Target Audience: Students

Purpose: Yoga to the theme of LGBTQ+ artists

Impact made: Students were able to learn about LGBTQ+ art through exercise.

Campus Partner: Recreation and Wellness Center

SUSTAINABLE PICNIC

April 2, 2021

Attendance: 40

Target Audience: Students

Purpose: To learn how to have an environmentally conscious picnic.

Impact made: Students created community over LGBTQ+ conversations.

Campus Partner: UCF Arboretum

UCF REMEMBERS PAINTING

June 6, 2021

Attendance: 100

Target Audience: Students, Faculty, and Staff

Purpose: To remember those lost at Pulse Nightclub via art.

Impact made: UCF community shared fellowship and mourning the lives lost at Pulse Nightclub.

Campus Partner: Counseling and Psychological Services

UCF REMEMBERS VIGIL

June 10, 2021

Attendance: 120 in person, 4800 views online

Target Audience: Students, Faculty, and Staff

Purpose: To remember those lost at Pulse Nightclub shooting.

Impact made: UCF community came together to share community and fellowship 5 years after the Pulse incident.

Campus Partner: Pride Faculty Staff Association, Social Justice and Advocacy

JUNETEENTH SHOWCASE

June 18, 2021

Attendance: 200

Target Audience: Students, Faculty, and Staff

Purpose: Celebration of Black community on Juneteenth

Impact made: Created opportunity to highlight Black student organizations with performances and fellowship.

Campus Partners: Black Student Cultural Suite
Registered Student Organizations

STUDENT ACCESSIBILITY SERVICES

EXAMINING THE REAL DISABILITY BARRIERS

May 5, 2020, May 6, 2020, July 21, 2020, October 21, 2020, November 12, 2020, December 9, 2020, June 8, 2021

Attendance: 131

Target Population: Students, faculty and staff

Purpose: This workshop offered through Zoom explores disability from a different lens of understanding by challenging some of the cultural assumptions made about disability.

Impact: Attendees often provided thanks, appreciation for discussion and shared knowledge gained in large group; we also had small breakout sessions for discussion, which was well received with insights and thoughts shared

Department hosting and collaborators: Student Accessibility Service

HOW LANGUAGE CONTRIBUTES TO DISABILITY OPPRESSION

May 12, 2020, May 14, 2020, July 29, 2020, October 29, 2020, June 11, 2021

Attendance: 105

Target Population: Students, faculty and staff

Purpose: A number of commonly accepted words and phrases in our culture are actually rooted in disability history and may contribute to the oppression of disabled people. This session explores the impact of language in general, some

of the words that are problematic and considered to be oppressive and how we can possibly use language differently.

Impact: Attendees often provided thanks, appreciation for discussion and shared knowledge gained in large group; we also had small breakout sessions for discussion, which was well received with insights and thoughts shared

Department hosting and collaborators:
Student Accessibility Services

DEVELOPING AN ACCESSIBLE DOCUMENT USING OFFICE 365

July 20, 2020, June 7, 2021

Attendance: 27 across sessions

Target Population: SDES staff

Purpose: Microsoft Office 365 documents are not always accessible to people with disabilities. For departments that frequently distribute mass document communication to students and stakeholders, it is important to ensure that the documents shared are fully accessible. The good news is that there are built in tools and techniques that can be used to ensure they are accessible. This presentation will be overview of what makes a document accessible. Examples of how you can use the built in Word and PowerPoint accessibility checkers along with a few simple techniques will be shared. We will also discuss steps necessary to create an accessible PDF file from your Office document.

Impact: Attendees often provided thanks, appreciation for discussion and shared knowledge gained in large group; attendees should be able to conduct basic accessibility measures in Microsoft documents

Department hosting and collaborators: Student Accessibility Services

EXPLORING DISABILITY FROM THE LIVED EXPERIENCE

March 12, 2021

Attendance: 55

Target Population: staff, faculty and students

Purpose: Representatives of UCF's new disabled student coalition will share their thoughts and experiences being a UCF student with a disability. With so much discussion about diversity and inclusion happening at the national level, the

concept of ableism is unfortunately often not considered. Panelists will discuss this topic and its impact within their lives.

Impact: Attendees often provided thanks, appreciation for discussion and shared knowledge gained in large group; students received positive feedback

Department hosting and collaborators: Student Accessibility Services

DEVELOPING AN ACCESSIBLE DOCUMENT USING OFFICE 365

July 20, 2020

Attendance: 14

Target Population: (Student, staff, faculty, community, etc.) Staff, Faculty, Students

Purpose: Training on what is an accessible document and how to ensure that your documents are developed accessibly for people with disabilities.

Impact: A lot of information and resources given so staff, faculty, and students can create their own accessible documents.

Department hosting and collaborators: SDES DEU, Faculty, SARC, RWC, MASS

EASY CHECKS FOR WEBSITE ACCESSIBILITY

September 21, 2020

Attendance: 27

Target Population: Staff, Faculty, Students

Purpose: Training on easy checks to correct websites to make them accessible.

Impact: Staff have information and resources to make their websites accessible.

Department hosting and collaborators: SDES DEU, Faculty, SARC, RWC, MASS

KNIGHTS OF THE ROUND TABLE ACCESSIBILITY LEADERSHIP SUMMIT PRESENTATION

November 10, 2020

Attendance: 10

Target Population: Staff

Purpose: Overview of SAS, SAS Technology Resources during Pandemic, Disability Etiquette

Impact: Awareness of Accessibility and what resources provided by SAS.

Department hosting and collaborators: Knights of the Round Table

WEB EVALUATION AND TRAINING FOR SARC SI

December 10, 2020

Attendance: 4

Target Population: Staff, Students

Purpose: Overview of the accessibility of the SARC SI website and how it can be changed.

Impact: ARC SI was able to give information on how to make their information accessible to pass on to people creating content.

Department hosting and collaborators: SARC

CDL COHORT MEETING

February 19, 2021

Attendance: 15

Target Population: Faculty creating web courses

Purpose: How to make online courses accessible and information about SAS

Impact: Faculty received information about accessibility that will impact students accessing online courses.

Department hosting and collaborators: CDL

PEER TUTOR TRAINING ON ACCESSIBILITY

March 5, 2021

Attendance: 28

Target Population: Students

Purpose: Provide training on SAS resources, technology, and disability etiquette.

Impact: Students were able to get information about SAS that they will be able to use with peers

Department hosting and collaborators: SARC

FOUNDATIONS OF DIGITAL ACCESSIBILITY

March 15, 2021

Attendance: 26

Target Population: Staff, Faculty, Students

Purpose: Introduction and overview of Digital Accessibility and upcoming accessibility initiatives at UCF

Impact: Showed partnership between SAS and OIE to promote Digital Accessibility at UCF, gave

resources for participants to use to make digital information more accessible.

Department hosting and collaborators:

SDES DEU, OIE

EXPERIENCES AND IMPACT OF VIRTUAL LEARNING AS A STUDENT WITH A DISABILITY

May 20, 2021

Attendance: 34

Target Population: Staff, Faculty, Students

Purpose: How has COVID-19 affected academic experiences for students with disabilities?

Where has greater access been realized in the virtual environment? In what ways has learning been hindered? This student panel session will explore benefits and challenges of learning in a pandemic. The students will also share thoughts on what teaching practices used during the pandemic that they would like to see continued after the pandemic. A Zoom link for this virtual panel session will be provided a few days before the session.

Impact: Students shared experiences on how courses could be more inclusive

Department hosting and collaborators: SAS, ODI

STUDENT LEGAL SERVICES

LAVENDER BRUNCH (TABLING)

August 27, 2020

Attendance: Virtual (1.1K Views)

Purpose: Welcome LGBTQ students to campus and make them aware of resources on and off campus

Impact: Raised awareness of our services with LGBTQ+ aligned students.

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

LUNCH WITH A LAWYER: BOSTOCK UPDATE

September 16, 2020

Attendance: virtual (84 views)

Purpose: Make students aware of changes in the interpretation of employment discrimination laws (Title VII) and potential interpretation changes to other federal civil rights laws

Impact: Educated students of legal issues

regarding LGBTQ+ community and employment

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

VETERANS ACADEMIC RESOURCE CENTER

VETERAN MONTH — FLAG WEEK

November 9–November 13, 2020

Attendance: Varied

Purpose: Each Flag represents one student veteran enrolled at UCF for the Fall 2020 term

Department hosting and collaborators:

VETERAN COMMEMORATION CEREMONY

November 10, 2020

Attendance: FB Virtual Event

Purpose: Collaborated with UCF Veterans History Project

Department hosting and collaborators: Veterans Academic Resource Center and ICF Veterans History Project

UCF VETERANS FACULTY/STAFF SPOTLIGHT

February 15–February 19, 2021

Attendance:

Purpose: Each week the Veterans Academic Resource Center (VARC) spotlighted 8–10 faculty/staff veterans on the VARC website as part of the UCF Leadership Week

Department hosting and collaborators: Veterans Academic Resource Center

HEALTH SERVICES

TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:

177

TOTAL
ATTENDANCE:

3,630

COUNSELING AND PSYCHOLOGICAL SERVICES

OUTREACH, PREVENTION AND
PROGRAMMING SERVICES

SAFE SPACE FOR ASIAN IDENTIFIED STUDENTS/AFFINITY GROUP

July 2, 2020

Attendance: 1

Purpose: To provide an opportunity for Asian-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.

Impact: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

BLACK LIVES MATTER AFFINITY SPACE FOR MULTI-RACIAL STUDENTS

July 7, 2020

Attendance: 3

Purpose: To provide an opportunity for Multi-Racial 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.

Impact: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

SUPPORTING BLACK KNIGHTS: SURVIVING THE RACIAL PANDEMIC

7/10/2020, 7/17/2020, 9/25/2020, 11/05/2020,
02/11/2021, 04/21/2021, 06/18/2021

Attendance: 11

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.

Impact: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

UCF GLOBAL TOWN HALL: SUPPORT FOR INTERNATIONAL STUDENTS

July 10, 2020 and July 17, 2020

Attendance: 385

Purpose: To provide support for UCF international students during the pandemic

Impact: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS & UCF Global

PRIDE CHATS

7/13/2020, 9/29/2020, 11/17/2020, 2/03/2021,
02/17/2021, 03/17/2021, 03/31/2021, 04/10/2021,
06/04/2021

Attendance: 45

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

BLACK LIVES MATTER AFFINITY SPACE FOR LATINX STUDENTS

July 20, 2022

Purpose: To provide an opportunity for 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.

Impact made: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

WHITE ALLIES OF THE SOCIAL JUSTICE MOVEMENT

7/20/2020, 9/21/2020, 10/19/2020, 11/16/2020

Number in attendance: 11

Purpose: Outreach series 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. To Examine Systemic Racism/Equity Vs. Equality, and to process white privilege.

Impact made: Validated the personal experiences of students through recognition and discussion of shared experiences. Explored implicit bias and impact of systemic racism. Examined white privilege. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

SAFE ZONE II: ADVOCATES

7/23/2020, 9/23/2020, 11/02/2020, 02/16/2021, 03/17/2021

Number in attendance: 75

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+.

Impact made: Participants report increased understanding of unique issues the LGBTQ+ community faces.

Department hosting and collaborators: CAPS, LGBTQ+ Services

BLACK LIVES MATTER AFFINITY SPACE FOR RELIGIOUS MINORITY STUDENTS

July 24, 2020

Number in attendance: 6

Purpose: To provide an opportunity for Religious Minority 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.

Impact made: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

ASPIRING ALLIES OF THE SOCIAL JUSTICE MOVEMENT

July, 29, 2020

Number in attendance: 35

Purpose: To provide an opportunity for students examine implicit bias and to learn to be better allies for the Social Justice Movement. To allow students to discuss the interpersonal impact the social justice movement has had on them individual and systemically.

Impact made: Validated the personal experiences of students through recognition and discussion of shared experiences, examined implicit bias and the impact on allyship. Increased awareness of mental health services available through CAPS.

Department hosting and Collaborators: None

CAPS SERVICES & FOUND SOUNDS

July 13, 2020

Attendance: 45

Purpose: To provide topic based discussion space on LGBTQ+ related issues. (e.g., violence in the LGBTQ community, media representation, trans visibility, trans history, etc.)

Impact: Increased awareness of LGBTQ+ related issues among students, what resources are available, and how to get involved

Department hosting and collaborators: CAPS, LGBTQ+ Services

BLACK LIVES MATTER AFFINITY SPACE FOR ASPIRING SOCIAL JUSTICE ALLIES

July 17, 2020, October 21, 2020

Attendance: 103

Purpose: To provide an opportunity for UCF 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. To examine how to be better Allies for social justice

Impact: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS,

LAVENDER LUNCH

August 27, 2020

Number in attendance: 2000

Purpose: It is an opportunity to celebrate the LGBTQ+ community while sharing important resources located across the UCF campus, as well as community partners within the Central Florida community.

Impact made: Students learned what resources are available to them and how to get involved.

Department hosting and collaborators: CAPS, Social Justice and Advocacy and Multicultural Student Center

ANTI-RACISM & BEING A BETTER ALLY PRESENTATION FOR UCF LIBRARY FACULTY

September 10, 2020

Number in attendance: 27

Purpose: To discuss Anti-racism approaches and to be a better Ally during social justice movement.

Impact made: Discussed ways to be more anti-racism and how we can be better allies to marginalized minorities and people of color.

Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: : None

TRANS 101 WORKSHOP

September 17, 2020

Number in attendance: 2

Purpose: Workshop offered to discuss topics related to the Trans/GnC community

Impact made: Participants engaged learned about topics related to the Trans/GnC community, including coming out; transitioning, etc.

Department hosting and collaborators: CAPS

FIELD OF MEMORIES: BE AWARE, SHOW YOU CARE

October 1, 2020, October 12, 2020

Number in attendance: 56

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.

Impact made: increased awareness of the number of suicides that happen yearly, and services.

Department hosting and collaborators: CAPS and CARES

SUPPORTING LATINX STUDENTS

October 1, 2020, October 12, 2020

Number in attendance: 3

Target Population: LatinX Students

Purpose: To provide an opportunity for 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.

Impact made: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

ODI DIVERSITY WEEK: WHAT IS RACIAL HEALING

October 10, 2020

Number in attendance: 22

Purpose: Panelist — Discuss the concept of racial healing

Impact made: Examined concept of racial healing and how to encourage the process/support self and others.

Department hosting and collaborators: CAPS/ODI

TRANS AWARENESS WEEK

November 16, 2020–November 20, 2020

Number in attendance: 459

Purpose: Help raise visibility of transgender people in our community and address issues members of the community face.

Impact made: Participants engaged in the celebration of differences among our community and increased awareness of Trans/GnC on campus.

Department hosting and collaborators: LGBTQ+ Services

“MATTERS OF DIVERSITY” PODCAST DR. BUTLER — INTERNATIONAL DAY FOR THE ELIMINATION OF VIOLENCE

November 25, 2020

Number in attendance: 11

Purpose: To raise awareness of violence against women and girls

Impact made: Participants were able to hear perspectives of two professionals at UCF regarding violence against women

Department hosting and collaborators: CAPS

POST-ELECTION DISCUSSION WITH LGBTQ+

December 2, 2020

Number in attendance: 30

Purpose: To provide an opportunity for LGBTQ+ students to come together to discuss the recent current events and conflicts regarding the recent presidential election. To allow students to discuss the interpersonal impact the election has had on them individual and systemically.

Impact made: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

BLACK I.N.S.T.I.T.U.T.E SERIES EVENT — SHOPPING FOR A THERAPIST WHILE BLACK

February 24, 2021

Number in attendance: 13

Purpose: Provide black identified students support, assistance, and identify unique constraints that impact the black community while looking for a therapist. To provide students in information on how CAPS can assist students with referrals to community providers.

Impact made: Empowered black identified students to be able to make better informed choices when seeking a therapist.

Department hosting and collaborators: CAPS

TRANS AND GENDER DIVERSE TOPICS AND RESOURCES

March 15, 2021

Number in attendance: 2

Purpose: Explore unique stressors the Trans/GnC community faces, and ways individuals can become more effective allies. 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.

Impact made: Participants received information on campus resources and learned basics of Trans/GnC identity. Increased awareness of how to be an effective ally for the Trans/GnC

Department hosting and collaborators: CAPS

SUPPORT FOR ASIAN AMERICANS AND PACIFIC ISLANDERS

3/24/2021, 3/26/2021, 4/1/2021, 4/8/2021, 4/21/2021, 6/9/2021

Number in attendance: 20

Purpose: To provide an opportunity for Asian American and Pacific Islander students a space to come together to discuss the recent current events and conflicts in AAPI communities. To allow

students to discuss the interpersonal impact social current events have had on them individually and systemically.

Impact made: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

ASPIRING ALLIES

April 20, 2021

Number in attendance: 4

Purpose: To provide a space for aspiring allies of the LGBTQ+ community

Impact made: Increased knowledge of ways in which one can be a supportive ally of the LGBTQ+ community. Provided students with a supportive space to discuss current events, issues, and concerns.

Department hosting and collaborators: CAPS

DIVERSITY THROUGH CUISINE

May 29, 2021

Number in attendance: 30

Purpose: Allowing students, faculty, and staff to experience the traditions of cultures around the world through an exploration of culinary techniques.

Impact made: Expanded the multicultural and diversity experience for participants.

Department hosting and collaborators: CAPS, ODI

UCF REMEMBERS PULSE — VIGIL

Number in attendance: 3,100

Purpose: To honor the 49 lives taken at Pulse and to celebrate the diversity and equality that unites all people.

Impact made: Provided a supportive space for students, faculty, and staff to process grief related to the Pulse shooting, as well as increase awareness of the UCF and community support service that are available.

Department hosting and collaborators: CAPS

TRANS 101 WORKSHOP

9/17/2020/ 10/15/2020, 11/30/2020

Number in attendance: 3

Purpose: Workshop series developed to help 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. Learn transitions options.

Impact made: Participants received information on campus resources and learned basics of Trans/GnC identity.

Department hosting and collaborators: CAPS

CAPS BOOK CLUB: ANTI-RACISM AND BLM

9/24/2020, 10/22/2020, 11/16/2020

Number in attendance: 3

Target Population: UCF Students

Purpose: To discuss Anti-racism book: “Stamped: Racism, Anti-racism, and You — Jason Reynolds and Ibram X”

Impact made: Explored the Racism and Anti-racism Concept discussed in the book

Department hosting and collaborators: CAPS

RAINBOW CONNECTION

October 6, 2020, November 3, 2020

Number in attendance: 3

Purpose: Workshop created to provide information/discussion of topics such as Coming out, Resources, and experiences of LGBTQ+ students

Impact made: Discussed experiences, provided information regarding resources and support

Department hosting and collaborators: CAPS

RACIAL TRAUMA HEALING

October 29, 2020, February 25, 2021

Number in attendance: 2

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.

Impact made: Validated the personal experiences of students through recognition and discussion of shared experiences. Increased awareness of mental health services available through CAPS.

Department hosting and collaborators: CAPS

TRANS EMPOWERMENT WORKSHOP**June 7, 2021****Number in attendance:** 2

Purpose: Workshop developed to help gain a basic understanding of definitions and concepts related to gender, differences between gender identity, gender expression, biological sex, and sexual orientation, learn to recognize differences in expression of identity, and provide empowerment to those in the trans community.

Impact made: Provided support and empowerment to students in the trans community.

Department hosting and collaborators: CAPS

CLINICAL SERVICES: GROUP THERAPY

All group therapy services are run on a weekly basis. From July 1, 2020–June 30, 2021, there have been 85 groups launched. 573 total group sessions were recorded in that date range, with a total final attendance of 3,277.

Impact made: 98% of students reported that they experienced a positive wellness benefit from participating in group therapy and 99% said it was effective and helpful overall

Department hosting and collaborators: CAPS

**ADULTING WITH ADHD/
LIVING WITH ADHD**

Number in attendance: 244 total attendees for all sessions between July 1, 2020, and June 30, 2021; group ran in Fall 2020, Spring 2021, and Summer 2021 semesters

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.

Impact: 100% of survey respondents reported that the group was effective and helpful overall

AUTISM CONNECTIONS

Number in attendance: 116 total attendees for all sessions between July 1, 2020, and June 30, 2021; group ran in Fall 2020, Spring 2021, and Summer 2021 semesters

Target Population: Students on the Autism Spectrum

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.

Impact: 100% of survey respondents reported that the group was effective and helpful overall

BLACK EMPOWERMENT

Number in attendance: 148 total attendees for all sessions between July 1, 2020, and June 30, 2021; two groups ran in the Summer 2020, Fall 2020, and Spring 2021 semesters

Target Population: Black/African American students

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.

Impact: 91% of survey respondents reported that the group was effective and helpful overall

EMPOWERING ASIAN VOICES

Number in attendance: 106 total attendees for all sessions between July 1, 2020, and June 30, 2021; group ran in Summer 2020, Fall 2020, Spring 2021, and Summer 2021 semesters

Target Population: Asian-identified Students

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.

Impact: 100% of survey respondents reported that the group was effective and helpful overall

HEALTH SUPPORT GROUP

Number in attendance: 76 total attendees for all session between July 1, 2020, and June 30, 2021; group ran in Fall 2020 and Spring 2021 semesters

Target Population: Students with Chronic Health conditions

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.

Impact: 100% of survey respondents reported that the group was effective and helpful overall

SISTER CIRCLE

Number in attendance: 159 total attendees for all sessions between July 1, 2020, and June 30, 2021; one group ran in Summer 2020, Fall 2020, and Summer 2021 semesters, and two groups ran in the Spring 2021 semester

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.

Impact: 100% of survey respondents reported that the group was effective and helpful overall

TRANS AND GENDER DIVERSE EMPOWERMENT

Number in attendance: 436 total attendees for all sessions between July 1, 2020, and June 30, 2021; two groups ran in the Summer 2020, Fall 2020, and Spring 2020 semesters, and one group in the Summer 2021 semester

Target Population: Transgender and gender non-conforming students

Purpose: This group is for persons who are seeking support in realization of one's gender identity. Topics may include coming out, transitioning concerns, family, discrimination, intersectionality of identities, religion, and other topics.

Impact: 97% of group members report that the group was effective and helpful overall

TRUE COLORS/Q SUPPORT

Number in attendance: 86 total attendees for all sessions between July 1, 2020, and June 30, 2021; group ran in Fall 2020 and Spring 2021

Target Population: Students who identify as lesbian, gay, bi, queer, or questioning

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.

Impact: 100% of survey respondents reported that the group was effective and helpful overall

WOMEN'S EMPOWERMENT

Host office or areas: CAPS

Number in attendance: 95 total attendees for all sessions between July 1, 2020, and June 30, 2021; group ran in Summer 2020, Fall 2020, and Spring 2021 semesters

Target Population: Female students who have experienced unwanted sexual experiences, abuse, and/or unhealthy relationships

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.

Impact: 88% of survey respondents reported that the group was effective and helpful overall

WOMEN'S FAMILY GROUP

Number in attendance: 75 total attendees for all sessions between July 1, 2020, and June 30, 2021; group ran in Fall 2020 and Spring 2021

Target Population: Female students

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.

Impact: 100% of survey respondents reported that the group was effective and helpful overall

TRAINING PROGRAM / WORKSHOPS

TRAINING PROGRAM

2020–2021 Academic Year

Attendance: 144 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

STUDENT CARE SERVICES

UCF CARES TABLING OUTREACH

08/25/20, 09/22/20, 09/23/20, 10/01/20, 10/02/20, 10/06/20, 10/20/20, 10/27/20, 11/03/20, 11/24/20, 01/20/21, 01/21/21, 01/26/21, 01/28/21, 02/08/21, 02/18/21, 02/22/21, 02/25/21, 03/09/21, 04/05/21, 04/19/21, 04/21/21

Attendance: 834

Purpose: To raise awareness about UCF Student Care Services while interacting with students and faculty. **Impact made:** Made students and faculty aware of the mission of UCF Student Care Services and the services they provide.

Department hosting and collaborators: Student Care Services, UCF Student Care Services, Lets Be Clear, UCF Wellness & Health Promotion Services, UCF Counseling & Psychological Services

BE IN THE KNOW: TITLE IX

September 01, 2020, October 27, 2020, November 12, 2020

Attendance: 13

Purpose: To educate UCF students on the UCF Title IX policy and confidentiality.

Impact made: Made students aware of the university's Title IX policies and confidentiality of reports

Department hosting and collaborators: UCF Student Care Services, Lets Be Clear, Office of Institutional Equity

UCF CARES PRIZE RIDE

09/02/20, 09/30/20, 10/21/20, 11/04/20, 02/04/21, 03/02/21, 04/26/21

Attendance: 184

Purpose: To raise awareness about UCF Student Case Services while interacting with students and faculty.

Impact made: Made students and faculty aware of the mission of UCF Student Care Services and the services they provide.

Department hosting and collaborators: Student Care Services

CONTINUUM OF INTERPERSONAL VIOLENCE

09/17/20, 10/21/20, 11/18/20

Attendance: 14

Purpose: To be able to identify sexual violence behaviors.

Impact made: Raise awareness of sexual violence behaviors.

Department hosting and collaborators: UCF Student Care Services, UCF Lets Be Clear, Office of Institutional Equity

ARE YOU INTO THIS?

09/09/20, 10/06/20, 11/17/20

Attendance: 20

Purpose: Understand how to get consent and resources and support options.

Impact made: Provided education on how to get consent and support options available.

Department hosting and collaborators: Student Care Services and Lets Be Clear

SINGLE, TAKEN, CONFUSED

09/22/20, 10/14/20, 11/04/20

Attendance: 20

Purpose: Understanding healthy and unhealthy relationship patterns.

Impact: Provided education on healthy and unhealthy relationships

Department hosting and collaborators: UCF Student Care Services, Lets Be Clear, Office of Institutional Equity

UCF CARES VIRTUAL TRIVIA

January 19-21, 2021

Attendance: 32

Purpose: To raise awareness and educate students

on UCF Student Care Services while interacting with students and faculty.

Impact made: Raised awareness and educated students on UCF Student Case Services while interacting with students and faculty

Department hosting and collaborators: Student Care Services

UCF CARES WEEK

February 9–11, 2021

Attendance: 118

Purpose: To raise awareness and educate students on UCF Student Case Services while interacting with students and faculty, through various activities.

Impact made: To raise awareness and educate students on UCF Student Case Services while interacting with students and faculty, through various activities.

Department hosting and collaborators: Student Care Services

VIOLENCE PREVENTION CERTIFICATE SERIES

**02/24/21, 02/26/21, 03/01/21, 03/08/21,
03/10/21, 03/11/21, 03/17/21, 03/25/21, 03/26/21,
04/05/21, 04/06/21, 04/07/21**

Attendance: 132

Purpose: To raise awareness for violence prevention on campus through a four part workshop including: Title IX training, Green Dot Training, Victim Services Training, and Student Cares Training.

Impact made: Raised awareness for violence prevention on campus through a four part workshop including: Title IX training, Green Dot Training, Victim Services Training, and Student Cares Training.

Department hosting and collaborators: UCF Student Care Services, Victim Services, Office of Institutional Equity

UCF CARES ACTIVITY TABLING

**01/28/21, 03/09/21, 03/17/21, 03/18/21,
03/22/21, 03/23/21, 04/19/21**

Attendance: 168

Purpose: To provide activities to students to help

depress and promote stress management.

Impact made: Provided activities to students to help them depress and promote stress management.

Department hosting and collaborators: Student Care Services

WELLNESS AND HEALTH PROMOTION

HIV RISK REDUCTION COUNSELING

Monday–Friday Testing

Attendance: 198

Target Population: Testing is open to all

Purpose: To provide free HIV testing/counseling to UCF students, staff, faculty, and community members and provide skills to make behavioral risk reduction changes so that they may be aware of their HIV status.

Impact: While we saw a reduction in student appointments, those that did seek out these services are provided important health information.

Department hosting and collaborators: WHPs

COUPONING 101

Weekly Workshops throughout the Academic Year

Attendance: 951

Target Population: Student, Faculty, Staff

Purpose: To teach student how to coupon so that they may stretch their dollar further. Additionally, they are taught about SNAP benefits and how to apply for the funding opportunity.

Impact: Reduction of food insecurity and increased budgeting skills

Department hosting and collaborators: WHPs

HOUSING

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

36

**TOTAL
ATTENDANCE:**

1,529

HOUSING AND RESIDENCE LIFE

RESIDENCE LIFE SUMMER TRAINING PANEL ON DIVERSE STUDENT POPULATIONS

Dates: July 2, 2020

Number in attendance: 50

Target Population: Participants learned about UCF's student demographics and services available to specific student populations (i.e., international, veteran, LGBTQ+ and Male students of color).

Impact Made: Participants were able to identify campus resources and make referrals to appropriate resources.

Campus partners: The Veterans Academic Resource Center, LGBTQ+ Services, UCF Global, Male Academic Success Initiative

RESIDENCE LIFE AND EDUCATION PROFESSIONAL STAFF TRAINING: EQUITY AND INCLUSION (PART 1)

Dates: July 9, 2020

Number in attendance: 50

Target Population: Participants learned how equity and inclusion impacts the retention of students and professional staff members

Impact Made: Participants were able to recognize and discuss how equity and inclusion impacts the field of student affairs.

Campus partners: None

RESIDENCE LIFE AND EDUCATION PROFESSIONAL STAFF TRAINING: EQUITY AND INCLUSION (PART 2)

Dates: July 20, 2020

Number in attendance: 50

Target Population: Participants learned how cultural and social identities impacts supervisory relationships.

Impact Made: Participants were able to recognize how their identities impact their supervision style and relationships with supervisees.

Campus partners: None

CLERY ACT/TITLE IX TRAINING

August 5, 2020

Number in attendance: 180

Target Population: DHRL Student Staff

Purpose: Student staff training participants learned about Title IX and Clery Act expectations related to their positions.

Impact Made: Participants were able to refer survivors of sexual harassment, abuse, or assault to UCF resources and remedial measures.

Campus partners: Office of Institutional Equity, UCF Police Department

WHAT IS SOCIAL JUSTICE?

August 5, 2020

Number in attendance: 24

Target Population: New student staff

Purpose: Student Staff Training participants learned to distinguish between the following terms: diversity, inclusion, and social justice.

Impact Made: Participants were able to explain the differences between diversity, inclusion, and social justice in their own words.

Campus partners: None

WHAT IS SOCIAL JUSTICE?

August 5, 2020

Number in attendance: 10

Target Population: Returning student staff

Purpose: Student Staff Training participants learned to distinguish between the following terms: diversity, inclusion, and social justice.

Impact Made: Participants were able to explain the differences between diversity, inclusion, and social justice in their own words.

Campus partners: None

DHRL ALL-STAFF MEETING/ HISPANIC SERVING INSTITUTIONS GUEST SPEAKER

September 16, 2020

Number in attendance: 109

Target Population: Staff

Purpose: To understand the significance of UCF's designation as a Hispanic Serving Institution.

Impact Made: Participants were able to explain the significance of UCF's designation as a Hispanic Serving Institution.

Campus partners: Dr. Cynthia Muniz, HSI Culture and Partnerships

ENVIRONMENT SCAN OF HOUSING AND RESIDENCE LIFE

November 17, 2020

Number in attendance: 9

Target Population: Staff

Purpose: For DHRL leadership team to hear results of a departmental diversity and inclusion environmental scan

Impact Made: Participants were able to identify areas of growth in equity and inclusion within the department

Campus partners: Jillian Sturdivant, Residence Life and Education

DIFFICULT DIALOGUES: AN INTRODUCTION

December 15, 2020

Number in attendance: 77

Target Population: DHRL staff

Purpose: To introduce staff to the concept and practice of Difficult Dialogues and review a recording of our pilot group meeting

Impact Made: Participants became familiar with the process of Difficult Dialogues and what to expect when they participate.

Campus partners: Equity, Inclusion and Diversity Office (Dr. S. Kent Butler)

CLERY ACT/TITLE IX TRAINING

December 16, 2020

Number in attendance: 20

Target Population: DHRL Student Staff

Purpose: Student staff training participants learned about Title IX and Clery Act expectations related to their positions.

Impact Made: Participants were able to refer survivors of sexual harassment, abuse, or assault to UCF resources and remedial measures.

Campus partners: Office of Institutional Equity and UCF Police Department

SUPERVISION, EQUITY, AND INCLUSION January 20, 2021

Number in attendance: 50

Target Population: Residence Life and Education staff

Purpose: To discuss how to infuse inclusive and equitable staff supervision into supervisor's practices.

Impact Made: Participants discussed the intersectionality of equity and inclusion in supervision.

Campus partners: None

DIFFICULT DIALOGUES

January 20, 2021

Number in attendance: 77

Target Population: DHRL staff

Purpose: To engage staff in a virtual dialogue to identify, discuss and create action items to further our Diversity, Equity and Inclusion Initiatives in our department.

Impact Made: Participants shared their perspectives on the department's diversity, equity and inclusion practices and create action items to address our workplace environment.

Campus partners: Equity, Inclusion and Diversity Office (Dr. S. Kent Butler)

DIFFICULT DIALOGUE PROCESS UPDATES

**January 22, 2021, February 26, 2021,
March 26, 2021**

Number in attendance: 109

Target Population: DHRL staff

Purpose: To encourage engagement in the department's Difficult Dialogue series.

Impact Made: Participants were provided an update on the department's Difficult Dialogue process at all-staff meetings.

Campus partners: Equity, Inclusion and Diversity Office (Dr. S. Kent Butler)

DIFFICULT DIALOGUES (SMALL GROUP DISCUSSIONS)**January 15, 22, 29; February 5, 12, 19, 26; March 5, 12, 2021****Number in attendance:** 59**Target Population:** DHRL staff**Purpose:** To engage staff in 11 small groups to discuss, identify, and create action items to further our Diversity, Equity and Inclusion Initiatives in our department.**Impact Made:** Participants reflected on current events related to racial justice and equity concerns and their impact on the workplace environment.**Campus partners:** Equity, Inclusion and Diversity Office (Dr. S. Kent Butler)**DIFFICULT DIALOGUES (SMALL GROUP DEBRIEFS)****January 27, February 10, February 24, March 10, March 24, April 7, 2021****Number in attendance:** 48**Target Population:** DHRL staff**Purpose:** To engage staff in 6 small group debrief discusses to share takeaways and next steps to further our Diversity, Equity and Inclusion Initiatives in our department.**Impact Made:** Participants shared takeaways from their small group discussions on the department's diversity, equity and inclusion practices and created action items to address our workplace environment.**Campus partners:** Equity, Inclusion and Diversity Office (Dr. S. Kent Butler)**DIVERSITY READING SERIES: THE VANISHING HALF BY BRITT BENNETT****January 29, February 26, March 26, 2021****Number in attendance:** 22**Target Population:** DHRL professional staff**Purpose:** Book discussion participants explore diversity, cultural awareness and inclusion through fictional literature.**Impact Made:** Book discussion participants explored the dynamics explored themes of race, identity, love, and empathy over several generations.**Campus partners:** DHRL Human Resources**DHRL ALL-STAFF MEETING/BLACK HISTORY MONTH GUEST SPEAKER****February 17, 2021****Number in attendance:** 109**Target Population:** Staff**Purpose:** To create awareness to the UCF Libraries Black History Month efforts and resources available to staff.**Impact Made:** Participants were able to identify resources available at the UCF library for Black History Month.**Campus partners:** UCF Library Special Collections and University Archives**DHRL ALL-STAFF MEETING/ WOMEN'S HISTORY MONTH: WOMEN AND SUFFRAGE****March 17, 2021****Number in attendance:** 109**Target Population:** DHRL Staff**Purpose:** To bring awareness to voter's rights and the U.S. Suffrage Movement.**Impact Made:** Participants increased their knowledge of the history of the U.S. women's suffrage movement.**Campus partners:** Patricia Farless, history instructor**THE LONG FIGHT FOR FREEDOM, EQUALITY AND DIGNITY****February 22, 2021****Number in attendance:** 55**Target Population:** Student staff**Purpose:** Student staff learned how to participate in open and honest conversations with residents about race and racial diversity.**Impact Made:** Student staff experienced how to have open and honest conversations about race and racial diversity.**Campus partners:** None**THE LONG FIGHT FOR FREEDOM, EQUALITY AND DIGNITY****February 25, 2021****Number in attendance:** 58**Target Population:** Student staff**Purpose:** Student staff learned how to participate

in open and honest conversations with residents about race and racial diversity.

Impact Made: Student staff experienced how to have open and honest conversations about race and racial diversity.

Campus partners: (Faculty, SARC, RWC, MASS,

CLERY ACT/TITLE IX TRAINING

May 12, 2021

Number in attendance: 40

Target Population: DHRL student staff

Purpose: Student staff training participants learned about Title IX and Clery Act expectations related to their positions.

Impact Made: Participants were able to refer survivors of sexual harassment, abuse, or assault to UCF resources and remedial measures.

Campus partners: Office of Institutional Equity and UCF Police Department

WHAT IS SOCIAL JUSTICE?

May 11, 2021

Number in attendance: 90

Target Population: Returning student staff

Purpose: Student staff learned to distinguish the following terms: diversity, inclusion, and social justice.

Impact Made: Participants were able to explain the differences between diversity, inclusion, and social justice in their own words.

Campus partners: none

WHAT IS SOCIAL JUSTICE?

May 12, 2021

Number in attendance: 24

Target Population: New student staff

Purpose: Student staff learned to distinguish the following terms: diversity, inclusion, and social justice.

Impact Made: Participants were able to explain the differences between diversity, inclusion, and social justice in their own words.

Campus partners: None

UNIQUE CIRCUMSTANCES

TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:

6

TOTAL
ATTENDANCE:

235

CREATIVE SCHOOL

ASIAN NEW YEAR CELEBRATION

January 2021

Attendance: 65

Target Audience: Children of UCF Students and Employees

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.

Impact: Learning about other cultures

Department hosting and collaborators:

Creative School

MID-AUTUMN FESTIVAL

September/October 2020

Attendance: 65

Target Audience: Children of UCF Students and Employees

Purpose: Chinese Moon Festival is celebrated in many Asian countries and some western countries. Our children made lanterns, read books and ate moon pies to celebrate the year of the tiger.

Impact: Learning about other cultures

Department hosting and collaborators:

Creative School

HOLI FESTIVAL**March 2021****Attendance:** 65**Target Audience:** Children of UCF Students and Employees**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.**Impact:** Learning about other cultures**Department hosting and collaborators:** Creative School**FLORIDA VOLUNTARY PRE-KINDERGARTEN PROGRAM****August 2020-May 2021****Attendance:** 40**Target Audience:** Children of UCF Students and Employees**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. During the pandemic, we added VPK Flex program to allow children to participate virtually if that was best for them.**Impact:** Free childcare**Department hosting and collaborators:** Creative School and State of Florida**SECOND HARVEST FOOD DISTRIBUTION SITE****July 2020-June 2021****Attendance:** N/A**Target Audience:** Students, Staff, Employees and Community**Purpose:** In partnership with Second Harvest Food Bank, Creative School became a community food distribution site. Families could pick up daily meals for children and seniors, and weekly breakfast and lunch boxes 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.**Impact:** Food to help alleviate food insecurities**Department hosting and collaborators:** Creative School and Second Harvest**CCAMPIS GRANT****Purpose:** 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 2020-2021, 39% of the Creative School for Children families have received support from the grant.**Target Audience:** Students**Impact:** UCF students receive between 50-75% off their childcare fees

APPENDIX: SDES DIRECTORY

ACADEMIC SERVICES FOR STUDENT-ATHLETES (ASSA)

Wayne Densch Center for
Student-Athlete Leadership
Room 105 | Zip +4: 0300
407.823.5895
assa.sdes.ucf.edu

ACTIVITY AND SERVICE FEE BUSINESS OFFICE (A&SF)

Student Union
Room 215 | Zip +4: 3230
407.823.5548
asf.sdes.ucf.edu

BUDGET AND PERSONNEL SUPPORT, SDES

Millican Hall
Room 282 | Zip +4: 0160
407.823.4625
bps.sdes.ucf.edu

CAREER SERVICES (CS)

CSEL Building
Room 101 | Zip +4: 0165
407.823.2361
career.sdes.ucf.edu

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Counseling Center
Room 101 | Zip +4: 3170
Tel: 407.823.2811
Fax: 407.823.5415
caps.sdes.ucf.edu

CREATIVE SCHOOL FOR CHILDREN (CSC)

Creative School for Children
Room 102 | Zip +4: 3546
407.823.2727
csc.sdes.ucf.edu

FIRST YEAR EXPERIENCE (FYE)

Howard Phillips Hall
Room 216 | Zip +4: 3240
407.823.5105
fye.sdes.ucf.edu

FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

12424 Research Parkway
Suite 101 | Zip: 32826
Tel: 407.823.1773
floridaconsortium.com

FRATERNITY AND SORORITY LIFE

Fraternity and Sorority Life, Building 415
Room 101 | Zip +4: 0157
Tel: 407.832.2072
Fax: 407.823.2929
fsl.sdes.ucf.edu

HOUSING AND RESIDENCE LIFE (H&RL)

Housing Administration Building
Room 123 | Zip +4: 3222
Tel: 407.823.4663
Fax: 407.823.3831
www.housing.ucf.edu

INCLUSIVE EDUCATION SERVICES (IES)

Ferrell Commons
Room 18 | Zip +4: 3222
Tel: 407.823.4427
ies.sdes.ucf.edu

LEAD SCHOLARS ACADEMY

Ferrell Commons
Room 165 | Zip +4: 0126
Tel: 407.823.2223
Fax: 407.823.3942
lsa.sdes.ucf.edu

MULTICULTURAL ACADEMIC AND SUPPORT SERVICES (MASS)

Student Union
Room 207 | Zip +4: 0135
Tel: 407.823.2716
Fax: 407.823.5616
mass.sdes.ucf.edu

NEIGHBORHOOD RELATIONS

Tel: 407.823.4427
nrse.sdes.ucf.edu

OFFICE OF STUDENT INVOLVEMENT (OSI)

Student Union
Room 208 | Zip +4: 3245
Tel: 407.823.6471
Fax: 407.823.5899
osi.ucf.edu

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES (OSRR)

Ferrell Commons
Room 227 | Zip +4: 3655
Tel: 407.823.4683, 407.823.6960
Fax: 407.823.4544
osrr.sdes.ucf.edu

RECREATION AND WELLNESS CENTER (RWC)

RWC, Room 204 | Zip +4: 3548
Tel: 407.823.2408
Fax Number: 407.823.5446
rwc.sdes.ucf.edu

SOCIAL JUSTICE AND ADVOCACY (SJA)

Student Union
Room 207 | Zip +4: 3230
Tel: 407.823.3626
Fax: 407.823.0033
sja.sdes.ucf.edu

STUDENT ACCESSIBILITY SERVICES (SAS)

Ferrell Commons
Room 185 | Zip +4: 0161
Tel: 407.823.2371
Fax: 407.823.2372
sas.sdes.ucf.edu

STUDENT CONDUCT AND ACADEMIC INTEGRITY (SCAI)

Ferrell Commons
Room 227 | Zip +4: 3655
Tel: 407.823.4638
Fax: 407.823.4544
scai.sdes.ucf.edu

STUDENT FINANCIAL ASSISTANCE (SFA)

Millican Hall
Room 120 | Zip +4: 0113
Tel: 407.823.2827
Fax: 407.823.5241
ucf.edu/financial-aid

STUDENT LEGAL SERVICES (SLS)

Student Union
Room 304 | Zip +4: 3650
Tel: 407.823.2538
Fax: 407.823.5305
sls.sdes.ucf.edu

STUDENT OUTREACH SERVICES (SOS)

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

STUDENT UNION (SU)

Student Union
Room 312 | Zip +4: 3250
Tel: 407.823.3677
Fax: 407.823.6483
studentunion.ucf.edu

TRIO PROGRAM: PRIME STEM PROGRAM

Howard Phillips Hall
Room 208 | Zip +4: 1920
Tel: 407.823.4165
Fax: 407.823.5597
trio.sdes.ucf.edu

UNDERGRADUATE ADMISSIONS (UA)

Duke Energy University Welcome Center
Room 215 | Zip +4: 0111
407.823.3000
ucf.edu/admissions

WELLNESS AND HEALTH PROMOTION SERVICES (WHPS)

Recreation and Wellness Center
Suite 111 | Zip +4: 3330
407.823.5841
whps.sdes.ucf.edu



Attachment B

UCF's *Let's Be Clear* Website Samples

LET'SBECLEAR

 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



REPORTING



LET'S BE CLEAR
UCF CARES



SEXUAL ASSAULT AND CONSENT



Learn what constitutes sexual assault and what you can do if you have been impacted by sexual violence.

RELATIONSHIP VIOLENCE



See how relationship violence is defined and what actions you can take if you are impacted by these behaviors.

STALKING



Find out what types of action establish stalking behavior.

SEXUAL HARASSMENT



Sexual harassment can take many forms. Click and see UCF's definition sexual harassment.

RETALIATION



Retaliation against individuals participating in the Title IX process is strictly prohibited. Educate yourself on what behaviors are considered retaliatory.



Programs and Prevention

**VIOLENCE PREVENTION
CERTIFICATE**



GREEN DOT



Learn about UCF's Bystander Intervention Program and how you can help stop sexual violence at UCF.

LET'S BE CLEAR ONLINE MODULES



Find out about UCF's online Sexual Misconduct training programs for new students, faculty and staff.

Reporting

WHAT KIND OF REPORT SHOULD I FILE?

While survivors are strongly encouraged to make a report to both the [police](#) and the [Office of Institutional Equity \(OIE\)](#) for assistance and investigation, it is ultimately the survivor's decision as to which type(s) of report, if any, are best for their recovery and well-being. The police investigate criminal violations. The University (OIE) investigates University conduct code and policy violations. Reporting can help to ensure the safety of the victim-survivor and the entire campus community. The Advocates at UCF Victim Services can assist you in deciding what type of reporting is best for you.

UNIVERSITY INVESTIGATION



Search here for information on filing a UCF Report.

POLICE REPORTS



Search here for information on filing a Police Reports.

EMPLOYEE REPORTING RESPONSIBILITIES



Learn about responsible employees and confidential employees.

FAQS



Find answers to frequently asked questions regarding reporting options.



SURVIVORS / COMPLAINANTS

IMMEDIATE STEPS

HOW CAN UCF HELP?

ACCUSED / RESPONDENTS

HOW CAN UCF HELP?

WHAT TO EXPECT DURING AN INVESTIGATION

EMPLOYEES

HOW CAN UCF HELP?

WHAT TO EXPECT DURING AN INVESTIGATION

RESOURCES

UCF RESOURCES

LOCAL RESOURCES

REGIONAL RESOURCES

NATIONAL RESOURCES

THERE ARE UCF, LOCAL, REGIONAL, STATE AND NATIONAL RESOURCES AVAILABLE FOR SURVIVORS

Locate campus, local, regional, and national resources or agencies that are dedicated to supporting survivors of sexual harassment, sexual assault, relationship violence, and stalking.

Attachment C

President's Statement



PRESIDENT'S STATEMENT

Regarding Equal Opportunity and Affirmative Action

As President of the University of Central Florida, I wish to affirm my support for the goals of equal opportunity and affirmative action as identified in state and federal law.

Prohibition of Discrimination, Discriminatory Harassment, and Related Interpersonal Violence

UCF is an equal opportunity employer and educational provider. As set forth in the *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy (No. 2-004.2) (Nondiscrimination Policy)* and *Title IX Grievance Policy (No. 2-012)*, the University prohibits discrimination on the basis of race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status, gender identity or expression, or sexual orientation), marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, veteran's status (as protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law in all its programs and activities. The University prohibits discrimination with respect to all terms and conditions of employment and in all of its educational programs, activities, services, and related opportunities.

The University also prohibits discriminatory harassment, a form of discrimination. Discriminatory harassment consists of verbal, physical, electronic, or other conduct based upon an individual's protected class (as set forth above) that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services meeting the description of either *Hostile Environment Harassment* or *Quid Pro Quo Harassment*. *Hostile Environment Harassment* consists of discriminatory harassment that is so severe or pervasive that it unreasonably interferes with, limits, deprives, or alters the terms or conditions of education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a university program or activity (e.g., campus housing), when viewed from both a subjective and objective perspective. *Quid Pro Quo Harassment* consists of discriminatory harassment where submission to or rejection of unwelcome conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education, employment, or participation in a university program or activity.

The University further prohibits sexual harassment, which is any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, nonverbal, graphic, physical, or otherwise, when the conditions for *Hostile Environment Harassment* or *Quid Pro Quo Harassment* are present.

In furtherance of our commitment to a learning and working environment free of sexual harassment, all faculty and staff must be aware that certain amorous relationships are prohibited. Amorous relationships with students are likely to lead to difficulties and have the potential to place faculty and staff members at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any amorous relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative.

Accordingly, all employees are prohibited from pursuing or engaging in any amorous relationship with any undergraduate student. Also, employees are prohibited from pursuing or engaging in any amorous relationship with a graduate student under that employee's authority (including formal mentoring or advising, supervision of research, employment as a teaching assistant, and responsibility for student's grades). In the event of a charge of sexual harassment arising from such circumstances, the University will in general be unsympathetic to a defense based upon consent when the facts establish that a faculty-student or staff-student power differential existed within the relationship.

Similarly, amorous relationships between supervisors and their subordinate employees often adversely affect decisions, distort judgment, and undermine workplace morale for all employees, including those not directly engaged in the relationship. Accordingly, the University prohibits all employees from pursuing or engaging in amorous relationships with employees whom they supervise. No supervisor shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion, tenure, salary, leave of absence, etc.) to a person with whom that individual has or has had an amorous relationship.

Maintaining a Diverse and Inclusive Community

The University will actively seek to ensure a diverse and inclusive faculty, staff, and student body by, for example, making outreach efforts that encourage all qualified individuals to apply for employment and enrollment. The University maintains an Affirmative Action Plan aimed at developing and maintaining a broadly-representative workforce. Respect for diverse viewpoints, experiences, and intellectual pursuits is a cornerstone of learning, and this atmosphere of empowerment shall be characteristic of UCF and its efforts. The University remains committed to seeking the best-qualified person to fill each available position. Candidates for employment will be assured careful and fair consideration. The University will reward employees based on job performance.

Every member of the University community is directed to refrain from actions that threaten, intimidate, humiliate, or demean persons or groups because of their protected classes. Each member of the administrative leadership team is responsible for all necessary initiatives in pursuit of these goals, including those developed in the University's Affirmative Action Plans. It is the responsibility of all departments and personnel to ensure the University's compliance with state and federal law, as well as University policies and regulations. Employees, students, and third parties must be free from fear of reprisal in exercising their civil rights. Accordingly, the University strictly prohibits retaliation against any person for making a good faith report of discrimination or discriminatory harassment, or participating in or being a party to any proceeding under the *Nondiscrimination Policy*. Retaliation shall be regarded as seriously as discrimination or harassment itself. Both will warrant discipline when substantiated.

Responsible Employee Reporting Obligations

If you are a Responsible Employee, you are required to immediately report any incident of sex discrimination, sexual harassment, Title IX sexual harassment, and/or sexual violence (including sexual assault, relationship violence, and stalking) involving a student to the Office of Institutional Equity. Please visit the University's [Let's Be Clear website](#) to file a report by clicking on the "File A Report" tab, as well as to review additional information regarding resources and reporting options for incidents of this nature.

If you are a supervisor and aware (either directly or indirectly) of any incident of discrimination, discriminatory harassment or retaliation involving a student or employee, you are required to report the incident to the Office of Institutional Equity.

Persons who believe that they are being subjected to discrimination, discriminatory harassment, or retaliation are encouraged to consult with the Office of Institutional Equity. This office is assigned primary responsibility for addressing all matters related to discrimination. Complaints pertaining to Titles IV, VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Vietnam Era Veterans' Readjustment Act, the Americans with Disabilities Act, the Florida Educational Equity Act, the Florida Civil Rights Act, and other civil rights statutes should be brought to the attention of the Office of Institutional Equity.

Office of Institutional Equity
12701 Scholarship Drive, Suite 101
Barbara Ying CMMS Building 81
Orlando, FL 32816-0030
(407) 823-1336
oie@ucf.edu
oie.ucf.edu

The administrative leadership will be kept informed of my commitment to equal opportunity, equal access, and affirmative action at UCF. Regular reporting of each administrative unit to me will ensure that goals are being met. I am convinced that our commitment to these goals will measurably strengthen the University and its relationship to the Central Florida community we serve.



Alexander N. Cartwright, Ph.D.
President

February 8, 2022

Date

Attachment D

Office of Multicultural Academic and Support Services Program 2020-2021 Report

Multicultural Academic and Support Services 2020-2021 Equity Report

Name: ACCESS Summer Bridge Program

Date: 2020-2021

Number of Students: 346

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.

Campus Partners: Student Academic Resource Center

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Name: MASS Student Success Conference (Virtual)

Date: September 17, 2020

Number of Students: 35

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.

Campus Partners: Office of President, Office of Student Financial Aid, Faculty, Alumni, Career Services, Colleges, SDES units, and departments.

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Name: Multicultural and First-Generation Excellence in Action Recognition Program (Virtual)

Date: March 25, 2021

Attendance: 737

Purpose: To celebrate those students who received a GPA of 3.5 or higher. Department hosting and collaborators: Multicultural Academic and Support Services

Campus Partners: SDES Units and Campus Departments

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Name: Knight Alliance Network

Date: 2020-2021

Number of Students: 100

Purpose: To provide former foster care youth with a healthy transition to become successful students at UCF. This program assists students with a) demystifying the college experience, b) navigating through the university landscape, and c) helping students prepare to succeed at UCF

and beyond academically and socially. Students received either a foster care/state custody waiver or a homeless waiver.

Name: MASS Laptop Loaner Program

Date: 2020-2021

Total Loans: 208 duplicated loans for 24 users

Purpose: To provide access to computers to students who need technology on a short-term basis.

Campus Partners: Library, Technology

Impact: Access to campus resources and staff support

Name: Brother to Brother Program

Date: 2020-2021

Number of Students: 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.

Campus Partners: SDES Units and Campus Departments

Impact: 1) Improved social integration, engagement, and academic achievement, 2) Improved interpersonal relationships, personal responsibility for college.

Name: Sister to Sister Program

Date: 2020-2021

Number of Students: 80

Purpose: To provide multicultural and first-generation female students the opportunity to connect and learn about various ways to succeed in UCF and life.

Campus Partners: Multicultural Student Center, Counseling and Psychological Services

Impact: 1) Improved social integration, engagement, and academic achievement, 2) Improved interpersonal relationships, personal responsibility for college.

Name: Latinos in Action Conference

Date: March 11, 2020

Attendance: 1,050

Purpose: To offer a college reach-out opportunity to Latino high school and middle school students. The goal is to inform the students about getting a college education.

Campus Partners: Department hosting and collaborators: Multicultural Academic and Support Services, Admissions, Financial Aid

Impact: Improved College readiness, access, and career preparation.

Name: Deferred Action Childhood Arrivals (DACA) and Dreamers Program

Date: 2020-2021

Number of Students: 68

Purpose: Deferred Action and Childhood Arrivals (DACA) and Dreamers Program was created to support young immigrants living in the United States who were brought here as children pursuing higher education.

Campus Partners: Global Studies, Career Services, and UCF Cares

Impact: 1) Improved social integration, engagement, and academic achievement, 2) Improved interpersonal relationships, personal responsibility for college.

Name: First-generation Awareness Celebration Week (Virtual)

Date: November 8-13, 2020

Attendance: 200

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.

Campus Partners: Downtown Campus, Valencia College, Faculty, Staff, Students, Student Development and Enrollment Services, UCF Information Technology, Community Support Services, Units, and Departments

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Name: Student Success Process Improvement (First-Generation) Outreach

Date: 2020-2021

Number of Students: 1046

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:

Multicultural Academic, Support Services, and Career Services

Campus Partners: Housing and Residence Life, Office of Student Financial Aid, Provost Office, Student Success, Institutional Knowledge Management, and Colleges

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Name: First-Generation Matching Grant Scholarship Program

Date: 2020-2021

Total Awarded: 817

Purpose: First-generation students often need financial resources to assist them with the cost of attendance at the university, including tuition, housing, books, and transportation.

Campus Partners: Office of Student Financial Aid

Impact: 1) Increased financial support, 2) Reduced financial barriers to academic achievement and degree completion.

Name: Multicultural and First-Generation Networking Reception

Date: March 10, 2021

Attendance: 396

Purpose: To connect multicultural and first-generation students and alumni to premier employers seeking students for internships and full-time employees.

Impact: 1) Increased social integration, engagement, and career preparation; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Name: First-Generation Advisory Board

Date: 2020-2021

Members and Steering Committee Members: 22

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

The 2020-2021 AVB identified priorities for this academic school year are:

- Increase awareness around serving first-generation students
- Establish a campus-wide marketing campaign for first-generation students
- Establish first-generation scholarship opportunities
- Connect first-generation students with faculty and staff members
- Streamline support services and programs into a centralized hub

Campus Partners: 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

Impact: Review and make recommendations to improve the first-generation student experience, increase academic achievement, and student success (retention, persistence, and graduation).

Name: Associate Vice-President Graduation Letter to First-generation Graduates

Date: April 20, 2021

Number of Students: 1,788

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

Campus Partners: Student Development and Enrollment Services

Impact: The impact of a first-generation being the first in their family to graduate college increases their social and economic status throughout their career(s).

Name: Dr. Valerie D. King Nguza Saba Multicultural and First-generation Graduation Celebration (Limited student participation due to COVID -19)

Date: April 7, 2021

Number of Students: 66

Purpose: To recognize and celebrate the academic achievements of first-generation students who are graduating from the University of Central Florida.

Campus Partners: Department hosting and collaborators: Multicultural Academic and Support Services, Multicultural Student Center, Faculty, Student Development and Enrollment Services, and Black Faculty and Staff Association

Impact: The impact of a first-generation being the first in their family to graduate college increases their social and economic status throughout their career(s).

Name: Diversity Scholarships (DEST)

Date: Fall 2020

Student Awards: 6

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, Support Services MASS

Campus Partners:

Impact: 1) Increased social integration, engagement, and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Name: Non-Florida Tuition Waiver

Date: 2020-2021

Awarded: 11

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

Campus Partners: Office of Student Financial Aid

Impact: 1) Increased engagement and academic achievement; and 2) Increased personal responsibility for student success (persistence, retention, and graduation).

Highlights:

2021 FIRST-GENERATION AWARENESS WEEK CELEBRATION IN PARTNERSHIP WITH NASPA AND CAMPUS PARTNERS: The First-generation Advisory Board members continued a tradition of a week-long celebration of the presence and experiences of first-generation students, faculty, and staff during the 2021 First-generation Awareness Week Celebration held November 8-15. For additional information on the First-Generation Awareness Week events, visit the SDES website at [First-Generation Awareness Week Kicks Off! • Student Development and Enrollment Services • UCF](#). Monday, November 8, marks the beginning of First-Generation Awareness Week at UCF! Multicultural Academic fun and celebration to recognize our first-gen student community. The week kicked off with the TRI Alpha First-Generation Honors Society Induction Ceremony on the main campus and an Outreach Blitz at UCF Downtown. Throughout the week, resources and outreach services were tabled in the Student Union patio for students to stop by and participate.

For additional information on the First-Generation Awareness Week events, visit the SDES website at [Publications • Student Development and Enrollment Services • UCF](#)

2021 NASPA STUDENT SUCCESS: IMPLEMENTING BIG CHANGES TO RETAIN FIRST-GENERATION STUDENT COHORTS BLOG: The First-Generation Program was invited to submit a blog on first-generation student success. For additional details, visit [Student Success: Implementing Big Changes to Retain First-generation Student Cohorts \(naspa.org\)](#).

Alpha Alpha Alpha (TRI-Alpha) National Honor Society: In 2020-2021, the First-generation Program, in partnership with TRIO Programs, established a chapter of the Alpha Alpha Alpha (TRI-Alpha) National Honor Society at UCF. The Alpha Alpha Alpha (or Tri-Alpha) recognizes the academic achievements of first-generation college students.

Alumni Spotlight: Shaïka Surprise '20 and Supporting Low-Income and First-generation Students: With forward-thinking resources and services, including TRIO, the McNair Scholars Program, and the First-Generation Program, UCF empowers underserved students to succeed through access, mentoring, and scholarships. Creating programs that support student success is a key value of the university. Alumni Spotlight: Shaïka Surprise '20 "Education provides us with an opportunity to impact our lives, those around us, and society. The mentors and experiences I had at UCF led me to where I am now." Shaïka Surprise, a first-generation college student, and former foster care student, found her place of belonging after attending the Multicultural Academic and Support Services Student Success Conference. While at UCF, Shaïka became involved in Knights Alliance Network, the First-Generation Program and Sister 2 Sister. The connections she formed along the way helped provide a sense of motivation — encouraging and challenging her

throughout her college journey. For additional information, visit [Social Mobility | University of Central Florida \(ucf.edu\)](#).

NASPA First-gen Forward Institution: In 2020-2021, 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 that 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: In 2020-2021, the First-generation Program 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 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/>.

In partnership with stakeholders, including the campus president and senior leadership, is committed to supporting first-generation student success. They enhanced first-generation students' abilities to identify and access resources and opportunities, including university-wide messages and student success stories, philanthropic efforts, the First Generation Matching Grant Scholarship Program, multicultural out-of-state tuition waivers, and high-impact practices such as the McNair Scholars Program and research opportunities. Some websites are listed below to show how UCF's campus president and senior leadership have publicly demonstrated institutional commitments.

- Campus President, Dr. Alexander Cartwright <https://vimeo.com/464375003/bc4dd0b543>
- Dr. Maribeth Ehasz <https://youtu.be/cFf3c8eRAn4> in celebrating the first-generation experience at UCF
- <https://www.sdes.ucf.edu/news/first-generation-awareness-weeks-begins/>
- <https://trio.sdes.ucf.edu/>
- <https://www.ucf.edu/pegasus/ripple-effect/>
- <https://www.ucffoundation.org/givetofirstgen>

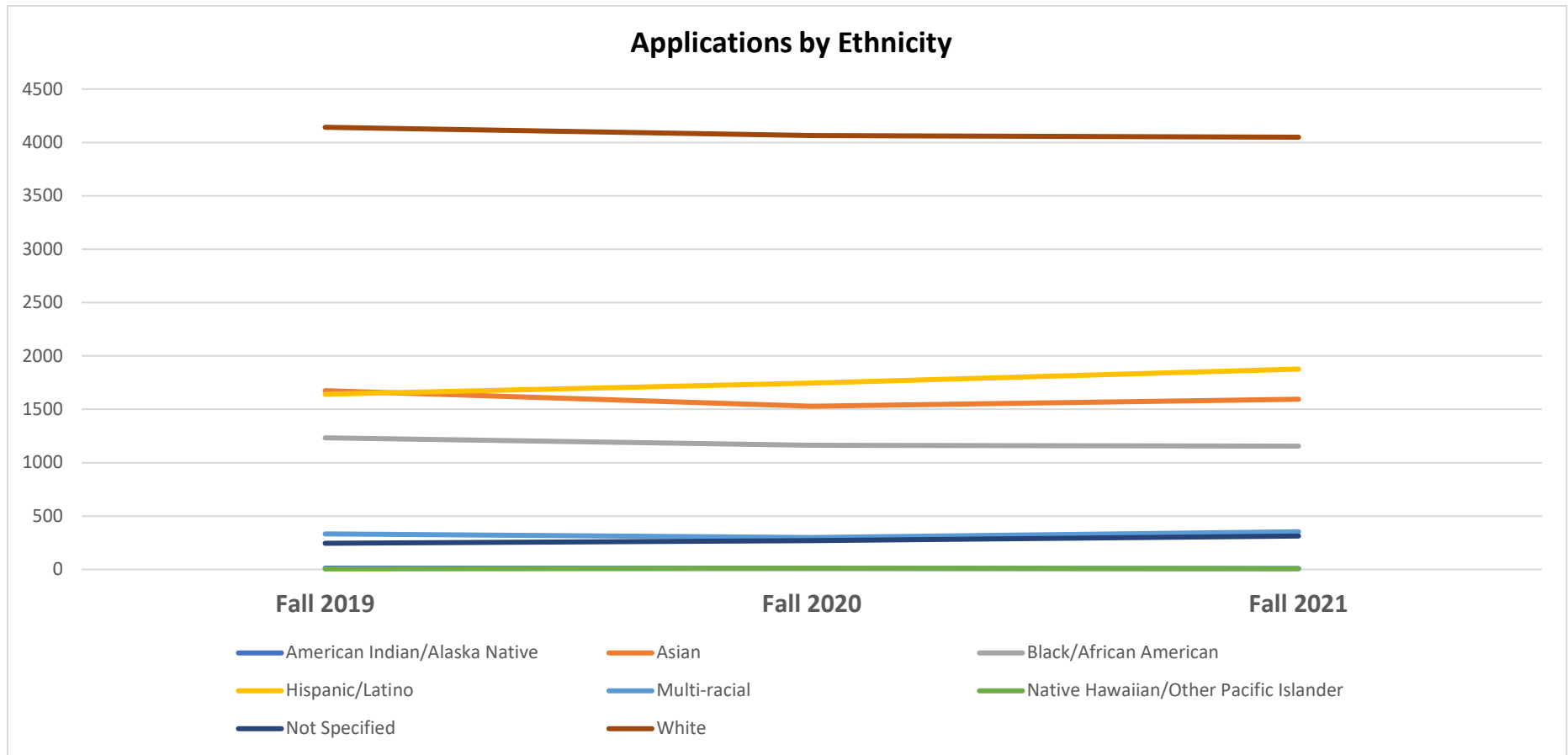
- <https://mass.sdes.ucf.edu/wp-content/uploads/sites/14/2018/01/Spring-2018-FIRST-GEN-KAN-scholarship-PDF.pdf>
- <https://www.helios.org/blog/student-perspective-first-generation-ucf-student-daniela-garcia>
- <https://www.clickorlando.com/news/2019/03/07/ucf-joins-national-initiative-to-help-transition-students-from-college-to-workforce/>
- <https://twitter.com/UCF/status/928308385858097152>
- <https://www.edexcelencia.org/programs-initiatives/growing-what-works-database/ucf-mcnair-scholars-program>
- <https://knightconnect.campuslabs.com/engage/organization/fgaknights>
- <http://knightnews.com/2018/12/ucf-invests-record-40-million-in-student-financial-aid-package/>
- <https://www.orlandoweekly.com/Blogs/archives/2018/04/27/ucf-students-will-be-featured-in-a-60-minutes-report-this-sunday>
- <https://www.aplu.org/news-and-media/blog/ucf-president-hitt-how-were-using-digital-learning-to-increase-access-and-improve-outcomes>
- <https://www.bizjournals.com/orlando/news/2016/03/21/ucf-recognized-as-a-diversity-champion.html>
- <https://finaid.ucf.edu/types-of-aid/first-gen/>

Attachment E

Office of Graduate Studies 2020-2021

Executive Summary









UCF Fall 2021 Ethnicity Report











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 **56.7%** of the total number of applications received. This is a 1.4% increase over last year. Students of diverse backgrounds are also being offered admission in similar ratio's where these categories of students account for **55.5%** of the offers to join UCF as a graduate student. Again, we are seeing increases here where this is 3.7% over last year. This is then parlaying into solid numbers of new graduate students of diverse backgrounds making up **52.8%** of all new students for Fall of 2021. Again, showing a 2.9% increase over the previous year.

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 2019, 2020, and 2021, **Hispanic** applicants accounted for **19.0%** of the total applications received, **Asian** applicants were second at

17.3%, and **African Americans** were third at **12.8%**. 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 **32.0%** of the applicants, then **Hispanic** applicants at **11.9%**, and third was **African American** at **6.8%**. For Masters programs, **Hispanics** were the strongest group representing **28.3%** of the applicants, then **Asian** at **13.9%**, and third were **African American** at **13.4%**.

Fall 2021	Applications
 American Indian/Alaska Native	8
 Asian	1594
 Black/African American	1155
 Hispanic/Latino	1877
 Multi-racial	353
 Native Hawaiian/Other Pacific Islander	8
 Not Specified	313
 White	4049

Fall 2021	Admissions
 American Indian/Alaska Native	7
 Asian	848
 Black/African American	627
 Hispanic/Latino	1133
 Multi-racial	207
 Native Hawaiian/Other Pacific Islander	6
 Not Specified	145
 White	2381

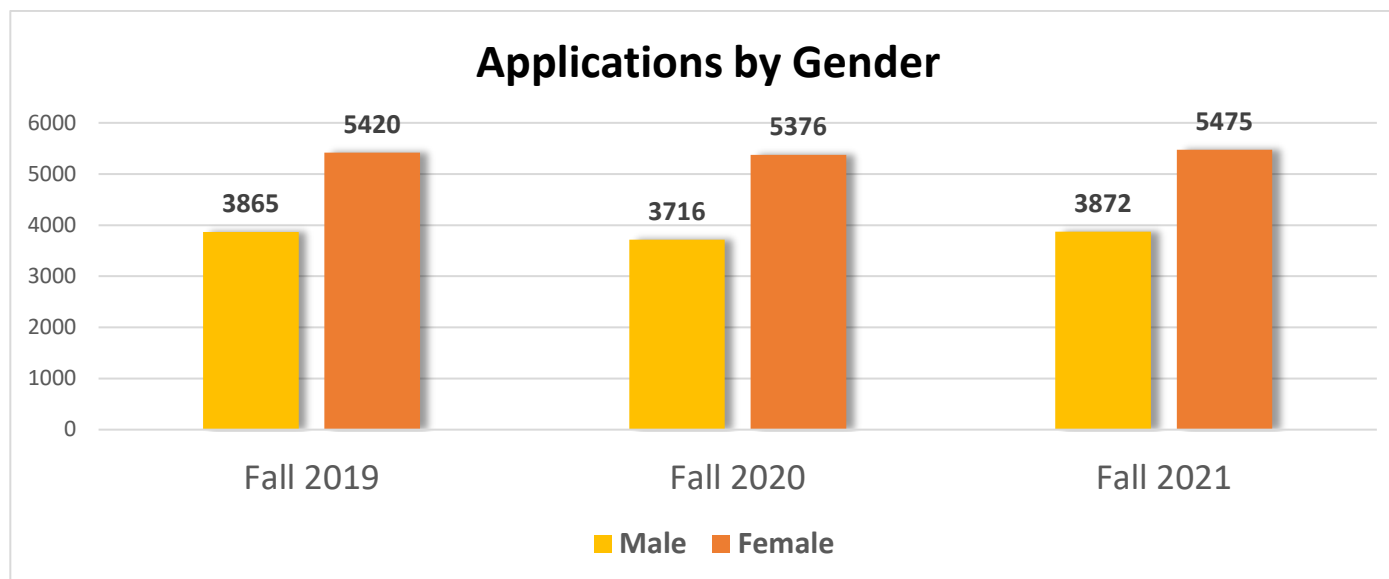
Fall 2021	New Enrollment
 American Indian/Alaska Native	5
 Asian	330
 Black/African American	364
 Hispanic/Latino	719
 Multi-racial	138
 Native Hawaiian/Other Pacific Islander	4
 Not Specified	52
 White	1,442

Considering applications to our different colleges, the most interest among our URM students was directed toward CECS. For Fall 2020, they received a total of **1,382** applications. CCIE was second at **1,272**, and then COS at **974**. These are all increases over the Fall 2020 term.

Ethnicity to College of Interest in rank order:

	1 st	2 nd	3 rd
Asian prospects applied most to	CECS	COS	CCIE
African American/Black applied most to	CCIE	COS	CECS
Hispanic/Latino applied most to	CCIE	COS	CECS
Multi-racial applied most to	CCIE	COS	CECS
Not Specified applied most to	CECS	COS	CCIE

When it comes to Gender, women continue to dominate within the application cycle. For the Fall of 2021, we received **5,475** applications from women making up **58.5%** 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.



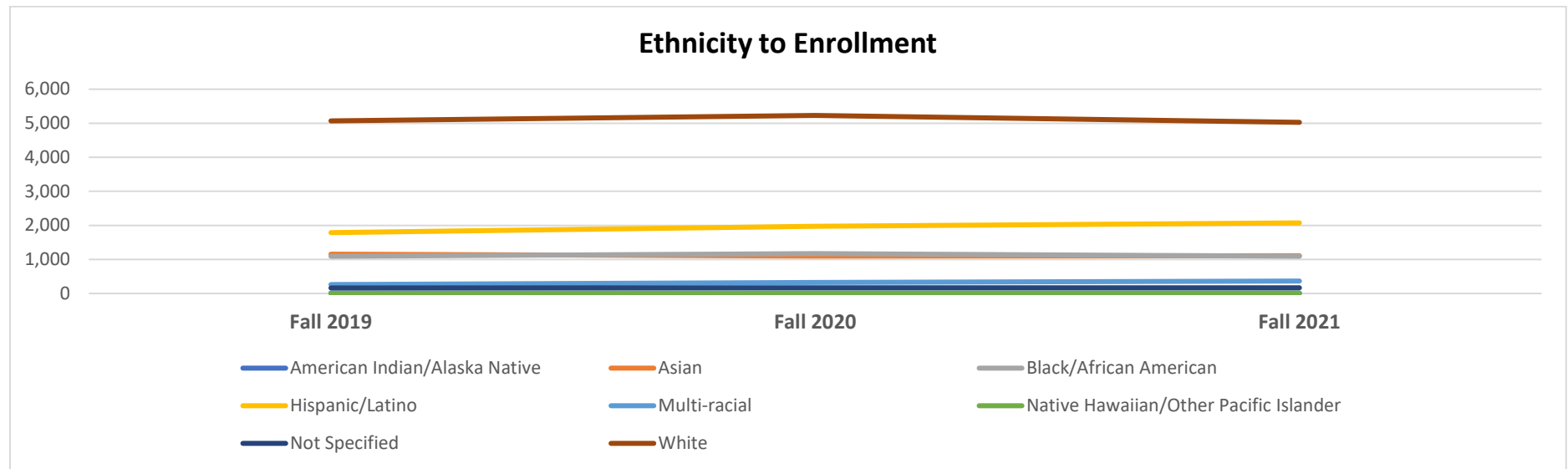
Female Applications to College of Interest Fall 2020

CAH =	65.9% of applications
CBA =	48.1% of applications
CCIE =	76.8% of applications
CECS =	26.8% of applications
CGS =	48.4% of applications
CHPS =	89.8% of applications
COM =	61.4% of applications
CON =	85.3% of applications
COP =	27.2% of applications
COS =	55.6% of applications
Rosen =	71.3% 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 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021	
	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students	Student Count	% of Students
American Indian/Alaska N..	19	0.22%	18	0.20%	13	0.14%	10	0.10%	8	0.08%
Asian	425	4.87%	489	5.34%	480	5.03%	501	5.02%	502	5.10%
Black/African American	956	10.96%	1,008	11.00%	1,052	11.02%	1,122	11.24%	1,042	10.59%
Hispanic/Latino	1,480	16.97%	1,598	17.44%	1,702	17.82%	1,881	18.84%	1,969	20.01%
International	1,109	12.72%	1,136	12.40%	1,167	12.22%	1,079	10.81%	1,088	11.06%
Multi-racial	168	1.93%	175	1.91%	243	2.54%	306	3.07%	331	3.36%
Native Hawaiian/Other Pa..	5	0.06%	3	0.03%	4	0.04%	7	0.07%	11	0.11%
Not Specified	189	2.17%	147	1.60%	119	1.25%	107	1.07%	98	1.00%
White	4,370	50.11%	4,590	50.09%	4,769	49.94%	4,969	49.78%	4,790	48.68%
Grand Total	8,721	100.00%	9,164	100.00%	9,549	100.00%	9,982	100.00%	9,839	100.00%

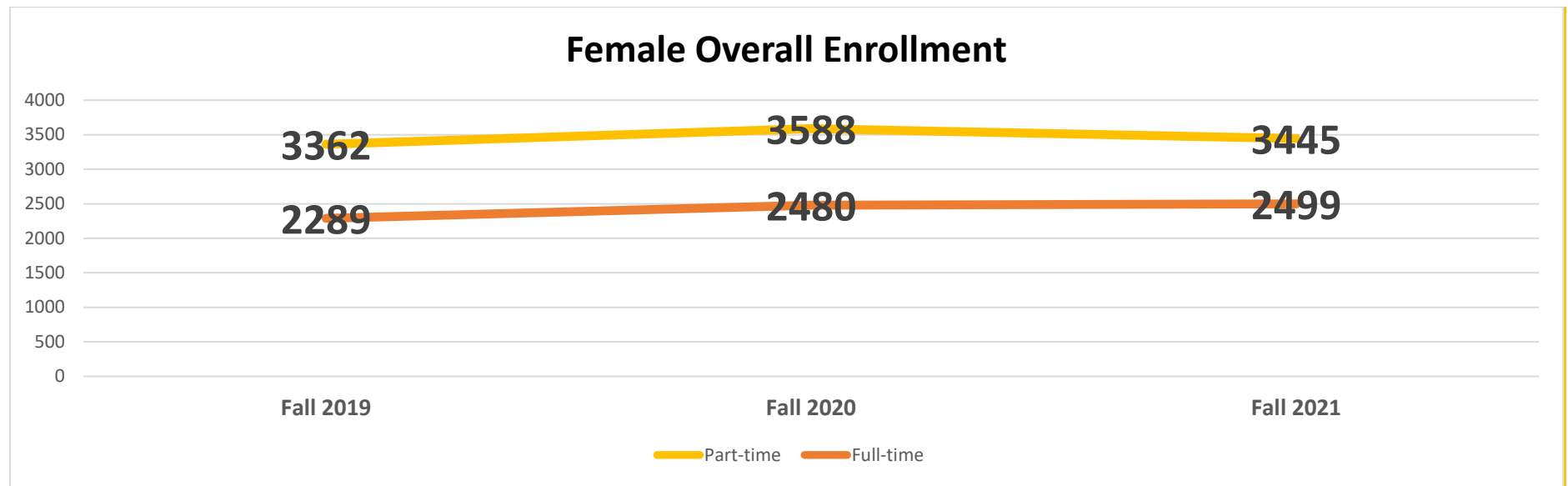
The data here show that overall enrollment in graduate education among our URM students has remained steady and the numbers have increased within certain student categories highlighted by the growth in numbers of Hispanic/Latino graduate students. For the first time, we have seen our enrollment among Hispanic students creep into the 20% range of the total graduate student population at UCF.

As this data is focused to degree level, we see changes in where URM students are enrolled. For Fall 2021, there were a total of **1,575 Hispanic/Latino** students working on their Masters degrees. **African American** students were next at **809**. Followed by **Asian** students where **515** were working to complete their Masters degree. When considering our doctoral students, Asian students were the strongest group. Here, it was **Asian** students at **537**, then **Hispanic/Latino** at **306**, and then **Black/African American** graduate students at **183**.

Top 2 URM Enrollment per College for Fall 2021				
College	Ethnicity 1	n	Ethnicity 2	n
CAH	Hispanic	90	African American	30
CBA	Hispanic	212	African American	83
CCIE	Hispanic	668	African American	519
CECS	Asian	531	Hispanic	419
CGS	Hispanic	21	African American	16
CHPS	Hispanic	247	African American	118
COM	Asian	33	Hispanic	28

CON	Hispanic	70	African American	59
COP	Asian	47	Hispanic	16
COS	Hispanic	183	Asian	148
Rosen	Hispanic	57	Asian	35

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 graduate enrollment to College for Fall 2021. This data shows that UCF had **5,944 (60.3%) women** enrolled in a variety of graduate programs. This is compared with **3,906 (39.7%)** men. The data also showed that women were enrolled in more part-time studies (**57.9%**) compared with full-time enrollment.



Of these numbers, there were a total of **4,269 (62.6%)** women enrolled in Masters degree programs. Within this context, **2,550 (37.4%)** men were involved in Masters programs. At the doctoral level, there were a total of **2,257** graduate students. Of this, **women made up 49.8%** of the students and **men consisted of 50.2%** 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. For Fall 2021, there were a total **1,122** international graduate students taking classes. They generated **2,014 (21.5%)** applications. This was spread out with **53.6%** of the applications directed toward doctoral programs and **46.4%** showing interest in our masters programs. Men accounted for **62.7%** of the international applications and women submitted **37.3%** international applications.

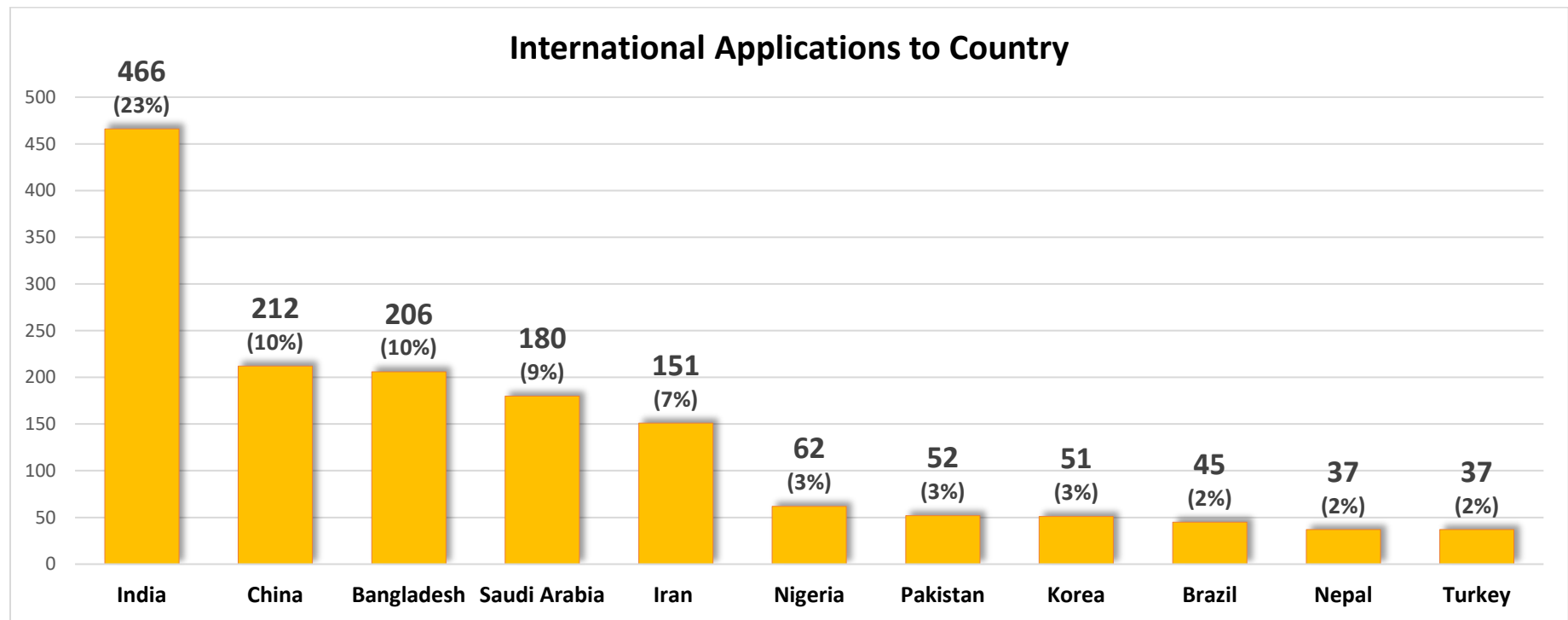
The following represent the top 10 programs for international applications.

1. Computer Science MS
2. Computer Science PhD
3. Business Administration PhD
4. Electrical Engineering PhD
5. Data Analytics MS
6. Civil Engineering PhD
7. Mechanical Engineering PhD
8. Interactive Entertainment MS
9. Big Data Analytics PhD
10. Physics PhD



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

The following Fall 2021 data represent the top 10 countries that UCF received applications from prospective graduate students to percent of numbers of international applications.



Graduate Degrees

UCF has been very successful at assisting our graduate students in completing their programs of study. For Spring of 2021, UCF awarded a total of **1,375** graduate degrees or certifications. For Summer 2021, UCF awarded **924** graduate degrees or certifications. For Fall of 2021, UCF awarded **1,004** graduate degrees. This equates to **3,303 masters, doctoral, specialist degrees and certificates** over the semesters presented in the table. Of these total numbers, the data shows that URM students are receiving **38%** of all degrees awarded.

Total Graduate Degrees Awarded to Ethnicity						
	Spring 2021		Summer 2021		Fall 2021	
	n	%	n	%	n	%
American Indian/Alaska	0	0.0%	2	0.2%	0	0.0%
Asian	72	5.2%	39	4.2%	35	3.5%
Black/African American	146	10.6%	108	11.7%	119	11.9%
Hispanic/Latino	242	17.6%	168	18.2%	190	18.9%
International	176	12.8%	119	12.9%	111	11.1%
Multi-racial	36	2.6%	27	2.9%	28	2.8%
Native Hawaiian/Pacific	0	0.0%	0	0.0%	0	0.0%
Not Specified	19	1.4%	6	0.6%	6	0.6%
White	684	49.7%	455	49.2%	515	51.3%
Total	1,375	100%	924	100%	1,004	100%



The most important point to note as it relates to the success of our graduate students 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 **19%** 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. This shows that our underrepresented minority graduate students are being retained and are persisting through to degree attainment.

Key Activities Supporting Equity within the Graduate Context

National Name Exchange

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

Diverse Academic Opportunities Program

This annual program was instituted in 2017 as an effort to recruit successful underrepresented minority students into our doctoral programs at UCF. It is a 2-day event where applicants to the program are invited to the UCF campus to attend workshops on being a diverse graduate student, meeting underrepresented UCF graduate students, meeting faculty, visiting labs, touring the campus, and learning about applying to graduate school. All costs of travel, hotel, food, etc. are paid by the College of Graduate Studies. Each year, 25 applicants are invited to attend the event. Over the past few years, we have had to shift this to a virtual event. We have still brought in a solid number of diverse students to this event. Here is historical data on the success of this effort.

Year	Applicants	Attendees	Applied	Admits	Enrolled
2017	79	18	7	4	4
2018	60	24	9	3	1
2019	111	30	11	2	2
2020 (Virtual)	44	26	12	5	3
2021 (Virtual)	28	17			
Total	322	115	39	14	10

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 2020, we attended a total 24 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
 Baylor McNair Scholars Research Conference
 FAMU Graduate Feeder Conference and Recruitment Fair

UMBC McNair Scholars Conference
Stetson Graduate School Fair
UCF Grad Fair
Florida International University 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
SACNAS Stem Fair
Leading Hispanics in STEM 2019 National Convention
Annual Biomedical Research Conference for Minority Students
Florida Southern College
Bethune-Cookman University
Florida Undergraduate Research Conference
National Council of Undergraduate Research (NCUR)
California Forum for Diversity in Graduate Education

UCF Grad Fair

Each year, the College of Graduate Studies hosts in annual Grad Fair. This event is held in the Pegasus Ballroom. The event hosts just over 95 UCF graduate programs who are there to introduce their programs to well over 900 registered attendees. Most of the attendees are UCF undergraduate students but it is also open for anyone in the central Florida community to attend. Due to Covid, we have had to shift to hosting a virtual event. This has been very successful.



Total Events/Sessions hosted as part of the series: 85

Total number of participant registrations: 2,327

Total number of session attendees: 1,073

New Graduate Student Orientation

For Fall of 2019, the Grad School 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 and has components that focus on being a successful diverse student at UCF.

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 successive Spring semester. The course is designed as a preventative measure to help all students from all backgrounds understand the standards of academic integrity.

Attachment F

Office of Diversity, Education, and Training Programming and Website Samples

Office of Diversity Education and Training

[INITIATIVES](#)
[WORKSHOPS](#)
[STUDENTS](#)
[FACULTY & STAFF](#)
[HSI](#)
[MORE](#)

About

The Office of Diversity Education and Training was established in 1994 to support the University of Central Florida's 4th strategic goal, "to become more inclusive and diverse." We strive to make diversity and inclusion visible and critical elements that indelibly permeate the life and values of the UCF community. The office plays an important role in support of the [UCF Collective Strategic Impact Plan](#).

We offer education, training and support services, facilitation of cross-campus collaboration, and enterprise-wide leadership to the campus and our community to build an inclusive culture for all students, faculty and staff. The ODET Workshop program engages thousands annually. The professional development programs engage under-represented faculty, staff and students: Leadership Empowerment Program, CREAR Futuros, and LEGACY. The Hispanic Initiatives effort leads the UCF to excel as a minority-serving institution.



Mission

The mission of the Office of Diversity Education and Training is to collaborate with the University of Central Florida community to advocate for and educate about the university's goal of becoming more diverse and inclusive.

Highlights

- Facilitates collaboration across the UCF campus and community through multiple committees and partnerships.
- Organizes campus-wide engagement events on a broad range of diversity, inclusion and equity topics, including the annual UCF Diversity Week celebrations and events.
- Facilitates over 400 workshops on more than 120 topics annually.

COURSE AND FACILITATION DESCRIPTIONS

Communicating with Complex Communication Styles in the Office: Techniques and Strategies
Fundamentals of Document Accessibility
Gratitude and Leadership: They Can Co-Exist!
Inclusive Communication
Intent vs. Impact
Lunch with TED: How to Discover Your "Why" in Difficult Times
Lunch with TED: The Link Between Climate Change, Health, and Poverty
Micromessages and Microaggressions
Religious, Secular, and Spiritual Literacy for Beginners
Representation Matters: Bias in Media
Safe Zone Series: Advocates
Safe Zone Series: LGBTQ+ 101
Self-Care for Social Change Agents
Setting Boundaries in the Workplace: You Can Do this!
Sexual Harassment in the Workplace
Sharing the Burden: Environmental Justice & Sustainable Communities (must attend both sessions to receive the completion certificate)
The Development of Prejudice in Children
The Shades Between White & Black
Understanding Diversity, Equity & Inclusion



Hispanic Serving Institution Initiatives

UNIVERSITY OF CENTRAL FLORIDA

DONATE TODAY

A Message from UCF's Director of HSI Culture and Partnerships

¡Saludos! I am honored to lead our HSI Initiative at UCF in partnership with thoughtful colleagues across divisions and academic colleges who are committed to serving our Latino students with intentionality, while maintaining our unwavering commitment to serving all of our Knights. UCF aspires to be a leading Hispanic-Serving Institution in the nation, by embracing equity-minded and culturally responsive practices that enable a meaningful collegiate experience for all of our students. We are still at the beginning of our HSI journey, so the possibilities are endless and our potential is strong. I invite you to learn more about UCF's HSI Initiative and I look forward to our continued work together. ¡Vamos Knights!



HSI Administrative Lead

Cyndia Morales Muñoz, Ed.D.

Director, HSI Culture & Partnerships

HSI@ucf.edu

(407) 823-0524

Seal of Excelencia

UCF was among ten higher education institutions nationwide selected in 2021 for [Seal of Excelencia](#) certification. This 3-year certification recognizes institutions who intentionally serve Latino students while serving all by demonstrating purposeful alignment across the three core areas of data, practice, and leadership. Learn more about the Seal of Excelencia [here](#).





The Office of Diversity Education and Training leads the university's effort to become more inclusive and diverse through a number of initiatives: education and training; engaging events; annual celebrations such as October's tradition of "Diversity Week" and March's Women's History Month; support of our Central Florida community activists; campaigns to promote Respect, cultural competency and professional development for students, staff and faculty; and research into inclusion topics.

UCF Diversity Week

UCF Diversity Week is a celebration of our diverse community and an opportunity to explore topics across the broad range of human identity, experience, and interaction. Diversity Week activities are intended to stimulate our campus and move us to a more inclusive culture. The Week typically is celebrated every October and starts with the Dr. Valarie Greene King Diversity Breakfast.

Every campus community member is encouraged to contribute to UCF's celebration of our Diversity...Get Engaged!

[Learn more about Diversity Week >](#)

Women's History Month

The UCF community of faculty, students, and staff are joining together to celebrate women's history month and to highlight women's achievements and challenges to gender equity. Join the celebration by attending events. Compete for the Poster of the month and see your work all over campus.

Events include International Women's Day, Equal Pay Day and Month of the Woman student events.

[Learn more about Women's History Month >](#)

"BE YOU" Storytelling Project

Our community members' stories can bridge the gap of myth and misunderstanding that seem to separate us, by revealing our shared humanity and highlighting the unique path we take toward self-realization.

Add your story to the Project...Attend Faculty Storytelling events.

[Learn more about "BE YOU" Storytelling Project >](#)

Workshops

Office of Diversity Education and Training Programs

SCHEDULE & REGISTRATION CERTIFICATES COURSES CONSULTATIONS & PRESENTATIONS ONLINE WORKSHOPS CORPORATE

The UCF Office of Diversity Education and Training Training Program is one of the most prolific in higher education. You can pursue certificates and training individually or as a departmental effort to improve performance and our learning and work environments. [Read about the variety of diversity workshops that have been offered over the years](#)



Six-year training impact:
34,546 participants



Total participants last academic year:
7,996



Total UCF Inclusion Champions:
326

WORKSHOP SCHEDULE

Please see this semester's [Unity Star](#) for the Summer 2022 workshop and presentation schedule. For detailed descriptions of the diversity workshops offered, [click on the course titles below](#). All workshops are free unless otherwise noted. Please note that locations vary. Other opportunities for diversity workshops may be scheduled by calling the UCF Office of Diversity Education and Training at (407) 823-6479 or by emailing diverse@ucf.edu.

REGISTRATION INSTRUCTIONS

- **Faculty, A&P, USPS, OPS:** Register online at my.UCF.edu > Employee Self Service > Learning & Development > Request Training Enrollment
- **Students:** Register online via [KnightConnect](#). Be sure to log-in with your NID and NID password.

UCF FACULTY & STAFF ASSOCIATIONS

Black Faculty and Staff Association

The University of Central Florida's Black Faculty and Staff Association (BFSA) is an organization representative of UCF's goal to be more inclusive and diverse. The BFSA's mission is to promote an environment which fosters cultural sensitivity and enrichment by providing quality programming, networking opportunities and guidance to UCF's Black students, faculty and staff; and the greater UCF community.

[Visit bfsa-ucf.org](https://bfsa-ucf.org) 

Latino Faculty and Staff Association

The University of Central Florida's Latino Faculty and Staff Association (LaFaSA) is an organization dedicated to raising awareness and advocating for the needs and goals of Latino faculty and staff at UCF. LaFaSA seeks to promote a family environment that embraces and respects the various identities within the Latino/a culture.

[Visit LaFaSA's website](https://www.lafasa.org) 

PRIDE Faculty and Staff Association

We are an organization for faculty and staff whose focus is on making the University of Central Florida a better place for our every person. We are committed to all of UCF's goals with primary focus on goal 4, to make UCF a more inclusive and diverse campus. Many members of PFSA are actively involved in the LBGTQ+ community on campus and throughout Central Florida. We are proud to represent UCF in many organizations and groups. We serve in a variety of volunteer positions on numerous boards of directors offering our guidance and leadership to the greater community. We are proud of the student-activists on our campus and of the graduate-activists who are working to change our state and nation.

[Visit ucfpride.org](https://ucfpride.org) 

Attachment G

Faculty Recruitment Program Equity-Minded Hiring Guide (Excerpt)

UNIVERSITY OF CENTRAL FLORIDA

INCLUSIVE FACULTY HIRING

A MESSAGE FROM THE VICE PROVOST



A great university is built by great faculty.
And an important part of that is **Inclusive Excellence.**

It's in our core mission at UCF, and we want our campus to be a space of belonging for everyone. In order to accomplish that goal, we have compiled resources and information for understanding the most promising practices for effective faculty recruitment.

Together we are creating an equitable and **inclusive** working and learning environment to recruit and retain the best and most diverse faculty. Ensuring our faculty is representative of the student body and communities we serve is only the beginning. We encourage all departments and search committees to use this document to engage in ongoing conversation about how to prepare our academic units to be spaces that welcome and celebrate difference. This is essential to our success as a university.

In this document you will find **equity-minded** frameworks, guidelines, and practical suggestions for more inclusive faculty recruitment.



CHARGE ON,

Dr. Jana L. Jasinski

Vice Provost for Faculty Excellence
Pegasus Professor of Sociology

TABLE OF CONTENTS

This document was created by the Inclusive Excellence Faculty Fellow, Jennifer Sandoval. Special thanks to the members of the FE Committee on Inclusion 2019-2020 for their review and contributions to this document: Reshawna Chapple, Latarsha Chisholm, Jonathan Cox, Lindsay Neuberger, John Raible.

04	A Focus on Equitable and Inclusive Hiring	16	Applicant Evaluation Rubric
05	Ways to Reduce Implicit Bias	19	Faculty Hiring Process Map
06	Inclusive Faculty Hiring Barriers	20	The Institutional Model for Increasing Faculty Diversity
08	Writing and Posting Your Job Description	21	Offices and Resources at UCF
11	Job Posting Template	23	References
13	Equity Minded Interviewing		
15	Evaluating and Selecting Candidates		

EQUITABLE AND INCLUSIVE HIRING

Hiring new colleagues is one of the most important things that a faculty member does. However, most faculty do not receive any training in this process other than to learn on the job at their first hiring committee meeting. It is easy to get stuck in habits that do not promote checks and balances of our biases and socialization into our disciplines. While it is a strategic goal of UCF to increase the compositional diversity of the faculty there are 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 institution.

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 has not had substantive conversations about [implicit bias](#) it can be useful to recommend that faculty spend some time on the Harvard Implicit Bias Project (implicit.harvard.edu) and read the articles included in the resource guide. Additionally, the next page lays out a few quick tips on reducing implicit bias in the hiring process.

Attachment H

UCF's *Title IX Grievance Policy*, No. 2-012.1



UNIVERSITY OF CENTRAL FLORIDA

Office of the President

SUBJECT: Title IX Grievance Policy	Effective Date 10/13/2021	Policy Number 2-012.1	
	Supersedes 2-012	Page 1	Of 28
	Responsible Authority Director, Institutional Equity		

DATE OF INITIAL ADOPTION AND EFFECTIVE DATE 8/14/2020

TABLE OF CONTENTS

APPLICABILITY/ACCOUNTABILITY.....	2
REVOCATION	2
BACKGROUND AND POLICY STATEMENT	2
DEFINITIONS.....	3
UNIVERSITY PROCEDURES	8
A. MANDATED REPORTING.....	8
B. ACCOMMODATIONS FOR INDIVIDUALS WITH QUALIFYING DISABILITIES.....	8
C. MAKING A REPORT REGARDING TITLE IX SEXUAL HARASSMENT	8
D. UNIVERSITY RESPONSE AND NON-INVESTIGATORY SUPPORTIVE MEASURES.....	9
E. EMERGENCY REMOVAL	10
F. ADMINISTRATIVE LEAVE.....	10
G. TITLE IX GRIEVANCE PROCESS	10
RETALIATION	26
CONTACT	27
RELATED INFORMATION	27

APPLICABILITY/ACCOUNTABILITY

The Title IX Grievance Policy became effective on August 14, 2020, and will only apply to Title IX sexual harassment alleged to have occurred on or after August 14, 2020. Incidents of Title IX sexual harassment alleged to have occurred before August 14, 2020, will be investigated and adjudicated according to the process in place at the time the incident allegedly occurred.

This policy applies to the university community, which includes all students and employees; direct support organizations employees (DSOs), and third parties. This policy pertains to acts of prohibited conduct defined herein committed by or against students, university or DSO employees, and third parties when the jurisdictional criteria herein are satisfied.

The requirements and protections of this policy apply equally regardless of sex, gender, sexual orientation, gender identity, gender expression, or other protected classes covered by federal or state law, or by university regulation or policy. All requirements and protections are equitably provided to individuals regardless of such status or status as a Complainant, Respondent, or Witness.

REVOCATION

Should any portion of the Title IX Final Rule, 85 Fed. Reg. 30026 (May 19, 2020), be stayed or held invalid by a court of law, or should the Title IX Final Rule be withdrawn or modified to not require the elements of this policy, this policy, or the invalidated elements of this policy, will be deemed revoked as of the publication date of the opinion or order and for all reports after that date, as well as any elements of the process that occur after that date if a case is not complete by that date of opinion or order publication.

Should the Title IX Grievance Policy be revoked in this manner, any conduct covered under the Title IX Grievance Policy shall be investigated and adjudicated in accordance with the existing UCF Policy 2-004 Prohibition of Discrimination, Harassment and Interpersonal Violence Policy, Regulation UCF-3.001 Nondiscrimination; Affirmative Action Programs, and/or other applicable policies or regulations.

BACKGROUND AND POLICY STATEMENT

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on

sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with an individual's ability to equally access our educational programs and opportunities.

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 (Final Rule) that:

- Defined the meaning of “sexual harassment” (including forms of sex-based violence) for the purposes of Title IX;
- Addressed how the university must respond to reports of misconduct falling within that definition of Title IX sexual harassment;
- Mandated a grievance process that the university must follow to comply with the law in these specific covered cases before issuing a disciplinary sanction against a person accused of Title IX sexual harassment; and,
- Required implementation of the new regulations by August 14, 2020.

It is the responsibility of every member of the university community to foster an environment free of sexual harassment. Based on the Final Rule, the University of Central Florida (university) prohibits Title IX sexual harassment and implemented the following Title IX Grievance Policy, effective August 14, 2020, to respond to allegations of this nature. A student or university or DSO employee determined by the university to have committed an act of Title IX sexual harassment is subject to disciplinary action, up to and including permanent separation from the university. Third parties who commit acts of Title IX sexual harassment may have their relationship with the university terminated and/or their privileges of being on university premises withdrawn. Nothing in this policy shall abridge an individual's rights to free speech and expression under the First Amendment of the U.S. Constitution.

DEFINITIONS

Advisor. An individual who poses questions authored by the Complainant or Respondent during the cross-examination portion of a live hearing, so that the parties do not have direct contact with each other. An advisor of choice may accompany a Complainant or Respondent to any and all meetings under this policy but may not participate directly in any meetings or hearings except as articulated within this policy. A party may select an advisor at their own expense or request an advisor be appointed to them at no expense by the university for the purpose of the live hearing. The advisor may be an advocate, union representative, or legal counsel, but is not required to be. In the case of matters involving Student Respondents, advisors may directly participate in all aspects of the live hearing, including the presentation of relevant information and questioning of witnesses.

Complainant. For the purposes of this Title IX Grievance Policy, Complainant means any individual who has reported being or is alleged to be the victim of conduct that could constitute Title IX sexual harassment.

Confidential Employee. Any employee who is entitled under state law to have privileged communications. Confidential employees will not disclose information about prohibited conduct to the university without the permission of the student or employee (subject to the exceptions set forth in the confidentiality section of this policy). Confidential employees and resources at the university are the following:

- Health Services employees
- Counseling and Mental Health Services employees
- Employee Assistance Program employees
- Ombuds Office employees
- Victim Services employees
- Student Legal Services employees
- Volunteer chaplains

Confidentiality. Consistent with other university policies and regulations, references made to confidentiality refer to the ability of identified confidential resources to not report crimes and violations to law enforcement or college officials without permission, except for extreme circumstances, such as a health and/or safety emergency or child abuse.

Consent. An understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. The lack of a negative response, lack of resistance or protest, and silence are not consent. An individual who is incapacitated, such as by alcohol and/or other drugs, whether voluntarily or involuntarily consumed, may not give consent. Past consent to sexual activity does not imply ongoing future consent.

- a. Responsibility: It is the responsibility of the initiator of the sexual activity to obtain clear and affirmative responses of a willingness to participate at each stage of sexual involvement.
- b. Incapacitation: 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. An individual may be incapacitated 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. Factors used to evaluate consent and incapacitation are found in the UCF Policy 2-004 Prohibition of Discrimination, Harassment, and Interpersonal Violence.

- c. **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.

Decision-Maker. An individual identified by the university to determine, upon objective review of the documentary and testimonial evidence presented, whether the Respondent violated this policy and what, if any, sanctions to apply.

Education Program or Activity. The university's "education program or activity" includes:

- Any on-campus premises
- Any off-campus premises over which the university has substantial control. This includes buildings or property owned or controlled by an officially recognized student organization.
- Any activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of university's programs and activities over which the university has substantial control.

Exculpatory Evidence. Such evidence tending to absolve the alleged violation of university policy.

Formal Complaint. A document – including an electronic submission - filed by a Complainant with a signature or other indication that the Complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging Title IX sexual harassment against a Respondent and requesting initiation of the procedures set forth herein.

Hearing Chair. An individual identified by the university to oversee the live hearing described herein and to assure all parties' adherence to the Rules of Decorum. The chair does not contribute to the decision regarding whether a Respondent violated this policy or any applicable sanctions.

Inculpatory Evidence. Such evidence tending to establish a violation of university policy.

Privacy. References made to privacy mean university offices and employees who cannot guarantee confidentiality but will maintain privacy to the greatest extent possible, and information disclosed will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible for

tracking patterns and identifying systemic issues. The University will limit the disclosure as much as practicable, even if the Title IX Coordinator determines that a request for confidentiality cannot be honored.

Relevant Evidence and Questions. “Relevant” evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true. “Relevant” evidence and questions do not include the following types of evidence and questions, which are deemed “irrelevant” at all stages of the Title IX Grievance Policy:

- Evidence and questions about the Complainant’s sexual predisposition or prior sexual behavior unless:
 - They are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or
 - They concern specific incidents of the Complainant’s prior sexual behavior with respect to the Respondent and are offered to prove consent.
- Evidence and questions that constitute, or seek disclosure of, information protected under a legally recognized privilege (e.g. attorney-client privilege).
- The Complainant’s or Respondent’s medical, psychological, and similar records unless they have given informed, voluntary, and written consent.

Respondent. Respondent means any individual who has been reported to be the perpetrator of conduct that could constitute Title IX sexual harassment.

Responsible Employee. Any university or DSO employee who is not a confidential employee. 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 all university 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.

Sexual Contact. Contact of a sexual or intimate nature including, but not limited to:

- a. Touching, kissing, fondling (whether over or under clothing) of an individual for the purpose of sexual gratification; and/or
- b. 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
- c. contact, however slight, between the anus or sex organ of one individual and any other object.

Support Person. An individual who may accompany the Complainant or Respondent to any and all meetings under this policy but may not participate directly in any meetings or

hearings. A Complainant or Respondent may have one support person in addition to their Advisor accompany them throughout the process. A Complainant or Respondent may change their support person at any time so long as the change does not disrupt the process. Examples of a support person include, but are not limited to, a friend, family member, or emotional support person. One individual can serve as both a Support Person and Advisor during the live hearing.

Title IX Sexual Harassment. Any conduct on the basis of sex which occurs within the university's education program or activity that satisfies one or more of the following:

1. An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo, or 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));
2. 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;
3. Sexual assault (as defined in the Clery Act), which includes any sexual contact that occurs without consent;
4. 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 following factors: (i) The length of the relationship; (ii) The type of relationship; and, (iii) The frequency of interaction between the persons involved in the relationship;
5. 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; and/or
6. 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;

And also meets the following criteria:

- a. The conduct is alleged to have occurred on or after August 14, 2020;
- b. The conduct is alleged to have occurred against a person located in the United States; and,
- c. The conduct is alleged to have occurred in or as part of the university's education program or activity.

Note that conduct that does not meet one or more of these criteria may still be prohibited under other applicable policies or regulations including, but not limited to, the Regulation UCF-3.001 Nondiscrimination; Affirmative Action Programs, UCF Policy 2-004 Prohibition of Discrimination, Harassment and Related Interpersonal Violence, and Regulation UCF-5.008 Rules of Conduct.

UNIVERSITY PROCEDURES

A. MANDATED REPORTING

Those individuals designated as Responsible Employees under UCF Policy 2-004 are also Responsible Employees under this policy. Nothing in this policy shall alleviate any reporting obligations incumbent on one's status as a responsible employee, dean, director, department head, or supervisor as mandated in UCF Policy 2-004.

B. ACCOMMODATIONS FOR INDIVIDUALS WITH QUALIFYING DISABILITIES

This policy does not alter any university obligations under federal disability laws including the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Complainants and/or Respondents may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point before or during the initiation of the Title IX Grievance Policy that do not fundamentally alter the procedures herein. The Complainants and/or Respondents must specifically request disability accommodations from the Title IX Coordinator for the Title IX Policy, even where they may be already receiving accommodations in other university programs and activities.

C. MAKING A REPORT REGARDING TITLE IX SEXUAL HARASSMENT

Any person may report sex discrimination, including Title IX sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Contact information for the University's Title IX Coordinator:

Matthew Ricke, Ph.D.

Assistant Director & Title IX Coordinator

Office of Institutional Equity

Location: Barbara Ying Center/CMMS (Bldg. 81), Suite 101

Email: Matt.Ricke@ucf.edu

Phone: 407-823-1336

Website (including online reporting form): <https://letsbeclear.ucf.edu>

Confidential vs. Nonconfidential Reporting Options

The following university officials will provide privacy, but not confidentiality, upon receiving a report of conduct prohibited under this policy:

- Title IX Coordinator, Deputy Title IX Coordinators, Title IX Investigators, or designees
- Student Care Services employees
- UCF Police Department employees, including sworn officers
- Student Conduct and Academic Integrity employees
- Housing and Residence Life employees
- Any employee designated as a Clery Campus Security Authority (CSA)
- Any employee designated as a Responsible Employee

The following university officials may provide confidentiality upon receiving a report of conduct prohibited under this policy:

- Counseling and Psychological Services employees
- Student Health Services employees
- Victim Services employees
- Student Legal Services employees
- Volunteer chaplains for religious and nonreligious registered student organizations
- Ombuds Office employees

Please note that statutory exemptions to confidentiality exist under certain circumstances, such as imminent threat of harm to self or others, child or elder abuse, or abuse of an individual with a disability.

D. UNIVERSITY RESPONSE AND NON-INVESTIGATORY SUPPORTIVE MEASURES

Complainants, who report allegations that could constitute a violation of this policy, have the right to receive supportive measures from the university regardless of whether they desire to file a formal complaint. Supportive measures are non-

disciplinary and non-punitive. Remedial and supportive measures include, but are not limited to:

- on-campus counseling or employee assistance program referrals
- extensions of deadlines or other course-related adjustments
- modifications of work or class schedules
- campus escort services
- restrictions on communication between the Complainant and Respondent (no contact orders)
 - changes in work or housing locations
 - leaves of absence
 - increased security and monitoring of certain areas of the campus

Upon receipt of a report of an alleged violation of this policy, the Title IX Coordinator or designee will promptly contact the Complainant to discuss the availability of supportive measures, inform the Complainant that supportive measures are available regardless of the Complainant's choice to file or not file a formal complaint, and explain the process by which the Complainant may file a formal complaint with the university and with law enforcement.

E. EMERGENCY REMOVAL

The university retains the authority to remove a student Respondent from the university's program or activity on an emergency basis, where the university (1) undertakes an individualized safety and risk analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Title IX sexual harassment justifies a removal.

If the university determines such removal is necessary, the student Respondent will be provided notice and an opportunity to challenge the decision immediately following the removal consistent with the Golden Rule Student Handbook.

F. ADMINISTRATIVE LEAVE

The university retains the authority to place a non-student employee Respondent on administrative leave during the review of allegations under this policy, consistent with university regulations and any applicable collective bargaining agreements.

G. TITLE IX GRIEVANCE PROCESS

1. **Filing a Formal Complaint:** The timeframe for the review of an allegation of Title IX Sexual Harassment begins with the filing of a Formal Complaint. The investigation of

an allegation of Title IX Sexual Harassment will be concluded within a reasonably prompt manner, provided that the investigation may be extended for a good reason, including but not limited to the absence of a Complainant or Respondent, , their Advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

- a. To file a Formal Complaint, a Complainant must provide the Title IX Coordinator or designee with a written, signed complaint describing the facts alleged. Complainants are only able to file a Formal Complaint under this policy if they are currently participating in, or attempting to participate in, the education programs or activities of the university, including as an employee. For Complainants who do not meet these criteria, the university will utilize existing procedures for responding to complaints as documented in UCF Policy 2-004.
 - b. If a Complainant does not wish to make a Formal Complaint, the Title IX Coordinator may determine a Formal Complaint is necessary. The university will inform the Complainant of this decision in writing, and the Complainant need not participate in the investigation further but will receive all notices issued under this policy.
 - c. Nothing in this or any other university regulation or policy prevents a Complainant from seeking the assistance of state or local law enforcement alongside utilizing the process described herein.
2. **Consolidation of Multiple Formal Complaints:** The university may consolidate Formal Complaints alleging Title IX sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one individual against the other, where the allegations of Title IX sexual harassment arise out of the same facts or circumstances.
3. **Jurisdictional Assessment:** The Title IX Coordinator or designee will determine if the Title IX Policy should apply to a Formal Complaint. This policy will apply only when all of the following elements are met, in the reasonable determination of the Title IX Coordinator or designee:
 - a. The conduct is alleged to have occurred on or after August 14, 2020;
 - b. The Respondent(s) is affiliated with the university;
 - c. The Complainant(s) is participating in or attempting to participate in a university educational program or activity;
 - d. The conduct is alleged to have occurred in the United States;
 - e. The conduct is alleged to have occurred in the university's education program or activity; and
 - f. The alleged conduct, if true, would constitute Title IX sexual harassment.

If all of the elements are met, the university will investigate the allegations according to this policy.

4. **Allegations Falling Under Two or More Policies:** If the alleged conduct, if true, includes conduct that would constitute Title IX sexual harassment and conduct that would not constitute Title IX sexual harassment, the Title IX Grievance Policy is required to be applied to the investigation and live hearing of only the allegations that constitute Title IX sexual harassment. If the Respondent is accused of allegations beyond the scope of this policy, those allegations may be investigated and/or addressed separately by an appropriate university office(s) before, during, or after the investigation and live hearing under this policy.
5. **Mandatory Dismissal:** The university shall dismiss any Formal Complaint which fails to meet the jurisdictional assessment criteria above. Such mandatory dismissals will be issued, in writing, to the Complainant, explaining the rationale for the dismissal. Once a Formal Complaint is dismissed, the Complainant may appeal the decision to the Vice President for Compliance and Risk or designee. The appeal should be filed in writing within ten (10) business days, citing how the mandatory dismissal was procedurally incorrect under the Final Rule for Title IX.
6. **Discretionary Dismissal:** The university may, under certain circumstances, exercise discretion in the dismissal of any Formal Complaint on the following bases: (1) the Complainant withdraws the Formal Complaint at any time; (2) the Respondent is no longer affiliated with the university; and/or (3) there is insufficient evidence available to warrant additional investigation. Such discretionary dismissals will be issued, in writing, to both the Complainant and Respondent (if the Respondent has received notice of the Formal Complaint), explaining the rationale for the dismissal. Once a Formal Complaint is dismissed, the Complainant or Respondent (if applicable) may appeal the decision to the Vice President for Compliance and Risk or designee. The appeal should be filed in writing within ten (10) business days, citing how the discretionary dismissal was procedurally incorrect under the Final Rule for Title IX.
7. **Notice of Mandatory Dismissal:** Upon reaching a decision that the Formal Complaint will be dismissed, the university will promptly send written notice of the mandatory dismissal of the Formal Complaint or any specific allegation within the Formal Complaint, and the reason for the mandatory dismissal, to the Complainant and Respondent (if the Respondent has received notice of the Formal Complaint), through the Complainant's university email account. It is the responsibility of Complainant and Respondent to maintain and regularly check their email accounts. Upon mandatory dismissal for the purposes of Title IX, the University retains discretion to utilize other grievance procedures, such as those found in the UCF

Policy 2-004, Regulation UCF-5.009, or Regulation UCF-3.0134, to determine if a violation of other university policies or regulations has occurred. If so, the university will promptly send written notice of the dismissal of the Formal Complaint under the Title IX Grievance Policy and removal of the allegations to the other procedures.

8. **Notice of Investigation:** The Title IX Coordinator or designee will draft and provide the Notice of Investigation to the Complainant and Respondent to the allegations of Title IX sexual harassment. Such notice will occur as soon as practicable after the university receives a Formal Complaint of the allegations, if there are no extenuating circumstances. The Complainant and Respondent will be notified by their university email accounts if they are a student or employee, and by other reasonable means if they are neither. The university will provide sufficient time for the Complainant and Respondent to review the Notice of Allegations and prepare a response before any initial interview. The Notice of Investigation will include the following:
 - a. Notice of the university's Title IX Grievance Policy and a hyperlink to a copy of the policy.
 - b. Notice of the allegations potentially constituting a violation of this policy and, if the Respondent is a student, Regulation 5.008 Rules of Conduct; sufficient details known at the time the Notice is issued, such as the identities of the individuals involved in the incident, if known, including the Complainant; the conduct allegedly constituting Title IX sexual harassment; and the date and location of the alleged incident, if known.
 - c. A statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the live hearing.
 - d. A statement that the Complainant and Respondent may have an Advisor of their choice, who may be, but is not required to be, an attorney;
 - e. A statement that after all individuals have been interviewed but before the conclusion of the investigation, the Complainant and Respondent may inspect and review evidence obtained as part of the investigation that is directly related to the allegations raised in the Formal Complaint, including the evidence upon which the university does not intend to rely in reaching a determination regarding responsibility, and evidence that both tends to prove or disprove the allegations, whether obtained from a Complainant and Respondent or other source;
 - f. A statement that university regulations prohibit knowingly making false statements or knowingly submitting false information during the investigation or live hearing.

If, in the course of an investigation, the university decides to investigate allegations about the Complainant or Respondent that are not included in the Notice of

Investigation and are otherwise prohibited conduct under this policy, the university will notify the Complainant and Respondent whose identities are known of the additional allegations by email to their university-issued email accounts (@knights.ucf.edu or @ucf.edu) or other reasonable means. The Complainant and Respondent will be provided sufficient time to review the additional allegations to prepare a response before any initial interview regarding those additional charges.

9. **Advisor of Choice and Participation of the Advisor:** The university will provide the Complainant and Respondent equal access to Advisors and Support Persons; any restrictions on Advisor participation will be applied equally to both the Complainant and Respondent. The Advisor may not serve in any other role within the formal hearing process, including as an investigator, decision-maker, hearing chair, or appeal officer.

Students and employees participating as Complainant or Respondent in this process may be accompanied by an Advisor of Choice and/or Support Person to any meeting or hearing to which they are required or are eligible to attend. The Advisor of Choice is not an advocate. In cases of formal complaints made under this policy against a student Respondent, Advisors for Complainants and Respondents may directly participate in all aspects of the live hearing, including the presentation of relevant information and questioning of witnesses (see “Live Hearing” below).

The university will not intentionally schedule meetings or hearings on dates where the Advisors of Choice for both the Complainant and Respondent are not available, provided that the Advisors act reasonably in providing available dates and work cooperatively to find dates and times that meet all schedules. The university’s obligations to investigate and adjudicate in a prompt timeframe under Title IX and other university policies apply to matters governed under this policy, and the University cannot agree to extensive delays solely to accommodate the schedule of an Advisor of Choice. The determination of what is reasonable shall be made by the Title IX Coordinator or designee. The university will not be obligated to delay a meeting or hearing under this policy more than five (5) business days due to the unavailability of an Advisor of Choice and may offer the Complainant and/or Respondent the opportunity to obtain a different Advisor of Choice or utilize one provided by the university.

10. **Notice of Meetings and Interviews:** The university will provide, to the Complainant and Respondent whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with a Complainant and Respondent, with sufficient time for the Complainant and Respondent to prepare to participate.

11. **Request for Delay:** The Complainant and/or Respondent may request a one-time delay in the investigation or live hearing of up to five (5) business days for good cause (granted or denied in the sole judgment of the Title IX Coordinator, Director of Student Conduct and Academic Integrity, Chief of Human Resources, or designee) provided that the requesting individual provides reasonable notice, and the delay does not overly inconvenience the other individual. For example, a request to take a five-day pause made an hour before a hearing for which multiple Complainants, Respondents, and/or their Advisors have traveled to and prepared for shall generally not be granted, while a request for a five-day pause in between investigative interviews to allow a Complainant and/or Respondent to obtain certain documentary evidence shall generally be granted.
12. **General Rules Governing Investigations:** The Title IX Coordinator or an assigned Investigator will perform an investigation under a reasonably prompt timeframe of the conduct alleged to constitute Title IX sexual harassment after the issuance of the Notice of Investigation.
 - a. The university, and not the Complainant and/or Respondent, has the burden of proof and the burden of gathering evidence, i.e. the responsibility of showing a violation of this policy has occurred. This burden does not rest with either the Complainant or Respondent, and either the Complainant or Respondent may decide not to share their account of what occurred or may decide not to participate in an investigation or hearing. This does not shift the burden of proof away from the university and does not indicate responsibility.
 - b. The university cannot access, consider, or disclose medical records without a waiver from the Complainant or Respondent (or parent, if applicable) to whom the records belong or of whom the records include information.
 - c. The university will provide an equal opportunity for the Complainant and Respondent to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence, (i.e., respectively, evidence that tends to prove and disprove the allegations) as described below.
13. **Inspection and Review of Evidence:** Prior to the completion of the investigation, the Complainant and Respondent will have an equal opportunity to inspect and review the evidence obtained through the investigation. The purpose of the inspection and review is to allow the Complainant and Respondent the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation. Evidence that will be available for inspection and review by the Complainant and Respondent will be any evidence that is directly related to the allegations raised in the Formal Complaint. It will include any:

- a. Evidence that is relevant, even if that evidence does not end up being relied upon by the university in making a determination regarding responsibility; and
- b. inculpatory or exculpatory evidence (i.e., respectively, evidence that tends to prove or disprove the allegations) that is directly related to the allegations, whether obtained from a Complainant, Respondent, or other source.

The Complainant and/or Respondent must submit any evidence they would like the Investigator to consider prior to when the Complainant's or Respondent's time to inspect and review evidence begins.

The university will send the evidence made available for the Complainant and Respondent and their Advisor, if any, to inspect and review through an electronic format. The university is not under an obligation to use any specific mechanism or technology to provide the evidence and shall have the sole discretion in terms of determining format and any restrictions or limitations on access.

The Complainant and Respondent will have ten (10) business days to inspect and review the evidence and submit a written response by email to the Investigator. The Investigator will consider the Complainant's and/or Respondent's written responses before completing the Investigative Report. The Complainant and/or Respondent may request a reasonable extension as their designated Request for Delay.

Any evidence subject to inspection and review will be available at any hearing, including for purposes of cross-examination.

Evidence obtained in the investigation that is determined in the reasoned judgment of the Investigator not to be directly related to the allegations in the Formal Complaint will not be disclosed or may be appropriately redacted before the Complainant's or Respondent's inspection to avoid disclosure of personally identifiable information of a student. Any evidence obtained in the investigation that is kept from disclosure or appropriately redacted will be documented separately from the Investigative Report that may be reviewed by the Complainant and Respondent, and their Advisors, if any.

14. **Investigative Report:** The Title IX Coordinator or designated Investigator will create an Investigative Report that fairly summarizes relevant evidence, and provide that Report to the Complainant and Respondent at least ten (10) business days prior the hearing in electronic format for their review and written response. The Investigative Report is not intended to catalog all evidence obtained by the Investigator, but only to provide a fair summary of that evidence. Only relevant evidence (including both inculpatory and exculpatory) will be referenced in the

Investigative Report. The Investigator may redact irrelevant information from the Investigative Report when that information is contained in documents or evidence that is/are otherwise relevant.

Upon issuance of the final Investigative Report, a copy of the Investigative Report will be sent to the Office of Student Rights and Responsibilities (in the case of student Respondents), the university's Provost's Office (in the case of faculty Respondents), or the university's Human Resources office (in the case of non-faculty employee Respondents), who will review the report and initiate the live hearing.

15. **Appeals of Investigations.** Each Party may appeal the investigation prior to referring the investigative findings to the live hearing process. To appeal, a Party must submit its written appeal within five (5) business days of being notified of the decision, indicating the grounds for the appeal. The limited grounds for appeal available are as follows:

- a. Procedural irregularity that materially affected the outcome of the matter (i.e., a failure to follow the university's own procedures); or
- b. The Title IX Coordinator and/or Investigator(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 investigation.

The submission of appeal suspends the referral of the investigative report to the live hearing process awaiting the outcome of the appeal. Supportive measures and remote learning opportunities remain available during the pendency of the appeal.

If a Party appeals, the university will as soon as practicable notify the other Party in writing of the appeal, however the time for appeal shall be offered equitably to all Parties and shall not be extended for any Party solely because the other Party filed an appeal.

Appeals may be no longer than ten (10) pages, plus relevant documents not otherwise included in the investigation. Appeals should be submitted in electronic form using Times New Roman, 12-point font, and single-spaced. Appeals should use footnotes, not endnotes, and cite to relevant documents. Appeals that do not meet these standards may be returned to the Party for correction, but the time for appeal will not be extended unless there is evidence that technical malfunction caused the appeal document not to meet these standards.

Appeals will be decided by the vice president for Compliance and Risk or designee (appeal officer). The appeal officer will be free of conflict of interest and bias, and

will not otherwise serve as the Investigator, Title IX Coordinator, or Decision-Maker in the same matter.

The outcome of any appeal will be provided in writing simultaneously to both Parties and include a rationale for the decision.

No further appeal options regarding the investigative findings or investigative process are provided.

16. **Live Hearing:** The university will not issue a disciplinary sanction arising from an allegation of Title IX sexual harassment without holding a live hearing. The live hearing may be conducted with the Complainant and Respondent physically present in the same geographic location, or, at the university's discretion, the Complainant and/or Respondent, witnesses, and other participants may appear at the live hearing virtually through a designated video conferencing platform. This technology will enable participants simultaneously to see and hear each other. If a Hearing is convened electronically, all participants will be expected to be able to be seen and heard. It is incumbent on the Complainant and Respondent to provide their own technology if participating in a hearing remotely. At its discretion, the university may delay or adjourn a hearing based on technological errors not within a Complainant's and/or Respondent's control. The live hearing will be audio-recorded. This recording will be made available to the Complainant and Respondent for inspection and review.
 - a. **Written Notice of Live Hearing:** Parties will receive written notice of the live hearing via email at least seven (7) business days prior to the live hearing and access to all relevant information to be presented at the hearing at least five (5) business days prior to the live hearing.
 - b. **Continuances:** The university may determine that multiple sessions or a continuance (i.e., a pause on the continuation of the hearing until a later date or time) is needed to complete a hearing. If so, the university will notify all participants and endeavor to accommodate all participants' schedules and complete the hearing as promptly as practicable.
 - c. **Newly Discovered Evidence:** As a general rule, no new evidence or witnesses may be submitted during the live hearing. If the Complainant or Respondent identifies new evidence or witnesses that were not reasonably available prior to the live hearing and could affect the outcome of the matter, the Complainant or Respondent may request that such evidence or witnesses be considered at the live hearing. The designated Hearing Chair will consider this request and make a determination regarding (1) whether such evidence or witness testimony was actually unavailable by reasonable effort prior to the hearing, and (2) whether such evidence or witness testimony could affect

the outcome of the matter. The individual offering the newly discovered evidence or witness has the burden of establishing these questions by the preponderance of the evidence. If the Hearing Chair answers in the affirmative to both questions, then the Complainant and Respondent will be granted a reasonable pause in the hearing to review the evidence or prepare for questioning of the witness.

- d. **Participation in the Live Hearing:** Live hearings are not public, and the only individuals permitted to participate in the hearing are as follows:

i. **The Complainant and Respondent**

1. The Complainant and Respondent cannot waive the right to a live hearing.
2. The university may still proceed with the live hearing in the physical absence of a Complainant or Respondent and may reach a determination of responsibility in their absence. The university will not threaten, coerce, intimidate, or discriminate against the Complainant or Respondent in an attempt to secure their participation in the live hearing.
3. The Decision-Maker cannot draw an inference about the determination regarding responsibility based solely on a Complainant's or Respondent's absence from the live hearing or refusal to answer cross examination or other questions.
4. The Complainant and Respondent shall be subject to the university's Rules of Decorum and may be removed upon violation of those Rules.

ii. **The Hearing Chair:**

1. A Hearing Chair will be assigned to oversee the live hearing.
2. The Hearing Chair must not have served as the Title IX Coordinator, Investigator, Advisor or Support Person to the Complainant or Respondent in the case, nor may the Hearing Chair serve on the appeals body in the case.
3. No Hearing Chair shall have a conflict of interest or bias in favor of or against Complainants or Respondents generally, or in favor or against the Complainant or Respondent to the particular case.
4. The Hearing Chair will be trained on topics including how to serve impartially, issues of relevance, including how to apply the prior sexual history evidentiary protections provided for Complainants, and any technology to be used at the hearing.
5. The Complainant and Respondent will have an opportunity to raise any objections regarding a Hearing Chair's actual or perceived conflicts of interest or bias. Objections must be filed

no later than three (3) business days after notification of the identity of the Hearing Chair assigned to the live hearing.

6. The Hearing Chair is responsible for administering the procedure of the live hearing, including refereeing cross-examination and ensuring adherence of all parties to the Rules of Decorum. The Hearing Chair is not responsible for determining if this policy was violated or for determining any sanctions.

iii. **The Decision-Maker:**

1. The Decision-Maker must not have served as the Title IX Coordinator, Investigator, Advisor or Support Person to the Complainant or Respondent in the case, nor may the Decision-Maker serve on the appeals body in the case.
2. No Decision-Maker shall have a conflict of interest or bias in favor of or against Complainants or Respondents generally, or in favor or against the Complainant or Respondent to the particular case.
3. The Decision-Maker will be trained on topics including how to serve impartially, issues of relevance, including how to apply the prior sexual history evidentiary protections provided for Complainants, and any technology to be used at the hearing.
4. The Complainant and Respondent will have an opportunity to raise any objections regarding a Decision-Maker's actual or perceived conflicts of interest or bias. Objections must be filed no later than three (3) business days after notification of the identity of the Decision-Maker assigned to the live hearing. The Decision-Maker's role in the live hearing is to neutrally and objectively review the information presented, to ask relevant questions of parties and witnesses, and to determine an outcome and appropriate sanctions, as applicable.

iv. **Advisors**

1. The Complainant and Respondent have the right to select an Advisor of their choice.
2. The Advisor of Choice may accompany the Complainant or Respondent to any meeting or hearing they are permitted to attend.
3. In cases involving employee Respondents, the Advisors for each party may not speak for the individual, except for the purpose of cross-examination at the live hearing as described.
4. In cases involving student Respondents, the Advisors for each party may directly participate in all aspects of the live hearing, including the presentation of relevant information and cross-

examination. Advisors may not respond to cross-examination questions on behalf of a party.

5. If a Complainant or Respondent does not have an Advisor of Choice for the live hearing, the university will appoint an Advisor to the individual, at no fee or charge.
6. The Complainant and Respondent are not permitted to conduct cross-examination; it must be conducted by the Advisor.
7. The Advisor is not prohibited from having a conflict of interest or bias in favor of or against Complainants or Respondents generally, or in favor or against the Complainant or Respondent to the particular case.
8. The Advisor is not prohibited from being a witness in the matter.
9. If a Complainant or Respondent does not attend the live hearing, their Advisor may appear and conduct cross-examination at the live hearing on their behalf.
10. If neither the Complainant, Respondent, nor their Advisor of choice appear at the hearing, the university will appoint an Advisor to appear on behalf of the non-appearing Complainant or Respondent for the purpose of conducting cross-examination on behalf of the individual at the live hearing.
11. Advisors shall be subject to the university's Rules of Decorum and may be removed upon violation of those Rules.

v. Support Person

1. The Complainant and/or Respondent may have one support person accompany them throughout the investigation and live hearing in addition to the Advisor. This individual's role is to support the Complainant or Respondent throughout the live hearing, but this individual may not otherwise participate in the live hearing.
2. The university will not appoint a support person to a Complainant or Respondent.
3. Support persons shall be subject to the university's Rules of Decorum and may be removed upon violation of those Rules.

vi. Witnesses

1. Witnesses cannot be compelled to participate in the live hearing and have the right, free from retaliation, to participate or not to participate in the hearing.
2. Witnesses shall be subject to the university's Rules of Decorum and may be removed upon violation of those Rules.

17. **Live Hearing Procedures:** For all live hearings conducted under this Title IX Grievance Policy, the procedure will be as follows:
- a. The Hearing Chair will initiate the hearing and establish rules and expectations for the hearing, including the Rules of Decorum;
 - b. The Complainant and Respondent will each be given the opportunity to provide opening statements;
 - c. The Decision-Maker will ask questions of the Complainant, Respondent, and Witnesses;
 - d. The Complainant and Respondent will be given the opportunity for live cross-examination after the Decision-Maker conducts the initial round of questioning of each individual or Witness;
 - e. During the Complainant's and/or Respondent's cross-examination, the Hearing Chair will have the authority to pause cross-examination at any time for the purposes of allowing the Decision-Maker to ask their own follow up questions; and any time necessary in order to enforce the established Rules of Decorum.
 - f. Should the Complainant, Respondent, or their Advisor choose not to cross-examine an individual, the Complainant and/or Respondent shall affirmatively waive cross-examination through a written or oral statement to the Hearing Chair and Decision-Maker. A Complainant's and/or Respondent's waiver of cross-examination does not eliminate the ability of the Decision-Maker to use statements made by the individual who would have been subject to that cross-examination.
18. **Live Cross-Examination Procedures:** Each Complainant's or Respondent's Advisor will conduct live cross-examination of the other individual and Witnesses unless the right to cross-examination is waived by the Advisor or the Complainant or Respondent. The Complainant and Respondent may not themselves pose questions during cross-examination. During this live cross-examination the Advisor will ask the other individual and any Witnesses relevant questions and follow-up questions authored by the Complainant or Respondent (including those questions challenging credibility) directly, orally, and in real time. Before any cross-examination question is answered, the Hearing Chair will determine if the question is relevant. Cross-examination questions that are duplicative of those already asked, including by the Hearing Chair may be deemed irrelevant if they have been asked and answered. Cross-examination questions which call into question prior sexual history of the Complainant may also be deemed irrelevant as noted above.
19. **Evaluations of Testimony and Evidence:** While the opportunity for cross-examination is required in all Title IX hearings under this policy, determinations regarding responsibility may be based in part, or entirely, on documentary,

audiovisual, and digital evidence, as warranted in the reasoned judgment of the Decision-maker.

- a. Decision-makers shall not draw inferences regarding a Complainant's, Respondent's, or Witness' credibility based on their status as a Complainant, Respondent, or Witness, nor shall it base its judgments in stereotypes about how a Complainant, Respondent, or Witness would or should act under the circumstances.
- b. Generally, credibility judgments should rest on the plausibility of a Complainant, Respondent or Witness's testimony, the consistency of their testimony, and its reliability in light of corroborating or conflicting testimony or evidence.
- c. Still, credibility judgments should not rest on whether a Complainant's, Respondent's, or Witness' testimony is non-linear or incomplete, or if the Complainant, Respondent, or Witness is displaying stress or anxiety.
- d. Decision-makers will afford the highest weight relative to other testimony to first-hand testimony by the Complainant, Respondent, and Witnesses regarding their own memory of specific facts that occurred. Both inculpatory and exculpatory evidence will be weighed in equal fashion.
- e. Except where specifically barred by the Title IX Final Rule, a Witness's testimony regarding third-party knowledge of the facts at issue will be allowed but will generally be accorded lower weight than testimony regarding direct knowledge of specific facts that occurred.
- f. The Final Rule requires that the university allow the Complainant and Respondent to call "expert witnesses" for direct and cross examination. The university does not provide for expert witnesses in other nondiscrimination proceedings. While the expert witness will be allowed to testify and be cross examined as required by the Final Rule, the Decision-Maker will be instructed to afford lower weight to non-factual testimony of the expert relative to fact witnesses, and any expert testimony that is not directed to the specific facts that occurred in the case will be afforded lower weight relative to fact witnesses, regardless of whether the expert witness testimony is the subject of cross examination and regardless of whether the Complainant or Respondent present experts as witnesses.
- g. The Final Rule requires that the university allow the Complainant and Respondent to call character witnesses to testify. The university does not provide for character witnesses in other nondiscrimination proceedings. While the character witnesses will be allowed to testify and be cross examined as required by the Final Rule, the Decision-Maker will be instructed to afford very low weight to any non-factual character testimony of any witness.

- h. The Final Rule requires that the university admit and allow testimony regarding polygraph tests (“lie detector tests”) and other procedures that are outside of standard use in academic and non-academic conduct processes. While the processes and testimony about them will be allowed and be subject to cross-examination as required by the Final Rule, the Decision-Maker will be instructed to afford lower weight to such processes and accompanying testimony relative to the testimony of fact witnesses.
 - i. Where the Complainant’s, Respondent’s, or Witness’ conduct or statements demonstrate that the individual is engaging in retaliatory conduct, including but not limited to witness tampering and intimidation, the Decision-Maker may draw an adverse inference as to that individual’s credibility.
20. **Review of Live Hearing Recording:** The recording of the hearing will be available for review by the Complainant and Respondent within ten (10) business days, unless there are any extenuating circumstances.
21. **Determinations of Responsibility:** The university uses the preponderance of the evidence standard for both investigations and determinations regarding responsibility of formal complaints covered under this policy. This means that the investigation and hearing determine whether it is more likely than not that a particular fact or violation of the policy occurred. The written Determination of Responsibility will be issued simultaneously to the Complainant and Respondent through their university email account, or other reasonable means as necessary. The Determination will include:
- a. Identification of the allegations potentially constituting Title IX sexual harassment;
 - b. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the Complainant or Respondent, interviews with the Complainant or Respondent, and Witnesses, site visits, methods used to gather other evidence, and hearings held;
 - c. Findings of fact supporting the determination;
 - d. Conclusions regarding which section of the Rules of Conduct (for students) or which University Regulation or policy (for employees), if any, the Respondent has or has not violated.
 - e. For each allegation:
 - i. A statement of, and rationale for, a determination regarding responsibility;
 - ii. A statement of, and rationale for, any disciplinary sanctions the university imposes on the Respondent; and

- iii. A statement of, and rationale for, whether remedies designed to restore or preserve equal access to the university's education program or activity will be provided by the university to the Complainant; and
- iv. The university's procedures and the permitted reasons for the Complainant and Respondent to appeal (described below in "Appeal").

If there are no extenuating circumstances, the Determination of Responsibility will be issued by the university within ten (10) business days of the completion of the live hearing.

- 22. **Finality:** The determination regarding responsibility becomes final either on the date that the university provides the Complainant and Respondent with the written determination of the result of the appeal, if an appeal is filed consistent with the procedures and timeline outlined in "Appeals" below, or if an appeal is not filed, the date on which the opportunity to appeal expires.
- 23. **Appeal of Live Hearing Outcome:** The Complainant or Respondent may appeal a Determination of Responsibility. To appeal, the individual must submit its written appeal within five (5) business days of being notified of the decision, indicating the grounds for the appeal. The limited grounds for appeal available are as follows:
 - a. Procedural irregularity that materially affected the outcome of the matter (i.e., a failure to follow the university's own procedures);
 - b. New evidence that was not reasonably available at the time the Determination of Responsibility was made, that could materially affect the outcome of the matter;
 - c. The Hearing Chair and/or Decision-Maker(s) had a conflict of interest or bias for or against the Complainant or Respondent, or for or against Complainants or Respondents in general, that materially affected the outcome of the matter; or
 - d. For students, any other ground for appeal established in an applicable student appeal procedure in university policy or regulation.

The submission of appeal suspends any sanctions awaiting the outcome of the appeal. Supportive measures and remote learning opportunities remain available during the pendency of the appeal.

If the Complainant or Respondent appeals, the university will as soon as practicable notify the other individual in writing of the appeal, however the time for appeal shall

be offered equitably to the Complainant and Respondent and shall not be extended for any individual solely because the other individual filed an appeal.

Appeals may be no longer than ten (10) pages, plus relevant documents not otherwise included in the investigation or live hearing documentation. Appeals should be submitted in electronic form using Times New Roman, 12-point font, and single-spaced. Appeals should use footnotes, not endnotes, and cite to relevant documents. Appeals that do not meet these standards may be returned to the Complainant or Respondent for correction, but the time for appeal will not be extended unless there is evidence that technical malfunction caused the appeal document not to meet these standards.

Appeals in cases where the Respondent is an employee will be decided by the vice president for compliance and risk or designee. Appeals in cases where the Respondent is a student will be decided by the vice president of Student Development and Enrollment Services or designee. The appeal officer will be identified in the Determination of Responsibility letter. The appeal officer will be free of conflict of interest and bias, and will not otherwise serve as the Investigator, Title IX Coordinator, Hearing Chair or Decision-Maker in the same matter.

The outcome of any appeal will be provided in writing simultaneously to both the Complainant and Respondent and include a rationale for the decision.

RETALIATION

The university will keep the identity of any individual who has made a report or complaint of Title IX sexual harassment confidential, including the identity of any individual who has made a report or filed a Formal Complaint of Title IX sexual harassment under this Title IX Grievance Policy, any Complainant, any individual who has been reported to be the perpetrator of Title IX sexual harassment, any Respondent, and any witness, except as permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding under this Title IX Grievance Policy.

No person may 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.

No person may intimidate, threaten, coerce, or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Title IX Grievance Policy.

Any intimidation, threats, coercion, or discrimination, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations constitutes retaliation. Retaliation includes any charges filed against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but that arise from the same facts or circumstances as a report or complaint of sex discrimination or a report or Formal Complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations.

Complaints alleging retaliation may be filed according to UCF Policy 2-004 Prohibition of Discrimination, Harassment and Interpersonal Related Violence or UCF Policy 2-700 Reporting Misconduct and Protection from Retaliation.

CONTACT

Title IX Coordinator for UCF:

Matthew Ricke, Ph.D.

Assistant Director & Title IX Coordinator

Office of Institutional Equity

Location: Barbara Ying Center/CMMS (Bldg. 81), Suite 101

Email: Matt.Ricke@ucf.edu

Phone: 407-823-1336

Website (including online reporting form): <https://letsbeclear.ucf.edu>

RELATED INFORMATION

Let's Be Clear (Title IX) Website and Reporting Form

<https://letsbeclear.ucf.edu>

UCF Policy 2-004 Prohibition of Discrimination, Harassment and Related Interpersonal Violence

<https://policies.ucf.edu/documents/2-004.pdf>

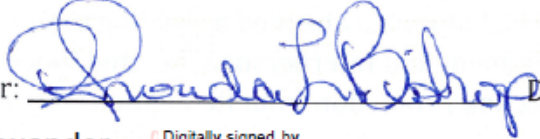
The Golden Rule Student Handbook (including the Rules of Conduct)

<https://goldenrule.sdes.ucf.edu/>

The full text of the U.S. Department of Education's Title IX Final Rule and its extensive Preamble

<http://bit.ly/TitleIXReg>

INITIATING AUTHORITY Vice President for Compliance and Risk

POLICY APPROVAL (For use by the Office of the President)	
Policy Number: 2-012.1	
Initiating Authority and University Policies and Procedures Committee Chair:	 Date: <u>9/28/21</u>
President or Designee:	<div><div>Alexander Cartwright</div><div><small>Digitally signed by Alexander Cartwright Date: 2021.10.13 10:10:49 -04'00'</small></div></div> Date: <u>10/13/2021</u>

History: 2-012 10/14/2020

Attachment I

*UCF's Prohibition of Discrimination, Harassment and
Related Interpersonal Violence Policy, No. 2-004.2*



UNIVERSITY OF CENTRAL FLORIDA

Office of the President

SUBJECT: Prohibition of Discrimination, Harassment and Related Interpersonal Violence	Effective Date: 10/14/2020	Policy Number 2-004.2	
	Supersedes: 2-004.1	Page 1	Of 30
	Responsible Authority: Director, Institutional Equity		

TABLE OF CONTENTS

I.	<u>APPLICABILITY/ACCOUNTABILITY</u>
II.	<u>DEFINITIONS</u>
III.	<u>POLICY STATEMENT</u>
IV.	<u>PROHIBITED CONDUCT UNDER THIS POLICY</u>
	<u>A. DISCRIMINATION</u>
	<u>B. DISCRIMINATORY HARASSMENT</u>
	<u>C. SEXUAL, GENDER-BASED, OR TITLE IX SEXUAL HARASSMENT</u>
	<u>D. SEXUAL ASSAULT</u>
	<u>E. SEXUAL EXPLOITATION</u>
	<u>F. RELATIONSHIP VIOLENCE</u>
	<u>G. STALKING</u>
	<u>H. RETALIATION</u>
	<u>I. COMPLICITY</u>
V.	<u>UNDERSTANDING THE DIFFERENCE BETWEEN PRIVACY AND CONFIDENTIALITY</u>
VI.	<u>EMPLOYEE REPORTING RESPONSIBILITIES</u>
	<u>A. TITLE IX REPORTING OBLIGATIONS (RESPONSIBLE EMPLOYEES)</u>
	<u>B. DEAN, DIRECTOR, DEPARTMENT HEAD, AND SUPERVISOR REPORTING OBLIGATIONS</u>
	<u>C. CLERY REPORTING OBLIGATIONS (CAMPUS SECURITY AUTHORITY EMPLOYEES)</u>
	<u>D. CHILD ABUSE REPORTING OBLIGATIONS (ALL EMPLOYEES)</u>
VII.	<u>COMPLAINANT OPTIONS FOR REPORTING PROHIBITED CONDUCT</u>
	<u>A. REPORTING TO LAW ENFORCEMENT</u>
	<u>B. REPORTING TO THE UNIVERSITY</u>
VIII.	<u>ACCESSING CAMPUS AND COMMUNITY RESOURCES & SUPPORTIVE MEASURES</u>
	<u>A. REMEDIAL AND PROTECTIVE MEASURES</u>

- B. INTERIM ACTIONS
- IX. INAPPROPRIATE AMOROUS RELATIONSHIPS
 - A. STUDENT CONTEXT
 - B. EMPLOYMENT CONTEXT
- X. PREVENTION, AWARENESS AND TRAINING PROGRAMS
- XI. OBLIGATION TO PROVIDE TRUTHFUL INFORMATION
- XII. PROCEDURES
 - A. WHERE THE RESPONDENT IS A STUDENT OR REGISTERED STUDENT ORGANIZATION
 - B. WHERE THE RESPONDENT IS AN EMPLOYEE OR A DIRECT SUPPORT ORGANIZATION EMPLOYEE
 - C. WHERE THE RESPONDENT IS BOTH A STUDENT AND AN EMPLOYEE
 - D. WHERE THE RESPONDENT IS A THIRD-PARTY
- XIII. RELATED INFORMATION
 - A. STUDENTS AS RESPONDENTS
 - B. EMPLOYEE AND THIRD PARTIES AS RESPONDENTS
 - C. STATE AND FEDERAL LAW
- XIV. CONTACTS: TITLE IX COORDINATOR
- XV. INITIATING AUTHORITY

I. APPLICABILITY/ACCOUNTABILITY

This policy applies to the university community, which includes all students, employees, registered student organizations; direct support organizations' non-student employees (DSOs), and third parties. 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 (collectively, "Prohibited Conduct"). Definitions for all forms of prohibited conduct can be found in Section IV of this policy. This policy pertains to acts of prohibited conduct committed by or against students, university and DSO employees and volunteers, registered student organizations, and third parties when:

1. the conduct occurs on campus or other property owned by, controlled by, or affiliated with the university;
2. the conduct occurs in the context of a university employment or education program or activity, including, but not limited to, university-sponsored study abroad, research, on-line, or internship programs; or
3. the conduct occurs outside the context of a university employment or education program or activity, but has continuing adverse effects on or creates a hostile environment for students, university and DSO employees and volunteers, or third-parties while on campus or other property owned by, controlled by or affiliated with the university or in any university employment or education program or activity. This means that the

university may take action against students, registered student organizations, DSOs, and third-parties for off-campus conduct if the conduct is specifically prohibited by law or university policies and regulations; may take action against university employees or volunteers for activities which fall outside the scope of employment but adversely affect the legitimate interests of the university; and may take action against students, university and DSO employees and volunteers, registered student organizations, and third-parties if the conduct poses (or demonstrates that the student's, employee's or third-party'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.

II. DEFINITIONS

Campus Security Authority (CSA). Individuals who are members of the campus police department; any individual who has responsibility for campus security but who does not constitute a member of the campus police department; any individual or organization specified in the university's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses; and any employee of the university who has significant responsibility for student and campus activities, including but not limited to, student housing, student discipline and campus judicial proceedings. CSAs at UCF include but are not limited to members of the campus police department, Student Affairs officials, Housing and Residence Life officials, Fraternity and Sorority Life professional staff (or related positions), athletic administrators (including Director, Assistant Directors, Coaches, and Trainers), Student Conduct officials, Office of Institutional Equity professional staff, faculty and staff advisors to registered student organizations, administrators at any UCF campus and instructional site, any individual who has the authority and the duty to take action or respond to particular issues on behalf of the university, and any individual who has significant responsibility for students and campus activities. .

Coercion. An unreasonable pressure for sexual activity. Coercion is more than an effort to persuade, entice, or attract another person to have sex. Conduct does not constitute coercion unless it impairs an individual's freedom of will to choose whether to participate in the sexual activity.

Complainant. An individual who discloses having been subjected to any prohibited conduct under this policy, regardless of whether that person makes a report or seeks action under this policy. The university recognizes that an individual may choose to self-identify as a victim or a survivor. For consistency in this policy, the university uses the term complainant to maintain the neutrality of the policy and procedures.

Confidential Employee. Any employee who is entitled under state law to have privileged communications. Confidential employees will not disclose information about prohibited conduct to the university without the permission of the student or employee (subject to the

exceptions set forth in the confidentiality section of this policy). Confidential employees and resources at the University of Central Florida are the following:

- Health Services employees
- Counseling and Mental Health Services employees
- Employee Assistance Program employees
- Ombuds Office employees
- Victim Services employees
- Student Legal Services employees
- Volunteer chaplains

Consent. An understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. The lack of a negative response, lack of resistance or protest, and silence are not consent. An individual who is incapacitated such as by alcohol and/or other drugs both voluntarily or involuntarily consumed may not give consent. Past consent to sexual activity does not imply ongoing future consent.

- a. **Responsibility:** It is the responsibility of the initiator of the sexual activity to obtain clear and affirmative responses of a willingness to participate at each stage of sexual involvement.
- b. **Incapacitation:** 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. An individual may be incapacitated 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. Factors used to evaluate consent are found in this policy.
- c. **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.

Course of conduct. 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.

Direct Support Organization. An organization that is a subsidiary corporation of the

university and is certified by the University of Central Florida Board of Trustees per Florida Statute 1004.28 to support the mission and goals of the university and the best interest of the state of Florida.

Employee. Any individual employed by the University of Central Florida, including all full-time and part-time faculty, employees classified as Administrative and Professional (A&P), employees classified as University Support Personnel System (USPS), post-doctoral employees, resident assistants, graduate students with classroom responsibilities, professional research assistants, and OPS non-student employees.

Force. The use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and/or coercion that overcome resistance.

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.

In evaluating whether a hostile environment exists, the university will consider the totality of known circumstances, including, but not limited to:

- The frequency, nature and severity of the conduct;
- Whether the conduct was physically threatening;
- The effect of the conduct on the complainant's mental or emotional state;
- Whether the conduct was directed at more than one person;
- Whether the conduct arose in the context of other discriminatory conduct or other misconduct;
- Whether the conduct unreasonably interfered with the complainant's educational or work performance and/or university programs or activities; and
- Whether the conduct implicates concerns related to academic freedom or protected speech.

A hostile environment can be created by pervasive conduct or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the conduct is physical. However, an isolated incident, unless sufficiently serious, does not amount to Hostile Environment Harassment.

Privileged Communication. A private statement that must be kept in confidence by the recipient for the benefit of the communicator. Some examples of a privileged communication are statements made between an attorney and a client, a doctor and a patient, and a priest and a penitent.

Prohibited Conduct. For purposes of this policy, prohibited conduct refers to 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.

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).

Respondent. Any individual or group who has been accused of violating this policy.

Responsible Employee. Any university or DSO employee who is not a confidential employee. [Responsible employees](#) include but are not 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 all 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.

Student. Any individual defined as a student in the University of Central Florida's Regulation UCF-5.006(3) and *The Golden Rule Student Handbook*.

Substantial Emotional Distress. Significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Third-Party. Any contractor, vendor, visitor, applicant or other non-student or non-employee/volunteer affiliated with the university.

III. POLICY STATEMENT

The University of Central Florida is committed to maintaining a safe and non-discriminatory learning, living and working environment for all students, university and DSO employees and volunteers, registered student organizations, and third parties. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the university community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment, or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities.

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 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. To that end, this policy against Discrimination, Harassment and Related Interpersonal Violence (the "Policy") 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. Such behavior may also require the university to fulfill certain reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"), as amended by VAWA, and Florida state law regarding reporting suspected child abuse and neglect.

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 (collectively, "Prohibited Conduct"). 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. These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, inappropriate romantic relationships with employees in positions of authority can undermine the university's mission when those in positions of authority abuse or appear to abuse their authority.

The university adopts this Policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering a safe and respectful university community; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties in the investigation and resolution of such reports; and (5) identifying the standards by which violations of this Policy will be evaluated and disciplinary action may be imposed. In addition, the university conducts ongoing prevention, awareness, and training programs for employees and students to facilitate the goals of this Policy.

A student, employee, or registered student organization determined by the university to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and

including permanent separation from the university. Third-parties or DSOs who commit acts of Prohibited Conduct may have their relationships with the university terminated and/or their privileges of being on university premises withdrawn.

It is the responsibility of every member of the university community to foster an environment free of Prohibited Conduct. All members of the university community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The university will support and assist community members who take such actions. Also, many university employees must report Prohibited Conduct to the university (see Section IX below).

Retaliation against any individual who, in good faith, reports or participates in the reporting, investigation, or adjudication of and/or is a party to an investigation related to Prohibited Conduct is impermissible, unlawful and will not be tolerated by the university.

This policy applies to all reports of Prohibited Conduct occurring on or after the effective date of this Policy. Where the date of the Prohibited Conduct precedes the effective date of this Policy, the definitions of misconduct in effect at the time of the alleged incident(s) will be applied. The procedures under this Policy, however, will be used to investigate and resolve all reports made on or after the effective date of this Policy, regardless of when the incident(s) occurred.

IV. PROHIBITED CONDUCT UNDER THIS POLICY

Conduct under this Policy is prohibited regardless of the sex, sexual orientation and/or gender identity/expression of the complainant or respondent. Prohibited Conduct includes the following specifically defined forms of behavior: discrimination, discriminatory harassment, sexual, gender-based or Title IX sexual harassment, sexual assault, sexual exploitation, relationship violence, stalking, complicity, and retaliation. These definitions may overlap with Florida criminal statutes in some cases and provide greater protection in other instances.

A. DISCRIMINATION

Discrimination is 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 and parental status, gender identity or expression, or 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.

Discrimination includes failing to provide a reasonable accommodation, consistent with state and federal law, to persons with disabilities. The University of Central Florida is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. Also, discrimination includes failing to reasonably accommodate an employee's or student's religious practices where the accommodation does not impose an undue hardship. For more information regarding discrimination, please visit www.oie.ucf.edu.

B. DISCRIMINATORY HARASSMENT

Discriminatory harassment consists of verbal, physical, electronic or other conduct based upon an individual's 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 (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 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 above.

Discriminatory harassment may take many forms, including verbal acts, name-calling, graphic or written statements (via the use of cell phones or the Internet), or other conduct that may be humiliating or physically threatening.

C. SEXUAL, GENDER-BASED, OR TITLE IX SEXUAL HARASSMENT

Sexual harassment is 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 *Hostile Environment Harassment* or *Quid Pro Quo Harassment* are present.

Sexual harassment also 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 assault (as defined below) may be sufficiently severe to constitute a hostile environment.

Gender-based harassment includes harassment 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 *Hostile Environment Harassment* or *Quid Pro Quo Harassment* are present.

University investigations of incidents that meet the Title IX Sexual Harassment definition will be investigated pursuant to UCF Policy 2-012 Title IX Grievance Policy. Title IX Sexual Harassment includes conduct that occurs on the basis of sex in a university education program or activity in the United States that satisfies one or more of the following:

- 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);
- 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
- Sexual assault (as defined by the Clery Act), or "dating violence," "domestic violence," and "stalking" (as defined by the VAWA).

And also meets the following criteria: The conduct is alleged to have occurred:

- a. On or after August 14, 2020;
- b. Against a person located in the United States; and,
- c. In or as part of the university's activity or program.

D. SEXUAL ASSAULT

Sexual assault consists of sexual contact that occurs without consent. Sexual contact includes but is not limited to the following behaviors:

1. touching, kissing, fondling (whether over or under clothing) of an individual for the purpose of sexual gratification; and/or
2. 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
3. contact, however slight, between the anus or sex organ of one individual and any other object.

The university offers the following guidance on consent and assessing incapacitation:

A person who wants to engage in a specific sexual activity is responsible for obtaining consent for that activity. The lack of a negative response or protest does not constitute consent. Lack of resistance does not constitute consent. Silence and/or passivity also do not constitute consent. Relying solely on non-verbal communication before or during sexual activity can lead to a misunderstanding and may result in a violation of this Policy. It is

important not to make assumptions about whether a potential partner is consenting. In order to avoid confusion or ambiguity, participants are encouraged to talk with one another before engaging in sexual activity. If confusion or ambiguity arises during sexual activity, participants are encouraged to stop and clarify a mutual willingness to continue that activity.

Consent to one form of sexual activity does not, by itself, constitute consent to another form of sexual activity. For example, one should not presume that consent to oral-genital contact constitutes consent to vaginal or anal penetration. Consent to sexual activity on a prior occasion does not, by itself, constitute consent to future sexual activity. In cases of prior relationships, the manner and nature of prior communications between the parties and the context of the relationship may have a bearing on the presence of consent.

Once consent has been given to a particular sexual activity, it may be withdrawn at any time. 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.

In evaluating consent in cases of alleged incapacitation, the university asks two questions: (1) Did the person initiating sexual activity know that the other party was incapacitated? and if not, (2) Should a sober, reasonable person in the same situation have known that the other party was incapacitated? If the answer to either of these questions is “YES,” consent was absent, and the conduct is likely a violation of this Policy.

A person may or may not be incapacitated as a result of drinking or using drugs. Alcohol-related or recreational drug-related incapacity results from a level of alcohol/drug ingestion that is more severe than minor impairment, being under the influence, drunkenness, or intoxication. A person could be incapacitated due to other reasons which may include: sleep, prescribed or over the counter medication, and/or mental, or physical disability. The impact of alcohol and drugs varies from person to person.

A person seeking to initiate sexual activity is not expected to be a medical expert in assessing incapacitation. The potential initiator must look for the common and obvious warning signs that show that a person may be incapacitated or approaching incapacitation. Although every individual may manifest signs of incapacitation differently, evidence of incapacity may be detected from context clues, such as:

- Slurred or incomprehensible speech;
- Bloodshot eyes;
- The smell of alcohol on their breath;
- Shaky equilibrium or unsteady gait;
- Vomiting;
- Incontinence;
- Combativeness or emotional volatility;
- Unusual behavior; and/or
- Unconsciousness.

Context clues are important in helping to determine incapacitation. These signs alone do not necessarily indicate incapacitation. A person who is incapacitated may not be able to understand some or all of the following questions:

- *“Do you know where you are?”*
- *“Do you know how you got here?”*
- *“Do you know what is happening?”*
- *“Do you know who is here with you?”*

One should be cautious before engaging in sexual contact when either party has been drinking alcohol or using other drugs. The introduction of alcohol or other drugs may create ambiguity for either party as to whether consent has been sought or given. If one has doubt about either party’s level of intoxication, the safe thing to do is to abstain from all sexual activity.

Being impaired by alcohol or other drugs is no defense to any violation of this Policy.

E. SEXUAL EXPLOITATION

Sexual exploitation is purposely or knowingly doing or attempting to do any of the following:

- Exposing 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;
- Voyeurism, including trespassing, spying, or eavesdropping for the purpose of sexual gratification;
- Soliciting sex acts from a minor by oral, written, or electronic means;
- Possessing, producing, or disseminating child pornography;
- Recording or photographing private sexual activity and/or a person’s intimate parts (including genitalia, groin, breasts or buttocks) without consent;
- Disseminating or posting images of private sexual activity and/or a person’s intimate parts (including genitalia, groin, breasts, or buttocks) without consent;
- 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);
- Subjecting another person to human trafficking; or
- Exposing another person to a sexually transmitted infection or virus without the other’s knowledge.

F. 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 includes “dating violence” and “domestic violence,” as defined by VAWA. Consistent with VAWA, the university will evaluate the existence of an intimate relationship based upon the complainant’s statement and taking into consideration the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Relationship violence may also include any form of Prohibited Conduct under this Policy, including 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 the complainant or acquaintance, friend, or family member of the complainant), or other forms of verbal threats.

Harmful behavior that includes, but is not limited to, the true threat of or actual physical assault or abuse and/or harassment, is prohibited pursuant to *The Golden Rule*. Harmful behavior will be addressed under this Policy if it involves discriminatory harassment, sexual, gender-based, or Title IX sexual harassment, relationship violence, or is part of a course of conduct under the stalking definition.

G. STALKING

Stalking occurs when a person engages in a 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. 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, email);
- 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.

H. RETALIATION

Retaliation means any adverse action taken against a person for making a good faith report of Prohibited Conduct or participating in or being a party to any proceeding under this policy, including requesting supportive measures (remedial and/or protective) for the purpose of interfering with any right or privilege secured by this Policy. Retaliation includes threatening, intimidating, discriminating, harassing, coercing and any other conduct that would discourage a reasonable person from engaging in activity protected under this policy. Retaliation may be present even where there is a finding of "no responsibility" on the allegations of Prohibited Conduct. Also, an individual may be found to have engaged in retaliation when they were not a party to the initial report of discrimination. Retaliation does not include good faith actions lawfully pursued in response to a report of Prohibited Conduct. In determining whether an act constitutes retaliation, the full context of the conduct will be considered, including the individual right to freedom of speech.

Retaliation can include, but is not limited to, actions taken by the university, actions taken by one student against another student, actions taken by an employee against another employee or student, or actions taken by a third-party against a student or employee. See UCF Policy 2-700 *Reporting Misconduct and Protection from Retaliation* for additional information on prohibited retaliation.

I. COMPLICITY

Complicity is any act taken with the purpose of aiding, facilitating, promoting or encouraging the commission of an act of Prohibited Conduct by another person.

V. **UNDERSTANDING THE DIFFERENCE BETWEEN PRIVACY AND CONFIDENTIALITY**

The university is committed to protecting the privacy of all individuals involved in the

investigation and resolution of a report under this policy. The university also is committed to providing assistance to help students, university and DSO employees and volunteers, and third parties make informed choices. With respect to any report under this policy, the university will take reasonable efforts to protect the privacy of participants, in accordance with applicable state and federal law, while balancing the need to gather information to assess the report and to take steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. Privacy and confidentiality have distinct meanings under this Policy.

Privacy: Privacy means that information related to a report of Prohibited Conduct will be shared with a limited number of university employees who “need to know” in order to assist in support of the complainant and in the assessment, investigation, and resolution of the report. All employees who are involved in the university’s response to reports of Prohibited Conduct receive specific training and guidance about sharing and safeguarding private information in accordance with state and federal law.

The privacy of student education records will be protected in accordance with the Family Educational Rights and Privacy Act (“FERPA”), as outlined at <http://registrar.ucf.edu/ferpa>. The privacy of an individual’s medical and related records generally is protected by the Health Insurance Portability and Accountability Act (“HIPAA”) and/or state laws governing protection of medical records. Access to an employee’s personnel records may be restricted in accordance with Florida law and applicable collective bargaining agreements.

Confidentiality: Confidentiality exists in the context of laws that protect certain relationships, including with medical and clinical care providers (and those who provide administrative services related to the provision of medical and clinical care), mental health providers, counselors, victim advocates, and ordained clergy, all of whom may engage in confidential communications under Florida law. Under Florida law, these confidential employees must report to authorities if an individual discloses they are a minor (under 18), a judge subpoenas the university to release information to the court, an individual expresses homicidal or suicidal intent, or the confidential employee receives knowledge that a minor (under 18), elder, or person with an intellectual disability is at risk for abuse. The university has designated individuals who have the ability to have privileged communications as confidential employees. When information is shared by an individual with a confidential employee or a community professional with the same legal protections, the confidential employee (and/or such community professional) cannot reveal any information that could identify the individual to any third-party except where required or permitted by law. For example, information may be disclosed when: (i) the individual gives written consent for its disclosure; (ii) there is a concern that the individual will likely cause serious physical harm to self or others; or (iii) the information concerns conduct involving suspected abuse, neglect, or exploitation of a minor under the age of 18 or a vulnerable adult (as defined in Florida Statutes Section 415).

VI. EMPLOYEE REPORTING RESPONSIBILITIES

A. RESPONSIBLE EMPLOYEE REPORTING OBLIGATIONS

An employee's responsibility to report under this Policy is governed by the employee's role at the university. Confidential employees are not required to report Prohibited Conduct to the university when the disclosure is made while serving in the role that entitles them under state law to have privileged communications. 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 herein) that involves any student as a complainant, respondent, and/or witness, including dates, times, locations, and names of parties and witnesses.¹ 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. Responsible employees include but are not limited to faculty (full-time and part-time), staff (full-time and part-time), resident assistants, graduate students with classroom responsibilities, CSAs, and DSOs. This manner of reporting may help inform the university of the general extent and nature of Prohibited Conduct on and off campus so the university can track patterns, evaluate the scope of the problem, and formulate appropriate campus-wide responses. If a responsible employee is uncertain if specific conduct constitutes conduct that must be reported, the responsible employee should contact the Office of Institutional Equity for assistance with making this determination.

Responsible employees are not required to report information disclosed (1) at public awareness events (e.g., "Light Up the Night," Clothesline Project, candlelight vigils, protests, "survivor speak-outs" or other public forums in which students may disclose incidents of Prohibited Conduct; collectively, "Public Awareness Events"); (2) during a student's participation as a subject in an Institutional Review Board-approved human subjects research protocol ("IRB Research"); or (3) as part of coursework submitted to an instructor in connection with a course assignment. Even in the absence of such obligation, all employees are encouraged to contact the Title IX coordinator if they become aware of information that suggests a safety risk to the university community or any member thereof. The university may provide information about students' Title IX and/or other civil rights and about available university and community resources and support at Public Awareness

Events. Also, Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all student subjects of IRB Research.

B. DEAN, DIRECTOR, DEPARTMENT HEAD, AND SUPERVISOR REPORTING OBLIGATIONS

Under this Policy, deans, directors, department heads, and supervisors are required to report to the Office of Institutional Equity all relevant details about an incident of Prohibited Conduct where either the complainant or the respondent is an university or DSO employee or volunteer. Reporting is required when such deans, directors, department heads and supervisors know (by reason of direct or indirect disclosure) or should have known of such Prohibited Conduct. If a dean, director, department head or supervisor is uncertain if specific conduct constitutes conduct that must be reported, the Office of Institutional Equity should nevertheless be contacted for assistance with making this determination.

All university and DSO employees and volunteers are strongly encouraged to report to law enforcement any conduct that could potentially present a danger to the community or may be a crime under Florida law.

C. CLERY REPORTING OBLIGATIONS

Under the Clery Act, certain university employees are designated as CSAs. The function of a CSA is to report to the UCF Police Department those allegations of Clery Act and/or VAWA crimes that they receive and believe were made in good faith. This includes crimes where the victim chooses to remain anonymous. Based on information reported to CSAs, the university includes statistics about certain criminal offenses in its annual security report and provides those statistics to the United States Department of Education in a manner that does not include any personally identifying information about individuals involved in an incident. The Clery Act also requires the university to issue emergency notifications and timely warnings to the university community about certain reported crimes that may pose a serious or continuing threat to the campus community. Consistent with the Clery Act and UCF Policy 3-116 *Emergency Notification (UCF Alert) System*, the university will never include a complainant's personal identifying information when issuing an emergency notification and/or timely warning to the university community. Pastoral counselors and professional counselors are exempt from reporting when a crime is reported to them and they are functioning within the scope of that recognition or licensure, unless required by law.

D. CHILD ABUSE REPORTING OBLIGATIONS

All university and DSO employees and volunteers are mandated reporters of child abuse, neglect or abandonment as defined by Chapter 39 of the Florida Statutes and must comply with Florida's mandated reporting laws. *See* Florida Statutes Sections 39.201 to 39.205 and UCF Policy 2-005 *Youth Protection* for additional information on reporting of child abuse. These laws and university policy require any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected to report such knowledge or suspicion to the Florida Department of Children and Families (DCF), regardless of where it occurs. For purposes of this section, the age of the person at the time of the incident of child abuse, neglect, or abandonment (not the time when the employee is made aware or has reasonable cause to suspect the abuse) triggers the reporting duty. In addition, Florida Statutes and Board of Governors Regulation require the UCF Police Department and certain administrators (president, provost, senior/executive vice presidents, vice presidents, associate vice presidents, associate/vice provosts, deans, chief of police, equal opportunity programs director, intercollegiate athletics director, internal audit director, Title IX coordinator, and university compliance officer) upon receiving information from faculty, staff, or other institutional employees of known or suspected child abuse, abandonment, or neglect committed on university property, or during a university-sponsored event or function to report such knowledge or suspicion to the DCF. The law further prohibits UCF administrators from knowingly and willfully preventing another person from reporting such activity. Reports can be made to the DCF by:

- Fax: 1-800-914-0004 (Form available at
- <https://www.myflfamilies.com/service-programs/abuse-hotline/docs/faxreport.pdf>)
- Web: <https://reportabuse.dcf.state.fl.us/>
- Florida Abuse Hotline: 1-800-96ABUSE (1-800-962-2873) (Or TDD: 1-800-453-5145)

If a child is in imminent danger, dial 911 first and then report to DCF.

VII. COMPLAINANT OPTIONS FOR REPORTING PROHIBITED CONDUCT

There are two channels for reporting Prohibited Conduct – to the university and/or to law enforcement. A complainant may choose to report through either channel or to both as these reporting options are not mutually exclusive. Therefore, complainants may choose to pursue both the university process and the criminal process concurrently. The university will support complainants in understanding, assessing, and pursuing these options.

The first priority for any individual should be personal safety and well-being. In addition to seeking immediate medical care, the university encourages all individuals to seek immediate assistance from 911, UCF Police, and/or local law enforcement. This is the best option to ensure preservation of evidence. The university also strongly urges that law

enforcement be notified immediately in situations that may present imminent or ongoing danger.

A. REPORTING TO LAW ENFORCEMENT

Conduct that violates this Policy may also constitute a crime under the laws of the jurisdiction in which the incident occurred. For example, the State of Florida criminalizes and punishes some forms of sexual assault, relationship violence, sexual exploitation, stalking, and physical assault. *See* Chapters 741, 784, and 794 of the Florida statutes. Whether or not any specific incident of Prohibited Conduct may constitute a crime is a decision made solely by law enforcement. Similarly, the decision to arrest any individual for engaging in any incident of Prohibited Conduct is determined solely by the law enforcement agency responsible for investigating the incident. Such decisions are based on a number of factors, including availability of admissible evidence.

Complainants have the right to notify or decline to notify law enforcement. In keeping with its commitment to take all appropriate steps to eliminate, prevent, and remedy all Prohibited Conduct, the university urges complainants (or others who become aware of potential criminal conduct) to report Prohibited Conduct immediately to local law enforcement by contacting:

- i. 911 (for emergencies)
- ii. University Police (for non-emergencies): (407) 823-5555
24/7 Emergency Abroad Hotline: (407) 823-0595
- iii. State Police (for conduct occurring off campus) (850) 410-7000
- iv. Orange County Sheriff's Office: (407) 254-7000
- v. Seminole County Sheriff's Office: (407) 665-6600
- vi. City of Orlando Police Department: (407) 246-2470
- vii. Brevard County Sheriff's Office: (321) 264-5201
- viii. Osceola County Sheriff's Office: (407) 348-1100
- ix. Volusia County Sheriff's Office: (386) 943-7866
- x. Lake County Sheriff's Office: (352) 343-2101
- xi. Marion County Sheriff's Office: (352) 402-6000

Police have unique legal authority, including the power to seek and execute search warrants, collect forensic evidence, make arrests, and assist in seeking an injunction. Although a police report may be made at any time, complainants should be aware that delayed reporting may diminish law enforcement's ability to take certain actions, including collecting forensic evidence and making arrests. The university will assist complainants in notifying law enforcement if they choose to do so. Under limited circumstances posing a threat to the health or safety of any university community member, the university may independently notify law

enforcement.

B. REPORTING TO THE UNIVERSITY

Complainants (or others who become aware of an incident of Prohibited Conduct) are encouraged to report the incident to the university by contacting the Office of Institutional Equity by telephone, email, or in person during regular office hours (8am-5pm, M-F):

Office of Institutional Equity
12701 Scholarship Drive, Suite 101
Orlando, FL 32816-0030
(407) 823-1336
oie@ucf.edu; <https://oie.ucf.edu> <https://letsbeclear.ucf.edu>

There is no time limit for a complainant to report Prohibited Conduct to the university under this Policy; however, the university's ability to respond may diminish over time, as evidence may erode, memories may fade, and respondents may no longer be affiliated with the university. This statement does not relieve responsible employees of their obligation to report sex/gender-based discrimination or harassment, sexual harassment, Title IX sexual harassment, sexual assault, relationship violence, sexual exploitation and/or stalking involving a student immediately to the Office of Institutional Equity. If the respondent is no longer a student, or university or DSO employee or volunteer, the university will provide reasonably appropriate remedial measures, assist the complainant in identifying external reporting options, and take reasonable steps to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects.

To encourage reporting, any individual (including a bystander or third-party) who makes a good faith report of Prohibited Conduct will not be subject to disciplinary action by the university for the reporter's own personal use of alcohol or drugs at or near the time of the incident provided any such violations did not harm or place the health or safety of any other person at risk. The university may offer support, resources, and educational counseling to such an individual.

VIII. ACCESSING CAMPUS AND COMMUNITY RESOURCES AND SUPPORTIVE MEASURES

The university offers a wide range of resources for all students and employees to provide support and guidance in response to any incident of Prohibited Conduct. Comprehensive information on accessing university and community resources is contained online at the following sites:

- UCF Let's Be Clear: <https://letsbeclear.ucf.edu>
- Discrimination and discriminatory harassment where the respondent is a university or DSO employee or volunteer, or third-party: <https://oie.ucf.edu>
- Related student code violations where the respondent is a student: <https://oie.ucf.edu/> or <http://osrr.sdes.ucf.edu/>
- Office of Student Rights and Responsibilities: <http://osrr.sdes.ucf.edu>
- Student Conduct and Academic Integrity: <https://scai.sdes.ucf.edu/>
- Victim Services: <http://victimservices.ucf.edu>
- Student Care Services: <http://scs.sdes.ucf.edu>

Available resources include but are not limited to: emergency and ongoing assistance; health, mental health, and victim-advocacy services; options for reporting Prohibited Conduct to the university and/or law enforcement; and available support with academics, housing, and employment. For more information about resources and supportive measures, please visit <https://letsbeclear.ucf.edu/>.

A. REMEDIAL, SUPPORTIVE AND PROTECTIVE MEASURES

The university offers a wide range of resources for students, and university and DSO employees and volunteers whether as complainants, witnesses, or respondents, to provide support and guidance throughout the initiation, investigation, and resolution of a report of Prohibited Conduct. The university will offer reasonable and appropriate measures to protect a complainant and respondent, and facilitate the complainant's continued access to university employment or education programs and activities. These measures may be both remedial (designed to address a complainant's safety and well-being and continued access to educational opportunities) or protective (designed to reduce the risk of harm to an individual or community). Remedial and protective measures, which may be temporary or permanent, may include no-contact directives, residence modifications, academic modifications and support, work schedule modifications, suspension from employment, and pre-disciplinary leave from employment (with or without pay). Remedial and protective measures are available regardless of whether a complainant pursues a complaint or investigation under this Policy. Also, remedial measures may be taken before the university's determination of whether the Prohibited Conduct occurred, as well as when the respondent is not affiliated with the university.

The university will maintain the privacy of any remedial and protective measures provided under this Policy to the extent practicable and will promptly address any violation of the remedial and protective measures. The university has the discretion to impose and/or modify any remedial or protective measure based on all available information, and is available to meet with a complainant or respondent to address any concerns about the provision of remedial or protective measures.

The university will provide reasonable remedial and protective measures to third parties as appropriate and available, taking into account the role of the third-party and the nature of any contractual relationship with the university.

B. INTERIM ACTIONS

In addition to remedial and protective measures, an interim action may be imposed on a student or student organization in accordance with *The Golden Rule* prior to the resolution of an investigation. Also, an employee may be placed on paid or unpaid administrative leave prior to the resolution of an investigation. Such actions may be taken when, in the professional judgment of a university official, a threat of imminent harm to persons or property exists. Interim administrative action is not a sanction. It is taken in an effort to protect the safety and well-being of the complainant and/or respondent, of others, of the university, or of property. Interim administrative action is preliminary in nature; it is in effect only until there is a resolution of the student or employee conduct matter.

With regard to a student or student organization, university officials designated to impose an interim action through *The Golden Rule* include, but are not limited to, the vice president of Student Development and Enrollment Services (SDES) or designee, and the director of the Office of Student Conduct and Academic Integrity or designee, upon notifying the vice president of SDES. With regard to an employee, the provost or designee and/or the employee's supervisor will impose an interim action.

IX. INAPPROPRIATE AMOROUS RELATIONSHIPS

For the purposes of this Policy, "amorous relationships" are defined as intimate, sexual, and/or any other type of amorous encounter or relationship, whether casual or serious, short-term or long-term.

A. STUDENT CONTEXT

All faculty and staff must be aware that amorous relationships with students are likely to lead to difficulties and have the potential to place faculty and staff members at great personal and professional risk. The power difference inherent in the faculty-student or staff-student relationship means that any amorous relationship between a faculty or staff member and a student is potentially exploitative or could at any time be perceived as exploitative and should be avoided. Faculty and staff members engaged in such relationships should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for the student's instruction or evaluation. In the event of a charge of sexual harassment arising from such circumstances, the university will in general be unsympathetic to a defense based upon consent when the facts establish that

a faculty-student or staff-student power differential existed within the relationship.

1. Undergraduate Students

Subject to the limited exceptions herein, all university and DSO employees and volunteers are prohibited from pursuing or engaging in an amorous relationship with any undergraduate student.

2. Graduate Students

With respect to graduate students (defined as any student enrolled at the university for post-baccalaureate education in any discipline or professional program), all university and DSO employees and volunteers are prohibited from pursuing or engaging in an amorous relationship with a graduate student under that individual's authority. Situations of authority include, but are not limited to: teaching; formal mentoring or advising; supervision of research; employment of a student as a research or teaching assistant; exercising substantial responsibility for grades, honors, or degrees; and involvement in disciplinary action related to the student.

Students and university and DSO employees and volunteers alike should be aware that pursuing or engaging in an amorous relationship with any graduate student will limit the employees' or volunteers' ability to teach, mentor, advise, direct work, employ, and promote the career of the student involved.

3. Graduate Students in Positions of Authority

Like faculty and staff members, graduate students may themselves be in a position of authority over other students; for example, when serving as a teaching assistant in a course or when serving as a research assistant and supervising other students in research. The power difference inherent in such relationships means that any amorous relationship between a graduate student and another student over whom they have authority is potentially exploitative and should be avoided. All graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student. Graduate students also should be sensitive to the continuous possibility that they may unexpectedly be placed in a position of responsibility for another student's instruction or evaluation.

4. Pre-existing Relationships with Any Student

The university recognizes that an amorous relationship with a university or DSO employee or volunteer may exist prior to the time that an undergraduate student enrolls at the university or may have existed and terminated prior to the undergraduate student's enrollment. Similarly, the university recognizes that with graduate students, an amorous relationship with a university or DSO employee or volunteer may exist (or have previously existed and terminated) prior to the time the employee or volunteer is placed in a position of authority over the graduate student. A "position of authority" includes teaching; formal

mentoring or advising; supervising research; exercising responsibility for grades, honors, or degrees; considering disciplinary action involving the student; or employing the student in any capacity – including but not limited to student employment and internships, work study, or as a research or teaching assistant. Where there is a pre-existing amorous relationship that relationship must be disclosed to the Office of Institutional Equity, which may alert other offices as appropriate (i.e., Human Resources or the Office of the Provost). This disclosure must be made by the employee in a position of authority immediately if the student is an undergraduate, and prior to accepting a supervisory role of any type over any graduate student.

Unless effective steps have been taken in conjunction with Human Resources and/or the applicable dean or vice president to eliminate any potential conflict of interest in accordance with this Policy, all university and DSO employees and volunteers currently or previously engaged in an amorous relationship with a student are prohibited from being in a position of authority over that student.

Similarly, all graduate students currently or previously engaged in an amorous relationship with another student are prohibited from serving in a position of authority over that student.

Following disclosure of an existing amorous relationship to the university, if the amorous relationship ends, the employee in a position of authority must immediately advise the Office of Institutional Equity and relevant dean or vice president.

5. If an Amorous Relationship Occurs with Any Student

If, despite these warnings, a university or DSO employee, or graduate student becomes involved in an amorous relationship with a student in violation of this Policy, the employee or graduate student must disclose the relationship immediately to the Office of Institutional Equity, which may alert other offices as appropriate (i.e., Human Resources or the Office of the Provost). Absent an extraordinary circumstance, no relationships in violation of this Policy will be permitted while the student is enrolled, or the faculty or staff member is employed by the university. In most cases, it will be unlikely that an acceptable resolution to the conflict of interest will be possible, and the employees' employment standing or the graduate student's position of authority may need to be adjusted until there is no longer a supervisory or other authority relationship over the student.

In addition to the amorous relationship itself, a university or DSO employee or graduate student's failure to report the existence of an amorous relationship that is prohibited by this Policy is also a violation of this Policy and may be cause for separation from the university. The university encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

Following disclosure of an existing amorous relationship to the university, if the amorous relationship ends, the employee in a position of authority must immediately advise the Office of Institutional Equity and relevant dean or vice president.

B. EMPLOYMENT CONTEXT

Amorous relationships between supervisors and their subordinate employees or volunteers often adversely affect decisions, distort judgment, and undermine workplace morale for all persons, including those not directly engaged in the relationship. Any university employee who participates in supervisory or administrative decisions concerning an employee or volunteer with whom that individual has or has had an amorous relationship has a conflict of interest in those situations. These types of relationships, specifically those involving spouses and/or individuals who reside together, also may violate the State Code of Ethics for Public Officials as well as UCF Policy3-008 *Employment of Relatives*.

Accordingly, the university prohibits all university and DSO employees from pursuing or engaging in amorous relationships with employees whom they supervise. No supervisor shall initiate or participate in institutional decisions involving a direct benefit or penalty (employment, retention, promotion, tenure, salary, leave of absence, etc.) to a person with whom that individual has or has had an amorous relationship. The individual in a position of authority can be held accountable for creating a sexually hostile environment or failing to address a sexually hostile environment and thus should avoid creating or failing to address a situation that adversely impacts the working environment of others.

1. Pre-existing Amorous Relationships Between Supervisors and Subordinate Employees or Volunteers

The university recognizes that an amorous relationship may exist prior to the time an individual is assigned to a supervisor. Supervisory, decision-making, oversight, evaluative or advisory relationships for someone with whom there exists or previously has existed an amorous relationship is unacceptable unless effective steps have been taken to eliminate any potential conflict of interest in accordance with this Policy. The current or prior existence of such a relationship must be disclosed by the employee in a position of authority prior to accepting supervision of the subordinate employee or volunteer to the Office of Institutional Equity (OIE), which may alert other offices as appropriate (i.e., Human Resources or the Office of the Provost).

Once OIE, Human Resources or Office of the Provost has determined that the disclosed relationship constitutes a conflict of interest, in consultation with the appropriate university administrators, the relevant dean or vice president will determine, at their sole discretion, whether and how the conflict of interest can be eliminated through termination of the situation of authority.

Following disclosure of an existing amorous relationship to the university, if the amorous relationship ends, the employee in a position of authority must immediately advise the Office of Institutional Equity and relevant dean or vice president.

2. If an Amorous Relationship Occurs or has Occurred between a Supervisor and her/his Subordinate Employee or Volunteer

If, despite these warnings, an employee or DSO enters into an amorous relationship with someone over whom that individual has supervisory, decision-making, oversight, evaluative, or advisory responsibilities in violation of this Policy, then that employee must disclose the existence of the relationship immediately to the Office of Institutional Equity, which may alert other offices as appropriate (i.e. Human Resources or the Office of the Provost). Once OIE, Human Resources, or the Office of the Provost has determined that the disclosed relationship constitutes a conflict of interest, in consultation with appropriate university administrators, the relevant dean or vice president will determine, at their sole discretion, whether and how the conflict of interest can be eliminated through termination of the situation of authority. An acceptable resolution to the conflict of interest may not be possible. If the conflict of interest cannot be eliminated, the supervisor's employment standing may need to be adjusted. In addition to the amorous relationship itself, a supervisor's failure to report the existence of the relationship with a subordinate employee is also a violation of this Policy. The university encourages immediate self-reporting, and will consider this factor in the context of any resolution that may be able to be reached.

Following disclosure of an existing amorous relationship to the university, if the amorous relationship ends, the employee in a position of authority must immediately advise the Office of Institutional Equity and relevant dean or vice president.

X. PREVENTION, AWARENESS AND TRAINING PROGRAMS

The university is committed to the prevention of Prohibited Conduct through regular and ongoing education and awareness programs. Incoming students and new employees receive mandatory primary prevention and awareness programming as part of their orientation, and returning students and current employees receive ongoing training and related education and awareness programs. The university provides training, education and awareness programs to students, employees, registered student organizations, and DSOs to ensure a broad understanding of this Policy and the topics and issues related to maintaining an education and employment environment free from harassment and discrimination. Accordingly, students and employees are expected to attend the ongoing training and awareness programs and review this Policy so that they can contribute to the commitment of maintaining a safe and non-discriminatory learning, living and working environment for all members of the university.

For a description of the university's Prohibited Conduct prevention and awareness programs, including programs on minimizing the risk of incidents of Prohibited Conduct and bystander intervention, see the university's annual security reports found online at: <https://police.ucf.edu/crime-statistics>.

XI. OBLIGATION TO PROVIDE TRUTHFUL INFORMATION

All university community members are expected to provide truthful information in any

report, investigation, or proceeding under this Policy. Submitting or providing false or misleading information in bad faith or with a view to personal gain or intentional harm to another in connection with an incident of Prohibited Conduct is prohibited and subject to disciplinary sanctions under *The Golden Rule Student Handbook* (for students or student organizations), and any other applicable and appropriate university policy and regulations (for employees). This provision does not apply to reports made or information provided in good faith, even if the facts alleged in the report are not later substantiated.

XII. PROCEDURES

The specific procedures for reporting, investigating, and resolving Prohibited Conduct are based upon the nature of the respondent's relationship to the university (student, employee, registered student organization, DSO, or third party). Each set of procedures referenced below is guided by the same principles of fairness and respect for complainants and respondents. The procedures referenced below provide for a prompt and equitable response to reports of Prohibited Conduct. The procedures designate specific timeframes for major stages of the process, provide for thorough and impartial investigations that afford the complainant and respondent notice and an opportunity to present witnesses and evidence, and assure equal and timely access to the information that will be used in determining whether a Policy violation has occurred. The university applies the preponderance of the evidence standard when determining whether this Policy has been violated. "Preponderance of the Evidence" means that it is more likely than not that a Policy violation occurred.

A. WHERE THE RESPONDENT IS A STUDENT OR REGISTERED STUDENT ORGANIZATION

The procedures for responding to reports of Title IX Sexual Harassment and Prohibited Conduct committed by students and registered student organizations are detailed in UCF Policy 2-012 *Title IX Grievance Policy* and UCF's *The Golden Rule Student Handbook* (<http://goldenrule.sdes.ucf.edu/>).

B. WHERE THE RESPONDENT IS A UNIVERSITY OR DSO EMPLOYEE

The procedures for responding to reports of Title IX Sexual Harassment and Prohibited Conduct committed by employees and DSOs are detailed in UCF Policy 2-012 *Title IX Grievance Policy* and UCF's Office of Institutional Equity's *Discrimination Grievance Investigation Process*.
<https://oie.ucf.edu/documents/OIEInvestigationProcedures.pdf>

C. WHERE THE RESPONDENT IS BOTH A STUDENT AND AN EMPLOYEE

- The student-respondent procedures will apply if the respondent's primary status is as a student.
- The employee-respondent procedures will apply if the respondent's primary status is as an employee.

- If there is a question as to the predominant role of the respondent, the university will determine which of the procedures applies based on the facts and circumstances (such as which role predominates in the context of the Title IX Sexual Harassment or Prohibited Conduct). The student-respondent procedures typically will apply to graduate students except in those cases where the graduate student's assistantship role predominated in the context of the Title IX Sexual Harassment or Prohibited Conduct. Further, where a respondent is both a student and an employee (including but not limited to graduate students), the respondent may be subject to any of the sanctions applicable to students or employees.

D. WHERE THE RESPONDENT IS A THIRD-PARTY

The university's ability to take appropriate corrective action against a third-party will be determined by the nature of the relationship of the third-party to the university. The university will determine the appropriate manner of resolution consistent with the university's commitment to a prompt and equitable process under federal law, federal guidance, and this Policy.

XIII. RELATED INFORMATION

A. STUDENTS AS RESPONDENTS

The Golden Rule: <http://goldenrule.sdes.ucf.edu/>

[UCF Policy 2-012 Title IX Grievance Policy](#)

B. EMPLOYEES AND THIRD PARTIES AS RESPONDENTS

Regulation UCF-3.001 Non-Discrimination; Affirmative Action Programs
http://regulations.ucf.edu/docs/notices/3.001Non-DiscrimAffirmActionsPrograms_Nov10.pdf

Regulation UCF-3.0134 Grievances Alleging Discrimination
http://regulations.ucf.edu/docs/notices/3.0134GrievancesAllegingDiscrimination_finalMay09_000.pdf

[UCF Policy 2-012 Title IX Grievance Policy](#)

[UCF Policy 2-700 Reporting Misconduct and Protection from Retaliation](#)

C. STATE AND FEDERAL LAWS

Americans with Disabilities Act
<https://www.dol.gov/general/topic/disability/ada>

Florida Civil Rights Act of 1992

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0700-0799/0760/0760PARTIContentsIndex.html

Florida Educational Equity Act

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1000/Sections/1000.05.html

Florida Statute 39.201 Mandatory reports of child abuse, abandonment, or neglect; mandatory reports of death; central abuse hotline.

http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0000-0099/0039/Sections/0039.201.html

Title VI of the Civil Rights Act of 1964

<https://www.gpo.gov/fdsys/pkg/USCODE-2010-title42/pdf/USCODE-2010-title42-chap21-subchapV.pdf>

Title VII of the Civil Rights Act of 1964

<https://www.eeoc.gov/laws/statutes/titlevii.cfm>

Title IX of the Education Amendments of 1972

<https://www.gpo.gov/fdsys/pkg/USCODE-2013-title20/pdf/USCODE-2013-title20-chap38.pdf>

Section 503 of the Rehabilitation Act of 1973

<https://www.dol.gov/agencies/ofccp/section-503/law>

Section 504 of the Rehabilitation Act of 1973

<https://www.dol.gov/agencies/oasam/centers-offices/civil-rights-center/statutes/section-504-rehabilitation-act-of-1973>

The Age Discrimination in Employment Act of 1967

<https://www.eeoc.gov/laws/statutes/adea.cfm>

The Genetic Information Nondiscrimination Act of 2008

<https://www.eeoc.gov/laws/statutes/gina.cfm>

The Equal Pay Act of 1963

<https://www.eeoc.gov/laws/statutes/epa.cfm>

Violence Against Women Reauthorization Act of 2013

<https://www.congress.gov/bill/113th-congress/senate-bill/47/text>

XIV. CONTACTS

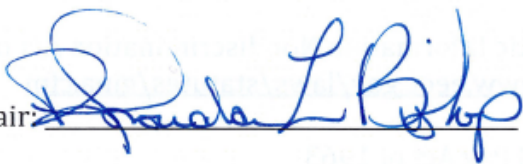

The Title IX coordinator is charged with monitoring the university's compliance with Title

IX, ensuring appropriate education and training, coordinating the university's investigation, response, and resolution of all reports under this Policy and ensuring appropriate actions to eliminate Prohibited Conduct, prevent its recurrence, and remedy its effects. UCF's Office of Institutional Equity oversees reports involving students, employees, registered student organizations, DSOs, and third parties. The university also has designated deputy Title IX coordinators who may assist the Title IX coordinator in the discharge of these responsibilities. The Title IX coordinator and deputy Title IX coordinators receive ongoing appropriate training to discharge their responsibilities. Concerns about the university's application of Title IX may be addressed to the Title IX coordinator. Additionally, concerns about the university's application of Title VII and/or other federal and state anti-discrimination laws may be addressed to the Office of Institutional Equity. The Title IX coordinator and Office of Institutional Equity can be contacted by telephone, email, or in person during regular office hours as follows: 12701 Scholarship Drive, Suite 101, Orlando, FL 32816-0030; Phone: 407-823-1336; Email: oie@ucf.edu. The identities and contact information for the Title IX coordinator and Deputy Title IX Coordinators can be found at <https://letsbeclear.ucf.edu>

External reporting options include the United States Department of Education, Clery Act Compliance Team (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or 800-421-3481); the Equal Employment Opportunity Commission (at info@eeoc.gov or 800-669-4000); and/or the Florida Commission on Human Relations (800-342-8170).

XV. INITIATING AUTHORITY

Vice President for Compliance and Risk

POLICY APPROVAL (For use by the Office of the President)	
Policy Number: 2-004.2	
University Policies and Procedures Committee Chair: 	Date: <u>10/6/20</u>
President or Designee: 	Date: <u>10/14/20</u>

History 2-004 6/9/2017; 2-004.1 11/30/2017; EP-20-4 8/13/2020

Attachment J

UCF-3.001 *Non-Discrimination;* *Affirmative Action Programs* Regulation

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, 9-23-21.



Board of Trustees
Audit and Compliance Committee | August 30, 2022

DISC- 1: University Audit Update

☐ Information

☒ Discussion

☐ Action

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

The Committee should review the attachment in advance to prepare for any discussion among committee members, UCF's Chief Audit Executive, and other members of UCF management. This discussion may relate to completed activities and proposed future activities of the internal audit function along with management's plans for changes to their objectives, key processes, and related internal control activities.

Background Information:

In accordance with the UCF Audit and Compliance Committee Charter, the Committee will meet on a periodic basis to fulfill their oversight responsibilities. The attached document is intended to provide the committee with information regarding the work of University Audit to assist the committee in successfully completing their oversight duties.

Recommended Action:

No recommended actions required.

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

N/A

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

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

Submitted by:

Robert Taft, Chief Audit Executive

Supporting Documentation:

Attachment A: University Audit Update

Facilitators/Presenters:

Robert Taft, Chief Audit Executive



University Audit Update

August 30, 2022



Agenda

1. Project status update
2. Upcoming schedule
3. Staffing update
4. Audit recommendations status update



Project status update

Audits

- Vendor and Contract Management (final report issued)
- Faculty Clusters (draft report issued)
- Data Centers (in progress—two memos issued)
- Career Services (in progress)
- Performance-based Funding (in progress)

Reviews

- CARES Act (in progress- focusing on tranches 2 and 3)
- Knight Vision (project participation until go-live and beyond)
- Crowe Direct Support Organization (DSO) Internal Controls reviews (completed—next steps--recommendation follow-up and revision of internal control questionnaires)
- Room Rental Process (draft memo issued)
- Contract & Grants – (initial draft memo in progress)

Planned audit project cycles Two & Three

- Cycle Two

1. UCF Downtown
(January 2023)
2. Limbitless (DSO)
(January 2023)
3. Fraud regulation work
(in progress)
4. Knight Shield
assessment for
Cybersecurity Maturity
Model Certification
(CMMC) compliance
(October 2022)

- Cycle Three

1. Foreign Influence
(Board of
Governors
mandatory audit)
2. College of
Engineering and
Computer Sciences

Audit Planning Process



**A good plan
violently
executed *now*
is better than a
perfect plan next
week.**

General George S Patton



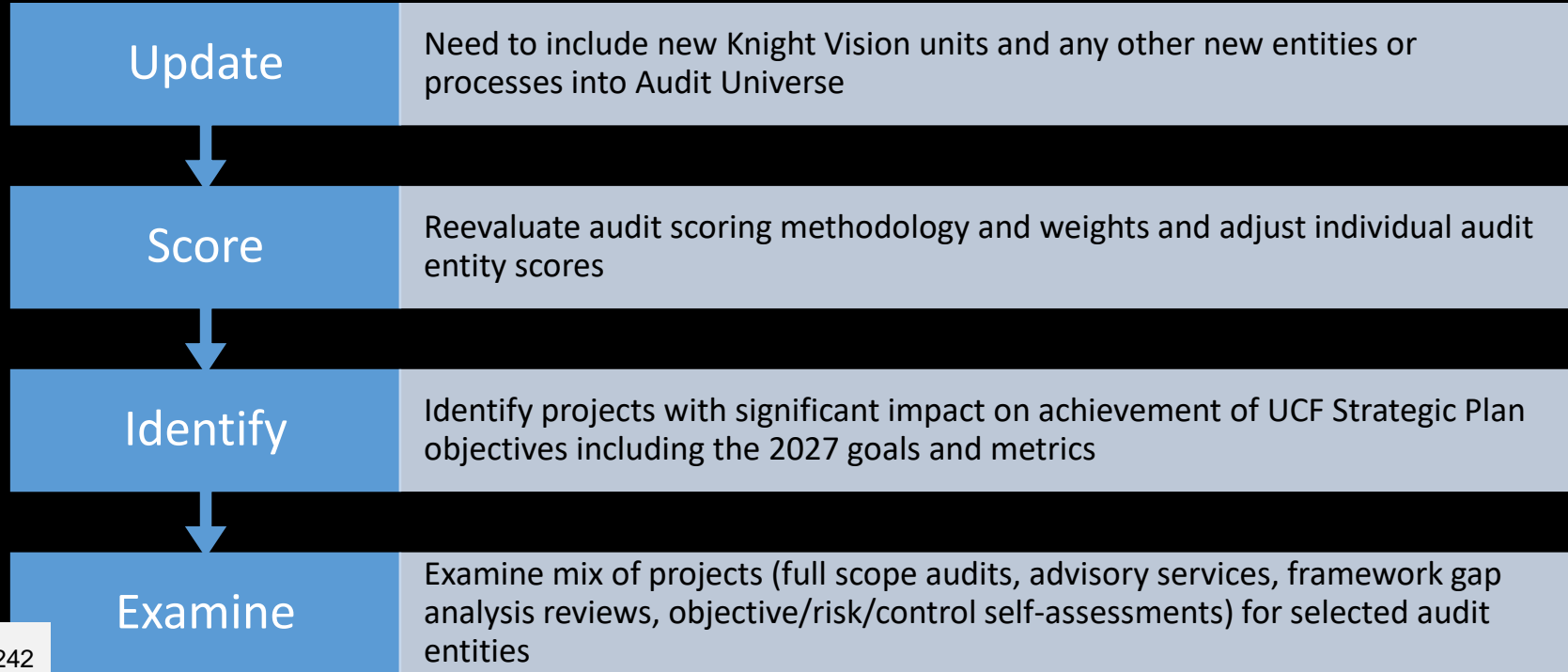
- Audit Universe with periodic organization/entity adjustments and scoring updates
- Currently about 150 potential projects in Financial/Operational/Compliance Audit Universe
- Currently about 75 potential projects in IT Audit Universe
- Plan is reviewed and adjusted on a periodic basis
- Weighted scoring methodology
- Consideration of management requests to determine when to perform or defer projects
- Use of external and internal information
- Evaluation of available resources and capacity (*will the audit require both Audit & IT Audit resources*)

Audit scoring methodology

Weighted Factors for each Audit Universe entity

- a) First time audit/length of time since last audit
- b) High visibility & reputation
- c) Impact on major university initiatives or strategic plan
- d) Potential for consolidation, opportunities for automation or cost savings
- e) Potential for fraud risk
- f) Process & technology complexity; high degree of specialist's subject matter expertise, single point of failure
- g) Mandatory requirement or requested by management, Board of Governors, or Board of Trustees
- h) Significant regulatory, program, or procedure changes; impact and risk of non-compliance
- i) Significant changes in management, organizational structure, or employee turnover

Impact of UCF Strategic Plan on our annual planning approach



Audit Projects on Watch List

- Academic Advising
- Admissions
- Business Services
- Direct Connect
- Financial Aid
- Marketing & Communications
- Registrar's Office
- Software Licensing/Total Cost of Ownership
- Sustainability
- Talent Management/Hiring/Onboarding/Retention workflow
- Technology Transfer
- UCF Foundation
- UCF Online



Staffing update

- Auditor II search in progress
- Promotion of Mary Dailey to Investigator II
- Nicole Hettenbach moved from intern to OPS employee (Investigations Team)
- Robert Taft obtained Certified Inspector General certification
- Completion of critical Workday training

Audit recommendations status update

- Recommendations are tracked in our audit management software (Pentana)
- Will also track recommendations made by external groups (Auditor General, Crowe DSO, etc.)
- Work with audit clients to establish initial recommendation due dates
- Use of automated Pentana follow-up requests along with face to face/virtual meetings to discuss progress
- Extensions to initial dates may be granted
- Issues closed in Pentana after verification
- Ability for management to accept risk and not implement individual recommendations (Risk Acceptance Document)

Figure 2—Five Attributes of an Audit Finding

Attribute	Description	Identifies
Condition	Findings	The auditor findings. It is a statement of the problem or deficiency. This may be in terms such as control weaknesses, operational problems, or noncompliance with management or legal requirements.
Criteria	Requirements and baseline	Statement of requirements and identification of the baseline that was used for comparison against the auditor findings, based on the audit evidence.
Cause	Reason for the condition	While the explanation of the cause may require the identification of the responsible party, it is suggested that, unless required by audit policy, the report should identify the organizational business unit or person's title and not the individual's name. The same should be applied to the identification of the person representing the relevant point of accountability.
Effect	Impact of the condition	The answer to the question "so what?" It explains the adverse impact to the operational or control objective. By articulating impact and risk, the element of effect is very important in helping to persuade auditee management to take corrective action.
Recommendation	Suggested corrective action	While the corrective action should eliminate the problem or deficiency noted in the condition, the corrective action should be directed toward addressing the cause.

Source: ISACA®, *IS Audit Reporting*, USA, 2015

Recommendation Considerations

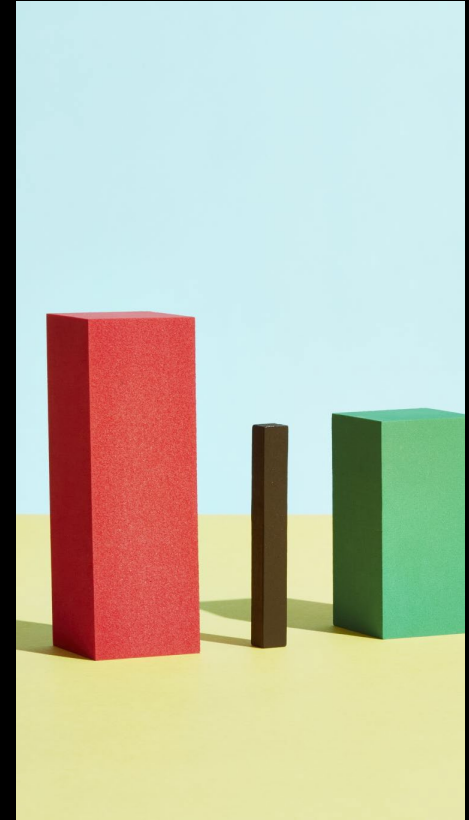
- *Does it solve the problem?*
- *Is it feasible for the auditee?*
- *Is it compatible with the auditee's ops.?*
- *Is it cost effective?*
- *Is it a long or short-term solution?*

Key statistics

Description	Number of items
Recommendations closed in FY 2022	102
Recommendations closed between July 2022 and August 13, 2022	24
Recommendations generated in FY 2022	302
Current open recommendations (total)	319
Current open recommendations that have gone 18 months or more past due date	58
Recommendations where management has accepted risk and will not pursue remediation (July 1, 2021, to August 13, 2022)	10

Observations

- Recommendations often detail a need for management to enhance or update documentation, correct inconsistent design and execution of processes, resolve maturity model gaps, address failure to follow procedures or accountability gaps, etc.
- Root causes include training, turnover, communications, incomplete data resource/funding needs, focus on other priorities, lack of consistent oversight, etc.
- Integrated audits often generate more recommendations.
- Complex, full-scope audits often generate more recommendations.
- Currently don't score individual recommendations—will evaluate cost/benefit of implementing process in the future.



Final Thoughts & Comments





Board of Trustees
Audit and Compliance Committee | August 30, 2022

DISC- 2: University Compliance, Ethics, and Risk Update

☐ Information

☒ Discussion

☐ Action

Meeting Date for Upcoming Action: _____

Purpose and Issues to be Considered:

The Compliance, Ethics, and Risk update and any discussion will cover changes in federal or state requirements impacting the university, current or pending external compliance activities, and updates to the committee on key compliance, ethics, and risk initiatives at UCF.

Background Information:

University Compliance, Ethics, and Risk conducted its fourth Compliance and Ethics Culture Survey. All UCF employees were invited to participate in the online survey starting March 1, 2022, through April 6, 2022. Attached are the full reports containing the findings with key highlights on trends.

The Compliance and Ethics Annual Work Plan 2022-23 contains the required elements of an effective compliance and ethics program outlined in Chapter 8 of the Federal Sentencing Guidelines and Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs. To meet those requirements, the Annual Workplan includes the planned activities that the office will perform from July 1, 2022, through June 30, 2023.

The Compliance and Ethics 2021-22 Work Plan - Status of All Activities Report contains the projects and activities planned for FY 2021-22 with a summary of the activities completed from July 1, 2021, through June 30, 2022.

Recommended Action:

N/A

Alternatives to Decision:

N/A

Fiscal Impact and Source of Funding:

N/A

Authority for Board of Trustees Action:

N/A

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

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

Submitted by:

Rhonda L. Bishop, Vice President University Compliance, Ethics, and Risk



Board of Trustees

Agenda Memo

Supporting Documentation:

Attachment A: University Compliance, Ethics, and Risk Update

Attachment B: 2022 Compliance and Ethics Culture Survey Report

Attachment C: Compliance and Ethics Annual Work Plan 2022-23

Attachment D: Compliance and Ethics 2021-22 Work Plan - Status of All Activities

Facilitators/Presenters:

Rhonda L. Bishop, Vice President University Compliance, Ethics, and Risk

University Compliance, Ethics, and Risk Update

Board of Trustees
Audit and Compliance Committee

253

August 30, 2022



Agenda

- 2022 Compliance and Ethics Culture Survey Results
- Compliance and Ethics Work Plan 2022-23
- Compliance and Ethics 2021-22 Work Plan - Status of All Activities

- +
-
-

2022 Compliance and Ethics Culture Survey Results

2022 Compliance and Ethics Culture Survey Results

Historical Response Rates

The table below displays the number of UCF employees invited to participate and the number of survey respondents for each survey administration year.

Administration Year	UCF Employees Invited (Count)	Respondents (Count)	Response Rate (Percent)
2016	7,276	2,137	29.4%
2018	8,892	1,700	19.1%
2020	13,492	2,365	17.5%
2022	12,268	2,171	17.7%

Trends for Responses on Key Survey Items

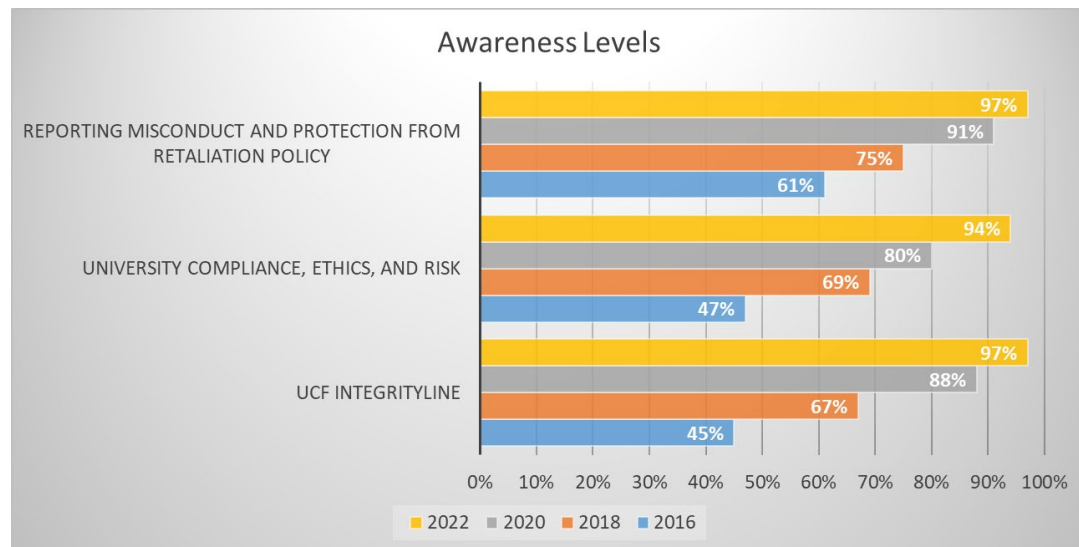
The following describes my job title or job duties:	2016		2018		2020		2022		2-yr Trend (2022-2020)	6-yr Trend (2022-2016)
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
No Responses	353	17%	60	4%	7	0.3%	25	1%	1%	-16%
Faculty Member	406	19%	424	25%	635	27%	618	28%	1%	11%
Executive Leadership ¹	146	7%	144	8%	23	1%	50	2%	1%	-5%
Professional Staff	703	33%	756	44%	683	29%	1,090	50%	21%	17%
Technical, Clerical, Service Personnel	242	11%	239	14%	767	32%	275	13%	-19%	2%
Student Employee	287	13%	77	5%	250	11%	113	5%	-6%	-8%
Total	2,137	100%	1,700	100%	2,365	100%	2,171	100%	-	-

1. For the 2016 and 2018 survey instruments, this option was listed as "Administrator (e.g. Senior Leaders, Deans, Directors)."

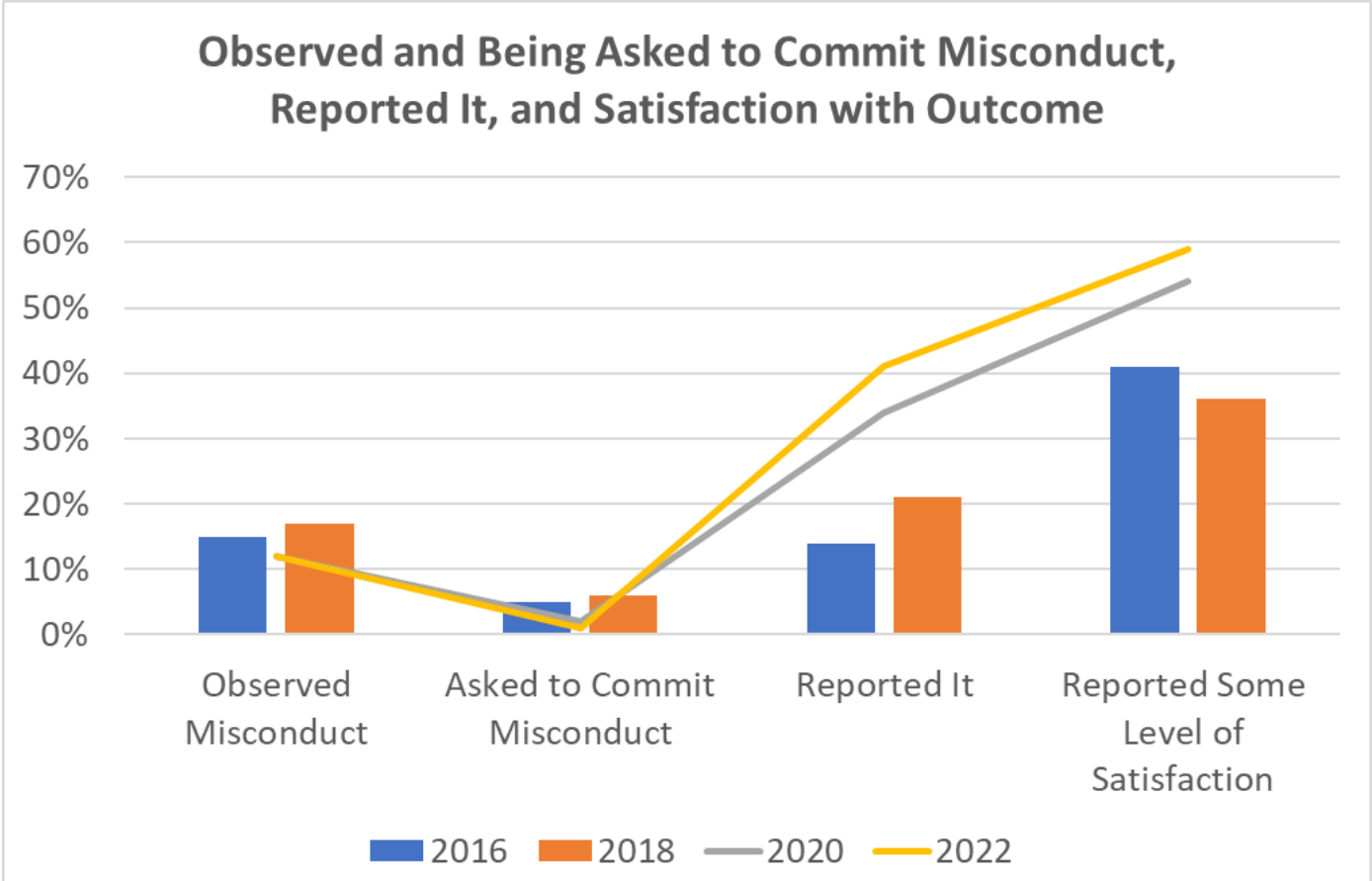
2022 Compliance and Ethics Culture Survey Results

How familiar are you with...	2016		2018		2020		2022		2-yr Trend (2022-2020)	6-yr Trend (2022-2016)
	Count	% Familiar	Count	% Familiar	Count	% Familiar	Count	% Familiar		
University Compliance, Ethics and Risk office	1,003	47%	1,162	69%	1,885	80%	2,009	94%	14%	47%
UCF Creed	1,676	80%	1,410	84%	2,130	91%	2,023	95%	4%	15%
UCF's policy for reporting Misconduct and Protection from Retaliation	1,278	61%	1,249	75%	2,129	91%	2,070	97%	6%	36%
UCF IntegrityLine for anonymously reporting compliance and ethical concerns	945	45%	1,117	67%	2,067	88%	2,068	97%	9%	52%
UCF Employee Code of Conduct	Not applicable		1,450	86%	2,288	97%	2,112	99%	2%	Not Applicable

% Familiar includes responses of "Very Familiar", "Familiar" or "Somewhat Familiar"



2022 Compliance and Ethics Culture Survey Results



Supporting a Best Place to Learn and Work

Actions Taken To Address IntegrityLine Trends and Culture Survey Results

Human Resources Workshops

Civility at Work
(Non-Supervisors)
229 Trained

***Fostering a Civil
Workplace***
(Supervisors)
252 Trained

***Taste of Workplace
Civility***
(Abbreviated *Civility at Work*)
27 Trained

University Compliance, Ethics, and Risk Education and Training

Civility in the Workplace,
Compliance and Ethics Week
November 2020
226 Trained

***October 2021 IntegrityStar, Resolving
Workplace Conflicts*** article, 90 Second Video:
Respecting Others, and “Case Corner”
29.9% Open Rate

***UCF Resources for Supervisors
Compliance and Ethics Session,***
January 2022
43 Trained

Respecting Others addressing civility, 2021 Code of
Conduct Refresher Training
6,831 Trained

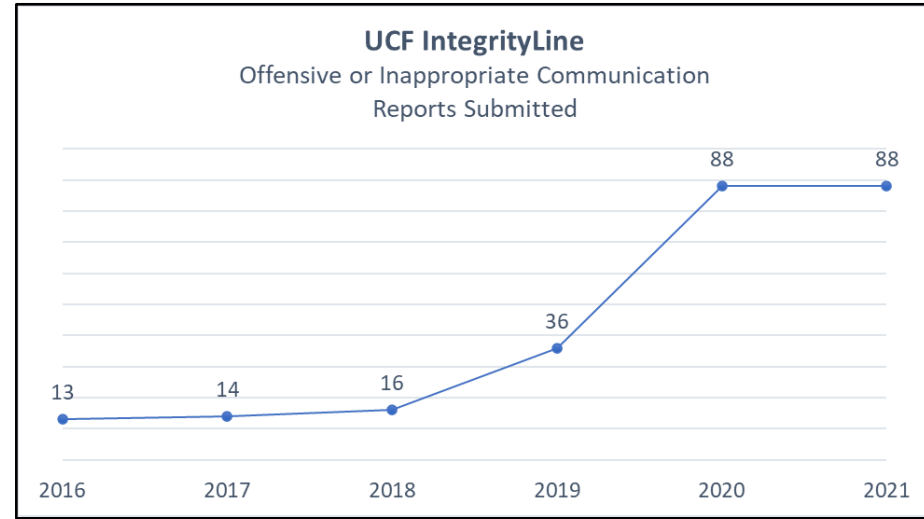
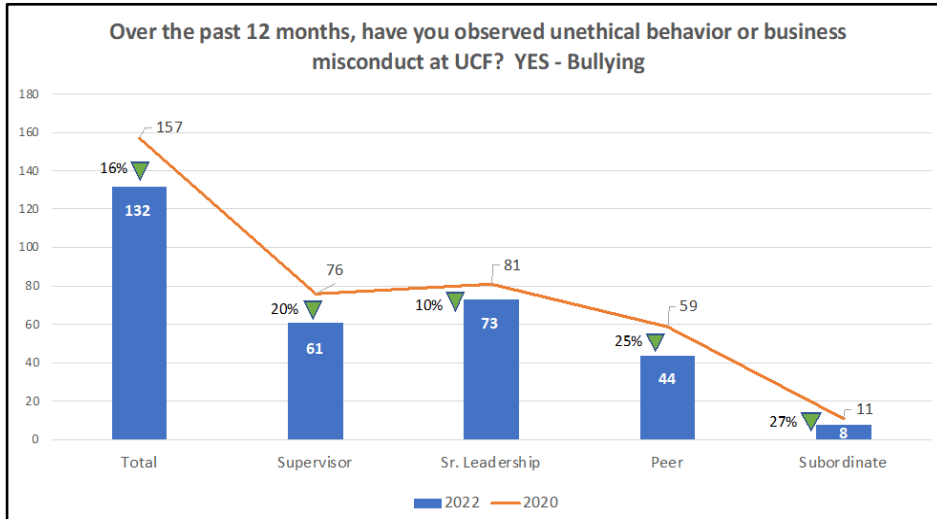
July 2022 IntegrityStar, Team Player article, ***Respecting
Others 2nd edition*** video, and “Case Corner”
37.7% Open Rate

Civility Superheroes, Compliance and
Ethics Week November 2021
248 Trained

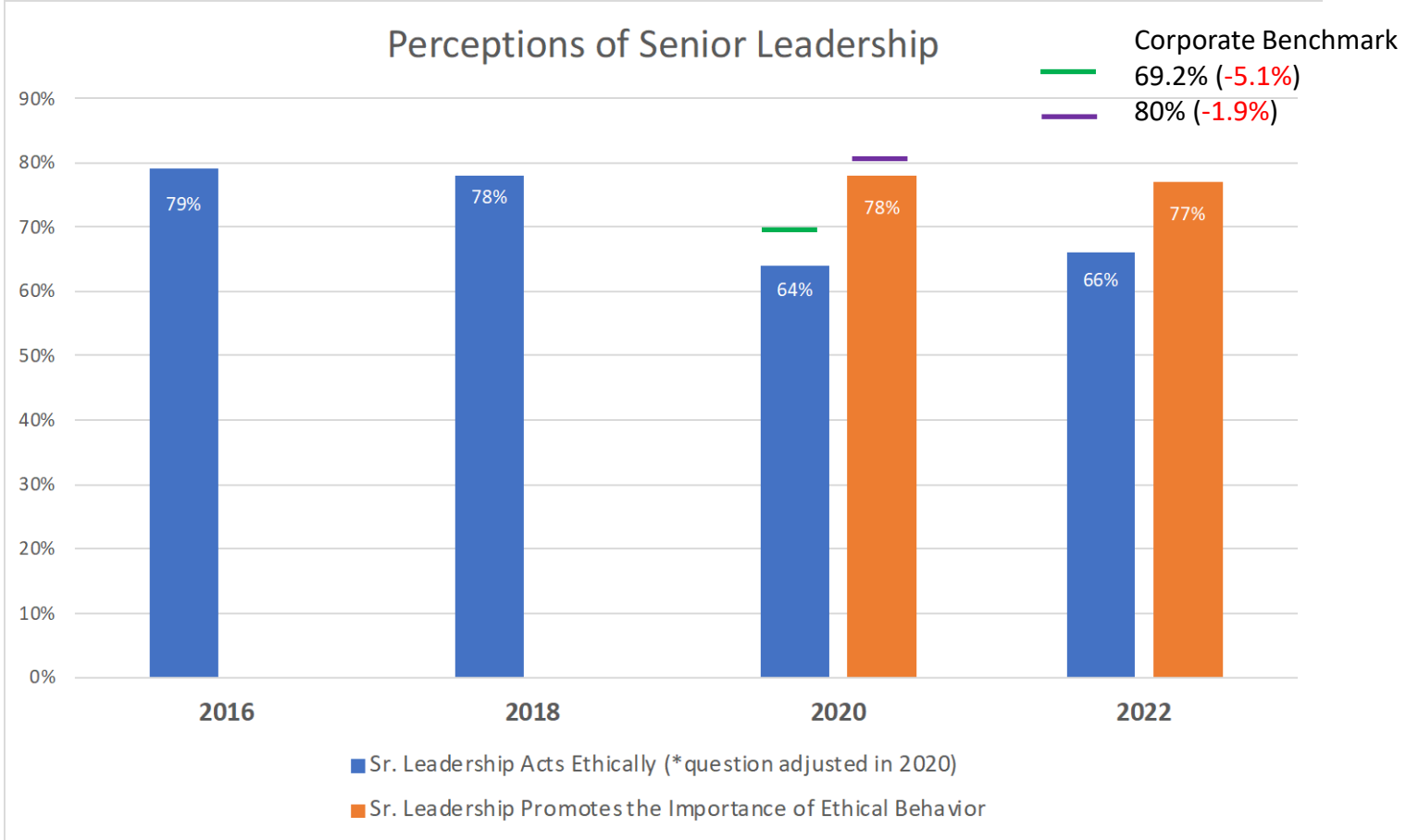
***Reporting Concerns Supervisor Panel
Session,*** and ***Manager Checklist,*** April 2022
32 Trained

Supporting a Best Place to Learn and Work

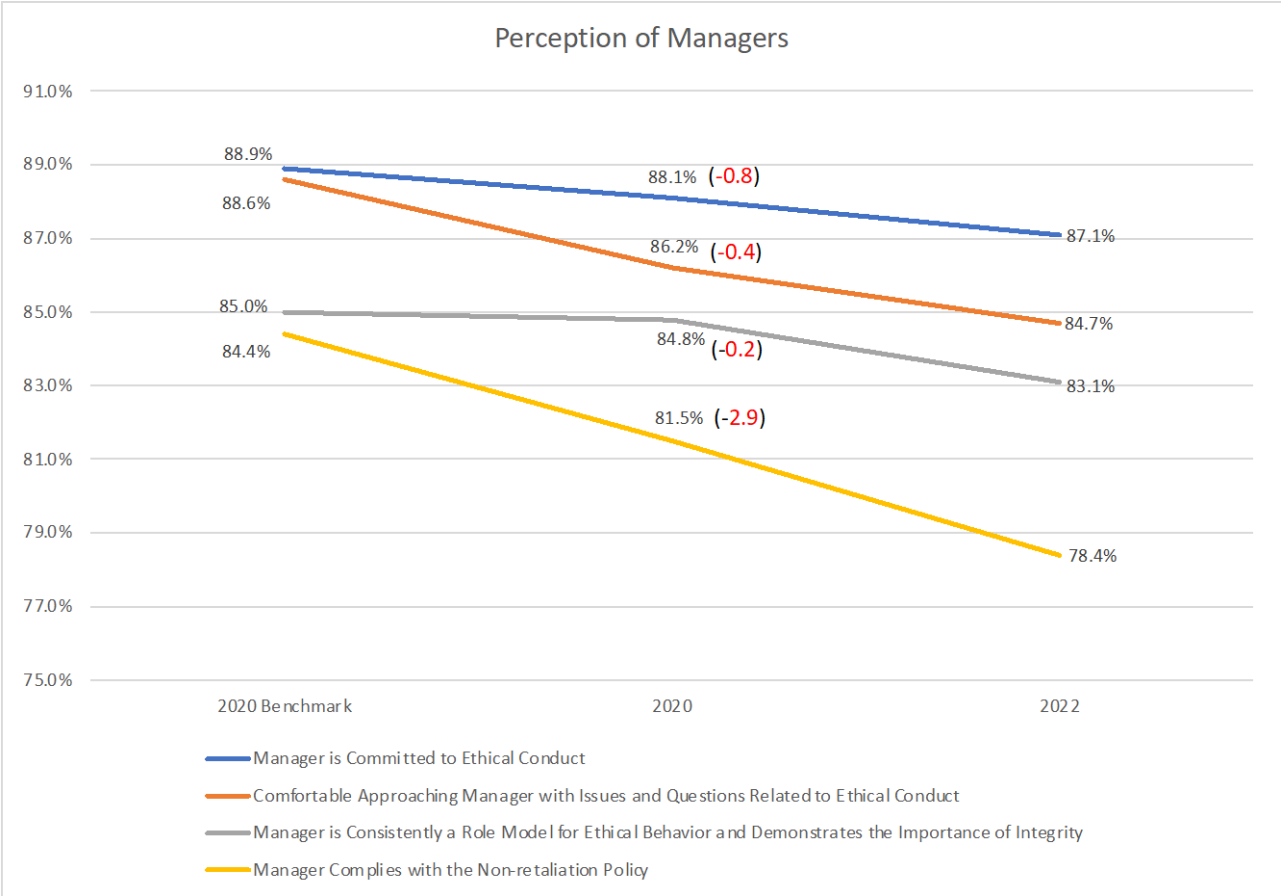
Please indicate a response to each item:	2016		2018		2020		2022		2-yr Trend (2022-2020)	6-yr Trend (2022-2016)
	Count	% Yes	Count	% Yes	Count	% Yes	Count	% Yes		
A.) I have experienced or observed bullying in the workplace by a supervisor within the last 12 months. Workplace bullying is defined as "repeated, deliberate, disrespectful behavior, which harms the target."	331	16%	287	17%	337	14%	263	13%	-1%	-3%



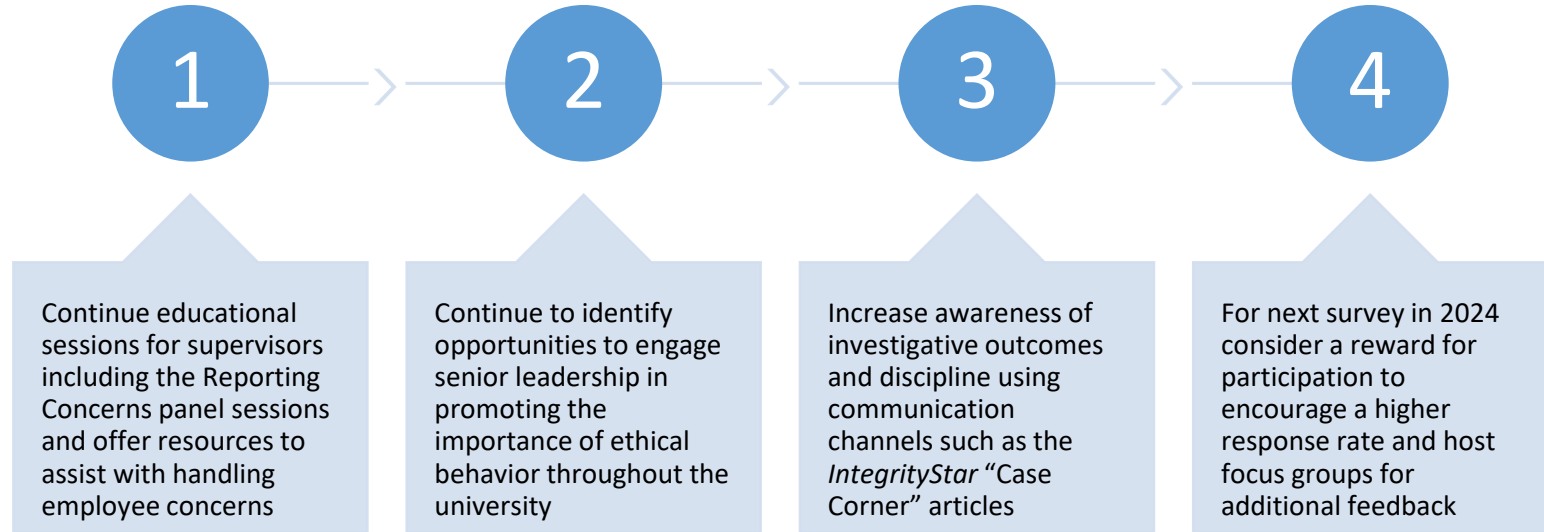
2022 Compliance and Ethics Culture Survey Results



2022 Compliance and Ethics Culture Survey Results



2022 Compliance and Ethics Culture Survey Next Steps

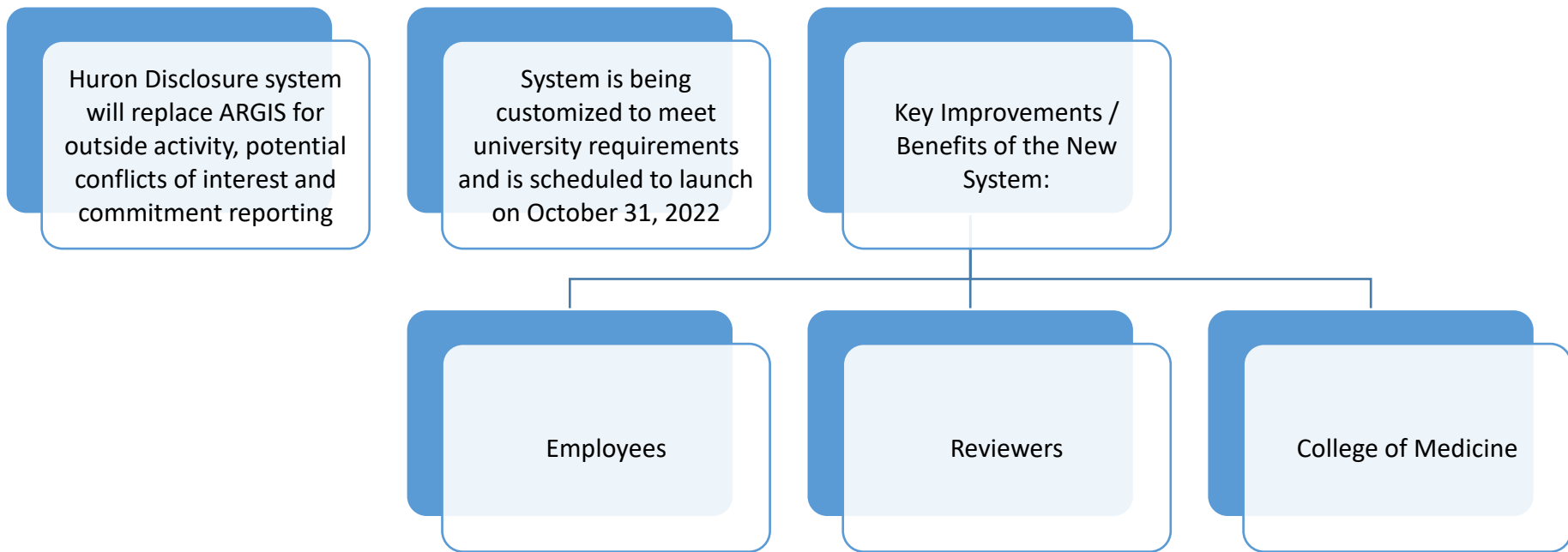


Compliance and Ethics Work Plan 2022-23

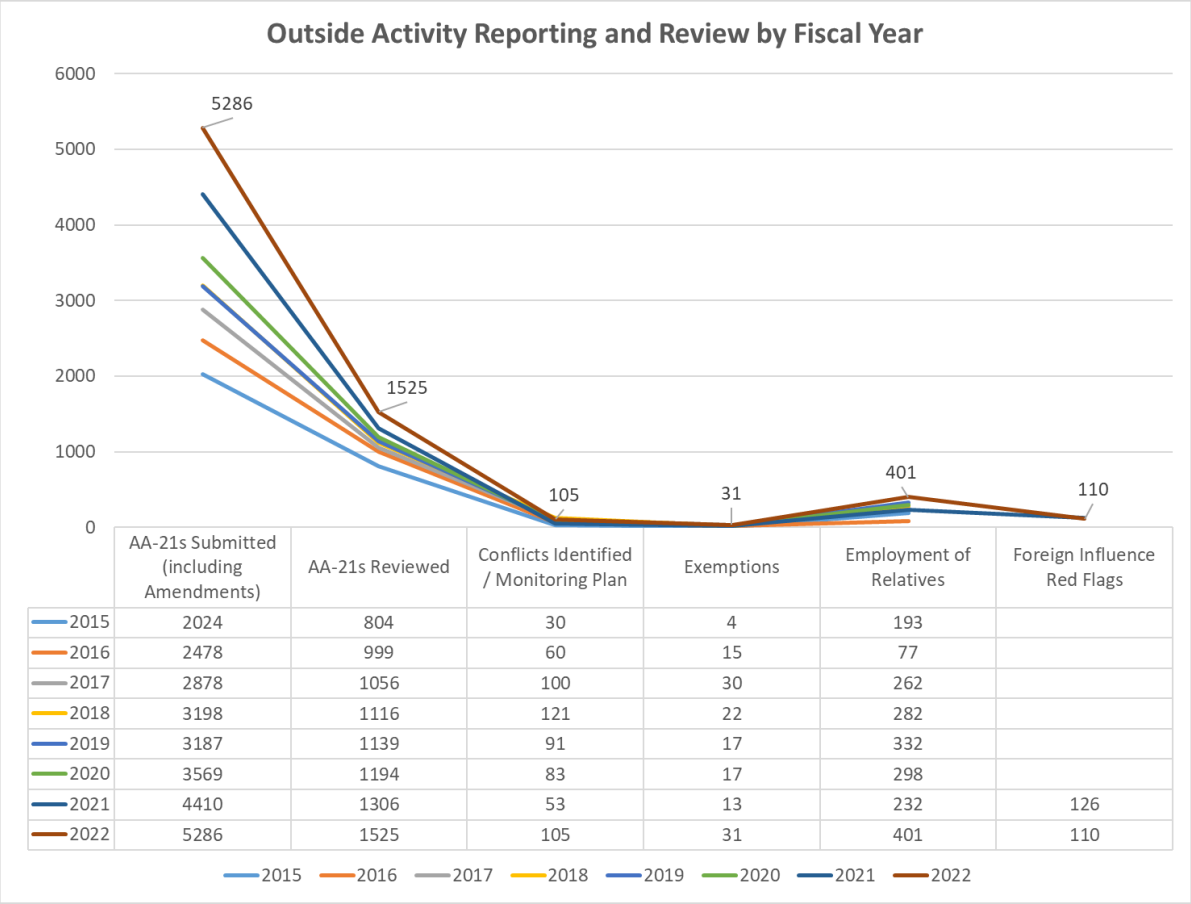
Planned activities for July 1, 2022,
to June 30, 2023

Compliance and Ethics Work Plan 2022-23

Migration to new Outside Activity, Employment, and Conflict of Interest and Commitment Disclosure System

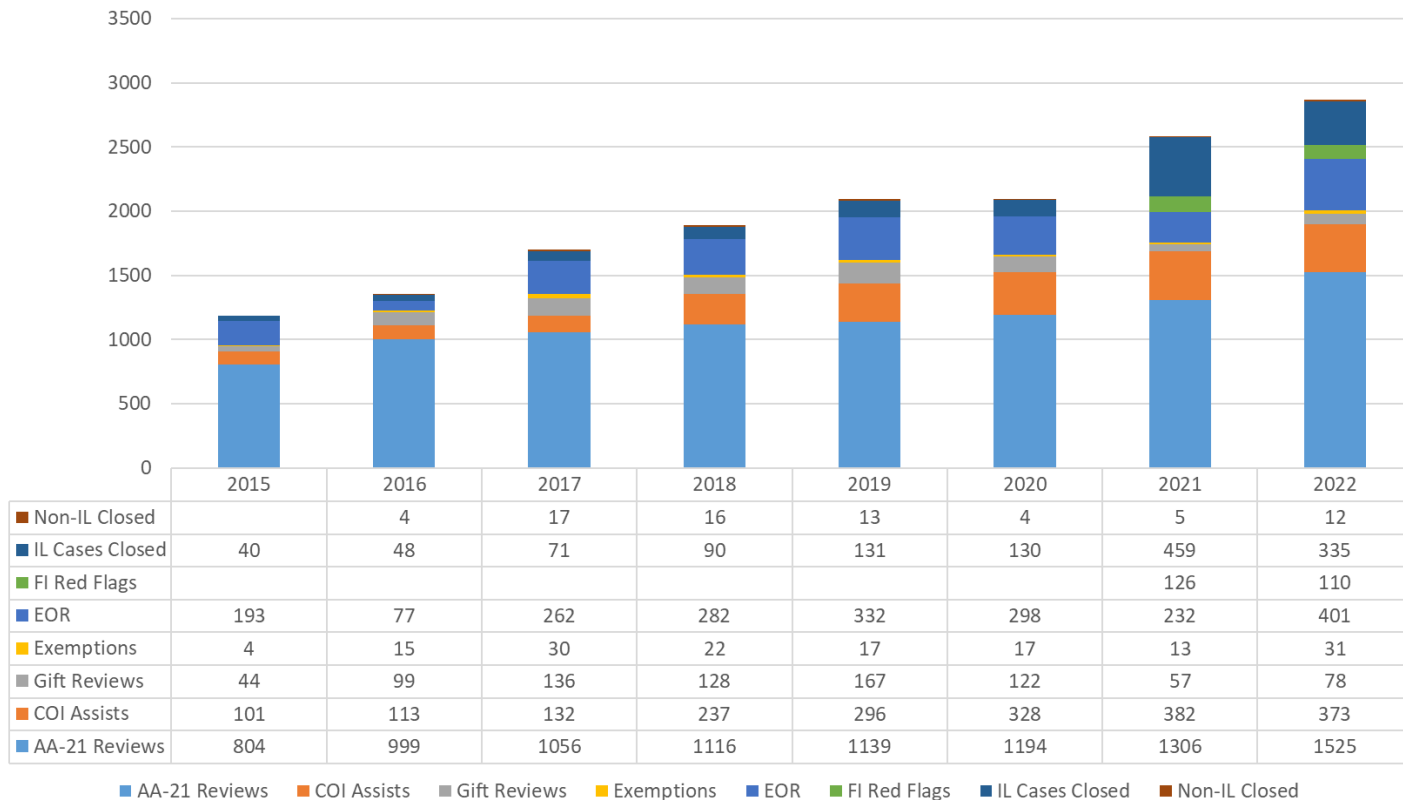


Compliance and Ethics Work Plan 2022-23



Compliance and Ethics Work Plan 2022-23

Outside Activity and IntegrityLine Reviews
Completed by Fiscal Year



+

- 2021-22
◦ Work Plan
Status of All
Activities

Highlighted activities
completed from July 1, 2021,
to June 30, 2022

2021–22 Work Plan Status of All Activities

Highlighted activities completed from July 1, 2021, to June 30, 2022:

- **NEW** *Supervisor Training Series*
 - *UCF Resources for Supervisors*
 - *Reporting Concerns Panel and Checklist*
- **COMPLETED** *Implementation of Foreign Influence Laws under HB7017*
- **NEW** *Policy 2-701 Drug Free Schools and Workplace*
- Coordinated Timely Responses to Regulatory and Other External Agencies:
 - National Sciences Foundation (NSF) research compliance inquiry
 - U.S. Department of Energy and NSF Title IX Compliance Review
 - U.S. Department of Labor Office of Federal Contract Compliance Programs Establishment Review
 - Department of Defense Voluntary Education Programs Institutional Compliance Review
 - Senator Rubio response regarding inappropriate foreign influence
 - U.S. Department of Education and Florida Board of Governors foreign source reporting
 - Governor and Legislature annual report of research exemptions
 - U.S. Department of Education Federal Student Aid Office Gramm-Leach-Bliley Act Cybersecurity Review
 - U.S. Homeland Security Cybersecurity and Infrastructure Security Agency Infrastructure Evaluation





University Compliance, Ethics and Risk Office

2022 Compliance and Ethics Culture Survey Executive Summary

Background

In 2016, University Compliance, Ethics, and Risk conducted its first compliance and ethics culture survey to evaluate the compliance and ethics culture at UCF. From March 16 to April 6, 2016, the office distributed the anonymous survey by email to all university employees, including hourly and student employees with email addresses. Of the 7,276 university employees, 2,137 employees (29.4%) responded. The results of the initial survey were positive, but the office identified several opportunities for improvement such as low employee familiarity with University Compliance, Ethics, and Risk, the UCF IntegrityLine, and UCF's policy 2-700.1 Reporting Misconduct and Protection from Retaliation. To increase awareness, the office implemented new initiatives such as the UCF Employee Code of Conduct, three online web trainings titled *Gifts and Honoraria*, *Potential Conflicts*, and *UCF Employee Code of Conduct*, and created the compliance and ethics newsletter, the *IntegrityStar*. Annual Compliance & Ethics Week awareness campaigns were held each November and the office hosted tabling events for faculty during orientation and for staff during the benefits fair each year. All new employees began receiving information about the office, the UCF IntegrityLine, and UCF Employee Code of Conduct.

In 2018, the office repeated the culture survey. From March 1 to March 30, 2018, the office distributed the anonymous survey by email to all university employees, including hourly and student employees with email addresses. An article encouraging employees to participate was included in the March 2018 edition of the compliance and ethics newsletter, the UCF *IntegrityStar*. Of the 8,892 university employees, 1,700 employees (19.1%) responded. The results from this survey were benchmarked against the initial results from the compliance and ethics culture survey conducted in 2016 and reflected positive trends.

Specifically, the 2018 survey revealed a 22% increase in employee awareness of the University Compliance, Ethics, and Risk office and the UCF IntegrityLine. Employee awareness of UCF's policy for reporting Misconduct and Protection from Retaliation increased by 14%, with 75% employees reporting familiar with this policy. There was also an increase in the percentage of employees who knew where to find information on UCF policies and procedures, with 78% reporting familiar in 2016 to 84% in 2018. Knowledge on finding information on UCF regulations also increased from 75% in 2016 to 80% in 2018. Familiarity with the UCF Creed also increased from 80% in 2016 to 84% in 2018. Eighty-six percent of employees reported that they were familiar with the new UCF Employee Code of Conduct. In response, the office continued its communications and training during fiscal year 2018-19 and 2019-20 to raise awareness of University Compliance, Ethics, and Risk, the UCF IntegrityLine, UCF policies and regulations, and compliance and ethics topics.

In 2020, at the request of a Board of Trustee, the culture survey was conducted by a third party. In partnership with Ethisphere, a global leader in defining and advancing the standards of ethical business practices, the 2020 survey was launched on March 17 and was open through April 27, 2020. Ethisphere distributed surveys by email to 13,492 UCF employees. An article was included in the April 2020 edition of the compliance and ethics newsletter, *UCF IntegrityStar*. Ethisphere received 2,365 completed surveys for a response rate of 17.5%. Ethisphere benchmarked UCF's responses against a handpicked assortment of organizations, 28 in total, from Ethisphere's database of nearly 100 ethical culture projects including 50% that have been designated as a World's Most Ethical Company®. In summary, Ethisphere placed UCF at an overall 78.6% positive rating across the eight pillars of an ethical culture, compared to an overall 80.5% for the benchmark. UCF exceeded the Ethisphere benchmark in the following Pillars:

- | | |
|---|-------------------------|
| Pillar 2: Perception of the Function | 90.3% (89.5 benchmark) |
| Perceived quality and effectiveness of the compliance and ethics program in communicating, training, and support. | |
| Pillar 8: Perceptions of Peers and Environment | 91.6% (87.3% benchmark) |
| Perceived priorities of coworkers, the values of the organization, and willingness to share opinions. | |

The office also benchmarked the 2020 survey results against the results from previous years. We continued to see a positive trend with increased employee awareness levels for the IntegrityLine, in reporting misconduct, feeling protected from retaliation, perceptions of peers and their environment as well as decreases in witnessing misconduct.

In response to the 2020 survey, the office implemented the following new initiatives to increase communications in support of the non-retaliation policy, the investigations process, and leveraging leadership in compliance and ethics messaging:

- ✓ Developed and published a new IntegrityLine video tutorial explaining how to submit a report and what happens after a report is submitted.
- ✓ Worked with the Student Government Association Judicial Branch (SGAJB) to introduce the IntegrityLine tutorial to students and participated in the SGAJB Know Your Rights Justice Fair to provide additional information on the IntegrityLine.
- ✓ Revised the IntegrityLine intake and close out processes to ensure consistency and increased communication touch points during and after investigations.
- ✓ Added a new "Case Corner" section to the *IntegrityStar* newsletter to provide transparency into investigations and outcomes.
- ✓ Added a video message from the president on the importance of the Code of Conduct and our ethical standards to the new hire Code of Conduct / Speak Up! training and the annual refresher training beginning in 2021.
- ✓ With the Office of Institutional Equity, University Audit, Ombuds Office, and Human Resources, developed and implemented a Reporting Concerns checklist for supervisors and hosted panel sessions to provide resources for addressing employee concerns.

2022 Survey

With the UCF office of Operational Excellence and Assessment Support, the office repeated the survey in 2022. All UCF employees were invited through a series of emails to participate via a link to the online survey starting on March 1, 2022. Three reminder emails were sent on March 8, March 16, and March 28 and the survey was promoted through an *IntegrityStar* article during the week of March 21. The survey officially closed April 6, 2022. The 2022 survey was available in English and Spanish and of the 12,268 employees invited, 2,171 employees (17.7%) responded. Again, we benchmarked the results against the previous years' results. Attached are the full reports containing the findings with key highlights on trends listed below.

Six-Year Trends

The 2022 survey results revealed the following significant advancements of the program since 2016:

- Employee awareness of the UCF IntegrityLine grew 52% with 97% of employees reporting familiar.
- There was a 47% increase in employee awareness of the University Compliance, Ethics, and Risk office with 94% familiar.
- Employee awareness of UCF's Reporting Misconduct and Protection from Retaliation Policy increased by 36%, with 97% employees reporting familiar with the policy.
- An overall 18% increase in employees reporting knowing where to find information on UCF policies and procedures, with a total of 96% familiar.
- Knowledge on finding information on UCF regulations also increased by 19% since 2016, with 94% reporting familiar.
- Familiarity with the UCF Creed increased to 95%, up from 80% in 2016.
- Ninety-two percent (92%) of employees stated they believed that most employees demonstrate integrity and ethical behavior, an overall increase of 7% from 2016.
- Employee responses regarding whether they observed unethical behavior or business misconduct at UCF within the last 12 months decreased by 3% since 2016, with 12% responding yes.
- Responses to the question whether employees were asked to bend, break, or circumvent laws, regulations, or university policies or regulations also decreased overall by 4% since 2016 with just 1% responding yes.
- The number of employees responding that they reported the misconduct they witnessed increased by 27% since 2016, with 41% responding favorably.
- An impressive 99% of employees reported that they were familiar with the UCF Employee Code of Conduct.

Two- Year Trends

New questions were included in the 2020 survey and were repeated in 2022. The following reflects noteworthy results:

- There was a 3% increase in employee's agreement with the statement that UCF has clearly communicated ethical expectations (95% total in agreement) and disciplinary guidelines, also having awareness of the consequences of misconduct (90% in agreement).
- An additional 5% reported knowing how to report ethical concerns or observed misconduct, with 95% responding favorably and 92% indicated a willingness to report misconduct which is a 2% increase.
- A 5% increase in the overall satisfaction levels regarding the resolution of reporting misconduct with an 18% increase since 2016.
- With regard to compliance and ethics training:
 - There was a 2% increase in agreement that training on the UCF Employee Code of Conduct was clear and understandable with 93% total in agreement.
 - A 5% increase in agreement that UCF's training and communication efforts about ethical responsibilities and conduct are effective with a total of 86% agreeing.

Improvement Measures

Areas for improvement based on less favorable responses:

- Perceptions of Managers
 - One percent (1%) less employees reported believing that their manager is committed to ethical conduct (87%) and their comfort approaching their manager with issues or questions related to ethical conduct (85%).
 - Two percent (2%) less employees reported that their manager is consistently a role model for ethical behavior and demonstrates the importance of integrity and ethical behavior (83%).
 - Four percent (4%) less employees believe their manager complies with the non-retaliation policy with 78% reporting favorably.
- Perceptions of Senior Leadership
 - While 2% more employees responded that they believe our senior leadership team acts ethically at all times (66% responded favorably), there was a 1% decrease in the belief that senior leadership promotes the importance of ethical behavior throughout the university.
- Outcomes from Reporting
 - The belief that disciplinary actions are taken when individuals engage in unethical behavior or misconduct dropped 4% with only 65% responding favorably.
 - Only 70%, a decrease of 4% from 2020, responded favorably that they believe UCF would fully investigate if they were to raise a concern about unethical behavior or misconduct.

- Although 1% more employees reported familiar with UCF's stated values at 93%, there were 3% less that believe UCF follows its values with 79% reporting favorably.

Response to 2022 Survey Results

Based on the results, and to address the weaknesses identified, the office will take the following actions:

1. Continue to provide educational sessions for supervisors including the Reporting Concerns panel sessions and offer resources to assist with handling employee concerns.
2. Continue to identify opportunities to engage senior leadership in promoting the importance of ethical behavior throughout the university.
3. Increase awareness of investigative outcomes and discipline using communication channels such as the *IntegrityStar* "Case Corner" articles to reassure employees that UCF will investigate allegations of non-compliance and appropriate disciplinary action is taken for substantiated cases.

The office will repeat the survey in 2024. To encourage a higher-level response, the office will evaluate implementing a mechanism for rewarding employees for their participation and host focus groups for obtaining additional feedback.



Compliance and Ethics Survey

2022 Comprehensive Results

July 2022



Operational Excellence and Assessment Support

UNIVERSITY OF CENTRAL FLORIDA

The mission of Operational Excellence and Assessment Support (OEAS) is to support efforts to improve the quality of student learning outcomes and the effectiveness and efficiency of University operations through assessment and analytics. OEAS will accomplish this by providing support to all academic programs and administrative units through integrated processes that include continuous quality improvement, analytical and survey studies, technology integration and guidance in assessment.

Introduction

Every two years University Compliance, Ethics, and Risk conducts a compliance and ethics culture survey to gauge the overall ethical culture at UCF. The office uses the survey results to identify opportunities for improvements to the program including additional training and awareness. This report summarizes responses for all items from the 2022 survey.

Methodology

The Compliance and Ethics Survey is typically administered for a duration of approximately four weeks. All UCF employees are invited through a series of emails to participate via a link to an online survey. In 2022, 12,268 UCF employees were initially invited on March 1, 2022 through campus email. Three reminder emails were sent on March 8, March 16 and March 28. The survey was also promoted through an IntegrityStar newsletter during the week of March 21. The 2022 survey officially closed April 6, 2022. The 2022 survey was available to UCF faculty and staff in English and Spanish versions.

Contents of this Report

- Survey Representativeness and Response Rates (Tables 1-2)
- Familiarity with UCF Compliance Policies and Resources (Tables 3-7)
- Awareness of the Program and Resources (Tables 8-15)
- Perceptions of the Function (Tables 16-20)
- Observing and Reporting Misconduct (Tables 21-38)
- Perceptions on Retaliation (Tables 39-44)
- Pressure to Commit Misconduct (Tables 45-47)
- Organizational Justice (Tables 48-50)
- Perceptions of Managers (Tables 51-55)
- Perceptions of Senior Leadership (Tables 56-57)
- Perceptions of Peers and the Environment (Tables 58-60)

Survey Representativeness and Response Rates

Response Rates by UCF Employee Role

The tables below display distributions for the population of UCF employees who were invited to participate in the 2022 Compliance and Ethics Survey (N = 12,268) and those who completed a survey (n = 2,171). The first table shows responses rates by Employee Role and the second by the Length of Service at UCF. The overall response rate was 17.7%.

Response Rates and Respondent Distribution by UCF Employee Role

Table 1. Response Rates and Respondent Distribution by UCF Employee Role				
Role	Population Count	Survey Respondents	Response Rate	Percent of Total Respondents
Faculty Member	2,433	618	25.4%	28.5%
Executive Leadership*	40	50	100.0%	2.3%
Professional Staff	2,843	1,090	38.3%	50.2%
Technical, Clerical, Service Personnel	5,049	275	5.4%	12.7%
Student Employee	1,903	113	5.9%	5.2%
No response		25		1.2%
Total	12,268	2,171	17.7%	100.0%

*Population counts for employee role were obtained from the HR office. Respondents self-identified their role on the survey. Please note that as the survey was anonymous, some self-identification could be different from that on official files.

Response Rates and Respondent Distribution by Length of Service at UCF

Table 2. Response Rates and Respondent Distribution by Length of Service at UCF				
Years at UCF	Population Count	Survey Respondents	Response Rate	Percent of Total Respondents
Less than 1 year	3,792	276	7.3%	12.7%
1-2 years	1,373	167	12.2%	7.7%
3-4 years	2,308	264	11.4%	12.2%
5-6 years	1,153	245	21.2%	11.3%
7-8 years	819	205	25.0%	9.4%
9-10 years	496	104	21.0%	4.8%
Longer than 10 years	2,327	897	38.5%	41.3%
No response		13		0.6%
Total	12,268	2,171	17.7%	100.0%

The following sections provide survey results for all survey items on the 2022 Compliance and Ethics Survey.

Familiarity with UCF Compliance Policies and Resources

How familiar are you with the University Compliance, Ethics and Risk office?

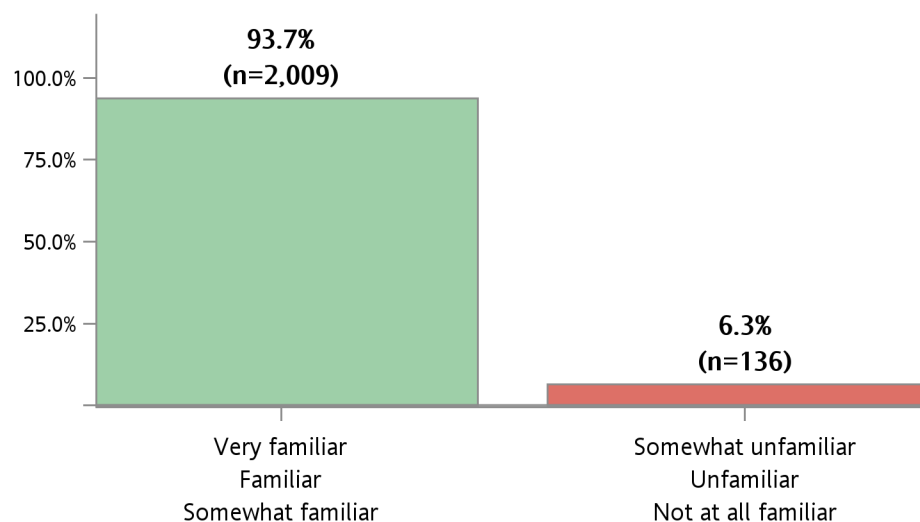


Table 3 . How familiar are you with the University Compliance, Ethics and Risk office?	Count	Percent
Very familiar	635	29.6%
Familiar	915	42.7%
Somewhat familiar	459	21.4%
Somewhat unfamiliar	68	3.2%
Unfamiliar	50	2.3%
Not at all familiar	18	0.8%
All	2,145	100.0%

How familiar are you with UCF Creed?

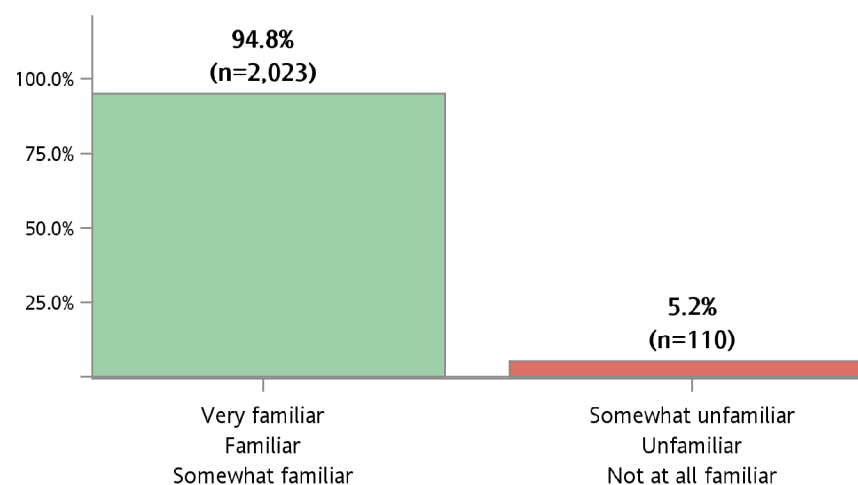


Table 4 . How familiar are you with UCF Creed?	Count	Percent
Very familiar	759	35.6%
Familiar	907	42.5%
Somewhat familiar	357	16.7%
Somewhat unfamiliar	62	2.9%
Unfamiliar	32	1.5%
Not at all familiar	16	0.8%
All	2,133	100.0%

How familiar are you with UCF's policy for reporting Misconduct and Protection from Retaliation?

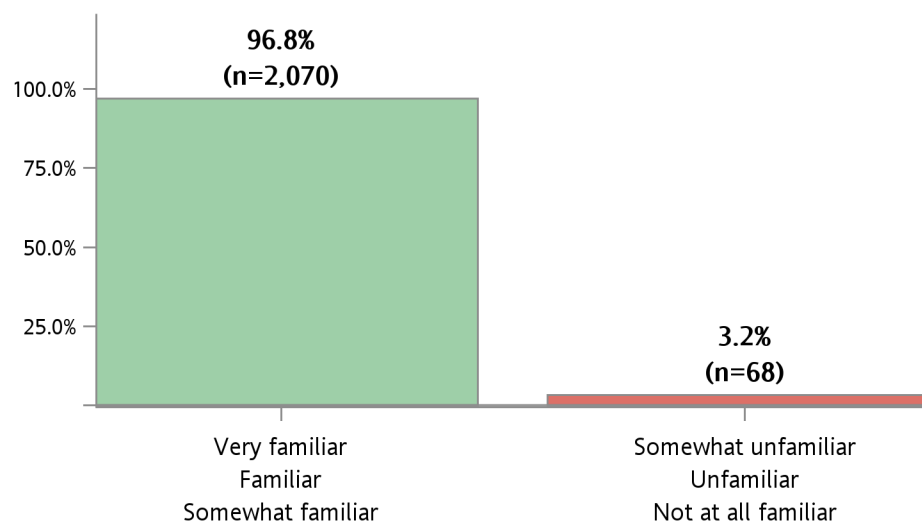


Table 5 . How familiar are you with UCF's policy for reporting Misconduct and Protection from Retaliation?	Count	Percent
Very familiar	754	35.3%
Familiar	1,016	47.5%
Somewhat familiar	300	14.0%
Somewhat unfamiliar	46	2.2%
Unfamiliar	17	0.8%
Not at all familiar	5	0.2%
All	2,138	100.0%

How familiar are you with the UCF IntegrityLine for anonymously reporting compliance and ethical concerns?

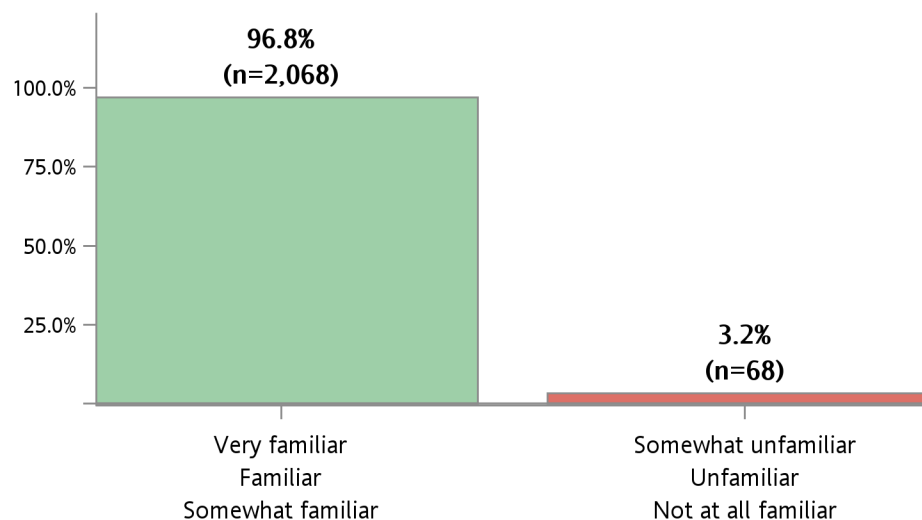


Table 6 . How familiar are you with the UCF IntegrityLine for anonymously reporting compliance and ethical concerns?	Count	Percent
Very familiar	827	38.7%
Familiar	993	46.5%
Somewhat familiar	248	11.6%
Somewhat unfamiliar	36	1.7%
Unfamiliar	25	1.2%
Not at all familiar	7	0.3%
All	2,136	100.0%

How familiar are you with the UCF Employee Code of Conduct?

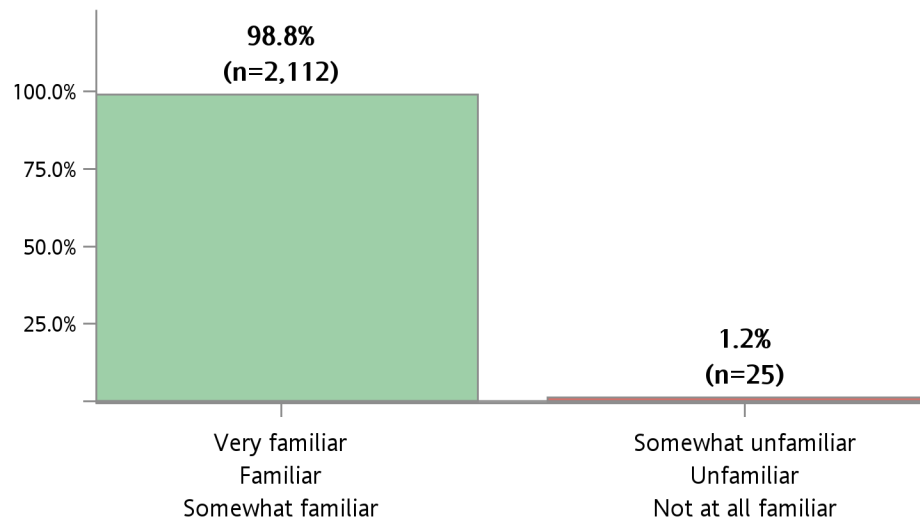


Table 7 . How familiar are you with the UCF Employee Code of Conduct?	Count	Percent
Very familiar	931	43.6%
Familiar	1,009	47.2%
Somewhat familiar	172	8.0%
Somewhat unfamiliar	18	0.8%
Unfamiliar	3	0.1%
Not at all familiar	4	0.2%
All	2,137	100.0%

Awareness of the Program and Resources

I know where to find our Employee Code of Conduct.

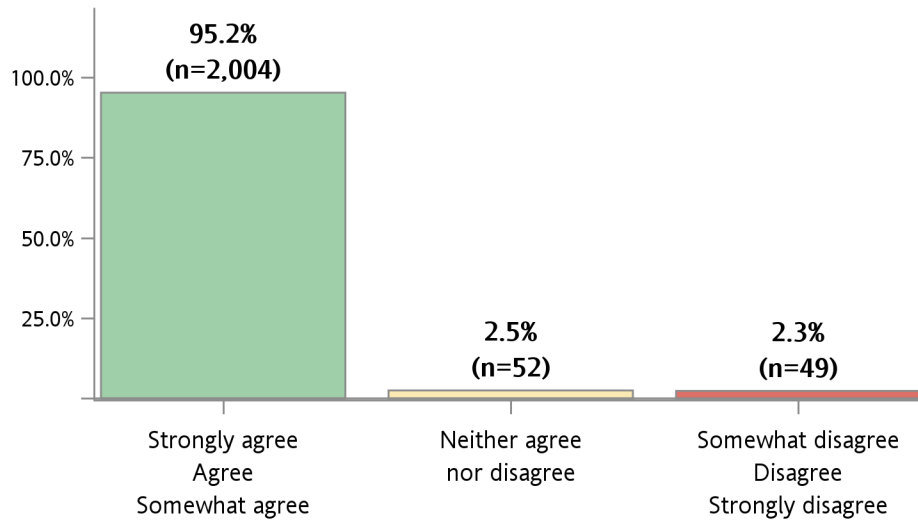


Table 8 . I know where to find our Employee Code of Conduct.	Count	Percent
Strongly agree	871	41.4%
Agree	919	43.7%
Somewhat agree	214	10.2%
Neither agree nor disagree	52	2.5%
Somewhat disagree	26	1.2%
Disagree	19	0.9%
Strongly disagree	4	0.2%
All	2,105	100.0%

I know where to find information on UCF policies and procedures.

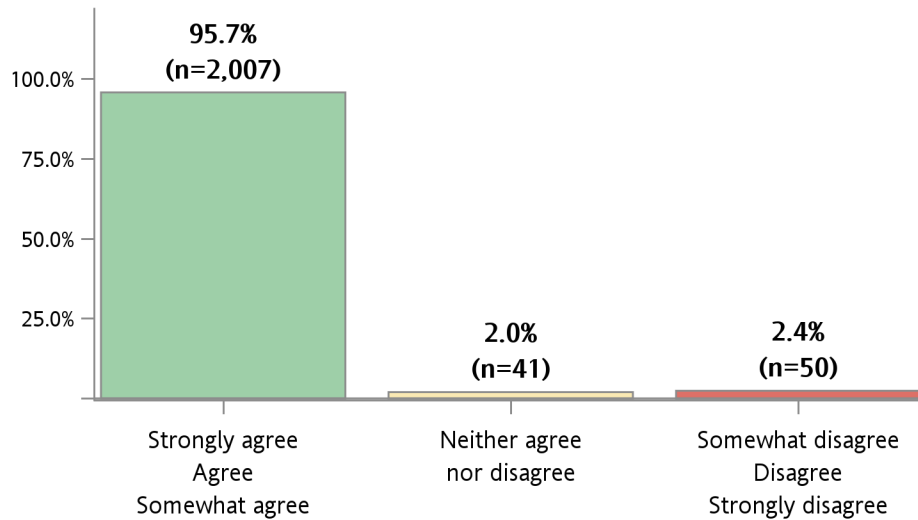


Table 9 . I know where to find information on UCF policies and procedures.	Count	Percent
Strongly agree	897	42.8%
Agree	876	41.8%
Somewhat agree	234	11.2%
Neither agree nor disagree	41	2.0%
Somewhat disagree	32	1.5%
Disagree	13	0.6%
Strongly disagree	5	0.2%
All	2,098	100.0%

I know where to find information on UCF regulations.

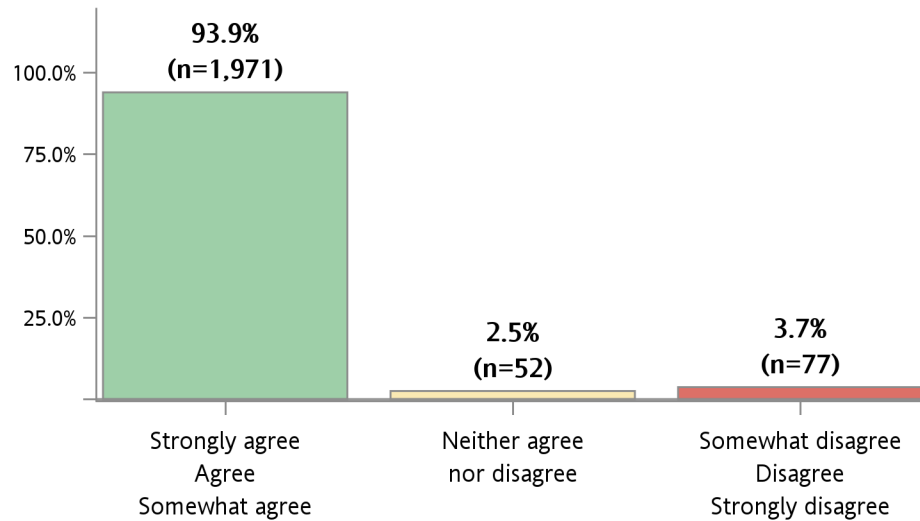


Table 10 . I know where to find information on UCF regulations.	Count	Percent
Strongly agree	817	38.9%
Agree	857	40.8%
Somewhat agree	297	14.1%
Neither agree nor disagree	52	2.5%
Somewhat disagree	50	2.4%
Disagree	22	1.0%
Strongly disagree	5	0.2%
All	2,100	100.0%

I know how to report ethical concerns or observed misconduct at UCF.

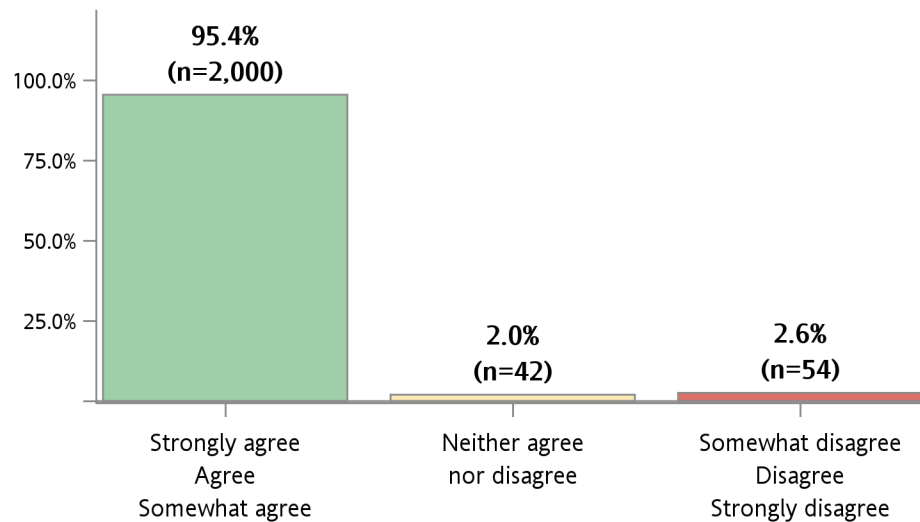


Table 11 . I know how to report ethical concerns or observed misconduct at UCF.	Count	Percent
Strongly agree	835	39.8%
Agree	885	42.2%
Somewhat agree	280	13.4%
Neither agree nor disagree	42	2.0%
Somewhat disagree	35	1.7%
Disagree	15	0.7%
Strongly disagree	4	0.2%
All	2,096	100.0%

UCF has clearly communicated ethical expectations to me.

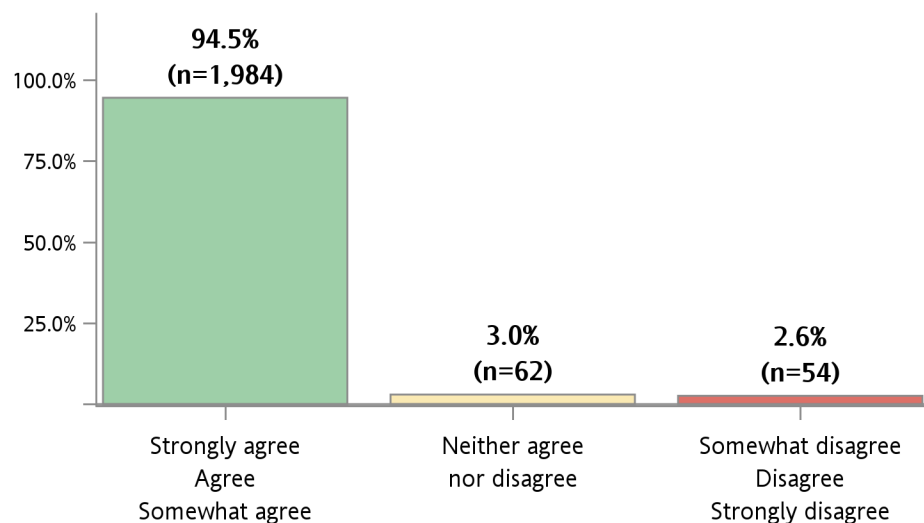


Table 12 . UCF has clearly communicated ethical expectations to me.	Count	Percent
Strongly agree	951	45.3%
Agree	836	39.8%
Somewhat agree	197	9.4%
Neither agree nor disagree	62	3.0%
Somewhat disagree	34	1.6%
Disagree	13	0.6%
Strongly disagree	7	0.3%
All	2,100	100.0%

UCF has clearly communicated disciplinary guidelines to me - therefore, I am aware of the consequences of misconduct.

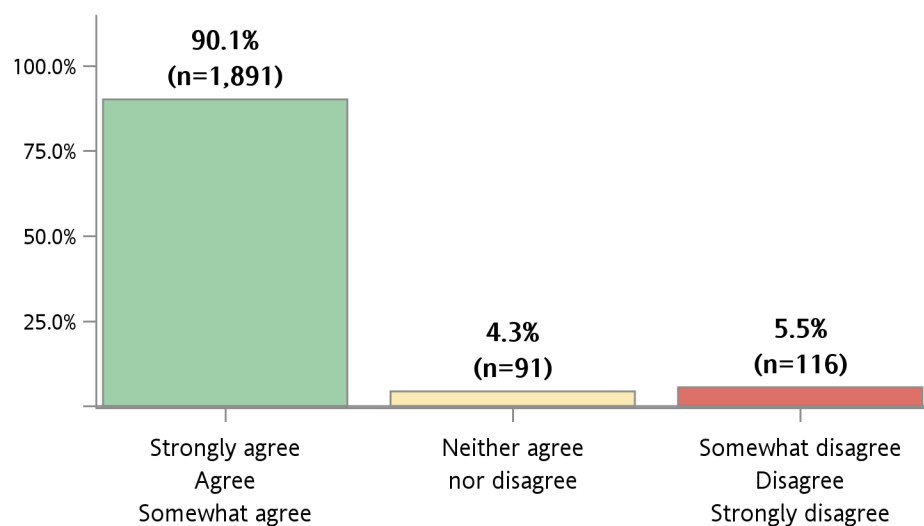


Table 13 . UCF has clearly communicated disciplinary guidelines to me - therefore, I am aware of the consequences of misconduct.	Count	Percent
Strongly agree	823	39.2%
Agree	786	37.5%
Somewhat agree	282	13.4%
Neither agree nor disagree	91	4.3%
Somewhat disagree	79	3.8%
Disagree	26	1.2%
Strongly disagree	11	0.5%
All	2,098	100.0%

I am familiar with UCF's stated Values.

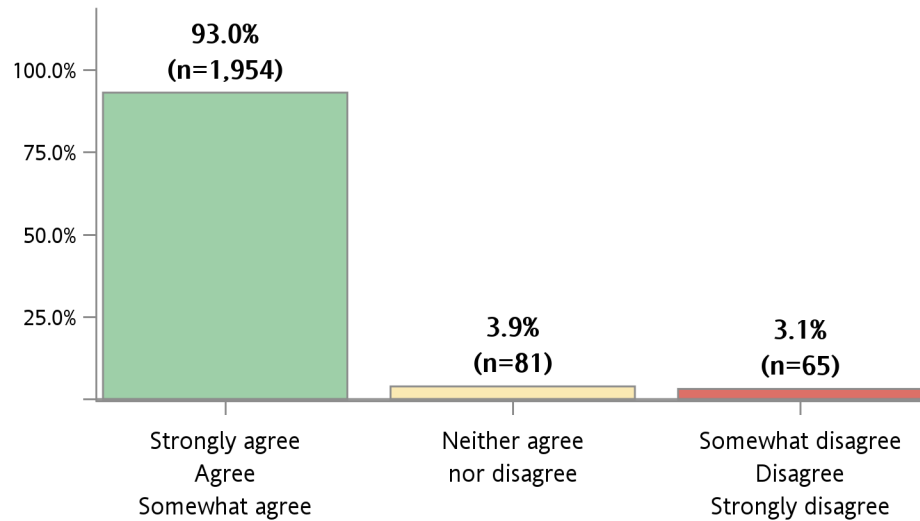


Table 14 . I am familiar with UCF's stated Values.	Count	Percent
Strongly agree	802	38.2%
Agree	906	43.1%
Somewhat agree	246	11.7%
Neither agree nor disagree	81	3.9%
Somewhat disagree	42	2.0%
Disagree	14	0.7%
Strongly disagree	9	0.4%
All	2,100	100.0%

I believe UCF follows its Values.

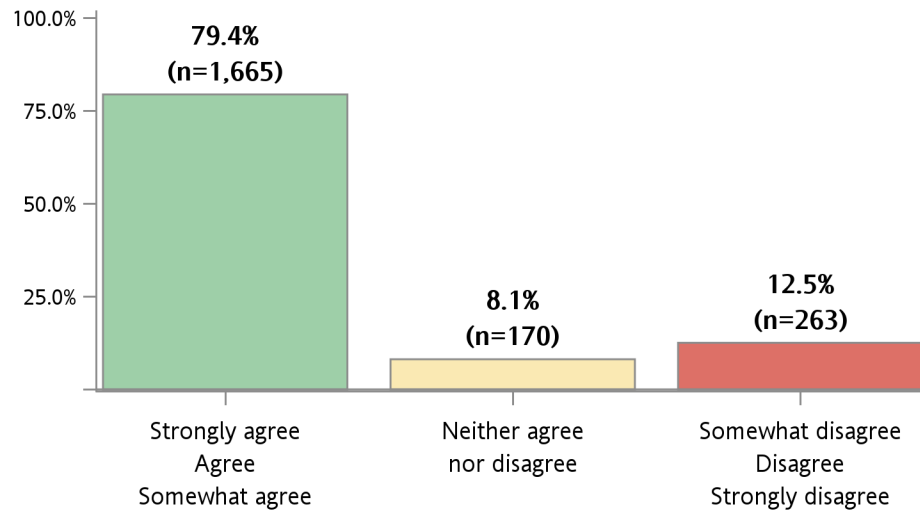
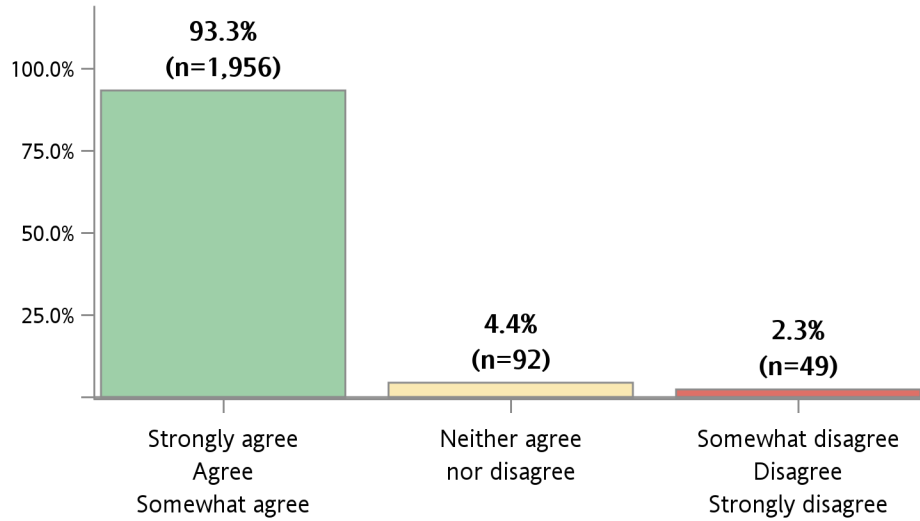


Table 15 . I believe UCF follows its Values.	Count	Percent
Strongly agree	542	25.8%
Agree	742	35.4%
Somewhat agree	381	18.2%
Neither agree nor disagree	170	8.1%
Somewhat disagree	123	5.9%
Disagree	60	2.9%
Strongly disagree	80	3.8%
All	2,098	100.0%

Perceptions of the Function

The training on the UCF Employee Code of Conduct was clear and understandable.



UCF's training and communication efforts about ethical responsibilities and conduct are effective.

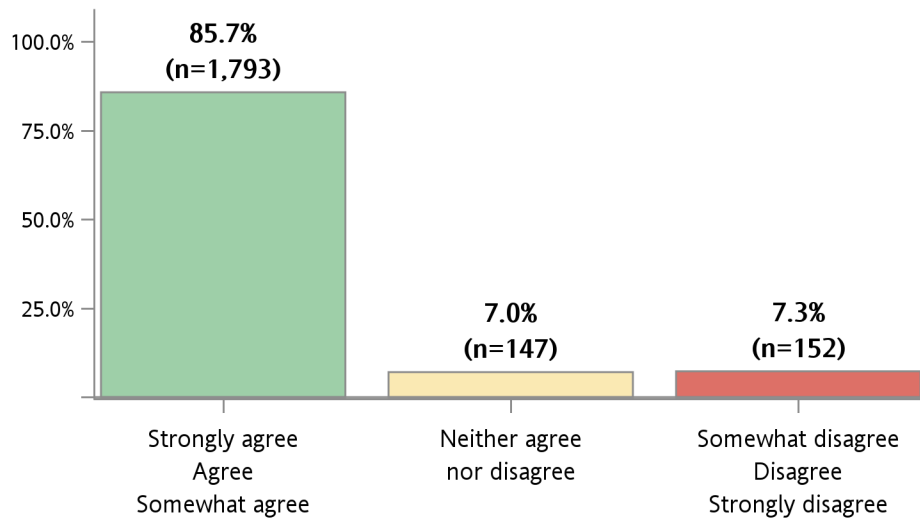


Table 16 . The training on the UCF Employee Code of Conduct was clear and understandable.	Count	Percent
Strongly agree	834	39.8%
Agree	912	43.5%
Somewhat agree	210	10.0%
Neither agree nor disagree	92	4.4%
Somewhat disagree	26	1.2%
Disagree	13	0.6%
Strongly disagree	10	0.5%
All	2,097	100.0%

Table 17 . UCF's training and communication efforts about ethical responsibilities and conduct are effective.	Count	Percent
Strongly agree	654	31.3%
Agree	837	40.0%
Somewhat agree	302	14.4%
Neither agree nor disagree	147	7.0%
Somewhat disagree	82	3.9%
Disagree	43	2.1%
Strongly disagree	27	1.3%
All	2,092	100.0%

The Code explains what is expected of me as I conduct university business.

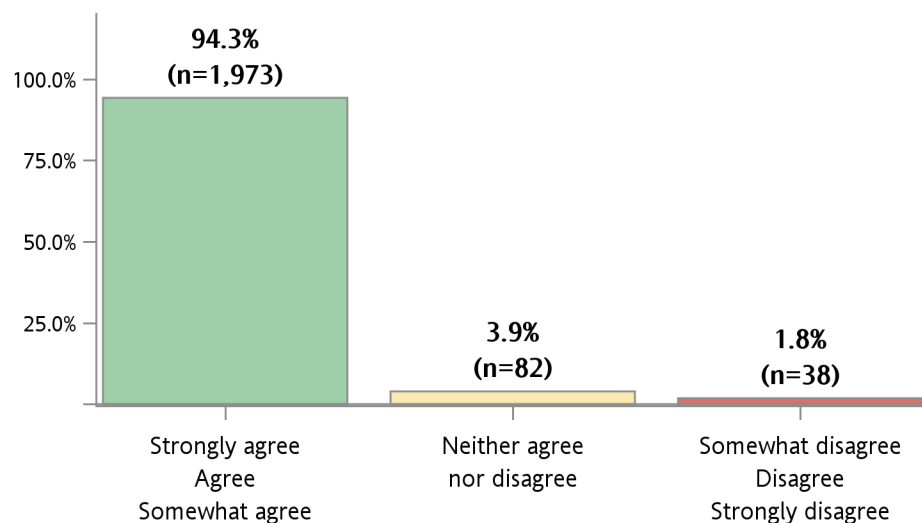


Table 18 . The Code explains what is expected of me as I conduct university business.	Count	Percent
Strongly agree	853	40.8%
Agree	926	44.2%
Somewhat agree	194	9.3%
Neither agree nor disagree	82	3.9%
Somewhat disagree	27	1.3%
Disagree	7	0.3%
Strongly disagree	4	0.2%
All	2,093	100.0%

UCF's policies and regulations effectively explain what is expected of me as I conduct university business.

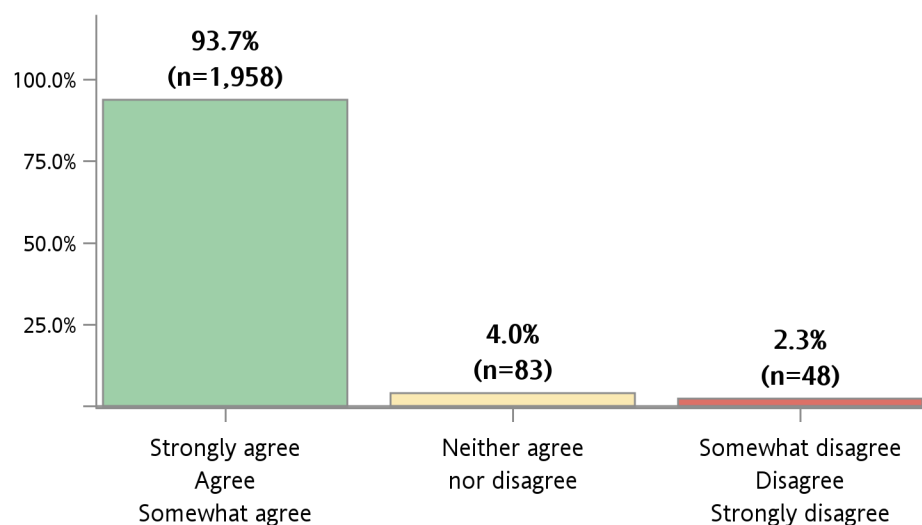


Table 19 . UCF's policies and regulations effectively explain what is expected of me as I conduct university business.	Count	Percent
Strongly agree	819	39.2%
Agree	910	43.6%
Somewhat agree	229	11.0%
Neither agree nor disagree	83	4.0%
Somewhat disagree	27	1.3%
Disagree	15	0.7%
Strongly disagree	6	0.3%
All	2,089	100.0%

The training I receive on ethics and compliance topics effectively explains what is expected of me as I conduct university business.

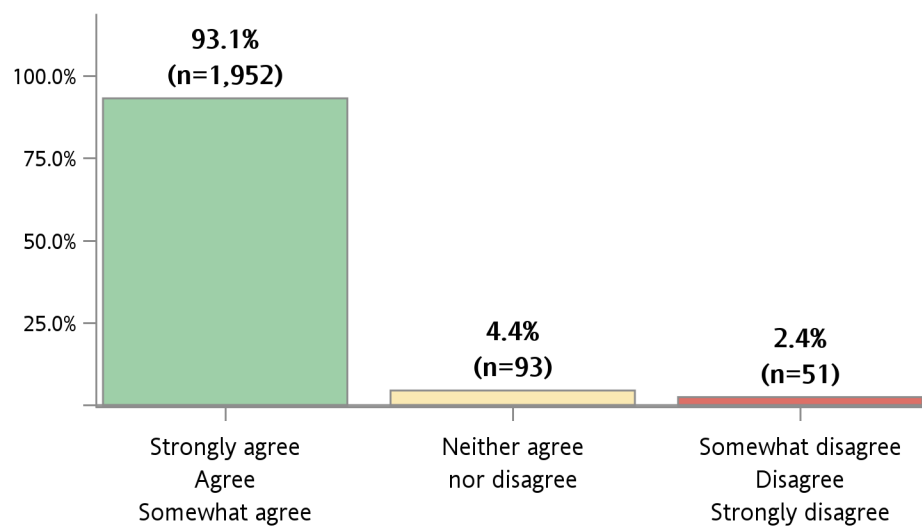


Table 20 . The training I receive on ethics and compliance topics effectively explains what is expected of me as I conduct university business.	Count	Percent
Strongly agree	817	39.0%
Agree	913	43.6%
Somewhat agree	222	10.6%
Neither agree nor disagree	93	4.4%
Somewhat disagree	28	1.3%
Disagree	14	0.7%
Strongly disagree	9	0.4%
All	2,096	100.0%

Observing and Reporting Misconduct

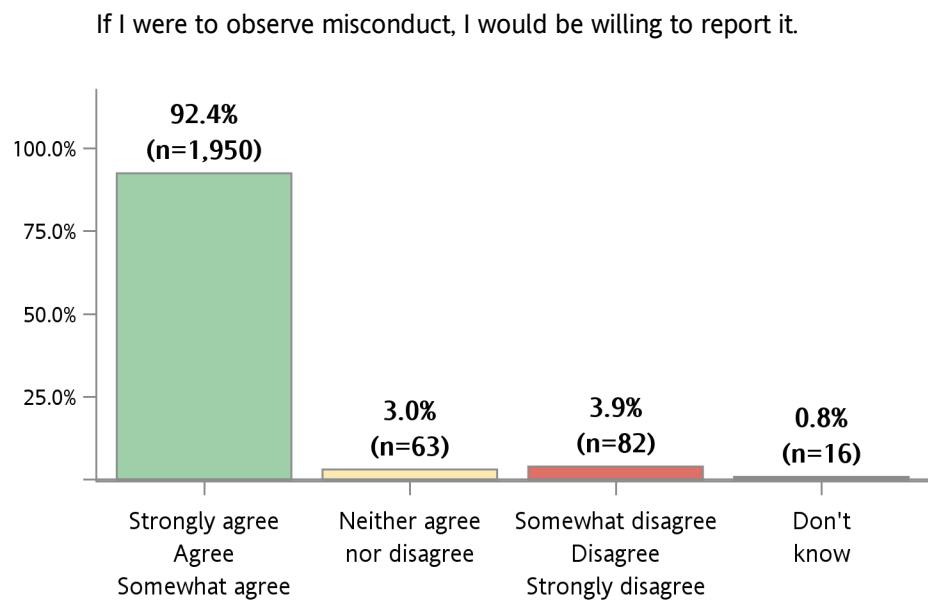


Table 21 . If I were to observe misconduct, I would be willing to report it.	Count	Percent
Strongly agree	976	46.2%
Agree	773	36.6%
Somewhat agree	201	9.5%
Neither agree nor disagree	63	3.0%
Somewhat disagree	47	2.2%
Disagree	15	0.7%
Strongly disagree	20	0.9%
Don't know	16	0.8%
All	2,111	100.0%

This question was a follow up for those who indicated 'Strongly agree', 'Agree', 'Somewhat agree', 'Neither agree nor disagree', or 'Don't know' to the question above:

Table 22 . I would be willing to report the misconduct for the following reason(s): (select all that apply)	Count	Percent*
It is the right thing to do	1,851	91.8%
Corrective action is necessary	1,148	56.9%
Senior leadership will support me	505	25.0%
My manager will support me	709	35.2%
My co-workers will support me	559	27.7%
The reporting is anonymous	950	47.1%
If I don't do it, no one else will	425	21.1%
Other reasons	61	3.0%

*NOTE: Percents calculated for the question above do not add up to 100% since the question asks respondents to 'select all that apply.' The total number of respondents for this question was 2,016.

This question was a follow up for those who indicated 'Neither agree nor disagree', 'Somewhat disagree', 'Disagree', 'Strongly disagree', or 'Don't know' to the question above:

Table 23 . I would NOT be willing to report the misconduct for the following reason(s): (select all that apply)	Count	Percent*
I fear retaliation	116	74.8%
Lack of anonymity in the reporting process	86	55.5%
I do not believe that corrective action would be taken	115	74.2%
I am not concerned	5	3.2%
I am not sure whom to contact	4	2.6%
If the person who committed it was senior level	83	53.5%
Other reasons	29	18.7%

*NOTE: Percents calculated for the question above do not add up to 100% since the question asks respondents to 'select all that apply.' The total number of respondents for this question was 155.

Over the past 12 months, have you observed unethical behavior or business misconduct at UCF?

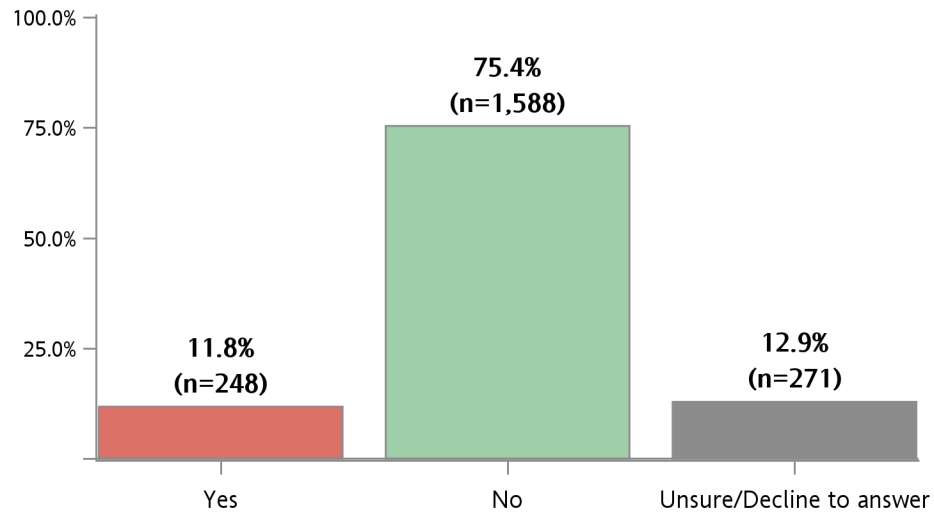


Table 24 . Over the past 12 months, have you observed unethical behavior or business misconduct at UCF?	Count	Percent
Yes	248	11.8%
No	1,588	75.4%
Unsure/Decline to answer	271	12.9%
All	2,107	100.0%

This question was a follow up for those who indicated 'Yes' to the question above:

Table 25 . Which type of unethical behavior or business misconduct did you observe? (select all that apply)	Count	Percent*
Accounting, financial reporting, or billing irregularities	28	11.4%
Antitrust violations, collusion with competitors, or other anticompetitive behavior	2	0.8%
Bribes or kickbacks	7	2.9%
Bullying	132	53.9%
Conflicts of interest	72	29.4%
Cyber security/privacy violation	8	3.3%
Drug, alcohol, or substance abuse	8	3.3%
Environmental violation	4	1.6%
Fraud	10	4.1%
Harassment or discrimination	129	52.7%
Improper record retention or destruction practices	18	7.3%
Improper sales, advertising, or marketing practices	2	0.8%
Inappropriate political activities or contributions	3	1.2%
Inappropriate procurement practices	10	4.1%
Inappropriate travel and expense reporting	10	4.1%
Insider trading		
Intellectual property or trade secret violation	3	1.2%
International trade controls	1	0.4%
Misuse of university resources or assets	29	11.8%
Retaliation or intimidation	118	48.2%
Theft	2	0.8%
Unauthorized disclosure of confidential or proprietary information	7	2.9%
Unauthorized media communication	2	0.8%
Unfair employment practices	110	44.9%
Violation of health or safety policies or procedures	21	8.6%
Violence in the workplace	7	2.9%
Other	42	17.1%

*NOTE: Percents calculated for the question above do not add up to 100% since the question asks respondents to 'select all that apply.'
The total number of respondents for this question was 245.

This question was a follow up for those who indicated 'Bullying' to the question above:

Table 26 . Please identify the source of the bullying you observed or experienced in the workplace: (select all that apply)	Count	Percent*
Supervisor	61	47.7%
Senior Leadership	73	57.0%
Peer	44	34.4%
Subordinate	8	6.3%

*NOTE: Percents calculated for the question above do not add up to 100% since the question asks respondents to 'select all that apply.'
The total number of respondents for this question was 128.

I reported the unethical behavior or misconduct that I observed.

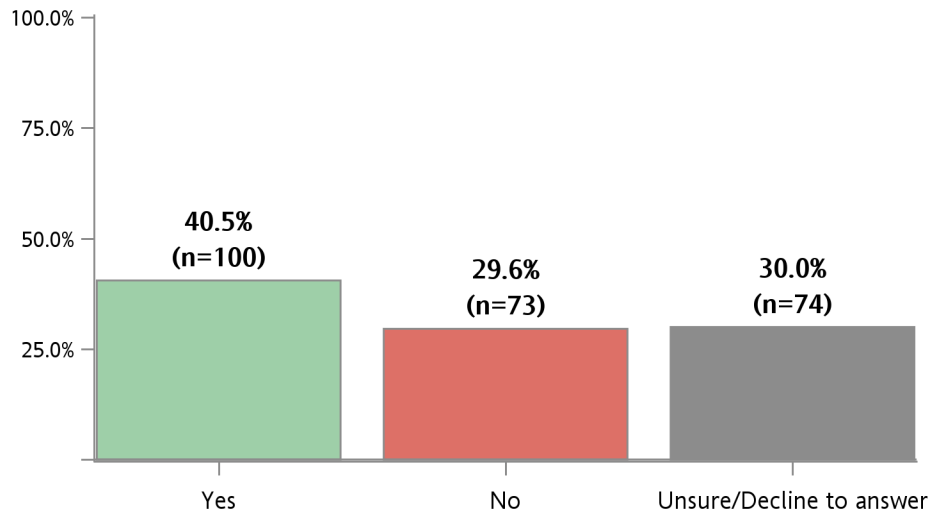


Table 27 . I reported the unethical behavior or misconduct that I observed.	Count	Percent
Yes	100	40.5%
No	73	29.6%
Unsure/Decline to answer	74	30.0%
All	247	100.0%

This question was a follow up for those who indicated 'Yes' to the question 'I reported the unethical behavior or misconduct that I observed.':

Table 28 . How did you report the suspected misconduct or unethical behavior? (select all that apply)	Count	Percent*
My immediate manager	48	48.5%
My manager's manager	28	28.3%
Human Resources representative	25	25.3%
Compliance and Ethics representative	21	21.2%
Ombudsman	7	7.1%
Internal audit representative	1	1.0%
Office of Institutional Equity (OIE) representative	28	28.3%
The Board of Trustees or a Committee of the Board	1	1.0%
UCF IntegrityLine	34	34.3%
Other	17	17.2%

*NOTE: Percents calculated for the question above do not add up to 100% since the question asks respondents to 'select all that apply.' The total number of respondents for this question was 99.

This question was a follow up for those who indicated 'Yes' to the question 'I reported the unethical behavior or misconduct that I observed.':

How did you report the suspected misconduct or unethical behavior? (select all that apply)*	Respondents	Table 29 . How satisfied were you with how the process was handled by the following individuals and/or offices?									
		Extremely Satisfied		Satisfied		Neither Satisfied nor Dissatisfied		Dissatisfied		Very Dissatisfied	
		Count	Row Percent	Count	Row Percent	Count	Row Percent	Count	Row Percent	Count	Row Percent
Your immediate manager	48	16	33.3%	12	25.0%	2	4.2%	6	12.5%	12	25.0%
Your manager's manager	28	3	10.7%	4	14.3%	7	25.0%	5	17.9%	9	32.1%
Human Resources representative	25	1	4.0%	5	20.0%	3	12.0%	5	20.0%	11	44.0%
Compliance and Ethics representative	21	3	14.3%	2	9.5%	5	23.8%	2	9.5%	9	42.9%
Ombudsman	7	2	28.6%	1	14.3%	1	14.3%	2	28.6%	1	14.3%
Internal Audit representative	1					1	100.0%				
Office of Institutional Equity (OIE) representative	27	2	7.4%	5	18.5%	5	18.5%	7	25.9%	8	29.6%
The Board of Trustees or a Committee member of the Board	1									1	100.0%
UCF IntegrityLine	33	3	9.1%	2	6.1%	9	27.3%	9	27.3%	10	30.3%
Another individual or office	17	1	5.9%	3	17.6%	3	17.6%	4	23.5%	6	35.3%

*NOTE: A respondent may have reported an incident to multiple individuals and/or offices. Follow up questions were asked for each individual and/or office reported to, so percents calculated only add up to 100% across each row.

This question below was a follow up for those who indicated 'Dissatisfied' or 'Very dissatisfied' to the question above:

		Table 30 . What aspect of the process made you feel dissatisfied? (select all that apply)*									
How did you report the suspected misconduct or unethical behavior? (select all that apply)*	Number dissatisfied with process	Handling by investigator	Handling by manager	Lack of information received	Time to investigate & conclude	Lack of notification once complete	Outcome was not clear	Outcome did not seem fair	Anonymity or confidentiality was not respected	Treatment after the process	Other
Your immediate manager	18	2	10	6	5	6	6	5	3	8	7
Your manager's manager	14	2	6	4	3	5	5	7	4	6	5
Human Resources representative	16	6	3	4	4	3	4	7	5	9	4
Compliance and Ethics representative	11	5	2	8	7	9	8	4	5	8	1
Ombudsman	3	2	1	2	2	1	2	2	2	1	1
Internal Audit representative	0										
Office of Institutional Equity (OIE) representative	15	9	2	7	10	4	7	8	5	9	1
The Board of Trustees or a Committee member of the Board	1	1	1	1	1	1	1	1	1	1	
UCF IntegrityLine	19	7	3	10	6	7	12	10	6	5	7
Another individual or office	10	1	1	3		2	3	3	3	5	2

*NOTE: A respondent may have reported an incident to multiple individuals and/or offices. Follow up questions were asked for each individual and/or office reported to and a respondent could endorse multiple reasons for dissatisfaction with the reporting process. Therefore, counts of dissatisfaction (across each row) will not add up to the total number of respondents dissatisfied. Percents are not shown since the counts of dissatisfied respondents were so small.

Complete text for reasons of dissatisfaction listed on the survey instrument were:

How the process was handled by the investigator, How the process was handled by my manager, Lack of information received throughout the process, Time it took to investigate and reach a conclusion, Lack of notification that the investigation was complete, Outcome of the investigation (action taken) was not clear, Outcome of the investigation (action taken) did not seem fair, I didn't feel my anonymity/confidentiality was respected, Treatment after the process – feelings of isolation and/or retaliation, Other.

This question was a follow up for those who indicated 'No' to the question 'I reported the unethical behavior or misconduct that I observed.':

Table 31 . I did not report the misconduct for the following reasons: (select all that apply)	Count	Percent*
The person I'm reporting about is senior level	38	52.1%
I was not sure who to contact to make the report	9	12.3%
I was worried that reporting might damage my reputation	18	24.7%
I didn't believe that corrective action would be taken	56	76.7%
I was afraid reporting the misconduct would harm my team members	17	23.3%
I was worried about remaining anonymous	32	43.8%
My leader prefers to keep issues within our team without escalating them	11	15.1%
I was concerned about retaliation	40	54.8%
I was not sure the misconduct was significant enough to report	17	23.3%
I was not concerned about the misconduct	1	1.4%
Other reason	15	20.5%

*NOTE: Percents calculated for the question above do not add up to 100% since the question asks respondents to 'select all that apply.' The total number of respondents for this question was 73.

I was asked to bend, break, or circumvent laws, regulations, or university regulations or policies during the last 12 months by someone in my department.

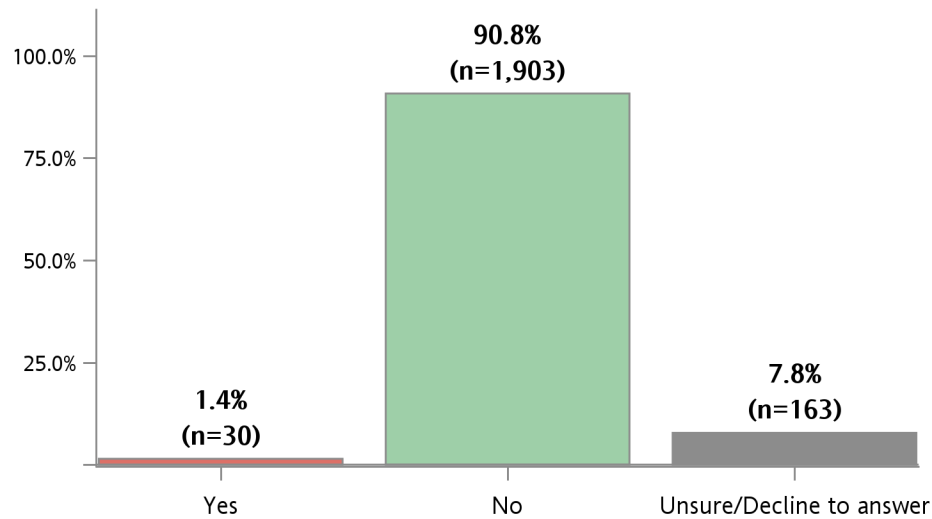


Table 32 . I was asked to bend, break, or circumvent laws, regulations, or university regulations or policies during the last 12 months by someone in my department.	Count	Percent
Yes	30	1.4%
No	1,903	90.8%
Unsure/Decline to answer	163	7.8%
All	2,096	100.0%

This question was a follow up for those who indicated 'Yes' to the question above:

Table 33 . Which type of violation(s) were you asked to commit? (select all that apply)	Count	Percent*
Accounting, financial reporting, or billing irregularities	7	23.3%
Antitrust violations, collusion with competitors, or other anticompetitive behavior		
Bribes or kickbacks	1	3.3%
Bullying	8	26.7%
Conflicts of interest	5	16.7%
Cyber security/privacy violation	1	3.3%
Drug, alcohol, or substance abuse		
Environmental violation		
Fraud	6	20.0%
Harassment or discrimination	7	23.3%
Improper record retention or destruction practices	6	20.0%
Improper sales, advertising, or marketing practices		
Inappropriate political activities or contributions		
Inappropriate procurement practices	3	10.0%
Inappropriate travel and expense reporting	1	3.3%
Insider trading		
Intellectual property or trade secret violation		
International trade controls	1	3.3%
Misuse of university resources or assets	3	10.0%
Retaliation or intimidation	6	20.0%
Theft		
Unauthorized disclosure of confidential or proprietary information	3	10.0%
Unauthorized media communication		
Unfair employment practices	11	36.7%
Violation of health or safety policies or procedures	3	10.0%
Violence in the workplace	1	3.3%
Other	6	20.0%

*NOTE: Percents calculated for the question above do not add up to 100% since the question asks respondents to 'select all that apply.'
The total number of respondents for this question was 30.

I reported that I was asked to bend, break, or circumvent laws, regulations, or university regulations or policies.

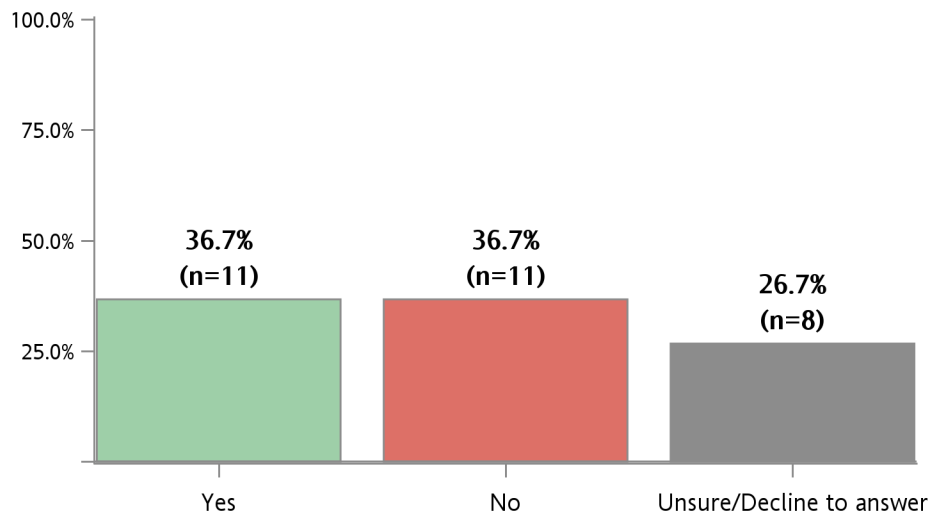


Table 34 . I reported that I was asked to bend, break, or circumvent laws, regulations, or university regulations or policies.	Count	Percent
Yes	11	36.7%
No	11	36.7%
Unsure/Decline to answer	8	26.7%
All	30	100.0%

This question was a follow up for those who indicated 'Yes' to the question above:

Table 35 . How did you report the suspected misconduct or unethical behavior? (select all that apply)	Count	Percent*
Your immediate manager	4	44.4%
Your manager's manager	1	11.1%
Human Resources representative	1	11.1%
Compliance and Ethics representative	2	22.2%
Ombudsman		
Internal audit representative	1	11.1%
Office of Institutional Equity (OIE) representative	1	11.1%
The Board of Trustees or a Committee of the Board		
UCF IntegrityLine	2	22.2%
Other	1	11.1%

*NOTE: Percents calculated for the question above do not add up to 100% since the question asks respondents to 'select all that apply.' The total number of respondents for this question was 9.

The question below was a follow up for those who indicated they reported being asked to bend, break, or circumvent laws, regulations, or university regulations of policies to one or more individuals and/or offices:

How did you report the suspected misconduct or unethical behavior? (select all that apply)*	Respondents	Table 36 . How satisfied were you with how the process was handled by the following individuals and/or offices?									
		Extremely Satisfied		Satisfied		Neither Satisfied nor Dissatisfied		Dissatisfied		Very Dissatisfied	
		Count	Row Percent	Count	Row Percent	Count	Row Percent	Count	Row Percent	Count	Row Percent
Your immediate manager	4	2	50.0%	1	25.0%					1	25.0%
Your manager's manager	1					1	100.0%				
Human Resources representative	1					1	100.0%				
Compliance and Ethics representative	2									2	100.0%
Ombudsman	0										
Internal Audit representative	1			1	100.0%						
Office of Institutional Equity (OIE) representative	1									1	100.0%
The Board of Trustees or a Committee member of the Board	0										
UCF IntegrityLine	2					1	50.0%			1	50.0%
Another individual or office	1					1	100.0%				

*NOTE: A respondent may have reported an incident to multiple individuals and/or offices. Follow up questions were asked for each individual and/or office reported to, so percents calculated only add up to 100% across each row.

This question below was a follow up for those who indicated 'Dissatisfied' or 'Very dissatisfied' to the question above:

		Table 37 . What aspect of the process made you feel dissatisfied? (select all that apply)*									
How did you report the suspected misconduct or unethical behavior? (select all that apply)*	Number dissatisfied with process	Handling by investigator	Handling by manager	Lack of information received	Time to investigate & conclude	Lack of notification once complete	Outcome was not clear	Outcome did not seem fair	Anonymity or confidentiality was not respected	Treatment after the process	Other
Your immediate manager	1	1	1	1	1	1	1		1	1	
Your manager's manager	0										
Human Resources representative	0										
Compliance and Ethics representative	2	1	1	1	1	1	2	1	1	1	
Ombudsman	0										
Internal Audit representative	0										
Office of Institutional Equity (OIE) representative	1	1	1	1	1	1	1	1	1	1	
The Board of Trustees or a Committee member of the Board	0										
UCF IntegrityLine	1	1	1	1	1	1	1	1	1	1	
Another individual or office	0										

*NOTE: A respondent may have reported an incident to multiple individuals and/or offices. Follow up questions were asked for each individual and/or office reported to and a respondent could endorse multiple reasons for dissatisfaction with the reporting process. Therefore, counts of dissatisfaction (across each row) will not add up to the total number of respondents dissatisfied. Percents are not shown since the counts of dissatisfied respondents were so small.

Complete text for reasons of dissatisfaction listed on the survey instrument were:

How the process was handled by the investigator, How the process was handled by my manager, Lack of information received throughout the process, Time it took to investigate and reach a conclusion, Lack of notification that the investigation was complete, Outcome of the investigation (action taken) was not clear, Outcome of the investigation (action taken) did not seem fair, I didn't feel my anonymity/confidentiality was respected, Treatment after the process – feelings of isolation and/or retaliation, Other.

I have experienced or observed bullying in the workplace by a supervisor/manager within the last 12 months. (Workplace bullying is defined as repeated, deliberate, disrespectful behavior, which harms the target)

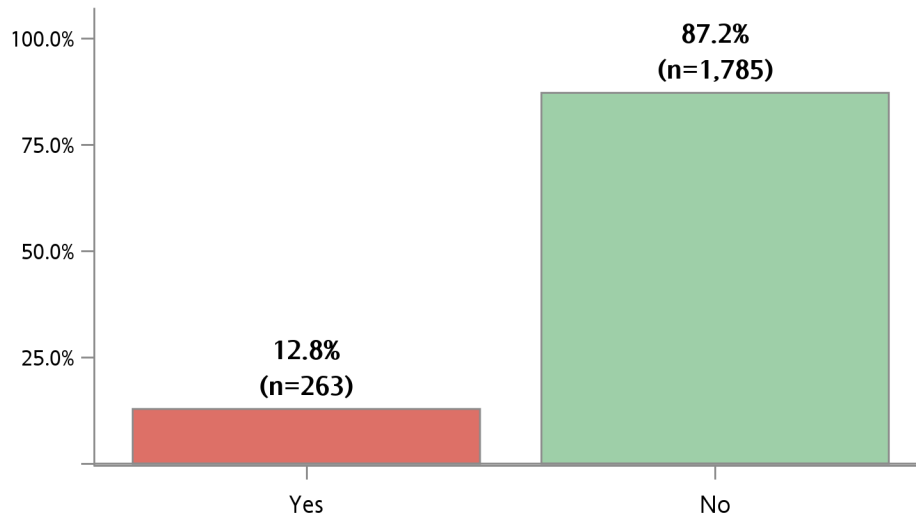


Table 38 . I have experienced or observed bullying in the workplace by a supervisor/manager within the last 12 months. (Workplace bullying is defined as repeated, deliberate, disrespectful behavior, which harms the target)		
	Count	Percent
Yes	263	12.8%
No	1,785	87.2%
All	2,048	100.0%

Perceptions on Retaliation

UCF has a policy that prohibits retaliation against employees who report misconduct or participate in an investigation.

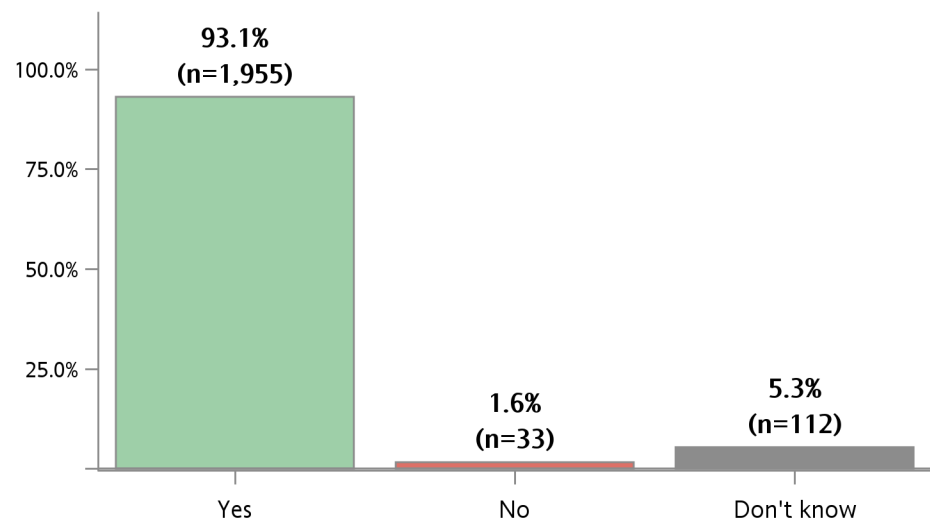


Table 39 . UCF has a policy that prohibits retaliation against employees who report misconduct or participate in an investigation.	Count	Percent
Yes	1,955	93.1%
No	33	1.6%
Don't know	112	5.3%
All	2,100	100.0%

The two questions below were follow up for those who indicated 'Yes' to the question above:

I believe the University enforces its non-retaliation policy.

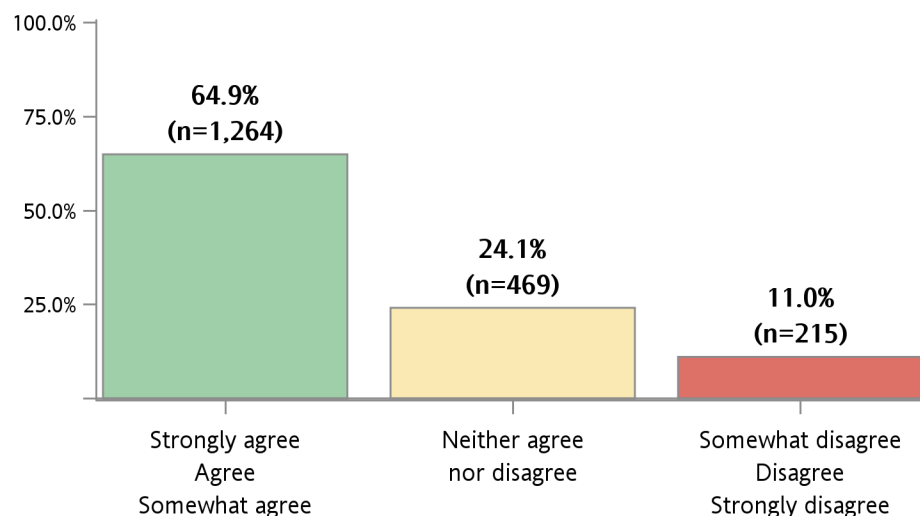


Table 40 . I believe the University enforces its non-retaliation policy.	Count	Percent
Strongly agree	390	20.0%
Agree	620	31.8%
Somewhat agree	254	13.0%
Neither agree nor disagree	469	24.1%
Somewhat disagree	102	5.2%
Disagree	66	3.4%
Strongly disagree	47	2.4%
All	1,948	100.0%

I believe my manager complies with the non-retaliation policy.

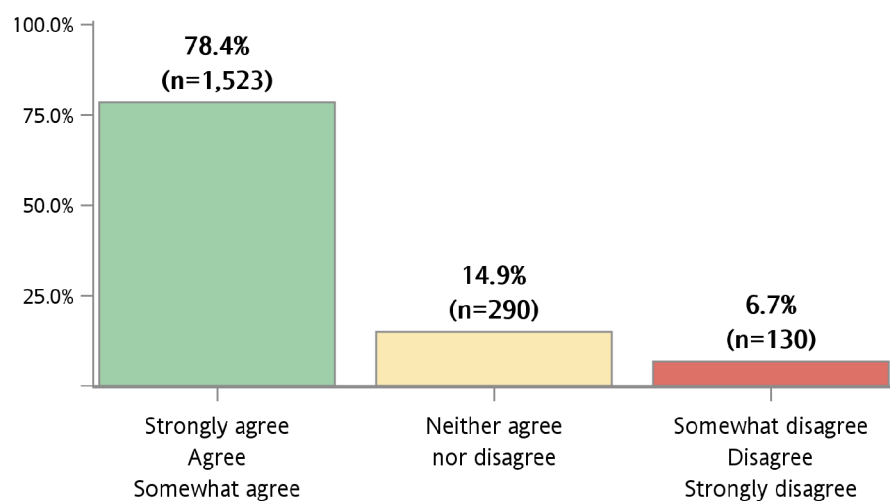


Table 41 . I believe my manager complies with the non-retaliation policy.	Count	Percent
Strongly agree	816	42.0%
Agree	584	30.1%
Somewhat agree	123	6.3%
Neither agree nor disagree	290	14.9%
Somewhat disagree	36	1.9%
Disagree	50	2.6%
Strongly disagree	44	2.3%
All	1,943	100.0%

I feel I would be protected from retaliation if I report a suspected compliance violation to my supervisor/manager.

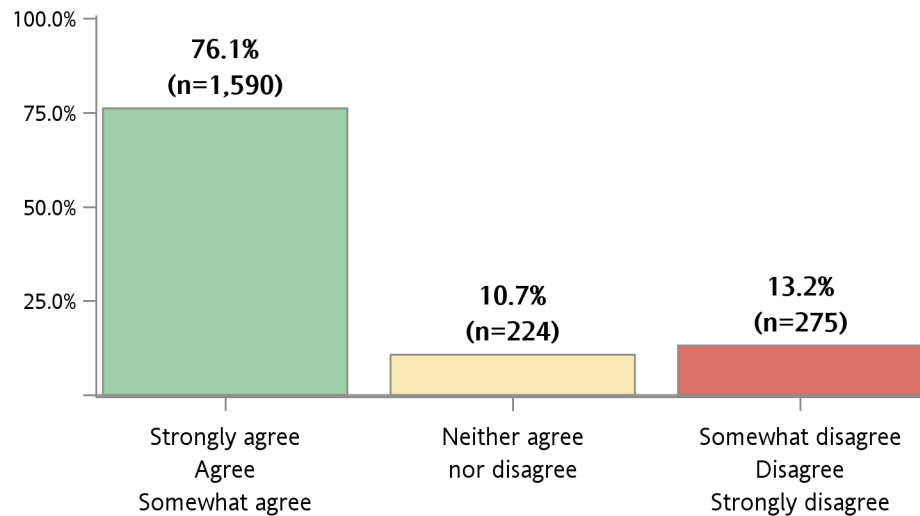


Table 42 . I feel I would be protected from retaliation if I report a suspected compliance violation to my supervisor/manager.	Count	Percent
Strongly agree	647	31.0%
Agree	705	33.7%
Somewhat agree	238	11.4%
Neither agree nor disagree	224	10.7%
Somewhat disagree	101	4.8%
Disagree	78	3.7%
Strongly disagree	96	4.6%
All	2,089	100.0%

I feel I would be protected from retaliation if I report a suspected compliance violation to a central office (e.g. Human Resources, OIE, Procurement, etc.)

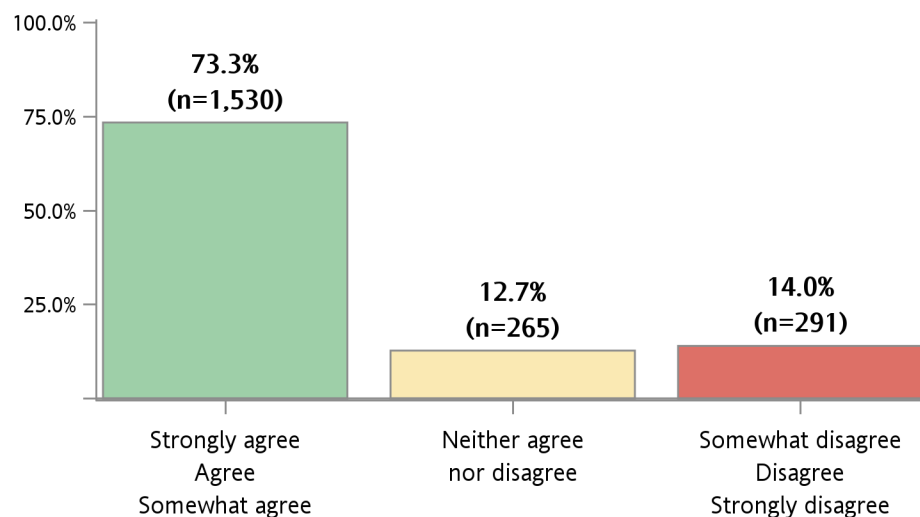


Table 43 . I feel I would be protected from retaliation if I report a suspected compliance violation to a central office (e.g. Human Resources, OIE, Procurement, etc.)	Count	Percent
Strongly agree	555	26.6%
Agree	695	33.3%
Somewhat agree	280	13.4%
Neither agree nor disagree	265	12.7%
Somewhat disagree	112	5.4%
Disagree	88	4.2%
Strongly disagree	91	4.4%
All	2,086	100.0%

I feel I would be protected from retaliation if I report a suspected compliance violation through the UCF IntegrityLine.

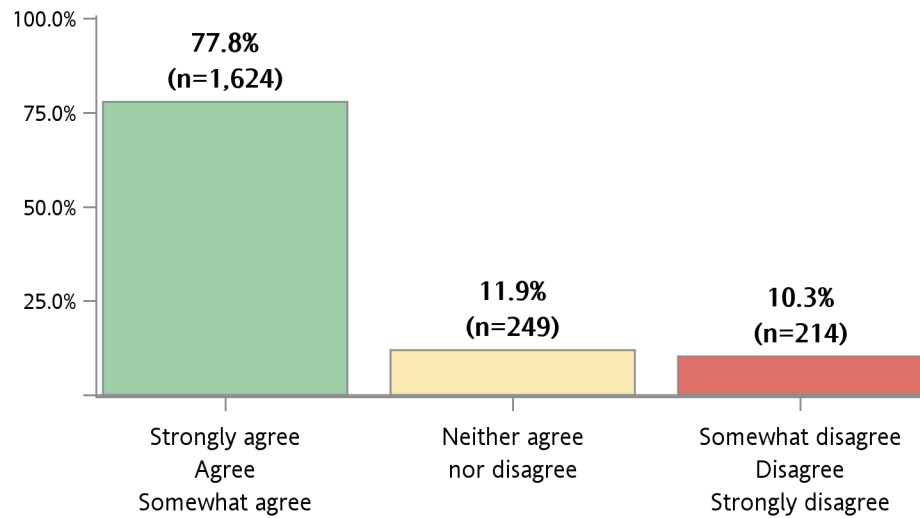


Table 44 . I feel I would be protected from retaliation if I report a suspected compliance violation through the UCF IntegrityLine.	Count	Percent
Strongly agree	655	31.4%
Agree	738	35.4%
Somewhat agree	231	11.1%
Neither agree nor disagree	249	11.9%
Somewhat disagree	78	3.7%
Disagree	63	3.0%
Strongly disagree	73	3.5%
All	2,087	100.0%

Pressure to Commit Misconduct

I feel pressure to compromise the university's code, policies, laws, rules or regulations in order to achieve business goals.

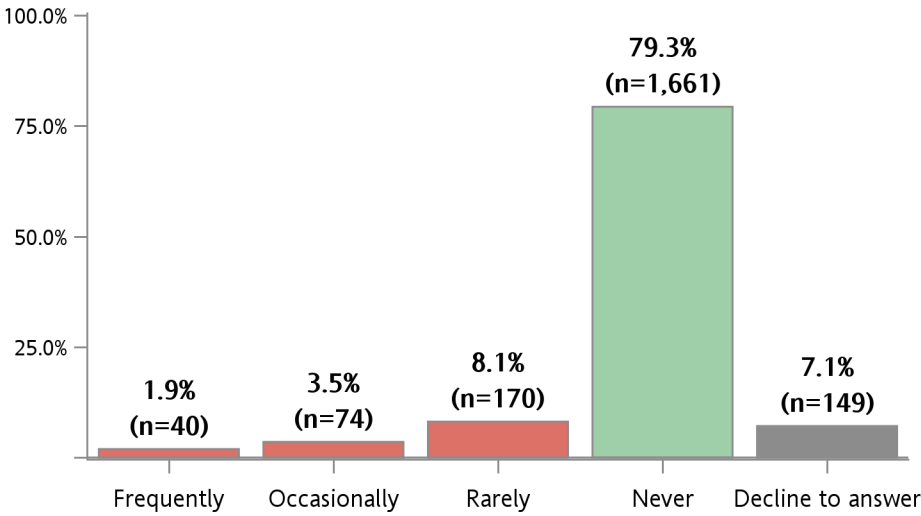


Table 45 . I feel pressure to compromise the university's code, policies, laws, rules or regulations in order to achieve business goals.	Count	Percent
Frequently	40	1.9%
Occasionally	74	3.5%
Rarely	170	8.1%
Never	1,661	79.3%
Decline to answer	149	7.1%
All	2,094	100.0%

The two questions below were follow up for those who indicated 'Frequently', 'Occasionally', or 'Rarely' to the question above:

Table 46 . I feel this pressure from the following sources: (select all that apply)	Count	Percent*
Senior leadership	129	49.0%
Middle management	82	31.2%
My immediate manager	75	28.5%
Subordinates	11	4.2%
Co-workers	42	16.0%
Suppliers	7	2.7%
Business partners	17	6.5%
Other	41	15.6%

*NOTE: Percents calculated for the question above do not add up to 100% since the question asks respondents to 'select all that apply.' The total number of respondents for this question was 263.

The type of pressure I feel is:

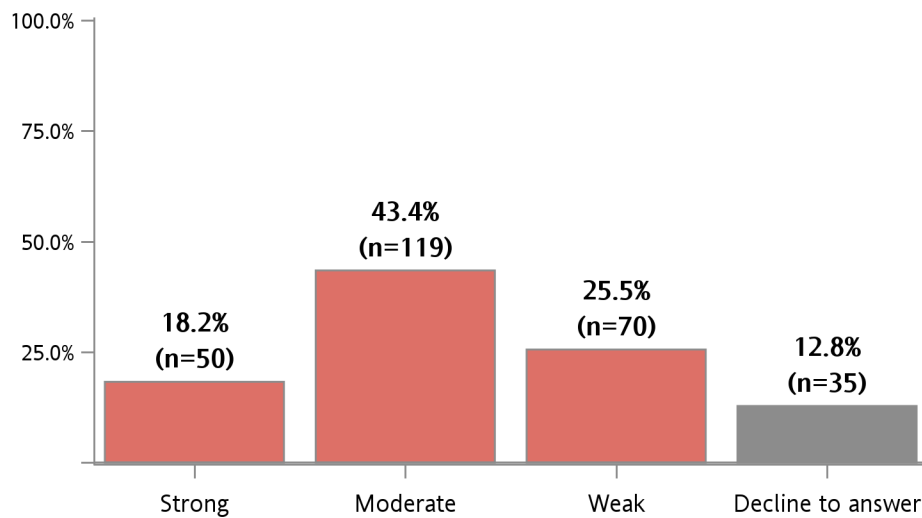


Table 47 . The type of pressure I feel is:	Count	Percent
Strong	50	18.2%
Moderate	119	43.4%
Weak	70	25.5%
Decline to answer	35	12.8%
All	274	100.0%

Organizational Justice

I believe disciplinary actions are taken when individuals engage in unethical behavior or misconduct at the university.

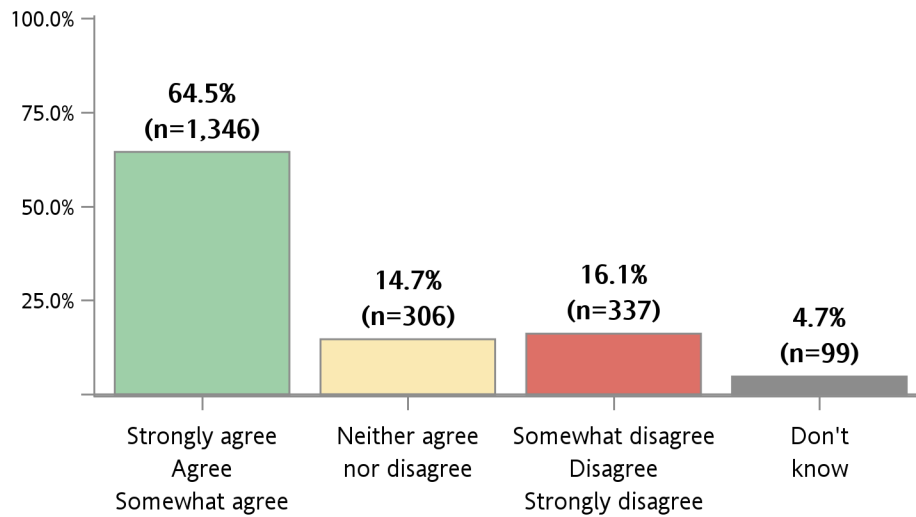


Table 48 . I believe disciplinary actions are taken when individuals engage in unethical behavior or misconduct at the university.	Count	Percent
Strongly agree	355	17.0%
Agree	663	31.8%
Somewhat agree	328	15.7%
Neither agree nor disagree	306	14.7%
Somewhat disagree	139	6.7%
Disagree	103	4.9%
Strongly disagree	95	4.5%
Don't know	99	4.7%
All	2,088	100.0%

I believe the rules and associated disciplinary actions for unethical behavior or misconduct are the same for every employee.

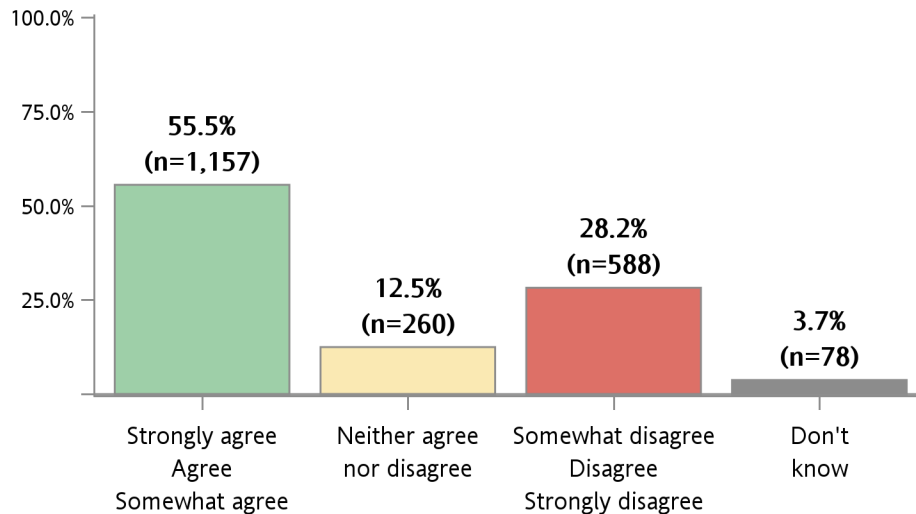


Table 49 . I believe the rules and associated disciplinary actions for unethical behavior or misconduct are the same for every employee.	Count	Percent
Strongly agree	342	16.4%
Agree	527	25.3%
Somewhat agree	288	13.8%
Neither agree nor disagree	260	12.5%
Somewhat disagree	197	9.5%
Disagree	175	8.4%
Strongly disagree	216	10.4%
Don't know	78	3.7%
All	2,083	100.0%

If I raise a concern about unethical behavior or misconduct, I believe UCF will fully investigate it.

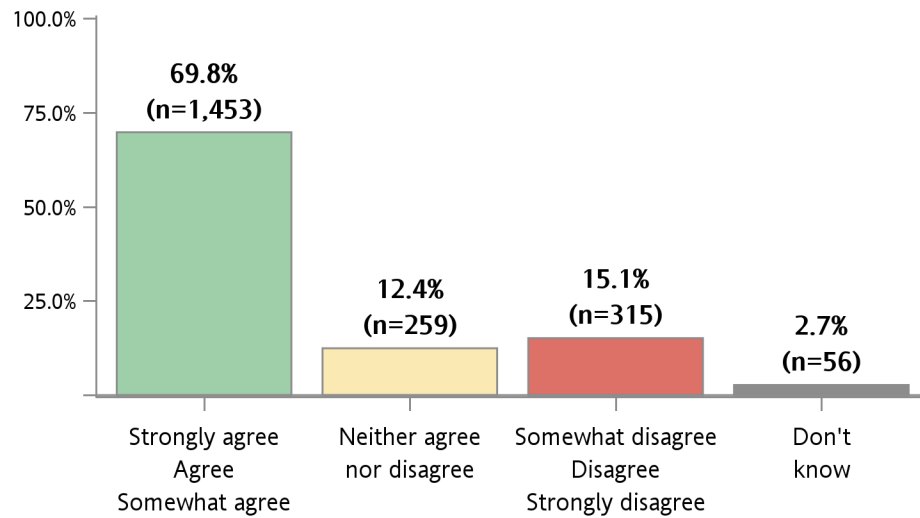


Table 50 . If I raise a concern about unethical behavior or misconduct, I believe UCF will fully investigate it.	Count	Percent
Strongly agree	409	19.6%
Agree	705	33.8%
Somewhat agree	339	16.3%
Neither agree nor disagree	259	12.4%
Somewhat disagree	130	6.2%
Disagree	89	4.3%
Strongly disagree	96	4.6%
Don't know	56	2.7%
All	2,083	100.0%

Perceptions of Managers

I believe my manager is committed to ethical conduct at all times.

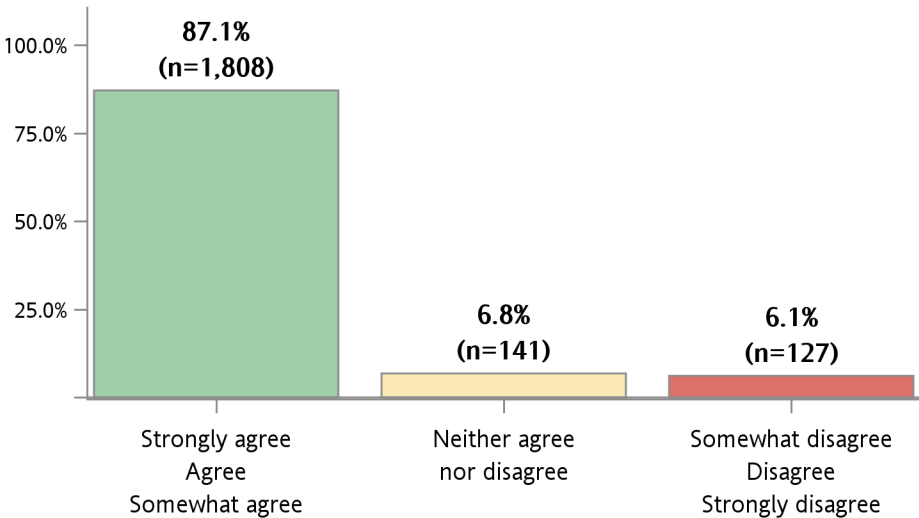


Table 51 . I believe my manager is committed to ethical conduct at all times.	Count	Percent
Strongly agree	1,005	48.4%
Agree	670	32.3%
Somewhat agree	133	6.4%
Neither agree nor disagree	141	6.8%
Somewhat disagree	43	2.1%
Disagree	40	1.9%
Strongly disagree	44	2.1%
All	2,076	100.0%

I am comfortable approaching my manager with issues or questions related to ethical conduct.

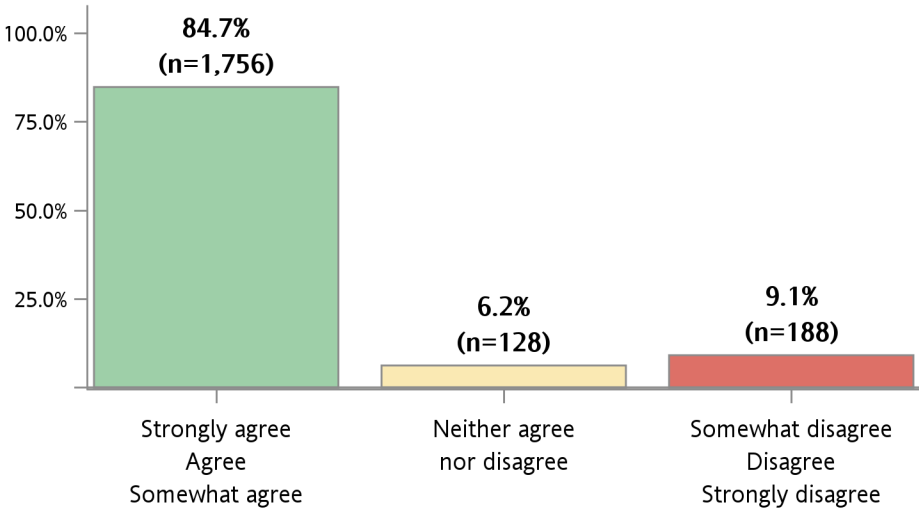


Table 52 . I am comfortable approaching my manager with issues or questions related to ethical conduct.	Count	Percent
Strongly agree	945	45.6%
Agree	635	30.6%
Somewhat agree	176	8.5%
Neither agree nor disagree	128	6.2%
Somewhat disagree	70	3.4%
Disagree	59	2.8%
Strongly disagree	59	2.8%
All	2,072	100.0%

My manager is consistently a role model for ethical behavior and demonstrates the importance of integrity and ethical behavior.

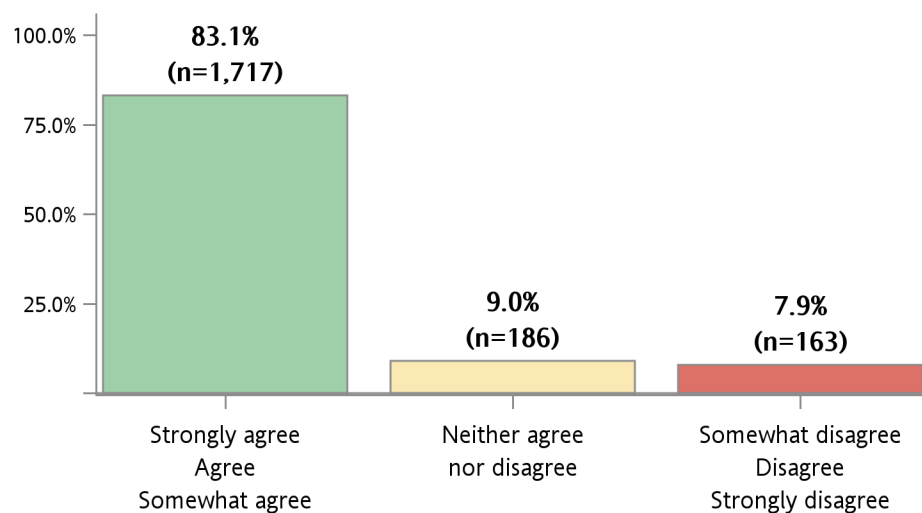


Table 53 . My manager is consistently a role model for ethical behavior and demonstrates the importance of integrity and ethical behavior.	Count	Percent
Strongly agree	969	46.9%
Agree	613	29.7%
Somewhat agree	135	6.5%
Neither agree nor disagree	186	9.0%
Somewhat disagree	65	3.1%
Disagree	38	1.8%
Strongly disagree	60	2.9%
All	2,066	100.0%

My manager discusses ethics or compliance related issues/topics.

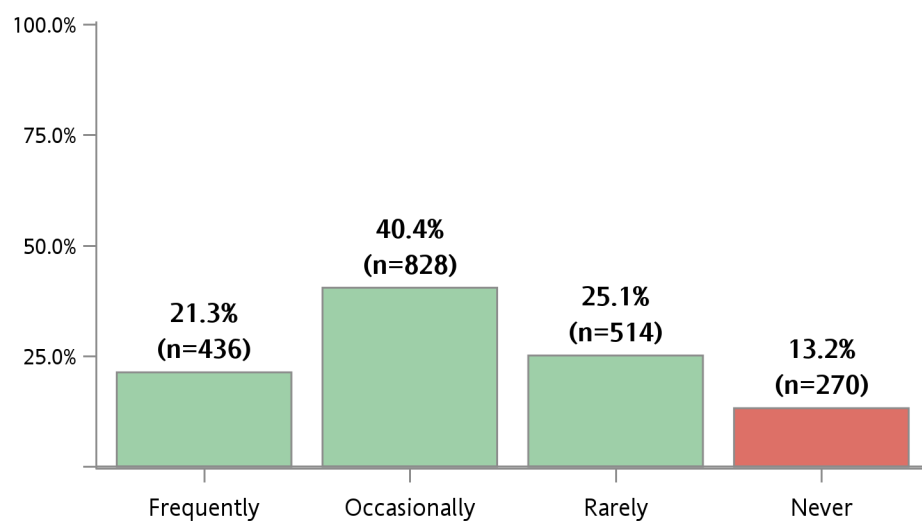


Table 54 . My manager discusses ethics or compliance related issues/topics.	Count	Percent
Frequently (at least once per month, on average)	436	21.3%
Occasionally (once per quarter, on average)	828	40.4%
Rarely (once per year, on average)	514	25.1%
Never	270	13.2%
All	2,048	100.0%

I feel comfortable reporting incidents or concerns of noncompliance to my supervisor/manager.

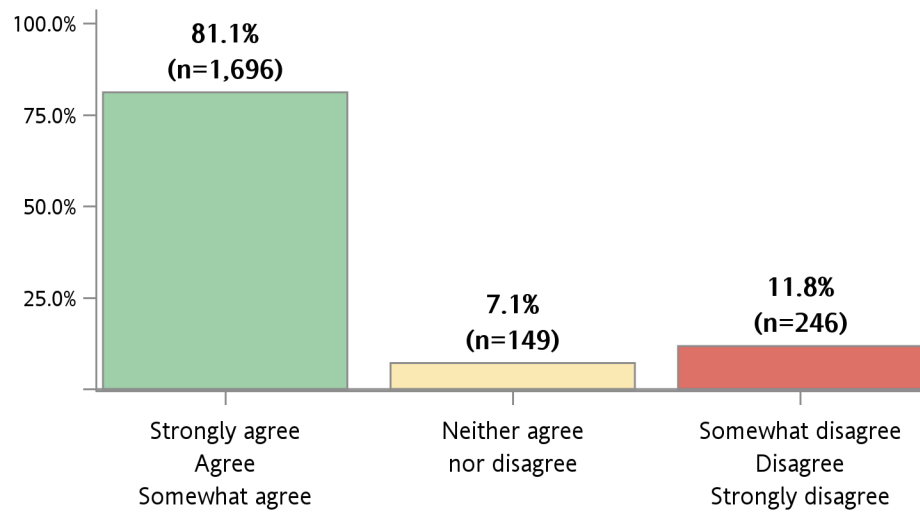


Table 55 . I feel comfortable reporting incidents or concerns of noncompliance to my supervisor/manager.	Count	Percent
Strongly agree	717	34.3%
Agree	737	35.2%
Somewhat agree	242	11.6%
Neither agree nor disagree	149	7.1%
Somewhat disagree	92	4.4%
Disagree	75	3.6%
Strongly disagree	79	3.8%
All	2,091	100.0%

Perceptions of Senior Leadership

Senior leadership promotes the importance of ethical behavior throughout the university.

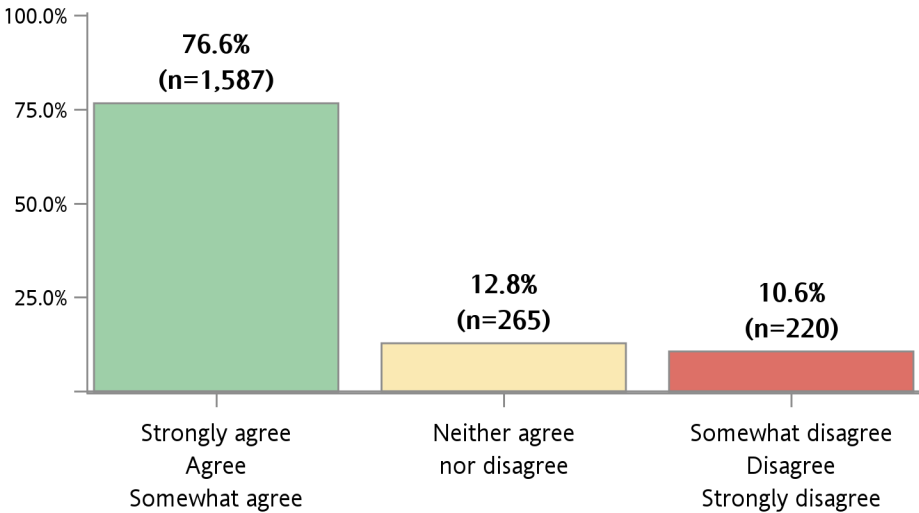


Table 56 . Senior leadership promotes the importance of ethical behavior throughout the university.	Count	Percent
Strongly agree	515	24.9%
Agree	792	38.2%
Somewhat agree	280	13.5%
Neither agree nor disagree	265	12.8%
Somewhat disagree	82	4.0%
Disagree	78	3.8%
Strongly disagree	60	2.9%
All	2,072	100.0%

I believe our senior leadership team acts ethically at all times.

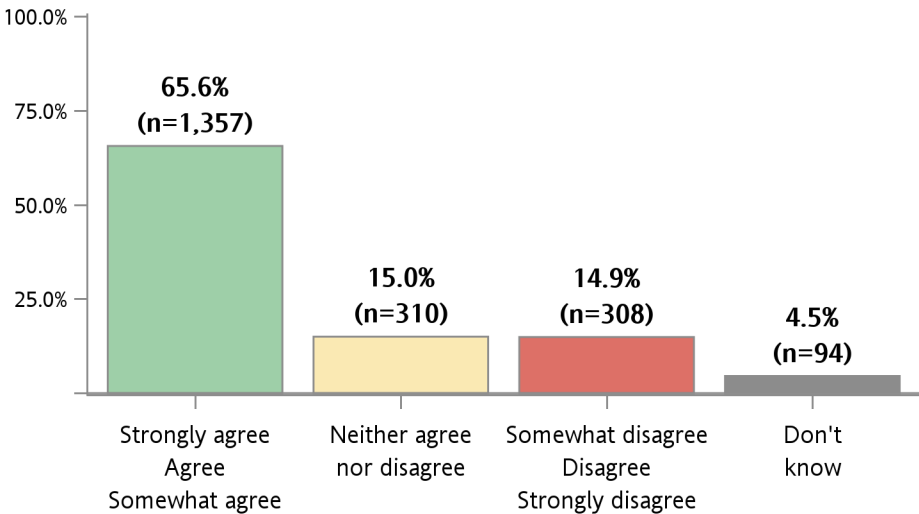


Table 57 . I believe our senior leadership team acts ethically at all times.	Count	Percent
Strongly agree	383	18.5%
Agree	685	33.1%
Somewhat agree	289	14.0%
Neither agree nor disagree	310	15.0%
Somewhat disagree	118	5.7%
Disagree	81	3.9%
Strongly disagree	109	5.3%
Don't know	94	4.5%
All	2,069	100.0%

Perceptions of Peers and the Environment

I believe that most UCF employees demonstrate integrity and ethical behavior.

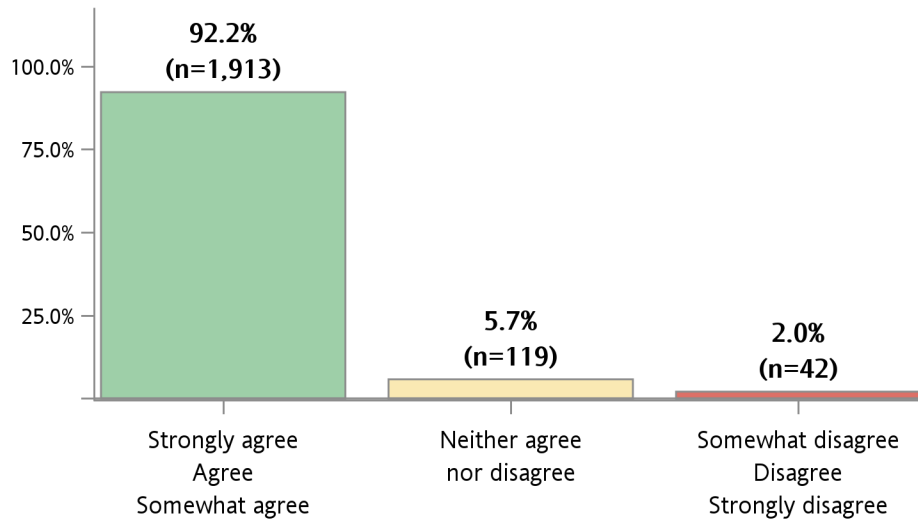


Table 58 . I believe that most UCF employees demonstrate integrity and ethical behavior.	Count	Percent
Strongly agree	591	28.5%
Agree	1,061	51.2%
Somewhat agree	261	12.6%
Neither agree nor disagree	119	5.7%
Somewhat disagree	24	1.2%
Disagree	12	0.6%
Strongly disagree	6	0.3%
All	2,074	100.0%

I believe my co-workers follow the Code.

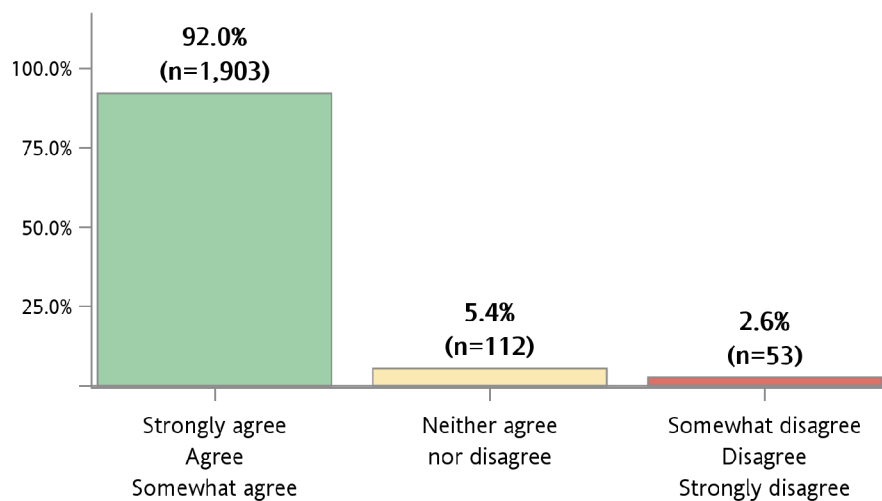


Table 59 . I believe my co-workers follow the Code.	Count	Percent
Strongly agree	715	34.6%
Agree	982	47.5%
Somewhat agree	206	10.0%
Neither agree nor disagree	112	5.4%
Somewhat disagree	31	1.5%
Disagree	15	0.7%
Strongly disagree	7	0.3%
All	2,068	100.0%

I have a personal responsibility for making sure the university behaves ethically.

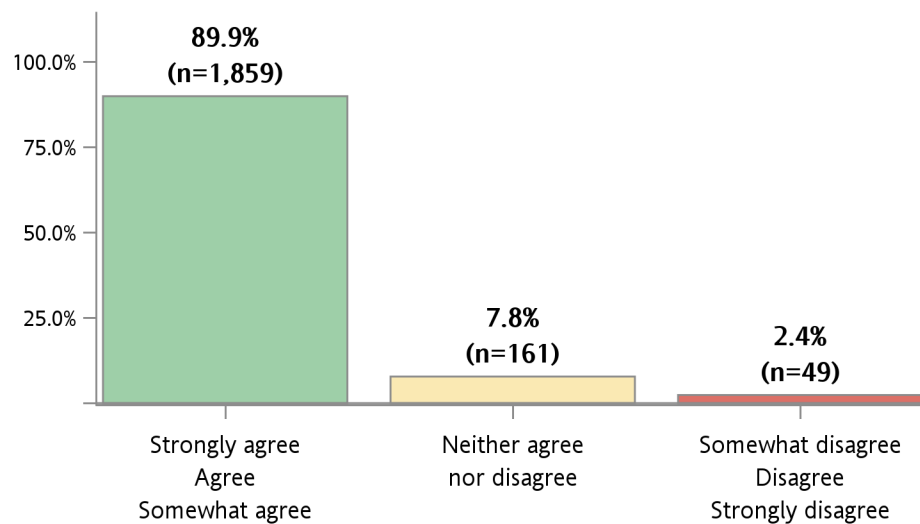


Table 60 . I have a personal responsibility for making sure the university behaves ethically.	Count	Percent
Strongly agree	855	41.3%
Agree	808	39.1%
Somewhat agree	196	9.5%
Neither agree nor disagree	161	7.8%
Somewhat disagree	20	1.0%
Disagree	20	1.0%
Strongly disagree	9	0.4%
All	2,069	100.0%

Compliance and Ethics Survey Trend Report

2016 to 2022

July 2022



UCF

Operational Excellence and Assessment Support

UNIVERSITY OF CENTRAL FLORIDA

The mission of Operational Excellence and Assessment Support (OEAS) is to support efforts to improve the quality of student learning outcomes and the effectiveness and efficiency of University operations through assessment and analytics. OEAS will accomplish this by providing support to all academic programs and administrative units through integrated processes that include continuous quality improvement, analytical and survey studies, technology integration and guidance in assessment.

Purpose

Every two years University Compliance, Ethics, and Risk conducts a compliance and ethics culture survey to gauge the overall ethical culture at UCF. The office uses the survey results to identify opportunities for improvements to the program including additional training and awareness. This report summarizes trends for responses on key survey items. Please note that some survey items have changed over time and have been annotated in table footnotes.

Survey Methodology

The Compliance and Ethics Survey is typically administered for a duration of approximately four weeks. All UCF employees are invited through a series of emails to participate via a link to an online survey. In 2022, 12,268 UCF employees were initially invited on March 1, 2022 through campus email. Three reminder emails were sent on March 8, March 16 and March 28. The survey was also promoted through an IntegrityStar newsletter during the week of March 21. In past years, a survey instrument written in English was administered to UCF faculty and staff. In 2022, both English and Spanish versions were made available. The 2022 survey officially closed April 6, 2022.

Historical Response Rates

The table below displays the number of UCF employees invited to participate and the number of survey respondents for each survey administration year.

Administration Year	UCF Employees Invited (Count)	Respondents (Count)	Response Rate (Percent)
2016	7,276	2,137	29.4%
2018	8,892	1,700	19.1%
2020	13,492	2,365	17.5%
2022	12,268	2,171	17.7%

Trends for Responses on Key Survey Items

The following describes my job title or job duties:	2016		2018		2020		2022		2-yr Trend (2022-2020)	6-yr Trend (2022-2016)
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
No Responses	353	17%	60	4%	7	0.3%	25	1%	1%	-16%
Faculty Member	406	19%	424	25%	635	27%	618	28%	1%	11%
Executive Leadership ¹	146	7%	144	8%	23	1%	50	2%	1%	-5%
Professional Staff	703	33%	756	44%	683	29%	1,090	50%	21%	17%
Technical, Clerical, Service Personnel	242	11%	239	14%	767	32%	275	13%	-19%	2%
Student Employee	287	13%	77	5%	250	11%	113	5%	-6%	-8%
Total	2,137	100%	1,700	100%	2,365	100%	2,171	100%	-	-

1. For the 2016 and 2018 survey instruments, this option was listed as "Administrator (e.g. Senior Leaders, Deans, Directors)."

How long have you been employed at UCF? ¹	2016		2018		2020		2022		2-yr Trend (2022-2020)	6-yr Trend (2022-2016)
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
No Responses	364	17%	53	3%	7	0.3%	13	0.6%	0.3%	-16%
Less than 1 year	380	18%	219	13%	455	19%	276	13%	-6%	-5%
1-2 years (2020-2022)/1-3 years (2016-2018)	436	20%	427	25%	502	21%	167	8%	-13%	-12%
3-4 years (2020-2022)	Not Applicable		Not Applicable		339	14%	264	12%	-2%	Not Applicable
5-6 years (2020-2022)/4-6 years (2016-2018)	257	12%	269	16%	205	9%	245	11%	2%	-1%
7-8 years (2020-2022)/7-10 years (2016-2018)	247	12%	210	12%	150	6%	205	9%	3%	-2%
9-10 years (2020-2022)	Not Applicable		Not Applicable		58	3%	104	5%	2%	Not Applicable
Longer than 10 years (2020-2022)	Not Applicable		Not Applicable		649	28%	897	41%	13%	Not Applicable
11-15 years (2016-2018)	183	9%	210	12%	Not Applicable		Not Applicable		Not Applicable	
16-20 years (2016-2018)	130	6%	154	9%						
More than 20 years (2016-2018)	140	7%	158	9%						
Total	2,137	100%	1,700	100%	2,365	100%	2,171	100%	-	-

1. The survey options for this item were revised in 2020:

For the 2016 and 2018 survey instruments options were: "Less than 1 year", "1-3 years", "4-6 years", "7-10 years", "11-15 years", "16-20 years", "More than 20 years"

For the 2020 and 2022 survey instruments options were: "Less than 1 year", "1-2 years", "3-4 years", "5-6 years", "7-8 years", "9-10 years", "Longer than 10 years"

How familiar are you with...	2016		2018		2020		2022		2-yr Trend (2022-2020)	6-yr Trend (2022-2016)
	Count	% Familiar	Count	% Familiar	Count	% Familiar	Count	% Familiar		
University Compliance, Ethics and Risk office	1,003	47%	1,162	69%	1,885	80%	2,009	94%	14%	47%
UCF Creed	1,676	80%	1,410	84%	2,130	91%	2,023	95%	4%	15%
UCF's policy for reporting Misconduct and Protection from Retaliation	1,278	61%	1,249	75%	2,129	91%	2,070	97%	6%	36%
UCF IntegrityLine for anonymously reporting compliance and ethical concerns	945	45%	1,117	67%	2,067	88%	2,068	97%	9%	52%
UCF Employee Code of Conduct	Not applicable		1,450	86%	2,288	97%	2,112	99%	2%	Not Applicable

% Familiar includes responses of "Very Familiar", "Familiar" or "Somewhat Familiar"

To what extent do you agree or disagree with the statement:	2016		2018		2020		2022		2-yr Trend (2022-2020)	6-yr Trend (2022-2016)
	Count	% Agree	Count	% Agree	Count	% Agree	Count	% Agree		
I know where to find information on UCF policies and procedures.	1,649	78%	1,408	84%	2,195	93%	2,007	96%	3%	18%
I know where to find information on UCF regulations.	1,576	75%	1,340	80%	2,139	91%	1,971	94%	3%	19%
I believe that most UCF employees demonstrate integrity and ethical behavior.	1,790	85%	1,393	83%	2,162	92%	1,913	92%	0%	7%
I feel comfortable reporting incidents or concerns of noncompliance to my supervisor/manager. ¹	1,457	69%	1,191	71%	1,926	82%	1,696	81%	-1%	12%
I feel I would be protected from retaliation if I report a suspected compliance violation to my supervisor/manager. ¹	1,341	64%	1,106	66%	1,814	77%	1,590	76%	-1%	12%
I feel that I would be protected from retaliation if I report a suspected compliance violation to a central office (e.g. Human Resources, OIE, Procurement, etc.)	1,332	63%	1,103	66%	1,770	76%	1,530	73%	-3%	10%
I feel that I would be protected from retaliation if I report a suspected compliance violation through UCF IntegrityLine.	1,301	62%	1,128	67%	1,893	80%	1,624	78%	-2%	16%

% Agree includes responses of "Strongly Agree", "Agree" or "Somewhat Agree"

1. For the 2016, 2018 and 2020 survey instruments, this item referred to "my supervisor" as opposed to "my supervisor/manager."

Please indicate a response to each item:	2016		2018		2020		2022		2-yr Trend (2022-2020)	6-yr Trend (2022-2016)
	Count	% Yes	Count	% Yes	Count	% Yes	Count	% Yes		
A.) I have experienced or observed bullying in the workplace by a supervisor within the last 12 months. Workplace bullying is defined as "repeated, deliberate, disrespectful behavior, which harms the target."	331	16%	287	17%	337	14%	263	13%	-1%	-3%
B.) Over the past 12 months, have you observed unethical behavior or business misconduct at UCF? ^{1, 2}	309	15%	283	17%	288	12%	248	12%	0%	-3%
I reported the unethical behavior or misconduct that I observed. ³	Not Applicable		Not Applicable		102	36%	100	40%	4%	Not Applicable
C.) I was asked to bend, break, or circumvent laws, regulations, university regulations, or policies during the last 12 months by someone in my department. ²	100	5%	102	6%	37	2%	30	1%	-1%	-4%
I reported that I was asked to bend, break, or circumvent laws, regulations, or university regulations or policies. ³	Not Applicable		Not Applicable		10	27%	11	37%	10%	Not Applicable
Answered "Yes" to any of the above three questions (A, B, or C)	477	23%	410	25%	Not Applicable		384	18%	Not Applicable	-5%
If you answered "Yes" to questions B or C, did you report your concern? ⁴	143	14%	156	21%	112	34%	106	41%	7%	27%
Total reporting some level of satisfaction for B or C ⁵	53	41%	54	36%	61	54%	65	59%	5%	18%

1. For the 2016, 2018 and 2020 survey instruments, this item read "I have experienced or observed a violation of laws, regulations, or university regulation or policy in my office or department within the last 12 months."

2. For the 2016, 2018 and 2020 survey instruments, this item had options "Yes", "No"; For the 2022 survey instrument, this item had options: "Yes", "No", "Unsure/Decline to answer."

3. This was a new survey item in 2020.

4. The 2016 and 2018 metrics were based on the following survey question: "If you replied 'yes' to any of the above three questions, did you report your concern?" In 2020 and 2022, this metric was calculated from survey responses for the individual items B and C listed.

5. An individual observing or experiencing unethical or illegal behavior could report one incident to more than one entity (Immediate Manager, Manager's manager, human resources, UCF IntegrityLine, UCF BOT, etc.) resulting in multiple reports. Starting in 2020, the survey was revised to capture this information. This metric differs from those calculated in 2016 and 2018, where respondents were simply asked "Was the matter properly resolved?"

Awareness of Program and Resources	2020		2022		2-yr Trend (2022-2020)
	Count	% Agree	Count	% Agree	
I know where to find our Employee Code of Conduct.	2,154	91%	2,004	95%	4%
I know how to report ethical concerns or observed misconduct at UCF.	2,120	90%	2,000	95%	5%
UCF has clearly communicated ethical expectations to me.	2,162	92%	1,984	95%	3%
UCF has clearly communicated disciplinary guidelines to me; therefore, I am aware of the consequences of misconduct.	2,051	87%	1,891	90%	3%
I am familiar with UCF's stated Values.	2,176	92%	1,954	93%	1%
I believe UCF follows its Values.	1,767	82%	1,665	79%	-3%

% Agree includes responses of "Strongly Agree", "Agree" or "Somewhat Agree"

Program Effectiveness	2020		2022		2-yr Trend (2022-2020)
	Count	% Agree	Count	% Agree	
The training on the UCF Employee Code of Conduct was clear and understandable.	2,134	91%	1,956	93%	2%
UCF's training and communication efforts about ethical responsibilities and conduct are effective.	1,909	81%	1,793	86%	5%
The Code explains what is expected of me as I conduct university business.	2,220	95%	1,973	94%	-1%
UCF's policies and regulations effectively explain what is expected of me as I conduct university business.	2,204	94%	1,958	94%	0%
The training I receive on ethics and compliance topics effectively explains what is expected of me as I conduct university business.	2,154	92%	1,952	93%	1%

% Agree includes responses of "Strongly Agree", "Agree" or "Somewhat Agree"

Observing and Reporting Misconduct	2020		2022		2-yr Trend (2022-2020)
	Count	% Yes / % Agree	Count	% Yes / % Agree	
UCF has a policy that prohibits retaliation against employees who report misconduct or participate in an investigation. (% Yes)	2,088	89%	1,955	93%	4%
I believe the University enforces its non-retaliation policy. ¹	1,351	65%	1,264	65%	0%
I believe my manager complies with the non-retaliation policy. ¹	1,695	82%	1,523	78%	-4%
If I were to observe misconduct, I would be willing to report it.	2,125	90%	1,950	92%	2%

% Agree includes responses of "Strongly Agree", "Agree" or "Somewhat Agree"

1. These questions were given only to employees that responded "Yes" to the question, "UCF has a policy that prohibits retaliation against employees who report misconduct or participate in an investigation."

Outcomes from Reporting	2020		2022		2-yr Trend (2022-2020)
	Count	% Agree	Count	% Agree	
I believe disciplinary actions are taken when individuals engage in unethical behavior or misconduct at the university.	1,618	69%	1,346	65%	-4%
I believe the rules and associated disciplinary actions for unethical behavior or misconduct are the same for every employee.	1,313	56%	1,157	56%	0%
If I raise a concern about unethical behavior or misconduct, I believe UCF will fully investigate it.	1,747	74%	1,453	70%	-4%

% Agree includes responses of "Strongly Agree", "Agree" or "Somewhat Agree"

Perceptions of Managers	2020		2022		2-yr Trend (2022-2020)
	Count	% Agree	Count	% Agree	
I believe my manager is committed to ethical conduct at all times.	2,070	88%	1,808	87%	-1%
I am comfortable approaching my manager with issues or questions related to ethical conduct.	2,023	86%	1,756	85%	-1%
My manager is consistently a role model for ethical behavior and demonstrates the importance of integrity and ethical behavior.	1,990	85%	1,717	83%	-2%

% Agree includes responses of "Strongly Agree", "Agree" or "Somewhat Agree"

Perceptions of Senior Leadership	2020		2022		2-yr Trend (2022-2020)
	Count	% Agree	Count	% Agree	
Senior leadership promotes the importance of ethical behavior throughout the university.	1,834	78%	1,587	77%	-1%
I believe our senior leadership team acts ethically at all times.	1,507	64%	1,357	66%	2%

% Agree includes responses of "Strongly Agree", "Agree" or "Somewhat Agree"

Perceptions of Peers and the Environment	2020		2022		2-yr Trend (2022-2020)
	Count	% Agree	Count	% Agree	
I believe that most UCF employees demonstrate integrity and ethical behavior.	2,162	92%	1,913	92%	0%
I believe my co-workers follow the Code.	2,183	93%	1,903	92%	-1%
I have a personal responsibility for making sure the university behaves ethically.	2,122	90%	1,859	90%	0%

% Agree includes responses of "Strongly Agree", "Agree" or "Somewhat Agree"



University Compliance, Ethics and Risk Office

Compliance and Ethics Annual Work Plan 2022-23

University Compliance, Ethics, and Risk provides centralized and coordinated oversight of UCF's ethics, compliance, and risk mitigation efforts through the ongoing development of effective policies and procedures, education and training, monitoring, communication, risk assessment, and response to reported issues as required by Chapter 8 of the Federal Sentencing Guidelines. These guidelines set forth the requirements of an effective compliance and ethics program for organizations and require not only promoting compliance with laws, but also promoting a culture of ethical conduct. The compliance and ethics program focuses on projects that will mitigate risks to the resources and reputation of UCF as well as the careers and professional reputations of its employees.

The following work plan lists the required elements and the activities that will be conducted from July 1, 2022, to June 30, 2023.

1. Provide Oversight of Compliance and Ethics and Related Activities	
Promote accountability among UCF employees for compliance with applicable federal, state, and local laws and regulations, and appoint knowledgeable individuals responsible for developing and implementing a comprehensive compliance and ethics program	Coordinate and conduct bi-monthly meetings of the University Compliance and Ethics Advisory Committee
	Conduct quarterly meetings with compliance partners and senior leadership
	Serve on and provide compliance guidance to the Title IX workgroup
	Serve on and provide guidance to the Security Incident Response Team and Co-Chair the Information Security and Privacy Advisory Committee
	Serve as members of and provide guidance to the Clery Act Compliance Committee

2. Develop Effective Lines of Communication	
Create communication pathways that allow the dissemination of education and regulatory information and provide a mechanism for reporting compliance activities or concerns	Prepare and distribute <i>IntegrityStar</i> , the compliance and ethics newsletter
	Administer and promote the UCF IntegrityLine, reinforce expectations for non-retaliation, and continue communications during and after investigations
	Coordinate timely responses to regulatory and other external agencies
	Maintain and promote the compliance and ethics website
	Disseminate compliance and ethics program information and educational materials during tabling events such as new faculty orientation and the benefits fair
3. Conduct Effective Training and Education	
Educate the UCF community on its compliance responsibilities and regulatory obligations, and on the university compliance and ethics program	Deliver and track new employee completion of mandatory Code of Conduct and Potential Conflicts – Florida Code of Ethics for Public Officers training
	Provide ethical leadership training
	Launch eighth annual Compliance and Ethics Week awareness campaign
	Promote Gifts and Honoraria and Potential Conflicts online training modules for current employees and track employee completion
	Issue annual memo on Vulnerable Persons Act
	Develop and launch mandatory annual Code of Conduct training with certifications for non-student employees and monitor compliance for completion
	Monitor compliance of completion of the Youth Protection online training module as required by policy

	In partnership with the Information Security Office, deliver mandatory security and privacy awareness training, track employee completion, and look for other avenues to raise security and privacy posture
	Identify additional opportunities to develop and deliver compliance and ethics training
	Issue additional regulatory alerts and updates as appropriate
4. Revise and Develop Policies and Procedures	
Revise or develop university regulations along with policies and procedures that reflect UCF's commitment to ethical conduct and compliance with applicable laws and regulations	Chair the University Policies and Procedures Committee, provide oversight of the policy process, and provide guidance on policy development
	Serve as members of the HIPAA Collaborative to develop university policies and procedures on HIPAA compliance
5. Conduct Internal Monitoring and Compliance Reviews	
Identify and remediate noncompliance through proactive review and monitoring of risk areas	Manage university-wide conflict of interest and commitment process
	Manage university-wide Youth Protection Program
	Manage and provide oversight of the university's Foreign Influence Program
	Develop and manage university-wide Privacy Program
	Continue compliance partner reporting
	Review the UCF IntegrityLine and department database for trends and risk areas and address appropriately
6. Respond Promptly to Detected Problems and Undertake Corrective Action	
Conduct timely investigations of allegations of noncompliance and provide guidance on corrective actions	Receive and evaluate UCF IntegrityLine reports and allegations of misconduct made directly to the office; conduct investigations

	Provide recommendations for corrective actions and improvement of ethical conduct
7. Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines	
Promote the compliance and ethics program and university regulations, policies and procedures, and consequences of noncompliance	Develop and promote compliance and ethics incentive opportunities through various campaigns, such as National Compliance and Ethics Week
	Promote awareness of UCF regulations, policies and procedures, and regulatory requirements
	Promote accountability and consistent discipline
8. Measure Compliance Program Effectiveness	
Evaluate the overall compliance and ethics culture of UCF and the performance of the University Compliance, Ethics, and Risk office	Develop and issue the Compliance and Ethics Annual Report
	Develop, measure, and track department process improvement efforts using the university assessment process
9. New Regulations and Special Projects	
	Oversee compliance efforts with National Institute of Standards and Technology 800-171 (NIST) federal requirements
	Oversee compliance efforts with the acceptance of CARES Act funding



University Compliance, Ethics and Risk Office

2021-22 Work Plan – Status of All Activities July 1, 2021 – June 30, 2022

UCF's comprehensive compliance and ethics program is based on the elements of an effective compliance program as set forth in Chapter 8 of the Federal Sentencing Guidelines, and as required by Board of Governors Regulation 4.003 State University System Compliance and Ethics Programs. The Guidelines and Regulation establish the minimum standards for effective programs. Each year, University Compliance, Ethics, and Risk submits an Annual Workplan to the Audit and Compliance Committee of the Board of Trustees detailing the office's efforts that support an effective program. This report contains the activities committed to in the office's 2021-22 Compliance and Ethics Annual Work Plan and includes the final status of the activities.

1. Provide Oversight of Compliance and Ethics and Related Activities

Promote accountability among UCF employees for compliance with applicable federal, state, and local laws and regulations, and appoint knowledgeable individuals responsible for developing and implementing a comprehensive compliance and ethics program.

COORDINATE AND CONDUCT BI-MONTHLY MEETINGS OF THE UNIVERSITY COMPLIANCE AND ETHICS ADVISORY COMMITTEE

- Developed materials and chaired the Compliance and Ethics Advisory Committee meetings in September, November, January, and April.
- Provided updates on the Five Year Program Review; the annual Conflict of Interest disclosure launch and completion rate; the launch of the annual Code of Conduct refresher training; the HB 7017 Foreign Influence working group; Compliance and Ethics 2021 Annual Report; the Code of Conduct refresher training; the policy development and approval process, international travel procedures and the online travel registration and tracking system; the 2022 compliance and ethics culture survey; changes to UCF Regulation 4-015 Fraud Prevention and Detection; the development of the draft Health Insurance Portability and Accountability Act Policy Manual; Department of Defense institutional compliance review of the 2019 Voluntary Education Programs Memorandum of Understanding; and the speaker series developed by the UCF Center for Ethics.
- Highlights from compliance partners included updates on submission of the 2021-22 Annual Security and Fire Safety Guide; submission of materials in response to the Office of Federal Contract Compliance Programs audit; an update on the Name, Image and Likeness law; efforts to address academic misconduct; new mandatory information security awareness training; and reaccreditation for the police department.

CONDUCT QUARTERLY MEETINGS WITH COMPLIANCE PARTNERS AND SENIOR LEADERSHIP

- Met with vice presidents, key administrators, the faculty athletics representative, and compliance partners to provide updates on compliance and ethics initiatives and discuss any concerns or issues.

SERVE ON AND PROVIDE COMPLIANCE GUIDANCE TO THE TITLE IX WORKGROUP

- Provided guidance and support to the Title IX coordinator and served on and provided compliance guidance to the Title IX workgroup.

SERVE ON AND PROVIDE GUIDANCE TO THE SECURITY INCIDENT RESPONSE TEAM AND INFORMATION SECURITY AWARENESS ADVISORY BOARD

- Continued to serve as members of the Security Incident Response Committee and the Information Security Awareness Advisory Board to provide guidance on federal and state privacy and data breach requirements.
- Continued to lead (co-chair) the Information Security & Privacy Advisory Committee and serve as a member of the Data Governance Team.

SERVE AS MEMBERS OF AND PROVIDE GUIDANCE TO THE CLERY ACT COMPLIANCE COMMITTEE

- Provided guidance and support to the Clery Compliance Analyst and served on the Clery Act Compliance Committee.

2. *Develop Effective Lines of Communication*

Create communication pathways that allow the dissemination of education and regulatory information and provide a mechanism for reporting compliance activities or concerns.

PREPARE AND DISTRIBUTE *INTEGRITYSTAR*, THE COMPLIANCE AND ETHICS NEWSLETTER

- Developed and issued three editions of the *IntegrityStar* newsletter:
 - July 2021 edition focused on Data Privacy and Information Security including a cartoon and video, information on how to respond to requests for changes to personal data, summaries of updates to existing policies, and frequently asked questions.
 - Included articles titled *Recent Updates to UCF Policies Covering Data Security and Protection* and *Data Privacy and Security*.
 - “Case Corner” article covered the investigation process and outcome following the office’s receipt of a student complaint regarding a Family Educational Rights and Privacy Act violation.
 - October 2021 edition featured articles that highlight the need for respectful interactions, how to resolve workplace conflict and when to recognize potential harassment. The edition also included a cartoon, a video, and FAQs on the featured topics.
 - Included articles titled *Resolving Workplace Conflicts*, *The Subtleties of Discriminatory Harassment*, and *2020 UCF IntegrityLine Report*. Recognition article acknowledged two colleges for their outstanding accomplishments with outside activity and conflict reporting and several honorable mentions.

- “Case Corner” article covered the investigation process and outcome of a case involving allegations of harassment and bullying that was jointly investigated with the Office of Institutional Equity.
- March 2022 edition featured articles that highlight ethics including one highlighting the *Ethically Speaking* lecture series from the UCF Center for Ethics, the compliance and ethics culture survey, and the appropriate use of the IntegrityLine. The edition also included a cartoon, a video, and FAQs on the topic. The “Case Corner” article covered two IntegrityLine reports submitted by students that resulted in a positive outcome.

ADMINISTER AND PROMOTE THE UCF INTEGRITYLINE, REINFORCE EXPECTATIONS FOR NON-RETALIATION, AND CONTINUE COMMUNICATIONS DURING AND AFTER INVESTIGATIONS

- Continued administration of the UCF IntegrityLine to include review and tracking of all reports, data compilation, trend review, and reporting.
- Promoted the UCF IntegrityLine in the July, October, and March editions of the *IntegrityStar* newsletter; continued promoting efforts in compliance videos; on the University Compliance, Ethics, and Risk website; and on the websites of all compliance partners.
- Served on the Student Reporting workgroup to discuss reporting options for students, including the IntegrityLine, and to further enhance the student reporting options website.

COORDINATE TIMELY RESPONSES TO REGULATORY AND OTHER EXTERNAL AGENCIES

- Collaborated with the Office of Research Compliance and the Office of the General Counsel to review and prepare the response to an inquiry by the National Science Foundation (NSF). NSF subsequently dismissed the case.
- Coordinated the response to an ongoing investigation by NSF and the U.S. Department of Energy.
- Responded to the Office of Federal Contract Compliance Programs request for a copy of in-depth analyses of personnel activity.
- Provided a Title IX action plan in response to the request from the U.S. Department of Energy’s Title IX Compliance Review.
- On behalf of the president and Board of Trustees, prepared the annual research exemption report and submitted it in February 2022 to the governor and legislature as required by state statute.
- Received notification that UCF was selected for an Institutional Compliance Program review for compliance with the Department of Defense (DOD) Voluntary Education Programs Memorandum of Understanding (MOU) signed in 2019. DOD policy requires educational institutions that wish to participate in the Tuition Assistance program to sign an MOU. As part of the MOU, UCF agrees to heightened oversight and compliance with rules specific to service members and their families. Worked with DOD personnel, met with internal stakeholders to update points of contact, the MOU, and to begin preparing the self-assessment due in April 2022.
- In response to Senator Rubio’s letter regarding inappropriate foreign influence, drafted with the Office of International Collaboration and Export Control, an overview of the university’s efforts in the last two years to strengthen the foreign influence program and remain in compliance with the new statutes implemented in 2021.

- As required by Section 117 of the Higher Education Act, compiled a list of 31 foreign gifts and contracts, and reported those exceeding \$250,000 to the Federal Department of Education due January 2022.
- Met with the Office of Federal Contract Compliance Programs and provided requested compensation and data clarifications and scheduled compensation decision maker interviews.
- Worked with the Office of the General Counsel and provided a response to the U.S. Department of Energy and National Science Foundation's Title IX Compliance Investigation findings.
- As required by Florida Statute 1010.25 Foreign Gift Reporting prepared and submitted the first foreign source report and required supporting materials for 53 foreign source contracts exceeding \$50,000 to the Board of Governors in January 2022.
- Worked with the Information Security Office on a response letter to the Federal Student Aid Office of the U.S. Department of Education regarding compliance with the Gramm-Leach-Bliley Act cybersecurity requirements.
- Participated in the voluntary Homeland Security Cybersecurity and Infrastructure Security Agency cyber infrastructure evaluation of UCF. The no cost review was conducted at the request of UCF Information Security Office to identify strengths as well as gaps, and will allow for opportunities in the future such as free penetration testing, IP address scanning, etc.

MAINTAIN AND PROMOTE THE COMPLIANCE AND ETHICS WEBSITE

- Promoted the compliance and ethics website in the University Compliance, Ethics, and Risk pamphlets distributed during new employee orientation, the benefits fair, and tabling events.
- Updated the website to include July, October, and March editions of the *IntegrityStar*; 2021-22 Annual Workplan; revised Conflict of Interest page with updated forms, supplementary documentation, and a tutorial in preparation for the 2021-22 disclosure year; staff on the Our Staff page; Compliance and Ethics Advisory Committee members; faculty/staff and student travel insurance summaries; and added resources to the Youth Protection Resources webpage.
- Added user friendly "buttons" to important links to make them more visible.
- Updated the UCF Employee Code of Conduct to ensure compliance with the Americans with Disabilities Act.
- Posted all previously published newsletters since 2016.

DISSEMINATE COMPLIANCE AND ETHICS PROGRAM INFORMATION AND EDUCATIONAL MATERIALS DURING NEW FACULTY ORIENTATION AND THE BENEFITS FAIR

- Provided the UCF Employee Code of Conduct, a Compliance and Ethics webinar, office brochure, privacy compliance brochure, Speak Up wallet cards, and UCF IntegrityLine Speak Up earbuds for new faculty orientation.
- Provided the UCF Employee Code of Conduct, office brochure, privacy compliance brochure, and IntegrityLine Speak Up poster for the 2021 Virtual Benefits Fair.

3. *Conduct Effective Training and Education*

Educate the UCF community on its compliance responsibilities and regulatory obligations, and on the university compliance and ethics program.

DELIVER AND TRACK NEW EMPLOYEE COMPLETION OF MANDATORY CODE OF CONDUCT AND POTENTIAL CONFLICTS – FLORIDA CODE OF ETHICS FOR PUBLIC OFFICERS AND EMPLOYEES TRAINING

- Total number of new employees who took the online courses and passed the final quiz:
 - Employee Code of Conduct / Speak Up! = 3380
 - Potential Conflicts – Florida Code of Ethics for Public Officers and Employees = 2184

PROVIDE ETHICAL LEADERSHIP TRAINING

- Provided two in-person Ethical Leadership training sessions to employees through Human Resources Learning & Organizational Effectiveness team.

LAUNCH SEVENTH ANNUAL COMPLIANCE AND ETHICS WEEK AWARENESS CAMPAIGN

- Compliance and Ethics Week activities commenced November 8-12, 2021:
 - Training: Developed and posted three training videos with a superhero theme relating to various ethics topics: Civility Superheroes, Mission Impossible (highlighting conflicts of interest and commitment), and Compliance League of Superheroes (highlighting gifts and honoraria and privacy compliance).
 - Total videos watched: 675
 - Compliance and Ethics Word Scramble: Employees were asked to unscramble 13 compliance and ethics related words by using the clues provided and submit the completed word scramble to our office via email.
 - Word Scrambles submitted: 231
 - A total of 248 employees participated in the activities and 100 employees were randomly selected to win a prize.

PROVIDE SUPPORT TO CLERY COMPLIANCE ANALYST ON LAUNCH OF CAMPUS SECURITY AUTHORITY (CSA) IDENTIFICATION PROCESS AND LAUNCH OF NEW ONLINE TRAINING COURSE

- Assisted Clery Compliance Analyst with the CSA self-identification survey and responses. As of December 31, there were approximately 1,135 employees who responded to the survey, and 375 have self-identified as a CSA.
- Coordinated with the Clery Compliance Analyst to contact departments to assist with identifying positions in their respective areas that meet the definition of a CSA.
- Participated in a joint meeting with the Clery Compliance Analyst and Human Resources to revisit the project once Workday and SET roles have been implemented. The project will resume after the submission of this year's Annual Security Report.

PROMOTE GIFTS AND HONORARIA AND POTENTIAL CONFLICTS ONLINE TRAINING MODULES FOR CURRENT EMPLOYEES AND TRACK EMPLOYEE COMPLETION

- Continue to promote the online training modules to employees.

- Total number of existing employees who took the online courses and passed the final quiz:
 - Gifts and Honoraria = 44
 - Potential Conflicts – Florida Code of Ethics for Public Officers and Employees = 1434

ISSUE ANNUAL MEMO ON VULNERABLE PERSONS ACT

- Annual memo was distributed in March 2022.

DEVELOP AND LAUNCH MANDATORY ANNUAL CODE OF CONDUCT TRAINING WITH CERTIFICATIONS FOR NON-STUDENT EMPLOYEES AND MONITOR COMPLIANCE FOR COMPLETION

- The 2021 Annual Code of Conduct training with certifications for all non-student employees launched on September 27, 2021, with completion requested by October 27, 2021. Automated reminder emails were sent weekly to those employees who had not completed the training. Refresher training reached 100% employee completion by January 2022.
- The 2022 Annual Code of Conduct training materials are being finalized for launch in September 2022.

MONITOR COMPLIANCE WITH COMPLETION OF THE YOUTH PROTECTION ONLINE TRAINING MODULE AS REQUIRED BY POLICY

- As required, Youth Protection training was completed by 755 program staff working with minors.
- Developed an overnight program staff training and assessment that outlines protocols and regulations in collaboration with UCF Conference Housing. The training was reviewed by program sponsors who frequently provide overnight accommodations for their programs/sessions and will be required of all Housing and Resident Life staff annually.
- Revised Youth Protection training to include recognizing the signs of “grooming” behavior, Campus Security Authority reporting obligations, and updated Florida statute information.

IN PARTNERSHIP WITH THE INFORMATION SECURITY OFFICE, DELIVER MANDATORY SECURITY AND PRIVACY AWARENESS TRAINING, TRACK EMPLOYEE COMPLETION, AND LOOK FOR OTHER AVENUES TO RAISE SECURITY AND PRIVACY POSTURE

- Worked with the Information Security Office to design the Insider Threat Awareness campaign, also creating privacy awareness content for the campaign.
- Worked with the Information Security Office to finalize the mandatory Security and Privacy Awareness training and discussed implementation.
- Partnered with the Information Security Office and presented privacy guidance and related awareness information to students, staff, and faculty for Data Privacy Day 2022.
- Participated in a panel discussion live on LinkedIn covering [How to Grow Your Privacy Career](#) on Data Privacy Day.

IDENTIFY ADDITIONAL OPPORTUNITIES TO DEVELOP AND DELIVER COMPLIANCE AND ETHICS TRAINING

- Attended the Chairs and Directors Excellence Program meeting to deliver an overview of the office, the IntegrityLine and Conflict of Interest and Commitment programs. There were 44 faculty members in attendance.
- Attended the Staff Advisory Council (SAC) meeting to deliver training regarding solicitation/gifts statutes followed by a Q&A session. There were 43 SAC members in attendance.

- Attended the UCF Learning and Development Co-op meeting and the Co-op Collaboration Competency subgroup meeting to identify gaps in training opportunities based on the measures within the employee performance appraisal documents.
- With the Office of Research Operations, developed training for ancillary reviews, General Data Protection Regulation (GDPR) Decision Tool, GDPR Fundamentals, and Risk Matrix.
- Upon invitation, spoke to the Office of Research Operations – Sponsored Programs Team about Privacy Compliance.
- Developed a [Privacy guidance webpage](#) for the UCF Research Cyberinfrastructure website.
- Invited to co-present “Evaluating and Communicating the Effectiveness of Your Compliance Program” session at the National Association of College and University Attorneys Fall Continuing Legal Education Three Day Workshop.
- Upon invitation, attended the Student Government Judicial Branch Know Your Rights Justice Fair in October, providing students information on the UCF IntegrityLine and the Privacy Compliance Program.
- In November, invited to jointly speak with the Ombuds Office to Student Development and Enrollment Services staff regarding the office’s services and the UCF IntegrityLine.
- Collaborated with UCF Human Resources to develop UCF Resources for Supervisor training and delivered the first session of the series in January 2022.
- Upon invitation, with the Office of International Collaboration and Export Control and Research Compliance Office, joined the Materials Science & Engineering/Advanced Materials Processing and Analysis Center faculty meeting to discuss outside activities and engagements with foreign entities.
- Upon invitation, joined the Provost’s Council Meeting to discuss implications of a revised policy that would increase signing authority which would activate specific provisions in the state ethics laws.
- Upon invitation, delivered in-person Gifts training to the president and his cabinet.
- With the Office of Institutional Equity, Office of Diversity and Inclusion, Student Care Services, Counseling and Psychological Services, and Student Health Services participated in a Mardi Gras golf cart “parade” as an outreach to the campus community.
- Provided Youth Protection Program overview training to new UCF Conference Housing staff, UCF Athletics, program staff for six youth programs upon request, and Police Department supervisors.
- Upon invitation, joined the Counseling and Psychological Services leadership team to discuss and answer questions regarding conflicts of interest and commitment.
- Upon invitation provided Ethics and Decision-Making training to the Lead Scholars Academy.
- With the Office of Institutional Equity, University Audit, Ombud’s Office, and Human Resources, prepared and delivered a Reporting Concerns panel session for supervisors.

ISSUE ADDITIONAL REGULATORY ALERTS AND UPDATES AS APPROPRIATE

- Communicated new draft Board of Governors Regulation 9.012 Foreign Influence to the Foreign Influence Working Group. Collected and submitted feedback upon request by UCF Institutional Knowledge Management.
- Distributed the Board of Governors issued document titled *House Bill 7017: An Act Relating to Foreign Influence Compliance and Submission Guidance* with an updated compliance matrix summarizing changes to the Foreign Influence Working Group and separate communications to the foreign source reporting subgroup.

- Distributed the Board of Governors revised guidance document titled *Foreign Influence Legislation Compliance and Submission Guidance* dated April 2022 with a summary of changes to the Foreign Influence Working Group and separate communications to the foreign source reporting subgroup.

4. *Revise and Develop Policies and Procedures*

Revise or develop university regulations along with policies and procedures that reflect UCF's commitment to ethical conduct and compliance with applicable laws and regulations.

CHAIR THE UNIVERSITY POLICIES AND PROCEDURES COMMITTEE AND PROVIDE GUIDANCE ON POLICY DEVELOPMENT

- Chaired the University Policies and Procedures Committee. Provided coordination of the committee and management of the online Policies and Procedures Manual.
- Reviewed and edited policies and procedures prior to submission for approval to the committee. Worked directly with departments, provided guidance, and revised 19 policies.

CONTINUE TO ENFORCE UCF POLICY 2-001 UNIVERSITY POLICY DEVELOPMENT, WHICH REQUIRES ANNUAL POLICY REVIEWS BY DEPARTMENT AND MANDATORY FIVE-YEAR REVIEWS BY THE UNIVERSITY POLICIES AND PROCEDURES COMMITTEE

- Continued progress on the five-year review project in compliance with UCF 2-001.5 University Policy Development to ensure that policies continue to communicate expectations effectively and are current.

SERVE AS MEMBERS OF THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) COLLABORATIVE TO DEVELOP UNIVERSITY POLICIES AND PROCEDURES ON HIPAA COMPLIANCE

- Continued to serve on the UCF Health Sciences HIPAA Collaborative.
- Reviewed and contributed to UCF's HIPAA Compliance Manual and Policy.

5. *Conduct Internal Monitoring and Compliance Reviews*

Identify and remediate noncompliance through proactive review and monitoring of risk areas.

MANAGE UNIVERSITY-WIDE CONFLICT OF INTEREST AND COMMITMENT PROCESS

- In preparation for the 2021-22 conflict of interest and disclosure process, developed and executed the Implementation and Communication Plan that included updated training modules, emails, and resources posted to the website and the ARGIS disclosure system.
- On August 30, 2021, notified 3,813 employees by email to submit an online disclosure by September 29, 2021.

- 3,526 submitted within the deadline achieving a 93.7% compliance rate with employee submissions prior to the deadline.
- Monitored submissions and sent reminder emails to delinquent individuals and their supervisors and notifications to the Office of the Provost.
- Currently the overall compliance rate with employee submission is 98.44%.
- A total of 5,109 disclosures (an increase from 4,344 last year and 3,452 the previous year) and 177 amendments (up from 66 last year) were submitted to date. Disclosures with at least one outside activity reported are reviewed by the office and this year there were 1,525 (an increase from 1,306 last year and 1,194 the year prior), with potential conflicts identified in 105 requiring a monitoring plan or annual update to a monitoring plan (an increase from 53 last year and 83 the year prior). At the time of this report, 59 disclosures are still under review.
- Foreign influence red flag reviews were completed for each positive response to questions regarding financial interests and outside activities with foreign entities. A total of 110 red flag reviews were conducted. One (1) is pending review outcome. Fourteen (14) of these contained at least one (1) red flag or potential risk which resulted in additional awareness provided to the employee. One (1) employee declined to engage in the activity after awareness was provided.
- Ensured compliance with foreign influence inquiry COI procedures noting no employees failed to complete the annual disclosure process within 90 days.
- Received and completed a total of 78 reviews (increase from 57 last year) of potential conflicts of interest associated with attendance at conferences or events sponsored by vendors.
- Reviewed and provided feedback on 31 research exemption requests (up from 13 last year) prior to coordinating with the provost, president, and Chair of the Board of Trustees for approval as required by state statute.
- Reviewed 401 disclosed relatives for potential conflicts, an increase from 232 last year.
- Received and completed 373 conflict of interest requests for employee and department assists.

MANAGE UNIVERSITY-WIDE YOUTH PROTECTION PROGRAM

- This fiscal year processed a total of 125 registration submissions (111 in-person/ 10 virtual/ four hybrid) approving 112 registrations and another two registrations after meeting conditional requirements per university policy.
- Compiled a list of frequently asked questions and posted it to the Resources page of the Youth Protection webpage.
- Developed an “Open Lunch Permission Form” for program use that allows minor participants over the age of 15 to check in and out of a youth program for lunch with parent/guardian permission. Posted form to the Resources page of the Youth Protection webpage.
- Collaborated with Enterprise Risk and Insurance Management to develop camp insurance protocols for youth programs. Worked with the Squire vendor to revise the system to include an Insurance Portal for tracking compliance.
- Revised and implemented UCF Policy 2-005 Youth Protection to include language regarding background check screenings, registration procedures, and submission of a SAFE form, proof of insurance, and a required Safety Plan. Language was also added to

clarify minors working or volunteering for the university are not considered minors for the purpose of this policy.

- Developed a Safety Plan Template required for all youth program registrations. Requested and received feedback from the office of Enterprise Risk and Insurance Management and the Department of Emergency Management.
- Worked with the Squire vendor to modify the Insurance Portal within the registration system to allow uploads of updated insurance certificates.
- Distributed notification of the new UCF Policy 2-005 Youth Protection requirements, effective January 2022, to all previous program sponsors. Upon request provided assistance and guidance on the new requirements to departments.
- Discussed overnight camp protocols with UCF Conference Housing to prepare for the upcoming summer camp season.
- Drafted university-wide messaging on the Youth Protection Program distributed during Child Abuse Prevention Month in April.
- Updated the Squire registration pre-screening questions to include additional clarifying information on each of the questions to assist with completion.
- Developed standard operating procedures for the processing of submitted registrations.
- Revised the “Assumption of Risk, Release & Waiver of Liability Form” for program use that removes verbiage, protocols, and processes that the university had in place during the onset of COVID-19 which are now no longer applicable. Posted the form to the Resources page of the Youth Protection webpage.
- Developed a “Parental Acknowledgement of Responsibility and Waiver Form” for program use when minors participate in activities where supervision of minors is not provided by the youth program. Posted the form to the Resources page of the Youth Protection webpage.
- Restructured the Youth Protection Resources webpage to provide links to samples and templates, and highlights all required and optional forms for program use.
- Worked with the Squire vendor to allow the UCF Police Department access to view all active Youth Protection Programs and pertinent program/session information which includes the Safety Plan, program/session facilities and or housing accommodations, and minor participant information.

DEVELOP AND MANAGE UNIVERSITY-WIDE PRIVACY PROGRAM

- Formed the Information Security & Privacy Advisory Committee and co-chaired three meetings.
- Initiated and completed a data mapping project, created the UCF Personal Data Map Template and met with UCF departments to generate the mapping exercise.
- Researched applicable laws regarding website cookies and conducted a review of various educational institutions’ approaches to implementing cookies banners.
- Revised the Data Subject Access Request process and facilitated 66 requests throughout the year.
- Reviewed, provided guidance, and approved 163 contracts, and completed several Reciprocal Student Exchanges and Research Projects.
- Joined the Chief Information Officer’s Executive Team Committee meetings to provide privacy updates and guidance.
- Updated UCF’s Online Privacy Notice.

- Met with Communications and Marketing leads, the College of Medicine's IT lead, and UCF IT's salesforce lead to view and analyze demonstrations of industry-leading solutions that handle Customer Consent & Preference Management.
- Reviewed and processed 34 Vendor Risk Management requests.
- Performed 31 Institutional Review Board ancillary reviews.
- Issued and reviewed three Data Protection Impact Assessments.
- Updated UCF's HIPAA Collaborative Roster.
- Worked with the University Registrar on five Family Educational Rights and Privacy Act (FERPA)-related reports/issues.
- Investigated seven non-FERPA related privacy issues/concerns.
- Participated in Data Governance Implementation meetings.
- Reviewed multiple cyber insurance questionnaires and provided information around our data protection program, compliance with privacy laws and regulations, our policies and procedures in support of the UCF Cyber Risk Assessment.
- Assumed additional duties as UCF's HIPAA Security Officer.
- In collaboration with partnering offices, closed several Internal Audit HIPAA Audit recommendations.

CONTINUE COMPLIANCE PARTNER REPORTING

- Compliance partners continued to provide updates on their program activities during committee meetings and through separate meetings and discussions when significant issues and challenges arose.

REVIEW UCF INTEGRITYLINE AND DEPARTMENT DATABASE FOR TRENDS AND RISK AREAS AND ADDRESS APPROPRIATELY

- Prepared the annual UCF IntegrityLine report for calendar year 2021 which identified trends and action items to address those trends.

REVIEW AND PROVIDE GUIDANCE ON THE ANNUAL SECURITY REPORT IN COMPLIANCE WITH THE CLERY ACT

- Feedback provided to the Clery Coordinator was incorporated into the Annual Security Report and was issued by the deadline of October 1.
- Participated in a comprehensive review of the Annual Security Report conducted by the Clery Center in collaboration with the Clery coordinator, the Office of Institutional Equity, and the Office of the General Counsel.
- Edited the Annual Security Report section related to Alcohol and Other Drug Programs to reflect the university's Drug-Free Schools and Workplace policy.

6. *Respond Promptly to Detected Problems and Undertake Corrective Action*

Conduct timely investigations of allegations of noncompliance and provide guidance on corrective actions.

RECEIVE AND EVALUATE UCF INTEGRITYLINE REPORTS AND ALLEGATIONS OF MISCONDUCT MADE DIRECTLY

TO THE OFFICE; CONDUCT INVESTIGATIONS

- Provided administration and oversight of the UCF IntegrityLine to include review and tracking of all reports until completion, data compilation, trend review, and reporting. Received 297 new reports through the UCF IntegrityLine alleging misconduct in this fiscal year, a decrease from the 534 reports last year but an increase from 172 the year prior.
- Triage incoming IntegrityLine reports with University Audit and the Office of Institutional Equity. When appropriate, reports were referred to a compliance partner or University Audit for review or investigation. Three hundred and thirty-five (335) IntegrityLine cases were investigated and closed during the fiscal year.
- University Compliance, Ethics, and Risk received nine new reports of potential misconduct made directly to the office and 12 cases that were under review were completed and closed.

PROVIDE RECOMMENDATIONS FOR CORRECTIVE ACTIONS AND IMPROVEMENT OF ETHICAL CONDUCT

- Continued providing recommendations for corrective actions and improvements of ethical conduct following investigations or requests for guidance.

7. Enforce and Promote Standards through Appropriate Incentives and Disciplinary Guidelines

Promote the compliance and ethics program and university regulations, policies and procedures, and the consequences of noncompliance.

DEVELOP AND PROMOTE COMPLIANCE AND ETHICS INCENTIVE OPPORTUNITIES

- Recognized employees' contributions in three editions of the *IntegrityStar*
 - July 2021 edition highlighted an employee from the Information Security Office for his contributions to communicate to students and employees the security threats that UCF faces and promote learning effective means to protect our data.
 - October 2021 edition highlighted several colleges and individuals for the efforts with employee submission of required outside activity, potential conflict of interest and commitment online disclosures: Rosen College of Hospitality Management, College of Engineering and Computer Science (CECS) and specifically, Dean Georgiopoulos, and four additional colleges as an honorable mention: College of Nursing, College of Arts and Humanities, College of Business, and College of Health Professions and Sciences.
 - March 2022 edition highlighted an employee from Facilities and Safety for her support of the compliance and ethics program by translating important university policies, training, and more recently, the 2022 compliance ethics culture survey.
- Developed and implemented the *IntegrityStar* Award, a signed certificate of acknowledgement that is presented to those individuals recognized in each *IntegrityStar*.
- During Compliance and Ethics Week November 8-12, 2021, awarded 100 employees prizes for their participation in the week's activities.

PROMOTE AWARENESS OF UCF REGULATIONS, POLICIES AND PROCEDURES, AND REGULATORY REQUIREMENTS

- Highlighted in the July 2021, October 2021, and March 2022 editions of the *IntegrityStar* a total of 20 new and revised UCF policies and 20 new and revised regulations that had been implemented.
- Distributed eight campus emails to all employees alerting them of the approval of new or revised and emergency policies.

PROMOTE ACCOUNTABILITY AND CONSISTENT DISCIPLINE

- Continue to provide recommendations for appropriate discipline for substantiated cases to ensure accountability and consistency in corrective actions.
- Continued serving as the point of contact and source for guidance to research compliance related to scientific misconduct, export controls, conflict of interest, and development of policies and procedures.

8. Measure Compliance Program Effectiveness

Evaluate the overall compliance and ethics culture of UCF and the performance of the University Compliance, Ethics, and Risk office.

DEVELOP AND ISSUE THE UNIVERSITY COMPLIANCE, ETHICS, AND RISK ANNUAL REPORT

- Compiled and designed the annual report for 2020-21 which included the activities of our compliance partners and programs across the university. The report was issued in November 2021 to the Audit and Compliance Committee of the Board of Trustees and submitted to the Board of Governors (BOG) as required by BOG Regulation.
- Reviewed and revised the compliance partner survey to be distributed in July 2022 to gather information for the 2022 annual report.

IMPLEMENT IMPROVEMENT MEASURES IDENTIFIED IN THE FIVE-YEAR COMPLIANCE AND ETHICS PROGRAM REVIEW

- Developed and implemented an action plan to address each recommendation.
- Job description for proposed hire of an additional compliance investigator was created and approved by Human Resources. Once funding is obtained, the position will be filled.
- Developed Manager Checklists for addressing employee concerns; received feedback from partner offices. Checklists finalized and distributed as part of the panel sessions delivered with Human Resources, Ombuds Office, University Audit, and the Office Institutional Equity to supervisors.
- Working with Procurement Services, evaluating the recommendation to consider implementing a Supplier Code of Conduct.

LAUNCH FOURTH COMPLIANCE AND ETHICS CULTURE SURVEY TO BENCHMARK RESULTS AGAINST PRIOR YEAR'S RESULTS IN 2016, 2018, AND 2020

- Survey was launched on March 1 and remained open until March 31. Achieved a 17.7% response rate.

- Results were analyzed by the Office of Excellence and Assessment Support with final reports issued in June.

DEVELOP, MEASURE, AND TRACK DEPARTMENT PROCESS IMPROVEMENT EFFORTS USING THE UNIVERSITY ASSESSMENT PROCESS

- The 2020-21 results report, and 2021-22 assessment plan were approved by the Divisional Review Committee.
- For this year's plan and to support a five-year program review recommendation, added an improvement measure to track IntegrityLine case closure times with the goal to reduce the time it takes to close cases.

9. *New Regulations and Special Projects*

OVERSEE COMPLIANCE EFFORTS WITH NATIONAL INSTITUTE OF STANDARDS AND TECHNOLOGY 800-171 (NIST) FEDERAL REQUIREMENTS

- Continue as an active participant within UCF's NIST working group.
- Continue as an active participant and Project 3 Team Lead in the NIST Privacy Workforce Public Working Group.

OVERSEE COMPLIANCE EFFORTS WITH THE ACCEPTANCE OF CARES ACT FUNDING

- Continued periodic follow-ups to obtain updates to the matrix containing the requirements associated with the acceptance of CARES Act funding and the plan for addressing each. Revised the matrix for each tranche of funding received and communicated with stakeholders to ensure compliance was maintained.

OVERSEE COMPLIANCE EFFORTS WITH EUROPEAN UNION GENERAL DATA PROTECTION REGULATION (GDPR)

- Worked with the Office of Research Operations to develop a GDPR Decision Tool and Fundamentals (Awareness) document.
- Worked with the Office of Research Operations to develop ancillary review criterion for research projects involving GDPR data.
- Reviewed the Collaborative Institutional Training Initiative training on GDPR for the Office of Research and provided feedback.
- Reviewed, provided guidance, and approved contracts and reciprocal student exchanges involving GDPR data.
- Worked with several departments and individuals, including the Office of Research and the Institutional Review Board, to provide guidance on appropriate consent, notice, and data transfer language and personal data handling best practices for research projects and agreements involving GDPR, as well as similar international regulations and domestic laws.
- Worked with several departments and individuals, including the Office of Research and the Institutional Review Board, to provide guidance on appropriate consent and data transfer language and personal data handling best practices for research projects and

agreements involving GDPR as well as similar international regulations and domestic laws.

- Served as a panelist during the Office of Research's "Fireside Chat: Keeping your Research Data Secure," which covered several recommendations in accord with GDPR.

WORKING WITH THE OFFICE OF RESEARCH COMPLIANCE, CUSTOMIZE HURON SOFTWARE TO ACCOMMODATE ONLINE OUTSIDE ACTIVITY AND CONFLICT OF INTEREST AND COMMITMENT REPORTING

- Participated in weekly meetings with Huron and the Office of Research Core Team to complete the following actions:
 - Customized Huron Smartforms with UCF questions and disclosure profile categories
 - Identified workflow needs
 - Determined deployment approach
 - Established system setting and integration needs
- Core Team met with the faculty work group to review the draft Smartforms and based on feedback, revised the forms for further review.
- Working with the College of Medicine (COM) and Huron, evaluated options for the Huron module to accommodate the COM specific Industry Relations Policy disclosure and review process.
- Prepared and issued communications regarding launch date scheduled for October 31, 2022.

OVERSEE COMPLIANCE EFFORTS WITH THE IMPLEMENTATION OF HB 7017 FOREIGN INFLUENCE

- Established the Foreign Influence Working Group and led bi-weekly meetings to discuss implementation of the new statutes. Subgroups also formed which met more frequently to establish processes and procedures to comply with the new statutes.
- Developed a compliance matrix to track completion of action items to ensure compliance with each new section of statute:
 - 286.101 Foreign Gifts and Contracts
 - 288.860 International Cultural Agreements
 - 1010.25 Foreign Gift Reporting
 - 1010.35 Screening Foreign Researchers
 - 1010.36 Foreign travel; research institutions
- Updated and distributed the matrix weekly with the most current status and progress on compliance efforts.
- Coordinated compliance efforts in collaboration with the SUS schools and the Board of Governors Office of Inspector General and Director of Compliance during SUS Compliance and Ethics Consortium special meetings.
- Developed procedures, processes and a reporting template for reporting required under 1010.25 Foreign Gift Reporting led by this office.
- Fully implemented the required sections of each statute within the deadlines set.
- Prepared and submitted the first foreign source report and required supporting materials for 53 foreign source contracts exceeding \$50,000 to the Board of Governors in January 2022.

WORKING WITH HUMAN RESOURCES, CONTINUE TO EVALUATE AND DEVELOP A COMMUNICATION, EDUCATION, AND AWARENESS CAMPAIGN TO ADDRESS INCREASED REPORTS OF OFFENSIVE OR INAPPROPRIATE COMMUNICATION

- Customized a Respecting Others short video training that addresses civility in the workplace and included the mini-series in the 2021 Code of Conduct refresher training deployed on September 27, 2021.
- Working with the co-founder of the UCF Center for Ethics, invited a researcher specializing in civility to speak on the topic during the Center's speaker series initiative. Continue to work with the Center to identify additional speakers for the series.
- Included in the October 2021 edition of the *IntegrityStar* articles that highlight the need for respectful interactions which included an article titled *Resolving Workplace Conflicts* and a "Case Corner" article addressing outcomes from an investigation involving allegations of harassment and bullying.
- During Compliance and Ethics Week held in November, focused one of three superhero themed trainings on civility titled, Civility Superheroes.
- Evaluated trends for the 2021 Annual IntegrityLine Report and launched the 2022 Compliance and Ethics Culture Survey to gauge the effectiveness of the efforts conducted thus far.

ADDITIONAL PROJECTS AND INITIATIVES

- In collaboration with the Drug Free Schools and Communities Act Biennial Review Committee, developed, and implemented the new 2-701 Drug Free Schools and Workplace Policy.
- Contributed to the EDUCAUSE Privacy Horizon Data Report, published October 2021.
- Served on the EDUCAUSE 2022 Cybersecurity & Privacy Professionals Conference Program Committee.
- Worked with Human Resources to identify training course legacy data to transfer from PeopleSoft into Workday.
- Participated in the Human Resources Learning Community of Practice group meetings to identify university-wide training recommendations and to develop a leadership competency model framework.