



## **Board of Trustees Special Meeting**

Board of Trustees

Virtual Meeting/President's Boardroom, Millican Hall, third floor

Oct 20, 2022 8:30 AM - 10:00 AM EDT

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# 5 THINGS TO KNOW

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



## **A Critical Collaboration**

UCF's portion of a \$50.8 million award will involve our talented faculty members using their expertise in digital twin technology — which encompasses digital replications of any real-world objects or systems — to replicate the production line at NeoCity's Center for NeoVation. The full project will expand the semiconductor manufacturing and research potential at the NeoCity technology district in Kissimmee.



## **Recognition for Our Excellence and Impact**

*Washington Monthly* magazine ranks UCF as the 47th Best National University — jumping 23 spots from the previous year — on its 2022 College Guide and Rankings. UCF is also ranked in the top 20 for Social Mobility, and received recognition for Research, Service, Student Voting and being a Best Bang for Your Buck school in the southeast. The recognition indicates UCF is not just a good place to earn an education, but a place that unleashes the potential of its people to do good in the world.



## **Supporting America's Space Program**

As part of NASA's Minority University Research and Education Project Space Technology Artemis Research initiative, 10 UCF students interned at the space agency's centers across the country this summer to support humankind's return to the moon. More than 30 UCF alumni are [supporting the upcoming Artemis 1 mission](#) that is scheduled to launch later this year after multiple [scrubbed attempts this month](#), which former NASA employee and UCF Planetary Scientist **Phil Metzger '00MS'05PhD** notes is especially common with new launch vehicles.



## **International Exposure**

A record 29 Benjamin A. Gilman scholarships were awarded to 28 UCF students for the 2021-22 academic year, funding study abroad opportunities through April 2023. This program supports students who otherwise may not have the resources to intern or study in a different country, thus ensuring that diverse populations have the opportunity to contribute to national and international innovation and prosperity.



## **Developing Smarter, Safer Cities**

A team of researchers will play a key role in a \$26 million U.S. National Science Foundation effort to forge livable, safe and inclusive communities with technologies built on advances in wireless communications. UCF will lead one area of the project that is focused on developing computationally efficient and privacy-preserving computer vision and machine learning methods to understand highly complex streetscape scenes in real-time.



# Board of Trustees

## Meeting Agenda

**Board of Trustees Special Meeting**  
**October 20, 2022**  
**President's Boardroom, Millican Hall, third floor**  
**8:30 a.m. – 10:00 a.m.**

**Livestream:** <https://ucf.zoom.us/j/99664782880?pwd=eXBjbXlrUFlrS1ZwWHdkb1BiZ285UT09>  
Meeting ID: 996 6478 2880; Passcode: 619810

Conference call: 1 929 205 6099; Meeting ID 996 6478 2880

### AGENDA

- |   |   |
|---|---|
| 1. Call to Order and Welcome              | Alex Martins, <i>Chair, UCF Board of Trustees</i>                 |
| 2. Roll Call                              | Lauren Ferguson, <i>Assistant Vice President, Board Relations</i> |
| 3. Public Comment                         | Lauren Ferguson   |
| 4. Minutes of the August 18, 2022 meeting | Chair Martins   |
| 5. Committee Reports (45 minutes)         | Chair Martins   |
| Academic Excellence and Student Success   | Chair Seay  |
| Audit and Compliance                      | Chair Christy   |
| AUD – 1                                   | University of Central Florida 2022 Florida Equity Report          |
| Budget and Finance                        | Chair Mills   |
| BUD – 1                                   | 2022-23 Carryforward Spending Plan                                |
| BUD – 2                                   | Proposed 2022-23 University Operating Budget                      |
| BUD – 3                                   | 2022-23 Fixed Capital Outlay Budget                               |
| Facilities and Infrastructure             | Chair McAlpin   |
| Governance                                | Chair Okaty   |
| GOV – 1                                   | Board of Trustees Resolution on Presidential Authority            |
| Strategic Partnerships and Advancement    | Chair Conte   |

### 6. Consent Agenda

Chair Martins

AES – 1	2022 SUS Textbook and Instructional Materials Affordability Annual Report (Seay)
AES – 2	Tenure with Hire (Seay)
AES – 3	Specialized Admissions Degree Programs (Seay)
AES – 4	New Degree Program Proposal – M.S. in Business Analytics (Seay)
AES – 5	UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposals (Seay)
FAC – 1	State Allocation of Federal Funding for Biological Services, Chemistry and Education Complex Renovations – Project Approval (McAlpin)
FAC – 2	Ferrell Commons H Remodel – Project Approval (McAlpin)
GOV – 2	Revisions to Board of Trustees Policy Delegation of Authority to Senior Management Official (Okaty)
GOV – 3	Amendments to Bylaws for UCF Research Foundation and Limbitless Solutions, Inc. (Okaty)
GOV – 4	Third Amended and Restated Articles of Incorporation for UCF Research Foundation, Inc. (Okaty)
GOV – 5	Appointment of Board Members to UCF Academic Health, Inc., Limbitless Solutions, Inc. and Central Florida Clinical Practice Organization Boards of Directors (Okaty)
GOV – 6	Amendments to University Regulation UCF-2.035 Institutes and Centers (Okaty)
GOV – 7	Amendments to University Regulation UCF-3.0124 Discipline and Termination for Cause of Non-Unit Faculty and A&P Staff Members (Okaty)
GOV – 8	Amendments to University Regulations UCF-3.001 Non-discrimination; Affirmative Action Programs and UCF-3.0134 Complaints and Grievances Alleging Discrimination, Discriminatory Harassment or Retaliation (Okaty)

- |                                  |  |
|----------------------------------|--|
| GOV – 9                          | Amendments to University Regulations UCF-5.006 Students Rights and Responsibilities, UCF-5.008 Rules of Conduct, and UCF-5.012 Organizational Rules of Conduct ( <i>Okaty</i> )  |
| GOV – 10                         | Proposed University Regulation UCF-3.002 Nondiscrimination in University Training and Instruction ( <i>Okaty</i> )   |
| GOV – 11                         | Amendments to University Regulation UCF-10.001 College of Medicine Faculty Practice Plan ( <i>Okaty</i> )  |
| <br>7. Discussion (20 minutes)   |  |
| DISC – 1                         | Review and Deep Dive into Board of Governors' Civil Discourse Recommendations<br>Moderator: Trustee Caryl McAlpin<br>Presenters: Maureen Binder, <i>Associate Vice President for Human Resources and Chief HR Officer</i> ; Youndy C. Cook, <i>Vice President and General Counsel</i> ; Adrienne Frame, <i>Interim Vice President for Student Development and Enrollment Services</i> ; Andrea Guzman, <i>Vice President for Diversity, Equity and Inclusion</i> ; and Jana Jasinski, <i>Vice Provost for Faculty Excellence</i> |
| <br>8. New Business (20 minutes) |  |
| BOT – 1                          | Review and Endorse Board of Governors Statement of Free Expression<br>Youndy Cook  |
| BOT – 2                          | Approve UCF October Update on Implementation of the Board of Governors' Civil Discourse Recommendations<br>Moderator: Trustee Caryl McAlpin<br>Presenters: Maureen Binder; Youndy Cook; Adrienne Frame; Andrea Guzman; and Jana Jasinski   |
| <br>9. Announcements             |  |
| November 9 – 10, 2022            | Board of Governors Trustee Summit & Meeting ( <i>University of South Florida, Tampa</i> )  |
| November 16, 2022                | Board of Trustees Committee Day ( <i>TBD</i> )   |
| November 17, 2022                | Board of Trustees Meeting ( <i>TBD</i> )   |



# Board of Trustees

December 16 – 17, 2022

10. Adjournment

## Meeting Agenda

UCF Commencement Ceremonies  
*(Addition Financial Arena)*

Chair Martins



# Board of Trustees

**Minutes  
Board of Trustees  
Regular Meeting  
University of Central Florida  
August 18, 2022**

Chair Alex Martins called the Board of Trustees Special Meeting to order at 9:00 a.m.

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

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

The following board members attended the meeting: Chair Alex Martins, Vice Chair Harold Mills and Trustees Tiffany Altizer, Bill Christy, Joseph Condello, Joseph Conte, Stephen King, Daniella Lopez, John Miklos, Caryl McAlpin and Beverly Seay.

Trustee Michael Okaty attended virtually. Trustee Danny Gaekwad attended via teleconference.

## **PUBLIC COMMENT**

There were no requests for public comment.

## **MINUTES**

A motion to approve the meeting minutes of the May 26, 2022, regular board meeting; and the May 31, 2022 and July 12, 2022 special meetings was made by Mills, and unanimously approved as submitted.

## **REMARKS**

Martins recognized Joseph Harrington for his valuable service to the Board of Trustees and for his continued service to UCF.

Martins said Vice Chair Harold Mills was recognized at the inaugural Boujee Ball held last month at the Dr. Phillips Center for the Performing Arts and Trustee Beverly Seay was elected Chair of the Association of Governing Board's Board of Directors.

Martins highlighted items from the June Board of Governors Meeting, including accreditation and civil discourse recommendations, which this Board will address in upcoming meetings. He also updated the Board on the Chancellor search. Martins concluded his remarks with comments on the continuation of the Ad Hoc Strategic Planning Committee:

- Requested Vice Chair Mills to continue serving as Chair of the Committee and formally announced the appointment of Trustees King and Lopez to the Committee to ensure representation of the faculty and student voices.
- The Committee will advise and make recommendations to the Board regarding governance-level oversight and progress toward UCF's short- and long-term goals, specifically the Strategic Plan's collective metrics. Martins suggested that the Committee meet at least twice a year.

Mills said a goal is to make the Strategic Plan a living strategy and that the Board's Committees and full Board will be engaged and involved. Martins concurred.

Martins recognized President Cartwright for his update.

## President's Update

Cartwright's update highlighted:

- Fall Incoming Freshman Class
  - Average GPA of 4.23 and average SAT scores of 1335
  - Expected 86 new National Merit Scholars
- Summer Commencement Ceremonies
  - More than 3,900 degrees were conferred
  - Awarded the university's 400,000 degree to Laura Segarra, who graduated with her Ph.D. in Industrial Engineering.
- Recognition of Drs. Kerri Donaldson Hanna and Adrienne Dove, recently selected by NASA to lead a \$35 million science mission that will land a spacecraft on a part of the moon never before visited.
- Student Ambassador Panel that provided their unique perspectives as students who work with various service departments on campus.
- Leadership Updates:
  - Introduction of Dr. Paul Dosal as the new Senior Vice President for Student Success.
  - Rodney Grabowski will be assuming the role of Senior Vice President for Advancement and Partnerships in early September.
- Philanthropy and Partnerships Updates: \$75 million was raised in FY 2021-22 through the university's foundation efforts – the second-highest amount raised in UCF's history.

The trustees had the following comments:

- Student Ambassador Panel:
  - Christy suggested the university consider enhancing and focusing on tutoring and PeerKnight programs.
  - Mills asked for the percentage of students engaged by the initiatives outlined by the student panel.
    - Dr. Theodorea Berry, Vice Provost for Student Learning and Academic Success, and Dean, College of Undergraduate Studies, said the PeerKnight academic program was designed to engage all new students on campus, both FTIC and transfer students. She said she would share further information with the Board Office.
  - Several trustees questioned how information about university resources is disseminated to the student population. Examples were outlined including leveraging data analytics to reach out proactively to students; use of the Student of Concern form that enables Care Services staff to follow up with appropriate resources; the UCF mobile app with accompanying QR codes; and Student Government's plan for creating a virtual Student Union, with quick links such as academics, mental health, engagement and involvement. Martins and Cartwright concurred that exploring additional means of telling UCF's story and sharing information with the university community is important.
- Condello requested follow up on student success measures. Martins said the FY23 Work Plan identifies a meeting focused on student success and well-being.



## **NEW BUSINESS**

### **BOT-1 Naming of the UCF Arena**

Martins called on Youndy Cook, Vice President and General Counsel, to read any disclosures of conflict of interest from the trustees. There were no disclosures.

Martins recognized Terry Mohajir, Vice President and Director of Athletics, to address the Board. Mohajir highlighted major points of the qualified sponsorship agreement between UCF Athletics Association and Addition Financial Credit Union.

Martins said he would entertain a motion to approve naming the arena 'Addition Financial Arena' and authorizing the UCF Athletics Association to execute the necessary final agreements.

Christy moved to approve BOT-1 with Altizer providing the second.

The trustees had the following comments:

- Prior to the vote, Gaekwad questioned whether he had a voting conflict due to an arms-length business transaction with Addition Financial. Based on the information provided, Cook confirmed this transaction presented no voting conflict.

The motion passed unanimously.

## **DISCUSSION**

### **DISC-1 Strategic Plan Implementation Overview**

Martins recognized President Cartwright to address the Board. Cartwright; Michael Johnson, Provost and Executive Vice President for Academic Affairs; Paige Borden, Chief Analytics Officer; and Mike Kilbride, Executive Chief of Staff presented a high-level overview of the implementation of the Strategic Plan (Plan), highlighting:

- Events for faculty and staff to learn about the vision, direction, and goals outlined in the Plan.
- Efforts since the end of July to share the Plan's vision with the community.
- An internal Strategic Planning Council, a joint committee of the Faculty Senate in partnership with administration, will help drive accountability toward the Plan's goals and metrics, and provides for faculty and staff input on the implementation of the Plan's objectives.
- The use of a scorecard that captures current progress and future goals in each of the metrics listed in the Plan.
- Annual goals will be presented to the Board in September along with preliminary progress from the previous fiscal year, with an update on metrics finalized later in the year to be presented to the Board in January.

The trustees had the following comments:

- Condello expressed his support of the use of a scorecard and will share feedback.
- Mills said it is important to be transparent in achieving initiatives and objectives in as much real time as possible.
- Martins emphasized that the Board's scorecard is macro- or overview-level and suggested a similar scorecard should be shared with Deans and units throughout the university. Cartwright said once finalized, his plan is to translate the scorecard for use by colleges and units.



- Seay asked if information provided on the MyFloridaFuture site – differential costs depending on career choice – was considered. Cartwright agreed the information from that site may impact student choice and the micro- or college-level goals, and that information needs to be incorporated at the college level.

## INFO-1      FY23 Board of Trustees Work Plan Summary

Martins said the FY23 Board of Trustees Work Plan Summary (FY23 Work Plan) was developed to align with the Strategic Plan, including its areas of focus, priorities and metrics. He said the FY23 Work Plan:

- Provides an overview of high-level themes, metrics, and actions for discussion at each Board meeting in this fiscal year.
- Focuses on high-level strategic projects related to our academic programs and strategic areas of focus, noting committees will have the opportunity to further develop their strategic discussions based on these themes.
- Supports the continued direction of hosting Board meetings on all UCF campuses and hearing from a broad range of stakeholders, including our students, faculty, academic leadership, community and corporate partners, with an even more innovative approach to creating immersive experiences for Trustees to interface with and learn more about campus life and our campus community.

Martins said Kilbride and Monteleone were available for any questions.

The trustees had the following comments:

- Altizer requested clarification that the FY23 Work Plan's metrics would be integrated at the committee level. Martins confirmed that the intention is that detailed discussions would take place at the committee level, with further discussion at the Board meetings.
- Seay asked that Committee Chairs still craft their committee meeting agendas, which Martins confirmed.
- Seay asked if student success metrics should be broader, noting the previous housing conversation. Martins said these are important committee discussions, with further discussion with the full Board.

## DISC-2      Knight Vision ERP Implementation Update

Martins recognized Gerald Hector, Senior Vice President for Administration and Finance, to introduce this item and today's presenters. Hector outlined the goals of the presentation and introduced presenters Maureen Binder, Chief Human Resources Officer; Cherie Herrin, Interim Associate Vice President and Deputy Chief Information Officer; Kathleen Winningham, Senior Director for kNEXT; and Joel Levenson, Assistant Vice President for Tax, Payables and Procurement.

The presentation highlighted guiding principles, timelines, key accomplishments, progress and next steps for the Knight Vision project and its three components: Workday ERP, Adaptive Budget Planning and Service Enhancement Transformation (SET).

Hector concluded the presentation commenting that work continues on culture, frustrations and consistent data, noting that peer institutions took six months to a year to reach stabilization. The trustees had the following comments:



# Board of Trustees

- Mills said that the presentation reflected incredible progress, and issues recognized in the transitions are helpful since teams can now work on solutions. He reiterated his thanks to the team and said the Board, and he, in his role as Chair of the Budget and Finance Committee, will continue to support efforts to move forward. Martins concurred with his statement.

## **ANNOUNCEMENTS**

Martins made several announcements regarding upcoming meetings.

## **ADJOURNMENT**

Martins adjourned the board meeting at 11:17 a.m.

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

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

Board of Trustees  
September 29, 2022

### AUD-1: University of Central Florida 2022 Florida Equity Report

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

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

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

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

**Submitted by:**

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

**Supporting Documentation:**

Attachment A: 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



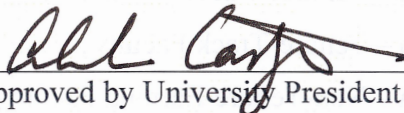


**Florida Equity Report**  
Enrollment, Sex Equity in Athletics, and Employment  
**Report Year: 2022**

*University of Central Florida*

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

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

 8/31/22  
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  
[oie@ucf.edu](mailto:oie@ucf.edu)  
Date Submitted to BOG:

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

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

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**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



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## **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.<sup>1</sup> 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**

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

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**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

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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

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- 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.

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**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

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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

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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

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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.



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**C. Budget Plan**

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

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## **Part II: Policies and Procedures in Support of Equity**

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

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

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

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

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

<sup>2</sup> 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.

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

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

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

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*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.



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

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

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

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

*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

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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
<b>Total Fall 2021</b>	438	1247	11	507	3331	14	3999	349	62	5746	4212	9958
<b>Category % of Total Fall 2021</b>	4.4%	12.5%	0.1%	5.1%	33.5%	0.1%	40.2%	3.5%	0.6%	57.7%	42.3%	100.0%
<b>Total Fall 2016</b>	185	1497	20	614	3181	27	5338	397	64	6463	4860	11323
<b>Category % of Total Fall 2016</b>	1.6%	13.2%	0.2%	5.4%	28.1%	0.2%	47.1%	3.5%	0.6%	57.1%	42.9%	100.0%
<b>Category % Change from 2016 to 2021</b>	2.8%	-0.7%	-0.1%	-0.3%	5.4%	-0.1%	-7.0%	0.0%	0.1%	0.6%	-0.6%	0.0%

*Source: Internal data (pulled FT FCS AA transfers for requested terms from SDCF\_DATA\_DIM, Student Instruction File)*

*Note: Category Percentage change (Row 7) is calculated using Fall 2021 Category percentage - Fall 2016 Category percentage. So, a positive number represents growth.*

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
<b>Fall 2020 Cohort</b>	104	586	5	630	2140	6	3681	388	77	4227	3390	7617
<b>Category % of Total</b>	1.4%	7.7%	0.1%	8.3%	28.1%	0.1%	48.3%	5.1%	1.0%	55.5%	44.5%	100.0%
<b>Enrolled Fall 2021</b>	86	532	5	603	1954	5	3392	350	69	3920	3076	6996
<b>Retention Rate</b>	82.7%	90.8%	100.0%	95.7%	91.3%	83.3%	92.1%	90.2%	89.6%	92.7%	90.7%	91.8%

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

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



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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
<b>2015-21 Cohort</b>	45	613	7	432	1442	8	3445	280	24	3383	2913	6296
<b>Category % of Total</b>	0.7%	9.7%	0.1%	6.9%	22.9%	0.1%	54.7%	4.4%	0.4%	53.7%	46.3%	100.0%
<b>Number of Graduates within 6 yrs from cohort</b>	28	439	4	345	1050	6	2621	198	22	2675	2038	4713
<b>Percent Graduated</b>	62.2%	71.6%	57.1%	79.9%	72.8%	75.0%	76.1%	70.7%	91.7%	79.1%	70.0%	74.9%
<b>Number Still Enrolled in 6th Year from cohort</b>	1	22	0	13	52	0	107	9	0	74	130	204
<b>Percent Retained</b>	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.

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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).

<b>Table 5. Bachelor's Degrees Awarded by Race</b>										
	<b>NRA</b>	<b>B</b>	<b>AI/AN</b>	<b>A</b>	<b>H</b>	<b>NH/OPI</b>	<b>W</b>	<b>≥ TWO</b>	<b>UNK</b>	<b>TOTAL</b>
<b>AY 2020-21</b>										
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%
<b>AY 2019-20</b>										
Male	138	517	10	421	1502	11	2912	228	48	5787
Female	141	1039	14	454	2371	18	4090	327	62	8516
Total	279	1556	24	875	3873	29	7002	555	110	14303
Category % of Total	2.0%	10.9%	0.2%	6.1%	27.1%	0.2%	49.0%	3.9%	0.8%	100.0%
<b>AY 2015-16</b>										
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%).

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**Table 6. Master's Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
<b>AY 2020-21</b>										
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%
<b>AY 2019-20</b>										
Male	126	97	1	70	169	2	531	26	15	1037
Female	78	214	2	87	329	2	774	35	16	1537
Total	204	311	3	157	498	4	1305	61	31	2574
Category % of Total	7.9%	12.1%	0.1%	6.1%	19.3%	0.2%	50.7%	2.4%	1.2%	100.0%
<b>AY 2015-16</b>										
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%).

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**Table 7. Doctoral Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2020-21</b>										
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%
<b>AY 2019-20</b>										
Male	108	5	0	7	9	0	57	2	2	190
Female	27	4	0	5	9	0	62	1	2	110
Total	135	9	0	12	18	0	119	3	4	300
Category % of Total	45.0%	3.0%	0.0%	4.0%	6.0%	0.0%	39.7%	1.0%	1.3%	100.0%
<b>AY 2015-16</b>										
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%.

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
<b>AY 2020-21</b>										
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%
<b>AY 2019-20</b>										
Male	1	0	0	16	10	0	50	2	1	80
Female	0	4	0	21	12	0	44	2	3	86
Total	1	4	0	37	22	0	94	4	4	166
Category % of Total	0.6%	2.4%	0.0%	22.3%	13.3%	0.0%	56.6%	2.4%	2.4%	100.0%
<b>AY 2015-16</b>										
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%

*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.*

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

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.

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

**A. Knights Major Exploration and Transition Center (KMETC)** – <https://academicsuccess.ucf.edu/kmetc> - The University of Central Florida is committed to providing caring, quality advising and related student support services for all UCF students in a culturally sensitive and diverse environment. UCF encourages the development of individual initiative, responsibility and self-discipline by students in the planning of their own educational programs. Academic advisors and coaches within the 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](mailto:oie@ucf.edu).

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

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



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

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

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

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

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

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



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**I. Office of Institutional Equity** - <http://www.oie.ucf.edu/> - UCF complies with both the philosophy and the practice of equal opportunity for all citizens in academic life and employment as specified in Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the 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](mailto:oie@ucf.edu).

**J. Department of Human Resources - Personnel** – <https://hr.ucf.edu/>- UCF Human Resources supports and upholds UCF's goals by fostering a positive and engaging work environment while identifying and responding to the changing needs of our diverse community. UCF Human Resources supports the university's nondiscrimination policies and procedures through strong recruitment efforts (including ensuring compliance with equal opportunity regulations and 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.

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

UCF is built on providing an inclusive learning and working environment. Since 1992, UCF’s former President established five goals for the university including to “become more inclusive and diverse.” Throughout the years, UCF has established practices and programs to recruit and support all students, including support directed to underrepresented students. The Division of Student Development and Enrollment Services’ 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.

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- 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

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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.

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## 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.

<b>Table 1. Sex Equity in Athletics Update</b>		
<b>Element</b>	<b>Assessment</b>	<b>Area for improvement? (check if yes, and describe on form below)</b>
1. Sports offerings	<b>Men's Sports:</b> Baseball, Basketball, Football, Golf, Soccer, Tennis <b>Women's Sports:</b> Softball, Basketball, Golf, Cross Country, Indoor Track, Outdoor Track, Rowing, Soccer, Tennis, Volleyball	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	<b>Participation Rates:</b> 47% male, 53% female; <b>Undergraduate Enrollment:</b> 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	

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	was scheduled to take place. Also, during the Fall of 2021, Softball was 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.	

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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	

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	Fall 2021 to coincide with similar institutions.	
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



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## PART V: EMPLOYMENT REPRESENTATION

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

**Table 1. Category Representation – Tenured Faculty**

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 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 Black faculty members in 2021 (4.1%) was less than the percentage in 2016 (4.7%). Moreover,

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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.

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<b>Table 3. Category Representation – Non-Tenure-Earning Faculty <i>or</i> Faculty at Non-Tenure Granting Universities</b>												
<b>INDICATOR</b>	<b>NRA</b>	<b>B</b>	<b>AI/AN</b>	<b>A</b>	<b>H</b>	<b>NH/OPI</b>	<b>W</b>	<b>≥ TWO*</b>	<b>NOT REPORTED</b>	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
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.

<b>Table 4. Category Representation – Executive/Administrative/Managerial</b>												
<b>INDICATOR</b>	<b>NRA</b>	<b>B</b>	<b>AI/AN</b>	<b>A</b>	<b>H</b>	<b>NH/OPI</b>	<b>W</b>	<b>≥ TWO*</b>	<b>NOT REPORTED</b>	<b>FEMALE</b>	<b>MALE</b>	<b>TOTAL</b>
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.*

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**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

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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.

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## 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. 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</p>



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	representation with 63.7% of Master's Degrees being awarded to female students as compared to 59.7% in the prior year.
<b>Areas of Improvement Pertaining to Gender Equity in Athletics (2020-21)</b>	<b>Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (2019-20)</b>
<i>Goal for 2021-22:</i> Maintain gender equity related to scholarship and allocation of resources, and achieve equity related to participation.	<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>
<b>Areas for Improvement Pertaining to Employment Identified (2020-21)</b>	<b>Achievement Report for Areas of Improvement Pertaining to Employment (2019-20)</b>
<i>Goals for 2021-22:</i> For tenured faculty, increase the number of tenured faculty that identify as female, Black, Hispanic, and/or Native Hawaiian/Other Pacific Islander. For tenure-track faculty, increase the number of tenure-track faculty that identify as female, as well as increase the overall diversity percentage for this group (including increasing the number of tenure-track faculty who identify as American Indian/Alaska Native). 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><i>Goals for 2020-21:</i> For tenured faculty, increase the number of tenured faculty that identify as female, Black, Hispanic, and/or Native Hawaiian/Other Pacific Islander. For tenure-track faculty, increase the number of tenure-track faculty that identify as female, as well as increase the overall diversity percentage for this group (including increasing the number of tenure-track faculty who identify as American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and/or Two or more races). For non-tenure-earning faculty, increase the overall diversity percentage for this group (including increasing the number of non-tenure-earning faculty who identify as American Indian/Alaska Native, Asian, and/or Native Hawaiian/Other Pacific Islander). For executive/administrative/managerial positions, increase the overall diversity percentage for this group (including increasing the number of managers that identify as female, Black, Asian, American Indian/Alaska Native and/or Native Hawaiian/Other Pacific Islander).</p> <p><i>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>

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

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

**Table 1. Protected-Class Representation in the Tenure Process, 2020-21**

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
<b>MALES</b>					
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
<b>Total Male (Include Other, Not Reported)</b>	<b>27</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>25</b>
<b>FEMALES</b>					
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
<b>Total Female (Number and Percent) (Include Other, Not Reported)</b>	<b>21</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>20</b>
	<b>43.8%</b>	<b>0.0%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>44.4%</b>
<b>GRAND TOTAL</b>	<b>48</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>45</b>

**LEGEND:**

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

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

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

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



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In the 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.

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## PART VIII: PROMOTION & TENURE COMMITTEE COMPOSITION

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

**Table 1: Promotion and Tenure Committee Composition, AY 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

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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

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Faculty members elect committee representatives from among the tenured faculty to serve on departmental and college committees, as well as the university committee. For 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.

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## **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

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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



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## EQUITY, DIVERSITY AND INCLUSION FRAMEWORK

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

## SDES DIVERSITY HISTORY

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

# INTRODUCTION

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

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

# EXECUTIVE SUMMARY

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## 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.

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# 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:	TOTAL ATTENDANCE:
6	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](http://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](https://vimeo.com/464375003/bc4dd0b543)
- Dr. Maribeth Ehasz [youtu.be/cFf3c8eRAn4](https://youtu.be/cFf3c8eRAn4) in celebrating the first-generation experience at UCF
- [www.sdes.ucf.edu/news/first-generation-awareness-weeks-begins](http://www.sdes.ucf.edu/news/first-generation-awareness-weeks-begins)
- [trio.sdes.ucf.edu](http://trio.sdes.ucf.edu)
- [www.ucf.edu/pegasus/ripple-effect](http://www.ucf.edu/pegasus/ripple-effect)
- [www.ucffoundation.org/givetofirstgen](http://www.ucffoundation.org/givetofirstgen)
- [mass.sdes.ucf.edu/wp-content/uploads/sites/14/2018/01/Spring-2018-FIRST-GEN-KAN-scholarship-PDF.pdf](http://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](http://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/](http://www.clickorlando.com/news/2019/03/07/ucf-joins-national-initiative-to-help-transition-students-from-college-to-workforce/)
- [twitter.com/UCF/status/928308385858097152](https://twitter.com/UCF/status/928308385858097152)

- [www.edexcelencia.org/programs-initiatives/growing-what-works-database/ucf-mcnair-scholars-program](http://www.edexcelencia.org/programs-initiatives/growing-what-works-database/ucf-mcnair-scholars-program)
- [knightconnect.campuslabs.com/engage/organization/fgaknights](http://knightconnect.campuslabs.com/engage/organization/fgaknights)
- [knightnews.com/2018/12/ucf-invests-record-40-million-in-student-financial-aid-package/](http://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](http://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](http://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](http://www.bizjournals.com/orlando/news/2016/03/21/ucf-recognized-as-a-diversity-champion.html)
- [finaid.ucf.edu/types-of-aid/first-gen](http://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 assimilate 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

destress and promote stress management.

**Impact made:** Provided activities to students to help them destress 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

**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

## WHAT IS SOCIAL JUSTICE?

May 11, 2021

**Number in attendance:** 90

**Target Population:** Returning student staff

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

## ACTIVITY AND SERVICE FEE BUSINESS OFFICE (A&SF)

Student Union  
Room 215 | Zip +4: 3230  
407.823.5548  
[asf.sdes.ucf.edu](http://asf.sdes.ucf.edu)

## BUDGET AND PERSONNEL SUPPORT, SDES

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

## CAREER SERVICES (CS)

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

## COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Counseling Center  
Room 101 | Zip +4: 3170  
Tel: 407.823.2811  
Fax: 407.823.5415  
[caps.sdes.ucf.edu](http://caps.sdes.ucf.edu)

## CREATIVE SCHOOL FOR CHILDREN (CSC)

Creative School for Children  
Room 102 | Zip +4: 3546  
407.823.2727  
[csc.sdes.ucf.edu](http://csc.sdes.ucf.edu)

## FIRST YEAR EXPERIENCE (FYE)

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

## FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

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

## FRATERNITY AND SORORITY LIFE

Fraternity and Sorority Life, Building 415  
Room 101 | Zip +4: 0157  
Tel: 407.832.2072  
Fax: 407.823.2929  
[fsl.sdes.ucf.edu](http://fsl.sdes.ucf.edu)

## HOUSING AND RESIDENCE LIFE (H&RL)

Housing Administration Building  
Room 123 | Zip +4: 3222  
Tel: 407.823.4663  
Fax: 407.823.3831  
[www.housing.ucf.edu](http://www.housing.ucf.edu)

## INCLUSIVE EDUCATION SERVICES (IES)

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

## LEAD SCHOLARS ACADEMY

Ferrell Commons  
Room 165 | Zip +4: 0126  
Tel: 407.823.2223  
Fax: 407.823.3942  
[lsa.sdes.ucf.edu](http://lsa.sdes.ucf.edu)

## MULTICULTURAL ACADEMIC AND SUPPORT SERVICES (MASS)

Student Union  
Room 207 | Zip +4: 0135  
Tel: 407.823.2716  
Fax: 407.823.5616  
[mass.sdes.ucf.edu](http://mass.sdes.ucf.edu)

## NEIGHBORHOOD RELATIONS

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

## OFFICE OF STUDENT INVOLVEMENT (OSI)

Student Union  
Room 208 | Zip +4: 3245  
Tel: 407.823.6471  
Fax: 407.823.5899  
[osi.ucf.edu](http://osi.ucf.edu)

## OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES (OSRR)

Ferrell Commons  
Room 227 | Zip +4: 3655  
Tel: 407.823.4683, 407.823.6960  
Fax: 407.823.4544  
[osrr.sdes.ucf.edu](http://osrr.sdes.ucf.edu)

## RECREATION AND WELLNESS CENTER (RWC)

RWC, Room 204 | Zip +4: 3548  
Tel: 407.823.2408  
Fax Number: 407.823.5446  
[rwc.sdes.ucf.edu](http://rwc.sdes.ucf.edu)

## SOCIAL JUSTICE AND ADVOCACY (SJA)

Student Union  
Room 207 | Zip +4: 3230  
Tel: 407.823.3626  
Fax: 407.823.0033  
[sja.sdes.ucf.edu](http://sja.sdes.ucf.edu)

## STUDENT ACCESSIBILITY SERVICES (SAS)

Ferrell Commons  
Room 185 | Zip +4: 0161  
Tel: 407.823.2371  
Fax: 407.823.2372  
[sas.sdes.ucf.edu](http://sas.sdes.ucf.edu)

## STUDENT CONDUCT AND ACADEMIC INTEGRITY (SCAI)

Ferrell Commons  
Room 227 | Zip +4: 3655  
Tel: 407.823.4638  
Fax: 407.823.4544  
[scai.sdes.ucf.edu](http://scai.sdes.ucf.edu)

## STUDENT FINANCIAL ASSISTANCE (SFA)

Millican Hall  
Room 120 | Zip +4: 0113  
Tel: 407.823.2827  
Fax: 407.823.5241  
[ucf.edu/financial-aid](http://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](http://sls.sdes.ucf.edu)

## STUDENT OUTREACH SERVICES (SOS)

Orlando Tech Center, Bldg. 600  
Room 215 | Zip +4: 3620  
Tel: 407.823.5580  
Fax: 407.823.6216  
[sos.sdes.ucf.edu](http://sos.sdes.ucf.edu)

## STUDENT UNION (SU)

Student Union  
Room 312 | Zip +4: 3250  
Tel: 407.823.3677  
Fax: 407.823.6483  
[studentunion.ucf.edu](http://studentunion.ucf.edu)

## **TRIO PROGRAM: PRIME STEM PROGRAM**

Howard Phillips Hall  
Room 208 | Zip +4: 1920  
Tel: 407.823.4165  
Fax: 407.823.5597  
[trio.sdes.ucf.edu](http://trio.sdes.ucf.edu)

## **UNDERGRADUATE ADMISSIONS (UA)**

Duke Energy University Welcome Center  
Room 215 | Zip +4: 0111  
407.823.3000  
[ucf.edu/admissions](http://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](http://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](mailto:oie@ucf.edu)  
[oie.ucf.edu](http://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.



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**Alexander N. Cartwright, Ph.D.**  
President

*February 8, 2022*

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**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>

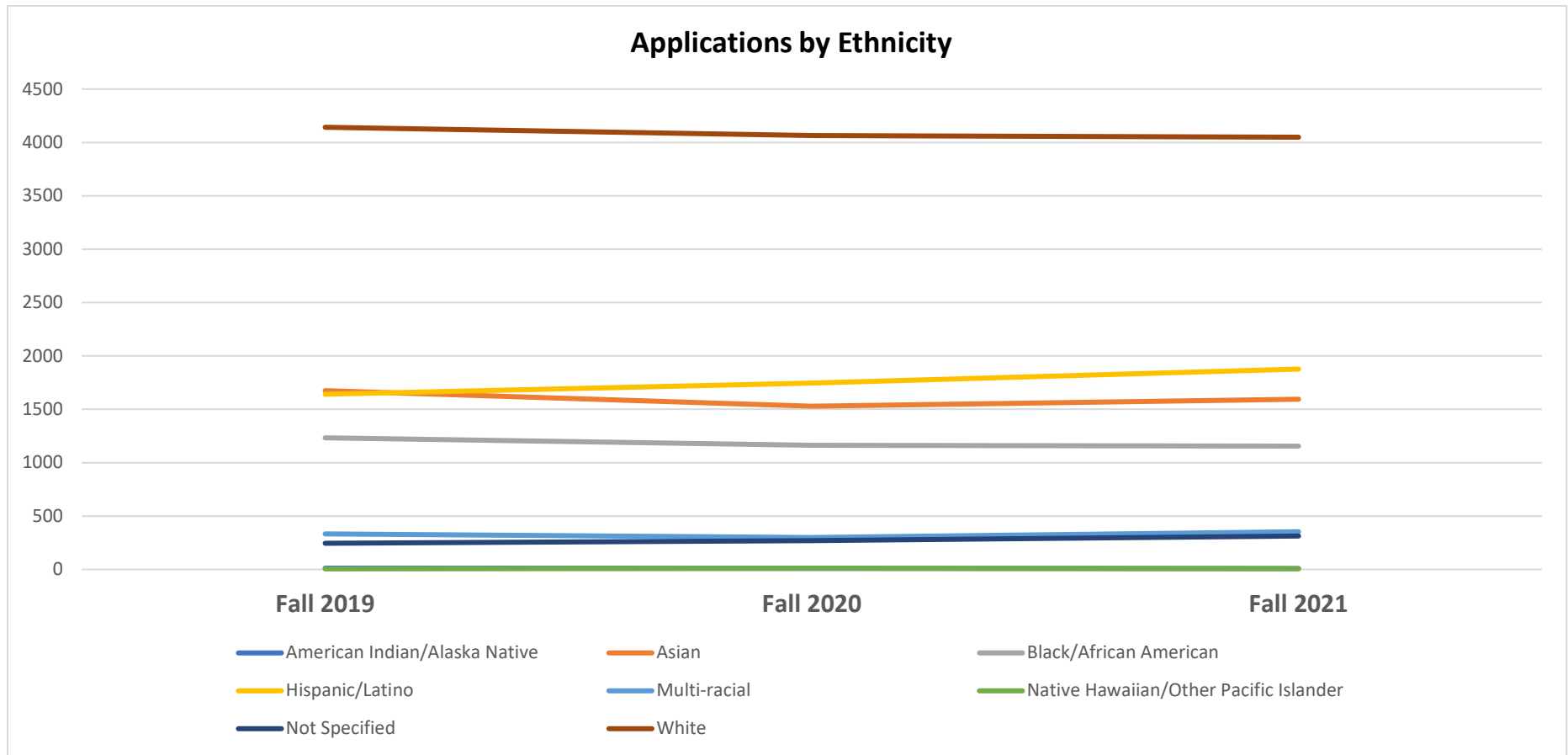
- <https://mass.sdes.ucf.edu/wp-content/uploads/sites/14/2018/01/Spring-2018-FIRST-GEN-KAN-scholarship-PDF.pdf>
- <https://www.helios.org/blog/student-perspective-first-generation-ucf-student-daniela-garcia>
- <https://www.clickorlando.com/news/2019/03/07/ucf-joins-national-initiative-to-help-transition-students-from-college-to-workforce/>
- <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

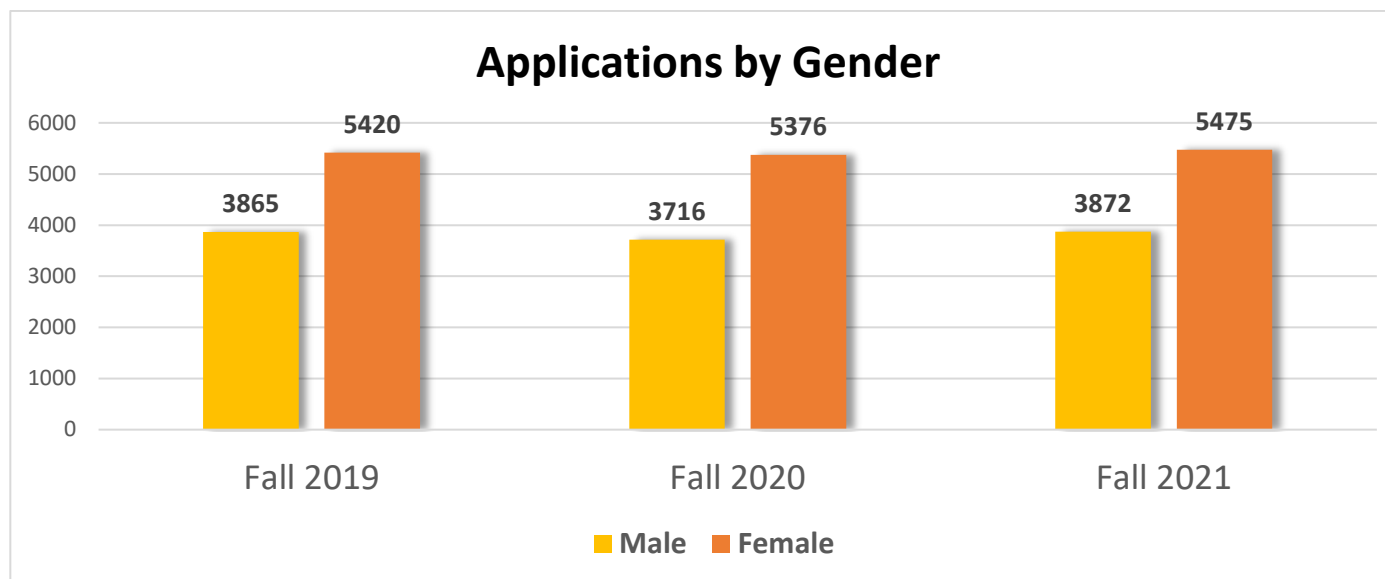
Fall 2021	New Enrollment
 American Indian/Alaska Native	5
 Asian	330
 Black/African American	364
 Hispanic/Latino	719
 Multi-racial	138
 Native Hawaiian/Other Pacific Islander	4
 Not Specified	52
 White	1,442

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 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
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.





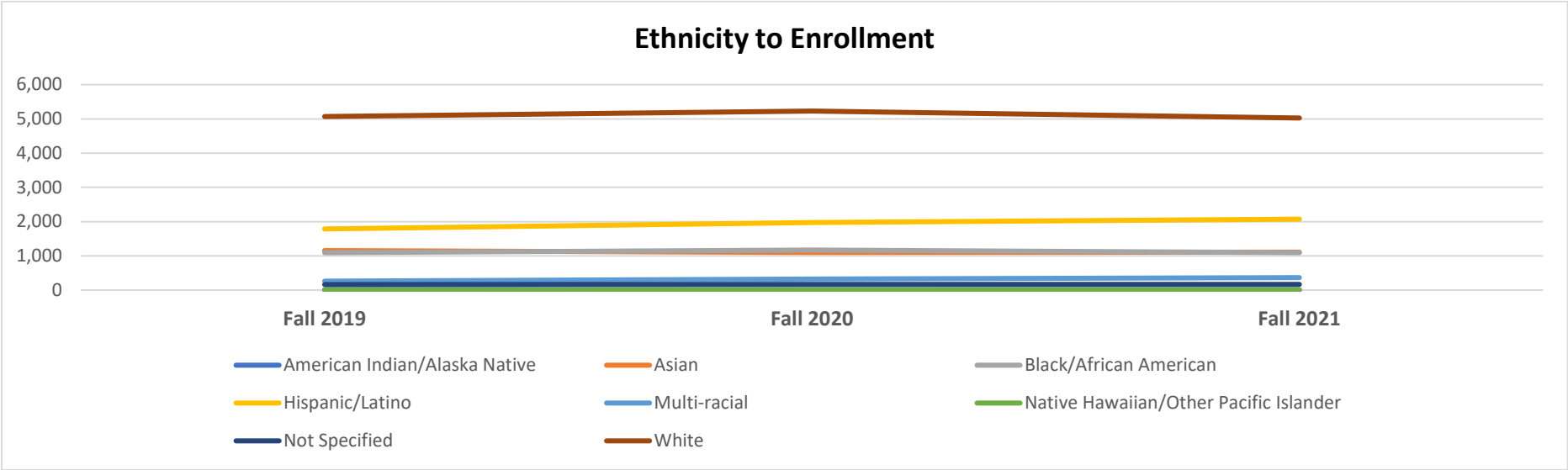
Female Applications to College of Interest Fall 2020

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%

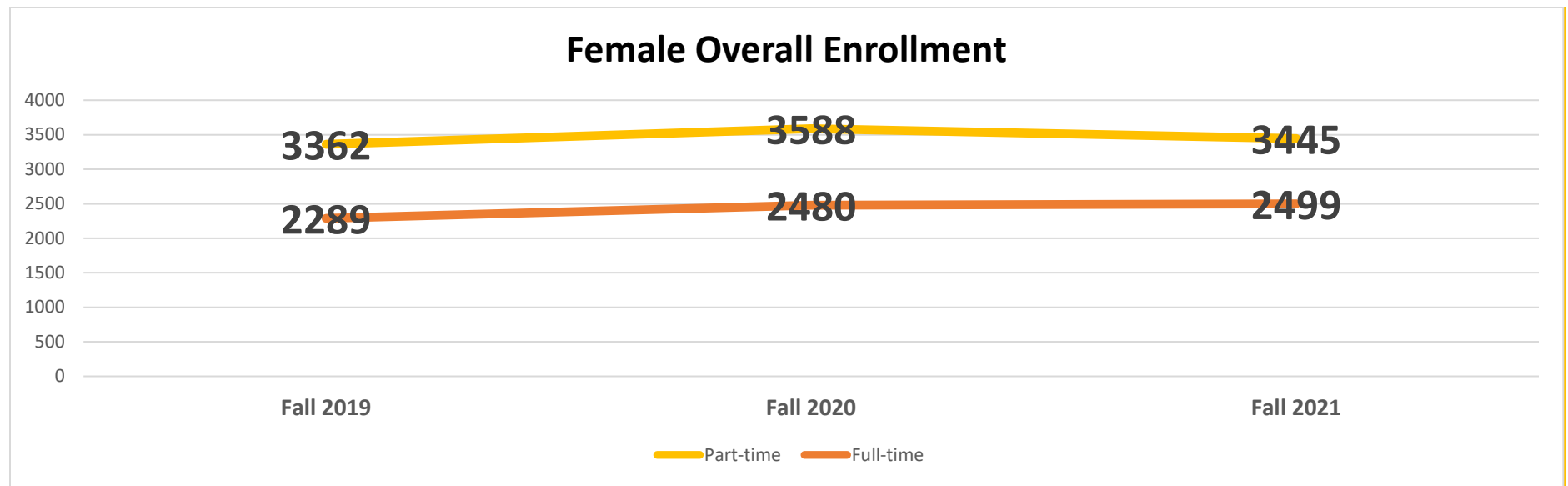
The data here show that overall enrollment in graduate education among our URM students has remained steady and the numbers have increased within certain student categories highlighted by the growth in numbers of Hispanic/Latino graduate students. For the first time, we have seen our enrollment among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

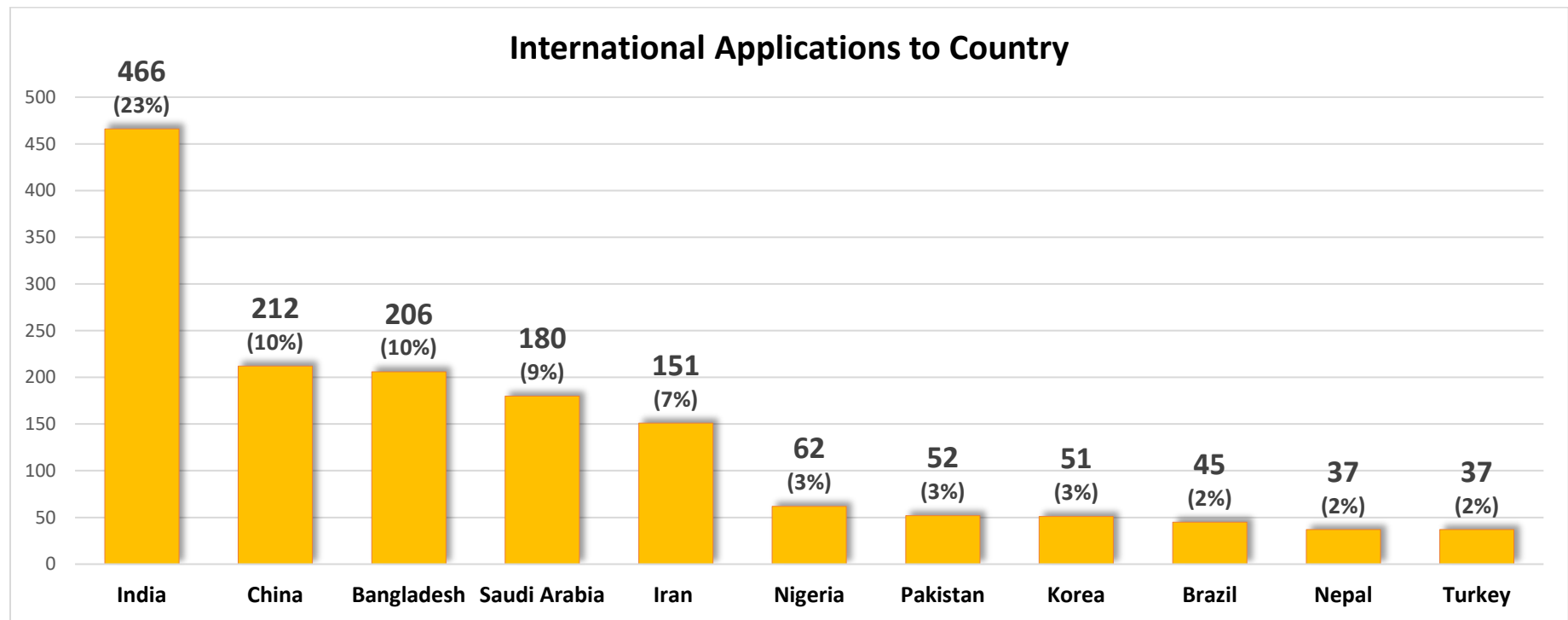
The following represent the top 10 programs for international applications.

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%
<b>Total</b>	<b>1,375</b>	<b>100%</b>	<b>924</b>	<b>100%</b>	<b>1,004</b>	<b>100%</b>



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 7<sup>th</sup> most amount across the country. This was a great success since it was our first year.

#### Diverse Academic Opportunities Program

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

<b>Year</b>	<b>Applicants</b>	<b>Attendees</b>	<b>Applied</b>	<b>Admits</b>	<b>Enrolled</b>
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			
<b>Total</b>	<b>322</b>	<b>115</b>	<b>39</b>	<b>14</b>	<b>10</b>

#### 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](mailto: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 >](#)

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## 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 >](#)

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## "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](mailto:diverse@ucf.edu).

## REGISTRATION INSTRUCTIONS

- **Faculty, A&P, USPS, OPS:** Register online at [my.UCF.edu](https://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://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

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# A MESSAGE FROM THE VICE PROVOST

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A great university is built by great faculty.  
And an important part of that is **Inclusive Excellence.**

It's in our core mission at UCF, and we want our campus to be a space of belonging for everyone. In order to accomplish that goal, we have compiled resources and information for understanding the most promising practices for effective faculty recruitment.

Together we are creating an equitable and **inclusive** working and learning environment to recruit and retain the best and most diverse faculty. Ensuring our faculty is representative of the student body and communities we serve is only the beginning. We encourage all departments and search committees to use this document to engage in ongoing conversation about how to prepare our academic units to be spaces that welcome and celebrate difference. This is essential to our success as a university.

In this document you will find **equity-minded** frameworks, guidelines, and practical suggestions for more inclusive faculty recruitment.



CHARGE ON,

**Dr. Jana L. Jasinski**

Vice Provost for Faculty Excellence  
Pegasus Professor of Sociology

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*This document was created by the Inclusive Excellence Faculty Fellow, Jennifer Sandoval. Special thanks to the members of the FE Committee on Inclusion 2019-2020 for their review and contributions to this document: Reshawna Chapple, Latarsha Chisholm, Jonathan Cox, Lindsay Neuberger, John Raible.*

<b>04</b>	A Focus on Equitable and Inclusive Hiring	<b>16</b>	Applicant Evaluation Rubric
<b>05</b>	Ways to Reduce Implicit Bias	<b>19</b>	Faculty Hiring Process Map
<b>06</b>	Inclusive Faculty Hiring Barriers	<b>20</b>	The Institutional Model for Increasing Faculty Diversity
<b>08</b>	Writing and Posting Your Job Description	<b>21</b>	Offices and Resources at UCF
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<b>15</b>	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](https://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

<b>SUBJECT:</b>  Title IX Grievance Policy	<b>Effective Date</b> 10/13/2021	<b>Policy Number</b> 2-012.1	
	<b>Supersedes</b> 2-012	<b>Page</b> 1	<b>Of</b> 28
	<b>Responsible Authority</b> Director, Institutional Equity		

DATE OF INITIAL ADOPTION AND EFFECTIVE DATE 8/14/2020

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## **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](mailto: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](mailto: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>

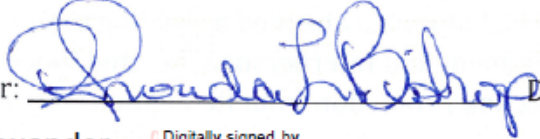
The Golden Rule Student Handbook (including the Rules of Conduct)

<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

<b>POLICY APPROVAL</b> <b>(For use by the Office of the President)</b>	
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>Digitally signed by Alexander Cartwright Date: 2021.10.13 10:10:49 -04'00'</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**

<b>SUBJECT:</b> Prohibition of Discrimination, Harassment and Related Interpersonal Violence	<b>Effective Date:</b> 10/14/2020	<b>Policy Number</b> 2-004.2	
	<b>Supersedes:</b> 2-004.1	<b>Page</b> 1	<b>Of</b> 30
	<b>Responsible Authority:</b> Director, Institutional Equity		

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## **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](http://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.<sup>1</sup> 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](mailto: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](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](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](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](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](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**

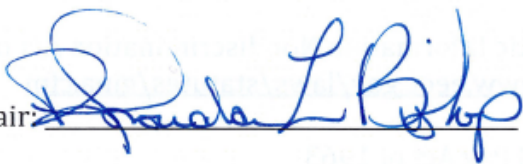

The Title IX coordinator is charged with monitoring the university's compliance with Title

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](mailto: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](mailto:clery@ed.gov)); the United States Department of Education, Office for Civil Rights (at [OCR@ed.gov](mailto:OCR@ed.gov) or 800-421-3481); the Equal Employment Opportunity Commission (at [info@eeoc.gov](mailto: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

<b>POLICY APPROVAL</b> <b>(For use by the Office of the President)</b>	
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  
October 20, 2022

### **BUD-1: 2022-23 Carryforward Spending Plan**

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☐ Information

☐ Discussion

☒ Action

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

#### **Purpose and Issues to be Considered:**

Provide approval of the University's 2022-2023 E&G carryforward spending plan. This plan totals \$161.8 million. Proposed use details are included in Attachment C.

Due to Hurricane Ian, UCF submitted the 2022-23 Carryforward Spending Plan ahead of the October 1, 2022 deadline, pending Board of Trustees approval.

#### **Background Information:**

The Board of Governors submission requirements memo states the University's 2022-23 E&G carryforward spending plan to be submitted on, or before, October 1, 2022 (Attachment A). Board of Governors regulation 9.007, State University Operating Budgets, (Attachment B) requires each board of trustees to adopt an operating budget, including an E&G Carryforward Spending Plan, for the general operation of the university on or before September 30 in a format prescribed by the Board of Governors.

The university board of trustees-ratified operating budget and E&G Carryforward Spending Plan must be presented to the Board of Governors by October 1.

The Board of Governors also requires the universities to obtain written certification of the E&G Carryforward expenditure plan, along with the university operating budget and university fixed capital outlay budget, by the President, Chief Financial Officer, and Board of Trustees Chair (Attachment D). The operating budget (BUDC-2) and the university fixed capital outlay budget (BUDC-3) are also agenda items for this committee meeting.

#### **Recommended Action:**

1. Recommend to the Board of Trustees approval of the use of \$161.8 million in carryforward funds as described in Attachment C.
2. Recommend to the Board of Trustees certification of the fixed capital outlay, operating, and carryforward budget information to be provided to the Board of Governors (Attachment D).

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

1. Not approve the E&G carryforward spending plan for 2022-23.
2. Recommend alternatives for spending E&G carryforward funds for 2022-23.

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

Approximately \$195.3 million in E&G carryforward funds will be used for these initiatives.

**Authority for Board of Trustees Action:**

Senate Bill 190 and Board of Governors regulation 9.007 require universities to obtain approval of annual E&G carryforward expenditure plans by their Board of Trustees and the Board of Governors.

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

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

**Submitted by:**

Gerald Hector, Senior Vice President for Administration and Finance

**Supporting Documentation:**

Attachment A: Board of Governors Submission Requirements Memo

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

Attachment C: 2022-23 University Carryforward Spending Plan

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

**Facilitators/Presenters:**

Misty Shepherd, Senior Associate Vice President for Financial Affairs





## MEMORANDUM

**DATE:** June 16, 2022

**TO:** Institutional Data Administrators

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

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

**SUBJECT:** Submission Requirements for the 2022-2023 E&G Carryforward Spending Plan, Fixed Capital Outlay Budget, and Related Certification

**DUE DATE:** **October 1, 2022**

Pursuant to section 1011.45(2) Florida Statute, each university that retains a state operating fund carryforward balance in excess of the 7 percent minimum shall submit a Carryforward Spending Plan to the Board of Governors. The Carryforward Spending Plan must have been approved by the universities' board of trustees on or before September 30, 2020. In addition, Board of Governors Regulation 14.003 requires each university to prepare and submit an annual Fixed Capital Outlay (FCO) budget approved by the university board of trustees. Guidelines for these submissions are provided in Board Regulations 9.007 and 14.003.

The dates are as follows:

- University E&G Carryforward Spending Plans (Regulation 9.007) – due date **October 1, 2022**
  - Submission via SUS Data Request System (templates provided and available via the SUS Data Request System)
- University Fixed Capital Outlay Budget (Regulation 14.003) – due date **October 1, 2022**
  - Submission via the SUS Data Request System (templates provided and available via the SUS Data Request System)
- Certification Document for University Operating, Carryforward Spending Plan and Fixed Capital Outlay budgets – due date **October 1, 2022**
  - Certification template provided by Board of Governors' Office of Finance and Administration and available via the SUS Data Request System
  - This certification may be used to comply with section 1011.45 Florida Statute which requires the CFO to certify unexpended funds by September 30

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

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

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

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

Thank you.

cc:  
CAFA  
SUS Budget Directors  
Facilities Planners  
CAVP  
University Trustee Liaisons

### 9.007 State University Operating Budgets and Requests

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

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

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

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

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

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

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

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

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

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

- (4) The operating budgets of each university shall represent the following:
- (a) The university's plan for utilizing the resources available through direct or continuing appropriations by the Legislature, allocation amendments, or from local sources including student tuition and fees. The provisions of



- the General Appropriations Act and the State University System Allocation Summary and Workpapers publication will be taken into consideration in the development and preparation of the E&G data.
- (b) Actual prior-year revenues, expenditures (including E&G carryforward amounts expended), and positions, as well as current-year estimated revenues, expenditures, and positions. University E&G carryforward funds shall be budgeted in the E&G Carryforward Spending Plan.
  - (c) Assurance that the universities are in compliance with general legislative intent for expenditure of the appropriated state funds and with the Board of Governors' regulations, guidelines and priorities for all funding sources

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

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

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

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

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

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

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

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

# Attachment C

**University of Central Florida**  
Education and General  
Carryforward Spending Plan Summary  
Approved by University Board of Trustees  
Balances and Spending Plans as of July 1, 2022

Grand Total :				
	University E&G	FCSWUA	UCF College of Medicine	University Summary
A. Beginning E&G Carryforward Balance - July 1, 2022 :				
Cash	\$ 236,767,405	\$ 13,400,227	\$ 14,112,564	\$ 264,280,196
Investments	\$ -	\$ -	\$ -	\$ -
Accounts Receivable	\$ 29,785,634	\$ 730,493	\$ 901,877	\$ 31,418,004
Less: Accounts Payable	\$ 10,241,786	\$ -	\$ 765,001	\$ 11,006,787
Less: Deferred Student Tuition & Fees	\$ 33,158,157	\$ -	\$ 937,502	\$ 34,095,659
B. Beginning E&G Carryforward Balance (Net of Payables/Receivables/Deferred Fees) :	\$ 223,153,096	\$ 14,130,720	\$ 13,311,938	\$ 250,595,754
C. Fiscal Year 2021-2022 E&G Carryforward Encumbrances Brought Forward	\$ 34,635,110	\$ 131,800	\$ 1,681,374	\$ 36,448,284
D. 7% Statutory Reserve Requirement (1011.45(1) F.S.):	\$ 48,250,313	\$ 628,920	\$ 3,511,313	\$ 52,390,546
E. E&G Carryforward Balance Less 7% Statutory Reserve Requirement ( Amount Requiring Approved Spending Plan ) :	\$ 140,267,673	\$ 13,370,000	\$ 8,119,251	\$ 161,756,924
F. Annual Contribution to Reserves for New FCO Projects (per s. 1001.706(12) F.S. and Board Reg 14.002) (Should agree with the "Total Facilities Reserves as of July 1, 2022" on the "Details - FCO Reserves" tab)				
	\$ -	\$ -	\$ -	\$ -
G. *Restricted / Contractual Obligations				
Restricted by Appropriations	\$ 2,171,340	\$ 12,639,507	\$ -	\$ 14,810,847
University Board of Trustees Reserve Requirement	\$ -	\$ -	\$ -	\$ -
Restricted by Contractual Obligations :				
Compliance, Audit, and Security				
Compliance Program Enhancements	\$ 16,105	\$ -	\$ -	\$ 16,105
Audit Program Enhancements	\$ -	\$ -	\$ -	\$ -
Campus Security and Safety Enhancements	\$ -	\$ -	\$ -	\$ -
Academic and Student Affairs				
Student Services, Enrollment, and Retention Efforts	\$ 1,434,743	\$ -	\$ -	\$ 1,434,743
Student Financial Aid	\$ 6,040,000	\$ 730,493	\$ -	\$ 6,770,493
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 8,218,637	\$ -	\$ -	\$ 8,218,637
Faculty Research and Public Service Support and Start-Up Funding	\$ 30,141,525	\$ -	\$ 7,850,456	\$ 37,991,981
Library Resources	\$ 20,000	\$ -	\$ -	\$ 20,000
Facilities, Infrastructure, and Information Technology				
Utilities	\$ -	\$ -	\$ -	\$ -
Information Technology (ERP, Equipment, etc.)	\$ 12,921,425	\$ -	\$ -	\$ 12,921,425
Minor Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 3,155,356	\$ -	\$ -	\$ 3,155,356
Major Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 7,158,869	\$ -	\$ -	\$ 7,158,869
Other UBOT Approved Operating Requirements				
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 8,322,927	\$ -	\$ 219,360	\$ 8,542,287
Contingencies for a State of Emergency Declared by the Governor ( Section 1011.45(3)(g) )	\$ -			\$ -
Operating Restricted : (Should agree with restricted column totals on "Details-Operating" tab)	\$ 69,286,702	\$ 13,370,000	\$ 8,069,816	\$ 90,726,518
FCO Restricted : (Should agree with restricted column totals on "Details-Fixed Capital Outlay" tab)	\$ 10,314,225	\$ -	\$ -	\$ 10,314,225
Grand Total Restricted / Contractual Funds :	\$ 79,600,927	\$ 13,370,000	\$ 8,069,816	\$ 101,040,743
H. *Commitments				
Compliance, Audit, and Security				
Compliance Program Enhancements	\$ -	\$ -	\$ -	\$ -
Audit Program Enhancements	\$ -	\$ -	\$ -	\$ -
Campus Security and Safety Enhancements	\$ 85,000	\$ -	\$ -	\$ 85,000
Academic and Student Affairs				
Student Services, Enrollment, and Retention Efforts	\$ 201,394	\$ -	\$ -	\$ 201,394
Student Financial Aid	\$ 301,075	\$ -	\$ -	\$ 301,075
Faculty/Staff, Instructional and Advising Support and Start-up Funding	\$ 11,891,168	\$ -	\$ -	\$ 11,891,168
Faculty Research and Public Service Support and Start-Up Funding	\$ 9,208,294	\$ -	\$ -	\$ 9,208,294
Library Resources	\$ -	\$ -	\$ -	\$ -
Facilities, Infrastructure, and Information Technology				
Utilities	\$ -	\$ -	\$ -	\$ -
Information Technology (ERP, Equipment, etc.)	\$ 6,567	\$ -	\$ -	\$ 6,567
Minor Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 11,662,660	\$ -	\$ -	\$ 11,662,660
Major Carryforward Fixed Capital Outlay Projects ( Board of Governors Regulation 14.003(2) )	\$ 16,494,694	\$ -	\$ -	\$ 16,494,694
Other UBOT Approved Operating Requirements				
Other Operating Requirements (University Board of Trustees-Approved That Support the University Mission)	\$ 10,815,894	\$ -	\$ 49,435	\$ 10,865,329
Contingencies for a State of Emergency Declared by the Governor ( Section 1011.45(3)(g) )	\$ -			\$ -
Operating Commitments : (Should agree with committed column total on "Details-Operating" tab)	\$ 32,509,392	\$ -	\$ 49,435	\$ 32,558,827
FCO Commitments : (Should agree with committed column total on "Details-Fixed Capital Outlay" tab)	\$ 28,157,354	\$ -	\$ -	\$ 28,157,354
Grand Total Commitments :	\$ 60,666,746	\$ -	\$ 49,435	\$ 60,716,181
I. Available E&G Carryforward Balance as of July 1, 2022:				
	\$ -	\$ -	\$ -	\$ -

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

**Notes :**

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

University of Central Florida  
2022-2023 University E&G Carryforward Spending Plans - Supplemental Details (Operating Plans)  
Pursuant to 1011.45, Florida Statutes  
July 1, 2022

Line Item #	Carryforward Spending Plan Category	Specific Expenditure/Project Title	Total Amount to be Funded from Current Year E&G Carryforward Balance	Budget			Project Timeline			Comments/Explanations
				RESTRICTED Restricted Balance as of July 1, 2022	COMMITTED Committed Balance as of July 1, 2022	E&G Carryforward Amount Budgeted for Expenditure During FY23	Total # Years of Expenditure per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)	
1	Campus Security and Safety Enhancements	Facilities Renovations	85,000		85,000	85,000	1	1	2023	
2	Compliance Program Enhancements	Equipment Purchases	5,468	5,468		5,468	2	2	2023	
3	Compliance Program Enhancements	Legal Fees	10,638	10,638		10,638	2	2	2023	
4	Faculty Research and Public Service Support and Start-Up Funding	Academic and Student Support	756,443	688,490	67,953	756,443	1	1	2023	
5	Faculty Research and Public Service Support and Start-Up Funding	Equipment Purchases	200,000		200,000	200,000	1	1	2023	
6	Faculty Research and Public Service Support and Start-Up Funding	Equipment Purchases - Research Equipment	149,691	15,000	134,691	149,691	1	1	2023	
7	Faculty Research and Public Service Support and Start-Up Funding	Equipment Purchases - Technology	8,540,678	8,540,678		8,540,678	1	1	2023	
8	Faculty Research and Public Service Support and Start-Up Funding	Facilities Renovations	72,506		72,506	72,506	1	1	2023	
9	Faculty Research and Public Service Support and Start-Up Funding	Facilities Renovations	5,728	5,728		5,728	2	2	2023	
10	Faculty Research and Public Service Support and Start-Up Funding	Faculty Awards	250,000	200,000	50,000	250,000	1	1	2023	
11	Faculty Research and Public Service Support and Start-Up Funding	Faculty Awards	150,000		150,000	100,000	2	1	2024	
12	Faculty Research and Public Service Support and Start-Up Funding	Faculty Awards	492,829		492,829	100,000	3	1	2025	
13	Faculty Research and Public Service Support and Start-Up Funding	Faculty Professional Development	50,500	15,500	35,000	50,500	1	1	2023	
14	Faculty Research and Public Service Support and Start-Up Funding	Faculty Search/Relocation Expenditures	54,760	12,960	41,800	54,760	1	1	2023	
15	Faculty Research and Public Service Support and Start-Up Funding	Faculty Search/Relocation Expenditures	2,042,500		2,042,500		2	1	2024	
16	Faculty Research and Public Service Support and Start-Up Funding	Faculty Start-Up / Seed Funding	26,097,856	23,554,168	2,543,688	26,097,856	1	1	2023	
17	Faculty Research and Public Service Support and Start-Up Funding	Faculty Start-Up / Seed Funding	1,829,523	248,146	1,581,377	180,690	2	1	2024	
18	Faculty Research and Public Service Support and Start-Up Funding	Faculty Start-Up / Seed Funding	2,981,184	2,981,184		2,981,184	2	2	2023	
19	Faculty Research and Public Service Support and Start-Up Funding	Faculty Start-Up / Seed Funding	1,462,353	30,000	1,432,353	10,000	3	1	2025	
20	Faculty Research and Public Service Support and Start-Up Funding	Furniture	20,000		20,000	20,000	1	1	2023	
21	Faculty Research and Public Service Support and Start-Up Funding	Furniture - Classroom, Office, Conference	8,972	8,972		8,972	1	1	2023	
22	Faculty Research and Public Service Support and Start-Up Funding	Information Technology	34,972		34,972	34,972	1	1	2023	
23	Faculty Research and Public Service Support and Start-Up Funding	Information Technology - Software	200,000	200,000		200,000	1	1	2023	
24	Faculty Research and Public Service Support and Start-Up Funding	Jump Start Commitment Match Funds	226,016	216,009	10,007	226,016	1	1	2023	
25	Faculty Research and Public Service Support and Start-Up Funding	Limited / Time Specific Employment	166,705	166,705		166,705	1	1	2023	
26	Faculty Research and Public Service Support and Start-Up Funding	Limited / Time Specific Employment	50,000		50,000	15,000	3	1	2025	
27	Faculty Research and Public Service Support and Start-Up Funding	Match Commitlments For Academic Excellence Requests	214,863	214,863		214,863	1	1	2023	
28	Faculty Research and Public Service Support and Start-Up Funding	OPS Appointments	819,526	758,776	60,750	819,526	1	1	2023	
29	Faculty Research and Public Service Support and Start-Up Funding	President's Academic Excellence Fund	48,898	48,898		48,898	2	2	2023	
30	Faculty Research and Public Service Support and Start-Up Funding	Registration, Supplies, Misc Expense	33,827		33,827	33,827	1	1	2023	
31	Faculty Research and Public Service Support and Start-Up Funding	Repairs and Maintenance	56,634		56,634	56,634	1	1	2023	
32	Faculty Research and Public Service Support and Start-Up Funding	Research Enterprise Support - Grant Matches, Etc.	13,150	13,150		13,150	1	1	2023	
33	Faculty Research and Public Service Support and Start-Up Funding	Research Materials	53,267		53,267	53,267	1	1	2023	
34	Faculty Research and Public Service Support and Start-Up Funding	Summer Appointments	116,893	72,753	44,140	116,893	1	1	2023	
35	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Academic and Student Support	318,369	318,369		318,369	1	1	2023	
36	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Academic and Student Support	282,960	282,960		94,320	3	1	2025	
37	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Adjunct Faculty Appointments	187,081	87,740	99,341	187,081	1	1	2023	
38	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Adjunct Faculty Appointments	250,000	250,000		100,000	3	1	2025	
39	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Bonus/Temporary Payments	28,258		28,258	28,258	1	1	2023	
40	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Equipment Purchases - Research Equipment	142,356		142,356	80,000	2	1	2024	
41	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Awards	34,895	24,895	10,000	34,895	1	1	2023	
42	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Awards	3,315,670	12,500	3,303,170	1,250,000	2	1	2024	
43	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Professional Development	68,943	68,943		68,943	1	1	2023	
44	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Search/Relocation Expenditures	50,000		50,000	50,000	1	1	2023	
45	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Search/Relocation Expenditures	67,500		67,500	17,500	2	1	2024	
46	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Start-Up / Seed Funding	4,368,176	4,368,176		4,368,176	1	1	2023	
47	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Start-Up / Seed Funding	3,738,729		3,738,729		2	1	2024	
48	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Start-Up / Seed Funding	490,000	490,000		490,000	2	2	2023	
49	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Faculty Start-Up / Seed Funding	182,960		182,960	-	4	1	2025	
50	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Furniture - Classroom, Office, Conference	36,593	36,593		36,593	1	1	2023	
51	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Grad Post Doc/Doctoral Awards	12,289	12,289		12,289	1	1	2023	
52	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Information Technology - Digital Learning	12,000	12,000		12,000	1	1	2023	
53	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Limited / Time Specific Employment	267,926		267,926	267,926	1	1	2023	
54	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Limited / Time Specific Employment	168,000		168,000		2	1	2024	
55	Faculty/Staff, Instructional and Advising Support and Start-up Funding	OPS Appointments	1,607,259	1,429,457	177,802	1,607,259	1	1	2023	
56	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Staff Professional Development (Training & Workshops)	20,905		20,905	20,905	1	1	2023	
57	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Student Success and Advising	18,702	18,702		18,702	1	1	2023	
58	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Summer Appointments	1,588,722	784,066	804,656	1,588,722	1	1	2023	
59	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Summer Appointments	1,591,565		1,591,565	954,939	2	1	2024	

60	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Travel	51,947	21,947	30,000	51,947	1	1	2023
61	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Funding Swap	208,000		208,000	208,000	1	1	2023
62	Faculty/Staff, Instructional and Advising Support and Start-up Funding	Funding Swap	1,000,000		1,000,000		2	1	2024
63	Information Technology (ERP, Equipment, etc.)	Equipment Purchases - Technology	215,684	215,684		215,684	1	1	2023
64	Information Technology (ERP, Equipment, etc.)	ERP Updates	12,169,572	12,169,572		12,169,572	2	2	2023
65	Information Technology (ERP, Equipment, etc.)	Facilities Renovations	39,284	39,284		39,284	1	1	2023
66	Information Technology (ERP, Equipment, etc.)	Information Technology	7,889	5,555	2,334	7,889	1	1	2023
67	Information Technology (ERP, Equipment, etc.)	Information Technology - Software	372,457	372,457		372,457	1	1	2023
68	Information Technology (ERP, Equipment, etc.)	Information Technology - Software	21,354	21,354		16,118	2	1	2024
69	Information Technology (ERP, Equipment, etc.)	Information Technology Infrastructure	97,520	97,520		97,520	1	1	2023
70	Information Technology (ERP, Equipment, etc.)	Repairs and Maintenance	4,233		4,233	4,233	1	1	2023
71	Library Resources	Library Materials	20,000	20,000		20,000	1	1	2023
72	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Academic and Student Support	66,882	66,882		66,882	1	1	2023
73	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Chron's & Colitis	219,360	219,360		200,500	2	1	2024
74	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Consultant Fees	1,059,827	1,059,827		1,059,827	1	1	2023
75	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Equipment Purchases - Other	50,000		50,000	45,000	2	1	2024
76	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Equipment Purchases - Technology	484,577	434,577	50,000	484,577	1	1	2023
77	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Facilities Renovations	121,805	101,805	20,000	121,805	1	1	2023
78	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Faculty Professional Development	4,024	4,024		4,024	1	1	2023
79	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Faculty Search/Relocation Expenditures	26,640	26,640		26,640	1	1	2023
80	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Furniture	70,000		70,000	70,000	1	1	2023
81	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Information Technology	140,000		140,000	140,000	1	1	2023
82	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Information Technology - Software	125,250	125,250		125,250	1	1	2023
83	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Information Technology Infrastructure	805,278	805,278		805,278	1	1	2023
84	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	OPS Appointments	16,180	16,180		16,180	1	1	2023
85	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Registration, Supplies, Misc Expense	5,943		5,943	5,943	1	1	2023
86	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Rentals (Short-Term)	74,700	74,700		74,700	1	1	2023
87	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Repairs and Maintenance	9,092,150	3,087,764	6,004,386	9,092,150	1	1	2023
88	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Repairs and Maintenance	750,000		750,000	100,000	2	1	2024
89	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Travel	20,000	20,000		20,000	1	1	2023
90	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	BRIDG Settlement	2,500,000	2,500,000		2,500,000	1	1	2023
91	Other Operating Requirements (University Board of Trustees-Approved That Support the University)	Deferred Maintenance Plans	3,775,000		3,775,000	3,775,000	1	1	2023
92	Restricted by Appropriations	Faculty Awards	657,814	657,814		328,907	2	1	2024
93	Restricted by Appropriations	Florida Center For Students With Unique Abilities - Student Scholarship	7,839,507	7,839,507		2,000,000	3	1	2025
94	Restricted by Appropriations	Florida Center For Students With Unique Abilities Grant/Project	2,700,000	2,700,000		850,000	3	1	2025
95	Restricted by Appropriations	Florida Center For Students With Unique Abilities Program Operation	2,100,000	2,100,000		650,000	3	1	2025
96	Restricted by Appropriations	Florida High Tech Corridor Research Matching Grant	822,442	822,442		822,442	1	1	2023
97	Restricted by Appropriations	Limited / Time Specific Employment	691,084	691,084		691,084	1	1	2023
98	Student Financial Aid	Academic and Student Support	11,000		11,000	11,000	1	1	2023
99	Student Financial Aid	Scholarships	7,030,568	6,740,493	290,075	7,030,568	1	1	2023
100	Student Financial Aid	Scholarships	30,000	30,000		10,000	2	1	2024
101	Student Services, Enrollment, and Retention Efforts	Academic and Student Support	366,001	355,626	10,375	366,001	1	1	2023
102	Student Services, Enrollment, and Retention Efforts	Academic and Student Support	183,085		183,085	112,663	2	1	2024
103	Student Services, Enrollment, and Retention Efforts	Academic and Student Support	200,000	200,000		50,000	3	1	2025
104	Student Services, Enrollment, and Retention Efforts	Academic and Student Support	100,000	100,000		100,000	3	3	2023
105	Student Services, Enrollment, and Retention Efforts	Equipment Purchases - Technology	12,121	12,121		12,121	1	1	2023
106	Student Services, Enrollment, and Retention Efforts	Faculty Start-Up / Seed Funding	3,500		3,500	3,500	1	1	2023
107	Student Services, Enrollment, and Retention Efforts	GTA Tuition	8,705	8,705		8,705	1	1	2023
108	Student Services, Enrollment, and Retention Efforts	Information Technology - Digital Learning	13,847	13,847		13,847	1	1	2023
109	Student Services, Enrollment, and Retention Efforts	Information Technology - Software	18,690	18,690		18,690	1	1	2023
110	Student Services, Enrollment, and Retention Efforts	OPS Appointments	611,792	607,358	4,434	611,792	1	1	2023
111	Student Services, Enrollment, and Retention Efforts	Student Success and Advising	110,000	110,000		110,000	1	1	2023
112	Student Services, Enrollment, and Retention Efforts	Travel	8,395	8,395		8,395	1	1	2023
Total as of July 1, 2022: *			\$ 123,285,345	\$ 90,726,518	\$ 32,558,827	\$ 99,032,917			

Committed and Restricted portion of various items that do not qualify for FCO threshold as defined in BOG Reg 14.001(1) and 14.001(8) (20 years useful life and \$100K). These items are considered part of the operating plan rather than FCO

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

**University of Central Florida**  
**2022-2023 University E&G Carryforward Spending Plans - Supplemental Details (Fixed Capital Outlay Plans)**  
**Pursuant to 1011.45, Florida Statutes**  
**July 1, 2022**

Line Item #	Carryforward Spending Plan Category	Specific Project Title/Name	Description	Project(s) Cost to be Funded from Current Year E&G Carryforward Balance	Restricted	Committed	E&G Carryforward Funds Budgeted for Expenditure During FY23	Carryforward Expenditure Timeline			Comments/ Explanations
					Restricted Balance As of July 1, 2022	Committed Balance As of July 1, 2022		Total # Years of Expenditure per Project	Current Expenditure Year #	Estimated Completion Date (Fiscal Year)	
1	Small, < \$2M: Renovation, Repair or Maintenance	B0045 BAI Roof Replacement	B0045 BAI Roof Replacement	\$265,101	\$48,805	\$216,296	\$265,101	3	3	2023	
2	Small, < \$2M: Renovation, Repair or Maintenance	B0053 CREOL Replace BAS controls	B0053 CREOL Replace BAS controls	\$1,181,738	\$758,334	\$423,404	\$1,012,918	4	3	2024	
3	Small, < \$2M: Renovation, Repair or Maintenance	B0001 Millican BAS & HVAC Modernization	B0001 Millican BAS & HVAC Modernization	\$316,409	\$239,831	\$76,578	\$316,409	4	4	2023	
4	Small, < \$2M: Renovation, Repair or Maintenance	B0045 BA1 Replace HVAC Control System	B0045 BA1 Replace HVAC Control System	\$259,618	\$93,675	\$165,943	\$259,618	5	5	2023	
5	Small, < \$2M: Renovation, Repair or Maintenance	B0094 BA2 Replace HVAC Controls System	B0094 BA2 Replace HVAC Controls System	\$170,698	\$55,172	\$115,526	\$170,698	5	5	2023	
6	Small, < \$2M: Renovation, Repair or Maintenance	B0003 CHW Asbestos Piping Replacement	B0003 CHW Asbestos Piping Replacement	\$294,623	\$37,369	\$257,254	\$294,623	4	4	2023	
7	Small, < \$2M: Renovation, Repair or Maintenance	Storm Water Repairs - multiple WOs	Storm Water Repairs - multiple WOs	\$94,492	\$2,171	\$92,321	\$94,492	4	4	2023	
8	Small, < \$2M: Renovation, Repair or Maintenance	B0140 BAS Replacement	B0140 BAS Replacement	\$55,206	\$5,943	\$49,263	\$55,206	4	4	2023	
9	Small, < \$2M: Renovation, Repair or Maintenance	B0002 Library Boiler Replacement	B0002 Library Boiler Replacement	\$295,384	\$103,906	\$191,478	\$295,385	4	4	2023	
10	Small, < \$2M: Renovation, Repair or Maintenance	B0154 HVAC Controls Modernization	B0154 HVAC Controls Modernization	\$1,215,615	\$194,535	\$1,021,080	\$858,081	5	4	2024	
11	Small, < \$2M: Renovation, Repair or Maintenance	B0154 MAE OML Lab Remodeling and Renovation	B0154 MAE OML Lab Remodeling and Renovation	\$1,162,736	\$832,758	\$329,978	\$1,162,736	5	4	2024	
12	Small, < \$2M: Renovation, Repair or Maintenance	B8126 BAS Modernization	B8126 BAS Modernization	\$178,938	\$0	\$178,938	\$178,938	4	4	2023	
13	Small, < \$2M: Renovation, Repair or Maintenance	B0150 Computer RM HVAC Replacements	B0150 Computer RM HVAC Replacements	\$88,940	\$34,835	\$54,105	\$88,940	4	4	2023	
14	Small, < \$2M: Renovation, Repair or Maintenance	Campus Wide HVAC Repairs	Campus Wide HVAC Repairs	\$92,498	\$91,797	\$701	\$92,498	3	3	2023	
15	Small, < \$2M: Renovation, Repair or Maintenance	B0072 Replacement of Cooling Tower #8	B0072 Replacement of Cooling Tower #8	\$64,823	\$19,186	\$45,637	\$64,823	4	4	2023	
16	Small, < \$2M: Renovation, Repair or Maintenance	B0051 VAB Replacement of entire HVAC System	B0051 VAB Replacement of entire HVAC System	\$206,914	\$188,828	\$18,086	\$206,914	5	5	2023	
17	Small, < \$2M: Renovation, Repair or Maintenance	B0163 Band Tower Renovation	B0163 Band Tower Renovation	\$121,030	\$103,905	\$17,125	\$121,030	2	2	2023	
18	Small, < \$2M: Renovation, Repair or Maintenance	B121 PSB Lab 418 Renovation	B121 PSB Lab 418 Renovation	\$425,325	\$344,306	\$81,019	\$394,174	3	2	2024	
19	Small, < \$2M: Renovation, Repair or Maintenance	B1002 COM Boiler System Replacement	B1002 COM Boiler System Replacement	\$602,928	\$0	\$602,928	\$602,928	3	3	2023	
20	Small, < \$2M: Renovation, Repair or Maintenance	Biology Remodel	Biology remodel to turn one empty storage space into a Chemistry lab	\$2,000,000	\$0	\$2,000,000	\$200,000	2	1	2024	
21	Small, < \$2M: Renovation, Repair or Maintenance	Stormwater Utility Infrastructure	Stormwater Utility Infrastructure	\$1,155,000	\$0	\$1,155,000	\$1,155,000	1	1	2023	
22	Small, < \$2M: Renovation, Repair or Maintenance	Stormwater Utility Infrastructure - Gemini and Greek Park Drive	Stormwater Utility Infrastructure - Gemini and Greek Park Drive	\$300,000	\$0	\$300,000	\$300,000	1	1	2023	
23	Small, < \$2M: Renovation, Repair or Maintenance	B0001 Millican Hall Life Safety replacement	B0001 Millican Hall Life Safety replacement	\$300,000	\$0	\$300,000	\$300,000	1	1	2023	
24	Small, < \$2M: Renovation, Repair or Maintenance	B0045 Business Admin Elevator modernization	B0045 Business Admin Elevator modernization	\$200,000	\$0	\$200,000	\$200,000	1	1	2023	
25	Small, < \$2M: Renovation, Repair or Maintenance	B0098 Classroom 2 Masonry replacement	B0098 Classroom 2 Masonry replacement	\$320,000	\$0	\$320,000	\$320,000	1	1	2023	
26	Small, < \$2M: Renovation, Repair or Maintenance	B0053 CREOL DAHU Replacement	B0053 CREOL DAHU Replacement	\$300,000	\$0	\$300,000	\$300,000	1	1	2023	
27	Small, < \$2M: Renovation, Repair or Maintenance	Utility Infrastructure - Chiller	Utility Infrastructure - Chiller	\$1,200,000	\$0	\$1,200,000	\$1,200,000	1	1	2023	
28	Small, < \$2M: Renovation, Repair or Maintenance	B0096 Welcome Ctr RTU replacement	B0096 Welcome Ctr RTU replacement	\$300,000	\$0	\$300,000	\$300,000	1	1	2023	

29	Small, < \$2M: Renovation, Repair or Maintenance	Various deferred maintenance projects	Various deferred maintenance projects	\$1,200,000	\$0	\$1,200,000	\$1,200,000	1	1	2023	
30	Small, < \$2M: Renovation, Repair or Maintenance	B0020 Biology Main Exhaust Replacement	B0020 Biology Main Exhaust Replacement	\$350,000	\$0	\$350,000	\$350,000	1	1	2023	
31	Small, < \$2M: Renovation, Repair or Maintenance	B0004 Storm Water Building Envelope repair	B0004 Storm Water Building Envelope repair	\$100,000	\$0	\$100,000	\$100,000	1	1	2023	
* Total Carryforward - Small Projects As July 1, 2022				\$14,818,016	\$3,155,356	\$11,662,660	\$12,460,512				

Carryforward - Large Projects (>\$2M)<sup>1</sup>

1	Large, \$2M-\$5M: Renovation, Repair or Maintenance	0020 Biological Sciences HVAC, BAS Replacement	0020 Biological Sciences HVAC, BAS Replacement, Code Compliance	\$4,454,778	\$3,916,753	\$538,025	\$4,454,778	4	3	2024	
2	Large, \$2M-\$5M: Renovation, Repair or Maintenance	0005 Chemistry HVAC Renovation	0005 Chemistry HVAC Renovation	\$4,818,839	\$283,707	\$4,535,132	\$4,818,839	4	3	2024	
3	Large, \$2M-\$5M: Renovation, Repair or Maintenance	B0906 Roof Replacement Upgrades, Building Envelope and Curtainwall Repair	B0906 Roof Replacement Upgrades	\$3,879,946	\$2,958,409	\$921,537	\$3,879,946	4	3	2024	
4	Large, \$2M-\$5M: Renovation, Repair or Maintenance	Ferrell Commons H Remodel	Remodel of Ferrell Commons H to convert existing study and support space into teaching labs to provide swing space for the Chemistry Building renovations	\$10,000,000	\$0	\$10,000,000	\$1,000,000	2	1	2024	
5	Large, \$2M-\$5M: Renovation, Repair or Maintenance	Chemistry Building Renovation	Chemistry Building Renovation	\$160,000	\$0	\$160,000	\$160,000	1	1	2023	Funding for schematic design to accelerate project schedule.
6	Large, \$2M-\$5M: Renovation, Repair or Maintenance	Biological Sciences Building Renovation	Biological Sciences Building Renovation	\$340,000	\$0	\$340,000	\$340,000	1	1	2023	Funding for schematic design to accelerate project schedule.
* Total Carryforward - Large Projects As July 1, 2022				\$23,653,563	\$7,158,869	\$16,494,694	\$14,653,563				

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

Fixed Capital Outlay Totals :	\$38,471,579	\$10,314,225	\$28,157,354	\$27,114,075
* Note: Should agree with respective restricted/contractual and/or committed category totals on "Summary" tab.				



**University Facilities Reserves**  
**Additional Amounts Contributed From July 1, 2022 Beginning E&G Carryforward Balance**  
Pursuant to [s. 1001.706\(12\) F.S.](#) and Board of Governors Regulation 14.002

	Specific Project/Facility Title	Description of Project/Facility	Amount Added From E&G Carryforward for FY 2022-23
1.	N/A	N/A	\$ -
2.			\$ -
3.			\$ -
4.			\$ -
5.			\$ -
6.			\$ -
7.			\$ -
8.			\$ -
9.			\$ -
10.			\$ -
Total Capital Facilities Reserves as of July 1, 2022 : *			<u>\$ -</u>

\*Note: Should agree with line F on the "Summary" tab.

# State University System

## Education & General Carryforward Spending Plan

### Reporting Definitions

#### I. Carryforward Spending Plan - Budgetary Category Definitions

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

#### II. Column Definitions for Use With Details Tabs

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

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



# 2022-2023 Operating Budget, E&G Carryforward Spending Plan, & Fixed Capital Outlay Budget

**University Name:** University of Central Florida

## 2022-2023 Operating Budget, E&G Carryforward Spending Plan, & Fixed Capital Outlay Budget Certification Representations

I hereby certify to the Board of Governors that the referenced 2022-2023 Operating Budget, E&G Carryforward Spending Plan, & Fixed Capital Outlay Budget provided to the Board of Governors in accordance with my fiduciary responsibility to the university is true and materially correct to the best of my knowledge. I further certify that these budgets have been reviewed and approved by the Board of Trustees at its meeting held on \_\_\_\_\_, and that funds will only be expended in accordance with the approved budget as well as all applicable Statutes, Board of Governors' Regulations, and university regulations. I understand that any unsubstantiated, false, misleading, or withheld information relating to these statements may render this certification void. My signature below acknowledges that I have read and understand these statements.

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

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

I certify that the above referenced university budgets for fiscal year 2022-2023 have been approved by the University Board of Trustees and is true and materially correct to the best of my knowledge.

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

Board of Trustees  
October 20, 2022

### **BUD-2: Proposed 2022-23 University Operating Budget**

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☐ Information

☐ Discussion

☒ Action

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

#### **Purpose and Issues to be Considered:**

University budgets are developed in accordance with the laws of Florida and Florida Board of Governors' regulations. The goal of the university's budget planning process is to achieve a balanced budget while optimizing resources and allocating those resources to align with the university's strategic priorities. To achieve this goal, the university has a responsibility to submit an annual operating budget to the Board of Trustees each year.

In May, the Committee received the Preliminary Proposed FY 2022-23 Operating Budget. The governor has now signed the state's appropriation bill and enrollment is for fall has been seated. At this time, we are presenting the final Operating Budget for approval.

The annual budget incorporates an all-funds approach and includes the following budget entities:

1. Education and General (E&G)
2. Auxiliary Enterprises
3. Contracts and Grants (including foundation support)
4. Local Funds (including athletics)
5. Faculty Practice Plan

University departments are accountable for their respective budget and will maintain a balanced budget by monitoring spending and notifying the Budget Office in advance of any potential cost overruns. If overspending occurs, departments will work in conjunction with their division budget directors and the Budget Office to resolve the overspending.

During fiscal year 2022-23, staff shall keep the university board of trustees informed of the status of the operating budget through quarterly updates.

Due to Hurricane Ian, UCF submitted the proposed 2022-23 University Operating Budget ahead of the October 1, 2022 deadline, pending Board of Trustees approval.

#### **Background Information:**

This fiscal year 2022-23 Operating Budget represents the first year presented under the university's new Responsibility Centered Management budget model (RCM). This model separates the university into primarily three distinct sections: revenue generating units (colleges), central support units, and auxiliary enterprise units.

Each college and unit were responsible for submitting a budget proposal to the University Budget Committee, reflecting total operating needs for the fiscal year. College operating needs are funded from their allocation of tuition and fee revenue as well as their share of state appropriations. Central support

units are funded primarily through an allocation of their costs to each of the revenue generating units. Auxiliary enterprise units are expected to be self-supporting and must balance their projected revenues with their planned expenses. A strategic pool of funds is accumulated through an 18% participation fee charged to the revenue generating units and this pool of funds is used to reallocate resources across the colleges in the form of subvention, at the discretion of the provost.

**Recommended Action:**

Recommend approval of FY 2022-23 Proposed Operating Budget and authorize the President, or his designee, to amend the budget consistent with Legislative, Board of Governors' and BOT directives and guidelines.

**Alternatives to Decision:**

Require adjustments to the proposed budget.

**Fiscal Impact and Source of Funding:**

The proposed operating budget balances sources of funds against uses of funds. The university budget deploys total sources and total uses of \$1.9 billion.

Excluding Financial Aid which serves predominately as a pass through, sources of funding for the university are comprised of 35% Tuition and Fees, 28% State Appropriations, 19% contracts and grants, and the remaining 18% from a combination of philanthropy, auxiliary services, and other income. The university's largest expense remains in personnel. Again, when we exclude financial aid and waivers, compensation and benefits represent 65% or \$837 million of total planned expenditures. Services and supplies represent 24% or \$310 million of planned expenditures.

When the preliminary budget was presented in May, we provided a detail set of footnotes for each line item with the budget with supporting schedules. The document can be retrieved from the "Resources" section of your Board of Trustees portal. The only change of consequence for this final budget is that the student enrollment realized is down a further from what was first thought. That diminution in enrollment, which gets us back to the levels from the fall of 2019 of approximately 69,000, has an impact of approximately \$8 million in revenues.

Second, there are some increases in expenses that we must cover in the upcoming fiscal year that amounts to approximately \$13 million. The requests for critical needs span Information Technology, Facilities, the College of Graduate Studies, the Office of Research, and Administration and Finance.

The budget schedule that is provided as Attachment A is the final version for fiscal year 2022-2023. It is balanced with all the resources noted; however, the leadership of the university will be monitoring and acting upon several things starting this fall; (i) reduce operating costs to ensure that recurring funds that are tied to specific future programmatic outcomes are protected, (ii) look at the intersection of the operating budget and carryforward funds, and how expenditures can be covered within the pools of funds from each, and (iii) analyze how Foundation dollars can augment our overall liquidity and cash flow for the fiscal year.

With the new budget model adopted, and some tools that we have garnered with Workday, it is our intent to actively manage the university's monthly operations by engaging Deans, Vice Presidents, and Budget Directors in ongoing conversations around cash flow burn rate, and cash flow year end projections at the end of each month. We will ensure that everyone is reminded that we must spend

E&G related funds first (in addition to funds augmented by operating dollars from Foundation funds). The new budget model is an “all funds” approach, and our liquidity and cash flow monitoring will reflect that during the course of the year.

**Authority for Board of Trustees Action:**

Florida Statute 1011.40(2) provides that “each university board of trustees shall adopt an operating budget for the operation of the university as prescribed by law and rules of the Board of Governors.”

Florida Board of Governors Regulation 9.007(1) states that each university president shall prepare an operating budget for approval by the university board of trustees in accordance with the instructions, guidelines and standard formats provided by the Board of Governors.

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

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

**Submitted by:**

Gerald Hector, Senior Vice President for Administration and Finance

**Supporting Documentation:**

Attachment A: Consolidated Sources and Uses

**Facilitators/Presenters:**

Gerald Hector, Senior Vice President for Administration and Finance  
Misty Shepherd, Senior Associate Vice President for Financial Affairs



**Consolidated Sources and Uses**  
**Fiscal Year 2022-23**

	<b>Responsibility Centers</b>	<b>Central Support Units</b>	<b>Auxiliary Enterprises</b>	<b>Total Plan</b>
<b>Sources</b>				
Tuition and Fees	364,418,498	91,826,364	31,466,784	487,711,646
Federal and State Student Financial Aid	16,635,440	489,139,249	-	505,774,689
State Appropriations	372,445,800	26,930,559	-	399,376,359
Contracts and Grants	153,577,216	116,899,212	59,511	270,535,939
Foundation Support	9,797,845	9,435,195	-	19,233,040
Sales and Services	49,565,114	62,074,608	47,394,290	159,034,012
Investment Income (Realized)	1,772	3,727,513	471,460	4,200,745
Other Income	27,059,178	46,287,423	(4,680,393)	65,666,208
<b>Subtotal Sources</b>	<b>993,500,863</b>	<b>846,320,123</b>	<b>74,711,652</b>	<b>1,914,532,638</b>
<b>Uses</b>				
Compensation and Benefits	515,500,474	291,240,416	31,070,759	837,811,649
Service and Supplies	65,308,289	222,276,843	22,156,231	309,741,363
Utilities and Communication	4,162,629	32,755,593	4,007,962	40,926,184
Scholarships, Fellowships and Other Stu. Fin Aid	68,150,288	531,225,702	113,300	599,489,290
Waivers	35,358,321	-	-	35,358,321
Capital Assets	8,073,241	11,920,095	280,000	20,273,336
Debt Service	31,096	819,865	8,762,263	9,613,224
Other Expenses	22,487,645	35,831,731	8,123,715	66,443,091
<b>Subtotal Uses</b>	<b>719,071,983</b>	<b>1,126,070,245</b>	<b>74,514,230</b>	<b>1,919,656,458</b>
Central Support Allocation	(299,585,992)	299,585,992	-	-
<b>Net Operating Surplus/ (Deficit)</b>	<b>(25,157,112)</b>	<b>19,835,869</b>	<b>197,422</b>	<b>(5,123,820)</b>
Provost Participation Fee	(116,922,041)	-	-	(116,922,041)
Provost Annual Subvention	-	116,922,041	-	116,922,041
(Increase)/Decrease to Reserve Balance	(4,203,537)	9,524,779	(197,422)	5,123,820
<b>Net After Subvention and Reserves</b>	<b>(146,282,690)</b>	<b>146,282,690</b>	<b>-</b>	<b>-</b>

Board of Trustees  
October 20, 2022

### **BUD-3: 2022-23 Fixed Capital Outlay Budget**

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☐ Information

☐ Discussion

☒ Action

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

#### **Purpose and Issues to be Considered:**

Review and act on the proposed 2022-23 Fixed Capital Outlay Budget (FCO Budget) (Attachment A). Pursuant to Florida Statute 1013.61, *Annual Capital Outlay Budget*, each university's Board of Trustees must adopt an annual capital outlay budget that designates proposed expenditures by project. The university Board of Trustees-ratified FCO Budget must be submitted to the Board of Governors by October 1, 2022.

Due to Hurricane Ian, UCF submitted the 2022-23 Fixed Capital Outlay Budget ahead of the October 1, 2022 deadline, pending Board of Trustees approval.

#### **Background Information:**

Board of Trustees approval is required to proceed with projects listed on the FCO Budget. Project plans and the overall budget may be amended mid-year in accordance with Board of Governors Regulation 14.003(4) and the university's internal policies and procedures. Refer to Attachment B *Fixed Capital Outlay Budget Guide* for additional background.

The FCO Budget has been prepared in accordance with Board of Governors Regulation 14.003, *Fixed Capital Outlay Projects – University Budgeting Procedures*, and related instructions, guidelines, and standard formats. The Board of Governors also requires universities to obtain written certification of the FCO Budget, the university's operating budget and carryforward expenditure plan. The certification is to be signed by the President, Chief Financial Officer, and Board of Trustees Chair. It is presented as Attachment D with the 2022-23 Carryforward Spending Plan (BUDC-1).

Total costs for projects closed during 2021-22 was approximately \$124 million, resulting in a significant decrease from the prior year budget. The 2022-23 FCO Budget represents a continuation of projects in process as of June 30, 2022 plus the following significant new projects:

- Small Carryforward Projects
  - Biology \$2 million – remodel of a decommissioned laboratory space in the biology building into a chemistry teaching lab to provide swing space for the Chemistry building renovation, and ultimately an additional permanent research lab.
  - The university allocated \$10 million of carryforward for deferred maintenance. Funding will be used for various projects such as repairing stormwater and utility infrastructure, building automation controls, and electrical panels. Of this \$10 million, \$6 million meets the definition of fixed capital outlay per Board of Governors regulation 14.001(8), *Construction Program Definitions* and is included in the FCO Budget.

- Large Carryforward Projects
  - Ferrell Commons H Remodel \$10 million – convert study and support space into chemistry teaching labs to provide swing space for the Chemistry building renovation, and ultimately several permanent Chemistry teaching labs.
  - In lieu of Public Education Capital Outlay (PECO) funding, the State has chosen to address capital renewal and deferred maintenance through State Fiscal Recovery Funds (SFRF) awarded from the federal American Rescue Plan (ARP) Act of 2021. The university has been awarded \$32 million for the projects below. \$500 thousand of carryforward is being used for schematic design to accelerate the projects.
    - Biological Sciences Building Renovation \$21.6 million
    - Chemistry Building Renovation \$10 million
    - Education Complex fire alarm replacement \$443 thousand (reported in Non-Appropriated section)
- State Appropriated Projects
  - On June 2, 2022, Governor DeSantis signed the Freedom First budget for 2022-23, which included \$29 million toward the design, construction, and equipment of a new UCF College of Nursing Building.
- Non-Appropriated Projects
  - Various housing deferred maintenance projects totaling \$3 million including heating, ventilation, and air conditioning (HVAC) replacement, fresh air induction, and a roof replacement.

### Recommended Action:

Recommend to the Board of Trustees approval of the 2022-23 Fixed Capital Outlay Budget as presented in Attachment A.

### Alternatives to Decision:

1. Not approve the 2022-23 Fixed Capital Outlay Budget
2. Recommend revisions to the 2022-23 Fixed Capital Outlay Budget

### Fiscal Impact and Source of Funding:

The 2022-23 Fixed Capital Outlay Budget represents a one-year project plan from all sources of funding including:

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

The table below represents a summary of 2022-23 estimated expenditures by funding source. State funding and federal funding account for approximately 92% of planned expenditures.

### 2022-23 Estimated Expenditures by Funding Source

in millions

E&G Carryforward and Operating	\$ 28	38%
Capital Improvement Trust Funds (CITF)	13	18%
Public Education Capital Outlay (PECO)	5	7%
Federal Funding (Contracts & Grants)	21	29%
Total state and federal sources	67	92%
Auxiliary, donations, and activity and service fees	6	8%
Total all sources	\$ 73	100%

### Authority for Board of Trustees Action:

Florida Statute 1013.61

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

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

### Submitted by:

Gerald Hector, Senior Vice President for Administration and Finance

### Supporting Documentation:

Attachment A: 2022-23 Fixed Capital Outlay Budget

Attachment B: Fixed Capital Outlay Budget Guide

Attachment C: Capital Project Funding Certification Form- Ferrell Commons H Remodel

Attachment D: Capital Project Funding Certification Form- Biological Sciences Building Renovation

Attachment E: Capital Project Funding Certification Form- Chemistry Building Renovation

Attachment F: Capital Project Funding Certification Form- College of Nursing Building

### Facilitators/Presenters:

Gerald Hector, Senior Vice President for Administration and Finance

Jon Varnell, Vice President for Facilities and Business Operations

Attachment A

University of Central Florida

FIXED CAPITAL OUTLAY BUDGET for Fiscal Year 2022-23

(per s. 1013.61, F.S. and Board Reg. 14.003)

CFSP #	Category	Project Title/Name	Description	Total Project(s) Cost	Funding Source(s)		Funds Expended to Date	Funds to be Expended this Year	Remaining Balance	Project Timeline		Comments
					Source	Amount				Start Date	Completion Date	
Education & General (E&G) Operating Projects												
			Consolidated line item of all FCO projects, as defined in Board reg 14.001, funded from current year E&G operating funds. No individual project funded in whole or in part shall exceed \$1M, per Board reg 9.007(3)(a)1.	1,000,000	E&G Operating	1,000,000	-	1,000,000	-	Not Applicable		
Carryforward (CF) - Small Projects												
			Consolidated line item of all FCO projects with a cost up to \$2M funded in whole or in part from CF funds, pursuant to Board Reg. 14.003(2)(b). Includes replacement of facilities less than 10,000 gross sf. This is a single line item in the FOC budget. For a list of individual projects, refer to the Carryforward Spending Plans (CFSP).	25,841,248	E&G Carryforward Contracts & Grants	25,839,552 1,696 25,841,248	11,021,533	12,460,514	2,359,201	Refer to detail in Carryforward Spending Plan		
Carryforward (CF) - Large Projects												
			Any FCO project funded in whole or in part from CF funds, where total individual FCO project cost exceeds \$2M, pursuant to Board reg. 14.003(2)(c) and expenditure limits described therein. May also be reflected as one of multiple funding sources under categories State Appropriate Projects and Non-Appropriated Projects.									
1		Biology Building Renovation, Repairs, and Maintenance	HVAC and other system repairs and upgrades	5,000,000	E&G Carryforward	5,000,000	545,222	4,454,778	-	2020-21	2023-24	Construction underway, waiting on large equipment arrival which will reduce balances quickly once installed and billed.
2		Chemistry Building Renovation, Repairs, and Maintenance	HVAC and other system repairs and upgrades	5,000,000	E&G Carryforward	5,000,000	181,161	4,818,839	-	2020-21	2023-24	Original design was completed and over budget, which has delayed the project. Redesign starting.
3		Communication and Media Building Curtainwall and Roof Replacement	Curtainwall replacement, roof recoat, building envelope repairs	4,500,000	E&G Carryforward	4,500,000	620,054	3,879,946	-	2020-21	2023-24	Curtainwall ordered, install begins September 2022. Roof scope delayed until after the completion of the Communications and Media HEERF project.
4		Ferrell Commons H Remodel	Remodel of Ferrell Commons H to convert existing study and support space into teaching labs to provide swing space for the Chemistry Building renovations	10,000,000	E&G Carryforward	10,000,000	-	1,000,000	9,000,000	2022-23	2023-24	
5		Chemistry Building Renovation	Chemistry Building Renovation	10,160,000	E&G Carryforward Contracts & Grants	160,000 10,000,000 10,160,000	-	1,160,000	9,000,000	2022-23	2022-23	Federal State Fiscal Recovery Funds (SFRF) award. E&G portion is schematic design to accelerate project schedule.
6		Biological Sciences Building Renovation	Biological Sciences Building Renovation	21,970,000	E&G Carryforward Contracts & Grants	340,000 21,630,000 21,970,000	-	2,503,000	19,467,000	2022-23	2022-23	Federal State Fiscal Recovery Funds (SFRF) award. E&G portion is schematic design to accelerate project schedule.
State Appropriated Projects¹												
			This category includes all FCO projects utilizing funds originally appropriated as FCO funds by the State of Florida, notwithstanding criteria in Board regulation 14.001. These funds should never be included in the operating budget. Examples, PECO (including Sum-of-Digits) and CITF. Reference Board reg 14.003(12)(d). For the purpose herein, all projects \$2 million or less can be consolidated into a single line item.									
		Partnership IV and V	Building purchase and renovation for partnership with the Department of Defense	42,000,000	PECO	42,000,000	41,815,021	184,979	-	2017-18	2022-23	Project-specific PECO allocation.
		Repair, Maintenance, Renovation, Remodel (Sum of Digits)	Minor projects - repair, maintenance, renovation, remodel, site improvements	5,700,180	PECO	5,700,180	3,730,950	1,312,820	656,410	2017-18	2023-24	PECO funding for RMRR (sum of digits).
		College of Science building HVAC Control System Replacement	Replace HVAC control system for College of Science building	1,528,095	PECO Prior Year E&G	1,061,700 466,395 1,528,095	1,296,770	231,325	-	2018-19	2022-23	Project in close-out, anticipate returning some funding.

CFSP #	Category	Project Title/Name	Description	Total Project(s) Cost	Funding Source(s)		Funds Expended to Date	Funds to be Expended this Year	Remaining Balance	Project Timeline		Comments
					Source	Amount				Start Date	Completion Date	
		John Hitt Library Renovation Phase II	Renovation of existing library spaces	40,978,312	CITF	40,978,312	16,012,267	11,653,776	13,312,269	2017-18	2024-25	\$7M is encumbered for the Library Level 3 renovation, which is under construction. \$17M is for the Library Level 2 design and construction. Library Level 2 design will start in late 2022 using a portion of the balance. The remainder of the balance will be dedicated to the Library Level 2 construction, which will be presented for individual project approval to the BOT in 2023.
		Performing Arts Complex Phase II - Design Only	Design of a new Performing Arts Complex on UCF main campus	2,750,000	CITF Donations	2,000,000 750,000 2,750,000	427,669	1,724,832	597,499	2021-22	2022-23	Conceptual Schematic Design complete. Advanced Schematic Design will begin in September 2022. Project will then stop design and focus on fundraising activities. CITF funding will be spent first and the remaining balance will represent funding from Donations.
		Burnett School of Biomedical Sciences Controls Upgrade	Upgrade the controls of the Burnett Bio-Medical Sciences Building	999,485	PECO	999,485	438,327	561,159	-	2020-21	2022-23	Project in construction.
		College of Nursing Building	College of Nursing Building	29,000,000	PECO	29,000,000	-	2,900,000	26,100,000	2022-23	2025-26	Project in advertisement for Architects/Engineers

Non-Appropriated Projects <sup>1</sup>

*This category includes all university FCO projects that have not directly or indirectly used funds appropriated by the State. Examples include private donations, athletic revenues, federal grants, housing/parking revenue bonds, etc. Reference Board reg 14.003(12)(e). For the purpose herein, all projects \$2 million or less can be consolidated into a single line item.*

		Roth Athletic Center-Interior Buildout	Buildout of addition	9,528,000	Donations	9,528,000	8,931,454	596,546	-	2017-18	2022-23	Project completion delayed by boiler system issues that required system replacement. Work is complete, and project is in close-out. Anticipate project to be closed by the end of December 2022.
		HVAC renovations to prevent the spread of COVID-19 through air filtration systems	HEERF Air Quality Improvement Projects	29,058,123	Contracts & Grants Auxiliary	29,000,000 58,123 29,058,123	11,416,327	17,641,796	-	2021-22	2022-23	Originally approved at \$18.4M by the Board of Trustees (BOT) in June 2021 consisting of HVAC renovations to four buildings - Visual Arts Building, Student Union, Classroom I, and Communications and Media Building. Additional \$3M of expenses approved by the BOT in February 2022. Cost revisions also include additional HVAC projects across campus in Housing buildings, Engineering Building, the Library, the Student Union and the Creative School. Projects in varying stages of completion, all on target to be complete by May 20, 2023.
		Education Complex Fire Alarm Replacement	Education Complex Fire Alarm Replacement	443,514	Contracts & Grants	443,514	-	44,351	399,163	2022-23	2022-23	Federal State Fiscal Recovery Funds (SFRF) award.
		Student Union Roof and Building Envelope Repairs	Student Union Roof and Building Envelope Repairs	2,611,998	Activity & Svc Fees	2,611,998	40,926	1,928,304	642,768	2022-23	2023-24	
		Individual Projects under \$2M		3,741,908	Auxiliary	3,741,908	170,034	3,571,874	-	Not Applicable		One project from FY 22 - CAPS HVAC building controls renovation. Additional projects in FY 23 include Housing Deferred Maintenance projects totaling approximately \$3M and one Downtown Parking Garage project totaling \$600k.
TOTALS:				251,810,862		251,810,862	\$96,647,714	\$73,628,839	\$81,534,310			

Notes:

- 1) Pursuant to s. 1031.61, F.S., as well as "Board" as defined in s. 1013.01, F.S., the FCO Budget does not apply to those projects acquired, constructed, and owned by a Direct Support Organization or under a Public Private Partnership.  
2) The Fixed Capital Outlay Budget may be amended, subject to the requirements described in Regulation 14.003(4).

## Fixed Capital Outlay Budget Guide

The capital planning process consists of several components:

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

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

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

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

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



- **Funds to be Expended this Year:** Projected expenditures through the end of the current fiscal year, excluding encumbrances.
- **Project Timeline:** Estimate of project start and completion dates by fiscal year.

Other related processes and procedures include:

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



### Capital Projects Funding Certification Form

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

Project name/description: Ferrell Commons H Remodel - \$10,000,000

Funding source(s): E&G Carryforward

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

**Alexander  
Cartwright**

Digitally signed by  
Alexander Cartwright  
Date: 2022.09.16  
09:12:29 -06'00'

\_\_\_\_\_  
President

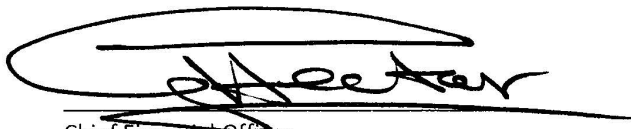
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Date

**Jonathan Varnell**

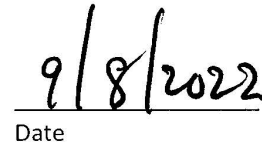
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Varnell  
Date: 2022.09.05 21:49:58 -04'00'

\_\_\_\_\_  
Vice President

\_\_\_\_\_  
Date



\_\_\_\_\_  
Chief Financial Officer

  
Date

**Youndy C. Cook**

Digitally signed by Youndy C.  
Cook  
Date: 2022.09.02 14:00:17 -04'00'

\_\_\_\_\_  
General Counsel

\_\_\_\_\_  
Date



## Capital Projects Funding Certification Form

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

Project name/description: **Biology Building Renovation - \$21,630,000**

Funding source(s): **Nonrecurring federal State Fiscal Recovery Funds (SFRF) awarded to the state as part of the American Rescue Plan (ARP) Act of 2021 - under Section 197 of HB5001.**

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

**Alexander  
Cartwright**

Digitally signed by Alexander  
Cartwright  
Date: 2022.09.16 09:11:55 -06'00'

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

**Jonathan Varnell**

Digitally signed by Jonathan  
Varnell  
Date: 2022.08.24 10:59:30 -04'00'

\_\_\_\_\_  
Vice President

\_\_\_\_\_  
Date

**ge208399**

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Date: 2022.08.26 14:41:00  
-04'00'

\_\_\_\_\_  
Chief Financial Officer

\_\_\_\_\_  
Date

**Youndy C. Cook**

Digitally signed by Youndy C.  
Cook  
Date: 2022.08.19 08:01:35 -04'00'

\_\_\_\_\_  
General Counsel

\_\_\_\_\_  
Date



## Capital Projects Funding Certification Form

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

Project name/description: **Chemistry Building Renovation - \$10,000,000**

Funding source(s): **Nonrecurring federal State Fiscal Recovery Funds (SFRF) awarded to the state as part of the American Rescue Plan (ARP) Act of 2021 - under Section 197 of HB5001.**

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

**Alexander  
Cartwright**

Digitally signed by Alexander  
Cartwright  
Date: 2022.09.16 09:12:11 -06'00'

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

**Jonathan Varnell**

Digitally signed by Jonathan  
Varnell  
Date: 2022.08.24 11:00:00 -04'00'

\_\_\_\_\_  
Vice President

\_\_\_\_\_  
Date

**ge208399**

Digitally signed by ge208399  
Date: 2022.08.26 14:41:39  
-04'00'

\_\_\_\_\_  
Chief Financial Officer

\_\_\_\_\_  
Date

**Youndy C Cook**

Digitally signed by Youndy C Cook  
Date: 2022.09.12 09:35:02 -04'00'

\_\_\_\_\_  
General Counsel

\_\_\_\_\_  
Date



### Capital Projects Funding Certification Form

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

Project name/description: College of Nursing Building

Funding source(s): Nonrecurring state funds appropriated by the 2022 Legislature to the Department of Education as fixed capital outlay for: University of Central Florida: Nursing Building \$29,000,000 (General Appropriations Act for FY 2022-23)

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

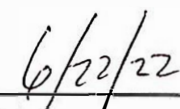
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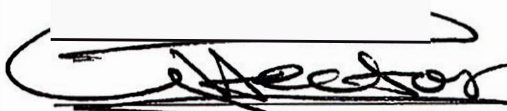
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President

Date

  
Vice President

  
Date

  
Chief Financial Officer

  
Date

Youndy C. Cook

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Cook  
Date: 2022.06.17 13:44:34 -04'00'

General Counsel

Date

Board of Trustees  
October 20, 2022

### GOV-1: Board of Trustees Resolution on Presidential Authority

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

Adoption of proposed Board Policy on Presidential Authority and Delegation ("Presidential Delegation Policy" - Attachment A) in place of the existing Resolution on Presidential Authority ("Resolution" - Attachment B) which was last amended on February 18, 2021. Approve the changes to delegated presidential authority as reflected in the presented Presidential Delegation Policy.

#### Background Information:

The first Board delegation of authority to the president was approved as a Board policy in 2017, which was amended twice in 2019. The presidential delegation was approved by the Board as a Resolution at the October 22, 2020, meeting, to replace the then-existing Board Policy on Delegation of Authority to the President. The Resolution was subsequently amended on February 28, 2021, to update specific provisions. Since that time, certain components of the Resolution have been identified as lacking clarity, in need of update, or unnecessary due to other controlling documents, such as University Regulations, BOG Regulations, and statutes. The proposed Presidential Delegation Policy was prepared to clarify, update, and reduce confusion by removing unnecessary provisions, by reorganizing provisions topically, and by updating certain delegated authorities.

Items of note in the proposed Presidential Delegation Policy include:

- Reordering of provisions throughout the document – for example, creation of a section 2 related to "Policies and Regulations" which collects references from throughout the document that assign or delegate to the President the duty and authority to adopt policy and/or regulations on various topics.
- Update to financial management provisions in section 6 – as to financial commitments, simplification of language and use of a single \$10 million threshold to trigger required Board approval; as to budget amendments in the event of substantial funding changes, increase of threshold to a flat 1% of operating budget.
- Update to property and procurement provisions in section 7 – as to a program for maintenance and construction of facilities in paragraph (a), update to terminology ("major" and "minor" reference are no longer used in the governing BOG regulations) and simplification of provisions; as to real property leases and licenses in paragraphs (d) and (e), simplification of language describing thresholds.
- Update to miscellaneous provisions in section 8 – update section title to be more descriptive; as to direct support organizations, combine five separate provisions into one at paragraph (a),



because actions related to DSOs are thoroughly addressed in Florida Statutes, BOG regulation, and UCF regulation; update paragraph (d) related to litigation for clarity.

**Recommended Action:**

Approve the proposed Board of Trustees Policy on Presidential Authority and Delegation.

**Alternatives to Decision:**

Do not approve the Board of Trustees Policy on Presidential Authority and Delegation as proposed. Suggest alternative changes to the proposed document.

**Fiscal Impact and Source of Funding:**

N/A

**Authority for Board of Trustees Action:**

Board of Governors Regulation 1.001

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

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

**Submitted by:**

Youndy Cook, Vice President and General Counsel

**Supporting Documentation:**

Attachment A: Board of Trustees Policy Presidential Authority and Delegation

Attachment B: Resolution on Presidential Authority

**Facilitators/Presenters:**

Youndy Cook





# Board of Trustees

## Board Policy

### UNIVERSITY OF CENTRAL FLORIDA BOARD OF TRUSTEES POLICY

#### Presidential Authority and Delegation

##### STATEMENT OF POLICY

Article IX, section 7, of the Florida Constitution provides that the Board of Governors shall establish the powers and duties of the university board of trustees. Board of Governors Regulation 1.001, University Boards of Trustees Powers and Duties, delegates powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university. Board of Governors Regulation 1.001 further provides that the university president shall serve as the chief executive officer to the board of trustees and is responsible to the board of trustees for all operations of the university and for setting the agenda for meetings of the board of trustees in consultation with the chair of the board of trustees.

The University of Central Florida Board of Trustees ("Board") desires to further delegate certain of its powers and duties to the President of the University of Central Florida ("President"), consistent with state law and regulations and policies of the Board of Governors and this Board. Any power or duty delegated by the Board to the President may be rescinded at any time by a majority vote of the Board. Except as otherwise provided herein, the President may further delegate their powers and duties to other employees of the University.

The Board intends this policy to supersede and replace any previously approved delegations of presidential authority, whether by policy or resolution.

##### DELEGATION OF POWERS AND DUTIES TO PRESIDENT

In delegating certain of its powers and duties to the President, the Board affirms and in no way restricts the President's powers and duties specified in Florida law, regulations, and policies of the Board of Governors, and in the Board regulations and bylaws, all of which are hereby affirmed. In performing the duties and responsibilities outlined in this Policy, the President shall act in accordance with all applicable laws, regulations, and policies of the Florida Board of Governors, and regulations and policies of the Board and the University.

Those powers and duties not expressly or implicitly delegated to the President are retained by the Board or the Board of Governors.

The President is hereby authorized, in the name of the Board and the University, to exercise the following authorities and to take the following actions, all as the President deems appropriate, advisable, and in the best interests of the University:

##### (1) University Administration and Oversight.

The President shall serve as the chief executive officer of the University. The President, in conducting the day-to-day business of the University, shall have the power and authority to:

- (a) Direct the day-to-day operations of the University.
- (b) Organize the University to efficiently and effectively achieve its goals, and periodically review and provide reports to the Board on University operations in order to determine how effectively and efficiently it is being administered, whether it is meeting the goals of the strategic plans adopted by the Board of Governors and other strategic goals for the advancement of the University as endorsed by the Board, such as the UCF Strategic Plan.
- (c) Prepare a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the University's mission, to first be submitted to the Board for approval and then to the Board of Governors for approval.
- (d) Prepare an annual accountability plan and all other significant reports for consideration and approval by the Board, and for submission to the Board of Governors, outlining the University's top priorities, strategic directions, and specific actions for achieving the priorities, as well as progress toward previously approved institutional and systemwide goals.
- (e) Maintain an effective information system to provide accurate, timely, and cost-effective information about the University, meeting all data and reporting requirements of the Board and Board of Governors.
- (f) Develop and implement initiatives to support the State University System Statement on Free Expression and to promote inclusive excellence in all aspects of University programs and functions, fostering a diverse, equitable and inclusive environment in which free expression of different viewpoints is valued. The President will report annually on the University's progress in implementing strategic initiatives and performance relating to diversity, equity, and inclusion as they pertain to student enrollment, academic service and programs, equity in employment, and athletics, as a part of the Board's consideration of the Florida Equity Report.
- (g) Develop, approve, implement, and oversee the programs, policies, procedures, and systems to support and maintain the University's and Related Entities' compliance with applicable federal, state, and local laws, rules, regulations, and other requirements.
- (h) Consult with the Board in a timely manner on any matters appropriate to its policy-making and fiduciary functions, recommend changes to governance documents, and promptly notify the Board Chair of any facts or circumstances that may materially and adversely affect the reputation of the University or any of its Related Entities.
- (i) Take all actions necessary or desirable, including serving as the signatory on all documents and agreements, to carry out the powers and duties enumerated in this Policy and those reasonably inferable therefrom.
- (j) Develop, approve, and implement a policy for the delegation of the powers and duties set forth in this Policy, including delegations of signature authority, and delegate, and authorize the sub delegation of, the powers and duties set forth in this Policy pursuant to such policies and procedures.
- (k) Perform such other duties as are not retained by the Board and as may be necessary or appropriate for the administration of the University, in compliance with any applicable laws, Board and Board of Governors' regulations, policies, and resolutions.

**(2) Policies and Regulations.** The President shall:

(a) As appropriate, adopt policies and procedures or propose regulations for Board approval related to:

1. Conflicts of interests for the Board, boards of Related Entities, and their employees, and when appropriate, for students, independent contractors, and volunteers;
2. Delegation and sub-delegation of the powers and duties set forth in this policy;
3. The awarding of degrees and certificates;
4. Intercollegiate athletics
5. The University's personnel program, including policies to recruit, appoint, transfer, promote, compensate, evaluate, reward, demote, discipline, and remove personnel.
6. Data and technology, including information systems, communications systems, computer hardware and software, and networks
7. The performance of annual internal audits of finances, controls and operations of the University and Related Entities.
8. The implementation of appropriate financial controls.
9. Selection of vendors providing design and construction services, incorporating applicable competitive solicitation requirements.
10. Traffic and parking.
11. Waiver of tuition and fees.
12. Academic programs and student affairs, as further specified in section (4)(a) below.
13. Procurement.

(b) Adopt policies or propose regulations for Board approval addressing areas as from time to time may be designated by the Legislature or Board of Governors or as may be deemed desirable by the President in the efficient operation of the University.

(c) Take routine administrative actions on behalf of the Board prior to the exercise of the Board's authority for final approval, related to the development, adoption, amendment or repeal of University regulations, or any action required under the Florida Administrative Procedures Act, Chapter 120, Florida Statutes.

**(3) Protect University Property and Community.** The President will protect and secure University assets and property and make provision for security and good order. The President shall:

(a) Secure comprehensive general liability insurance pursuant to sections 1001.706(4)(d) and 1004.24, Florida Statutes, and develop, approve, implement, and oversee the risk management program and implementation of an appropriate insurance strategy.

- (b) Provide for payment of the cost of civil actions against trustees, officers, employees, or agents of the Board of Trustees, as the Board of Trustees is a corporation primarily acting as an instrumentality of the state pursuant to Section 768.28, Florida Statutes, for the purposes of sovereign immunity.
- (c) Develop, approve, implement, and oversee a systematic approach to identify, manage, and mitigate various types of risk, regardless of origin, and define the risk appetite for the University and Related Entities.
- (d) Govern traffic on the grounds of the University and in other areas in accordance with law and any mutual aid agreements entered into with other law enforcement agencies.
- (e) Establish the program for campus safety and emergency preparedness, including safety and security measures for University personnel, students, and campus visitors.
- (f) Close all or portions of the University campus and cease normal operations and services when, in the President's judgment, such action would protect the safety, health and welfare of the University community and property. In exercising this authority, the President is authorized to determine and assign those employees who are required to provide essential services. Closures for greater than three days require consultation with the Chair.

**(4) Academic Programs and Student Affairs.** The President shall have the authority to:

- (a) Propose regulations for Board approval, and establish policies, when appropriate, in the area of academic programs and student affairs, including:
  - 1. Authorization and discontinuance of degree programs;
  - 2. Articulation and access;
  - 3. Admission and enrollment of students;
  - 4. Minimum academic performance standards for the award of a degree;
  - 5. Student financial assistance;
  - 6. Student activities and organizations;
  - 7. Student records and reports;
  - 8. Antihazing, related penalties, and program for enforcement;
  - 9. Reasonable accommodation of religious observances;
  - 10. Textbook and instructional materials affordability; and
  - 11. Student code of conduct and related penalties.
- (b) Develop, approve, and implement non-degree and non-college credit granting educational programs of the University.
- (c) Govern admissions, subject to applicable law and regulations, rules, or policies. Award degrees, including posthumous and in memoriam degrees, and recommend for Board approval, honorary degrees. Develop, approve, implement and govern the administrative and academic terms, policies, procedures and systems for awarding degrees and certificates.

- (d) Develop, approve, and implement student exchange programs, including without limitation those that are ancillary to the degree, non-degree and non-college credit granting programs of the University.
- (e) Establish the internal academic calendar of the University, within any general guidelines of the Board of Governors.
- (f) Establish a committee to periodically review and evaluate the student disciplinary system. At least half the committee must be students appointed by the Student Government Association president.
- (g) Approve the internal purchasing, contracting, budgetary and other procedures of student government organizations.
- (h) Approve the establishment of and closure of childcare facilities, including an educational research center for child development as authorized by s. 1011.48, Florida Statutes, serving University faculty, staff, students, and affiliates.
- (i) Administer all aspects of the University intercollegiate athletics program, with periodic reports to the Board on the operations of the program including, but not limited to, finances, audit and compliance, and changes in key personnel.
- (j) Recommend for Board approval the creation and termination of undergraduate and graduate degree-granting programs; submit for Board of Governors' approval and authorization undergraduate specialized admissions programs, undergraduate programs requiring more than 120 credits for graduation if and as required by law, and new research and professional doctoral degree programs.

**(5) Personnel.** The President shall:

- (a) Establish and implement the personnel program of the University.
- (b) With the exception of the positions described in (5)(c), below, consult with the Chair of the Board, or other trustee designee, regarding the hiring, dismissal, or any annual increase of more than five (5) percent in the compensation of any vice president or other direct report to the President, and any athletics personnel earning \$1 million or more in compensation. The President and Board Chair will annually review the positions covered by this provision.
- (c) Secure approval of the Board for the hiring, firing, or reduction in compensation of individuals serving in the positions of Vice President and General Counsel, Chief Compliance Officer, and Chief Audit Executive, which positions have a reporting relationship to the Board in addition to reporting to the President.
- (d) Approve travel and travel expenditures in accordance with s. 112.061, Florida Statutes.
- (e) Administer collective bargaining agreements and matters related thereto, including the appointment of University collective bargaining team members to negotiate collective bargaining agreements
- (f) Consult with the Board Chair regarding employment contracts in excess of one year.

**(6) Financial Management.** The President, in overseeing the day to day operations of the University shall see to the sound financial management of the University and Related Entities, and shall:

- (a) Approve and execute the following at any dollar value or duration: gift agreements, including qualified sponsorships; grants, research contracts, research compliance agreements, clinical trial agreements, and other agreements for research; sponsored training; and patents, trademarks, copyright licenses, and technology transfer agreements.
- (b) Approve and execute financial commitments of University resources (such as contractual cost obligations, contingent risks, or the assumption of liabilities of any kind; and including options, renewals, extensions or amendments thereto; but excluding leases or licenses for use of real property); except that the Board must provide specific approval or authority for financial commitments of more than (i) \$10 million in the aggregate.
- (c) Approve and execute any option, renewal, extension or amendment of a Board-approved financial commitment which increases the approved transaction in an amount less than or equal to ten percent (10%) of the total approved value.
- (d) Administer and operate the Office of Research, which serves as the University's division of sponsored research. The President, or designee, is authorized to negotiate, enter into, and execute research contracts; to solicit and accept research grants and donations; and to fix and collect fees, other payments, and donations that may accrue from these methods. The President or designee may negotiate, enter into, and execute contracts on a cost-reimbursement basis and may provide temporary financing of those costs prior to reimbursement from moneys on deposit in a sponsored research development fund, except as prohibited elsewhere by law.
- (e) Keep the Board apprised of the financial condition of the University and all Related Entities, subject to the oversight of the Board.
- (f) Prepare an institutional budget request, including a request for fixed capital outlay, for approval by the Board.
- (g) Prepare for Board approval a schedule of tuition and fees to be charged by the University.
- (h) Prepare the operating budget of the University, carryforward spending plan, and a fixed capital outlay budget, if required, as prescribed by law, regulations of the Board of Governors, policies of the Board, and provisions of the General Appropriations Act, for approval by the Board. Amend the Board-approved operating budget when necessary to accommodate changes in revenues, expenditures, and statutory budget amendments. Seek Board approval for any changes in excess of one percent (1.0%) made to the total approved operating budget during the operating year.
- (i) Enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees.
- (j) Sign checks and authorize other forms of payment to pay legal obligations of the University, in accordance with section 1011.42(7), Florida Statutes.

(k) Enter into agreements for banking services and perform banking transactions and delegate to appropriate individuals the authority to withdraw or transfer funds or other assets from a University account.

(l) Enter into agreements for collection services when deemed advisable in collecting delinquent accounts and charging off and settling uncollectible accounts.

(m) Provide sufficient information to Board to allow for prudent decision-making and recommend for Board approval, as to the University or any Related Entities:

1. All borrowing of funds and any material changes to such loans, including internal University resources borrowed via internal loan;
2. Any debt issuance; and
3. Public-private partnerships.

(n) Make budget transfers to and from depositories and accounts, to include, the transfer of funds from one depository to another, within a depository, to another institution, or from another institution to a depository for investment purposes; and may transfer funds to pay expenses, expenditures, or other disbursements, evidenced by an invoice or other appropriate documentation.

(o) Account for University and Related Entities expenditures of any state, local, federal, and other funds in accordance with applicable guidelines or regulations established by the Board of Governors, and as provided by law, including the submission of annual financial statements for the University and all Related Entities.

(p) Ensure University funds are invested in accordance with the investment program approved by the Board and in compliance with applicable federal and state laws and regulations.

**(7) Property and Procurement.** The President is responsible for implementing fiscally and administratively appropriate programs related to university property and procurement, and in doing so shall:

(a) Administer a program for the maintenance and construction of facilities, pursuant to Chapter 1013, Florida Statutes, and Board of Governors regulations, to include the following activities:

1. Pursuant to section 1013.30, Florida Statutes, and Board of Governors' regulations, prepare a campus master plan for Board adoption and a campus development agreement for Board execution; and report periodically on progress under the master plan and plan amendments.
2. Initiate and manage construction projects (new, remodeling, or site work) with a projected construction cost, in one or a series of related transactions, in the amount equal to or less than \$2 million. Manage construction projects with a projected construction cost greater than \$2 million following Board approval of the project.
3. Conduct plan reviews, issue permits and construction inspections to enforce building code compliance for projects subject to the Florida Building Code.



4. Approve additional service authorizations and change orders in the name of the Board. If a Board-approved project exceeds its approved budget in an amount greater than or equal to ten percent (10%) of the total approved value of the project, a project budget increase must be approved by the Board.
  5. Implement procedures for the selection of vendors providing design and construction services incorporating applicable competitive solicitation requirements.
  6. Contract for design, engineering, and construction services, including design-build services.
  7. Exercise responsibility for the fire safety and sanitation of public educational and ancillary plants.
- (b) Recommend for Board approval regulations setting forth competitive solicitation requirements and other criteria related to the procurement of commodities, goods, equipment and other types of personal property, software, and contractual services.
- (c) Contract for the lease-purchase of equipment and software in accordance with the Board of Governors Debt Management Guidelines.
- (d) Approve and execute any real property leases or licenses, as a tenant or licensee, with total University expenditures of less than \$1,000,000 and a term of or less than five (5) years, as well as any amendment or extension of such real property leases or licenses which increases, by ten percent (10%) or less of the total approved lease or license value. This authority applies to Related Entities.
- (e) Approve and execute any real property leases or licenses, as landlord or licensor, for use of property owned or controlled by the University or Related Entities with a total revenue less than \$5 million and a term of five (5) years or less, as well as any amendment or extension of such real property lease or license which increases, by ten percent (10%) or less of the total approved lease or license value.
- (f) Act for the Board as custodian of all University personal property, to include the disposal, use or sale of lost or abandoned personal property found within areas under the University's jurisdiction in accordance with section 705.18, Florida Statutes.
- (g) Regulate the use, maintenance, protection, and control of, and the imposition of charges for, University-owned or University-controlled buildings and grounds, property and equipment, name trademarks and other proprietary marks, and the financial and other resources of the University.
- (h) Recommend to the Board the naming of a University facility on a UCF campus on behalf of an individual, group or entity, in accordance with University policy on namings; comply with law or Board of Governors regulation as to any naming on behalf of a living individual.
- (i) Protect, develop, and transfer the work products of University personnel and other University agents and contractors, including licensing, assigning, selling, leasing, or otherwise allowing the use of or conveying such work products and securing and enforcing patents, copyrights, and trademarks therein.

### (8) Miscellaneous Powers and Duties: Related Entities, Legal Matters, Gifts.

Not every circumstance that may occur at the University is addressed in this Policy, and the Board expects that the President will exercise sound judgment and act in the best interest of the University. Additionally, the President shall:

- (a) Present and recommend all appropriate documents and actions with regard to Related Entities, such as recommending certification of a Related Entity, presenting appointments to Related Entity boards for approval, recommending annual budgets and allowable transfers of funds, and recommending changes to governing documents; additionally, perform such other actions as may be necessary for the functioning of Related Entities in keeping with applicable law and regulations.
- (b) Develop, approve, implement and oversee the programs, systems, terms, policies, procedures and strategies for the operations of faculty practice plans.
- (c) Oversee the University's fundraising operations and accept and administer gifts, grants, bequests, and devises made for the benefit of the University.
- (d) Initiate, appeal and settle lawsuits involving the University or Related Entities, and join amicus briefs, after consultation with the Board Chair, other than claims and lawsuits (i) covered by the State of Florida's Division of Risk Management or by the UCF College of Medicine Self-Insurance Program, which may be managed, appealed, and settled without Board Chair consultation, and (ii) for Related Entities, covered by their insurance or self-insurance program.
- (e) Employ private attorney services after consulting with the University's General Counsel.

For the purposes of this Policy the following terms are used as follows:

**Board** or **BOT**: UCF Board of Trustees

**Board Chair**: Chair of the UCF Board of Trustees

**Board of Governors** or **BOG**: Board of Governors of the State University System of Florida

**President**: President of the University of Central Florida

**Related Entities**: Direct support organizations and practice plan corporations of the University.

**UCF** or **University**: University of Central Florida

**Vice President**: University vice president or senior vice president.

### INITIATING AUTHORITY

UCF Board of Trustees

**History**: New October 26, 2017; Amended January 24, 2019, May 16, 2019, October 22, 2020, February 18, 2021, September \_\_\_\_, 2022.

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

## Resolution on Presidential Authority

**WHEREAS**, Article IX, section 7, Florida Constitution provides that the Board of Governors shall establish the powers and duties of the university board of trustees as set forth therein and as may be established in Board of Governors' regulations, and

**WHEREAS**, Board of Governors Regulation 1.001, University Boards of Trustees Powers and Duties, delegates powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university, and

**WHEREAS**, Board of Governors Regulation 1.001, University Boards of Trustees Powers and Duties, further provides that the university president shall serve as the chief executive officer and corporate secretary of the board of trustees and is responsible to the board of trustees for all operations of the university and for setting the agenda for meetings of the board of trustees in consultation with the chair, and

**WHEREAS**, the University of Central Florida Board of Trustees has revised and updated its delegation of certain authorities to the President, consistent with state law, regulations and policies of the Board of Governors, and regulations and policies of this Board, and hereby rescinds all previously delegated powers and duties to the President on October 26, 2017, January 24, 2019, May 16, 2019, and October 22, 2020 and intends this Resolution to supersede and replace the previously approved delegations of presidential authority, and

**WHEREAS**, the University of Central Florida Board of Trustees intends that any power or duty not delegated to the President in this Resolution be reserved in the Board of Trustees.

**NOW THEREFORE, RESOLVED** that:

- (A) The University of Central Florida Board of Trustees, adopts this Resolution effective February 18, 2021, rescinding all existing delegations previously adopted by the Board, and
- (B) The University President's powers and duties specified in Florida law, regulations and policies of the Board of Governors, and in the Board of Trustees regulations and bylaws are hereby affirmed; an
- (C) The President is hereby authorized, in the name of the University Board of Trustees and the University, to exercise the following authorities and to take the following actions, all as the President deems appropriate, advisable, and in the interests of the University:

### **(1) University Administration and Oversight.**

- (a) Direct the day-to-day operations of the University.
- (b) Organize the University to efficiently and effectively achieve its goals, and periodically review and provide reports to the Board of Trustees on University operations in order to determine how effectively and efficiently it is being administered and whether it is meeting the goals of the strategic plan adopted by the Board of Governors and other strategic goals for the advancement of the University as endorsed by the Board of Trustees.

- (c) Prepare a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the University's mission, to first be submitted to the Board of Trustees for approval and then to the Board of Governors for approval.
- (d) Prepare an annual accountability plan and all other significant reports for consideration and approval by the Board of Trustees, and for submission to the Board of Governors, outlining the University's top priorities, strategic directions, and specific actions for achieving the priorities, as well as progress toward previously approved institutional and systemwide goals.
- (e) Prepare and periodically update a policy addressing conflicts of interest for the Board of Trustees, boards of Related Entities, and their employees, and when appropriate, for students, independent contractors, and volunteers.
- (f) Maintain an effective information system to provide accurate, timely, and cost-effective information about the University, meeting all data and reporting requirements of the Board of Trustees and Board of Governors.
- (g) Propose regulations for approval by the Board of Trustees, when appropriate; take routine administrative actions on behalf of the Board of Trustees prior to the exercise of the Board's authority for final approval, related to the development, adoption, amendment or repeal of University regulations, or any action required under the Florida Administrative Procedures Act, Chapter 120, Florida Statutes.
- (h) Establish policies and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.
- (i) Secure comprehensive general liability insurance pursuant to sections 1001.706(4)(d) and 1004.24, Florida Statutes, and develop, approve, implement, and oversee the risk management program and implementation of an appropriate insurance strategy.
- (j) Develop, approve, implement and oversee a systematic approach to identify, manage, and mitigate various types of risk, regardless of origin, and define the risk appetite for the University and Related Entities.
- (k) Provide for payment of the cost of civil actions against trustees, officers, employees, or agents of the Board of Trustees, as the Board of Trustees is a corporation primarily acting as an instrumentality of the state pursuant to Section 768.28, Florida Statutes, for the purposes of sovereign immunity.
- (l) Govern traffic on the grounds of the University and in other areas in accordance with law and any mutual aid agreements entered into with other law enforcement agencies.
- (m) Develop and implement initiatives to promote inclusive excellence in all aspects of University programs and functions, fostering a diverse, equitable and inclusive environment in which free expression of different viewpoints is valued. The President will report annually on the University's progress in implementing strategic initiatives and performance relating to diversity, equity and inclusion as they pertain to student enrollment, academic service and programs,

equity in employment, and athletics, as a part of the Board's consideration of the Florida Equity Report.

(n) Establish the program for campus safety and emergency preparedness, including safety and security measures for University personnel, students, and campus visitors.

(o) Develop, approve, implement and oversee the programs, policies, procedures and systems to support and maintain the University's and Related Entities' compliance with applicable federal, state, and local laws, rules, regulations, and other requirements.

(p) Consult with the Board of Trustees in a timely manner on any matters appropriate to its policy-making and fiduciary functions, recommend changes to governance documents, and promptly notify the Board Chair of any facts or circumstances that may materially and adversely affect the reputation of the University or any of its Related Entities.

(q) Close all or portions of the University campus and cease normal operations and services in the event of an emergency, when, in the President's judgment, such action would protect the safety, health and welfare of the University faculty, students and staff, and the University facilities and grounds. In exercising this authority, the President is authorized to determine and assign those employees who are required to provide essential services. Closures for non-emergencies greater than three days require consultation with the Chair.

(r) Consult with the Chancellor of the State University System prior to recommending any acquisition, establishment, reclassification, relocation, or closure of additional campuses or special purpose centers to the Board of Trustees.

(s) Take all actions necessary or desirable, including serving as the signatory on all documents and agreements, necessary or desirable to carry out the powers and duties enumerated in this Resolution and those reasonably inferable therefrom.

(t) As appropriate and consistent with this Resolution, delegate and authorize the sub-delegation of powers and duties provided in this Resolution, electronically or in writing to an employee of the University who:

1. is a University Vice President with responsibility in an area relating to the subject matter of the delegation; or

2. is a manager with responsibility in an area relating to the subject matter of the delegation who reports directly to a position at or above the level of Vice President; or

3. holds a position at the University that is equivalent in seniority or responsibility to a Vice President or such manager, as determined by the President or Chief Human Resources Officer; or

4. is deemed by the President to have the appropriate capabilities, provided that the delegation specified the date of the delegation, the name and title of the delegee, the particular authority or portion of authority being delegated, and a copy of the delegation is filed with the delegee and with the Vice President and General Counsel of the University.

## **(2) Academic Programs and Student Affairs.**

(a) Propose regulations for Board of Trustees' approval, and establish policies, when appropriate, in the area of academic programs and student affairs as follows, and in such additional areas as from time to time may be designated by the Legislature, Board of Governors as requiring Board of Trustees' approval:

1. Authorization and discontinuance of degree programs;
2. Articulation and access;
3. Admission and enrollment of students;
4. Minimum academic performance standards for the award of a degree;
5. Student financial assistance;
6. Student activities and organizations;
7. Student records and reports;
8. Antihazing, related penalties, and program for enforcement;
9. Reasonable accommodation of religious observances;
10. Textbook and instructional materials affordability; and
11. Student code of conduct and related penalties.

The President is authorized to adopt and revise policies as required or deemed appropriate in the areas of academic and student affairs which are not specifically listed above.

(b) Develop, approve, and implement non-degree and non-college credit granting educational programs of the University.

(c) Award degrees and certificates or other evidence of satisfying the graduation criteria approved by the Board of Trustees for degree-granting programs or of satisfying the completion criteria approved by the President for non-degree granting programs; award posthumous and in memoriam degrees; initially approve and recommend to the Board of Trustees for its final approval all honorary degrees; develop, approve, implement and govern the administrative and academic terms, policies, procedures and systems for awarding such degrees and certificates.

(d) Develop, approve, and implement student exchange programs, including without limitation those that are ancillary to the degree, non-degree and non-college credit granting programs of the University.

(e) Establish the internal academic calendar of the University within any applicable general guidelines of the Board of Governors.

(f) Establish a committee, which shall include student representation, for the periodic evaluation of the student disciplinary system, in accordance with applicable law and regulation.

(g) Approve the internal purchasing, contracting, budgetary and other procedures of student government organizations.

(h) Establish, develop, approve, implement and govern the programs, terms, policies, procedures and systems for childcare facilities, including educational research centers for child development as authorized in s. 1011.48, Florida Statutes, for the purpose of providing childcare services for

members of the University community as well as providing research and internship opportunities.

(i) Develop, approve, implement and govern the inter- and intra-collegiate athletics programs, policies, and procedures of the University, with periodic reports to the Board of Trustees on the operations of the program including, but not limited to, finances, audit and compliance, and changes in key personnel.

(j) Establish policies regulating the administration and operation of the Office of Research. The President, or designee, is authorized to negotiate, enter into, and execute research contracts; to solicit and accept research grants and donations; and to fix and collect fees, other payments, and donations that may accrue from these methods. The president or designee may negotiate, enter into, and execute contracts on a cost-reimbursement basis and may provide temporary financing of those costs prior to reimbursement from moneys on deposit in a sponsored research development fund, except as prohibited elsewhere by law. All purchases of a division of sponsored research will be made in accordance with the policies and procedures of the University and the purchasing regulations of the Board of Governors; however, upon certification addressed to the President that it is necessary for the efficient or expeditious prosecution of a research project, the President may exempt the purchase of material, supplies, equipment, or services for research purposes from the general purchasing requirement of the Florida Statutes.

(k) Recommend to the Board of Trustees for approval, the creation and termination of masters and undergraduate degree-granting programs subject to BOG final approval of limited access programs and undergraduate programs requiring more than 120 credits for graduation if and as required by law;

(l) Subject to final approval of the Board of Governors:

1. Recommend to the Board of Trustees the creation and termination of doctoral and professional graduate degree-granting programs of the University; and
2. If, and as required by law, recommend and seek final Legislative approval for the creation of new colleges, schools and functional equivalents offering a program leading to a degree that is a credential for a specific license issued under a state statute or constitution.

### **(3) Personnel.**

(a) Establish and implement policies and procedures to recruit, appoint, transfer, promote, compensate, evaluate, reward, demote, discipline, and remove personnel, in accordance with regulations and policies of the Board of Trustees and Board of Governors. Pursuant to law and Board of Governors' regulation, the Board of Trustees will evaluate the President's performance annually against the strategic goals of the University, approve compensation of the President. Renewals of the President's employment contract is subject to confirmation by the Board of Governors and is limited to one-year terms.

(b) With the exception of the positions described in (3)(c), below, consult with the Chair of the Board of Trustees, or other trustee designee, regarding the hiring, dismissal, or any annual increase of more than five (5) percent in the compensation of any Vice President or other direct



report to the President, and any athletics personnel earning over \$1 million in compensation. The President and Board Chair will annually review the positions covered by this provision.

(c) Secure approval of the Board of Trustees for the hiring, firing, or reduction in compensation of individuals serving in the positions of Vice President and General Counsel, Chief Compliance Officer, and Chief Audit Executive, which positions have a reporting relationship to the Board of Trustees in addition to reporting to the President.

(d) Approve travel in accordance with s. 112.061, Florida Statutes.

(e) Administer collective bargaining agreements and matters related thereto, including the appointment of University collective bargaining team members to negotiate collective bargaining agreements; recommend for Board of Trustees' approval actions to be taken on collective bargaining agreements under negotiation; and execute Board of Trustees' approved collective bargaining agreements.

(f) Employ private attorney services after consulting with the University's General Counsel.

(g) Recommend to the Board of Trustees the awarding of tenure.

(h) Consult with the Board Chair regarding employment contracts in excess of one year.

#### **(4) Financial Management.**

(a) Recommend for Board of Trustees' approval financial commitments, contractual obligations, contingent risks, or the assumption of liabilities of any kind of more than (i) \$25 million or (ii) greater than five (5) years in duration, and an aggregate net value of greater than \$5 million dollars; and options, renewals, extensions or amendments thereto which increase the approved liability in an amount greater than or equal to ten percent (10%) of the total approved value; except that the President may approve the following: gift agreements; grants, research contracts, clinical trial agreements, and other agreements for research; sponsored training; patents, trademarks, and copyright licenses, and technology transfer agreements; and research compliance agreements. This authority applies to Related Entities.

(b) Keep the Board of Trustees apprised of the financial condition of the University and all Related Entities, subject to the oversight of the Board of Trustees.

(c) Prepare an institutional budget request, including a request for fixed capital outlay, for approval by the Board of Trustees.

(d) Recommend to the Board of Trustees a schedule of tuition and fees to be charged by the University pursuant to law and regulations established by the Board of Governors.

(e) Recommend to the Board of Trustees a regulation for the waiver for tuition and fees pursuant to law and regulations established by the Board of Governors.

(f) Prepare the operating budget of the University, carryforward spending plan, and a fixed capital outlay budget, if required, as prescribed by law, regulations of the Board of Governors, policies of the Board of Trustees, and provisions of the General Appropriations Act, for approval by the Board of Trustees, with the following requirements:

1. The proposed expenditures, plus transfers, and balances must not exceed the estimated income, transfers, and balances.
2. The budget and each part must balance.
3. If at any time the unencumbered balance in the education and general fund of the Board of Trustees approved operating budget goes below seven (7) percent, the President must provide written notification to the Board of Governors.
4. Any changes to the operating budget in an amount greater than the lower of \$5 million or .5 percent of the budget requires approval of the Board of Trustees.
5. Provide quarterly budget-to-actual reporting to the Board of Trustees' Finance and Facilities Committee and annual budget-to-actual analysis to the Board of Trustees.

(g) Enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees.

(h) Establish policies and procedures for the performance of annual internal audits of finances, controls and operations of the University and Related Entities.

(i) Establish policies and procedures for the implementation of appropriate financial controls, with review by the University's internal auditor.

(j) Sign checks and authorize other forms of payment to pay legal obligations of the University, in accordance with section 1011.42(7), Florida Statutes.

(k) Enter into agreements for banking services and perform banking transactions. Further delegation of authority to withdraw funds or other assets from a University account at a depository institution is limited to a vice president or other position deemed by the President or senior designee reporting to the President to have responsibility for financial matters.

(l) Enter into agreements for collection services when deemed advisable in collecting delinquent accounts and charging off and settling uncollectible accounts. The President will annually report the status of accounts receivable charge-offs to the Board, which may be provided through the university's financial statements or reports.

(m) Recommend for Board of Trustees' approval, as to the University or any Related Entities:

1. All borrowing of funds and any material changes to such loans, including internal University resources borrowed via internal loan;
2. Any debt issuance; and
3. Public private partnerships.

The Board of Trustees will be presented with sufficient information for prudent decision-making for all such projects and comply with applicable guidelines established by the Board of Governors in connection with the authorization, issuance and sale of University and Related Entities debt.

(n) Make budget transfers to and from depositories and accounts, to include, the transfer funds from one depository to another, within a depository, to another institution, or from another institution to a depository for investment purposes; and may transfer funds to pay expenses, expenditures, or other disbursements, evidenced by an invoice or other appropriate documentation.

(o) Account for University and Related Entities expenditures of any state, local, federal, and other funds in accordance with applicable guidelines or regulations established by the Board of Governors, and as provided by law, including the submission of annual financial statements for the University and all Related Entities.

(p) Ensure University funds are invested in accordance with the investment program approved by the Board of Trustees and in compliance with applicable federal and state laws and regulations. The President will inform the Board of Trustees of any proposed material change to the University's investment program.

## **(5) Property and Purchasing.**

(a) Administer a program for the maintenance and construction of facilities, pursuant to Chapter 1013, Florida Statutes, to include the following activities:

1. Prepare a campus master plan for adoption by the Board of Trustees, prepare a campus development agreement for execution by the Board of Trustees, pursuant to section 1013.30, Florida Statutes, and report on progress under the master plan.
2. Recommend for Board of Trustees' prior approval any construction project (new, remodeling, site work) with a projected construction cost, in one or a series of related transactions, in an amount greater than \$2 million (Major Project), and any material changes to the projects, from any funding source(s) not specifically appropriated by the Legislature.
3. Initiate and manage construction projects (new, remodeling, or site work) with a projected construction cost, in one or a series of related transactions, in the amount equal to or less than \$2 million (Minor Project) in addition to Board of Trustees' approved Major Projects. Minor Projects and associated change orders of \$100,000 or more, will be reported on a quarterly basis to the Board of Trustees Finance and Facilities Committee.
4. Approve a facilities program for each Major Project.
5. Exercise responsibility for the fire safety, maintenance and sanitation of facilities.
6. Conduct plan reviews, issue permits and construction inspections to enforce building code compliance for projects subject to the Florida Building Code.
7. Approve additional service authorizations and change orders in the name of the Board of Trustees on Major Projects. Any change order(s) related to a facilities' construction or renovation project, in one or a series of related transactions, that increases the approved project budget in an amount greater than or equal to ten percent (10%) of the total approved value of a project, requires the prior approval of the Board of Trustees. All change orders shall be reported to the Board and entered into the official minutes as soon as practicable at a regular meeting of the Board.
8. Establish policies and procedures for the selection of vendors providing design and construction services incorporating applicable competitive solicitation requirements.
9. Contract for all required design, engineers and construction services, including design-build services.

10. Provide a comprehensive report on construction-related activities at each regular meeting of the Board's Finance and Facilities Committee, including information regarding change order activity.

(b) Recommend for Board of Trustees' approval, regulations setting forth competitive solicitation requirements and other criteria related to the procurement of commodities, goods, equipment and other types of personal property, software and contractual services.

(c) Contract for the purchase, sale, lease, license, or acquisition of commodities, goods, equipment and other types of personal property, software and contractual services, including private attorney services in accordance with the regulations approved by the Board of Trustees'.

(d) Contract for the lease-purchase equipment and software in accordance with the Board of Governors Debt Management Guidelines.

(e) Recommend for Board of Trustees' approval any real property leases or licenses, as a tenant or licensee, with total University expenditures greater than \$1,000,000 and a term longer than five (5) years, as well as any amendment or extension of such real property leases or licenses which increases, by ten percent (10%) or more, the total approved lease or license value ; except as stated here, the President may approve leases or licenses for the University as tenant or licensee. This authority applies to Related Entities.

(f) Enter into real property leases or licenses, as landlord or licensor, for use of property owned or controlled by the University or Related Entities with a total revenue less than \$5 million and a term less than five (5) years. For leases or licenses with a total revenue of \$5 million or more and a term of five (5) years or more, or for any amendment or extension of such leases or licenses which increases the obligation by ten percent (10%) or more of the total approved value, recommend for Board of Trustees' approval.

(g) Recommend for Board of Trustee approval the acquisition, sale or encumbrance of real property for any donated property with a value of greater than \$500,000. This authority applies to Related Entities.

(h) Notify the Board of Trustees prior to the commencement of construction of any facility that requires and has not yet received state funding by the Legislature for facility operating and maintenance costs.

(i) Act for the Board of Trustees as custodian of all University personal property, to include:

1. Recommending for Board of Trustees' approval, policies and procedures for the disposal of personal property no longer needed by the University, in accordance with state law and Board of Governors regulation; and
2. The disposal, use or sale of lost or abandoned personal property found within areas under the University's jurisdiction in accordance with section 705.18, Florida Statutes.

(j) Regulate the use, maintenance, protection, and control of, and the imposition of charges for, University-owned or University-controlled buildings and grounds, property and equipment,

name trademarks and other proprietary marks, and the financial and other resources of the University.

(k) Recommend to the Board of Trustees naming opportunities for exterior buildings, colleges, schools, departments, institutes, academic centers, or major programs for any individual, corporation or other entity; and (if and as required by law in connection with living individuals, to recommend such name to the BOG and/or Legislature for its final approval.

(l) Protect, develop, and transfer the work products of University personnel and other University agents and contractors, including licensing, assigning, selling, leasing, or otherwise allowing the use of or conveying such work products and securing and enforcing patents, copyrights, and trademarks therein. The President must consult with the Board Chair before initiating, appealing or settling any litigation related to the enforcement of patents, copyrights and trademarks.

#### **(6) Miscellaneous Powers and Duties.**

(a) Recommend for Board of Trustees' approval the creation, certification, decertification, dissolution, and change of governing documents of Related Entities.

(b) Serve or appoint a presidential designee to serve on the board of directors and the executive committee of all Related Entities and university health services support organizations established to benefit the University pursuant to sections 1004.28 and 1004.29, Florida Statutes and recommend for approval by the Board of Trustees any other appointments to these organizations. The Chair of the Board of Trustees shall appoint at least one representative to the board of directors and the executive committee of any such entity. The Board of Trustees shall approve all other director appointments.

(c) Recommend for Board of Trustees' approval annual operating and capital budgets for Related Entities.

(d) Present to the Board of Trustees all internal and external audits of Related Entities.

(e) Recommend to the Board of Trustees for approval any allowable transfer of funds among Direct Support Organizations, unless under an agreement approved by the Board of Trustees.

(f) Develop, approve, implement and oversee the programs, systems, terms, policies, procedures and strategies for the operations of faculty practice plans.

(g) Oversee the University's fundraising operations and accept and administer gifts, grants, bequests, and devises made to the University.

(h) Initiate, appeal and settle lawsuits involving the University or Related Entities, and join amicus briefs, after consultation with the Board Chair, other than claims and lawsuits (i) covered by the State of Florida's Division of Risk Management or by the UCF College of Medicine Self-Insurance Program, which may be managed, appealed, and settled without Board Chair consultation, and (ii) for Related Entities, covered by their insurance or self-insurance program.

(i) Perform such other duties as are not retained by the Board of Trustees and as may be necessary or appropriate for the administration of the University, in compliance with any applicable laws, Board of Trustees and Board of Governors' regulations, policies, and resolutions.

For the purposes of this Resolution the following terms are used as follows:

**Board** or **BOT**: UCF Board of Trustees

**Board Chair**: Chair of the UCF Board of Trustees

**Board of Governors** or **BOG**: Board of Governors of the State University System of Florida

**President**: President of the University of Central Florida

**Related Entities**: Direct support organizations and practice plan corporations of the University.

**UCF** or **University**: University of Central Florida

**Vice President**: University vice president or senior vice president.

Board of Trustees  
October 20, 2022

### AES-1: 2022 SUS Textbook and Instructional Materials Affordability Annual Report

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

Approve the 2022 Textbook and Instructional Materials Affordability Annual Report.

Due to Hurricane Ian, UCF submitted the 2022 SUS Textbook and Instructional Materials Affordability Annual Report to the Board of Governors ahead of the September 30, 2022 deadline, pending Board of Trustees approval.

#### Background Information:

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

- textbook and instructional materials selection process for high enrollment general education courses,
- courses with no cost for textbook and instructional materials,
- courses with low-cost materials,
- specific university initiatives designed to reduce the costs of textbooks and instructional materials; and
- university policies for the posting of textbooks and instructional materials.

#### Recommended Action:

Recommended approval of the 2022 Textbook and Instructional Materials Affordability Annual Report.

#### Alternatives to Decision:

N/A

#### Fiscal Impact and Source of Funding:

N/A

#### Authority for Board of Trustees Action:

BOG Regulation 8.003; UCF Regulation 2.032 Textbook Adoption

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

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



**Submitted by:**

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

**Supporting Documentation:**

Attachment A: Student Savings

Attachment B: Textbook and Instructional Materials Affordability Annual Report

Please click the link below to view the full report: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/09/UCF-2022-Textbook-and-Instructional-Materials-Affordability-Report.pdf>

**Facilitator/Presenter:**

Timothy D. Letzring, Vice Provost for Academic Affairs

# AESC-1: Textbook Affordability Report

- Compliant for three straight years.
  - 98.5% - Fall 2021
  - 97.5% - Spring 2022
- Savings under the Library Resource program
  - \$1,834,892
  - Year over year increase of \$970,000 in savings

## Textbook & Instructional Materials Affordability Initiatives

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

### **Affordable Instructional Materials Initiative**

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

### **Library Resources**

UCF Librarians actively search for textbooks that are available as e-books with unlimited use. These are one-to-one replacements of currently assigned course textbooks and are freely available to UCF students. Once these books are identified and purchased, faculty are informed of their availability and asked to share this information with students in their courses. In the 2021-2022 academic year, use of library resources saved students \$1,834,892.

### **STARS**

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

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

UCF librarians and instructional designers support faculty in locating compilations of free resources in lieu of textbooks. In many cases a variety of materials are used to illustrate course concepts. These resources range from specific chapters in an OER, to resources from websites/digital archives, articles, and/or videos. In the 2021-2022 academic year, use of free resources and OER saved students \$1,506,187.

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

### **Price Match Program**

Students can compare the cost of course materials at off-campus bookstores (e.g., BN.com, Amazon, and local bookstores). If they find course materials at a lower price, UCF's bookstore, Barnes & Noble, will match it.

### **Rental Program**

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

### **Used Course Materials Option**

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

### **Digital Option**

Digital textbooks allow students to save up to 60 percent compared to traditional textbooks. The bookstore's digital offerings are designed with convenience in mind, allowing students to choose from several forms of payment and to access these materials immediately following their purchase or digital rental. To optimize the digital experience, the bookstore offers, the Yuzu™ Web, iOS, and Android™ apps. Just over 70 percent of textbooks are currently offered in digital format.

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

UCF has implemented the opt-in model of Barnes & Noble College's First Day Inclusive Access program. In the 2021-2022 academic year, the First Day Inclusive access program saved students \$5,001,067.

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

UCF has not implemented an opt-out provision.

## Attachment B

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

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

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

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

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

Fall 2021					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement
12,548	12,363	98.53%	154	185	1.47%

Spring 2022					
Total Course Sections at the 45-Day Posting Deadline (Not Including Exceptions)	# Of Course Sections Meeting Requirement (Not Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Meeting Requirement	# Of Course Sections That Changed Adopted Course Materials After The Required Posting Deadline	# Of Course Sections Not Meeting Requirement (Including Course Sections That Changed Adopted Materials After The Deadline)	% Of Course Sections Not Meeting Requirement
9,745	9,499	97.48%	185	246	2.52%

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

## Attachment B

### Exceptions

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

Fall 2021				
Total # of Course Sections (Not Including Exceptions)	# of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column A + Column B)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
12548	606	13154	4.61%	Courses added after 45-day deadline

Spring 2022				
Total # Of Course Sections (Not Including Exceptions)	# Of Course Sections Identified As Exceptions	Total # Of Course Sections Including Exceptions (Column G + Column H)	% Of Total Course Sections That Were Identified As Exceptions	Reasons For Exceptions
9745	1020	10765	9.48%	Courses added after 45-day deadline





# Board of Trustees

## Agenda Memo

Board of Trustees  
October 20, 2022

### AES-2: Tenure with Hire

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☐ Information ☐ Discussion ☒ Action

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

#### Purpose and Issues to be Considered:

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

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

#### Background Information:

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

#### Recommended Action:

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

#### Alternatives to Decision:

N/A

#### Fiscal Impact and Source of Funding:

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

#### Authority for Board of Trustees Action:

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

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

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

#### Submitted by:

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

**Supporting Documentation:**

Attachment A: Tenure with Hire Justification

**Facilitator/Presenter:**

Michael D. Johnson

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

**Tenure with Hire Justification  
Board of Trustees Meeting  
October 20, 2022**

**Frank “Adrien” Bouchet, Professor**

**College of Business Administration, Department of Integrated Business**

**CV:** [https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Bouchet-Frank-Adrien\\_CV.pdf](https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Bouchet-Frank-Adrien_CV.pdf)

Dr. Frank “Adrien” Bouchet received his Ph.D. in education policy administration/strategic management from Texas A&M University. He came to UCF from the University of Tulsa, where he was a tenured Warren Clinic Endowed Professor, held the position of senior associate dean in the Collins College of Business, and served as chair in the Department of Management and Marketing. At UCF Dr. Bouchet will serve as the director of the DeVos Sport Business Management Program. Dr. Bouchet is a North American Society for Sport Management (NASSM) Research Fellow, the recipient of a Fulbright Fellowship and the Collins College of Business Mayo Excellence in Research award. His research interests include organizational behavior and marketing issues in sport organizations. Dr. Bouchet has published numerous peer-reviewed publications, and has presented at regional, national and international conferences. Dr. Bouchet has teaching experience at the undergraduate and graduate levels and was the recipient of several most valuable professor awards and teacher of the year awards. He has also held industry positions at SFX Sports, Clear Channel Entertainment and the Florida Marlins. He serves on the editorial board for *Journal of Applied Sport Management* and *Journal of Issues in Intercollegiate Athletics*, among many other service activities in the profession, college, and university. The Department of Integrated Business and College of Business Administration support the recommendation for tenure with hire.

**Joel T. Cramer, Professor**

**College of Health Professions and Sciences, School of Kinesiology and Physical Therapy**

**CV:** [https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Cramer-Joel\\_CV.pdf](https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Cramer-Joel_CV.pdf)

Dr. Joel T. Cramer received his Ph.D. in exercise physiology from the University Nebraska-Lincoln. He came to UCF from the University of Texas-El Paso, where he was a tenured professor of kinesiology and served as associate dean of Academic and Faculty Affairs in the College of Health Sciences. At UCF, Dr. Cramer will serve as the senior associate dean for Academic and Faculty Affairs. Dr. Cramer’s research interests include nutrition and exercise physiology. He is an accomplished scholar and researcher with numerous peer-reviewed publications in highly ranked research journals, several book chapters, and has presented at regional, national, international conferences, and invited talks. Dr. Cramer has extensive teaching experience at the undergraduate and graduate levels, has served on many dissertation and thesis committees as chair and co-chair, and was the recipient of the Certificate of Recognition for Contributions to Students. He serves as an associate editor for the *Journal of Clinical Medicine*, is a senior associate editor for the *Journal of Strength and Conditioning Research* and has served on the board of directors for National Strength and Conditioning Association (NSCA), among many other service activities in the profession, college, and

university. The School of Kinesiology and Physical Therapy and the College of Health Professions and Sciences support the recommendation for tenure with hire.

**Paul J. Dosal, Professor**

**College of Arts and Humanities, Department of History**

CV: [https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Dosal-Paul\\_CV.pdf](https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Dosal-Paul_CV.pdf)

Dr. Paul Dosal received his Ph.D. in history from Tulane University. He came to UCF from the University of South Florida, where he was a tenured professor of Latin American History and served as vice president for Student Success. While at the University of South Florida, he was responsible for coordinating university-wide efforts to raise retention and graduate rates, boost student satisfaction, minimize financial indebtedness, and prepare all students for success in their careers or graduate and professional schools. At UCF, Dr. Dosal will serve as senior vice president for Student Success. Dr. Dosal has received over \$3,780,000 in research funding as principal investigator, including \$2,145,000 from the Bill & Melinda Gates Foundation. He has many peer-reviewed journal articles, several books and book chapters, and has presented at regional, national, and international conferences and invited presentations. Dr. Dosal serves as a board member on the Association for Undergraduate Education at Research Universities (UERU), among many other service activities in the profession, college, and university. The Department of History and the College of Arts and Humanities support the recommendation for tenure with hire.

**Michael Duignan, Associate Professor**

**Rosen College of Hospitality Management, Department of Tourism, Events, and Attractions**

CV: [https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Duignan-Michael\\_CV.pdf](https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Duignan-Michael_CV.pdf)

Dr. Michael Duignan received his Ph.D. in management science from the Anglia Ruskin University, Cambridge, UK. He came to UCF from the University of Surrey, where he was a senior lecturer (equivalent to Associate Professor in the US) in events, tenure is not common in the UK. While at the University of Surrey, he served as Head of Department (Department Chair) and Reader (Associate Professor) in Events at the School of Hospitality and Tourism Management. Dr. Duignan has published numerous peer-reviewed journal articles, books and book chapters, presented at national and international conferences, and keynote addresses. He has teaching experience at the graduate and undergraduate levels and was the recipient of the university-wide “Special Recognition” award and “Highest Performing Small Programme” at university Learning and Teaching Awards. Dr. Duignan serves as editor-in-chief of the leading international peer-reviewed journal in the field of events, *Event Management*, and serves on editorial boards for *Annals of Tourism Research: Empirical Insights*, *International Journal of Festival and Event Management*, and *Leisure Studies*, among many other service activities in the profession, college, and university. The Department of Tourism, Events, and Attractions and Rosen College of Hospitality Management support the recommendation for tenure with hire.

**B. Grant Hayes, Professor**

**College of Community Innovation and Education, Department of Counselor Education and School Psychology**

**CV:** [https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Hayes-B.-Grant\\_CV.pdf](https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Hayes-B.-Grant_CV.pdf)

Dr. B. Grant Hayes received his Ph.D. in counselor education from the University of South Carolina. He came to UCF from East Carolina University, where he was a tenured distinguished professor of counselor education. While at East Carolina University, he held the position of interim provost and senior vice chancellor for Academic Affairs and served as dean of the College of Education. At UCF, Dr. Hayes will serve as dean of the College of Innovation and Education. Dr. Hayes is a fellow of the American Counseling Association (ACA) and is a past member of the board of directors of the American Association of Colleges of Teacher Education (AACTE). His research interests include counseling children and adolescents, technological applications in counselor education, and character education and moral development in schools and youth settings. He has published many peer-reviewed journal articles, book chapters, and presented at regional, national, and international conferences and keynote addresses. Dr. Hayes serves on the board of directors for the Carnegie Project on the Education Doctorate (CPED), among many other service activities in the profession, college, and university. The Department of Counselor Education and School Psychology and the College of Community Innovation and Education support the recommendation for tenure with hire.

**Omar Martinez, Associate Professor of Medicine**

**College of Medicine, Department of Population Health Sciences**

**CV:** [https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Martinez-Omar\\_CV.pdf](https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Martinez-Omar_CV.pdf)

Mr. Omar Martinez received a J.D. in health law and M.P.H. in health policy from Indiana University, as well as an M.S. in clinical research methods from Columbia University. He came to UCF from Temple University, where he was a tenured associate professor in social work. While at Temple University, Mr. Martinez was the director of the Temple University's Implementation Sciences Laboratory. He has research expertise in the correlates, prevalence, and prevention of substance use, mental illness, and HIV among underserved and vulnerable populations, including sexual and gender minorities. Mr. Martinez has received over \$1 million dollars as a principal investigator or co-principal investigator in research funding, including the Centers for Disease Control and Prevention (CDC) and National Institute of Health (NIH), among others. He has published numerous peer-reviewed journal articles in journals with high impact factors, and has presented at regional, national, and international conferences. He has extensive teaching experience at the graduate and undergraduate level, advised many graduate and undergraduate students, and was the recipient of the Temple University School of Social Work Teaching Award. Mr. Martinez serves on the editorial board for *Archives of Sexual Behavior*, among many other service activities in the profession, college, and university. The Department of Population Health Sciences and College of Medicine support the recommendation for tenure with hire.

**K-J Mathieson, Associate Professor**

**College of Arts and Humanities, School of Visual Arts and Design**

CV: [https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Mathieson-KJ\\_CV.pdf](https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Mathieson-KJ_CV.pdf)

Dr. K-J Mathieson received her M.F.A. in computer arts and animation from Florida Atlantic University. She came to UCF from the University of South Florida, where she was a tenured associate professor of animation and had previously maintained the rank of associate professor of animation with tenure at Columbia College in Chicago. Dr. Mathieson is a multi-faceted animator, cinematographer, designer and visual creator specializing in collaborating multi-disciplinary approaches to animation and design. She disseminates her work through regional, national, and international film festivals, gallery exhibitions, touring shows, comic cons, and speaking engagements. Her work has screened at various film festivals including Academy Award, British Academy of Film and Television Arts (BAFTA), and Canadian Screen Award. Dr. Mathieson utilizes a broad range of animation techniques in creating independent animated shorts to teach students how to approach the field from both broad and focused perspectives with a lens towards independent filmmaking and auteur cinema, incorporating established and future animation industry practices. She is a pioneer member, previous chapter secretary, and presenter of the International Association for Computing Machinery, Special Interest Group on Computer Graphics and Interactive Techniques (ACM SIGGRAPH), among many other service activities in the profession, college, and university. The School of Visual Arts and Design and College of Arts and Humanities support the recommendation for tenure with hire.

**Stephen Pratt, Professor**

**Rosen College of Hospitality Management, Department of Tourism, Events, and Attractions**

CV: [https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Pratt-Stephen\\_CV.pdf](https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Pratt-Stephen_CV.pdf)

Dr. Stephen Pratt received his Ph.D. in business and management from Nottingham University. He came to UCF from the University of the South Pacific, where he was a professor of tourism and hospitality management. While at the University of the South Pacific, he held the position of Deputy Head of School of Business and Management and had served as Head of School of Tourism and Hospitality Management, acting dean of the Faculty of Business and Management, and acting head of School of Land Management and Development. At UCF, Dr. Pratt will serve as the chair of the Department of Tourism, Events, and Attractions. His approach to research combines economics and management disciplines with applications on tourism, events, and hospitality. He has published numerous peer-reviewed journal articles, book chapters, and presented at national and international conferences. Dr. Pratt has extensive teaching experience at the undergraduate and graduate levels. He serves on several editorial boards including *Tourism Economics* and is on the board of directors for Country Representation for the Republic of Fiji of the APacCHRIE Board and International Centre of Excellence in Tourism and Hospitality Education (THE-ICE), among many other service activities in the profession, college, and university. Rosen College of Hospitality Management supports the recommendation for tenure with hire.

**Ghaith Rabadi, Professor**

**College of Graduate Studies, School of Modeling, Simulation, and Training**

CV: [https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Rabadi-Ghaith\\_CV.pdf](https://bot.ucf.edu/wp-content/uploads/sites/5/2022/10/Rabadi-Ghaith_CV.pdf)

Dr. Ghaith Rabadi received his Ph.D. in industrial engineering from the University of Central Florida. He came to UCF from Old Dominion University where he was a tenured professor of engineering management and systems engineering. While at Old Dominion University, he served as the Ph.D. Program Director. In addition, he had held an international position where he was appointed as the Vice President for Research and Development at Princess Sumaya University for Technology, in Amman, Jordan. His research and teaching interests include Planning and Scheduling, Operations Research, Simulation Modeling and Analysis, and Supply Chain Management and Logistics. Dr. Rabadi has received over \$4.2 million dollars in research funding as a principal investigator or co-principal investigator, including funding from the North Atlantic Treaty Organization (NATO), Qatar Foundation, and Department of Homeland Security (DHS). Dr. Rabadi has published numerous peer-reviewed journal articles in top-tier publications in his field, book chapters, and has presented at national and international conferences. He has extensive teaching experience at the undergraduate and graduate levels, advised doctoral students and was the recipient of the Doctoral Mentoring Award. Dr. Rabadi serves as editor-in-chief for the *International Journal of Planning and Scheduling*, among many other service activities in the profession, college, and university. The School of Modeling, Simulation, and Training and the College of Graduate Studies support the recommendation for tenure with hire.



Board of Trustees  
October 20, 2022

### **AES-3: Specialized Admissions Degree Programs**

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☐ Information ☐ Discussion ☒ Action

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

**Purpose and Issues to be Considered:**

Approve the applications for Specialized Admission for eight bachelor programs.

Due to Hurricane Ian, UCF submitted the Specialized Admissions Degree Programs to the Board of Governors ahead of the October 1, 2022 deadline, pending Board of Trustees approval.

**Background Information:**

Prior to summer 2022, BOG Regulation 8.013 addressed Limited Access programs, which allowed programs to seek approval to limit enrollment based on specific talent, limited resources, and/or program accreditation standards. UCF had nine programs approved for limited access – B.A. in Journalism, B.A. in Media Production and Management, B.A. in Advertising/Public Relations, B.F.A. in Film (not the B.A. in Film), B.S. in Medical Laboratory Sciences, Bachelor of Science in Nursing, B.S. in Health Informatics and Information Management, bachelor's in music education, and bachelor's in Social Work. BOG recently amended Regulation 8.013 renaming the status to Specialized Admission. Based on the new category, the BOG is requiring all previously approved limited access programs across the SUS to submit initial applications for Specialized Admission if they determine the status is still needed. After reviewing resources and/or accreditation standards, eight of the nine are seeking Specialized Admissions status. The B.S. in Health Informatics and Information Management program is not submitting a form for approval.

**Recommended Action:**

Recommend approval of the eight programs seeking specialized admission.

**Alternatives to Decision:**

Approve or deny individually.

**Fiscal Impact and Source of Funding:**

There is no fiscal impact to approving. Not approving specialized admissions would allow unrestricted growth creating unfunded needs in equipment or risk not meeting program accreditation requirements.

**Authority for Board of Trustees Action:**

BOG Regulation 8.013

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

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

**Submitted by:**

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

**Supporting Documentation:**

Attachment A: Specialized Admissions Programs

Attachment B: Specialized Admission Program Overview

Attachment C: Specialized Admission Initial Approval Request Forms for

- B.A. in Advertising/Public Relations
- B.F.A. in Film
- B.A. in Journalism
- B.A. in Media Production and Management
- B.S. in Medical Laboratory Sciences
- Bachelor's Music Education
- Bachelor of Science in Nursing
- Bachelor's Social work

**Facilitator/Presenter:**

Timothy D. Letzring, Vice Provost for Academic Affairs

# AESC-3: Specialized Admissions

CIP	PROGRAM	RATIONALE
09.0401	Journalism (B.A.)	Resources
09.0701	Media Production and Management (B.A.)	Resources
09.0903	Advertising / Public Relations (B.A.)	Resources
13.1312	Music Education (B.M.E.)	Skills/Accreditation
44.0701	Social Work (B.S.W.)	Resources/Accreditation
50.0602	Film (B.F.A.)	Resources/Skills
51.1005	Medical Laboratory Sciences (B.S.)	Resources/Accreditation
51.3801	Nursing (B.S.N.)	Resources/Accreditation

University of Central Florida - Specialized Admissions Programs Overview					
CIP	Degree	Rationale			Notes
		Limited Resources <sup>1</sup>	Minimal Skills <sup>2</sup>	Accreditation <sup>3</sup>	
09.0401	Journalism (B.A.)	X			Journalism capstone course utilizes laboratory and studio space with limited capacity.
09.0701	Media Production and Management (B.A.)	X			Originally Radio/TV BA; primary limitation is studio space and equipment. Students also serve as either editors of Nicholson Student Media or producers of Knightly News. There are only so many roles available to meet learning objectives.
09.0903	Advertising / Public Relations (B.A.)	X			Program uses capstone course where students function as if working professionals in an advertising and public relations agency creating integrated campaigns for real-world clients. There are only so many roles to allow this course to meet its student learning outcomes.
13.1312	Music Education (B.M.E.)		X	X	The combination of minimal skill in music and the accreditor's expectations both for the student and the faculty in observation and teaching sets the capacity for this program. The accreditor has five pages outlining the expectations for this program.
44.0701	Social Work (B.S.W.)	X		X	The social work accreditor (CSWE) sets a maximum faculty to student ratio of 25:1 for undergraduate programs.
50.0602	Film (B.F.A.)	X	X		These resource limitations only apply to the BFA program and its additional requirements. Students can still graduate in CIP 50.0602 with a B.A. in Film.
51.1005	Medical Laboratory Sciences (B.S.)	X		X	The combination of lab space and minimal education standards and ratios set by the program accreditor supports this program's application.
51.3801	Nursing (B.S.N.)	X		X	The availability of clinical sites and their willingness to take students is a critical area for pre-licensure BSN degrees. Many of our clinical partners set a more restrictive student to teacher ratio than accreditation or state would allow, compounding our resource issue.

<sup>1</sup>Student demand for the undergraduate program exceeds the program's available resources. Examples include limited instructional space, equipment, clinical facilities, or other resource limitations.

<sup>2</sup>The undergraduate program requires that students demonstrate through an audition or submission of a portfolio that they possess the minimum skills or talents to benefit from instruction in the program.

<sup>3</sup>A national, state, regional, or programmatic accrediting body imposes requirements for the undergraduate program that may impose restraints on resources or require minimal skills.



Board of Governors, State University System of Florida  
**Specialized Admissions Status**  
**Initial Approval Request Form**  
 In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of Central Florida

**DEGREE PROGRAM:** Journalism B.A.

**CIP CODE** 09.0401 **Effective Academic Year** 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.  
Yes.
2. Which criteria for specialized admissions status does the program meet?
  - ☒ Limited Resources (if approved, the status will last a maximum of four years)
  - ☐ Minimal Skills (if approved, the status will last a maximum of five years)
  - ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.
  - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
  - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Journalism is a program that emphasizes high-impact experiential learning opportunities for its majors. Students progress through a series of program core pre-requisites beginning with introductory reporting classes that progressively become more advanced and culminating in a capstone experience their senior year along with the presentation of a senior portfolio. The majority of these courses are conducted in laboratory and studio settings, with seat capacities of 20 or less, and rely on the use of camera and studio equipment. They also require the completion of numerous in-the-field assignments requiring extensive interaction and feedback from the instructors. The Nicholson School is already making full use of the laboratory classrooms and studio space that is available and is already maximizing available technology and equipment fees to provide the necessary resources for teaching these courses.

In the capstone courses, students serve as either editors of Nicholson Student Media (an online news site that serves as the publishing outlet for content created in the journalism courses) or as producers of Knightly News (a live weekly 30-minute broadcast news program, plus the daily webcasts). There are only so many roles that students can perform in these capstones courses to maximize the learning experience before it would dilute the

pedagogical purpose behind the capstone experience. Finally, each senior portfolio must be evaluated by a committee of faculty in a thorough and timely manner. Increasing the number of students without increasing the resources available would make the portfolio review process unsustainable.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

While there has been a consistent effort to increase the amount of student access to equipment and classroom/ laboratory space, we do not plan to increase capacity in the next few years. Limited equipment budgets and storage space inhibit our ability to grow. Similarly, laboratory and classroom facilities are constrained by building space limitations and high cost to adapt traditional classroom space to lab facilities. As resources from the university and/or the program become available, the Nicholson School will submit requests for additional facilities and space.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The Journalism program requires a separate application after all admission requirements are completed.

- Admission is based on multiple factors, not strictly Grade Point Average (GPA)
- Students must be in good academic standing with UCF and in the program.
- Attain an overall minimum 2.5 GPA based on a minimum of 30 credit hours of college work. NOTE: Meeting the minimum GPA does not guarantee admission because students are admitted on a space available basis.
- Students must meet a grammar proficiency standard by:
  - Earning an "A-" (3.75) or better in ENC 1101 – Composition I and ENC 1102 – Composition II; or
  - Passing the grammar proficiency exam administered by UCF's Testing Center; or
  - Submit Advanced Placement (AP) or International Baccalaureate (IB) credit in English

Students are encouraged to meet with an advisor regarding the admission requirements. The Florida College System (FCS) transfer student who completed an A.A. degree will have fulfilled the program common prerequisite as well as the program prerequisite requirements. Any additional requirements are designed to be completed during the first semester at UCF (first semester of their junior year).

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The specialized admission status has not impacted the current race and gender profile of the program. Journalism remains a highly diverse program, with 41% of majors in AY2021-22 identifying as white, 36% as Hispanic/Latino, 14% as Black, 4% International, 4% Multiracial, and 1% Asian.

Pending majors identified as 31% white, 35% as Hispanic/Latino and 17% as Black, 11% Multiracial, 5% International, and 1% Asian.

Regarding gender, 72% of the majors were female and 28% male, and pending majors were 67% female and 33% male. Meanwhile, the average GPA has continued to increase for the admitted majors, averaging well-above 3.0 for the past six admission periods.

The Journalism program has worked to increase diversity and currently, white students are at 48% overall, representing a majority of the students representing diverse ethnic and cultural backgrounds. The program has been consistently aware of the need to diversify its student population. Should the program become less diversified at any point, NSCM will work with the Office of Diversity, Education and Training to take steps to increase the diversity of its student population.



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## Required Signatures

*Robert S. Littlefield*

Requestor/Initiator

8/8/2022

Date

*Tomova*

Signature of College Dean

8/10/2022

Date

**Nancy F. Myers**

Digitally signed by Nancy F. Myers  
Date: 2022.08.12 11:02:42 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

Michael D. Johnson

Digitally signed by Michael D.  
Johnson  
Date: 2022.08.18 16:57:22 -04'00'

Signature of Provost

Date

Signature of Chair of the  
Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida  
**Specialized Admissions Status**  
**Initial Approval Request Form**  
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of Central Florida

**DEGREE PROGRAM:** Media Production and Management (MPM) B.A.

**CIP CODE** 09.0701 **Effective Academic Year** 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

Yes. Please note that the Radio-Television B.A. was initially approved for specialized admissions in Summer of 1996. The degree area name was changed to Media Production & Management in fall of 2021.

2. Which criteria for specialized admissions status does the program meet?

☒ Limited Resources (if approved, the status will last a maximum of four years)

☐ Minimal Skills (if approved, the status will last a maximum of five years)

☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The Media Production & Management (MPM) degree requires expensive technology and limited laboratory facilities to enable students to gain the breadth and depth of knowledge and experience to be viable candidates for employment after graduation. We currently have one broadcast-quality studio and control room which has a capacity of 16 students for teaching and operation. We have 8 production rooms, each with a normal capacity of 2 for use as lab space for course lab periods as well as for student use outside of class meetings. We are equipped with 15 professional camera packages and 20 semi-professional camera packages for students to reserve and use for course work (across 10 courses). Additionally, we have a student editing lab with 20 positions that is used for post-production courses as well as an open student lab when classes are not meeting. Finally, the seating in the classroom that offers direct access to the broadcast and production facility is capped by the fire marshal at 18.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing

program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

While there has been a consistent effort to increase the amount of student access to technical equipment and classroom/ laboratory space, we do not plan to increase capacity in the next few years. Limited equipment budgets and storage space inhibit our ability to grow. Similarly, laboratory and classroom facilities are constrained by building space limitations and high cost to adapt traditional classroom space to lab and studio facilities. As resources from the university and/or the program become available, the Nicholson School will submit requests for additional facilities and space and consider increasing the number of students admitted annually.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The MPM program requires a separate application after all admission requirements are completed.

- Students must be in good academic standing with UCF and in the program.
- Attain an overall minimum 2.25/4.00 GPA based on a minimum of 30 credit hours of college work. Note: meeting the minimum GPA does not guarantee admission since students are admitted on a space available basis. The GPA cut-off varies each term with the quality of applicants, and during previous years, ranged upward from a minimum of 2.9.
- Students must complete or be enrolled into and complete, RTV 3007 with at least a "C" (2.0) or better (if in progress at the time of admission).
- Students must meet a grammar proficiency standard by:
  - Earning a "B" (3.0) or better in ENC 1101 – Composition I and ENC 1102 – Composition II; or
  - Passing the grammar proficiency exam administered by UCF's Testing Center

Students are encouraged to meet with an advisor regarding the admission requirements. The FCS transfer student who completed an AA will have fulfilled the program common prerequisite as well as (most of) the program prerequisite requirements. Any additional requirements are designed to be completed during the first semester at UCF (first semester of their junior year).

Students who apply to the program but are not accepted can and often do enter the Human Communication program where the courses they took in preparation for MPM can be used to fulfill Human Communication B.A. requirements, so their graduation is not negatively impacted.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The ethnic characteristics of the student population in the MPM major in 2021 were consistent with those of the university as a whole: Caucasian 44% (UCF 45%), Hispanic/Latino 32% (UCF 28%), Black/African American 11% (UCF 10%), Asian 3% (UCF 7%), and Multiracial 5% (UCF 4%). The characteristics of the gender of MPM major differs slightly from the university population in that 45% were female and 55% male. Whereas the UCF student body is 55% female and 45% male. We continue to market the

major to students across campus as well as welcoming all students who seek to be involved in media-based storytelling. Although there have been gains in the representation of women in the program, we will continue to present technological aspects of the program in an inviting manner for all and offer paths for students to pursue more limited-technology based courses of study.

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## Required Signatures

*Robert S. Littlefield*

Requestor/Initiator

8/8/2022

Date

*Tomova*

Signature of College Dean

8/10/2022

Date

**Nancy F. Myers** Digitally signed by Nancy F. Myers  
Date: 2022.08.12 11:36:49 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

Michael D. Johnson Digitally signed by Michael D.  
Johnson  
Date: 2022.08.18 16:57:22 -04'00'

Signature of Provost

Date

Signature of Chair of the  
Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida  
**Specialized Admissions Status  
Initial Approval Request Form**  
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of Central Florida

**DEGREE PROGRAM:** Advertising/ Public Relations B.A.

**CIP CODE** 09.0903 Effective Academic 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.  
Yes.
2. Which criteria for specialized admissions status does the program meet?
  - ☒ Limited Resources (if approved, the status will last a maximum of four years)
  - ☐ Minimal Skills (if approved, the status will last a maximum of five years)
  - ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.
  - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
  - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Advertising and Public Relations (Ad/PR) is a program that emphasizes strategic skills courses and high-impact experiential learning opportunities for its majors. The students begin with a series of theory-based program core prerequisites in introductory advertising and public relations. They then progress to more advanced skills courses, a required professional internship, and ultimately a capstone experience in their senior year.

There are a total of eight core classes and five electives. Two of the Ad/PR electives and three of the core classes, including the capstone experience, are writing and skills intensive classes that are capped at either 16 or 20 students to maximize the learning experience, be pedagogically consistent with Association for Education in Journalism and Mass Communication (ACEJMC) accreditation guidelines, and to meet the learning outcomes and skill development expected by the professional community. This emphasis on small, skills-based courses is critical for building the type of professional portfolio necessary for entry into the Advertising/Public Relations industry. (Note: Because the Nicholson School and all programs – not just the Ad/PR program – are evaluated for ACEJMC accreditation, the Nicholson School has chosen to not pursue program accreditation, but does offer instruction in keeping with the ACEJMC accreditation criteria.) The writing and skills intensive courses are as follows:

### **Public Relations Publications and Writing for Public Relations**

These courses are conducted in laboratory settings and rely on the use of computer equipment and software (Adobe suite and In-Design) provided by the university. Lab space in the school is limited to three labs with seat capacities of 20 or less. Public Relations Publications is capped at 20. Writing for Public Relations is capped at 16 due to the extensive interaction and feedback required to deliver on course objectives and learning outcomes.

### **Advertising Copywriting and Preparing for Public Relations Certification**

These senior level courses require extensive interaction and feedback from faculty to deliver on course objectives and learning outcomes. As such, they are capped at 20 students.

### **Capstone**

In the capstone course, students function as if they were professionals in an advertising and public relations agency to create integrated campaigns for real-world clients.

Students serve in roles consistent with the roles in a professional agency – account executive, copywriter, researcher, etc. There are only so many roles that students can perform in these capstones courses to maximize the learning experience before it would dilute the pedagogical purpose behind the course. Capstone courses are capped at 20.

Students are also required to complete a professional internship in which they are immersed in the industry and working in a professional environment under the guidance and direction of an industry professional. This high-impact experiential learning opportunity is critical to professional and skill development. Internships require substantial resources from the professional community as well as extensive interaction and oversight of the faculty. That interaction includes recruitment of qualified employers and the monitoring, oversight and communication between faculty and the professional community as well as between faculty and students to keep the opportunities open and beneficial to students.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

While there has been a consistent effort to increase the number of small, writing-intensive and skill-based courses, we do not plan to increase capacity in the next few years. Limited equipment budgets and resources inhibit our ability to grow. As resources from the university and/or the program become available, the Nicholson School will consider increasing the number of students admitted annually.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

The Advertising/Public Relations program requires a separate application after all admission requirements are completed.

- Students must be in good academic standing with UCF and in the program.
- Students must satisfactorily complete a minimum of 30 credit hours of college work before applying.
- The student's Grade Point Average (GPA) is a major component of the admission criteria, and the admission GPA will be calculated using all college work attempted. The GPA cut-off for admission varies each semester,



- depending on the applicants; but for the previous six admission periods, the GPA averaged 3.3.
- Students must meet a grammar proficiency standard by:
  - Earning a "B" (3.0) or better in ENC 1101 – Composition I and ENC 1102 – Composition II; or
  - Passing the grammar proficiency exam administered by UCF's Testing Center; or
  - Submit Advanced Placement (AP) or International Baccalaureate (IB) credit in English
- Students must meet a writing proficiency standard by completing a written essay via WritePlacer, which is administered through the UCF Testing Center and evaluates writing structure and basic proficiency.
- Students must complete or be enrolled into and complete the following courses with a "C" or better (if in progress at the time of admission, students who do not earn a "C" or better will be removed from the program):
  - ADV 3008 - Principles of Advertising
  - PUR 4000 - Public Relations

Students are encouraged to meet with an advisor regarding the admission requirements. The Florida College System (FCS) transfer student who completed an A.A. degree will have fulfilled the program common prerequisite as well as the program prerequisite requirements. Any additional requirements are designed to be completed during the first semester at UCF (first semester of their junior year).

Graduation rates in the Ad/PR program are almost 100%. Students who apply to the program but are not accepted can and often do enter the Human Communication B.A. or Communication and Conflict B.A. programs where courses they took in preparation for Ad/PR can be used to fulfill these degree requirements, so their graduation is not negatively impacted.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The specialized admission status has not negatively impacted the current race and gender profile of the program. Ad/PR remains a highly diverse program, with 48% of majors in AY2021-22 identifying as white, 36% as Hispanic/Latino, 7% as Black, 4% Multiracial and 4% Asian. Pending majors identified as 45% white, 35% as Hispanic/Latino, 9% as Black, 5% Multiracial and 4% Asian.

Regarding gender, 86% of the majors were female and 14% male, and pending majors were 84% female and 16% male. Although the program is largely female, the gender profile is consistent with the gender profile of the industry in the state. For example, the Florida Public Relations Association, the oldest Public Relations association in the country, is 85% female and 15% male. The average GPA for the admitted majors remains high, averaging above 3.0 each admission period.

Although the Ad/PR program is more diverse than the UCF student population, there remains an emphasis on supporting access to the industry among minority populations. In support of that effort, the program is a contributor to the Multicultural Advertising Internship Program (MAIP), which provides world-class development opportunities for multicultural students seeking to enter the advertising industry. MAIP is sponsored by the American Advertising Federation, a national trade association, and it places students in national firms each summer for paid internship experiences, mentoring and job placement. The

Ad/PR program has supported the placement of more than 100 students in this program since 2005.

Robert S. Littlefield

8/8/2022

Tomova

8/10/2022

Nancy F. Myers

8/12/2022

Michael D. Johnson

Date \_\_\_\_\_

Date \_\_\_\_\_

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Board of Governors, State University System of Florida  
**Specialized Admissions Status**  
**Initial Approval Request Form**  
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of Central Florida\_\_\_\_\_

**DEGREE PROGRAM:** Music Education BME\_\_\_\_\_

**CIP CODE** 13.1312\_\_\_\_\_ **Effective Academic Year** 2022-2023\_\_\_\_\_

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status. Yes.
2. Which criteria for specialized admissions status does the program meet?
  - ☐ Limited Resources (if approved, the status will last a maximum of four years)
  - ☒ Minimal Skills (if approved, the status will last a maximum of five years)
  - ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.
  - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
  - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status. The BME program is accredited by the National Association of Schools of Music, NASM. See page 120 for standards.

<https://nasm.arts-accredit.org/wp-content/uploads/sites/2/2022/04/M-2021-22-Handbook-Final-04-08-2022.pdf>

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☒ Not applicable.
5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Admission Requirements - Music Education

- Audition. To be accepted into Music Education, a student must demonstrate advanced proficiency by performing compositions representing a variety of musical periods (baroque, classical, romantic, contemporary).
- Memorization is required for pianists and vocalists.
- Accompanists are provided for vocalists only.
- Each candidate must bring his/her own audition music.
- The department will only provide large instruments such as a tuba, string, bass, or timpani for these auditions.
- The audition will serve as a placement exam for accepted candidates.
- Refer to the UCF Music Department website for specific audition requirements.
- Prior to attending the first music class as a music major at UCF, all students will take a keyboard placement examination to determine the appropriate level of class piano.
- Interview. In addition to a performance audition, students must successfully complete an interview with Music Education faculty.

#### Admission Requirements - Professional Program

- Application into the Professional Program must be made at the conclusion of 45 hours of course work. Students must complete a formal application for the Professional Program. (Deadlines: February 15 for Fall semester admission and September 15 for Spring semester admission). Transfers may be admitted on an individual basis at the discretion of the Music Education faculty. To apply for the Music Education Professional Program, students must:
- Complete 45 hours of coursework including: 15 hours of General Education Program courses, EDF 2005, MUT 2126, first semester of Performance II.
- Have a minimum overall GPA of 2.5 and a grade of "C" (2.0) or better in each performance, education, and music education course.
- Have on file in the University admissions office passing scores on the General Knowledge Test of the Florida Teacher Competency Examination.
- Provide satisfactory documentation and reflection on 15 hours of field experiences (See Music Education Coordinator for more information).

To be accepted into the Music Education Professional Program students must:

- Demonstrate proficiency with aural skills (including the ability to match pitch with the voice) and communication skills (including the ability to write and speak effectively).
- Complete MVK 2122, MUT 2127, and two semesters of Performance II.

The College of Arts and Humanities participates in numerous outreach events (e.g. Open House, the College Access Summit, etc.), and regularly provides admission information to FCS partners. Through these events and via Transfer Pathways, CAH and SPA proactively encourage prospective FCS transfer students to audition early and complete all available major prerequisite courses prior to transfer.

#### 6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The current profile of MUSIC BME majors is 61% female and 39% male. The racial profile of students in the program is currently 53.66% white, 31.71% Hispanic/Latino, 4.88% Black, 7.32% Asian, and 2.44% Multiracial. Compared to the racial profile of students at the university, there is an over-representation of white (+8.69%), Hispanic/Latino (+2.41%), and Asian (+.45%) students, and a slight under-representation of Black (-5.34%) and multiracial (-1.78) students. (From Interactive Facts -Enrollment Dashboard - Fall 2021. [Enrollment – Institutional Knowledge Management \(ucf.edu\)](#))

To maintain the diversity of the program, we will continue to reach out to diverse populations of students through school visits, social media, and recruitment events such as FMEA and other college fairs.

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## Required Signatures

Michael Wainstein

Requestor/Initiator

8/9/22

Date

Jeffrey Moore

Signature of College Dean

8-10-22

Date

**Nancy F. Myers**

Digitally signed by Nancy F.  
Myers  
Date: 2022.08.12 11:39:36 -04'00'

Signature of Campus EO Officer

8/12/2022

Date

**Michael D. Johnson**

Digitally signed by Michael D.  
Johnson  
Date: 2022.08.18 16:59:43 -04'00'

Signature of Provost

Date

Signature of Chair of the  
Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida  
**Specialized Admissions Status  
Initial Approval Request Form**  
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of Central Florida \_\_\_\_\_

**DEGREE PROGRAM:** Bachelor of Social Work (BSW)/School of Social Work \_\_\_\_\_

**CIP CODE 44.0701** \_\_\_\_\_ **Effective Academic Year 2023-2024** \_\_\_\_\_

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.
2. Which criteria for specialized admissions status does the program meet?
  - ☒ Limited Resources (if approved, the status will last a maximum of four years)
  - ☐ Minimal Skills (if approved, the status will last a maximum of five years)
  - ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.

The BSW program requests specialized admissions status due to limited resources, accreditation requirements, and the challenging nature and demands of professional social work practice. Many people have misperceptions of what the profession of social work is therefore it seems fitting to explain briefly the profession to help justify the specialized admission. There are unique aspects of the social work profession that support the need for specialized admission. Core values of the social work profession are enhancing human well-being and helping meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, living in poverty, victimized by abuse, struggling with addictions, or otherwise suffering in our society. Effective, evidence-based social work requires students to engage individuals, families, groups, and communities with a nonjudgmental and accepting attitude to address these life challenges in a variety of settings including public social service agencies, hospitals, schools, nursing homes, private practice, police departments and other workplaces. Students occasionally struggle with having the necessary acumen and attitudes to work effectively with vulnerable and difficult clients in unpleasant and challenging circumstances. Having specialized admission helps to ensure that students entering the BSW program are open and willing to learn the important roles that social workers play as educators, therapists, advocates, social change agents, leaders, and researchers.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.

The School of Social Work is accredited by the Council on Social Work Education (CSWE)



which requires a 1:25 faculty/student ratio. Presently, we must utilize several adjunct faculty teaching in the BSW program to maintain this ratio and all core required courses usually have between 30-45 students in each section of the course. Growth in total student enrollment across UCF has likewise made it increasingly difficult to find adequate instructional space.

CSWE requires all schools of social work to have students in the BSW program complete a minimum of 400 hours of an internship (field placement) prior to graduation. We have approximately 330 students in the BSW program and each year about 150 need placements before they can graduate. If we admit more, it will be a major problem to place more than 150 students in the Central Florida area and other counties across Florida. We also have an MSW program with campus-based and online options that also needs to place students in field placements as a requirement for their graduation. We currently utilize over 250 community partners and many already take several students at a time and cannot take on anymore. Increasing enrollment could potentially leave students unable to fulfil the program's internship requirement and graduate on time.

- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The School of Social Work is accredited by the Council on Social Work Education (CSWE; [www.cswe.org](http://www.cswe.org)), a national organization that is recognized by the U.S. Council on Higher Education Accreditation as the sole accrediting body for schools of social work in the United States. The BSW program is currently accredited under CSWE's 2015 Educational Policy and Accreditation Standards.

Several relevant standards have been described in previous sections of this document. These include:

- a) Accreditation Standard 3.2.3: *The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated.*
- b) Accreditation Standard 2.2.5: *The program describes how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and a minimum of 900 hours for master's programs.*

Furthermore, the accreditation standards require that BSW programs maintain an application process for the social work major and also have explicit admissions criteria to the program.

- c) Accreditation Standard B3.1.1: *The program identifies the criteria it uses for admission to the social work program.*
  - d) Accreditation Standard 3.1.2: *The program describes the policies and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
- If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale.

The School of Social Work would like to hire more full-time faculty who will specifically teach in the BSW program; however, resources are not available at this time for such hires. The value of adding more faculty is expected to be a cornerstone of the School of Social Work's strategic plan to be completed in the coming years. The School is a member

of UCF's newly-formed College of Health Professions and Sciences (CHPS) and the new Academic Health Sciences Center (AHSC.) The CHPS' strategic plan was finalized last year while the AHSC's plan is expected to be finalized and approved this year. The School of Social Work will begin developing its strategic plan when these plans are available to use as guides and organizational frameworks.

While the addition of new faculty would help to address current challenges with faculty/student ratios and limited instructional resources, this will not improve the restricted classroom space available at UCF's main campus or the finite number of community partners in the region for students' required internships. Implementing a new fully-online option for BSW students could possibly help address these specific physical constraints; however, this would require significant investments in new faculty to teach the online curriculum as well as explore, cultivate, and monitor students' remote field placements.

4. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Admission requirements:

- Have been admitted to UCF
- Complete a separate application to the BSW program after admission to UCF including a letter of recommendation from a professor or supervisor, and a professional statement
- Have completed an AA degree from a Florida State college or university, or all UCF general education requirements
- Have an overall grade point average of 2.5 or higher
- Complete the five program prerequisites (minimum three out of the five to initially apply) with a minimum grade of C or better. The prerequisites include:
  - BSC 1005 Biological Principles
  - POS 2041 American National Government
  - PSY 2012 General Psychology
  - SYG 2000 Intro to Sociology or SYG 2010 Social Problems
  - ECO 2013 Principles of Macroeconomics or ECO 2023 Principles of Microeconomics

Approximately **90%** of the students entering the BSW program are Associate of Arts graduates from Florida public universities including Seminole, Valencia, Polk, Daytona, Santa Fe, Eastern Florida, Miami Dade, etc. therefore having a specialized admission has not and will not hinder transfer students from entering the BSW program. All students can apply to the BSW program.

5. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The School of Social Work BSW program has grown in enrollment (from 175 in 2002 to 330 in 2022) and has increased in diversity over the years as well. A chart of the current demographics is below. Specialized admissions have not hindered the current race and gender profile. To the contrary, it has expanded it. The chart attached shows the diversity of students in the BSW program. To be inclusive we also added gender neutral to the application and have an "other" category to help students who do not fall into a certain category.

<b>Ethnicity and Gender</b>	<b>Male</b>	<b>Female</b>	<b>Neutral</b>	<b>Total</b>
Black	7	43		<b>50</b>
Native Hawaiian/Other Pacific Islander	1	7		<b>8</b>
White	19	69	3	<b>91</b>
Hispanic/Latino	8	74		<b>82</b>
Multiracial	3	13	1	<b>17</b>
American Indian/Alaska Native				<b>0</b>
	<b>38</b>	<b>206</b>	<b>4</b>	<b>248*</b>

\* 248 includes current/returning students, and projected August 2022 graduates. May 2022 graduates are not included in these numbers. Projected admissions for Fall 2022 will increase enrollment back to approximately 330 students.

In order to continue to admit diverse students and ensure equitable access, we reach out to the Florida public universities and hold information sessions informing them of the social work profession, program updates, and application requirements. Students are permitted to apply if they have completed at least three of the five program prerequisites and if their overall GPA is below the required 2.5 grade point average. We admit about 10% of students “provisionally” if their admission GPA isn’t at a 2.5 recognizing students may have experienced a difficult transition to college initially and want to give everyone a chance to be successful while earning the BSW degree.

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## Required Signatures

**Matthew T. Theriot** Digitally signed by Matthew T. Theriot  
Date: 2022.08.09 13:56:52 -04'00'

Requestor/Initiator

\_\_\_\_\_

Date

**Christopher Ingersoll** Digitally signed by Christopher Ingersoll  
Date: 2022.08.09 14:48:38 -04'00'

Signature of College Dean

\_\_\_\_\_

Date

**Nancy F. Myers** Digitally signed by Nancy F. Myers  
Date: 2022.08.12 11:45:33 -04'00'

Signature of Campus EO Officer

8/12/2022

\_\_\_\_\_

Date

**Michael D. Johnson** Digitally signed by Michael D. Johnson  
Date: 2022.08.18 16:59:08 -04'00'

Signature of Provost

\_\_\_\_\_

Date

Signature of Chair of the  
Board of Trustees

\_\_\_\_\_

Date

\_\_\_\_\_

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida  
**Specialized Admissions Status**  
**Initial Approval Request Form**  
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of Central Florida

**DEGREE PROGRAM:** Film B.F.A.

**CIP CODE** 50.0602 **Effective Academic Year** 2023-24

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.

This application is only for the Film B.F.A., which has additional admission and portfolio requirements. Students who are unable to fulfill the additional admission requirements are redirected to the Film B.A., an open admission degree program.

2. Which criteria for specialized admissions status does the program meet?

- ☒ Limited Resources (if approved, the status will last a maximum of four years)
- ☒ Minimal Skills (if approved, the status will last a maximum of five years)
- ☐ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)

3. Provide a rationale for why the program meets the criteria selected above.

- If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
- If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

The B.F.A. Film production degree is a professional degree program with a focus on hands-on production and authorship of documentary, narrative, and experimental films using motion picture cameras, a soundstage, and post-production facilities. Students are dependent upon access to film equipment and facilities. Equipment fees allow UCF to provide state-of-the-industry cameras, microphones, lights, and accessories. At issue is our small facility, only about 10,000 square feet, containing specialized classrooms and production spaces. These interior classrooms, which can be made completely dark for film viewing, contain high ceilings for light installation, racks of post-production equipment, and faculty demonstration areas. Production spaces consist of a soundstage, equipment checkout area, and storage areas where items can be securely stowed, stashed, or hung.

4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few

years, please provide a rationale. ☐ Not applicable.

While there has been a consistent effort to increase the amount of student access to equipment and classroom/ laboratory space, we do not plan to increase capacity in the next few years. For years, we have been converting available space into storage for student gear. Laboratory and classroom facilities are constrained by building space limitations and high cost to adapt traditional classroom space to lab and production facilities. As resources from the university and/or the program become available, the Nicholson School will submit requests for additional facilities and space. Another issue to consider is that even if we were to acquire additional equipment and storage space, we will need additional resources to hire more staff required to securely manage it. While we are in the process of adding new faculty, our current student-to-(full time) faculty ratio in our film program is 86 to 1, and as such this specialized admission program cannot operate beyond its current capacity.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

Students must complete prerequisite courses and meet the following requirements prior to admission.

- Currently enrolled at UCF in the Film B.A. or B.F.A. pending major
- Sophomore status or above (minimum 30 credits completed overall)
- Complete the following prerequisite courses before the start of the fall term:
  - FIL 1007 Foundations of Story
  - FIL 2030 History of Motion Pictures
  - FIL 2424 Intro to Film Production
  - FIL 2552 Editing 1
  - FIL 2107 Script Analysis
  - FIL 2534 Sound Design 1
  - FIL 2461C Cinematography 1
- A grade of "B" (3.0) or better in the major. Applicants must maintain a grade of "B" (3.0) or better in the major during the spring semester following application or admission into the Film B.F.A. will be forfeited.

All students are encouraged to meet with an advisor regarding the admission requirements. The Film B.F.A. program requires submission of a portfolio during their second year (if FTIC) or, for transfer students, during their first semester at UCF (first semester of their junior year). All students in this program must satisfactorily complete the mandatory Portfolio Review before enrolling in upper-level Film B.F.A. courses. Details are also available at <https://communication.ucf.edu/degree/film-bfa/>. The Film B.F.A. application and portfolio submission is completed online via: [app.getacceptd.com/ucfnscm](http://app.getacceptd.com/ucfnscm).

The portfolio consists of the following items:

1. Degree Audit
2. Essay I (500 words maximum)
  - a. Describe a project that you would like to make (direct/write/etc.) in the B.F.A. program. Good responses should consider the budget and resources of a self-financed student film. Explain why any particular genre/style/approach is important to you as a filmmaker/artist. You are encouraged to discuss important films and directors as influences to support your explanation. What influences outside film and television

(literature, art, music, theatre, humanities, social sciences, etc.) have inspired you and why?

3. Essay II (250 words maximum)

- a. Filmmaking often requires collaboration and teamwork. Please list activities that may not be reflected in your creative pages. Describe how these activities exemplify your ability to work with others, contribute to a team or accept criticism. UCF values good citizenship and community partnerships. Describe any activities that illustrate how you interact with or explore the local community or beyond.

4. Creative Work (1 optional film/video and a maximum of 10 pages of other work)

- a. The goal of the sophomore portfolio is to create original works that exemplify the artistry, foundational knowledge, theoretical underpinnings and production skills that you have obtained in UCF's film program during your first two years of study. You may submit class assignments, but we are also looking for work you have done outside of class that synthesizes what you have learned.
- b. Provide samples of any creative work that is relevant to the art or process of filmmaking. Be cautious about including work that is not clearly related to film or obviously "cinematic." For instance, it may be difficult to evaluate your potential as a filmmaker if you submit poetry. The following items are examples of the kinds of work that can be included (this is not an exhaustive list):
  - i. Film/Video (Optional)\*
  - ii. Writing (entire works or excerpts): e.g. screenplay, stage play, short story etc.
  - iii. Photographs and imagery: e.g. film stills, previsualization, visual studies, storyboards, production design, etc.

\*The optional film/video submission must be 3 minutes or less in total running time (including credits). Make it clear what role(s) you filled in the making of the project (e.g. director, cinematographer, editor, screenwriter, etc.).

The Florida College System (FCS) transfer student who completed an A.A. will have fulfilled the program common prerequisite as well as most (if not all) of the program prerequisite requirements. The portfolio requirement is unique to UCF and must be completed after admission to the university. For transfer students, this will be completed during their first semester at UCF (first semester of their junior year).

Students unable to satisfactorily complete Portfolio Review may continue in the Film B.A., an open admission degree program.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

The charts below illustrate that our specialized admission Film Production BFA is consistently diverse in both gender and ethnicity. Our strategy for maintaining (and even improving) gender and ethnic diversity is to continue our strong recruitment efforts and encouragement of candidates of diverse backgrounds to apply to the program. If there is a change in the diversity of this program, the program director will reach out and request time to explore options to improve diversity by partnering with the Office of Diversity, Education, and Training.



	<b>Film BFA Fall 2021</b>	<b>Film BFA Spring 2022</b>
Female	32 (49%)	31 (52%)
Male	33 (51%)	29 (48%)
American Indian/Alaska Native	-	-
Asian	2 (3%)	3 (5%)
Black	6 (9%)	5 (8%)
Hispanic/Latino	17 (26%)	16 (27%)
International	1 (2%)	-
Multiracial	4 (6%)	4 (7%)
Native Hawaiian/Other Pacific Islander	-	-
Not Specified	-	-
White	35 (54%)	32 (53%)
TOTALS	65	60

---

## Required Signatures

*Robert S. Littlefield*

Requestor/Initiator

8/8/2022

Date

*Tomova*

Signature of College Dean

8/10/2022

Date

**Nancy F. Myers**

Signature of Campus EO Officer

Digitally signed by Nancy F. Myers

Date: 2022.08.16 16:51:43 -04'00'

Date

Michael D. Johnson

Digitally signed by Michael D.  
Johnson  
Date: 2022.08.18 16:56:22 -04'00'

Signature of Provost

Date

Signature of Chair of the  
Board of Trustees

Date

Date Approved by the Board of Trustees



Board of Governors, State University System of Florida  
**Specialized Admissions Status**  
**Initial Approval Request Form**  
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of Central Florida\_\_\_\_\_

**DEGREE PROGRAM:** B.S. Medical Laboratory Science\_\_\_\_\_

**CIP CODE** 51.1005\_\_\_\_\_ **Effective Academic Year** 2022\_\_\_\_\_

1. Does this request for specialized admissions status apply to the whole degree program? If no, please specify which major(s) or track(s) are seeking the status.
2. Which criteria for specialized admissions status does the program meet?
  - ☒ Limited Resources (if approved, the status will last a maximum of four years)
  - ☐ Minimal Skills (if approved, the status will last a maximum of five years)
  - ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
3. Provide a rationale for why the program meets the criteria selected above.

**Limited Resources**

The program requires students complete rigorous on-campus coursework that uses a single 30-seat capacity, BSL-2 equipped laboratory. Due to the nature of the biological and chemical hazards used in the space, this capacity is incredibly important for safety reasons. Additionally, to maintain a safe environment, the program's laboratory coordinator uses time in-between student labs to clean the lab to assure compliance with Federal, State, and local guidelines. The program's current capacity of 30 students per year assures this limited resource is not overwhelmed.

Additionally, the program requires clinical rotations through hospital laboratories in MLS 4830L, MLS 4831L, MLS 4832L, and MLS 4833L. These rotations require the program to recruit and maintain relationships and affiliation agreements with local hospital partners. These clinical seats are a finite resource and the 30-student capacity has long assured we do not accept more students than we can get through the clinical experience. Accepting more students than the current model allows for places student progression to timely graduation in jeopardy.

Finally, the program is limited in terms of its faculty resources. The program is currently staffed by only two full time faculty and a full-time laboratory coordinator. This was noted (albeit not cited) by a recent NAACLS accreditation site team as smaller than the average faculty for an MLS program. While the other factors listed above are more pressing resource constraints, if the current faculty-to-student ratio were not maintained it would be challenging to keep a safe laboratory learning environment and directly provide the hands-on instruction these essential medical professionals need.

**Minimal Skills**

The specialized admissions (formerly limited access) phase of the program is an intensive full-time curriculum with an emphasis on clinically-applicable biomedical concepts. The clinically-applied nature of this material requires them to have a baseline set of knowledge and skills in foundational biology, chemistry, anatomy, physiology, statistics, and microbiology. For this reason, to be admitted to this two-year phase of the program, students must demonstrate successful completion of pre-requisite coursework. Failure to achieve these pre-requisites with a C or higher indicates the student does not possess the requisite skills or knowledge needed to be successful in the

program.

Once students are on track to complete pre-requisite work and apply to the professional phase of the program, their grades are assessed to assure stated minimum grades are met. Additionally, they must possess an interest in the profession and demonstrate a commitment to medical ethics. This is assessed via an interview process where a standardized rubric is used to assess interest in the profession, medical ethics, and critical thinking skills. These rubrics are kept on file with the program along with application materials.

### Accreditation Requirements

The UCF MLS program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS). The justifications above related to limited resources and minimal skills is supported by the following NAACLS Standards:

- 1) NAACLS Standard VII.A.1 requires pre-requisite work be present to establish minimum skills that promote success in the program.
- 2) NAACLS standard III.A requires our physical space and instructional resources (i.e. faculty, lab space, and clinical affiliations) are sufficient to meet need. To comply with standard III.A we reported a max of 30 admits per cohort. While the site team did not cite us for non-compliance related to student-faculty ratios in 2019 it was addressed as a concern with program administration and noted when the site team met with Biomedical School Administration.
4. If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

### Program Expansion Considerations

While the current sole degree track cannot reasonably accept more than 30 students for the reasons listed above, program expansion is an important strategic goal. The program has an obligation to the professional medical laboratory community to meet workforce demands. There is a drastic workforce emergency in all the health professions – including Medical Laboratory Science. For this reason, the program is working with Burnett School of Biomedical Science administration to develop a new degree track that leverages the current program of study but delivers it via a different timeline. This would produce an additional accelerated cohort running alongside – but out of sync – with our current degree track.

To achieve this, the program will need to work with clinical affiliates to assure adequate clinical seats are available outside of the normal timeframe we work with these facilities. Additionally, we need to assure the on-campus learning space and faculty-student ratios and faculty workloads are still within acceptable limits.

5. If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.

No, the admissions requirements will not change as they meet the requirements of NAACLS standard VII.A.1 and achieve positive outcomes for the program.

In regard to equal access to qualified graduates from Florida College System Associates in Arts (AA): As long as the student is accepted into UCF, meets all pre-requisite requirements and applies to the professional phase of the program, they are considered equally to their peers who completed pre-requisites at UCF. Additionally, since some pre-requisites (e.g. ZOO 3733, MCB 3020C, and PCB 3703C) are typically not offered at state colleges, the program has provision in place within the catalog to assure AA graduates do not need to repeat pre-requisite coursework they have already taken. For example, Human Anatomy and Physiology I and II at the state colleges (BSC 2093 and BSC 2094) fulfill the requirement for ZOO 3733 and PCB 3703C. Similarly, MCB 2010C from a state college is deemed acceptable to fulfill the general microbiology requirement met by MCB 3020C here at UCF.

6. What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?

### Race-Gender Profile

One of the most consistently used measures of Race and Gender Diversity in the medical laboratory profession is the ASCP Wage and Vacancy survey. The last one was conducted in 2019 and surveyed 19,397 respondents. The direct link to the report can be found here:

<https://academic.oup.com/ajcp/article/155/5/649/5987744?login=true>

Of note in this report is that the profession is predominately female. This highlighted by the fact that 81% of respondents to the ASCP survey reported as female. In terms of racial diversity, the profession is predominantly white with 75% of respondents reporting as white, 8% as Asian, 8% as Black, and 6% as Hispanic or Latino. The UCF MLS program does have a more diverse student population but can improve moving forward. The following data is from the cohort that began in the Fall 2021 semester and are scheduled to graduate in May 2023:

#### Gender Diversity for Admitted Cohort

Gender	N=	Percent
Male	10	34%
Female	19	66%
Total	29	100%

#### Racial Diversity for Admitted Cohort

Race	N=	Percent
White	12	46%
Hispanic/Latino	7	27%
Black	0	0%
Asian	5	19%
Multiracial	2	8%
Native Hawaiian/ Other Pacific Islander	0	0%
American Indian/ Alaska Native	0	0%
Total	26*	100%

\*Not all incoming students reported race.

Again, this cross-sectional data set of one cohort does demonstrate higher than average racial and gender diversity compared to the rest of the profession. This is partly due to UCF's overall efforts to promote a diverse and inclusive campus. However, it also highlights a need to enhance diversity in the program. While no formal strategy has been adopted by the UCF BS MLS program, its accreditor has started asking how programs plan to assure enhanced diversity moving forward. Additionally, the program faculty value diversity and believe it positively impacts the profession they serve.

For these reasons, the program director will be reaching out and requesting time to explore options to improve diversity by partnering with the Office of Diversity, Education, and Training by September 2022.

### Required Signatures

Requestor/Initiator

8/17/2022

Date \_\_\_\_\_

Signature of College Dean

Digitally signed by Deborah German

Date: 2022.08.17 14:46:26 04'00'

Signature of Campus EO Officer

Digitally signed by Nancy F. Myers

Date: 2022.08.17 16:41:09 -04'00'

Michael D. Johnson

Digitally signed by Michael D.

Johnson  
Date: 2022.08.18 15:05:02 -04'00'

Signature of Provost

Date \_\_\_\_\_

Signature of Chair of the  
Board of Trustees

Date \_\_\_\_\_

**Date Approved by the Board of Trustees**



Board of Governors, State University System of Florida  
**Specialized Admissions Status  
Initial Approval Request Form**  
In Accordance with Board of Governors Regulation 8.013, Specialized Admissions

**INSTITUTION:** University of Central Florida

**DEGREE PROGRAM:** Bachelor of Science in Nursing

**CIP CODE** 51.3801 **Effective Academic Year** 2022-23

- Does this request for specialized admissions status apply to the whole degree program?  
If no, please specify which major(s) or track(s) are seeking the status.
  - Yes
- Which criteria for specialized admissions status does the program meet?
  - ☒ Limited Resources (if approved, the status will last a maximum of four years)
  - ☐ Minimal Skills (if approved, the status will last a maximum of five years)
  - ☒ Accreditation Requirements (If checked, you must also select either limited resources or minimal skills)
- Provide a rationale for why the program meets the criteria selected above.
  - If the program is seeking specialized admissions status due to limited resources, provide details regarding which types of resources are limited and how the current demand for the program outpaces these resources.
  - If seeking specialized admission status based on accrediting body requirements, please include the name of the accrediting body and a direct link to or copies of the specific standard(s) which require the requested status.

Limited Resources

The UCF BSN program is seeking specialized admission due to limited resources to meet the demand of all qualified students. During the 2021 admission cycle, there were 843 fully qualified and eligible applicants to our pre-licensure traditional and accelerated 2<sup>nd</sup> degree BSN programs. We currently have resources to accommodate 290 students in these BSN programs across the Orlando, Cocoa, and Daytona Beach campuses. The specific limited resources include: limited numbers of *qualified faculty*, *limited instructional facilities*, *limited instructional equipment*, and *limited external resources*.

- Limited numbers of qualified faculty
  - The College of Nursing employs 57 full-time faculty. The number of faculty are limited by budgeted lines, and overall budget. The costs to educate nursing students, especially pre-licensure BSN students, exceed the support received from tuition and state appropriations. Faculty retention in the college is high, and filling faculty vacancies, especially instructor/lecturers has been successful.



- Currently 1,179 students are actively enrolled in a BSN program. Of these students, 283 are in a pre-licensure degree program. The remaining 896 undergraduate students are in our post-licensure BSN degree programs. In addition, we have over 500 students enrolled in graduate nursing programs. While our faculty numbers are sufficient to meet the learning needs of our current students (with the addition of many qualified adjuncts), growth in our pre-licensure program without additional faculty is not possible. Among our 57 full time faculty, many teach in graduate programs for which they possess specialty credentials and educational preparation as specified by our accreditation body (Commission on Collegiate Nursing Education [CCNE]). The limited faculty in proportion to enrolled students results in a high (for a practice-based discipline) faculty-to-student ratio.
- The College of Nursing also hires many qualified adjunct faculty annually to assist in instruction, especially clinical courses (ranging between 60 and 80 annually). Many of these faculty teach our pre-licensure undergraduate students in courses that require their expertise, and/or in the clinical training sites. According to the Florida statute Chapter 464 containing the Nurse Practice Act, "The number of program faculty members, equals at least one faculty member directly supervising every 12 students unless the written agreement between the program and the agency, facility, or organization providing clinical training sites allows more students, not to exceed 18 students, to be directly supervised by one program faculty member." Most of our clinical sites are more restrictive, limiting the number of students to 8-10 students, and we must maintain even lower ratios.
- Note: We are restricted by budget, accreditation limitations on percentage of courses taught by adjuncts, state statute, and as discussed below, clinical sites, from expanding our number of pre-licensure students in our program.
- Limited instructional facilities
  - The College of Nursing occupies leased space on the Orlando campus (which houses our largest pre-licensure BSN programs, and all of our graduate programs), and space in Daytona Beach and Cocoa leased by UCF Connect on the state college campuses (each of which enrolls approximately 90 pre-licensure students). Each building space has limited options for structural changes, and no opportunity for expansion. Student collaborative and study space is extremely limited. Each campus site has simulation and clinical laboratory space, although the Daytona Beach and Cocoa students travel to Orlando for some simulation experiences due to equipment, faculty, and space limitations on the regional campuses. All simulation and clinical laboratory spaces are used to capacity and cannot be expanded.
  - On the main campus in Research Park, space is shared with our graduate nursing programs. Classroom space is extremely limited and does not facilitate expansion. Space on the Daytona Beach and Cocoa campuses are similarly at capacity as larger classrooms are used by the State Colleges.
- Limited instructional equipment
  - The College of Nursing skills and assessment labs contain mock hospital "rooms," and/or examination suites, which accommodate small numbers of students to facilitate learning. Without additional space and budget, additional equipment purchases cannot be supported. Similarly, the simulation lab has several rooms set up for high-tech simulation experiences for the students, including pediatrics, neonatal ICU/nursery, labor and delivery and all phases of acute care for adults. Both space and budget restrict increasing the capacity to expand simulation to accommodate additional students.
- Limited external resources

- The College of Nursing works closely with clinical partners to coordinate clinical experiences for students at a variety of facilities. All students rotate through a variety of acute, chronic, and outpatient facilities. They also have substantial experiences in the community. All clinical facilities are often limited in number and capacity for student experiences, greatly reducing our ability to expand capacity. Our partners have reached out encouraging program expansion and a commitment to supporting clinical learning opportunities.
- Each pre-licensure BSN student enrolled in a capstone practicum experience and is assigned to a BSN-prepared nurse preceptor in the final term. There is a limited supply of preceptors available, and we must compete for preceptors with other private and for-profit institutions in the local area who often offer monetary incentives to preceptors. In addition, the COVID-19 pandemic has resulted in nursing shortages and nurses assigned to precepting new nurses. The pandemic has created a potential shortage of preceptors for this capstone clinical experience.

These limitations make it difficult to increase the number of accepted BSN students, thus qualifying the BSN degree program as a specialized admissions program.

### Minimal Skills

The Traditional BSN and Second Degree BSN graduates must pass the national NCLEX exam after graduation to practice as a registered nurse. Our RN-BSN students must have an active RN license. AS-BSN students must be enrolled in an ASN program and earn the RN license before the final BSN semester.

### Accreditation Requirements

- The College of Nursing BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). In 2017-18, the BSN degree program qualified for a streamlined academic program 7-year review after completing a successful 2016-17 accreditation review by CCNE. CCNE determined that the BSN program had sufficient resources - including faculty, facilities, equipment, as well as clinical sites and preceptors - to support currently enrolled students. While sufficient to support current enrollments, the 2017-18 program review cited challenges with regard to meeting demand by qualified prospects. Each of the limitations were highlighted and considered during the review. As such, the university determined no need to recommend a change in limited access status. The CCNE self-study as well as the following documentation from the streamlined academic program review are provided:
  - College of Nursing self-study addressing unit-wide planning and resources
  - streamlined program-level self-study (SWOT analysis)
  - supplemental review documentation noting college standards for clinical and class student to faculty ratios
  - final College of Nursing program review results

Standard II – Program Quality: Institutional Commitment and Resources (page 10).  
Specifically:

II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.

II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes.

II-E. Faculty are: sufficient in number to accomplish the mission, goals,

and expected program outcomes

Standard IV – Program Effectiveness: Assessment and Achievement of Program Outcomes (page 19). Specifically program completion rates and NCLEX pass rates:

IV-B. Program completion rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required program outcomes regarding completion in any one of the following ways: • the completion rate for the most recent calendar year is 70% or higher; • the completion rate is 70% or higher over the three most recent calendar years; • the completion rate is 70% or higher for the most recent calendar year when excluding students who have identified exclusion factors; or • the completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.

IV-C. Licensure pass rates demonstrate program effectiveness. Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways: • the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31); • the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year; • the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or • the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.

- If the program is seeking specialized admissions status due to limited resources and/or is a Program of Strategic Emphasis, provide the institution's plan and timeline for increasing program resources. If the institution does not plan to increase capacity over the next few years, please provide a rationale. ☐ Not applicable.

The 2022-23 Florida state budget increased the UCF College of Nursing's budget by \$6.9 million and a separate request for funding toward a new College of Nursing building at the UCF Health Sciences Campus at Lake Nona was also approved. This funding will be used to immediately hire additional faculty and staff, and facilities if needed, to increase enrollment in our Traditional BSN program and reduce the number of qualified applicants who are denied admission. Our goal is to increase the number of newly licensed graduates by 50% within the next 5 years.

- If approved for specialized admissions status, what will be the program's admissions requirements? Additionally, please indicate how these requirements and procedures ensure equal access for qualified Florida College System Associates in Arts graduates competing for available space in the program.
  - TRADITIONAL & SECOND DEGREE: 3.00 GPA; AA or GEP; Foreign Language; must complete Common Program Prerequisites with a C or better; ATI TEAS Test with minimum score of 78; criminal history report and drug screen
  - CONCURRENT: 3.00 GPA; AA or GEP; Foreign Language; must complete Common Program Prerequisites with a C or better; ATI TEAS Test with minimum score of 78

- RN-BSN: 2.80 GPA; no fewer than three GEP or Foreign Language courses outstanding; must complete Common Program Prerequisites with a C or better; RN license
- AS-BSN: 3.00 GPA; no fewer than three GEP or Foreign Language courses outstanding; must complete Common Program Prerequisites with a C or better; enrolled in state articulated ASN program
- What is the current race and gender profile of the program? Describe the potential impact on the race and gender profiles of the program. What strategies will be implemented to promote and maintain diversity in the program?
  - The BSN program demographic profile at UCF is similar to the UCF undergraduate population fall 2021. However, the UCF BSN population is much more diverse than the RN workforce in the US. According to the 2020 National Nursing Workforce Survey, 75% of RNs reported being White/Caucasian. See table below:

	UCF BSN	UCF Undergraduate Total	US RN Workforce
American Indian/Alaska Native	.04%	.13%	.5%
Asian	8.27%	6.87%	7.2%
Black	13.7%	10.22%	6.7%
Hispanic/Latino	26.61%	29.3%	5.6%
Multiracial	4.36%	4.22%	2.1%
Native Hawaiian/Other Pacific Islander	.2%	.14%	.4%
Not Specified	2.02%	4.15%	2.5%
White	44.8%	44.97%	75%

- The BSN program at UCF had 13.7% male students in fall 2021 which is higher than the RN workforce in the US. According to the 2020 National Nursing Workforce Study, males accounted for only 9.4% of the RN workforce.
- The College of Nursing will continue to use admission practices that create equal opportunities for all students regardless of gender, ethnicity, or any other protected class.

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## Required Signatures

**msole**

Digitally signed by msole  
Date: 2022.08.11 12:26:39  
-04'00'

Requestor/Initiator

**8/11/22**

Date

**msole**

Digitally signed by msole  
Date: 2022.08.11 12:26:51  
-04'00'

Signature of College Dean

**8/11/22**

Date

**Nancy F. Myers**

Digitally signed by Nancy F. Myers  
Date: 2022.08.12 11:43:10 -04'00'

Signature of Campus EO Officer

**8/12/2022**

Date

**Michael D. Johnson**

Digitally signed by Michael D.  
Johnson  
Date: 2022.08.18 17:00:11 -04'00'

Signature of Provost

Date

Signature of Chair of the  
Board of Trustees

Date

Date Approved by the Board of Trustees

Board of Trustees  
October 20, 2022

### AES-4: New Degree Program Proposal – M.S. in Business Analytics

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☐ Information ☐ Discussion ☒ Action

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

#### Purpose and Issues to be Considered:

The College of Business Administration and the College of Sciences seek approval of a new master's degree in Business Analytics.

#### Background Information:

The core of the MS in Business Analytics is the application of mathematics and statistics to solve business problems. Students will learn to collect and organize data. They will learn to select an economic model to add structure to the analysis. The students will learn to analyze data with statistical models and to create graphical and tabular results to communicate recommendations to business stakeholders. As this training is focused on the tools and processes of analysis, it is not specific to a particular industry. Graduates with this training are employed in industries such as financial services, health care, entertainment, hospitality, and, locally, the aerospace and defense industries. Graduates of the MSBA program can find employment, in the first instance, as Business Analysts, which is a generic term for an employee who studies business decisions and makes recommendations. Many such analysts focus on a particular business discipline, such as marketing or finance, and may obtain employment as a Marketing Analyst, a Financial Analyst, or a Budget Analyst. Others may enter the consulting industry and obtain employment as a Management Analyst. Other graduates who enter with more training in computing may find employment as Data Scientists. Finally, a large demand exists for managers of business analysts and, for some graduates, much of the appeal of studying business analytics is the prospect of rising into a management position several years after graduation.

#### Recommended Action:

Approve the proposed M.S. program in Business Analytics

#### Alternatives to Decision:

Deny the proposed M.S. program in Business Analytics

#### Fiscal Impact and Source of Funding:

Fiscal impact is minimal for this STEM graduate program as the expertise and courses are building on faculty already in place based in the Department of Economics and the Department of Statistics and Data Science. The Quantitative Methods in Business (QMB) courses have been developed and approved through the curriculum management process. The Statistics (STA) courses are already offered for students in several graduate programs. The enrollment potential for this program is demonstrated in the cover page table.

#### Authority for Board of Trustees Action:

UCF 2.040 Development, Approval, Termination, and Suspension of Degree Programs

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

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

**Submitted by:**

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

**Supporting Documentation:**

Attachment A: M.S. Business Analytics

Attachment B: Request to Offer New Degree Program – M.S. in Business Analytics

Please click the link below to view the full proposal: <https://bot.ucf.edu/wp-content/uploads/sites/5/2022/09/New-Degree-Proposal-MS-Business-Analytics.pdf>

Attachment C: Analysis Summary for New Degree Program Authorization - M.S. in Business Analytics

**Facilitator/Presenter:**

Timothy D. Letzring, Vice Provost for Academic Affairs



# AESC-4: MS in Business Analytics

- Builds on the growing need for data analysts in a variety of sectors.
- Data-based decision-making is needed across all sectors.
- Program's impact broader than traditional business.
  - Recruit students from computer science, engineering, mathematics, statistics, other science fields, in addition to business and economics.

# AESC-4: MS in Business Analytics (Continued)

- Multi-disciplinary approach between Department of Economics and Department of Statistics and Data Science.
- Strong advisory council relationships that will grow and expand these critical connections with industry partners.
- Unleashing Potential Priority #3 – Community and Culture
- Connects across several of the areas of focus in Unleashing Potential
  - Transformative Technologies and National Security
  - Energy and Sustainability



**Board of Governors, State University System of Florida**  
**REQUEST TO OFFER A NEW DEGREE PROGRAM**

In Accordance with BOG Regulation 8.011

(Please do not revise this proposal format without prior approval from Board staff)

**University of Central Florida**

**Institution Submitting Proposal**

**College of Business Administration**  
**College of Sciences**

**Name of College(s) or School(s)**

**Business Analytics**

**Academic Specialty or Field**

**30.7102 Business Analytics**

**Proposed CIP Code (2020 CIP)**

**Fall 2023**

**Proposed Implementation Term**

**Department of Economics**

**Department of Statistics and Data Science**

**Name of Department(s)/Division(s)**

**Master of Science in Business Analytics**

**Complete Name of Degree**

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

**Date Approved by the University Board of Trustees**

**Board of Trustees Chair's Signature**      **Date**

Alexander Cartwright  
Digitally signed by Alexander Cartwright  
 Date: 2022.09.23 15:07:03 -04'00'

**President's Signature**      **Date**

Michael D. Johnson  
Digitally signed by Michael D. Johnson  
 Date: 2022.09.19 08:28:59 -04'00'

**Provost's Signature**      **Date**

## PROJECTED ENROLLMENTS AND PROGRAM COSTS

Provide headcount (HC) and full-time equivalent (FTE) student estimates for Years 1 through 5. HC and FTE estimates should be identical to those in Appendix A – Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Appendix A – Table 3A or 3B. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 by dividing total E&G by FTE.

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost
Year 1	20	25	17,344	433,602			433,602
Year 2	25	31.25					
Year 3	30	37.50					
Year 4	35	43.75					
Year 5	40	50	9,420	471,008			471,008

**Analysis Summary for New Degree Authorization**  
**Program Name: Business Analytics MS**

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	<p><b>Met with Strength</b></p> <p>The proposed MSBA program aligns with several SUS and UCF goals including the mission of the University to engage in STEM education and produce more graduate degrees. The program will foster connections between UCF faculty and the business community in Florida (and especially in the Orlando area). UCF sees a need to grow its graduate programs in this field to provide the needed workforce for the Florida economy. The program builds on existing programs in Colleges of Business and Sciences by expanding existing partnerships between the UCF College of Business Department of Management and the Department of Economics, and the Colleges of Sciences' Department of Statistics and Data Science.</p>
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	<p><b>Met</b></p> <p>Both the Colleges of Business and Sciences are familiar with the accreditation process and are in good standing. There is an established process for both Colleges to implement recommendations from 7-year program reviews. The College of Business was evaluated by the AACSB in 2017 and measures have been taken to address concerns raised. Further reviews were conducted in 2018-19 and in response, hiring has been prioritized to fill business analytics roles. In the College of Sciences, the Department of Statistics and Data Science has undergone an external panel review and recommendations by the panel have been addressed.</p>
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.	<p><b>Met with Strength</b></p> <p>The program has a fixed set of required courses designed for full-time study. Students earn 30 credit hours by taking 9 courses in sequence. The program is well thought out and provides a logical sequence of courses that students can complete in a reasonable amount of time. The curriculum is designed with the input of industry professionals and from the experience of faculty who worked in industry.</p>

## Attachment C

	Criteria	Proposal Response to Criteria
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	<p><b>Met with Strength</b></p> <p>Faculty teaching courses in the program will be drawn from the same pool of faculty as those that teach Economics and Statistics courses and have the expertise to teach the subject matter. Several of the nine (9) faculty members in the MSBA program were hired through strategic investments to expand the departments' capabilities to offer coursework in Business Analytics including the PMSM-BA program, and for the expansion into the MSBA program. The program has a sufficient level of full-time faculty to provide quality programming and uses existing courses to provide the needed capacity.</p>
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	<p><b>Met with Strength</b></p> <p>The library has invested in resources for the latest programs in Business Analytics, Data Analytics and Data Science across the University, and the library report suggested that they need no further library resources. Due to the nature of the program much of the literature is open access. The library survey shows that UCF is at least equal if not better than comparable institutions. The Economics Department has budgeted for four GTAs per semester to attract candidates to the MSBA. The proposed program will be taught using existing classroom resources due to the comparatively small cohort size that will stabilize at 40 students/year.</p>
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	<p><b>Met with Strength</b></p> <p>The proposed MSBA degree responds to an increase in demand for Business Analyst graduates with a Master of Science degree in the nation-wide market, with a large market in the state of Florida, and promising employment prospects in the city of Orlando. The proposal demonstrated a clear need for the program, based on data from GMAC, BLS, Glassdoor, etc. It is predicted that the demand for management analysts and similar occupations is expected to grow 14 percent between 2018 and 2028. Indeed.com also points out that data science jobs on Indeed.com have increased by nearly 55% from June 2017 to June 2019 but that data analyst jobs have only increased by 7%. Even with existing UCF programs that may have some overlap with the MSBA, there is sufficient demand regionally and nationally for this type of degree. Assessments of the student population indicated enthusiasm for Business Analytics, from a pilot of a 2021 course in business analytics (ECP3004 Python for Business Analytics) to students electing to start a Business Analytics club on campus.</p>

## Attachment C

	Criteria	Proposal Response to Criteria
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	<p><b>Met with Strength</b></p> <p>The budget is realistic and provides for the necessary faculty resources. The MSBA program will be self-sustaining. Faculty teaching courses in the program will be drawn from the same pool of faculty as those that teach Economics and Statistics graduate courses and will not impact the delivery of undergraduate instruction. To cover the reallocation of resources, E&amp;G funds will be shifted internally within the College of Business Department of Economics and the College of Sciences Department of Statistics and Data Science.</p>
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	<p><b>Met with Strength</b></p> <p>The faculty in both the Department of Economics and the Department of Statistics and Data Science are well-recognized for their teaching and are active in research. Some of the faculty have editorial roles with academic journals. Several faculty members affiliated with the new degree program have received university teaching accolades.</p>



Board of Trustees  
October 20, 2022

### **AES-5: UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposals**

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☐ Information ☐ Discussion ☒ Action

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

#### **Purpose and Issues to be Considered:**

UCF is submitting three 2022-23 LINE funding proposals for consideration by the Board of Governors. The proposals build upon the College of Nursing's strong partnerships with AdventHealth, Orlando Health and Nemours Children's Hospital to meet the local, regional and state workforce demand in nursing. The LINE funding provides a dollar-to-dollar match by the state, if approved.

- AdventHealth: UCF is requesting \$100,000 to develop a dedicated education unit (DEU) in partnership with AdventHealth Orlando, which has committed \$100,000, to allow for increased nursing education capacity.
- Orlando Health: UCF is requesting \$100,000 to develop a DEU in partnership with Orlando Health, which has committed \$100,000, to allow for increased nursing education capacity.
- Nemours Children's Hospital: UCF is requesting \$182,000 in partnership with Nemours Children's Hospital, which has committed \$182,000, to allow for increased nursing education capacity.

Due to Hurricane Ian, UCF submitted the UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund Proposals to the Board of Governors, pending Board of Trustees approval.

#### **Background Information:**

The Linking Industry to Nursing Education (LINE) Fund was created as a result of the passing of Senate Bill 2524 (2022). The Fund provides matching funds, on a dollar-to-dollar basis, to participating agencies that partner with health care providers as defined in s. 768.38(2), F.S. The 2022 General Appropriations Act collectively provides \$19 million for the LINE Fund, of which \$6 million was allocated to the State University System.

#### **Recommended Action:**

Approve the three UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund proposals.

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

Not approve the UCF 2022-2023 Linking Industry to Nursing Education (LINE) Fund proposals. Choose to approve one or two of the proposals.

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

If approved, funding is provided by the state as a dollar-to-dollar match to partnership investments.

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

Florida Statute 1009.8962, Linking Industry to Nursing Education (LINE) Fund

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act Reviewed/Approved by General Counsel ☐ N/A ☒



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

**Submitted by:**

Michael D. Johnson, Provost and Executive Vice President for Academic Affairs

**Supporting Documentation:**

Attachment A: 2022-2023 LINE Fund Proposal UCF and AdventHealth

Attachment B: 2022-2023 LINE Fund Proposal UCF and Orlando Health

Attachment C: 2022-2023 LINE Fund Proposal UCF and Nemours Children's Hospital

**Facilitator/Presenter:**

Michael D. Johnson

Mary Lou Sole, Dean of the College of Nursing



**State University System  
2022-2023 Linking Industry to Nursing Education (LINE) Fund  
Proposal Form**

<b>University:</b>	<b>University of Central Florida (UCF)</b>
<b>Healthcare Partner:</b>	<b>AdventHealth</b>
<b>Date Proposal Approved by University Board of Trustees (proposals must be approved by the Board of Trustees before consideration by the Board of Governors):</b>	
<b>Amount Requested:</b>	<b>\$100,000</b>
<b>University Contact (name, title, phone, &amp; email):</b>	<b>Mary Lou Sole, PhD, RN</b> Dean, UCF College of Nursing <a href="mailto:Mary.Sole@ucf.edu">Mary.Sole@ucf.edu</a> , 407-823-5496
<b>Please check the boxes below as appropriate:</b>	<i>All boxes must be checked in order to be eligible to participate.</i>
<b>Healthcare partner making contribution is located in and licensed to operate in Florida?</b>	<input checked="" type="checkbox"/> Yes
<b>Healthcare partner making contribution is a health care provider as defined in Section 768.38(2), Florida Statutes?</b>	<input checked="" type="checkbox"/> Yes
<b>Nursing programs met or exceeded a first time NCLEX passage rate of 70% for the prior year based on the 2022 Accountability Plan?</b>	<input checked="" type="checkbox"/> Yes
<b>The funds will be used for an eligible purpose per Section 1009.8962, Florida Statutes?</b>	<input checked="" type="checkbox"/> Yes

## Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and health care partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce. Subject to available funds,

for every dollar contributed to an institution by a health care partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

**Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds may not be used for the construction of new buildings.** To participate, an institution must submit a timely and complete proposal to the Board of Governors for consideration.

**Proposals must be submitted with a total of no more than three pages of narrative for the following sections.** Proposals with more than three pages of narrative will be rejected.

## Proposal Details

*Provide detailed narrative for each section below.*

**I. Use of Funds** - *Describe in detail and with specificity how the institution plans to use the funds, including how the funds will be utilized to increase student enrollment and program completion.*

The University of Central Florida (UCF) College of Nursing(CON) has collaborated with AdventHealth to develop a dedicated education unit (DEU) model. AdventHealth has committed \$100,000 in funds to launch the DEU for spring 2023.

The DEU model is an innovative approach to nursing education whereby clinical staff are involved in the clinical education of students, and students gain a more realistic clinical experience that better prepares them for clinical practice. Specifically, we will use the funds to provide education to both the clinical practice site and UCF on DEUs, establish policies and procedures for implementation of the model of clinical education, and support stipends for the clinical staff participating in the initiative. This model also permits a higher faculty to student ratio in the clinical setting, that reduces the number of clinical faculty that are needed for clinical supervision. (Note: the ratio will be within the requirements of the Board of Nursing and the accreditation requirements).

**II. Onboarding & Retention of Graduates** - *Describe in detail and with specificity how the health care partner will onboard and retain graduates.*

The CON will collaborate with AdventHealth to develop the DEU model for clinical education. There are many goals to a DEU  
([https://www.uthscsa.edu/sites/default/files/2018/deu\\_april3\\_withlinks.pdf](https://www.uthscsa.edu/sites/default/files/2018/deu_april3_withlinks.pdf)):

- Strengthen the academic-practice partnership
- Enhance the education of students

- Align nursing education with clinical practice reality
- Increase professional development and retention of clinical nurses
- Use clinical faculty at the university more effectively

Our new Chair of the Department of Nursing Practice, Dr. Azizeh Sown, has expertise in the DEU model as she worked at another university with a strong DEU model across at least three hospital systems.

The clinical partner and UCF implementation team will develop, implement, and evaluate the project with the goals of reducing clinical onboarding time at the clinical site following graduation, increased professional development and retention of staff nurses at the clinical facility.

Students who have a strong clinical experience at the partner will facility are more likely to continue working there upon graduation. Additionally, the DEU model provides stronger real-life clinical learning that reduces onboarding time.

**III. Program Expansion** - *Describe in detail and with specificity how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands. If applicable, include advanced education nursing programs and how the funds will increase the number of faculty and clinical preceptors and planned efforts to utilize the clinical placement process established in Section 14.36, Florida Statutes.*

Through the PIPELINE funds received, UCF is planning to increase undergraduate pre-licensure enrollment by at least 50% within the next three years. We have already begun by adding a spring cohort and increasing fall capacity. The DEU model will maximize instructor utilization as we increase capacity and have more clinical groups.



**State University System  
2022-2023 Linking Industry to Nursing Education (LINE) Fund  
Proposal Form**

<b>University:</b>	<b>University of Central Florida (UCF)</b>
<b>Healthcare Partner:</b>	<b>Orlando Health</b>
<b>Date Proposal Approved by University Board of Trustees (proposals must be approved by the Board of Trustees before consideration by the Board of Governors):</b>	
<b>Amount Requested:</b>	<b>\$100,000</b>
<b>University Contact (name, title, phone, &amp; email):</b>	<b>Mary Lou Sole, PhD, RN</b> Dean, UCF College of Nursing <a href="mailto:Mary.Sole@ucf.edu">Mary.Sole@ucf.edu</a> , 407-823-5496
<b>Please check the boxes below as appropriate:</b>	<i>All boxes must be checked in order to be eligible to participate.</i>
<b>Healthcare partner making contribution is located in and licensed to operate in Florida?</b>	<input checked="" type="checkbox"/> Yes
<b>Healthcare partner making contribution is a health care provider as defined in Section 768.38(2), Florida Statutes?</b>	<input checked="" type="checkbox"/> Yes
<b>Nursing programs met or exceeded a first time NCLEX passage rate of 70% for the prior year based on the 2022 Accountability Plan?</b>	<input checked="" type="checkbox"/> Yes
<b>The funds will be used for an eligible purpose per Section 1009.8962, Florida Statutes?</b>	<input checked="" type="checkbox"/> Yes

## Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and health care partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce. Subject to available funds,

for every dollar contributed to an institution by a health care partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

**Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds may not be used for the construction of new buildings.** To participate, an institution must submit a timely and complete proposal to the Board of Governors for consideration.

**Proposals must be submitted with a total of no more than three pages of narrative for the following sections.** Proposals with more than three pages of narrative will be rejected.

## **Proposal Details**

*Provide detailed narrative for each section below.*

**I. Use of Funds** - *Describe in detail and with specificity how the institution plans to use the funds, including how the funds will be utilized to increase student enrollment and program completion.*

The University of Central Florida (UCF) College of Nursing(CON) has collaborated with Orlando Health to develop a dedicated education unit (DEU) model. Orlando Health has committed \$100,000 in funds to launch the DEU for spring 2023.

The DEU model is an innovative approach to nursing education whereby clinical staff are involved in the clinical education of students, and students gain a more realistic clinical experience that better prepares them for clinical practice. Specifically, we will use the funds to provide education to both the clinical practice site and UCF on DEUs, establish policies and procedures for implementation of the model of clinical education, and support stipends for the clinical staff participating in the initiative. This model also permits a higher faculty to student ratio in the clinical setting, that reduces the number of clinical faculty that are needed for clinical supervision. (Note: the ratio will be within the requirements of the Board of Nursing and the accreditation requirements).

**II. Onboarding & Retention of Graduates** - *Describe in detail and with specificity how the health care partner will onboard and retain graduates.*

The CON will collaborate with Orlando Regional Healthcare System (ORHS) to develop the DEU model for clinical education. There are many goals to a DEU ([https://www.uthscsa.edu/sites/default/files/2018/deu\\_april3\\_withlinks.pdf](https://www.uthscsa.edu/sites/default/files/2018/deu_april3_withlinks.pdf)):

- Strengthen the academic-practice partnership
- Enhance the education of students

- Align nursing education with clinical practice reality
- Increase professional development and retention of clinical nurses
- Use clinical faculty at the university more effectively

Our new Chair of the Department of Nursing Practice, Dr. Azizeh Sown, has expertise in the DEU model as she worked at another university with a strong DEU model across at least three hospital systems.

The clinical partner and UCF implementation team will develop, implement, and evaluate the project with the goals of reducing clinical onboarding time at the clinical site following graduation, increased professional development and retention of staff nurses at the clinical facility.

Students who have a strong clinical experience at the partner facility are more likely to continue working there upon graduation. Additionally, the DEU model provides stronger real-life clinical learning that reduces onboarding time.

**III. Program Expansion** - *Describe in detail and with specificity how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands. If applicable, include advanced education nursing programs and how the funds will increase the number of faculty and clinical preceptors and planned efforts to utilize the clinical placement process established in Section 14.36, Florida Statutes.*

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**State University System  
2022-2023 Linking Industry to Nursing Education (LINE) Fund  
Proposal Form**

<b>University:</b>	<b>University of Central Florida (UCF)</b>
<b>Healthcare Partner:</b>	<b>Nemours Children's Hospital</b>
<b>Date Proposal Approved by University Board of Trustees (proposals must be approved by the Board of Trustees before consideration by the Board of Governors):</b>	
<b>Amount Requested:</b>	<b>\$182,000</b>
<b>University Contact (name, title, phone, &amp; email):</b>	<b>Mary Lou Sole, PhD, RN</b> Dean, UCF College of Nursing <a href="mailto:Mary.Sole@ucf.edu">Mary.Sole@ucf.edu</a> , 407-823-5496
<b>Please check the boxes below as appropriate:</b>	<i>All boxes must be checked in order to be eligible to participate.</i>
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<b>Nursing programs met or exceeded a first time NCLEX passage rate of 70% for the prior year based on the 2022 Accountability Plan?</b>	<input checked="" type="checkbox"/> Yes
<b>The funds will be used for an eligible purpose per Section 1009.8962, Florida Statutes?</b>	<input checked="" type="checkbox"/> Yes

## Background

The LINE Fund is intended to incentivize collaboration between nursing education programs and health care partners and to meet local, regional, and state workforce demand by recruiting faculty and clinical preceptors, increasing the capacity of high-quality nursing education programs, and increasing the number of nursing education program graduates who are prepared to enter the workforce. Subject to available funds,



for every dollar contributed to an institution by a health care partner, the fund shall provide a dollar-for-dollar match to the participating institution for approved proposals.

**Funds may be used for student scholarships, recruitment of additional faculty, equipment, and simulation centers to advance high-quality nursing education programs throughout the state. Funds may not be used for the construction of new buildings.** To participate, an institution must submit a timely and complete proposal to the Board of Governors for consideration.

**Proposals must be submitted with a total of no more than three pages of narrative for the following sections.** Proposals with more than three pages of narrative will be rejected.

## **Proposal Details**

*Provide detailed narrative for each section below.*

- I. Use of Funds** - *Describe in detail and with specificity how the institution plans to use the funds, including how the funds will be utilized to increase student enrollment and program completion.*

Nemours Children's Hospital Central Florida, of Nemours Children's Health, is a 130-bed tertiary pediatric academic medical center in Lake Nona, Florida, offering over 60 pediatric specialties and providing care to over 200,000 children annually in Central Florida. Last year, the hospital supported 1,110 medical trainees, including physician and nurse residents as well as students.

Nemours' robust nursing training program consists of student clinical rotations and practica offered over three semesters each year as well as two cohorts of residents annually. Many of these students and residents are UCF nursing students or recent UCF graduates. The comprehensive RN residency program was developed as part of an initiative to become a leader in academic training and research. It provides a safe and evidence-based training environment for entry level licensed RNs to demonstrate competency for independent nursing practice. The one-year program includes 16 weeks of clinical orientation, including didactics, flipped classroom learnings, simulation experiences, community volunteer opportunities, mentoring and debriefing sessions, and evidenced-based workshops.

This LINE funding opportunity will be used to expand Nemours' capacity to train and retain nurses by increasing the number of hospital faculty and trainee positions dedicated to nurse education. The LINE funds will be used to:

- Provide increased staffing for supporting clinical instruction at Nemours, which will expand capacity for clinical education for both UCF undergraduate and graduate students.
- Scholarship funding for Nemours staff seeking the BSN or graduate degree in nursing at UCF to educate additional clinical faculty.

- A paid internship program for 10 students interested in pediatric nursing as a career upon graduation.
- A Partners in Evidence-Based Practice program to foster evidence-based practice in pediatric nursing at both UCF and Nemours.

Nemours will expand its Nurse Academic Liaison position to a full-time position for an experienced RN to oversee student recruitment, enrollment, and placements at Nemours. This will increase clinical rotation capacity and allow for development of mentorship opportunities, nurse internship and externship programs, and expansion of the RN residency program. Nemours will also create a new Student Placement Coordinator position to manage the day-to-day logistics of student placements at the facility. This position will oversee scheduling, EHR training, and on-boarding processes.

Together, these two positions will provide programmatic support to enable implementation of a new paid nurse internship program for UCF senior nursing students precepted by a practicing pediatric nurse. It will also directly enable an increase in UCF clinical rotation positions from 50 to 100 annually. As part of Nemours' partnership with UCF in this endeavor, Nemours also commits to hiring additional nurses to cover clinical needs in order to make experienced nurse preceptors more available to oversee teaching and mentoring throughout the semester.

Another integral aspect of our joint efforts to increase nursing training and retention includes financial support for current and future UCF students training at Nemours. Nemours currently offers \$5,000 per year tuition reimbursement for associates (employees) in any BSN or higher program, and the LINE funds will be used as a match for \$10,000 for up to five current Nemours associates to enroll specifically in the University of Central Florida RN to BSN or advanced nursing programs.

Finally, to further strengthen the UCF-Nemours partnership and our joint roles as leaders in evidence-based training of nursing student and graduates, a portion of the funds will be earmarked to establish the Partners in Evidence-Based Practice Program (PEP). It will partner a UCF faculty member with research expertise, UCF Honors Undergraduate Thesis (HUT) students, and new graduate residents at Nemours in a peer-mentoring process to develop expertise in evidence-based practice that influences the care of pediatric patients. HUT projects will teach students to evaluate outcomes in the clinical setting and improve patient outcomes. These participants will quickly become leaders in EBP and will be invaluable teachers for future nursing students and residents.

## **II. Onboarding & Retention of Graduates - *Describe in detail and with specificity how the health care partner will onboard and retain graduates.***

Several aspects of this comprehensive plan focus specifically on increasing recruitment to the UCF nursing program and to Nemours clinical rotations and

residency. The Nurse Academic Liaison position and the Student Placement Coordinator positions will facilitate mentorship of nursing students, which will reduce onboarding time at the facility. The 10 new internship positions will provide direct pipeline for many senior nurses interested in pediatrics, facilitating both onboarding and retention once hired. Students will have the ability to complete their student training through this internship and continue into the RN residency program upon graduation. Likewise, having the Honors Undergraduate Thesis students partnered with current residents will simplify the hiring and onboarding process for those students wishing to remain at Nemours, as they will have been involved in the organization for at least two semesters.

This LINE funding will also directly impact nursing retention through Nemours' matched tuition reimbursement program and its faculty development initiative. This partnership between UCF and Nemours ensures associates have every opportunity available for career advancement and workplace satisfaction. As part of this nursing education program expansion, Nemours will hire additional nurses to allow offsets for associates working as UCF Faculty Instructors to support the student and residency programs. This will provide adequate support and time for associates to fulfill their roles as faculty while maintaining their full-time status at Nemours.

**III. Program Expansion** - *Describe in detail and with specificity how the funds will expand the institution's nursing education programs to meet local, regional, or state workforce demands. If applicable, include advanced education nursing programs and how the funds will increase the number of faculty and clinical preceptors and planned efforts to utilize the clinical placement process established in Section 14.36, Florida Statutes.*

This LINE funding will specifically increase administrative support to allow significant expansion of these programs. UCF is already increasing capacity through the PIPELINE program. The LINE funding will double the clinical rotation capacity from 50 to 100 UCF nursing students annually and increase the number of RN residents recently graduated from UCF from 8 to 10 residents each year. These initiatives will support the expanding enrollment at UCF. Research experience and mentorship will be operated by a UCF College of Nursing Faculty member with a .20 FTE commitment funded through this project. Nemours' plan to hire additional nursing staff to allow associates serving as instructors for the nursing students is further evidence of the hospital's commitment to this work.

This expanded UCF-Nemours nursing partnership, though the increased capacity of the clinical rotations, in conjunction with the new internship program, the PEP program, and expanded RN residency programs will all lead to significantly increased numbers of highly trained nurses entering and remaining in the workforce following their training with UCF College of Nursing and Nemours Children's Hospital Orlando.

Board of Trustees  
October 20, 2022

### **FAC-1: State Allocation of Federal Funding for Biological Sciences, Chemistry, and Education Complex Renovations – Project Approval**

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☐ Information      ☐ Discussion      ☒ Action

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

#### **Purpose and Issues to be Considered:**

Approve the use of state-allocated federal funds in the amount of \$32,073,514 for capital renewal and deferred maintenance. These funds are allocated in the following amounts:

- \$21,630,000 of federal funds for the Biological Sciences Building Renovation,
- \$10,000,000 of federal funds for the Chemistry Building Renovation, and
- \$443,514 of federal funds for the Education Complex fire alarm replacement.

#### **Background Information:**

The FY 2022-23 Capital Improvement Plan, approved by the Board of Trustees on June 30, 2021, requested PECO funding for our top two priority projects - the Biological Sciences Building Renovation at \$21,630,000 and the Chemistry Building Renovation at \$10,000,000. Rather than award PECO funds for these renovation projects, the State chose to address the capital renewal and deferred maintenance needs of these buildings by allocating federal funds for these projects. These funds are nonrecurring federal State Fiscal Recovery Funds (SFRF) awarded to the state as part of the American Rescue Plan (ARP) Act of 2021 – under Section 197 of HB5001. The amount allocated is slightly higher than the requested \$31,630,000 for these two buildings, and the difference of \$443,514 has been allocated to the Education Complex fire alarm replacement.

This approval is time sensitive, as the BOG staff have informed the university that these funds must be fully encumbered by June 30, 2023 – which leaves a short window for design, early equipment procurement, bidding, and construction contract negotiation. Due to this short window to encumber funds, the university is also committing \$360K of carryforward funding to start Schematic Design of the Biological Sciences Building Renovation, and \$140K of carryforward funding to start Schematic Design of the Chemistry Building Renovation, as shown on this year's Fixed Capital Outlay Budget.

Note that the FY 2023-24 Capital Improvement Plan, approved by the Board of Trustees on May 26, 2022, included a PECO request of \$15,000,000 for the Chemistry Building Renovation to address additional capital renewal and deferred maintenance needs that the federal funds will not cover. The university is also exploring private fundraising opportunities to supplement the budgets of these projects.

#### **Recommended Action:**

Approve the use of up to \$32,073,514 of federal funds for the Biological Sciences, Chemistry, and Education Complex renovations.

**Alternatives to Decision:**

Alternatives include:

- 1) Reject this item, which will not allow the project to proceed, and not use the federal funds.

**Fiscal Impact and Source of Funding:**

Federal funds will have no impact on UCF funding.

**Authority for Board of Trustees Action:**

BOG Regulation 14.006 "Building Program and Fixed Capital Outlay Legislative Budget Request Procedures" states:

- "The university president shall have the responsibility for the building program review and approval to assure compatibility with the institution's approved strategic plan, master plan, educational plant survey and with space utilization criteria. Building programs approved by the university president, and budgets approved by the university board of trustees shall serve as the basic planning documents for development of plans and specifications for construction."

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

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

**Submitted by:**

Jon Varnell, Vice President for Facilities and Business Operations

**Supporting Documentation:**

Attachment A: Capital Projects Funding Certification Form, Biological Sciences Building Renovation

Attachment B: Capital Projects Funding Certification Form, Chemistry Building Renovation

Attachment C: Memo #22-044 from the Office of the Governor with Allocation of Funds

Attachment D: Chemistry / Biology Swing Space Options

**Facilitators/Presenters:**

Jon Varnell, Vice President for Facilities and Business Operations

Bill Martin, Senior Director, Planning, Design and Construction



## Capital Projects Funding Certification Form

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

Project name/description: **Biology Building Renovation - \$21,630,000**

Funding source(s): **Nonrecurring federal State Fiscal Recovery Funds (SFRF) awarded to the state as part of the American Rescue Plan (ARP) Act of 2021 - under Section 197 of HB5001.**

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

Alexander  
Cartwright

Digitally signed by Alexander  
Cartwright  
Date: 2022.09.16 09:11:55 -06'00'

President

Date

Jonathan Varnell

Digitally signed by Jonathan  
Varnell  
Date: 2022.08.24 10:59:30 -04'00'

Vice President

Date

ge208399

Digitally signed by ge208399  
Date: 2022.08.26 14:41:00  
-04'00'

Chief Financial Officer

Date

Youndy C. Cook

Digitally signed by Youndy C.  
Cook  
Date: 2022.08.19 08:01:35 -04'00'

General Counsel

Date



## Capital Projects Funding Certification Form

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

Project name/description: **Chemistry Building Renovation - \$10,000,000**

Funding source(s): **Nonrecurring federal State Fiscal Recovery Funds (SFRF) awarded to the state as part of the American Rescue Plan (ARP) Act of 2021 - under Section 197 of HB5001.**

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

**Alexander  
Cartwright**

Digitally signed by Alexander  
Cartwright  
Date: 2022.09.16 09:12:11 -06'00'

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

**Jonathan Varnell**

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Varnell  
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Vice President

\_\_\_\_\_  
Date

**ge208399**

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Chief Financial Officer

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Date

**Youndy C Cook**

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Date: 2022.09.12 09:35:02 -04'00'

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General Counsel

\_\_\_\_\_  
Date



STATE OF FLORIDA

# Office of the Governor

THE CAPITOL

TALLAHASSEE, FLORIDA 32399-0001

www.flgov.com

850-717-9418



RON DESANTIS  
GOVERNOR

**Memo #22-044**

## MEMORANDUM

To: The Agency Addressed

From: Chris Spencer, Director *CMS*  
Office of Policy and Budget

Subject: Memorandum #22-044- American Rescue Plan (ARP) Act of 2021, Coronavirus State Fiscal Recovery Fund – Deferred Building Maintenance Program

Date: April 19, 2022

Chapter 2021-36, L.O.F. (SB 2500), section 152, and for Fiscal Year 2022-2023 Section 197 of HB5001 authorizes the spending of federal State Fiscal Recovery Fund (SFRF) awarded to the state as part of the American Rescue Plan (ARP) Act of 2021. This Memorandum details the funding and eligibility of project requests for the Deferred Building Maintenance program for State Agencies and Higher Education Institutions.

### State Agencies

Section 152 of Chapter 2021-36, L.O.F. authorized \$350,000,000 for State Agencies' deferred maintenance projects. The Legislative Budget Commission (LBC) approved projects totaling \$286,026,534 on November 5, 2021, leaving \$63,973,466 unobligated from the original appropriation. In preparation for a LBC meeting, the Office of Policy and Budget (OPB) is requesting agencies compile and submit a list of maintenance, repair, and renovation projects included in their State Agency's Capital Improvements Program (CIP) Plan for Fiscal Years 2022-23 through 2025-26. Priority should be given to requesting additional funds on existing projects that are experiencing inflationary cost impacts that cannot be addressed within existing resources. **Please see the attached template and instructions below for submitting your Agency's request to your assigned OPB analyst by Friday, May 6, 2022.**

### Higher Education Institutions

Section 197 of HB5001 allocates \$843,725,327 to the Higher Education Institutions for deferred maintenance projects. Each institution should follow the instructions below for preparing their list of projects for approval from either the State Board of Education or Board of Governors.



Institutions should submit a copy of their list of projects to OPB when submitting to their governing board for approval.

Instructions for Submission

Please use the attached template for submitting your list of projects. Projects must adhere, at a minimum, to the following guidelines:

1. Project was deferred or not funded during the 2022 legislative session.
2. Projects are listed in priority order and listed at a level that allows for a decision to be made in compliance with the following:
  - a. Projects should be ready for initiation and obligation as soon as is practicable but not later than the conclusion of the 2022-23 fiscal year.
  - b. Proposed projects need to follow the parameters outlined in the Deferred Building Maintenance proviso and summarized in the “Proviso” tab of the template (agencies will provide compliance information in column F of the attached template).
  - c. If the project was not included in a Capital Improvement Plan, a justification as to why the project should be considered is provided.
  - d. Information regarding facility type, service load, planned use factor, user station, and space factor is provided.

If you have any questions or need additional information, please contact the OPB analyst assigned to your agency.

cc: Senate Committee on Appropriations  
House Appropriations Committee  
OPB Analyst  
Policy Coordinators

SECTION 197. Contingent upon the Department of Financial Services receiving and depositing into the General Revenue Fund the second distribution of the state's allocation from the federal Coronavirus State Fiscal Recovery Fund (Public Law 117-2), the following nonrecurring appropriations from the General Revenue Fund are authorized for the 2021-2022 fiscal year for the purpose of responding to the negative economic impacts of the COVID-19 public health emergency:

DEFERRED BUILDING MAINTENANCE PROGRAM

The nonrecurring sum of \$843,725,327 from the General Revenue Fund is appropriated to the Department of Education to invest in deferred maintenance needs of Florida College System institutions and state universities. Each college shall submit to the State Board of Education, and each university shall submit to the Board of Governors, a list of maintenance, repair, and renovation projects totaling its allocation. Eligible projects include those which improve air quality to reduce the risk of viral and environmental health hazards; correct critical life safety issues; improve water, sewer, utility, parking, or roadway infrastructure; improve energy efficiency; mitigate environmental deficiencies; ensure compliance with the Americans with Disabilities Act; or ensure compliance with building codes. The State Board of Education for colleges, and the Board of Governors for universities, shall provide a consolidated list of projects to the Legislative Budget Commission no later than August 15, 2022, for approval. Upon approval of the project lists, the Department of Education shall submit budget amendments for the release of funds pursuant to chapter 216, Florida Statutes. Funds shall be allocated as follows:

FLORIDA COLLEGE SYSTEM INSTITUTIONS

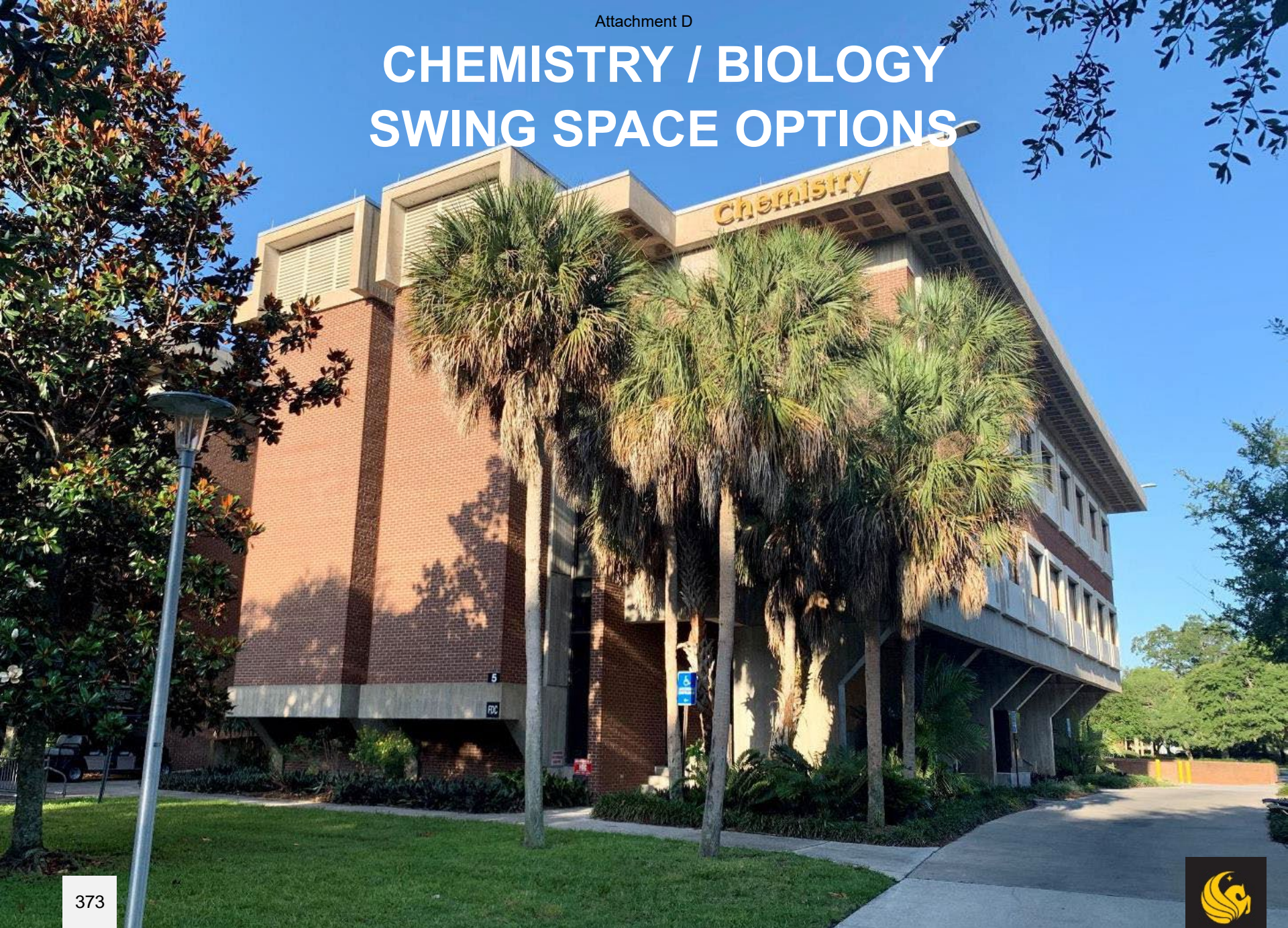
Eastern Florida State College.....	17,600,701
Broward College.....	24,040,225
College of Central Florida.....	7,619,369
Chipola College.....	8,456,582
Daytona State College.....	13,372,017
Florida SouthWestern State College.....	9,983,840
Florida State College at Jacksonville.....	27,329,608
The College of the Florida Keys.....	3,890,596
Gulf Coast State College.....	7,587,741
Hillsborough Community College.....	17,154,907
Indian River State College.....	11,476,523
Florida Gateway College.....	7,035,499
Lake-Sumter State College.....	5,496,208
State College of Florida, Manatee-Sarasota.....	8,203,776
Miami Dade College.....	54,523,633
North Florida College.....	5,146,172
Northwest Florida State College.....	7,597,848
Palm Beach State College.....	18,354,479
Pasco-Hernando State College.....	9,767,828
Pensacola State College.....	13,119,986
Polk State College.....	10,116,568
Saint Johns River State College.....	5,947,195
Saint Petersburg College.....	47,576,641
Santa Fe College.....	10,856,403
Seminole State College of Florida.....	10,791,939
South Florida State College.....	6,589,215
Tallahassee Community College.....	12,793,222
Valencia College.....	17,571,279

STATE UNIVERSITY SYSTEM

Florida A&M University.....	26,910,864
Florida A&M University & Florida State University College of Engineering.....	855,000
Florida Atlantic University.....	17,847,700
Florida Gulf Coast University.....	5,050,421
Florida International University.....	30,798,655
Florida State University.....	66,187,052
Florida State University, Panama City.....	5,000,000
New College of Florida.....	1,842,737
University of Central Florida.....	32,073,514
University of Florida.....	148,193,060
University of North Florida.....	17,610,555
University of South Florida.....	66,215,400
University of South Florida, St. Petersburg.....	6,571,638
University of West Florida.....	15,370,831
Florida Polytechnic University.....	3,197,900



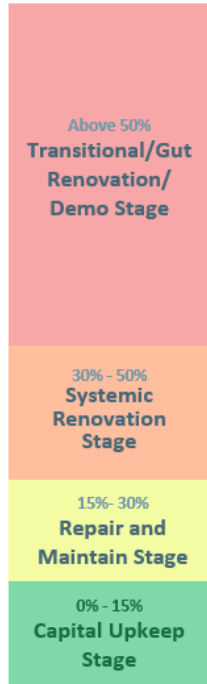
# CHEMISTRY / BIOLOGY SWING SPACE OPTIONS



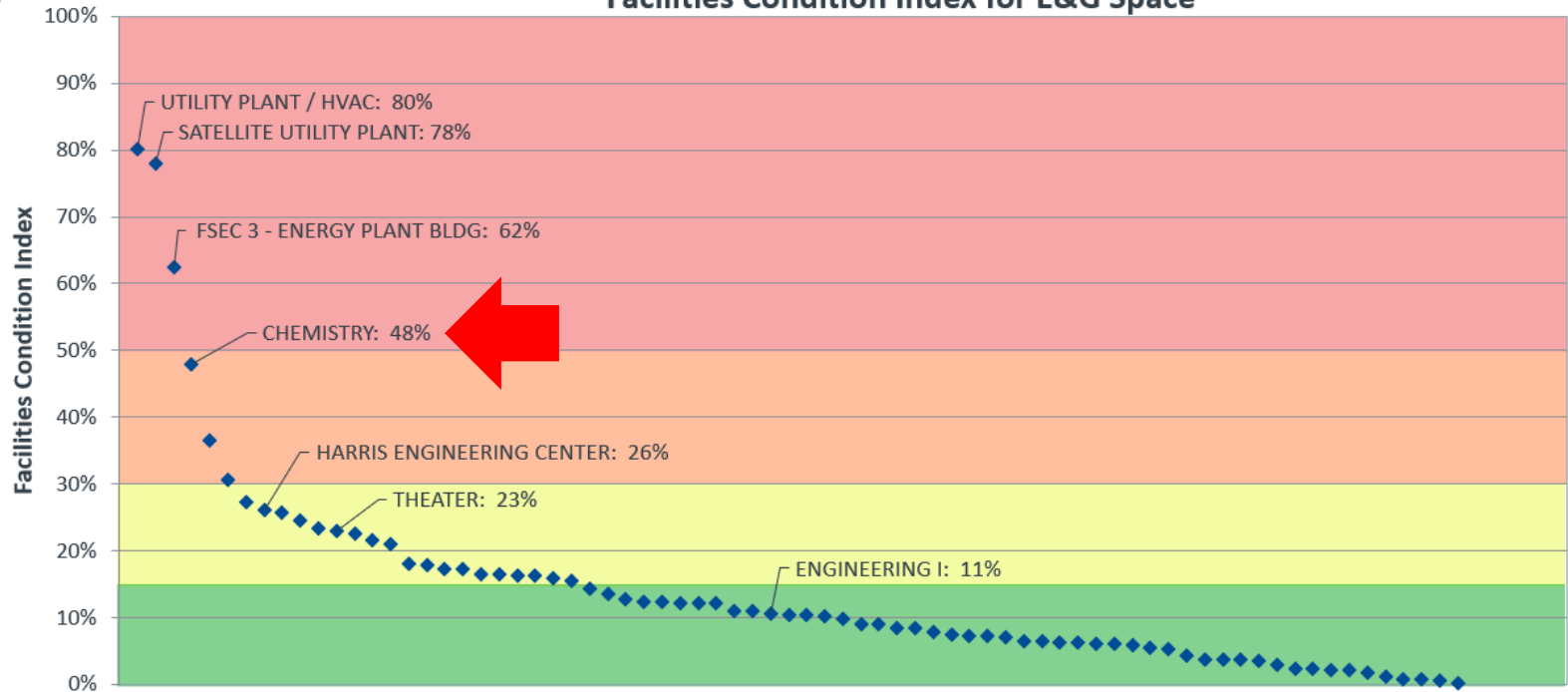


# Building FCI Informs Investment Strategy

## Investment Strategy



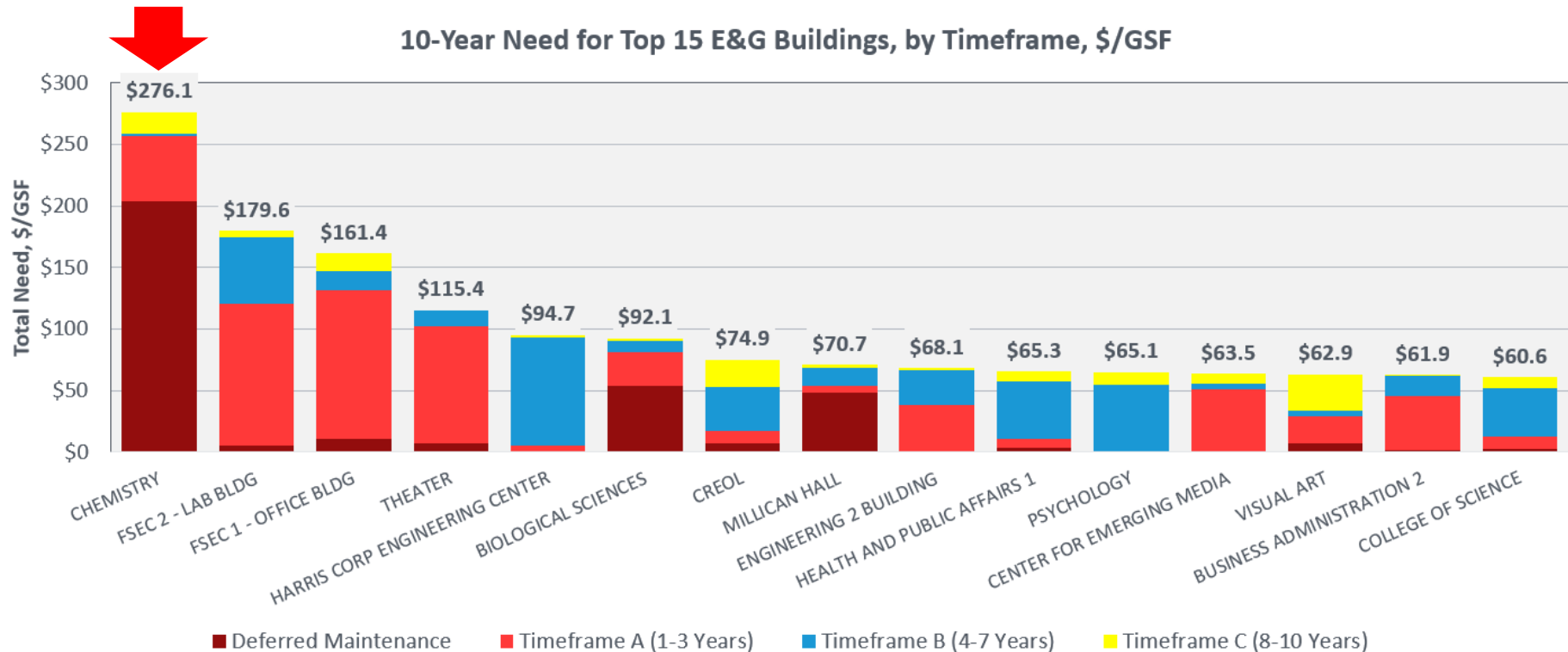
## Facilities Condition Index for E&G Space\*



\*Includes Run-to-Failure projects as they will fall within the next 10 years

# Normalized \$/GSF Takes Into Account Building Size

Excluding utility locations and focuses on buildings over 25,000 GSF



# CHEMISTRY BUILDING FAILURES



AHU FAILURE REQUIRED  
TEMP COOLING

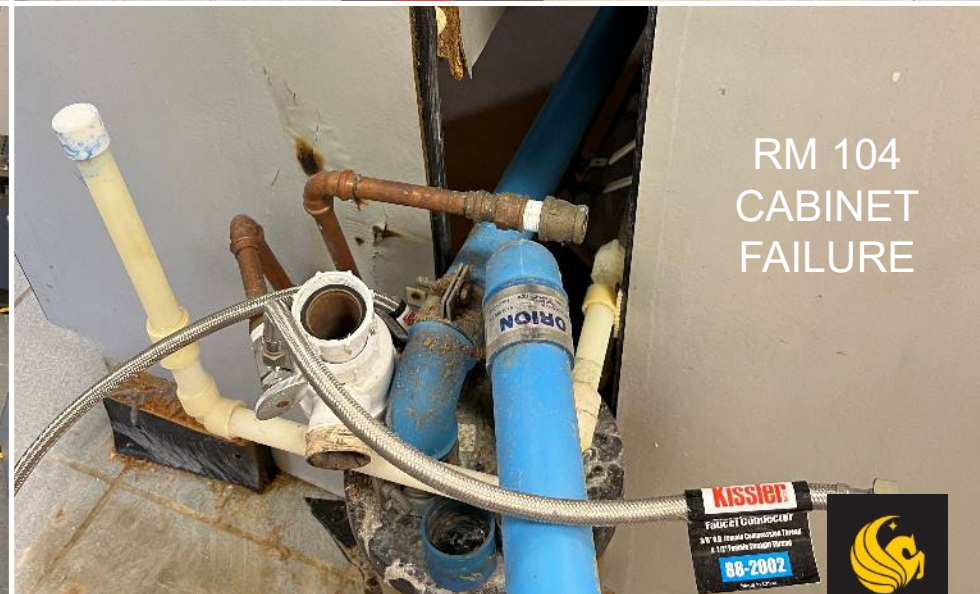


EQUIPMENT AT  
END OF LIFE





# CHEMISTRY BUILDING FAILURES



RM 104  
CABINET  
FAILURE

377



# CHEMISTRY BUILDING FAILURES



EQUIPMENT AT END OF LIFE



# CHEMISTRY BUILDING SWING SPACE

## IDEAL OPTION – NEW BUILDING

### LEARNING LAB BUILDING

2018 CONCEPT TO  
ADDRESS  
INTERDISCIPLINARY LAB  
NEEDS AND CURRENT  
BUILDING CONDITIONS

150,000 GSF  
NEW CONSTRUCTION -  
TEACHING LABS  
ACTIVE LEARNING  
GROWTH SPACE



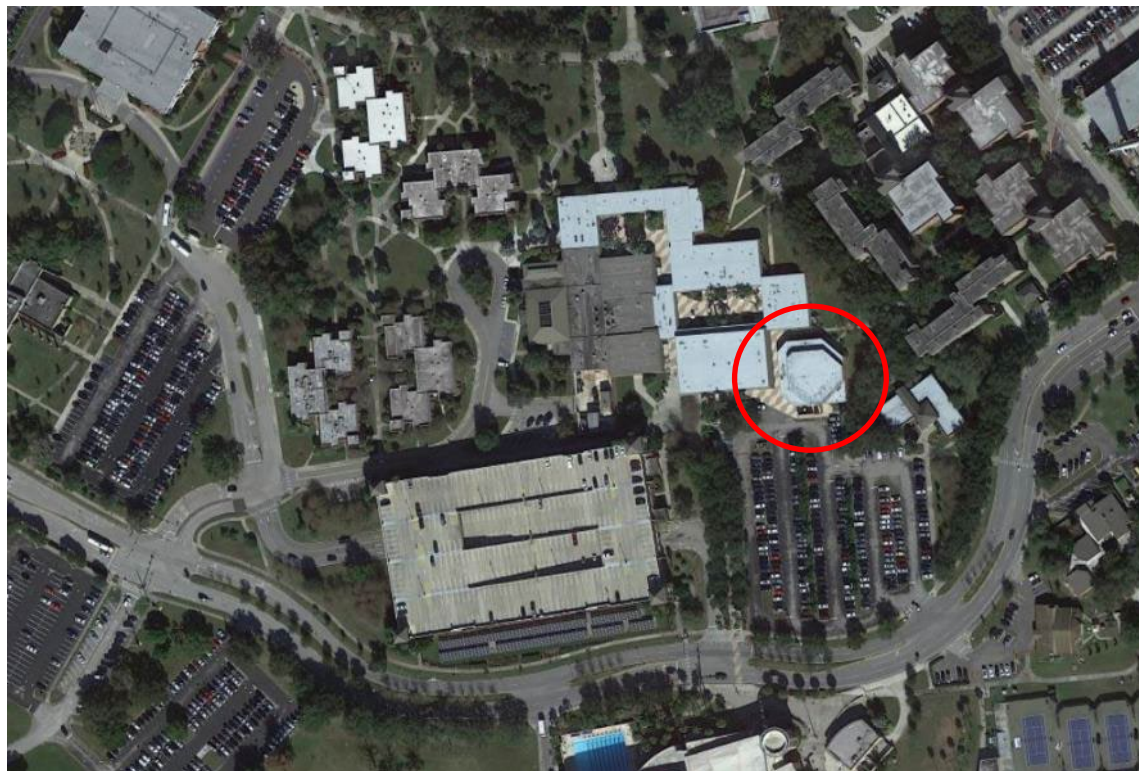
# CHEMISTRY BUILDING SWING SPACE

## FERRELL COMMONS H OPTION

RECOMMENDED

REMODEL OF FERRELL  
COMMONS H PROVIDE  
NEEDED SWING SPACE

\$10M LAB REMODEL





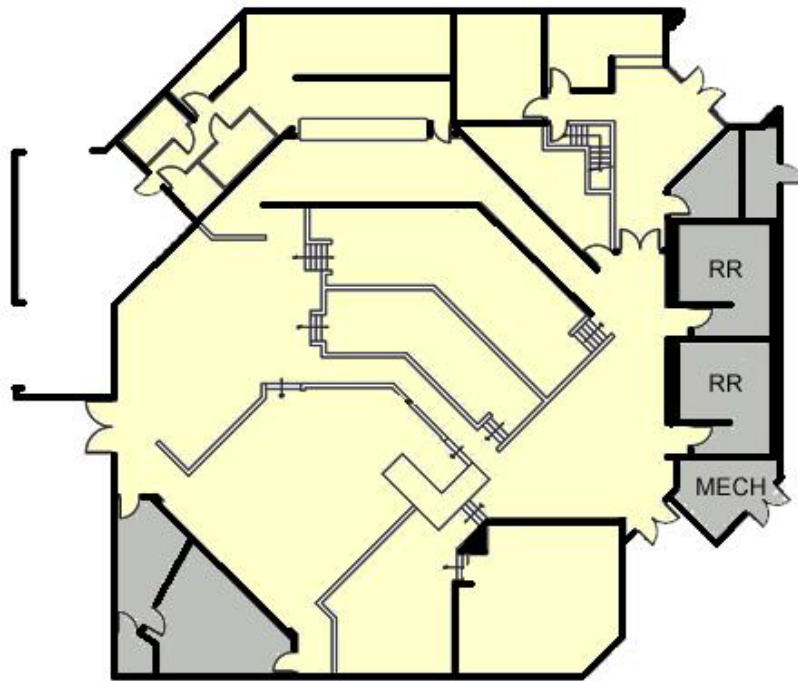
# FERRELL COMMONS H – KNIGHTS STUDY



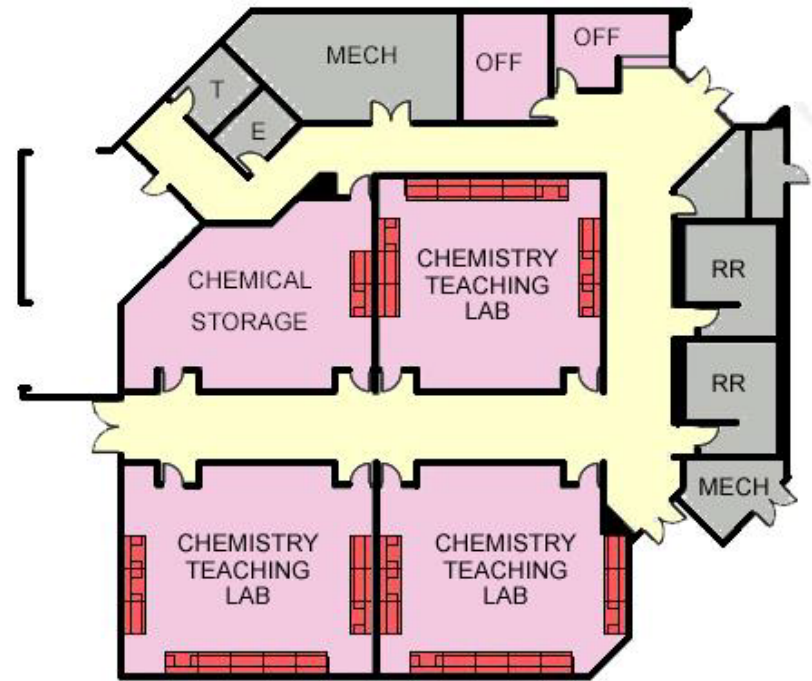
381

# FERRELL COMMONS H

ENTIRE BUILDING BECOMES CHEMISTRY TEACHING LABS



**LEVEL 1 EXISTING  
KNIGHTS STUDY**



**LEVEL 1 PROPOSED  
CHEMISTRY LABS**

- MATH SCIENCES
- BIOLOGY
- BSBS
- CHEMISTRY
- CLASSROOMS
- NEW SPACE - TBD
- CIRCULATION
- BACK OF HOUSE



Board of Trustees  
October 20, 2022

### **FAC-2: Ferrell Commons H Remodel – Project Approval**

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☐ Information      ☐ Discussion      ☒ Action

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

#### **Purpose and Issues to be Considered:**

Approve the use of E&G carryforward funds in the amount of \$10,000,000 for the remodel of Ferrell Commons H from the existing Knights Study and Knights Pantry spaces to Chemistry Teaching Lab space.

#### **Background Information:**

At the November 16, 2021, BOT Facilities and Infrastructure Committee meeting, a Facilities Condition Assessment update was presented regarding the university's deferred maintenance / capital renewal program. The data presented indicated that the Chemistry Building's Facilities Condition Index is the poorest rating of all E&G buildings on the main campus. This has manifested itself in several emergency HVAC and equipment/cabinet replacement projects. The Chemistry Building needs comprehensive renovation, which is why it was one of our highest priority projects for both the FY 2022-23 and FY 2023-24 Capital Improvement Plans.

There are multiple organic chemistry labs in the building which serve multiple colleges. These spaces do not satisfy the class demand for the colleges, and due to the high use of chemicals in the spaces, these spaces are in the worst state of disrepair of all teaching labs within the building. Keeping these labs operational is critical, and the failure of these labs would be catastrophic. Additionally, taking these labs off-line for an extended period of time is not possible, as they are tied to so many academic programs. In order to renovate the chemistry building, swing space is needed for these labs. Note that the organic chemistry labs have 10+ fume hoods in each lab.

Facilities has explored multiple options for portable spaces which would provide temporary space relief during a building renovation. These options all have significant downsides, including availability of portables, cost of portables (and their associated infrastructure, which is significant), and temporary loss of parking (portables would need to be located in a parking lot). Multiple vendors have indicated that they do not have portable inventory available and would need to custom build portables and given the high quantity of fume hoods needed this option is cost prohibitive.

Multiple options have been explored to take advantage of existing space that may be underutilized. After considerable study, it is recommended that the Ferrell Commons H building be repurposed into Chemistry labs. This building currently serves two tenants:

- Knight Study is the largest occupant and provides a 24/5 study space for students, but does not get high usage, and these students can use the library. The level 3 library renovation is on track to open in January 2023, and the library staff are working to make a portion of the building available for 24/5 study.

- Knights Pantry collects and distributes food to UCF students in need, and is an important program for university. This space will need to be relocated, but it is not a large space, and we are confident that we can find an appropriate alternate to meet the needs of the program.

Neither program will need to relocate until summer 2023. Project advertisement, design, and permitting will occur in the Fall 2022 and Spring 2023 semesters.

In addition to providing short-term swing space for the Chemistry renovation, these labs will remain a permanent asset for the university, which will help satisfy the high demand for organic chemistry courses from multiple academic programs. This project reflects the university's commitment to making the best use of our existing space, rather than building new space to satisfy academic needs.

**Recommended Action:**

Approve the use of E&G carryforward funds in the amount of \$10,000,000 for the remodel of Ferrell Commons H from the existing Knights Study and Knights Pantry spaces to Chemistry Teaching Lab space.

**Alternatives to Decision:**

Alternatives include:

- 1) Reject this item, which will not allow the project to proceed.

**Fiscal Impact and Source of Funding:**

E&G Carryforward Funds; this project will help the spend-down of our E&G Carryforward balance.

**Authority for Board of Trustees Action:**

BOG Regulation 14.006 "Building Program and Fixed Capital Outlay Legislative Budget Request Procedures" states:

- "The university president shall have the responsibility for the building program review and approval to assure compatibility with the institution's approved strategic plan, master plan, educational plant survey and with space utilization criteria. Building programs approved by the university president, and budgets approved by the university board of trustees shall serve as the basic planning documents for development of plans and specifications for construction."

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

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

**Submitted by:**

Jon Varnell, Vice President for Facilities and Business Operations

**Supporting Documentation:**

Attachment A: Capital Projects Funding Certification Form, Ferrell Commons H Building

**Facilitators/Presenters:**

Jon Varnell, Vice President for Facilities and Business Operations

Bill Martin, Senior Director, Planning, Design and Construction



## Capital Projects Funding Certification Form

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

Project name/description: Ferrell Commons H Remodel - \$10,000,000

Funding source(s): E&G Carryforward

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

**Alexander  
Cartwright**

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Alexander Cartwright  
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President

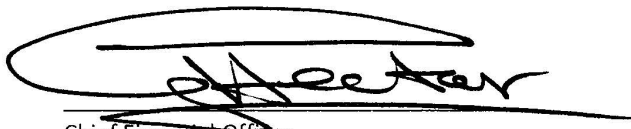
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**Jonathan Varnell**

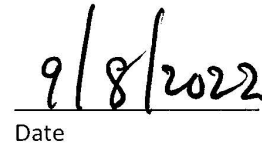
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Vice President

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Date



\_\_\_\_\_  
Chief Financial Officer

  
Date

**Youndy C. Cook**

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Cook  
Date: 2022.09.02 14:00:17 -04'00'

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General Counsel

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Date



Board of Trustees  
October 20, 2022

### GOV-2: Revisions to Board of Trustees Policy Delegation of Authority to Senior Management Official

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

This delegation has been revised to add the Provost and Executive Vice President for Academic Affairs as an appropriate individual to be consulted as needed to administer the university's classified program, and to remove the Vice President for Research and Dean of College of Graduate Studies.

#### Background Information:

The United States National Industrial Security Program Operating Manual (NISPOM) requires the Senior Management Official (SMO) of a facility to be cleared at the facility clearance level.

#### Recommended Action:

Recommend approval of the revisions to the Board of Trustees Policy Delegation of Authority to Senior Management Official.

#### Alternatives to Decision:

Decline the proposed revisions.

#### Fiscal Impact and Source of Funding:

N/A

#### Authority for Board of Trustees Action:

BOG Regulations 1.001 and 10.002

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

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

#### Submitted by:

Douglas Backman, Director of Compliance, Office of Research

#### Supporting Documentation:

Attachment A: Delegation of Authority to Senior Management Official (redline)

#### Facilitators/Presenters:

Douglas Backman



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

**Delegation of Authority to Senior Management Official**

**POLICY STATEMENT**

Article IX, Section 7 of the Florida Constitution provides that the Board of Governors shall establish the powers and duties of the university boards of trustees. Board of Governors Regulation 1.001, copy attached as Exhibit A, University Board of Trustees, Powers, and Duties delegates those powers and duties to the boards of trustees.

The Board of Trustees desires to further delegate certain of its powers and duties to a Senior Management Official, as more particularly described below. Any power or duty delegated by the Board to the Senior Management Official may be rescinded at any time by majority vote of the Board. The Senior Management Official may NOT further delegate his or her powers and duties under this policy.

**DEFINITIONS**

Board: UCF Board of Trustees

BOG: Florida Board of Governors

KMP: Key Management Personnel

NISPOM: United States National Industrial Security Program Operating Manual

SMO: Senior Management Official

UCF or University: University of Central Florida

**PROCEDURES:**

The Board exclusively delegates to the President all usual and customary powers necessary, as the University's SMO, to administer the University classified program.

The Insider Threat Program Senior Official and the Facility Security Officer shall be required to meet the personnel clearance requirements established for the University facility clearance level. Except as provided herein, no KMP may have access, control, and influence over the UCF classified program. Only Board member(s), the Provost and Executive Vice President for

~~Academic Affairs cleared at the facility clearance level, the Vice President for Research and Dean of the College of Graduate Studies, and legal counsel cleared at the facility clearance level~~ (whether in-house or contracted) cleared at the facility clearance level, may be consulted, as necessary and as permitted by NISPOM.

**The SMO's authority also includes the following:**

1. Execute classified contracts on behalf of the Board.
2. Oversee the classified research activities of the University, including managing the intellectual property of the University related thereto.

**Items requiring the SMO to consult with legal counsel and Board member(s) cleared at the facility clearance level) before implementation:**

1. Any matter which has the potential to create significant risk, or political or reputational issues for the University.
2. All items required by the BOG or Florida Legislature to be approved by the Board.

INITIATING AUTHORITY

UCF Board of Trustees

**History:** New 7-18-2019. Revised 9-19-19, \_\_\_\_\_-22.

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



Board of Trustees  
October 20, 2022

### GOV-3: Amendments to Bylaws for UCF Research Foundation and Limbitless Solutions, Inc.

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

UCF Regulation 4.034(3)(c) requires amendments to the bylaws of a UCF Direct Support Organization (DSO) to be approved by the UCF Board of Trustees (BOT). The bylaws for two of the university's DSOs were revised and adopted by their respective DSO boards. This was done to follow the Governance and Management Recommendations resulting from the BOT's DSO Governance Project Report to improve DSO operational effectiveness and efficiency.

#### Background Information:

UCF DSOs are created exclusively to benefit the university and are overseen by the UCF Board of Trustees, the UCF President, and the UCF Vice presidents who serve as chief executive officers of the DSOs. In December 2019, the Board of Trustees, through Chair Beverly Seay, initiated a DSO Project to review all the UCF DSOs to ensure best practices and improve efficiencies among UCF's DSOs. Following a thorough review of DSO governance and management, one that looked to establish best practices, on April 22, 2021, the Board of Trustees approved DSO Governance Recommendations. To implement these recommendations as they relate to DSO Bylaws, the DSO Board Office worked with the Office of the General Counsel to develop a bylaws template to be tailored by each DSO to its operations. The goal of such a template is to create coherence across the DSO Bylaws, which currently vary in areas where consistency is needed to align DSO Board operations.

Five DSOs' amended Bylaws were approved during the May 26, 2022 meeting cycle, noting that the remaining DSOs would bring forward amended bylaws in Fall 2022.

Following the review and approval of their respective Boards, two additional DSOs, UCF Limbitless Solutions, Inc. and UCF Research Foundation, Inc., are submitting their amended Bylaws for approval by the Board of Trustees:

UCF Research Foundation, Inc. – Fifth Amended and Restated Bylaws approved July 26, 2022

UCF Limbitless Solutions, Inc. – Fifth Amended and Restated Bylaws approved August 22, 2022

The UCF Foundation will bring forward its amended Bylaws for BOT approval in November 2022, which will complete the comprehensive update to create coherence across the DSOs' Bylaws.

#### Recommended Action:

Approve of the amended bylaws for UCF Limbitless Solutions, Inc. and UCF Research Foundation.

**Alternatives to Decision:**

Decline the proposed bylaws amendments or recommend modifications to be considered by the respective DSO Board(s).

**Fiscal Impact and Source of Funding:**

N/A

**Authority for Board of Trustees Action:**

Florida Statutes Section 1004.28

Florida Board of Governors Regulation 9.011

University Regulation UCF-4.034

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

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

**Submitted by:**

Robert Wilson, Senior Associate General Counsel

Youndy Cook, Vice President and General Counsel

**Supporting Documentation:**

Attachment A: Summary DSO Bylaws Changes

Attachment B: Fifth Amended and Restated Bylaws of UCF Research Foundation, Inc.

Attachment C: Fifth Amended and Restated Bylaws of Limbitless Solutions, Inc.

**Facilitators/Presenters:**

Youndy Cook

## Attachment A

### SUMMARY OF BYLAWS CHANGES

Generally, across all DSOs, the bylaws have been changed as follows:

#### ARTICLE I

- Purpose and Mission - Mission language and office location was added.

- 

#### ARTICLE II

- Director appointed by chair of BOT – Tracking the DSO statute, states “[A]t least one University of Central Florida Board of Trustees (BOT) representative appointed by the Chair of the BOT.” (Section 1.B.)
- Board member terms - Board members should serve terms of two or three years, as selected by the DSO Board. (Section 2)
- Selection of Board Chair – The Board Chair is selected by the President of UCF and must be a member of the Board. Bylaws are silent as to whether the Chair must be a volunteer. (Section 12.)
- Delegation from University President to DSO officers/staff - University President’s direct authority over DSO is in appointment and removal of Board members. (Section 4)
- Board powers (Section 6) –
  - To authorize the CEO, other officers, and the corporation’s senior management to take action(s) as directed by the Board.” (Section 6.F.)
  - To annually approve the corporation’s operating budget as well as any material changes to the budget, and then submit the budget to the University of Central Florida Board of Trustees for approval (Section 6.H.)
  - To annually submit to the University of Central Florida Board of Trustees and the Board of Governors its federal Internal Revenue Service Return of Organization Exempt from Income Tax filing (Form 990). ( Section 6.I.)
- Who can call Board meetings - (Section 7.B.) Revised to the Board Chair, Vice Chair, CEO, or two members of the Board.
- Separation of Board Members and Corporate Officers – Revised to clearly separate officers of the board and officers of the corporation and make clear that corporate officers are not members of the Board. Board officers will be Chair and Vice Chair. Corporate officers will be the CEO, Secretary and Treasurer. (Section 12 and Art. III).

#### ARTICLE III

- Corporate Officers – Clarifies that directors are not officers of the corporation. Identifies the standing corporate officer roles: for example, CEO, Treasurer, and Secretary.

- Officer Duties – Establishes baseline responsibilities for each of the corporate officers.

#### ARTICLE VIII

- Indemnification – Added to bylaws, subject to Florida Statutes, Sections 607.0850 and 617.0831. (Section 5)
- Ethics and Financial Disclosure – Added compliance language pursuant to Sunshine Laws, Public Records Law, and Code of Ethics for Public Officers and Employees (Section 6)
- Detailed Amendment History – Added as recommended by UCF Audit to include Board of Trustees approvals.

**FIFTH AMENDED & RESTATED BYLAWS OF UNIVERSITY OF CENTRAL FLORIDA RESEARCH  
FOUNDATION, INC.**

**ARTICLE I.  
MEMBERS, PURPOSE, MISSION, AND OFFICE**

The corporation will have no members and will be managed by the Board of Directors.

The corporation is organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for the benefit of the University.

The corporation is organized and shall be operated exclusively for scientific and educational purposes and not for pecuniary profit. The corporation shall be operated exclusively for the benefit of the University of Central Florida and shall be subject to the oversight and control of the University of Central Florida Board of Trustees. The corporation is a university direct-support organization within the definition of Section 1004.28, Florida Statutes, and as such is organized and operated exclusively to receive, hold, invest in, and administer property, including both real property and intellectual property, and to make expenditures to or for the benefit of the University of Central Florida or for the benefit of a research and development park or research and development authority affiliated with the University of Central Florida and organized under part V of chapter 159 of the Florida Statutes.

The purposes of the corporation also include the promotion, encouragement of, and assistance to, the research and development activities (such as in the fields of engineering and biomedical research) of the University of Central Florida, including the development of research and buildings for such research activities. The purposes of the corporation also include complementary activities, including business incubation and business marketing activities for the benefit of the University of Central Florida. The corporation may receive income derived from or related to the development, investment in, technology transfer, licensing, and commercialization of university intellectual property and works, and to expend such income for the advancement of the university's research and development efforts.

The corporation shall provide means by which discoveries, inventions, processes, and works of faculty, staff, and students of the university may be patented, developed, applied, commercialized and marketed in order that the results of such research shall be made available to the public and that funds be made available from such discoveries, inventions, processes, contracts and grants to further research and development efforts by the faculty, staff and students of the University of Central Florida.

The principal office of the corporation will be located at 12201 Research Parkway, Suite 501, Orlando, Orange County, Florida.

**ARTICLE II.  
BOARD OF DIRECTORS**

**Section 1. Directors.** The corporation's Board of Directors shall consist of not less than six and not more than nine voting members and will consist of:

- A. The President of the University of Central Florida, or designee,
- B. At least one University of Central Florida Board of Trustees (BOT) representative appointed by the



- Chair of the BOT,
- C. Designee of the Vice President for Health Affairs and,
- D. At least three additional representatives appointed by the University President.

The BOT will approve all appointments to the Board of Directors other than the BOT Chair or designee and the University President or designee.

**Section 2. Term of Office.** Members of the Board will serve as directors of the corporation for three-year terms. Terms will begin on the date of appointment and end June 30 (or July 1 through June 30, whichever applies). If filling a vacancy, the term ends at previous member's term.

**Section 3. Vacancies.** Whenever any vacancy occurs in the Board of Directors by death, resignation, or otherwise, it will be filled without undue delay. Any person appointed or designated to fill a vacancy in the Board of Directors will hold office for the unexpired term of their predecessor in office.

**Section 4. Removal.** The University President may remove any director at any time upon written notice, with or without cause, except for directors appointed by the BOT Chair. The Board of Directors may remove any director at any time upon a two-thirds vote of the directors, whenever the best interests of the corporation would be served.

**Section 5. Resignation.** A Director may resign at any time by submitting a written resignation to the Chair.

**Section 6. Powers and Duties.** So long as certified by the Board of Trustees the property, affairs, activities, and concerns of the corporation are vested in the Board of Directors subject to the Articles of Incorporation, Bylaws, applicable laws, guidelines and policies and regulations. All management functions will be exercised by the Board of Directors subject to its delegation. The powers and duties of the Board of Directors are as follows:

- A. To discharge faithfully all the duties imposed upon it by the Articles of Incorporation and bylaws.
- B. To meet upon the call of the Board Chair, the Board Vice Chair, the CEO of the corporation or any two directors.
- C. To select a bank or banks or other depositories for the deposit of the funds and securities of the corporation; and to cause the corporation to conduct its financial affairs in conformity with the policies and procedures adopted by the Board of Directors.
- D. To cause an audit of the books and records of this corporation to be made at least once each fiscal year together with a management letter, including the response from management, if required, conducted by a firm of independent Certified Public Accountants selected in accordance with University Policy 2-208, whose engagement letter will provide that it render an opinion on the financial statements in accordance with generally accepted accounting principles and to have the results of the audit reported to and accepted by the Board of Directors.
- E. To hold and to invest and reinvest any monies it receives and to hold any property, to sell or exchange the same, and to invest and reinvest the proceeds of any sale or other conversion of any

such property, for the purpose of earning income, which income, less operating expenses of the corporation, will be used to further the specific purposes of the corporation.

- F. To authorize the CEO, other Officers, and the corporation's senior management to take action(s) as directed by the Board.
- G. To borrow money by issuing long or short-term notes, bonds, or debentures and to pledge, mortgage, or otherwise encumber its assets within the discretion of the Board, subject to the policies of the University of Central Florida, its Board of Trustees and the Florida Board of Governors.
- H. To annually approve the corporation's operating budget as well as any material changes to the budget, and then submit the budget to the University of Central Florida Board of Trustees for approval.
- I. To annually submit to the University of Central Florida Board of Trustees and the Board of Governors its federal Internal Revenue Service Return of Organization Exempt from Income Tax filing (Form 990).

**Section 7. Meetings of the Board.** The Board Chair will preside at meetings of the Board of Directors. In the absence of the Board Chair, the Vice Chair will preside.

- A. Regular meetings of the Board of Directors will be held as determined by the Board of Directors. Written notice of the time and place of the annual meeting and regular meetings will be provided to each director, by personal delivery, first class mail, electronic mail or board portal notice, at least three (3) business days before the meeting.
- B. Special meetings of the Board of Directors may be called by the Board Chair, Vice Chair, CEO, or upon the written request of two (2) members of the Board of Directors. At least three (3) business days prior written notice of any special meeting will be provided to all members of the Board of Directors by personal delivery, first class mail, electronic mail or board portal notice.
- C. Proxies, general or special, will not be accepted for any purpose in the meetings of the Board of Directors.
- D. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

**Section 8. Public Notice.** Public notice of any meeting of the Board or any Committee will be made as required by Florida law. Opportunity for public comment may be permitted.

**Section 9. Public Comment.** To the extent required by law or permitted by the Chair, individuals who desire to appear before the Board or any Committee regarding an item being considered must submit their requests in writing to the address or email address noted in the posted notice for the meeting in advance, specifying the agenda item about which they wish to speak. Public comment will be limited to three minutes per person.

**Section 10. Quorum and Voting.** A majority of the Board of Directors will constitute a quorum for the transaction of business. The act of a majority of the directors present at a meeting at which a quorum is present will be the act of the Board of Directors unless a greater number is required by these bylaws or by law.

**Section 11. Participation by Electronic Means.** Members of the Board of Directors may participate in a meeting by conference, telephone, or similar communications means provided all persons participating in the meeting are able to communicate with each other.

**Section 12. Chair and Vice-Chair of the Board.** The Board of Directors shall have a Chair and Vice-Chair serve as officers of the Board.

- A. Chair of the Board. The Chair of the Board will be selected by the President of UCF and must be a member of the Board. The Board Chair will:
  - 1. Preside at the meetings of the Board of Directors. The Board Chair or designee will prepare the agenda for all meetings of the Board of Directors.
  - 2. Sign all certificates, bonds, deeds, mortgages, leases, and contracts of the corporation except as otherwise approved by the Board of Directors.
  - 3. Perform all duties as the Board of Directors will designate and may delegate certain duties with the Board of Directors' approval.
  - 4. Perform other duties as are necessarily incident to the office of the Board Chair.
- B. Vice Chair. The Vice Chair will be elected by the Board of Directors to serve as its Vice Chair and must be a member of the Board. The Vice Chair will assume the Chair's duties in the Chair's absence or incapacity and perform such duties as are assigned by the Chair.
- C. Term of Board Officers. Officers of the Board will serve for three years or until their successor is duly selected or elected. Any such selected or elected Board officer may serve successive terms.
- D. Removal. The Board of Directors may remove any Board officer at any time upon a two-thirds vote of the directors, whenever the best interests of the corporation would be served.
- E. Vacancies. In the event of absence, inability, or refusal to act of the Chair, the President of UCF will select another member of the Board to serve as Chair. In the event of absence, inability or refusal to act of the Vice Chair, the Board will elect a new Vice Chair no later than its next regular meeting.

### **ARTICLE III. OFFICERS OF THE CORPORATION**

**Section 1. Officers.** The officers of the corporation will be non-members of the Board and will be as follows:

- A. Chief Executive Officer (CEO) appointed by the University President and who will be a Vice President that is responsible for research matters of the University of Central Florida;

- B. Vice President of Operations, who will be appointed by the CEO;
- C. Vice President of Technology Transfer, who will be appointed by the CEO;
- D. Secretary, who will be appointed by the CEO;
- E. Treasurer, who will be appointed by the CEO, in consultation with the Chief Financial Officer of the University; and
- F. Other officers, listed below, as may be appointed by the CEO.

**Section 2. Term of Corporate Officers.** The term of office for Corporate Officers will commence when designated or appointed and continue for three years or until their successor is duly designated or appointed. Any such designated or appointed officer may serve successive terms.

**Section 3. Duties of Officers.** The duties and powers of the officers of the corporation will be as follows:

- A. CEO. The CEO will be the chief executive officer of the corporation, will have general and active management of the business and affairs of the corporation, subject to the directions of the Board of Directors, and, in the absence of a Chair or Vice Chair of the Board of Directors, will preside at all meetings of the Board of Directors.
- B. Vice President of Operations. The Vice President of Operations shall be authorized to act on matters delegated to them by the CEO of the corporation and shall take such actions as necessary to allow for the efficient operation of the corporation.
- C. Vice President of Technology Transfer. The Vice President of Technology Transfer shall be authorized to act on matters delegated to them by the President of the Corporation and shall take such actions as necessary to allow for the efficient operation of technology transfer activities of the Corporation.
- D. Secretary. The Secretary will be responsible for the following permanent records:
  - 1. Accurate minutes of the proceedings of all meetings of the Board of Directors and maintain a record of the actions of the Board of Directors and committees.
  - 2. A copy of the Articles of Incorporation and Bylaws of the corporation and all amendments.
- E. Treasurer. The Treasurer will oversee the fiscal affairs of the corporation. The duties of the Treasurer include assuring that adequate provision is made for the care and custody of all the assets of the corporation.

**Section 4. Removal.** The CEO may remove any corporate officer at any time whenever the best interests of the corporation would be served.

**Section 5. Vacancies.** In the event of absence, inability, or refusal to act of any of the *ex officio*, appointed, or designated officers of the corporation, the CEO, except as otherwise provided for in these Bylaws and subject to University Regulation 4.034, will appoint a successor or successors to perform the duties of their respective offices.

#### **ARTICLE IV. COMMITTEES**

The Board Chair may, at any time, appoint and charge the committees necessary and advisable to assist in the conduct of the corporation's affairs. Although committee members may include members who are not directors, committees will include a majority of directors and will be chaired by a director appointed by the Board Chair. Committee member appointments will be for defined terms, and committee members may be removed at any time, with or without cause, by the Board Chair. A majority of any committee of the corporation will constitute a quorum for the transaction of business.

#### **ARTICLE V. DIRECT SUPPORT ORGANIZATIONS**

**Section 1. Governing Authority.** The corporation operates as a Direct Support Organization (DSO) for the University of Central Florida as defined by Florida statute. DSOs are certified by the University of Central Florida Board of Trustees and follow Florida law, the policies and procedures established by the State University System of Florida, the University of Central Florida and the Board of Trustees.

**Section 2. Fiscal Year.** The fiscal year of the corporation will begin on July 1 and end on June 30 of the following year.

#### **ARTICLE VI. NONDISCRIMINATION**

The corporation is committed to non-discrimination with respect to race, color, religion, age, disability, sex, marital status, national origin, veteran status or any other basis protected by law.

#### **ARTICLE VII. AMENDMENTS**

These Bylaws may be made, altered, or rescinded by a two-thirds (2/3) vote of members of the Board of Directors present at any regular or special meeting at which a quorum is present. All amendments must be submitted to the University of Central Florida Board of Trustees in accordance with University Regulation prior to becoming effective.

#### **ARTICLE VIII. OPERATIONAL PROVISIONS**

**Section 1. Contracts.** Contracts for the activities of this corporation will be signed in the name of the corporation by the Board Chair except as otherwise delegated.

**Section 2. Financial Audits and Reports.** The corporation will annually have a financial audit of its accounts and records conducted by an independent certified public accountant selected in accordance with University Policy 2-208. The audit will be performed in accordance with the applicable rules adopted by the Auditor General and by the BOT, which will be forwarded to the BOT for review and to

the Board of Governors and Auditor General.

**Section 3. Compensation and Employment.** The directors and officers of this corporation, except those otherwise employed by the corporation or UCF, will not receive any compensation from this corporation for their services as director or officer.

- A. Directors, officers, and employees of this corporation may be reimbursed from funds of the corporation for any travel expenses or other expenditures incurred by them in the proper performance of their duties, provided the reimbursements or expenditures comply with Florida Statutes Sections 1004.28 and 1012.976.
- B. Personnel employed by this corporation will not be considered employees of the State of Florida by virtue of employment by this corporation.
- C. The corporation will provide equal employment opportunities for all persons regardless of race, color, religion, sex, age, or national origin. Personal services provided to the organization must comply with Section 1012.976, Florida Statutes.

**Section 4. Travel Expenses.** The corporation will not use state funds for travel expenses.

**Section 5. Indemnification.** Pursuant to Sections 607.0850 and 617.0831, Florida Statutes, any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding whether civil, criminal, administrative, or investigative (other than an action by, or in the right of, the corporation, by reason of the fact that he or she is or was a Director or Officer of the corporation) shall be indemnified against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by them in connection with such action, suit, or proceeding, including any appeal thereof, but only if he or she acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interest of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe their conduct was unlawful. The corporation shall have the authority to purchase insurance for this purpose.

Authorization of Indemnification. Any indemnification hereunder shall be made by the corporation only upon a determination that indemnification of the Director or Officer is proper in a specific case because he or she has met the standard of conduct set forth in the previous paragraph of this Section 5. Such determination shall be made by the Board by a majority vote of a quorum consisting of Directors who were not parties to such action, suit or proceeding or, if such quorum is not obtainable, by a majority vote of a committee duly designated by the Board (in which Directors who are parties may participate) consisting solely of two (2) or more Directors not at the time parties to the action, suit or proceeding or by a committee comprised of individuals who were not parties to such action, suit or proceeding where such committee is selected by a majority vote of the full Board (in which Directors who are parties may participate).

**Section 6. Ethics and Financial Disclosure.** It is the duty of each Director and Officer to fully comply with the Government-in-the-Sunshine Law set forth in Section 286, et seq., Florida Statutes, the Public Records Law set forth in Section 119, et seq., Florida Statutes, and to the extent it applies, the Code of Ethics for Public Officers and Employees set forth in Chapter 112, Part III, Florida Statutes.

**Section 7. Insurance.** The corporation will keep in force a blanket surety bond, or directors and officers

liability insurance, or other general liability insurance, the adequacy of which will be determined by the Board, or a Committee designated by the Board, to assure that each Officer and employee who is authorized to collect, hold, or disburse funds of the corporation will faithfully discharge their duties.

**Section 8. Rules.** These Bylaws govern the transaction of business for this Board of Directors. To the extent that the Bylaws do not cover specific procedures, the most recent version of *Robert's Rules of Order* will be applied.

**Section 9. Confidential and Exempt Public Records.** Under Florida Statutes 1004.28(5)(b), other than the auditor's report, management letter, any records related to the expenditure of state funds, and any financial records related to the expenditure of private funds for travel, all records of the organization and any supplemental data requested by the Board of Governors, the Board of Trustees, the Auditor General, and the Office of Program Policy Analysis and Government Accountability shall be confidential and exempt from s. 119.07(1).

## **ARTICLE IX. CONFLICT OF INTEREST**

All actual or potential conflicts of interest involving directors and officers of the corporation will be disclosed and addressed in accordance with the corporation's Conflict of Interest Policy.

I CERTIFY these Fifth Amended and Restated Bylaws were approved by the Board of Directors on July 26, 2022, by the UCF Governance Committee on September 28, 2022, and by the University of Central Florida Board of Trustees on September 29, 2022.

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Secretary: Kim Smith

### Amendment History

Original: April 5, 1991

First Amended and Restated: December 27, 2004

First Amendment to the First Amended and Restated: April 28, 2006

Second Amended and Restated: June 11, 2012

Third Amended and Restated: April 4, 2016

Fourth Amended and Restated: May 17, 2019

Fifth Amended and Restated: July 26, 2022



**FIFTH AMENDED & RESTATED BYLAWS OF LIMBITLESS SOLUTIONS, INC.**

**ARTICLE I.  
MEMBERS, PURPOSE, MISSION AND OFFICE**

The corporation will have no members and will be managed by the Board of Directors.

The corporation is organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for the benefit of the University.

The corporation was established as a direct support organization of the University to research, design, create, and deliver mechanical and electronic advancements in disability technology; infuse engineering with artistic design, promote access and engagement in STEM/STEAM education; and to enter arrangements with third parties to facilitate research and innovations in related areas.

The corporation may hold any property, or any undivided interest therein, without limitation as to amount or value; may dispose of any such property and invest, reinvest or deal with the principal or the income in such manner as, in the judgment of the corporation's board of directors, will best promote the purposes of the corporation without limitation, except such limitations, if any, as may be contained in the instrument under which such property is received, these Bylaws of the corporation or any applicable laws or rules. The corporation may transact any and all lawful business, subject to the limitations contained herein.

The principal office of the corporation will be located at 12703 Research Pkwy Suite 100, Orlando, Orange County, Florida.

**ARTICLE II.  
BOARD OF DIRECTORS**

**Section 1. Directors.** The corporation's Board of Directors will consist of not less than six and not more than eleven voting members and will consist of:

- A. The President of the University of Central Florida, or designee,
- B. At least one University of Central Florida Board of Trustees (BOT) representative appointed by the Chair of the BOT,
- C. The Vice President for Research, or designee and,
- D. Additional representatives appointed by the University President.

The BOT will approve all appointments to the Board of Directors other than the BOT Chair or designee and the University President or designee.

**Section 2. Term of Office.** Members of the Board will serve as directors of the corporation for three-year terms. Terms will begin on the date of appointment and end June 30 (or July 1 through June 30, whichever applies). If filling a vacancy, the term ends at previous member's term.

**Section 3. Vacancies.** Whenever any vacancy occurs in the Board of Directors by death, resignation, or otherwise, it will be filled without undue delay. Any person appointed or designated to fill a vacancy in the Board of Directors will hold office for the unexpired term of their predecessor in office.

**Section 4. Removal.** The University President may remove any director at any time upon written notice, with or without cause, except for directors appointed by the BOT Chair. The Board of Directors may remove any director at any time upon a two-thirds vote of the directors, whenever the best interests of the corporation would be served.

**Section 5. Resignation.** A Director may resign at any time by submitting a written resignation to the Chair.

**Section 6. Powers and Duties.** So long as certified by the Board of Trustees, the property, affairs, activities, and concerns of the corporation are vested in the Board of Directors subject to the Articles of Incorporation, Bylaws, applicable laws, guidelines and policies and regulations. All management functions will be exercised by the Board of Directors subject to its delegation. The powers and duties of the Board of Directors are as follows:

- A. To discharge faithfully all the duties imposed upon it by the Articles of Incorporation and by law.
- B. To meet upon the call of the Board Chair, the Board Vice Chair, the CEO of the corporation or any two directors.
- C. To select a bank or banks or other depositories for the deposit of the funds and securities of the corporation; and to cause the corporation to conduct its financial affairs in conformity with the policies and procedures adopted by the Board of Directors.
- D. To cause an audit of the books and records of this corporation to be made at least once each fiscal year together with a management letter, including the response from management, if required, conducted by a firm of independent Certified Public Accountants selected in accordance with University Policy 2-208, whose engagement letter will provide that it render an opinion on the financial statements in accordance with generally accepted accounting principles and to have the results of the audit reported to and accepted by the Board of Directors.
- E. To hold and to invest and reinvest any monies it receives and to hold any property, to sell or exchange the same, and to invest and reinvest the proceeds of any sale or other conversion of any such property, for the purpose of earning income, which income, less operating expenses of the corporation, will be used to further the specific purposes of the corporation.
- F. To authorize the CEO, other Officers, and the corporation's senior management to take action(s) as directed by the Board.
- G. To borrow money by issuing long or short-term notes, bonds, or debentures and to pledge, mortgage, or otherwise encumber its assets within the discretion of the Board, subject to the policies of the University of Central Florida, its Board of Trustees and the Florida Board of Governors.

- H. To annually approve the corporation's operating budget as well as any material changes to the budget, and then submit the budget to the University of Central Florida Board of Trustees for approval.
- I. To annually submit to the University of Central Florida Board of Trustees and the Board of Governors its federal Internal Revenue Service Return of Organization Exempt from Income Tax filing (Form 990).

**Section 7. Meetings of the Board.** The Board Chair will preside at meetings of the Board of Directors. In the absence of the Board Chair, the Vice Chair will preside.

- A. Regular meetings of the Board of Directors will be held as determined by the Board of Directors. Written notice of the time and place of the annual meeting and regular meetings will be provided to each director, by personal delivery, first class mail, electronic mail or board portal notice, at least three (3) business days before the meeting.
- B. Special meetings of the Board of Directors may be called by the Board Chair, Vice Chair, CEO, or upon the written request of two (2) members of the Board of Directors. At least three (3) business days prior written notice of any special meeting will be provided to all members of the Board of Directors by personal delivery, first class mail, electronic mail or board portal notice.
- C. Proxies, general or special, will not be accepted for any purpose in the meetings of the Board of Directors.
- D. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

**Section 8. Public Notice.** Public notice of any meeting of the Board or any Committee will be made as required by Florida law. Opportunity for public comment may be permitted.

**Section 9. Public Comment.** To the extent required by law or permitted by the Chair, individuals who desire to appear before the Board or any Committee regarding an item being considered must submit their requests in writing to the address or email address noted in the posted notice for the meeting in advance, specifying the agenda item about which they wish to speak. Public comment will be limited to three minutes per person.

**Section 10. Quorum and Voting.** A majority of the Board of Directors will constitute a quorum for the transaction of business. The act of a majority of the directors present at a meeting at which a quorum is present will be the act of the Board of Directors unless a greater number is required by these bylaws or by law.

**Section 11. Participation by Electronic Means.** Members of the Board of Directors may participate in a meeting by conference, telephone, or similar communications means provided all persons participating in the meeting are able to communicate with each other.

**Section 12. Chair and Vice Chair of the Board.** The Board of Directors shall have a Chair and Vice Chair serve as officers of the Board.

- A. Chair of the Board. The Chair of the Board will be selected by the President of UCF and must be a member of the Board. The Board Chair will:
  - 1. Preside at the meetings of the Board of Directors. The Board Chair or designee will prepare the agenda for all meetings of the Board of Directors.
  - 2. Sign all certificates, bonds, deeds, mortgages, leases, and contracts of the corporation except as otherwise approved by the Board of Directors.
  - 3. Perform all duties as the Board of Directors will designate and may delegate certain duties with the Board of Directors' approval.
  - 4. Perform other duties as are necessarily incident to the office of the Board Chair.
- B. Vice Chair. The Vice Chair will be elected by the Board of Directors to serve as its Vice Chair and must be a member of the Board. The Vice Chair will assume the Chair's duties in the Chair's absence or incapacity and perform such duties as are assigned by the Chair.
- C. Term of Board Officers. Officers of the Board will serve for three years or until their successor is duly selected or elected. Any such selected or elected Board officer may serve successive terms.
- D. Removal. The Board of Directors may remove any Board officer at any time upon a two-thirds vote of the directors, whenever the best interests of the corporation would be served.
- E. Vacancies. In the event of absence, inability, or refusal to act of the Chair the President of UCF will select another member of the Board to serve as Chair. In the event of absence, inability or refusal to act of the Vice Chair the Board will elect a new Vice Chair no later than its next regular meeting.

### **ARTICLE III. OFFICERS OF THE CORPORATION**

**Section 1. Officers.** The officers of the corporation will be non-members of the Board and will be as follows:

- A. President and Chief Executive Officer (CEO) appointed by the University President who will be a UCF employee;
- B. Vice President, Research and Development of Technology, who will be appointed by the CEO;
- C. Secretary, who will be appointed by the CEO;
- D. Treasurer and Chief Financial Officer, who will be appointed by the CEO, in consultation with the Chief Financial Officer of the University; and
- D. Other officers, listed below, as may be appointed by the CEO.

**Section 2. Term of Corporate Officers.** The term of office for Corporate Officers will commence when designated or appointed and continue for three years or until their successor is duly designated or

appointed. Any such designated or appointed officer may serve successive terms.

**Section 3. Duties of Officers.** The duties and powers of the officers of the corporation will be as follows:

- A. CEO. The CEO will be the chief executive officer of the corporation, will have general and active management of the business and affairs of the corporation, subject to the directions of the Board of Directors, and, in the absence of a Chair or Vice Chair of the Board of Directors, will preside at all meetings of the Board of Directors.
- B. Vice President, Research and Development of Technology. The Vice President, Head of Research and Development of Technology, shall be authorized to act on matters delegated to them by the CEO of the corporation and shall take such actions as necessary to allow for the efficient operation of the corporation.
- C. Secretary. The Secretary will be responsible for the following permanent records:
  - 1. Accurate minutes of the proceedings of all meetings of the Board of Directors and maintain a record of the actions of the Board of Directors and committees.
  - 2. A copy of the Articles of Incorporation and Bylaws of the corporation and all amendments.
- D. Treasurer and Chief Financial Officer. The Treasurer and Chief Financial Officer will oversee the fiscal affairs of the corporation. The duties of the Treasurer include assuring that adequate provision is made for the care and custody of all the assets of the corporation.

**Section 4. Removal.** The CEO may remove any corporate officer at any time whenever the best interests of the corporation would be served.

**Section 5. Vacancies.** In the event of absence, inability, or refusal to act of any of the appointed or designated officers of the corporation, the CEO, except as otherwise provided for in these Bylaws and subject to University Regulation 4.034, will appoint a successor or successors to perform the duties of their respective offices.

#### **ARTICLE IV. COMMITTEES**

The Board Chair may, at any time, appoint and charge the committees necessary and advisable to assist in the conduct of the corporation's affairs. Although committee members may include members who are not directors, committees will include a majority of directors and will be chaired by a director appointed by the Board Chair. Committee member appointments will be for defined terms, and committee members may be removed at any time, with or without cause, by the Board Chair. A majority of any committee of the corporation will constitute a quorum for the transaction of business.

#### **ARTICLE V. DIRECT SUPPORT ORGANIZATIONS**

**Section 1. Governing Authority.** The corporation operates as a Direct Support Organization (DSO) for the University of Central Florida as defined by Florida statute. DSOs are certified by the University of

Central Florida Board of Trustees and follow Florida law, the policies and procedures established by the State University System of Florida, the University of Central Florida and the Board of Trustees.

**Section 2. Fiscal Year.** The fiscal year of the corporation will begin on July 1 and end on June 30 of the following year.

## **ARTICLE VI. NONDISCRIMINATION**

The corporation is committed to non-discrimination with respect to race, color, religion, age, disability, sex, marital status, national origin, veteran status or any other basis protected by law.

## **ARTICLE VII. AMENDMENTS**

These Bylaws may be made, altered, or rescinded by a two-thirds (2/3) vote of members of the Board of Directors present at any regular or special meeting at which a quorum is present. All amendments must be submitted to the University of Central Florida Board of Trustees in accordance with University Regulation prior to becoming effective.

## **ARTICLE VIII. OPERATIONAL PROVISIONS**

**Section 1. Contracts.** Contracts for the activities of this corporation will be signed in the name of the corporation by the Board Chair except as otherwise delegated.

**Section 2. Financial Audits and Reports.** The corporation will annually have a financial audit of its accounts and records conducted by an independent certified public accountant selected in accordance with University Policy 2-208. The audit will be performed in accordance with the applicable rules adopted by the Auditor General and by the BOT, which will be forwarded to the BOT for review and to the Board of Governors and Auditor General.

**Section 3. Compensation and Employment.** The directors and officers of this corporation, except those otherwise employed by the corporation or UCF, will not receive any compensation from this corporation for their services as director or officer.

- A. Directors, officers, and employees of this corporation may be reimbursed from funds of the corporation for any travel expenses or other expenditures incurred by them in the proper performance of their duties, provided the reimbursements or expenditures comply with Florida Statutes Sections 1004.28 and 1012.976.
- B. Personnel employed by this corporation will not be considered employees of the State of Florida by virtue of employment by this corporation.
- C. The corporation will provide equal employment opportunities for all persons regardless of race, color, religion, sex, age, or national origin. Personal services provided to the organization must

comply with Section 1012.976, Florida Statutes.

**Section 4. Travel Expenses.** The corporation will not use state funds for travel expenses.

**Section 5. Indemnification.** Pursuant to Sections 607.0850 and 617.0831, Florida Statutes, any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding whether civil, criminal, administrative, or investigative (other than an action by, or in the right of, the corporation, by reason of the fact that he or she is or was a Director or Officer of the corporation) shall be indemnified against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him or her in connection with such action, suit, or proceeding, including any appeal thereof, but only if he or she acted in good faith and in a manner he or she reasonably believed to be in, or not opposed to, the best interest of the corporation, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his or her conduct was unlawful. The corporation shall have the authority to purchase insurance for this purpose.

Authorization of Indemnification. Any indemnification hereunder shall be made by the corporation only upon a determination that indemnification of the Director or Officer is proper in a specific case because he or she has met the standard of conduct set forth in the previous paragraph of this Section 5. Such determination shall be made by the Board by a majority vote of a quorum consisting of Directors who were not parties to such action, suit or proceeding or, if such quorum is not obtainable, by a majority vote of a committee duly designated by the Board (in which Directors who are parties may participate) consisting solely of two (2) or more Directors not at the time parties to the action, suit or proceeding or by a committee comprised of individuals who were not parties to such action, suit or proceeding where such committee is selected by a majority vote of the full Board (in which Directors who are parties may participate).

**Section 6. Ethics and Financial Disclosure.** It is the duty of each Director and Officer to fully comply with the Government-in-the-Sunshine Law set forth in Section 286, et seq., Florida Statutes, the Public Records Law set forth in Section 119, et seq., Florida Statutes, and to the extent it applies, the Code of Ethics for Public Officers and Employees set forth in Chapter 112, Part III, Florida Statutes.

**Section 7. Insurance.** The corporation will keep in force a blanket surety bond, or directors and officers liability insurance, or other general liability insurance, the adequacy of which will be determined by the Board, or a Committee designated by the Board, to assure that each Officer and employee who is authorized to collect, hold, or disburse funds of the corporation will faithfully discharge their duties.

**Section 8. Rules.** These Bylaws govern the transaction of business for this Board of Directors. To the extent that the Bylaws do not cover specific procedures, the most recent version of *Robert's Rules of Order* will be applied.

**Section 9. Confidential and Exempt Public Records.** Under Florida Statutes 1004.28(5)(b), other than the auditor's report, management letter, any records related to the expenditure of state funds, and any financial records related to the expenditure of private funds for travel, all records of the organization and any supplemental data requested by the Board of Governors, the Board of Trustees, the Auditor General, and the Office of Program Policy Analysis and Government Accountability shall be confidential and exempt from s. 119.07(1).



**ARTICLE IX.  
CONFLICT OF INTEREST**

All actual or potential conflicts of interest involving directors and officers of the corporation will be disclosed and addressed in accordance with the corporation's Conflict of Interest Policy.

I CERTIFY these Fifth Amended and Restated Bylaws were approved by the Board of Directors on August 22, 2022, by the UCF Governance Committee on September 28, 2022, and by the University of Central Florida Board of Trustees on September 29, 2022.

\_\_\_\_\_  
Secretary\_\_\_\_\_

Amendment History

Original: October 9, 2014

First Amended and Restated: March 27, 2017

Second Amended and Restated: not approved

Third Amended and Restated: January 30, 2018

Fourth Amended and Restated: July 16 ,2018



Board of Trustees  
October 20, 2022

### GOV-4: Third Amended and Restated Articles of Incorporation for UCF Research Foundation, Inc.

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

UCF Regulation 4.034(3)(c) requires any amendments to a UCF Direct Support Organization (DSO) Articles of Incorporation be approved by the UCF Board of Trustees (BOT). The Articles of Incorporation for the UCF Research Foundation, Inc. were revised and adopted by its DSO board at their meeting on July 26, 2022, to be in alignment with the Fifth Amended and Restated Bylaws of the UCF Research Foundation, Inc. (see GOVC-3).

The major changes are updates to:

- Board management: removal of membership language since there are no members, rather a Board of Directors as outlined in the Bylaws; replaced language with a simpler statement to direct the terms and election conditions to be as provided in the Bylaws.
- Officers: revised officers to be consistent with changes in the Bylaws; replaced last sentence with a simpler statement to direct the terms and election conditions to be as provided in the Bylaws.
- Amendments: removed the section that talked about the amendments of the Bylaws as it's no longer needed in this document since it has its own amendments provisions (this is strictly relative to amendments to the Articles); revised notice time from ten (10) days to three (3) days.

#### Background Information:

UCF DSOs are created exclusively to benefit the university and are overseen by the UCF Board of Trustees, the UCF President, and the UCF Vice presidents who serve as chief executive officers of the DSOs.

#### Recommended Action:

Approve the Third Amended and Restated Articles of Incorporation for UCF Research Foundation, Inc.

#### Alternatives to Decision:

Decline the approval and recommend modifications to be considered by the UCF Research Foundation Board.

#### Fiscal Impact and Source of Funding:

N/A

#### Authority for Board of Trustees Action:

Florida Statutes Section 1004.28  
University Regulation UCF-4.034

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



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

**Submitted by:**

Robert Wilson, Senior Associate General Counsel  
Youndy Cook, Vice President and General Counsel

**Supporting Documentation:**

Attachment A: Third Amended and Restated Articles of Incorporation of UCF Research Foundation, Inc.

**Facilitators/Presenters:**

Youndy Cook

**THIRD AMENDED AND RESTATED ARTICLES OF INCORPORATION  
OF THE  
UNIVERSITY OF CENTRAL FLORIDA RESEARCH FOUNDATION, INC.**

f/k/a The Research Foundation of The University of Central Florida, Inc.

(A Not-For-Profit Corporation)

**RECITALS**

The undersigned, as Secretary of the University of Central Florida Research Foundation Inc., f/k/a Research Foundation of the University of Central Florida Incorporated, (Corporation) does hereby certify that:

The original Articles of Incorporation of the Corporation were filed on May 3, 1991 with the Florida Secretary of State; and

On December 27, 2004, the Board of Directors of the Corporation voted to amend and restate the Articles of Incorporation as reflected by its First Amended and Restated Articles of Incorporation as provided under Section X of those Articles by a vote of no less than 2/3 of the members of the Board of Directors; and

On April 28, 2006, and implemented July 11, 2006, an amendment and restatement to the Articles of Incorporation as reflected by a First Amendment to the First Amended and Restated Articles of Incorporation was provided; and

On June 11, 2012, the Board of Directors of the Corporation voted to amend and restate the Articles of Incorporation as reflected by its Second Amended and Restated Articles of Incorporation as provided under Section X of the Articles of Incorporation by a vote of no less than 2/3 of the members of the entire Board of Directors; and

On April 21, 2022, the Board of Directors of the Corporation voted to amend and restate the Articles of Incorporation as reflected in these Third Amended and Restated Articles of Incorporation as provided under Section X of the current Articles of Incorporation by a vote of no less than the majority of the members of the entire Board of Directors; and

Any amendments to these Third Amended and Restated Articles of Incorporation have been adopted pursuant to Section 617.1007(4), Florida Statutes and there are no discrepancies between the Corporation's Articles of Incorporation and these Third Amended and Restated Articles of Incorporation other than inclusion of these amendments and other matters of historic interest.

NOW, THEREFORE, it is resolved, that the Articles of Incorporation are hereby amended and restated in their entirety as follows:

**ARTICLE I**

**Name**

The name of the Corporation is University of Central Florida Research Foundation, Inc. and its principal place of business and mailing address shall be located at 12201 Research Parkway, Suite 501, Orlando, Florida 32826-3246.

**ARTICLE II**

**Enabling Law**

The Corporation is organized pursuant to the Florida Not for Profit Corporation Act.

## **ARTICLE III**

### **Purposes**

Section 1. The Corporation is organized and shall be operated exclusively for scientific and educational purposes and not for pecuniary profit. The Corporation shall be operated exclusively for the benefit of the University of Central Florida and shall be subject to the oversight and control of the University of Central Florida Board of Trustees. The Corporation is a university direct-support organization within the definition of Section 1004.28, Florida Statutes, and as such is organized and operated exclusively to receive, hold, invest in, and administer property, including both real property and intellectual property, and to make expenditures to or for the benefit of the University of Central Florida or for the benefit of a research and development park or research and development authority affiliated with the University of Central Florida and organized under part V of chapter 159 of the Florida Statutes.

The purposes of the Corporation also include the promotion, encouragement of, and assistance to, the research and development activities (such as in the fields of engineering and biomedical research) of the University of Central Florida, including the development of research and buildings for such research activities. The purposes of the Corporation also include complementary activities, including business incubation and business marketing activities for the benefit of the University of Central Florida. The Corporation may receive income derived from or related to the development, investment in, technology transfer, licensing, and commercialization of University intellectual property and works, and to expend such income for the advancement of the University's research and development efforts.

The Corporation shall provide means by which discoveries, inventions, processes, and works of faculty, staff, and students of the University may be patented, developed, applied, commercialized and marketed in order that the results of such research shall be made available to the public and that funds be made available from such discoveries, inventions, processes, contracts and grants to further research and development efforts by the faculty, staff and students of the University of Central Florida.

Section 2. All the assets and earnings of the Corporation shall be used exclusively for the exempt purposes set forth above, including the payment of expenses incidental thereto.

## **ARTICLE IV**

### **Powers**

Section 1. Powers. The Corporation shall have all the powers and authority as are now or may hereafter be granted to Corporations not for profit under the laws of the State of Florida.

Section 2. Limitations on Powers. The Corporation shall not have the power to:

- A. Convey, pledge, or otherwise encumber assets of the State of Florida or the University without the prior approval of the University.
- B. Issue stock, nor pay dividends.
- C. Allow any part of its income to inure to the benefit of directors, officers, or members of the Corporation, or to any other individuals except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distribution in furtherance of the purposes set forth in Article III hereof.
- D. No substantial part of the activities of the Corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation and the Corporation shall not

participate in or intervene to any extent in any political campaign for or against any candidate for public office; or

E. Conduct any activities not permitted to be carried on by organizations exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and its regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under Section 170(c)(2) of such Code, and regulations as they now exist or as they may hereafter be amended.

F. It is intended by the provisions of these Articles of Incorporation that the Corporation shall possess the status of an organization exempt from federal income taxation under the provisions of Section 501(c)(3) of the Internal Revenue Code of 1986 as amended, and its regulations as they now exist, or they may hereinafter be amended. Accordingly, no part of the affairs of the Corporation shall be administered, directly or indirectly, in any manner whatsoever which might jeopardize the tax-exempt status of the Corporation.

## **ARTICLE V**

### **Incorporators**

The name and address of each incorporator is as follows:

#### NAME

#### ADDRESS

Steven Altman

4000 Central Florida Blvd, ADM Presidential Suite  
Orlando, FL 32816-0150

Michael Bass

4000 Central Florida Blvd, ADM 243  
Orlando, FL 32816-0150

## **ARTICLE VI**

### **Management**

Section 1. The Corporation shall be managed, its properties controlled, and its affairs governed under the direction of its Board of Directors. The terms and manner of election of the Directors shall be as provided in the Bylaws.

## **ARTICLE VII**

### **Officers**

Section 1. The officers of the Corporation shall be a Chief Executive Officer, Vice President of Operations, Vice President of Technology Transfer, Secretary, Treasurer, and such other officers as may be provided for in the Bylaws. The terms and manner of election of the officers shall be as provided in the Bylaws.

## **ARTICLE VIII**

### **Registered Office and Registered Agent**

The Corporation's Registered Office shall be located at the office of the General Counsel of the University of Central Florida, 4365 Andromeda Loop North, Orlando, FL 32816-0015, and the Corporation

hereby designates said General Counsel as Registered Agent of the Corporation to accept service of process within this state, and to serve in such capacity until a successor is selected and duly designated.

## **ARTICLE IX**

### **Amendments**

The Articles of Incorporation of the Corporation may be amended by a majority vote of the entire Board of Directors at any regular or special meeting of the Board or by all directors signing a written statement manifesting their intention that an amendment to the Articles of Incorporation be adopted, and in all instances, with the written concurrence of the President of The University of Central Florida, and subject to the approval of the University of Central Florida Board of Trustees; provided, however, with respect to any meetings, notice thereof, which shall include the text of the proposed change to the Articles of Incorporation, shall be furnished in writing to each Director of the Corporation at least three (3) days prior to the meeting at which such Amendment of the Articles of Incorporation is to be voted upon.

## **ARTICLE X**

### **Term of Existence**

The Corporation shall commence corporate existence upon the date of signing these Articles of Incorporation by the incorporators and shall have perpetual existence unless it shall be dissolved pursuant to the laws of the State of Florida and these Articles of Incorporation.

## **ARTICLE XI**

### **Dissolution**

Upon dissolution or winding up of the Corporation, all of its assets remaining after the payment of all costs and expenses of such dissolution shall be disbursed to the University of Central Florida Foundation, Incorporated, provided that it is exempt under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provisions of any subsequent revenue laws), or in the event that such organization is not in existence or the University of Central Florida Foundation, Incorporated, is not exempt under Section 50J(c)(3) of the Internal Revenue Code of 1986 (or corresponding provisions of any subsequent revenue laws), the remaining assets of the Corporation shall be distributed to such scientific, educational and charitable organizations ruled exempt by the Internal Revenue Service under Section 50J(c)(3) and Section J 70(c)(2) of the Internal Revenue Code of 1986 (or corresponding provisions of any subsequent revenue laws), as may be selected by the last Board of Directors, subject to the approval of the University President, and none of the assets will be distributed to any members, directors, or officers of the Corporation.

The undersigned, constituting the Secretary of the Corporation, has executed these Third Amended and Restated Articles of Incorporation this \_\_\_\_\_ day of \_\_\_\_\_, 2022.

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Kim Smith, Secretary

Legal Content Approved

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**BOARD OF TRUSTEES**  
**October 20, 2022****GOV-5: Appointment of Board Members to UCF Academic Health, Inc., Limbitless Solutions, Inc. and Central Florida Clinical Practice Organization Boards of Directors**

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☐ Information☐ Discussion☒ Action**Meeting Date for Upcoming Action:** \_\_\_\_\_**Purpose and Issues to be Considered:**

Florida Statutes section 1004.28(3) requires the Board of Trustees to approve all appointments to direct support organizations, except for the designees of the Board Chair and the President of the University of Central Florida (President).

The UCF Direct Support Organizations listed below are presenting new board member appointments and reappointments for terms of service pursuant to their bylaws.

**UCF Academic Health, Inc. (3-year Term) | Attachment A**

John Lord (*New Appointment; July 1, 2022-June 30, 2025*)

Dr. Clarence “Buck” Brown (*New Appointment; July 1, 2022-June 30, 2025*)

**Limbitless Solutions, Inc. (3-Year Term) | Attachment B**

Ann Smallwood (*Reappointment; July 1, 2022-June 30, 2025*)

Fred Kittinger (*New Appointment; July 1, 2022-June 30, 2025*)

**Central Florida Clinical Practice Organization (3-Year Term) | Attachment C**

Dr. Naziha Slimani (*New appointment; September 29, 2022-September 28, 2025*)

Attachments A-C include supporting documentation for each Board appointment.

**Background Information:**

UCF DSOs are 501(c)(3) non-profit corporations and are certified as a direct support organization of the University of Central Florida. DSOs are organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures in a manner consistent with the goals of the University and the best interest of the State. Although CFCPO is not a DSO, it follows similar review processes to ensure full transparency and oversight in alignment with the president’s goal of building a culture of trust, engagement and accountability.

**Recommended Action:**

Approval of the board member appointments to the UCF Academic Health, Inc., Limbitless Solutions, Inc., and Clinical Practice Organization Boards of Directors

**Alternatives to Decision:**

Decline approval of the appointments or provide alternative recommendations.



## Board of Trustees

## Agenda Memo

**Fiscal Impact and Source of Funding:**  
N/A

**Authority for Board of Trustees Action:**  
Florida Statute 1004.28(3)  
University Regulation UCF-4.034(3)(c)

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**Contract Reviewed/Approved by Attorney Liaison** ☐ N/A ☒

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

**Submitted by:**  
UCF Board Office

**Supporting Documentation:**  
Attachment A: UCF Academic Health, Inc. Board Appointments  
Attachment B: Limbitless Solutions, Inc. Board Appointments  
Attachment C: Central Florida Clinical Practice Organization Board Appointment

**Facilitators/Presenters:**  
Mike Kilbride, Executive Chief of Staff

**UCF Academic Health, Inc.**



**John S. Lord**

**Trustee, Alfred I. duPont Testamentary Trust**

*UCF Academic Health Board of Directors*

*New Appointment; 3-year Term*

*7/1/2022 – 6/30/2025*

*Other DSO Affiliations: N/A*

**John S. Lord** was born in Orlando and currently lives in Winter Park, Florida.

Mr. Lord was elected as a Trustee of the Alfred I. duPont Testamentary Trust in July 2000 and became a member of the Board of Directors of The Nemours Foundation the same year. He served as Chairman of the Board of Directors of Nemours from February 2007 to August 2015 before stepping off the Board in late 2016.

Mr. Lord retired in 2000 from his position with Bank of America as the Orlando-area market President and Small Business/Premier Banking Executive for the State of Florida after a 32 year banking career to join the Trust.

Mr. Lord currently serves as a board member for Dornoch Sutherland Assurance Ltd., Cruden Bay Risk Retention Group and the Pediatric Medical Services of Florida Inc. Mr. Lord is former director of the St. Joe Company, Florida East Coast Industries and ABC Fine Wine and Spirits.

Mr. Lord is a former chairman of the Orange County Industrial Authority, the Mid-Florida Industrial Development Commission, the Community Foundation of Central Florida, and the Florida Citrus Sports Association. He has served as treasurer of the Orange County Public School Foundation, vice president of the Orange County Civic Improvement Corporation, and the 1999 chairman of the Heart of Florida United Way. Mr. Lord also is a former appointee to the Valencia Community College Board of Trustees, where he served as chairman in 1994-95. He served as an Overseer of Rollins College Crummer School of Business for 16 years and serves as a member of the Board of Trustees at the University of Central Florida.

He is married to Carolyn and has two children and two grandchildren. He and his wife enjoy travel and remain active in the Central Florida community.

## Clarence H (Buck) Brown, III MD

Clarence H. (Buck) Brown III, MD was born in Ft. Lauderdale, Florida and grew up in Orlando, then attended Emory University in Atlanta where he graduated with a BA degree in chemistry in 1962 and an MD, summa cum laude, in 1966. Dr. Brown trained in internal medicine and hematology at the Johns Hopkins Hospital in Baltimore and in medical oncology at the National Cancer Institute in Bethesda, Maryland. Following the completion of his training, he became a member of the faculty of the Baylor College of Medicine in Houston, where he was a Howard Hughes Research Fellow.

In 1975, Dr. Brown returned to Central Florida to practice hematology and medical oncology. He has served as medical director of the Hemophilia Association of Orlando and the Hospice of Central Florida. In 1988, Dr. Brown served as President of the Orange County Medical Society. He has served on numerous boards in Orlando and is past-Chairman of the Board of Directors of the Orlando Health Foundation. He has served on the Florida Division Board of Directors of the American Cancer Society and as a delegate to the National Assembly of the ACS. From 2001 through 2003, Dr. Brown was chairman of the Cancer Research and Advisory Council for the state of Florida, appointed by then-governor Jeb Bush. He was named one of the “Best Doctors in America” from 1996 to 2011 and in 1998 was named one of the 25 most influential leaders in health care in Central Florida. He has been identified by Orlando Magazine as one of the “Best Doctors in Orlando” and by Orlando Business Journal as a “Who’s Who in Health Care.” In 2002, he was inducted into the William R. Boone High School (Orlando) Athletic Hall of Fame.

In 1990, he became the founding medical director of MD Anderson Cancer Center Orlando which was the first affiliate of the renowned cancer center in Houston. In 1997 Dr. Brown became President and CEO of MD Anderson - Orlando. When retired from MD Anderson - Orlando in 2012, as President Emeritus, Dr. Brown joined the Orlando Health Foundation as Vice President of Development for Oncology. He retired from that position in 2014.

During his active years in practice and administrative medicine Dr. Brown was appointed a Professor of Medicine within the University of Central Florida College of Medicine and Adjunct Professor within the University of Texas MD Anderson Cancer Center.

In July 2013 he was appointed by Governor Rick Scott to the University of Central Florida Board of Trustees. He served in that position until 2018. He then joined the UCF Foundation Board of Directors until 2019 when becoming a member of the Board of Trustees of the UCF Lake Nona Hospital, on which he continues in the position of Chairman.

## Hillary Anne Smallwood



Anne Smallwood, MS, CCRA has now worked for several decades in BioPharma industry, including work in reproductive medicine, transplant and immunosuppressive medicine, and finally immuno-oncology. In that time, she participated in 14 product launches, including time in marketing and training, and helped design and operationalize clinical trials. She participated in strategic planning and worked as a Senior Medical Science Liaison, shepherding novel compounds through late stage development while helping design and execute appropriate educational programs for CME (Continuing Medical Education).

She currently is on faculty at Drexel University College of Medicine's School of Graduate Studies as an adjunct professor, where she teaches courses included in the Masters of Science in Drug Discovery and Development and in the Masters of Science in Clinical Research and Organizational Management.

Ms Smallwood has been a lasting legacy donor involved with Limbitless Solutions since 2016 and has served on the board of directors since her appointment in 2019. She currently resides in Texas.

## Fred Kittinger



Fred Kittinger is the Senior Associate Vice President for Government & Community Relations and Director of State and Local Government Affairs at the University of Central Florida.

Fred holds a Bachelor of Arts with honors from the University of Central Florida, and a Master in Public Administration degree from Florida State University.

Before assuming his present role at UCF in 2003, Fred was Chief of Staff to Orlando Mayor Glenda Hood, serving in the Mayor's office for 8 years. Prior to his city service, Fred was Vice President for Governmental Affairs & Executive Director of the Small Business Chamber for the Greater Orlando Chamber of Commerce. He began his career as a Legislative Aide to State Senator George Stuart, Jr.

Fred is active in various local civic organizations. He currently serves as: Board Member and Past-Chairman for Junior Achievement of Central Florida; Current Board Member of the Orange County Research and Development Board (Central Florida Research Park) and Current Board Member with the Orlando After School All-Stars program. Fred is also Past-Chair of Tiger Bay of Central Florida; Past-Chair of the Coalition for the Homeless, Past Chair of UCF Alumni Association and served on Orange County Mayor Jerry Demings' Transition Team as Chair of the Technology and Innovation Task Force. Fred is an elder and usher at Winter Park Presbyterian Church, and an alumnus of Leadership Florida and Leadership Orlando.

Fred has been married to Sandra B. Kittinger for 39 years and they have one daughter, Alyssa, who is a school psychologist with Sarasota County Schools, and a 9-year old granddaughter, Paisley, who Fred thoroughly enjoys spoiling.

## Central Florida Clinical Practice Organization



### **Naziha Slimani, MD**

**Assistant Professor of Medicine, College of Medicine**

*Central Florida Clinical Practice Organization*

*Appointment; 3-year Term*

*Sept. 29, 2022 – Sept. 28, 2025*

**Dr. Naziha Slimani** is a primary care specialist board certified in internal medicine. She is familiar with the diagnosis and treatment of a variety of diseases in both outpatient and inpatient settings. She also has experience in outpatient management and follow up of common Ophthalmology disorders.

Dr. Slimani received her M.D. at the University of Medicine in Algiers, Algeria. She then went on to her first residency program in ophthalmology at the University of Algiers then she furthered her clinical skills in eye health by completing a training in retinal surgery at the Hospital Lariboisière in Paris. She worked as an assistant professor in ophthalmology at the University of Tizi-Ouzou in Algeria before beginning an ocular oncology research fellowship at the University of Michigan in Ann Arbor, Michigan. Most recently, she graduated from an additional residency and internship program in internal medicine at Capital Health Regional in Trenton, New Jersey.

Dr. Slimani has interest in preventive medicine, and management of chronic diseases: diabetes, weight loss, cardiology, gastroenterology disorders and articular injections. When she is not in the clinic, she enjoys jogging, reading literature, cooking and spending time with family and friends. She is fluent in English, French and Arabic.





Board of Trustees  
October 20, 2022

### **GOV-6: Amendments to University Regulation UCF-2.035 Institutes and Centers**

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☐ Information

☐ Discussion

☒ Action

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

#### **Purpose and Issues to be Considered:**

This regulation ensures that institutes and centers within the state university system are aligned with the goals of the university and the Florida Board of Governors' requirements. The university proposes to amend the regulation to update the definitions and clarify the language regarding the establishment of institutes and centers, reporting requirements and the disbanding process.

These regulations were posted online August 26, 2022, for public comment. One comment was received and incorporated into the proposed amendments.

#### **Background Information:**

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

#### **Recommended Action:**

Approve amendments to UCF Regulation UCF-2.035.

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

Do not amend University Regulation UCF-2.035 as proposed. Approve alternative amendments.

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

N/A

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

Board of Governors Regulations 1.001 and 10.015

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

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

#### **Submitted by:**

Youndy Cook, Vice President and General Counsel

#### **Supporting Documentation:**

Attachment A: Proposed Amended Regulation UCF-2.035



# Board of Trustees

## Agenda Memo

### **Facilitators/Presenters:**

Youndy Cook

## UCF- 2.035 Institutes and Centers

(1) **~~Purpose~~** – In order to ensure that institutes and centers implemented within the ~~state~~ State university ~~University system~~ System are of the highest quality, enhance existing university activities, and are aligned with the goals of the university and the Florida Board of Governors, the following criteria and guidelines for institutes and centers are adopted.

(2) **Definitions** – Within the context of this regulation, institutes and centers are defined according to Florida Board of Governors' ~~R~~regulation 10.015 as follows:

- (a) State of Florida Institute or Center: State of Florida Institute or Center is defined in the Florida Board of Governors' Regulation 10.015(2)(a). An entity with statewide mission, that may include two or more State universities, established to coordinate inter-institutional research, service, and teaching across the State University System. State of Florida institutes and centers must be approved by the Board of Governors. State of Florida institutes and centers' operational budgets reside within the bases of their host institutions; additional budget requests must be reviewed by the Council of Academic Vice Presidents (CAVP), and only those with a positive recommendation are carried forward to the Board of Governors for consideration.
- (b) University Institute or Center: An entity that is University Institute or Center is defined in the Florida Board of Governors' Regulation 10.015(2)(b) as an entity that is generally established by a single university to coordinate institutional research, service, and/or educational/training activities that enhance existing instruction, research, and service at the university. The budget of a university institute or center and any requests for additional funding are wholly within the purview of the host university UCF recognizes two types of university institutes and centers, reporting and nonreporting, as defined below.
  1. Reporting university institute or center: Institutes or centers that support and coordinate research, training, and service in a well-defined area, leveraging existing strengths that are aligned with the institute or center. Typically, they have a strong history of recurring external funding from sources such as grants/contracts or legislative appropriations, and/or a dedicated recurring budget, sufficient to sustain operation. Reporting institutes and centers are formally established by presidential approval and their budgets and operations are overseen by the university. Such institutes and centers are registered with, and have formal reporting requirements to, the Florida Board of Governors.
  2. Nonreporting university institute or center: These entities are recognized by UCF as institutes or centers but are not formally established through UCF presidential approval. They are not registered with, or have any formal reporting requirements to, the Florida Board of Governors. These units typically do not have a history of sustained operation and may be supported through external funding with a limited duration.
- (c) Exclusions: There are entities that use the term "Institute" or "Center" in their titles, as well as some other service units, that are excluded from this policy. Examples of these units include the Institute of Food and Agricultural Sciences (IFAS); the University of Florida Health Sciences Center; the University of South Florida Health Sciences Center; the Florida State University Health Sciences

~~Center; the Florida Mental Health Institute; incorporated institutes and centers with university affiliations, such as the Institute for Human and Machine Cognition and the H. Lee Moffitt Cancer Center and Research Institute; and university advising, student health, computing, and certain other centers. However, excluded entities such as IFAS and the health sciences centers may have institutes or centers under their purview that are covered by the policies referenced in this document. There are some entities at the university level that use “center” or “institute” in their title but which are excluded from the requirements of the Board of Governors’ regulation and this university regulation. See Board of Governors’ Regulation 10.005(2)(c). Excluded entities at UCF include but are not limited to: the Student Health Center, the University Testing Center, the Center for Distributed Learning, the Faculty Center for Teaching and Learning, UCF Online Connect Center, and the Psychology Advising Center.~~

**(3) Establishment of Institutes or Centers:**

- (a) ~~State of Florida Institute or Center. Florida~~ Board of Governors’ Regulation 10.015(4)(a)-(b) describes the procedures to establish a ~~State-state~~ of Florida ~~I~~nstitute or ~~C~~enter.
- (b) ~~The president may establish a University Institutes and/or Ceenters. The provost shall be responsible for assuring effective implementation of institute and center operations. A copy of an approved new university institute or center proposal containing basic descriptive, contact, and fiscal information shall be submitted to the Board of Governors Office of Academic and Student Affairs. In cases where more than one university is participating, a host university is designated to handle reporting and evaluation of the institute or center. To begin the process of establishing a university institute or center, a proposal must be submitted to the Office of Research. Proposal instructions and templates will be provided by the Office of Research. The proposal shall include the following, at a minimum: the name of the institute or center; a list of participating units; the mission and goals of the institute or center; planned operational budget over first 5 years; and FTE of faculty, staff, students supporting the institute or center~~
  1. ~~Reporting university institute or center proposals: The Vice President of Research, or designee, will review the proposal and then forward the proposal with a recommendation to the provost. The provost then determines whether the proposal should be carried forward to the president for consideration. Only after formal approval from the president will the university institute or center be considered established, and implementation begin. The Florida Board of Governors’ office must be notified within 30 days of establishment of a new reporting university institute or center. Notices of establishment must include the institute or center name, the type of center, and a brief description of how the institute or center will enhance the university’s activities.~~
  2. ~~Nonreporting university institute or center proposals: The Vice President of Research, or designee, will review the proposal and decide if the institute or center should be recognized. Exempt university institutes or centers will only be implemented after Vice President of Research, or~~

designee, approval of recognition. The institute or center will then be added to the UCF list of recognized UCF institutes and centers.

#### **(4) Institute and Center Reporting Requirements**

- ~~(a) Initial Reporting — Upon receipt of notification that a record has been created for the institute or center in the Board of Governors Office of Academic and Student Affairs Institute and Center Reporting database, the host university shall enter descriptive and budgetary information in accordance with instructions provided by the Office of Academic and Student Affairs.~~
- ~~(ba) Annual Reporting — No later than September 30 of each year actual and estimated expenditure and position data shall be entered in the database for the fiscal year running from July 1 of the previous year to June 30 of the current year, in accordance with instructions provided by the Board of Governors Office of Academic and Student Affairs. Where the University of Central Florida is the sole or host university in the institute or center, annual reporting information will be prepared and submitted to the Board of Trustees or its designee for approval prior to submission to the Board of Governors Office of Academic and Student Affairs. Annual reporting is required by all state and university institutes and centers, due to the Office of Research no later than July 31 of each year. Instructions and templates for annual reporting will be provided by the Office of Research.~~
- ~~(eb) Review and Evaluation — Copies of all review and evaluation information shall be submitted to the Board of Governors Office of Academic and Student Affairs.~~
- ~~1. State of Florida institutes and centers shall be reviewed based on criteria and procedures established by the Florida Board of Governors' Regulation 10.015(5)(c).~~
  - ~~2. University institutes and centers must are to be reviewed according to procedures developed by the Office of Academic Affairs. A formal review shall be conducted at least every seven years at least every seven (7) years as established by the Florida Board of Governors' Regulation 10.015(5)(c)(2).~~
  - ~~3. At a minimum, all reviews and evaluations shall include:
    - a. A determination of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, the participating university missions, and the current Florida Board of Governor-s' Strategic Plan;
    - b. An assessment of the return on investment of Sstate dollars, if applicable;
    - c. The need for continuation of the institute or center;
    - d. Possible changes in mission or organizational structure;
    - e. Budget reduction or expansion;
    - f. Recommendations for change of classification (State of Florida, Infrastructural, or University institute or center), if applicable; and
    - g. Recommendations for status change (active, inactive, terminated), if applicable.~~

~~(5) Disbanding an Institute or Center — The president may disband a university institute or center, with the agreement of participating universities, if applicable. State of Florida institutes~~

~~and centers shall be disbanded at the recommendation of the Council of Academic Vice Presidents and upon the approval of the Board of Governors. When a university institute or center is disbanded by the president, the Office of Academic Affairs shall notify the Board of Governors Office of Academic and Student Affairs. If a disbanded institute or center has been funded by the Legislature, the Office of Academic Affairs will also provide documentation to ensure that the Legislative intent has been achieved and that the institute or center is no longer required. Fiscal information must be provided as part of the annual reporting process if the institute or center expends any funds during the fiscal year in which it is disbanded.~~

- (a) State of Florida institutes and centers shall be disbanded at the recommendation of the Council of Academic Vice Presidents and upon the approval of the Florida Board of Governors, as outlined in Florida Board of Governors' Regulation 10.015(6).
- (b) University institutes or centers.
  - 1. Reporting university institute or center: The UCF president may disband a reporting university institute or center, with the agreement of participating universities, if applicable. When a university institute or center is disbanded by the president, the Office of Academic Affairs shall notify the Florida Board of Governors Office of Academic and Student Affairs. If a disbanded institute or center has been funded by the Legislature, the Office of Academic Affairs will also provide documentation to ensure that the Legislative intent has been achieved and that the institute or center is no longer required. Fiscal information must be provided as part of the annual reporting process if the institute or center expends any funds during the fiscal year in which it is disbanded.
  - 2. Nonreporting university institute or center: The Vice President of Research, or designee, may disband an exempt university institute or center. Upon disbandment, the institute or center will be removed from the UCF listing of active recognized institutes and centers and will complete a final annual report for the fiscal year.

*Authority: Board of Governors Regulations 1.001 and 10.015. History: New 10-6-14. Amended: -22.*



Board of Trustees  
October 20, 2022

### GOV-7: Amendments to University Regulation UCF-3.0124 Discipline and Termination for Cause of Non-Unit Faculty and A&P Staff Members

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

This regulation provides for the procedures to implement discipline and termination of non-unit A&P and faculty employees. The university proposes to amend the regulation to add the requirement that any discipline issued as a result of an official university investigation is to be retained in the employee's official personnel file housed in Human Resources. Similar language is already contained in UCF-3.0191 Disciplinary Action - USPS employees for USPS employees.

These regulations were posted online August 26, 2022, for public comment. No public comments were received as of the date of submission of these materials.

#### Background Information:

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

#### Recommended Action:

Approve amendments to UCF Regulation UCF-3.0124.

#### Alternatives to Decision:

Do not amend University Regulation UCF-3.0124 as proposed. Approve alternative amendments.

#### Fiscal Impact and Source of Funding:

N/A

#### Authority for Board of Trustees Action:

Board of Governors Regulation 1.001

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

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

#### Submitted by:

Youndy Cook, Vice President and General Counsel





# Board of Trustees

## Agenda Memo

**Supporting Documentation:**

Attachment A: Proposed Amended Regulation UCF-3.0124

**Facilitators/Presenters:**

Youndy Cook

**UCF-3.0124 Discipline and Termination for Cause of Non-Unit Faculty and Non-Unit A&P Staff Members**

(1) Just cause shall be defined as:

- (a) Incompetence; or
- (b) Misconduct.

(2) **Termination and Suspension.**

- (a) The appointment of a non-unit faculty or non-unit A&P staff member may be terminated or suspended during its term for just cause. The employee shall be given a written predetermination notice of a proposed termination or suspension by the president or the president's designee. The notice shall state the reasons for the proposed termination or suspension. The predetermination notice shall provide the opportunity for a predetermination conference regarding the proposed action, if requested in writing within five business days of receipt of the predetermination notice. The notice shall include a statement that the employee may resign, subject to being coded as ineligible for rehire, if the proposed action is a discharge. The predetermination conference shall be informal in nature and shall allow the employee an opportunity to present any information or records regarding the proposed action.
- (b) A written final notice shall be issued to notify the employee of the University's final decision regarding the proposed action. Any termination or suspension imposed under this subsection shall take effect as set forth in the final notice issued by the President or designee. An employee who is terminated or suspended under this subsection may grieve such action as set forth in University Regulations UCF-3.036 (non-unit faculty) or UCF-3.037 (non-unit A&P).
- (c) In the event that the non-unit A&P staff member or non-unit faculty member is investigated for Title IX Sexual Harassment, the procedures of this regulation shall be superseded in favor of the procedures of the Title IX Sexual Harassment process, including live hearing, as outlined in the University's Title IX Grievance Policy, UCF Policy 2-012. If the employee is also alleged to have committed other violations of university policy or code of conduct, such that termination or suspension of employment would be warranted based on those violations, if true, then the procedures outlined herein will be utilized to concurrently address the other forms of misconduct that do not fall within the University's Title IX Grievance Policy, UCF Policy 2-012.

(3) **Leave Pending a Predetermination Conference.** Notwithstanding the provisions of paragraph (2)(a) above, the president or designee may immediately place an employee on administrative leave as set forth in University Regulation UCF-3.040. An involuntary administrative leave under this subsection may be with or without pay. Either concurrent with or subsequent to notifying the employee of administrative leave, the University shall issue a predetermination notice, where warranted, regarding proposed disciplinary action in accordance with Section (2) above. If the employee has been placed on leave without pay under this subsection and ultimately no disciplinary action is proposed or the employee prevails in the predetermination procedure, the employee shall be reinstated with back pay.

(4) **Other Disciplinary Action.** The president or designee retains the right to impose disciplinary action other than termination or suspension for just cause. Disciplinary

actions include, but are not limited to, written reprimand, demotion, payment of fines, loss of future salary increases, or reassignment. The employee shall be given written notice of any disciplinary action other than termination or suspension, which notice shall state the reasons for the disciplinary action. Disciplinary action resulting from an official university investigation must be retained in the official personnel file housed in Human Resources. Any disciplinary action taken under this section shall be subject to the grievance procedure found in University Regulations UCF-3.036 or UCF-3.037, as applicable; except that action taken as a result of a Title IX live hearing shall only be subject to the appeal procedure contained in the University's Title IX Grievance Policy, UCF Policy 2-012. Counseling shall not be considered disciplinary action under this section.

(5) **Notification.** Whenever notice is provided to be given under this Regulation, the notice shall be personally delivered to the employee or mailed by certified mail to the employee's address of record with the university. The deposit of such notice in the U.S. Mail satisfies the requirement of notification and constitutes delivery of such notice. The University also may, but is not required to, provide notice to the employee by electronic mail to the employee's University-assigned electronic mail address.

*Authority: BOG Regulation 1.001. History—New 4-30-81, Amended 12-27-83, Formerly 6C7-3.124, Amended 3-16-03; Formerly 6C7-3.0124, Amended 6-22-09, 4-20-10, 5-2-16, 2-20-17, 9-27-18, 10-22-20, \_\_\_\_\_-22.*



Board of Trustees  
October 20, 2022

### **GOV-8: Amendments to University Regulations UCF-3.001 Non-discrimination; Affirmative Action Programs and UCF-3.0134 Complaints and Grievances Alleging Discrimination, Discriminatory Harassment or Retaliation**

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☐ Information

☐ Discussion

☒ Action

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

#### **Purpose and Issues to be Considered:**

The university proposes to amend UCF-3.001 to include language related to UCF's commitment to free speech, update the definition of harassment, update the list of legally protected categories, clarify the reporting obligations of Responsible Persons related to sexual misconduct, and update reasonable accommodation language consistent with the university's obligations pursuant to applicable federal laws (ADA, Section 504 of the Rehabilitation Act, and Title IX).

Proposed amendments to UCF-3.0134 include updating the harassment definition to be identical to the definition as proposed in UCF-3.001.

These regulations were posted online August 26, 2022, for public comment. One public comment was received as of the date of submission of these materials.

#### **Background Information:**

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

#### **Recommended Action:**

Approve amendments to UCF Regulations UCF-3.001 and UCF-3.0134.

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

Do not amend University Regulations UCF-3.001 and UCF-3.0134 as proposed. Approve alternative amendments.

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

N/A

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

Board of Governors Regulations 1.001

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



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

**Submitted by:**

Youndy Cook, Vice President and General Counsel

**Supporting Documentation:**

Attachment A: Proposed Amended Regulation UCF-3.001

Attachment B: Proposed Amended Regulation UCF-3.0134

**Facilitators/Presenters:**

Youndy Cook

Sara Potter, Associate General Counsel

**UCF-3.001 Non-~~d~~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 (hereinafter "Protected Classes"). 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. At the same time, the University is equally committed to protecting freedom of speech and academic freedom and in preserving the widest possible dialogue within its instructional and research settings. Accordingly, nothing in this regulation shall abridge an individual's rights to free speech and expression under the First Amendment of the U.S. Constitution.

(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, Age Discrimination Act of 1975, Age Discrimination in Employment Act of 1967, Genetic Information Nondiscrimination Act, Equal Pay Act, Florida's Civil Rights Act (Florida Statutes ss. 760.10 and 110.1221), Executive Order 11246, the Florida Educational Equity Act (Florida Statute s. 1000.05) and related state and federal ~~nonanti~~-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 Protected Class(es) ~~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 nor fundamentally alter a course or academic program. Disability discrimination includes failing to~~not making~~ reasonably accommodations~~to~~ the known physical or mental limitations of an otherwise qualified individual with a

disability where the accommodations ~~does~~ not impose an undue hardship nor fundamentally alter a course or academic program. Pregnancy discrimination includes failing to reasonably accommodate an employee's or student's pregnancy or pregnancy-related condition where the accommodation does not impose an undue hardship and does not fundamentally alter a course or academic program.

- (b) Unlawful ~~discriminatory~~ harassment ~~consists of~~ 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(es) ~~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 meet~~ings the description of either Hostile Environment Harassment or Quid Pro Quo Harassment, as defined below.
1. Hostile Environment Harassment: ~~Discriminatory Harassment Unwelcome behavior based on Protected Class(es) identified in this regulation, where the frequency and severity of the alleged harassing conduct that is so severe or pervasive that it unreasonably interferes with, limits, deprives, or effectively denies the individual's ability to participate in or benefit from the alters the terms or conditions of education (e.g., admission, academic standing, grades, assignment); employment (e.g., hiring, advancement, assignment); or participation in a u~~University program or activity ~~(e.g., campus housing)~~, when viewed from both a subjective and an objective perspective. For a hostile environment harassment claim, the record must establish that the Complainant(s) subjectively perceived the environment to be hostile, and that the environment was one that a reasonable person would find objectively hostile.
  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). The University is equally committed to protecting freedom of speech and academic freedom and in preserving the widest possible dialogue within its instructional and research settings. Accordingly, nothing in this policy shall abridge an individual's rights to free speech and expression under the First Amendment of the U.S. Constitution.
- (c) Retaliation is defined as taking an adverse action against an individual because that individual, in good faith: (i) reported or threatened to report unlawful 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-related 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, ~~or~~ and other unwanted verbal, graphic or physical 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 any conduct ~~on the basis of sex which that~~ occurs within a University education program or activity against a person located in the United States on or after August 14, 2020 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 of a sexual nature 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, ~~or~~ stalking (as defined by the Jeanne Clery Act).

(5) Employee & Responsible Person Reporting Responsibilities.

- (a) Responsible ~~person~~employees are required to immediately report to the university's Office of Institutional Equity all relevant details known (obtained directly or indirectly) or should have been known 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 ~~*Nondiscrimination 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. A responsible person's failure to do so may result in disciplinary action, up to and including termination of employment. Responsible persons 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 this nature; (2) during a student's participation as a subject in an Institutional Review Board-approved human subjects research protocol; or (3) as part of coursework submitted to an instructor in connection with a course assignment or capstone experience (such as a paper, thesis, or dissertation).~~
- (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, sexual assault, sexual exploitation, relationship violence, stalking, sexual, gender-based, or Title IX Sexual Harassment, aiding and abetting in the commission of any act prohibited by the University's Nondiscrimination Policy (No. 2-004) or Title IX Grievance Policy (No. 2-012), 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 or retaliated 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 or responsible person who fails to fulfill their duty to report to the Office of Institutional Equity as set forth in section (5)(a) and (5)(b) above 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-unlawful~~ harassment, sexual assault, sexual exploitation, relationship violence, stalking, sexual, gender-based, or harassment, Title IX Sexual Harassment, aiding and abetting in the commission of any act prohibited by the University's Nondiscrimination Policy (No. 2-004) or Title IX Grievance Policy (No. 2-012), or retaliation may take formal or informal action. The individual may report the conduct to ~~their~~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 discrimination ~~ionary 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, \_\_\_\_\_-22.*

### UCF-3.0134 Complaints and Grievances Alleging Discrimination, ~~Discriminatory~~ Harassment or Retaliation.

(1) This regulation outlines the procedures to be used for processing complaints/grievances alleging unlawful discrimination, ~~discriminatory~~ harassment, sexual harassment, Title IX Sexual Harassment, or retaliation. Federal and state laws protect employees, students, and other members of the University community against discrimination, ~~discriminatory~~ harassment, sexual harassment, Title IX Sexual Harassment and retaliation. University policies have been developed to explain that protection and to offer solutions when discrimination is alleged on the basis of 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 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.

(2) The Office of Institutional Equity's Investigation Procedures are the university's procedures for addressing allegations that an employee or third party engaged in unlawful discrimination, ~~discriminatory~~ harassment, sexual harassment, or retaliation against an individual for reporting, in good faith, any discrimination or ~~discriminatory~~ harassment or participating in or being a party to any investigation or proceeding related to the University's ~~Nondiscrimination Prohibition of Discrimination, Harassment and Related Interpersonal Violence~~ Policy, No. 2-004. The University's Title IX Grievance Policy, UCF Policy 2-012, sets forth the university's procedures for addressing allegations that an employee or third party engaged in Title IX Sexual Harassment. Reports in which a student is alleged to have engaged in unlawful discrimination, ~~discriminatory~~ harassment, sexual harassment, Title IX Sexual Harassment, or retaliation are governed by Student Conduct rules and procedures set out in the Golden Rule Student Handbook and the University's Title IX Grievance Policy, UCF Policy 2-012. These procedures respond to the University's obligations under various laws to provide equal opportunity in employment and educational programs, and to provide access. A list of statutory and regulatory authorities is maintained on the Office of Institutional Equity's homepage.

#### (3) Processing Complaints/Grievances Alleging Discrimination.

- (a) When an allegation of unlawful discrimination, ~~discriminatory~~ harassment, sexual harassment, Title IX Sexual Harassment or retaliation is involved, the individual may elect to submit a written complaint/grievance under this procedure. Unless specifically prohibited by the terms of an applicable collective bargaining agreement, the complainant/grievant may submit a complaint/grievance directly to the university's Office of Institutional Equity. A representative of that office will communicate with those involved in the complaint/grievance.
- (b) An employee complaint/grievance submitted through other grievance procedures, but which alleges unlawful discrimination, ~~discriminatory~~ harassment, sexual harassment, Title IX Sexual Harassment, or retaliation will be submitted to the Office of Institutional Equity.
- (c) Where a complaint/grievance is submitted to the Office of Institutional Equity alleging unlawful discrimination, ~~discriminatory~~ harassment, ~~or~~ sexual harassment, or retaliation, the complainant will be notified in writing of the findings of the investigation. Where a complaint/grievance is submitted to the Office of

Institutional Equity alleging Title IX Sexual Harassment, the grievance will be handled through the procedures described in the University's Title IX Grievance Policy, UCF Policy 2-012. Findings from this procedure may be considered in an employee grievance initiated under other procedures, but no grievance will be processed through more than one university administrative forum.

(4) Unlawful Retaliation. Federal and state laws protect every individual who makes a good faith report of unlawful discrimination, ~~discriminatory~~ harassment, sexual harassment, ~~or~~ Title IX Sexual Harassment, or participates in or is a party to any investigation or proceeding regarding discrimination or ~~discriminatory~~ harassment from acts of retaliation. Retaliation is defined as any adverse action taken against a person for making a good faith report of unlawful discrimination, ~~discriminatory~~ harassment, sexual harassment, ~~or~~ Title IX Sexual Harassment, or participating in any proceeding related to such a report. Retaliation includes threatening, intimidating, harassing, coercing or any other conduct that would discourage a reasonable person from engaging in the protected activity.

(5) Substantiated unlawful discrimination, ~~discriminatory~~ harassment, sexual harassment, Title IX Sexual Harassment, and retaliation complaints/ grievances will be addressed with appropriate corrective action. The Office of Institutional Equity will inform the President, Provost, or appropriate Vice President or designee when an investigation concludes with findings of unlawful discrimination, ~~discriminatory~~ harassment, sexual harassment or retaliation, and in the case of substantiated Title IX Sexual Harassment, when the decision-maker finds, following the live hearing, that Title IX Sexual Harassment has occurred. The President, Provost, or appropriate Vice President or designee will take steps to implement actions that will correct the conduct. These include but are not limited to changes in regulations, policies, or procedures; discipline administered through standard procedures; changes in the complainant's status to achieve a non-discriminatory environment; or other remedies deemed appropriate.

*Authority: BOG Regulation 1.001. History—New 12-27-83, Formerly 6C7-3.134, Amended 1-6-93, 4-23-03; Formerly 6C7-3.0134, Amended 5-18-09, 10-27-17, 10-22-20, \_\_\_\_-22.*



Board of Trustees  
October 20, 2022

### GOV-9: Amendments to University Regulations UCF-5.006 Students Rights and Responsibilities, UCF-5.008 Rules of Conduct, and UCF-5.012 Organizational Rules of Conduct

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

UCF-5.006 Students Rights and Responsibilities sets forth student rights and responsibilities, including the definitions used in the student conduct process and the procedures used to address sex-based misconduct. The proposed amendments serve to include language consistent with the University's updated Nondiscrimination Policy, clarify the reporting obligations of Responsible Persons related to sexual misconduct, reorganize provisions of the student conduct procedures for sex-based misconduct, and update the terms used for those personnel who conduct Title IX Sexual Harassment proceedings.

UCF-5.008 Rules of Conduct sets out the student rules of conduct. The proposed amendments serve to: include the updated definition of harassment as proposed in Regulation UCF-3.001; update the definition of stalking (pursuant to Title IX and VAWA); and reorganize sexual exploitation offenses to be consistent with the University's Nondiscrimination Policy. The revisions also propose the removal of a prohibition on condoning, encouraging, or failing to intervene; and the addition of a provision related to aiding and abetting the misconduct of others.

UCF-5.012 Organizational Rules of Conduct sets out the rules of conduct for student organizations at the university. The proposed amendments serve to include the updated definition of harassment proposed in Regulation UCF-3.001; update the definition of stalking (pursuant to Title IX and VAWA); and reorganize the sexual exploitation offenses to be consistent with the University's Nondiscrimination Policy and the proposed revisions to UCF-5.008. The revisions also propose to modify the provision related to complicity to prohibit instead acts that aid and abet the violation of rules.

These regulations were posted online August 26, 2022, for public comment. No public comments were received as of the date of submission of these materials.

#### Background Information:

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

#### Recommended Action:

Approve amendments to UCF Regulations UCF-5.006, UCF-5.008, and UCF-5.012.

**Alternatives to Decision:**

Do not amend University Regulations UCF-5.006, UCF-5.008, and UCF-5.012 as proposed. Approve alternative amendments.

**Fiscal Impact and Source of Funding:**

N/A

**Authority for Board of Trustees Action:**

Board of Governors Regulations 1.001

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

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

**Submitted by:**

Youndy Cook, Vice President and General Counsel

**Supporting Documentation:**

Attachment A: Proposed Amended Regulation UCF-5.006

Attachment B: Proposed Amended Regulation UCF-5.008

Attachment C: Proposed Amended Regulation UCF-5.012

**Facilitators/Presenters:**

Youndy Cook

## UCF-5.006 Student Rights and Responsibilities

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

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



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

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

**(3) Definitions.**

- (a) The term “Academic Misconduct Panel” is comprised of one faculty and one staff/faculty member and two students selected from the Student Conduct Board.
- (b) The term “Advisor” or “Support Person” refers to any individual who provides support, guidance or advice to a party involved in a Student Conduct Review Process and includes advocates and/or legal representatives. The Advisor or Support Person of the involved party’s choice may assist and/or accompany the party throughout the Student Conduct Review Process. This person may be present to advise the party involved in a Student Conduct Review Process and may participate in all aspects of the proceeding but shall not testify for the party. The Advisor or Support Person may not serve in any other role, including as a witness, an investigator, decider of fact, hearing officer, or member of a committee or panel convened to hear or decide the charge or any appeal. The term “Advisor” does not include an advisor as defined under 34 CFR 106.45; refer to University Policy 2-012 for information about “Advisor” under the University’s Title IX Grievance Policy.
- (c) The term “Class Lecture” is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. A class lecture will occur most often in a course identified by the university as a lecture type course, whether online or in-person, as opposed to a lab course or a course section identified as a discussion section. “Class lecture” does not include lab sessions, student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the faculty member during a class session.
- (d) The term “Clery Act” refers to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Clery Act is a federal law that requires institutions of higher education to provide current and prospective students and employees, the public, and the federal government with crime statistics and information about campus crime prevention programs and policies. Among other crimes, the Clery Act requires that colleges and universities report forcible sex offenses including sexual assault and rape. The Clery Act was amended by the Violence Against Women Reauthorization Act of 2013.
- (e) The term “Community ReEngagement and Educational Development (CREED) Program” is a committee composed of an equal number of faculty/staff and students appointed by the Director of Student Conduct and Academic Integrity (SCAI) or designee to review the disciplinary status of a student, or the removal of a “Z Designation” on a student’s transcript.

- (f) The term “Complainant” refers to anyone who discloses having been subjected to any act prohibited by the Rules of Conduct section UCF-5.008(5), the Rules of Conduct section UCF-5.008(6), or the Organizational Rules of Conduct section UCF-5.012(5), regardless of whether that person makes a report or seeks action under that policy.
- (g) The term “Consent” means an understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. Consent cannot be obtained by force, threat, coercion, ~~manipulation~~, reasonable fear of injury, intimidation, use of position of influence, or through the use of one’s mental or physical helplessness or incapacity. 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 protest or resistance, and silence ~~and passivity~~ 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. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Past consent to sexual activity does not imply ongoing future consent. 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.
1. Responsibilities - It is the responsibility of the initiator to obtain clear and affirmative words or actions of a willingness to participate responses at each stage of sexual involvement.
  - ~~2. Standard—A determination of whether consent exists will be based on the information the initiator of the sexual act knew or should have known as a sober, reasonable person. Being impaired by alcohol or other drugs does not relieve an initiator of a sexual act from obtaining consent.~~
  23. Incapacitation – Incapacitation is a state where an individual cannot make rational, reasonable decisions because of age, mental or physical helplessness, sleep, unconsciousness, or lack of awareness that sexual activity is taking place. A person may be incapacitated due to the consumption of alcohol or other drugs, or due to a temporary or permanent physical or mental health condition. A person who is incapacitated lacks the capacity to give consent because they cannot understand the facts, nature, or extent of the sexual interaction. 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.
  - ~~4. Duration of Consent—Consent must be ongoing throughout sexual activity, for each sexual act, and can be withdrawn at any time.~~
  - ~~5. Within each sexual encounter, there may be separate individual sexual acts involved. Consent to one act by itself does not constitute consent to another act. If verbal consent is not given, ongoing active participation is required for consent.~~

- ~~6. The existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations have occurred between the parties, is not an indicator of consent for any current or future sexual encounter.~~
- ~~7. An individual who seeks to withdraw consent must communicate, through clear words or actions, a decision to cease the sexual activity. Once consent is withdrawn, the sexual activity must cease immediately.~~
- ~~8. Scope of Consent—Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.~~
3. Being impaired by alcohol or other drugs is no defense to any violation of this regulation.

- (h) The term “Continuously Enrolled” is defined as being enrolled in classes without a break of two or more consecutive regular semesters/terms (i.e., Fall and Spring, or Spring, Summer, and Fall).
- (i) The term “Deputy Title IX Coordinator” is defined as a university employee who is responsible for assisting with the coordination of the University’s efforts to comply with and carry out its responsibilities under Title IX. ~~UCF’s Deputy Title IX Coordinators are Dana Juntunen, Brandi Stuart, and Abigail Malick.~~
- (j) The term “Director of SCAI” refers to the Director of Student Conduct and Academic Integrity.
- (k) The term “Hold” refers to a negative service indicator placed on a student’s record that includes but is not limited to: prevent modification to registration; access to transcripts; and re-enrollment following a separation from the University.
- (l) The term “Mandated Assessment” refers to a process which is used to evaluate the student’s risk of harm to self or others, and to take appropriate actions to ensure the safety of the student or others if risk is present, completed by a licensed mental health professional or other appropriate licensed medical provider.
- (m) The term “Off Campus” refers to any location not defined as University premises.
- (n) The term “Overlay” refers to a notification on a student’s university transcript that states the student is not in good standing.
- (o) The term "Possession" means having actual knowledge of a substance or property, and intentionally exercising control over that substance or property.
- (p) The term “Preponderance of Evidence” means that evidence, considered as a whole, shows that the fact sought to be proved is more probable than not. This is the standard used in adjudicating all disciplinary cases within the Student and Organizational Conduct Review Process.
- (q) The term “Publish” means to share, transmit, circulate, distribute or otherwise provide access to a recording, regardless of format or medium, to another person (or other persons), including but not limited to another student in the class. Additionally, a recording, or transcript of the recording, is published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited social media, book, magazine, newspaper, leaflet, picket signs, or any mode of print.
- (r) The term “Record Sealing” refers to when a student’s disciplinary record cannot be examined except by a court order or designated officials.
- (s) The term “Relevant Information” means information that has been shown to directly support the position of a party throughout one of the University’s

investigative processes, including the Student and/or Organizational Conduct Review Process.

- (t) The term “Respondent” refers to any student or registered student organization who has been accused of a violation of Rules of Conduct Section UCF-5.008(5), Rules of Conduct Section UCF-5.008(6), and/or the Organizational Rules of Conduct section UCF-5.012(5).
- (u) The term “Responsible ~~Person~~Employee” is defined as any university or Direct Support Organization non-student employee, ~~and Direct Support Organization non-student employee~~, who is not a confidential employee as defined in the University’s Reporting Requirements Related to Nondiscrimination-Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy (No. 2-015), as well as resident assistants, and graduate students with administrative, instructional, or supervisory authority over others. Responsible ~~Persons~~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 and 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 ~~Persons~~Employees on a case-by-case basis.
- (v) The term “Sanction” refers to outcome(s) imposed on students and registered student organizations found in violation of any Rules of Conduct or Organizational Rules of Conduct.
- (w) The term “Sex Discrimination” refers to any unlawful distinction, preference or detriment to an individual that is based upon an individual’s sex that: (1) excludes an individual from participation in; (2) denies the individual the benefits of; (3) treats the individual differently with regards to; or (4) otherwise adversely affects a term or condition of an individual’s employment, education, living environment, or participation in a university program or activity. Sex discrimination includes sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or aiding and abetting~~complicity~~.
- (x) The term “Sexual Contact” means physical contact of a sexual nature between individuals and includes but is not limited to: (i) touching, kissing, fondling (whether over or under clothing) of an individual for the purpose of sexual gratification; and/or (ii) contact, however slight, between the mouth, anus or sex organ of one individual with either the anus or sex organ of another individual; and/or (iii) contact, however slight, between the anus or sex organ of one individual and any other object.
- (y) The term “Student” means any person enrolled in one or more classes at the University, either full time or part time, study abroad student, online students, continuing education students, students pursuing undergraduate, graduate or professional studies, either degree seeking or non-degree seeking. Persons who withdraw after allegedly violating the Rules of Conduct, or who are not officially enrolled for a particular academic term but who have a continuing relationship with the University are also “students.” Individuals who have been accepted for admission and have paid an enrollment deposit are considered “students” for limited purposes (including the Student Conduct Review Process).
- (z) The term “Student Conduct Board” refers to any person or persons authorized by the Director of SCAI or designee to review information and recommend findings

regarding whether a student or registered student organization has violated the Rules of Conduct or Organizational Rules of Conduct, and to recommend sanctions that may be imposed, if applicable. Student Conduct Board members shall be selected through an annual application and interview process, with the exception of the justices from the Student Government Judicial Branch. All members of the Student Conduct Board shall receive annual training from SCAI.

- (aa) The term “Title IX” refers to the Title IX of the Education Amendments of 1972 which is a federal law that protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance”. Additionally, Title IX prohibits discrimination on the basis of pregnancy as well as Title IX sexual harassment (defined in [UCF Policy 2-012UCF-5.006\(7\)](#)).
- (bb) The “Title IX Coordinator” is defined as a university employee who is responsible for coordinating the University’s efforts to comply with and carry out its responsibilities under Title IX. ~~UCF’s Title IX Coordinator is Matt Rieke.~~
- (cc) The term “University” means the University of Central Florida.
- (dd) The term “University Community” refers, collectively and individually, to students, University officials, Trustees, employees, and all visitors, contractors, and guests to the University or any of its campuses, facilities or events.
- (ee) The term “University Official” includes any person employed by the University (i.e., faculty, staff, administration, and residence hall staff) acting within the scope of their job duties.
- (ff) The term “University Premises” includes all land, buildings, facilities, and other properties in the possession of or owned, used, controlled by the University, or its direct support organizations.
- (gg) The term “VAWA” refers to the Violence Against Women Reauthorization Act of 2013, which amended the Violence Against Women Act and the Clery Act to provide new requirements for schools to prevent and respond to sexual violence, relationship violence and stalking. Some of these requirements include providing primary prevention education and awareness programs for all incoming students and employees; collecting statistics on relationship violence and stalking, in addition to current requirements to collect sexual assault statistics; issuing Complainants a written notice of their rights; and adopting grievance policies that are prompt, fair, and impartial as well as administered by trained officials.
- (hh) The term “VP of SDES” refers to the Vice President of Student Development and Enrollment Services.
- (ii) The term “Witness” refers to any person who directly observed an incident or has direct or indirect knowledge related to an incident.

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

**(5) Medical Emergencies.** The University of Central Florida highly encourages students and Registered Student Organizations to call for medical assistance whenever an individual experiences severe intoxication/impairment or serious injury after consuming alcohol and/or drugs. Students and Registered Student Organizations may be reluctant to call for help for

themselves or others due to potential involvement from law enforcement officials or SCAI. Due to the serious or life-threatening nature of these medical emergencies, the University of Central Florida urges students to contact emergency medical services or the law enforcement officials if alcohol-related and/or drug-related medical emergencies arise. The University's primary goal is to create a safe environment for its students. Procedures and expectations regarding these incidents have been outlined in the section 5.007 for individuals of and 5.011 for Registered Student Organizations.

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

- (a) These procedures apply to alleged violations of UCF Regulation 5.008(5) and 5.012(5), but do not apply to 5.008(6) Title IX Sexual Harassment (see paragraph (7) below).
- (a)(b) The Office of Institutional Equity (OIE) will conduct investigations under these procedures in a thorough and neutral manner. SCAI will then adjudicate the matters through the student conduct review process. During the investigation process and student conduct review process, the University will utilize the preponderance of evidence standard.
- ~~(b)~~ ~~The University of Central Florida is committed to fostering an environment in which all members of our campus community are safe, secure, and free from sex discrimination, including sexual misconduct, stalking, and relationship violence; listed and defined in the Rules of Conduct (UCF 5.008) and Organizational Rules of Conduct (UCF 5.012). Our community expects that all interpersonal relationships and interactions—especially those of an intimate nature—be grounded upon mutual respect and open communication. When learning of conduct or behavior that may not meet these standards, community members are expected take an active role in promoting the inherent dignity of all individuals. For a more exhaustive list of the community's rights and expectations as it relates to Title IX Policy and Procedures, please reference University Policy 2-004.1 Prohibition of Discrimination, Harassment and Related Interpersonal Violence. Allegations of Title IX Sexual Harassment (as defined in the University's Title IX Grievance Policy, UCF Policy 2-012) are governed by paragraph (7) below.~~
- ~~(c)~~ ~~The university encourages any faculty, staff, student or non-student who thinks that he or she has been subjected to sex discrimination or retaliation by another student, member of the faculty or staff, or third party affiliated with the University to immediately report the incident to the Office of Institutional Equity. Reports may be filed at <https://letsbeelear.ucf.edu>.~~
- (c) Rights of the Complainant and Respondent.

  - 1. The University strives to promote the safety and well-being of all students and employees. The requirements and protections of this policy apply equally regardless of an individual's protected class as defined in the University's Nondiscrimination Policy (No. 2-004). All requirements and protections also are equitably provided to individuals regardless of their status as a Complainant, Respondent, or Witness. This information is applicable to students and employees regardless of their sex, gender, sexual orientation, gender identity, or gender expression.
- ~~(e)~~ ~~Rights of the Complainant and the Respondent. Any individual ("Complainant") who discloses having been subjected to sex discrimination, including sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or~~



~~gender-based harassment, retaliation, or complicity, and any individual or registered student organization (“Respondent”) who has been accused of sex discrimination, including sexual assault/misconduct, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, retaliation, or complicity, are afforded the following rights throughout the university’s investigative process and the student conduct review process (except in cases involving alleged Title IX Sexual Harassment as defined in the University’s Title IX Grievance Policy, UCF Policy 2-012, see paragraph (7) below). These rights provide a fair process for both parties. These rights are in addition to the rights afforded in the student conduct review procedures outlined in University Policy 2-004.1 Prohibition of Discrimination, Harassment and Related Interpersonal Violence, and referenced in UCF 5.009 (students) and UCF 5.013 (student organizations) of the University Regulations. Complainant and Respondent rights include the following:~~

- ~~21.~~ Both the Complainant and Respondent are permitted to have an advisor or support person accompany them throughout the university’s investigative process and student conduct review process. This person may be present to advise the party ~~involved in a student conduct review process and may participate in all aspects of the proceeding~~ but shall not testify for the Complainant or Respondent. The advisor or support person may not serve in any other role, including as a witness, an investigator, decider of fact, hearing officer, or member of a committee or panel convened to hear or decide the charge or any appeal. Also, it is within OIE’s or SCAI’s discretion whether to reschedule a meeting regarding an investigation or adjudication, respectively, due to a support person’s/advisor’s unavailability. Parties and witnesses must give prior notice to the investigator or SCAI representative, as appropriate, when any other person will be attending a meeting with OIE or SCAI.
- ~~32.~~ Both the Complainant and the Respondent have the right to remedial and protective measures and shall be notified of available assistance at the University. The University offers a wide range of resources for students and employees to provide support and guidance throughout the complaint initiation, investigation, and resolution of a report of sex discrimination. The University will offer reasonable and appropriate measures to protect the parties and maintain continued access to their educational programs and activities, as well as employment. These measures may be remedial (designed to address a party’s safety and well-being and continued access) or protective (designed to reduce the risk of harm to an individual or community). These measures include but are not limited to no-contact directives, residence modifications, academic modifications and support, work schedule modifications, and assistance with arranging for escorts or transportation. For information, see Remedial Measures, Prevention, & Education Related to Nondiscrimination Policy (No. 2-016).
- ~~43.~~ Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during the investigative process and during a formal hearing. ~~Prior to the initiation of the student conduct review process, the investigator has the discretion to determine the relevance of any proffered evidence and to include or exclude certain types of evidence. In general, the investigator will not consider statements of personal opinion,~~



~~rather than direct observations or reasonable inference from the facts, or statements as to any party's general reputation for any character trait.~~

- ~~4. If the investigative process results in a recommendation to initiate the student conduct review process, at least seven business (7) business days before the formal hearing, the Respondent will receive timely written notice of the charges in sufficient detail to prepare for the formal hearing and the date, time, and location of the formal hearing. In addition to the timely written notice, Complainant and Respondent will be required to attend a preliminary conference meeting with SCAI and be informed of the available resolution options in the student conduct review process.~~
5. Both the Complainant and Respondent have the right to an impartial investigators, decision-makers and hearing officers. Prior to the commencement of the formal hearing, the Complainant and Respondent shall have the opportunity to challenge the impartiality of the hearing officer. If the Complainant or Respondent shows good cause for the removal of the hearing officer, the Associate Vice President and Dean of Students or designee will assign a new hearing officer.
- ~~6. At least five (5) business days before the formal hearing, both the Complainant and Respondent will be provided with all known information in the University's possession related to the allegations. This information will include all known witnesses and all known information that is related to the allegations, both inculpatory and exculpatory.~~
- ~~7. If the matter proceeds to a formal hearing, both the Complainant and Respondent may submit a list of proposed questions related to the alleged incident to be asked during the formal hearing. The relevancy of proposed questions will be determined by the hearing officer. During a formal hearing, all questions shall be asked through the hearing officer. Both Complainant and Respondent should not be questioned directly by one another nor by either's advisor; instead, questions for each shall be asked by the hearing officer based on proposed questions submitted by the other party.~~
68. Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during the investigative process and student conduct review process. Throughout the entire process, it is the student's responsibility to coordinate, schedule and communicate with OIE or SCAI if they would like to present relevant witnesses, documents or other information to be taken into consideration by OIE or SCAI. Unless otherwise stated in regulation, advisors are not permitted to coordinate, schedule and communicate with OIE or SCAI on behalf of a student. Neither the Complainant nor Respondent will have irrelevant past conduct, including sexual history, discussed during the formal hearing. The issue of relevancy shall be determined by the investigator during the investigation and by the hearing officer during the student conduct review process. Such evidence, as deemed relevant to the investigation and used in authoring the investigative findings report, shall be presented during the student conduct review process. Relevancy and timeliness will be determined by the investigator(s). All evidence and witnesses must be submitted by the Complainant and Respondent no later than the conclusion of the investigative findings report review period prior to the report being sent to OSRR. If OSRR determines that there is "cause," then OSRR will make a written recommendation,

including a copy of OIE's investigative report and all other supporting information, to SCAI. A finding of "cause" at this stage is not a finding of a violation. SCAI will charge the student and/or registered student organization through the Student Conduct Review Process when there is evidence of facts which reasonably allow the university to conclude that a violation of 5.008(5) or 5.012(5) may have occurred.

- ~~9. Both the Complainant and Respondent will have equal opportunity to present relevant witnesses and other information during a formal hearing review process. Neither the Complainant nor Respondent will have irrelevant past conduct, including sexual history, discussed during the formal hearing. The issue of relevancy shall be determined by the hearing officer.~~
- ~~10. Both the Complainant and the Respondent will be provided access to participate, during the entire formal hearing in person, via videoconference, by telephone, or by other means available.~~
- ~~11. At least five (5) business days before the formal hearing, the Complainant may submit a written statement describing the impact of the Prohibited Conduct on the Complainant and expressing a preference about the sanction(s) to be imposed. At least five (5) business days before the formal hearing, the Respondent may submit a written statement explaining any factors that the Respondent believes should mitigate or otherwise be considered in determining the sanction(s) imposed. SCAI will ensure that the Complainant and the Respondent each have an opportunity to review any statement submitted by the other party before the start of the formal hearing. The purpose of the statement(s) is to assist the hearing officer in proposing a sanction. Therefore, the statement(s) will be given to the hearing body for consideration only if the hearing officer makes a proposed finding of in violation on one or more allegations of sex-based misconduct (other than Title IX sexual harassment) addressed in the formal hearing.~~
- ~~12. Both the Complainant and Respondent will be informed, concurrently and in writing, of the outcome of the investigative process, the Student Conduct Review Process, and the outcome of the appeal process.~~
- ~~13. Both the Complainant and the Respondent have the right to appeal the outcome of the Student Conduct Review Process on the basis outlined in the applicable Student Conduct Appeals section UCF-5.010 (individual student) or UCF-5.013 (registered student organizations).~~
- ~~14. Both the Complainant and Respondent will be given periodic status updates throughout the investigative process and the Student Conduct Review Process.~~
10. Persons requiring a reasonable accommodation based on a disability throughout the process must alert the investigator, Title IX Coordinator or SCAI contact of their need/request a reasonable amount of time prior to the start of any meeting or proceeding described herein, even if the persons are already receiving accommodations from other university services or resources.

- (d) Administrative hearing officers who hear cases of sex-based misconduct (other than Title IX sexual harassment) receive annual training on how to conduct fair and impartial hearings for these types of cases.

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

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

*Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.003, New 6-18-09, Amended 7-19-12, 9-5-13, 11-24-14, 10-29-15, 7-28-16, 7-20-17, 1-18-18, 7-19-18, 7-18-19, 6-18-20, 10-22-20, 9-23-21, \_\_\_\_\_-22.*

**UCF-5.008 Rules of Conduct**

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

**(1) Academic Misconduct**

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

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

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

## **(3) Disruptive Conduct**

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

#### (4) Harmful Behavior

- (a) Physical harm or threat of physical harm to any person. This harmful behavior policy may not apply in those instances where it is found that a student is acting in self-defense.
- (b) Verbal, digital, or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety, or wellbeing of others, or which would place a reasonable person in fear of bodily injury or death. This definition, however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.
- (c) ~~Discriminatory-Unlawful~~ Harassment: ~~Discriminatory-Unlawful~~ 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), 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, a protected class as defined in University Policy 2-004, or membership in other protected classes set forth in state or federal law that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services and the conduct meeting the description of either Hostile Environment Harassment or Quid Pro Quo Harassment, as defined in the University's Nondiscrimination Policy (No. 2-004) Prohibition of Discrimination, Harassment, and Related Interpersonal Violence.
- (d) Bullying: Defined as behavior of any sort (including communicative behavior) directed at another, that is severe, pervasive or persistent, and is of a nature that would cause a reasonable person or group in the target's position substantial emotional distress and undermine their ability to work, study, or participate in University life or regular activities, or which would place a reasonable person in fear of injury or death.
- (e) ~~Stalking: Defined as behavior not of a sexual nature that is repeated and/or unwanted toward or with another person that would cause a reasonable person to fear for their safety or the safety of others, or to experience substantial emotional distress. Such conduct is direct, indirect, or through a third party using any type of action, method, or means. Cyber stalking is also included in this definition.~~
- (f) Invasion of Privacy and Unauthorized Recording.
  - 1. Making, using, disclosing or distributing a recording of a person in a location or situation in which that person has a reasonable expectation of privacy and is unaware of the recording or does not consent to it; and any other conduct that constitutes an invasion of the privacy of another person under applicable laws and regulations. Such conduct includes, without limitation, unauthorized recording of personal conversations, images, meetings ~~or~~ activities, or surreptitiously or covertly surveilling or observing an individual.

2. Unauthorized recording of class activity (other than class lecture), or of meetings where there exists a legal expectation of privacy, and/or any unauthorized publication of a recording.
- ~~3. Engaging in acts of voyeurism, including but not limited to peeping or surreptitiously recording another when there is a reasonable expectation of privacy.~~
34. Any notice, consent, or other requirements under applicable laws and regulations must be fulfilled in connection with authorizing, making, using, disclosing, or distributing any recording, where there is a legal expectation of privacy.
- (g) Retaliation against or harassment of complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation.
- (h) ~~Condoning or encouraging acts of harmful behavior as defined above or failing to intervene during an act of harmful behavior while it is occurring.~~

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

- (a) Sexual Assault. Sexual assault means sexual contact without consent.
- (b) Sexual Harassment. Sexual harassment means any unwelcome sexual advances, request for sexual favors, or other unwanted verbal, graphic or physical 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 ~~Discriminatory Harassment~~ as defined in UCF's Nondiscrimination Policy (No. 2-004) are present.
- (c) Gender-Based Harassment: Gender-based harassment is ~~discriminatory-unlawful~~ harassment that is based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal ~~or non-verbal~~, graphic, or 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 ~~Discriminatory Harassment~~ as defined in UCF's Nondiscrimination Policy (No. 2-004) are present.
- ~~(d) Obscene or Indecent Behavior: Exposure of one's body in such a manner that another party reasonably could be offended or to display sexual behavior which another person reasonably finds offensive.~~
- ~~(e) Voyeurism: Trespass, spying, or eavesdropping for the purpose of sexual gratification.~~
- ~~(f) Solicitation of a Minor: soliciting sexual acts from a minor by oral, written, or electronic means.~~
- ~~(g) Child Pornography: possessing, producing or the dissemination of child pornography~~
- (dh) 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 the Violence Against Women Reauthorization Act of 2013. ~~may include sexual assault, stalking, and physical assault. Relationship Violence may involve a pattern of behavior used to establish power and control over another person through fear and intimidation or may involve one-time~~



conduct. A pattern of behavior is typically determined based on the repeated use of words and/or actions and inactions in order to demean, intimidate, and/or control another person. This behavior can be verbal, emotional, and/or physical and may be directed towards the former partner, their property, or other individuals. Examples of Relationship Violence may include, but are not limited to: slapping; pulling hair; punching; damaging another person's property; driving recklessly to scare someone; name calling; humiliating another person in public; harassment directed toward a current or former partner or spouse; and/or threats of abuse, such as threatening to hit, harm, or use a weapon on another (whether Complainant or acquaintance, friend, or family member of the Complainant), or other forms of verbal threats.

- (ci) ~~Stalking: Stalking under this provision occurs whenre a person engages in a course of conduct of a sexual nature that is directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress. A "course of conduct" is two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property. Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, phones, texts, or other similar devices or forms of contact.~~ Stalking: Defined as when a person engages in a course of conduct directed as a specific person under circumstances that would cause a reasonable person to fear for their 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. A "course of conduct" is two or more acts, including but not limited to acts in which a person directly, indirectly, or through third-parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property. Stalking may include, but is not limited to: non-consensual communications (face to face, telephone, e-mail); threatening or obscene gestures; surveillance/following/pursuit; showing up outside the targeted individual's classroom or workplace; sending gifts and/or notes (romantic, bizarre, sinister, or perverted); and/or making threats.

- (fj) Sexual Exploitation: -Sexual Exploitation is purposely or knowingly doing or attempting to do any of the following:
1. 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;
  2. Voyeurism, including trespassing, spying, or eavesdropping for the purpose of sexual gratification;
  3. Soliciting sex acts from a minor by oral, written, or electronic means;
  4. Possessing, producing, or disseminating child pornography;
  5. Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;

6. Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts, or buttocks) without consent;
7. 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);
8. Subjecting another person to human trafficking; or
9. Exposing another person to a sexually transmitted infection or virus without the other's knowledge.
1. ~~Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;~~
2. ~~Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;~~
3. ~~Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images);~~
4. ~~Subjecting another person to human trafficking; or~~
5. ~~Exposing another person to a sexually transmitted infection or virus without the other's knowledge.~~

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

#### (6) Title IX Sexual Harassment

- (a) Title IX Sexual Harassment is defined as any conduct ~~on the basis of sex~~ which occurs (i) on or after August 14, 2020; (ii) ~~against~~ against a person located in the United States; and (iii) in or as part of the University's education program or activity, which satisfies one or more of the following:
  1. Unwelcome conduct of a sexual nature that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity.
  2. ~~-~~ Sexual assault (as defined in the Clery Act), which includes any sexual contact that occurs without consent (consent and sexual contact are defined in UCF-5.006(3)).
  3. Dating violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act), which includes any act of violence or threatened act of violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the length of the relationship; the type of relationship; and the frequency of interaction between the persons involved in the relationship.
  4. Domestic violence (as defined in the VAWA amendments to the Clery Act), which includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or

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

5. Stalking (as defined in the VAWA amendments to the Clery Act), meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to (a) fear for their safety or the safety of others; or (b) suffer substantial emotional distress.
- (b) Retaliation, including but not limited to conduct meant to intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972, ~~or~~ its implementing regulations, or UCF Policy 2-012.

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

- (a) Unauthorized use, possession, or theft of property or service. Such property may be personal or public.
- (b) Damaging or defacing of University property or the property of another person whether or not it is on University premises.
- (c) Misuse, tampering with, or damaging fire safety or other safety equipment.

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

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

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

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

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

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

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

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

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

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

**(12) Alcoholic Beverage Violations**

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

NOTE: Students who receive medical attention due to drug related emergencies and/or students who call for help on behalf of another student who may be experiencing a drug

related emergency may be exempt from disciplinary action. Information regarding exemptions under this rule for drug related emergencies can be found in University Regulation UCF-5.007 and the Student Conduct and Academic Integrity website: <http://scai.sdes.ucf.edu/medicalemergencies>.

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

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

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

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

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

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

**(16) Gambling**

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

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

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

**(19) Aiding and AbettingComplicity:** Aiding and abetting~~Complicity~~ is any act taken with the purpose of aiding or, facilitating, ~~promoting or encouraging~~ the commission of an act prohibited by the Rules of Conduct.

*Authority: BOG Regulations 1.001 and 6.0105. History –Formerly 6C7-5.0042, New 6-18-09, Amended 7-19-12, 9-5-13, 11-20-14, 10-29-15, 7-28-16, 7-20-17, 1-18-18, 7-19-18, 7-18-19, 6-18-20, 10-22-20, 12-3-20, 9-23-21, \_\_\_\_\_-22.*

### **UCF-5.012 Organizational Rules of Conduct**

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

#### **(1) Theft, Disregard for Property**

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

#### **(2) Possessing and/or Providing False and Misleading Information**

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

#### **(3) Disruptive Conduct**

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



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

#### (4) Harmful Behavior

- (a) Physical violence towards another person or group. This harmful behavior policy may not apply in those instances where it is found that a student(s) is acting in self-defense.
- (b) ~~Discriminatory-Unlawful~~ Harassment: ~~Discriminatory-Unlawful~~ 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), 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, a protected class as defined in University Policy 2-004, or membership in other protected classes set forth in state or federal law that interferes with that individual's educational or employment opportunities, participation in a university program or activity, or receipt of legitimately-requested services and the conduct meeting the description of either Hostile Environment Harassment or Quid Pro Quo Harassment, as defined in University's Nondiscrimination Policy (No. 2-004) Prohibition of Discrimination, Harassment, and Related Interpersonal Violence.
- (c) Bullying: Defined as behavior of any sort (including communicative behavior) directed at another, that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person or group in the target's position substantial emotional distress and undermine his or her ability to work, study, or participate in University life or regular activities, or which would place a reasonable person in fear of injury or death.

- (d) Verbal, digital, or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety or well-being of another person or group, or which would place a reasonable person in fear of bodily injury or death. This definition, however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.
- (e) Failure to respect the privacy of other individuals.
- (f) Retaliation against or harassment of Complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation ~~of harassment~~.

## **(5) Sex-Based Misconduct**

- (a) Sexual Assault. Sexual assault means sexual contact without consent.
- (b) Sexual Harassment: Sexual harassment means any unwelcome sexual advance, request for sexual favors, or other unwanted verbal, graphic or physical 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 Discriminatory Harassment as defined in UCF's Nondiscrimination Policy (No. 2-004) are present.
- (c) Gender-Based Harassment: Gender-based unlawful harassment is ~~discriminatory~~ harassment that is based on gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal ~~or non-verbal~~, graphic, or 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 Discriminatory Harassment as defined in UCF's Nondiscrimination Policy (No. 2-004) are present.
- (d) Sexual Exploitation – Purposely or knowingly doing or attempting to do any of the following:
  - 1. ~~Obscene or Indecent Behavior~~—Exposing ~~ingure 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.
  - 2. ~~(e) Voyeurism, including– trespassing,~~ spying, or eavesdropping for the purpose of sexual gratification.
  - 3. ~~(f) Solicitation of a Minor~~—Soliciting sexual acts from a minor by oral, written, or electronic means.
  - 4. ~~(g) Child Pornography~~—Possessing, producing or the disseminating ~~ngon of~~ child pornography;
  - 5. Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;
  - 6. Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts, or buttocks) without consent;
  - 7. 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);
  - 8. Subjecting another person to human trafficking; or

9. Exposing another person to a sexually transmitted infection or virus without the other's knowledge.

- (eh) Stalking: Stalking occurs when there is a ~~coordinated~~ course of conduct directed at a specific person under circumstances that would cause a reasonable person to fear for the person's safety or the safety of others, or to experience substantial emotional distress. A "course of conduct" is two or more acts, including but not limited to acts in which a person directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about another person, or interferes with another person's property. Stalking includes "cyber-stalking," a particular form of stalking in which a person uses electronic media, such as the internet, social networks, blogs, phones, texts, or other similar devices or forms of contact. ~~Stalking may include, but is not limited to: non-consensual communications (face to face, telephone, e-mail); threatening or obscene gestures; surveillance/following/pursuit; showing up outside the targeted individual's classroom or workplace; sending gifts and/or notes (romantic, bizarre, sinister, or perverted); and/or making threats.~~
- (i) ~~Sexual Exploitation: Sexual Exploitation is purposely or knowingly doing or attempting to do any of the following:~~
- ~~1. Recording or photographing private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;~~
  - ~~2. Disseminating or posting images of private sexual activity and/or a person's intimate parts (including genitalia, groin, breasts or buttocks) without consent;~~
  - ~~3. Allowing third parties to observe private sexual activity from a hidden location (e.g., closet) or through electronic means (e.g., Skype or livestreaming of images);~~
  - ~~4. Subjecting another person to human trafficking.~~
- (fj) Any attempted acts of Sex-Based Misconduct are also violations of this policy.

**(6) Alcohol-Related Misconduct**

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

NOTE: Registered student organizations may be eligible for exemptions from disciplinary action when a representative of an organization at a registered student organizational event calls for emergency assistance on behalf of a person experiencing an

alcohol related emergency. Information regarding exemptions under this rule for alcohol related emergencies can be found in University Regulation UCF-5.011 and the Student Conduct & Academic Integrity website: <http://scai.sdes.ucf.edu/medicalemergencies> .

**(7) Drug-Related Misconduct**

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

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

**(8) Unauthorized Entry** Unauthorized entry, attempted entry, or loitering in private or restricted areas.

**(9) Gambling**

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

**(10) Hazing**

- (a) Hazing is any action or situation that recklessly or intentionally endangers the mental or physical health and/or safety of a student for purposes including but not limited to initiation or admission into, or association or affiliation with, any registered student organization or other group whether or not officially recognized by the University. Hazing which violates Florida Statutes may result in felony charges. A student may commit an act of hazing whether the student is a prospective, current, or former member of the organization or group. The actions of active, associate, new and/or prospective members, former members, or alumni of a registered student organization or other student group may be considered hazing under this rule.
- (b) Hazing includes brutality of a physical nature such as whipping, beating, branding, forced calisthenics, exposure to the elements; forced consumption of any food, liquor, liquid, drug, or other substances; or other forced elements; or other forced activity which could adversely affect the mental or physical health or safety of the individual.
- (c) Hazing includes any activity that could subject the individual to extreme mental or physical stress such as sleep deprivation, forced exclusion from social contact,

forced conduct that could result in extreme embarrassment, or any other activity that could adversely affect the mental or physical health or dignity of the individual.

- (d) Hazing includes forcing, pressuring, coercing, or requiring the violation of University policies, federal, state, or local law.
- (e) Hazing includes soliciting a person to commit or being actively involved in the planning of any act of hazing as defined above where the act of hazing creates a substantial risk of physical injury or death to the person(s) hazed.
- (f) It is not a defense to an allegation of hazing that:
  - 1. The consent of the victim had been obtained;
  - 2. The conduct or activity that resulted in the death or injury of a person was not part of any official organizational event or otherwise sanctioned or approved by the student organization or group; or
  - 3. The conduct or activity that resulted in the death or injury of a person was not done as a condition of membership into a student organization.
- (g) Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective.
- (h) All student groups, whether or not registered with the University and whether or not officially recognized by the University are subject to the same hazing prohibitions set out in this section (10). With regard to student groups that are not registered students organizations, and against which there is an allegation of hazing, the principles of group responsibility and scope provisions of University Regulation UCF-5.011(1)(b), (1)(c), and (4) shall apply, as well as the conduct proceeding procedures of University Regulation UCF-5.013.

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

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

**(13) Fire Safety and Sanitation**

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

**(14) Advertising.**

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

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

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

**(17) Academic Misconduct**

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

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

**(19) Aiding and Abetting ~~Complicity~~.** Aiding and abetting ~~Complicity~~ is any act taken with the purpose of aiding or, facilitating, ~~promoting, or encouraging~~ the commission of an act prohibited by the Organizational Rules of Conduct.

*Authority: BOG Regulations 1.001 and 6.0105. History –New 10-16-09, Amended 7-19-12, 9-3-13, 10-29-15, 7-28-16, 7-20-17, 7-19-18, 7-18-19, 6-18-20, 10-22-20, 12-3-20, 9-23-21, \_\_\_\_-22.*



Board of Trustees  
October 20, 2022

### GOV-10: Proposed University Regulation UCF-3.002 Nondiscrimination in University Training and Instruction

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

This new regulation is proposed to comply with Board of Governors Regulation 10.005 Prohibition of Discrimination in University Training or Instruction, which states that each university shall have a regulation, in conformance with recent amendments to section 1000.05(4), Florida Statutes, that prohibits discrimination against students or employees in instruction and training based on eight concepts specified in the recently revised statute.

These regulations were posted online August 26, 2022, for public comment. Two public comments were received as of the date of submission of these materials.

#### Background Information:

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

#### Recommended Action:

Approve new University Regulation UCF-3.002.

#### Alternatives to Decision:

Do not approve University Regulation UCF-3.002 as proposed. Approve alternative amendments.

#### Fiscal Impact and Source of Funding:

N/A

#### Authority for Board of Trustees Action:

Board of Governors Regulations 1.001 and 10.005

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

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

#### Submitted by:

Youndy Cook, Vice President and General Counsel





# Board of Trustees

## Agenda Memo

**Supporting Documentation:**

Attachment A: Proposed Regulation UCF-3.002

**Facilitators/Presenters:**

Youndy Cook

### **UCF-3.002 Nondiscrimination in University Training and Instruction**

(1) The University of Central Florida prohibits discrimination on the basis of race, color, national origin, or sex by subjecting any student or employee to training or instruction that espouses, promotes, advances, inculcates, or compels such student or employee to believe any of the following eight (8) concepts:

- (a) Members of one race, color, national origin, or sex are morally superior to members of another race, color, national origin, or sex.
- (b) A person, by virtue of their race, color, national origin, or sex is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- (c) A person's moral character or status as either privileged or oppressed is necessarily determined by their race, color, national origin, or sex.
- (d) Members of one race, color, national origin, or sex cannot and should not attempt to treat others without respect to race, color, national origin, or sex.
- (e) A person, by virtue of their race, color, national origin, or sex bears responsibility for, or should be discriminated against or receive adverse treatment because of, actions committed in the past by other members of the same race, color, national origin, or sex.
- (f) A person, by virtue of their race, color, national origin, or sex should be discriminated against or receive adverse treatment to achieve diversity, equity, or inclusion.
- (g) A person, by virtue of their race, color, sex, or national origin, bears personal responsibility for and must feel guilt, anguish, or other forms of psychological distress because of actions, in which the person played no part, committed in the past by other members of the same race, color, national origin, or sex.
- (h) Such virtues as merit, excellence, hard work, fairness, neutrality, objectivity, and racial colorblindness are racist or sexist, or were created by members of a particular race, color, national origin, or sex to oppress members of another race, color, national origin, or sex.

(2) This prohibition does not prohibit discussion of the concepts as part of a larger course of training or instruction, provided such training or instruction is given in an objective manner without endorsement of the concepts.

(3) The university and its employees are prohibited from shielding a student or employee from ideas and opinions that they may find uncomfortable, unwelcome, disagreeable, or offensive.

(4) The University supports the professional judgment of its faculty and staff in their right to select topics for instruction and training, including issues related to race, sex, national origin, and color. While discussions of contentious topics may at times make some people feel uncomfortable, this is part of a rigorous education that provides the tools necessary for responsible and engaged citizenship and will be protected so long as students retain the freedom to reach their own conclusions and freely hold and share their own beliefs and viewpoints on these issues.

(5) As stated in the UCF Strategic Plan, UCF is committed to fostering a culture of innovation, inclusion, public service, and collaboration and will be a model for civil discourse, consistent with the Florida Board of Governors' Statement of Free Expression.

(6) Any employee, student, or other member of the university community who believes that this regulation has been violated may file a complaint with the Office of Institutional Equity, 12701 Scholarship Drive, Suite 101, [oje@ucf.edu](mailto:oje@ucf.edu), 407-823-1336.

(7) If the university president, provost, senior/executive vice presidents, vice presidents, associate vice presidents, associate/vice provosts, deans, chief audit executive, and/or chief compliance and ethics officer receive a complaint of an alleged violation of this regulation, they must timely forward the complaint to the Office of Institutional Equity for review.

*Authority: BOG Regulations 1.001 and 10.005. History–New \_\_\_\_\_-22.*



Board of Trustees  
October 20, 2022

### GOV-11: Amendments to University Regulation UCF-10.001 College of Medicine Faculty Practice Plan

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☐ Information

☐ Discussion

☒ Action

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

#### Purpose and Issues to be Considered:

This regulation is amended to align with minor language changes in BOG Regulation 9.017. This includes recognizing that health professions students from other disciplines may receive training in this faculty practice in addition to medical students and residents. Additionally, the current role of the university's Vice President for Health Affairs in approving changes and budgets for the faculty practice is codified in this update.

These regulations were posted online August 26, 2022, for public comment. No public comments were received as of the date of submission of these materials.

#### Background Information:

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

#### Recommended Action:

Approve amendments to UCF Regulation UCF-10.001.

#### Alternatives to Decision:

Do not amend University Regulation UCF-10.001 as proposed. Approve alternative amendments.

#### Fiscal Impact and Source of Funding:

N/A

#### Authority for Board of Trustees Action:

Board of Governors Regulations 1.001 and 9.017

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

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

#### Submitted by:

Youndy Cook, Vice President and General Counsel



# Board of Trustees

## Agenda Memo

### **Supporting Documentation:**

Attachment A: Proposed Amended Regulation UCF-10.001

### **Facilitators/Presenters:**

Youndy Cook

### UCF-10.001 College of Medicine Faculty Practice Plan

(1) The University of Central Florida College of Medicine provides educationally oriented professional clinical practice settings and opportunities, through which faculty members provide health and medical professional services, including medical care and treatment to patients, including patients at independent hospitals, ~~and other~~ institutions, and various clinical sites, as an integral part of their academic activities and employment as faculty ~~members~~. Such faculty practice activities are designed to assure professional clinical practice ~~activities opportunities~~ and experiences that are essential in the training of students and postgraduate health professionals and that will enhance skills and knowledge of faculty members who must teach and train medical students and residents and other health professions students. Participation in such faculty practice activities by members of the clinical faculty of the College of Medicine is vital to the educational mission, the maintenance of skills in the treatment and diagnosis of diseases, and the maintenance of patient management skills, clinical expertise, and medical judgment, and is a necessary and essential part of their employment as faculty ~~members~~. Because ~~such these~~ faculty practice activities generate income from a cross section of patients and third party payors that is critical to support the College of Medicine mission, the college is authorized, in accordance with Florida Board of Governors Regulation ~~6C~~-9.017, to regulate ~~and collect~~ fees ~~and other income~~ generated from ~~such clinical faculty~~ practice, and to develop and maintain a faculty practice plan for the orderly collection, ~~administration~~ and distribution of incomesuch fees. ~~The University of Central Florida College of Medicine Faculty Practice Plan must be consistent with, and supportive of, the objectives of the College of Medicine and the university.~~ The Faculty Practice Plan, when developed and subsequent changes ~~thereto~~, must be approved by the dean of the College of Medicine, ~~and~~ the president of the university, the Vice President for Health Affairs, and the University of Central Florida Board of Trustees prior to filing for approval of the ~~chancellor~~ Board of Governors. The University of Central Florida College of Medicine Faculty Practice Plan must be consistent with, and supportive of, the objectives of the College of Medicine and the university.

(2) In order to achieve the objectives of the University of Central Florida College of Medicine Faculty Practice Plan, the university and Board of Governors ~~has~~ authorized the formation and operation of a Florida not-for-profit corporation, Central Florida Clinical Practice Organization, Inc., ("CFCPO"), ~~to support the clinical activities of the College of Medicine, including the orderly collection and administration of income generated from College of Medicine clinical activities.~~

(3) The College of Medicine Faculty Practice Plan shall include and/or provide for:

- (a) A written document ~~that~~which describes the university's policies and procedures pertaining to College of Medicine faculty practice activities and the resulting professional fees ~~and other income~~.
- (b) Articles of Incorporation and Bylaws of CFCPO.
- (c) A separate bank account into which all faculty practice fees from the College of Medicine Faculty Practice Plan are to be ~~income generated by College of Medicine faculty practice is~~ deposited, which shall be held, and administered, ~~and distributed~~ by CFCPO, acting as the university's agent under right of control by the university.
- (d) An operating budget, prepared at least annually and recommended by the dean of the College of Medicine, the Vice President for Health Affairs, and the president

of the university to the university Board of Trustees and the Board of Governors for review and oversight.

- (e) An annual audit and management letter, which shall be forwarded to the university Board of Trustees and the Board of Governors for review and oversight.
- (f) The College of Medicine Faculty Practice Plan, including CFCPO, shall at all times comply with the applicable regulations, policies, and procedures of the Board of Governors and the university.
- (g) CFCPO shall serve as an administrative services supporting organization for the University of Central Florida College of Medicine Faculty Practice Plan and shall not be involved in the delivery of medical services, the employment of medical doctors or other health professionals, or the determination, control, or evaluation of any medical procedures or standards. Persons employed by CFCPO shall not be considered to be employees of the State of Florida by virtue of their employment by CFCPO.

*Authority: BOG Regulations 1.001 and 9.017; 1001.74(2)(k) F.S. History - New 03-10-08, Formerly 6C7-10.001. Amended \_\_\_\_\_-22.*



Board of Trustees  
October 20, 2022

### DISC-1: Review and Deep Dive into Board of Governors' Civil Discourse Recommendations

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☐ Information

☒ Discussion

☐ Action

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

#### Purpose and Issues to be Considered:

Review the findings of Trustee and staff review of the civil discourse recommendations from the Board of Governors Civil Discourse Final Report, including a discussion of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

#### Background Information:

Board of Governors Chair Syd Kitson established the Board's Civil Discourse Initiative during his January 2021 "State of the System" address. He stated that the university setting could provide a foundation for understanding, learning, and growth in this area. Chair Kitson tasked Governor Tim Cerio to lead the initiative through the Strategic Planning Committee. Governor Cerio reported to the Board of Governors at the January 2022 meeting, at which time the Board of Governors approved the Civil Discourse Initiative Report and Recommendations.

At the February 23, 2022, meeting of the UCF Board of Trustees, Chair Martins reported on the Board of Governors January discussion of the Civil Discourse Initiative Report and Recommendations. Chair Martins requested that President Cartwright assign staff to thoroughly review the recommendations and present the findings of their review. Chair Martins also requested Trustee McAlpin provide strategic guidance to staff on this topic and to ultimately advise the Board regarding the findings of the staff's review.

#### Recommended Action:

N/A

#### Alternatives to Decision:

N/A

#### Fiscal Impact and Source of Funding:

N/A

#### Authority for Board of Trustees Action:

Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties  
Board of Governors Civil Discourse Final Report

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

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

**Submitted by:**

Youndy C. Cook, *Vice President and General Counsel*

**Supporting Documentation:**

Attachment A: Board of Governors Civil Discourse Final Report and Recommendations

Attachment B: Presentation on Civil Discourse Promotion and Implementation at UCF

**Facilitators/Presenters:**

Caryl McAlpin, *Trustee*

Maureen Binder, *Associate Vice President for Human Resources and Chief HR Officer*

Youndy C. Cook

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

Dr. Andrea Guzman, *Vice President for Diversity, Equity and Inclusion*

Dr. Jana Jasinski, *Vice Provost for Faculty Excellence*

# Civil Discourse Final Report 2022



# **CIVIL DISCOURSE INITIATIVES in the STATE UNIVERSITY SYSTEM**

## **INTRODUCTION**

As members of many different societal groups and communities, people thrive on the personal interactions that occur every minute of every day. These ongoing interactions provide the foundation for learning, discovery, and growth in a university setting. More specifically, open-minded, tolerant, and respectful discourse among campus community members is critical to enabling students to learn and pursue their educational goals, faculty to effectively teach, and staff to pursue fulfilling work.

To promote civil discourse in the State University System, the Board of Governors, the presidents of Florida's twelve public universities, adopted a "Statement of Free Expression" in 2019. The Board's statement directly aligns with the well-established "Chicago Principles" that originated at the University of Chicago in 2014 to articulate the university's overarching commitment to free, robust, and uninhibited debate. Universities have widely adopted the Chicago Principles throughout the U.S.

The Board's Statement of Free Expression was endorsed by the twelve state universities as a vehicle to establish, maintain, and support a full and open discourse and the robust exchange of ideas and perspectives on all university campuses (See Appendix A). The statement reinforces that a critical purpose of a higher education institution is "to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated."

Board of Governors Chair Syd Kitson established the Board's Civil Discourse Initiative during his January 2021 "State of the System" address. Chair Kitson expressed concern regarding the steady decline in respectful discourse among those with differing viewpoints. He stated that the university setting could provide a foundation for understanding, learning, and growth in this area. Chair Kitson tasked Governor Tim Cerio to lead the initiative through the Strategic Planning Committee. Governor Cerio has stated that "Civil discourse, conducted civilly without fear of reprisal, is critical to free speech and ensuring academic and intellectual freedom – not just on our university campuses, but throughout our country."

The 2018 Legislature established the Campus Free Expression Act in section 1004.097, Florida Statutes. This statute provides direction and relevance to the Board's initiative as it codifies an individual's right to engage in free-speech activities at public higher education institutions. It also prohibits a public institution from shielding students, faculty, or staff from expressive activities while authorizing a public institution to create and enforce reasonable restrictions under specified conditions.

# CIVIL DISCOURSE: BEST PRACTICES

## The State University System

The state universities provided information on activities and initiatives promoting and supporting civil discourse in their campus communities. Best practices gleaned from a review of their submissions were highlighted within the following four categories.

1. Workshops & Professional Development: Presentations, lectures, workshops, or training designed to provide opportunities for faculty, staff, students, and campus partners to learn how to engage in and facilitate dialogue respectfully.
2. Speakers, Dialogue & Debate: Events or programs that provide opportunities for faculty, staff, and students to engage in, observe, or facilitate conversations and encourage civil discourse.
3. Outreach (on and off-campus): Programs, workshops, and or campaigns with external partners help cultivate a campus culture of civil discourse.
4. Research and Academic Affairs: Research-based initiatives, web tools, and courses designed to provide opportunities for students, faculty, and staff to engage in and learn about issues related to civil discourse in a formal setting.

Additionally, the committee researched established national programs addressing civil discourse and interviewed prominent authorities in this area. Interviews were conducted with Dr. Robert George, McCormick Professor of Jurisprudence & Director, James Madison Program at Princeton University; Dr. Lynn Pasquerella, President of the Association of American Colleges and Universities; Dr. Diana Hess, Dean, University of Wisconsin School of Education; Ms. Liz Joyner, Founder & C.E.O., the Village Square; Dr. Bill Mattox, Director, James Madison Institute's Marshall Center for Educational Options; Dr. Tim Chapin, Dean, FSU College of Social Sciences and Public Policy, and Dr. Jonathan Haidt, founder of the Heterodox Academy.

## National Models

A review of the national postsecondary system and institutional civil discourse programs identified a number of highly regarded initiatives and strategies that promote and support civil discourse. Examples include the following.

- The Center for Peace and Conflict Resolution, Brigham Young University: The Center's primary focus is conflict resolution. Through mediation, arbitration, training workshops, research, conferences, academic courses, and consultations, the Center assists both the university and the community in building skills and promoting understanding of peace, negotiation, communication, and conflict resolution.
- Heterodox Academy: Heterodox Academy is a nonpartisan international collaborative of professors, administrators, and students committed to enhancing the quality of research and education by promoting open inquiry, viewpoint diversity, and constructive disagreement in institutions of higher learning. The

Heterodox Academy was founded in 2015 by scholar Jonathan Haidt. He was prompted by his views on the negative impact that the lack of ideological diversity has had on the quality of research within the Academy.

The Academy collaboratively engages with universities throughout the U.S. to promote rigorous, open, and responsible interactions across lines of difference as essential to separating good ideas from bad and making good ideas better. Heterodox scholars view the university as a place of collaborative truth-seeking, where diverse scholars and students approach problems and questions from different points of view in pursuit of knowledge, discovery, and growth.

- The Institute for Civic Discourse and Democracy, Kansas State University: The Institute pursues theories and practice in civic discourse that are identified to advance improvements in all campus and community interactions. The Institute supports public conversation to elevate specific qualities of civic discourse, including inclusiveness, equality, reciprocity, reflection, reason-giving, and shared decision-making. The Institute offers certificates and degrees through the university's communication studies department; and offers workshops, facilitator training, and research opportunities through the Kansas Civic Life Project.
- The James Madison Program in American Ideals and Institutions: The James Madison Program is a scholarly institute within the Department of Politics at Princeton University and is dedicated to exploring enduring questions of American constitutional law and Western political thought. The James Madison Program was founded in 2000 by Dr. Robert George, McCormick Professor of Jurisprudence at Princeton University, and follows the University of Chicago's principles on freedom of expression.

The James Madison Program promotes teaching and scholarship in constitutional law and political thought and provides a forum for free expression and robust civil dialogue and debate. The Program hosts visiting postdoctoral and undergraduate fellows and offers various activities, courses, summer programs, and other related activities promoting free expression.

## RECOMMENDATIONS

All 12 universities in the State University System have voiced a commitment to civil discourse and have provided numerous examples of programs and policies to establish, maintain, and support civil discourse throughout their living, learning, and working environment.

In recent years, there have been incidents of unacceptable behaviors and violations of codes of conduct and personnel policies relating to civil discourse by administrators, faculty, and students in the system. When such incidents occur, universities must respond to grievances with rapid response, thorough review, and adjudication according to their established policies. This process is most valuable when the conflict is resolved,

the impacted individuals are redressed, and all involved can learn and grow from the experience.

Moreover, programming restricting participation based on race or ethnicity, and in violation of existing university policies, has occurred with more frequency on Florida campuses. Although perhaps well-intentioned, often the effect of these programs is to further divide and disenfranchise, rather than promote understanding through civil discourse.

## The Board of Governors as Advocate

The Board of Governors, responsible for the management and operation of the State University System, is unequivocal in its support of civil discourse throughout its 12 campus communities. The Board believes that each campus community member has a unique and critical role in the adherence to civil discourse and the ongoing support of the establishment, maintenance, and evaluation of civil discourse initiatives.

The Board of Governors' "Statement of Free Expression" remains an integral part of the Board's three-pronged mission for state universities: to deliver a high-quality academic experience for students, to engage in meaningful and productive research, and to provide a valuable public service for the benefit of local communities, metropolitan regions, and the state.

- I. **The Board of Governors expects that the leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse by promoting, supporting, and regularly evaluating adherence to the principles set forth in the Board's Statement of Free Expression and cultivating a culture of civil discourse in all campus interactions, including academic, administrative, extracurricular, and social dealings.**

## University Planning

In its 2025 Strategic Plan, the Board of Governors sets forth its mission for the State University System and further states that the state universities will "*support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.*" The Board strongly believes that the state universities are well-positioned to provide the foundation for civil discourse learning, understanding, and growth for all campus community members.

Each university's Accountability Plan is an annual report of specific accountability measures and strategic plans.



- II. **The Board of Governors recommends that each university's Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community. The Board of Governors will include similar statements and principles in its Strategic Plan for the State University System.**

## **University Leadership**

State university boards of trustees have the powers and duties necessary for each university's operation, management, and accountability. University civil discourse policies, programs, and initiatives should be viewed as strategic priorities by each board of trustees. The Board of Governors also believes that university faculty senates and student governments have a vital role and should participate early and often in the development, implementation, evaluation, and support of civil discourse programs and initiatives.

- III. **The Board of Governors recommends that the leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse.**
- IV. **The Board of Governors recommends that each board of trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.**

## **The University President**

The university president has primary responsibility for establishing the campus culture and setting the day-to-day living, learning, and working environment for all university community members. The president directs and monitors these efforts and is ultimately accountable for the civil discourse climate in the campus community.

Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties, states that the annual evaluation for university presidents addresses "responsiveness to the Board of Governors' strategic goals and priorities."

- V. Beginning in the 2022 presidential evaluation and contract renewal cycle, as a part of a president's evaluation, the Chair of the Board of Governors will consult with the board of trustees chair to review the university's campus free speech climate, including adherence to the principles set forth in the Board's Statement of Free Expression, the occurrence and the resolution of any issues related to the university's compliance with substantiated violations of section 1004.097, Florida Statutes, and the implementation of best practices promoting civil discourse.

## **Academic, Student, and Administrative Affairs**

Board of Governors Regulation 1.001, University Boards of Trustees Powers & Duties, directs each board of trustees to adopt regulations or policies for a student code of conduct and establish a personnel program for all university employees. These policies are required to include standards for performance and conduct as well as disciplinary actions, complaints, appeals, and grievance procedures.

A university's personnel policies, orientation programs, and student code of conduct are critical to setting the tone for a climate of open-mindedness and tolerance for civil discourse. More specifically, all university campus areas, including classrooms, lecture halls, offices, and extracurricular, residential, and social locales, offer opportunities for learning, tolerance, and growth. Academic deans and directors, student affairs administrators, faculty, and students share responsibility for establishing and reinforcing tolerant, open-minded, and respectful discourse on a university campus.

- VI. The Board of Governors recommends that university academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse, and that they are in compliance with section 1004.097, Florida Statutes.

## **Best Practices for Civil Discourse**

- VII. The Board of Governors recommends implementing the following best practices based on its review of university programs and initiatives that effectively promote and support civil discourse.

- **Instill the importance of civil discourse, academic freedom, and free speech from day one**, utilizing student and employee orientation sessions, public assemblies, and official university documents and communications.
- **Schedule and host ongoing, campus-wide forums, dialogues, and debates** on various issues and perspectives to promote open discussion, understanding, and learning opportunities.
- **Foster intellectual diversity** by encouraging university leadership to: (1) promote viewpoint diversity and open-minded discussion and debate, and (2) highlight and enforce policies that prohibit programming that excludes participation based on race or ethnicity.
- **Avoid disinvitations** by developing clear, viewpoint-neutral policies and procedures governing the invitation and accommodation of campus speakers.
- **Provide targeted educational and professional development opportunities** for university administrative employees to reinforce free expression and open-minded debate norms.
- **Encourage faculty to establish and maintain a learning environment in their classrooms and offices that supports open dialogue and the free expression of all viewpoints and create processes to evaluate the strength of such environments.**

# **Appendix A**

## **State University System of Florida**

### **Statement of Free Expression**

**April 15, 2019**

The State University System of Florida and its twelve public postsecondary institutions adopt this Statement on Free Expression to support and encourage a full and open discourse and the robust exchange of ideas and perspectives on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state. The purpose of this statement is to affirm our dedication to these principles and to seek our campus communities' commitment to maintaining our campuses as places where the open exchange of knowledge and ideas furthers our mission.

A fundamental purpose of an institution of higher education is to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated. Through this process, often referred to as the marketplace of ideas, individuals are free to express any ideas and opinions they wish, even if others may disagree with them or find those ideas and opinions to be offensive or otherwise antithetical to their own worldview. The very process of debating divergent ideas and challenging others' opinions develops the intellectual skills necessary to respectfully argue through civil discourse. Development of such skills leads to personal and scholarly growth and is an essential component of each of our institutions' academic and research missions.

It is equally important not to stifle the dissemination of any ideas, even if other members of our community may find those ideas abhorrent. Individuals wishing to express ideas with which others may disagree must be free to do so without fear of being bullied, threatened, or silenced. This does not mean that such ideas should go unchallenged, as that is part of the learning process. And though we believe all members of our campus communities have a role to play in promoting civility and mutual respect in that type of discourse, we must not let concerns over civility or respect be used as a reason to silence expression. We should empower and enable one another to speak and listen, rather than interfere with or silence the open expression of ideas.

Each member of our campus communities must also recognize that institutions may restrict unlawful expression, such as true threats or defamation. Because universities and colleges are first and foremost places where people go to engage in scholarly endeavors, it is necessary to the efficient and effective operations of each institution for there to be reasonable limitations on the time, place, and manner in which these rights are exercised. Each institution has adopted regulations that align with Florida's Campus

Free Expression Act, section 1004.097, Florida Statutes, and the United States and Florida Constitutions and the legal opinions interpreting those provisions. These limitations are narrowly drawn and content-neutral and serve to ensure that all members of our campus communities have an equal ability to express their ideas and opinions while preserving campus order and security.



# STATE UNIVERSITY SYSTEM OF FLORIDA

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**Board of Governors**  
**State University System of Florida**

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# **CIVIL DISCOURSE PROMOTION AND IMPLEMENTATION AT UCF**

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A Deep Dive into UCF Policies and Procedures for Compliance  
with Principles of Civil Discourse and Florida Statutes s.1004.097

# **BOG Civil Discourse Final Report — January 2022**

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- **January 2021** — Civil Discourse project began
  - Governor Tim Cerio was tasked with leading the initiative
- **January 2022** — Board of Governors received and approved the Civil Discourse Initiative Final Report and Recommendations
  - The report contains seven recommendations. Recommendation V relates only to the Board of Governors. Recommendation VII is the most complex, as it consists of six best practices.

## **The Assignment — Deep Dive Guided by the Recommendations**

- **February 2022** — UCF BOT meeting discussion on BOG Civil Discourse Final Report and Recommendations
  - Chair Martins asked Trustee McAlpin, working with staff, to do a deep dive into UCF policies and procedures as they relate to the principles of free speech and civil discourse, and compliance with Florida Statutes s. 1004.097.

## **Accountability and Strategic Plans**

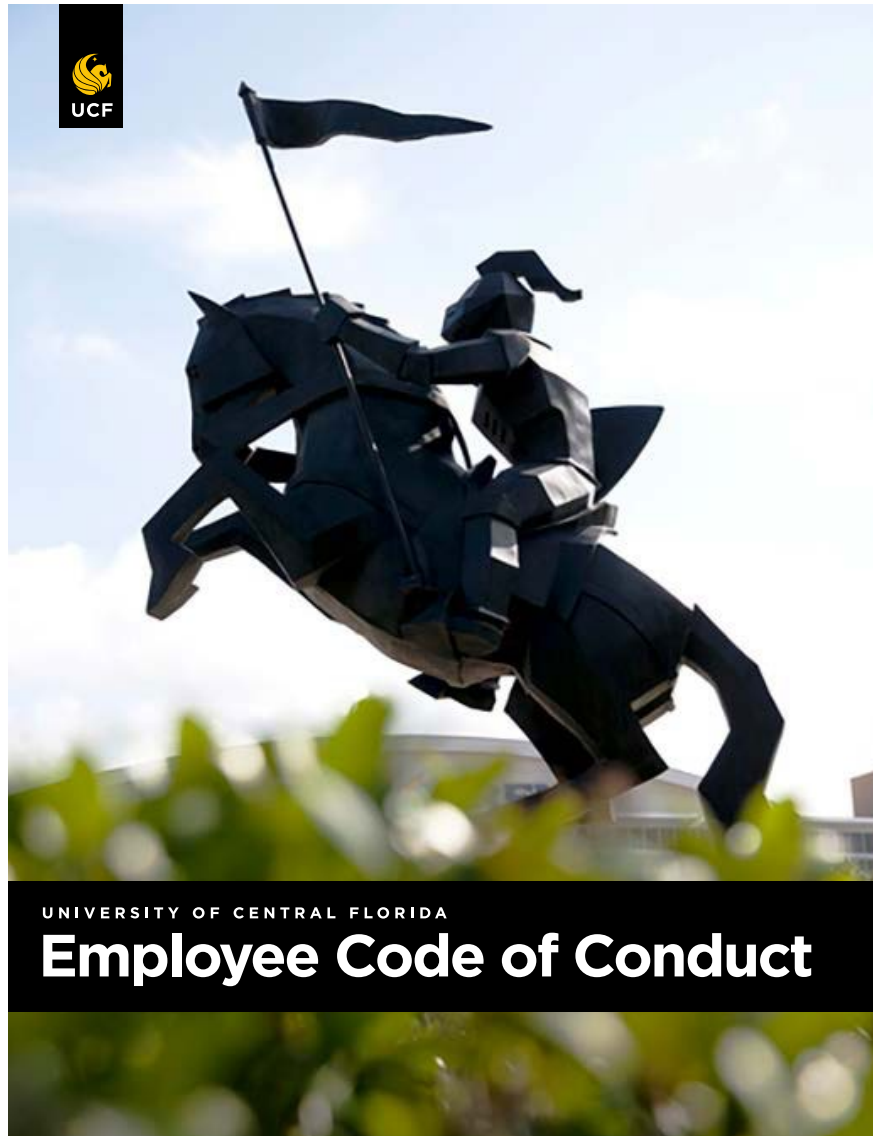
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- **“UCF will continue to reflect and celebrate the diversity that is our state’s and nation’s future with a focus on a culture of innovation, inclusion, and collaboration with a clear expectation for open-minded and tolerant civil discourse throughout the campus community – consistent with the Florida Board of Governors’ State University System of Florida Statement of Free Expression.” [Accountability Plan]**
- **“UCF is committed to fostering a culture of innovation, inclusion, public service, and collaboration and will be a model for civil discourse, consistent with the Florida Board of Governors’ Statement of Free Expression.” [Strategic Plan]**

## **New Employees — Orientation Changes**

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- **Employee Orientation sessions include discussion of civil discourse.**
- **Faculty Orientation —** Starting Fall 2023, the Ginsburg Center will provide civil discourse materials for inclusion in New Faculty Orientation.
- **Staff Orientation —** Employee orientation presentations will be modified this Fall 2022 to include a specific slide dedicated to civil discourse and to direct new employees to University materials on the topic.



## Employee Code of Conduct

- **Mandatory training** for new employees includes “Employee Code of Conduct /Speak Up” module; continuing employees do an annual refresher.
- As part of the Respect pillar, the Code states that UCF is committed to “engaging with each other, recognizing and valuing each life as exceptional, in agreement or disagreement, in a manner that appreciates our distinctive experience and perspective as an opportunity to learn and to professionally achieve our highest potential.”

# Employee Training and Development Resources

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- **Self-guided resources provided by HR** include “Workplace Civility Learning Resources” and “Difficult Conversations Learning Resources”.
- **Employee workshops** offered by HR include a four-part Respectful Dialogue Discussions Series and a Civility at Work workshop.
- **UCF’s Employee Code of Conduct** incorporates a commitment to engaging with each other in a manner that appreciates our distinctive experience and perspective.
- HR will develop additional **employee job aids and workshops** that demonstrate and provide examples to support civil discourse.



## Faculty in the Classroom

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- **The Karen L. Smith Faculty Center for Teaching and Learning at UCF (FCTL)** supports excellence in teaching and learning by providing resources and training to instructors. FCTL maintains an instructor-focused website on civil pedagogy — which addresses how to facilitate discussion of discipline-relevant controversial issues in class.
- **FCTL's monthly Teaching and Learning Day** will regularly incorporate civil pedagogy and civil discourse into the rotation of offerings. In Fall 2022, FCTL will offer a virtual teaching and learning session targeted at adjuncts and graduate students who are teaching.
- **FCTL's summer conference** has historically included topics related to civil discourse and free speech.

## Faculty Governance (Senate)

- In **Resolution 2017-2018-6**, the Faculty Senate endorsed a statement on free expression, based on the University of Chicago statement. Same statement used by BOG in developing the BOG Statement of Free Expression.
- In 2021 the Faculty Senate established an **ad hoc committee on civil discourse** charged with developing a plan for improving civil discourse through inviting speakers to campus or developing debates and discussions.

# Students

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- **UCF acknowledges student speech and expression rights in the University Regulations that address student conduct:**
  - **“The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida.”** [Regulations UCF-5.007(1)(a) and UCF-5.011(1)(a)] **This right is recognized “when students come together as a group.”** [Regulation UCF-5.011(1)(a)] **Student and student organization rules of conduct will not be used to impose discipline for the lawful expression of ideas.** [Regulations UCF-5.008 and -5.012]
  - **“The basic freedoms of students to hear, write, distribute, and act upon a variety of thoughts and beliefs are guaranteed. Freedom of expression carries with it the responsibility for seeing that the essential order of the University is preserved.”** [Regulation UCF-5.006(1)(c)]

## Community Education

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- **July 1, 2022** — UCF opened the Ginsburg Center for Inclusion and Community Engagement
- **September 15, 2022** — the Ginsburg Center re-launched Deliberative Dialogues: A Civil Discourse Dialogue Series with a dialogue entitled “A House Divided”
- Building on the commitments of the UCF Strategic Plan and the various programs already in place, UCF will plan and host open-access programming to foster intellectual diversity

# Community Programming — Ginsburg Center

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- In collaboration with other campus units, UCF's Ginsburg Center will:
  - (a) develop by Spring 2023 a **Student Leader Training on Inclusive Communication and Civil Discourse**;;
  - (b) offer by Spring 2023 “**Let’s Talk: Engaging Difference and Promoting Civil Discourse**”, an interactive workshop designed to promote civil discourse in teaching, learning, and working environments;
  - (c) continue “**Deliberate Dialogues: A Civil Discourse Dialogue Series**” for faculty, staff, students, and community partners by offering dialogues approximately twice per semester;
  - (d) provide sponsorship to the 2022-2023 **UCF Ethics Bowl** Team for participation in intercollegiate civil discourse competitions; and
  - (e) develop and teach a Spring 2023 **course on civil discourse** in collaboration with UCF's LEAD Scholars Academy.

## **Compliance with Fla. Stat. 1004.097**

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- **Campus Free Expression Act — UCF supports expressive activities on university grounds and does not shield the community from expressive activities.**
- **UCF is viewpoint-neutral as to campus activities, visitors, and events:**
  - Regulation UCF-4.029(5) — “The University shall not discriminate on the basis of the viewpoint expressed by any person or organization making authorized use of University facilities.” See also Regulation UCF-4.0293(4).
  - UCF Police Department General Order-4351 commits the police to engage “without regard the content of the opinions being expressed or by the race, gender, sexual orientation, physical disability, appearance, religion, or political affiliation of anyone lawfully exercising their First Amendment rights.”

# Questions and Discussion



Board of Trustees  
October 20, 2022

## **BOT-1: Review and Endorse Board of Governors Statement of Free Expression**

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☐ Information

☐ Discussion

☒ Action

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

### **Purpose and Issues to be Considered:**

Review and endorse the Florida Board of Governors' Statement of Free Expression and commit to the principles of civil discourse.

### **Background Information:**

To promote civil discourse in the State University System, the Board of Governors and the presidents of Florida's twelve public universities, adopted a "Statement of Free Expression" in 2019. The Board's statement directly aligns with the well-established "Chicago Principles" that originated at the University of Chicago in 2014 articulating an overarching commitment to free, robust, and uninhibited debate. The Board's Statement of Free Expression was endorsed by the twelve state universities as a vehicle to establish, maintain, and support a full and open discourse and the robust exchange of ideas and perspectives on all university campuses. The statement reinforces that a critical purpose of a higher education institution is "to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated."

Board of Governors Chair Syd Kitson established the Board's Civil Discourse Initiative during his January 2021 "State of the System" address. He stated that the university setting could provide a foundation for understanding, learning, and growth in this area. Chair Kitson tasked Governor Tim Cerio to lead the initiative through the Strategic Planning Committee. Governor Cerio reported to the Board of Governors at the January 2022 meeting, at which time the Board of Governors approved the Civil Discourse Initiative Report and Recommendations. Following that, the Board of Governors instructed each university to submit (1) an interim plan by July 15, 2022, to explain how the university would achieve or work towards the recommendations and (2) an update by October 3, 2022, approved by the university board of trustees, to explain those steps to be or already taken to implement the recommendations at the university. These recommendations were submitted to the Board of Governors by the October 3, 2022, deadline as "pending board approval" due to the closure of the university for Hurricane Ian.

Recommendation 3 from the Final Report states: "The Board of Governors recommends that the leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse."

To complete one part of Recommendation 3, this action item requests the Board to review and endorse the Board of Governors' Statement of Free Expression and offer the UCF Board's commitment to the principles of civil discourse.

**Recommended Action:**

Endorse the Board of Governors' Statement of Free Expression and commit the UCF Board of Trustees to the principles of civil discourse.

**Alternatives to Decision:**

Decline to approve the statement and submit an alternate statement committing UCF to the principles of civil discourse.

**Fiscal Impact and Source of Funding:**

None anticipated.

**Authority for Board of Trustees Action:**

Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties  
Board of Governors Civil Discourse Final Report

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

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

**Submitted by:**

Youndy C. Cook, *Vice President and General Counsel*

**Supporting Documentation:**

Attachment A: Board of Governors Statement of Free Expression

**Facilitators/Presenters:**

Youndy C. Cook

## **Appendix A**

### **State University System of Florida**

### **Statement of Free Expression**

**April 15, 2019**

The State University System of Florida and its twelve public postsecondary institutions adopt this Statement on Free Expression to support and encourage a full and open discourse and the robust exchange of ideas and perspectives on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state. The purpose of this statement is to affirm our dedication to these principles and to seek our campus communities' commitment to maintaining our campuses as places where the open exchange of knowledge and ideas furthers our mission.

A fundamental purpose of an institution of higher education is to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated. Through this process, often referred to as the marketplace of ideas, individuals are free to express any ideas and opinions they wish, even if others may disagree with them or find those ideas and opinions to be offensive or otherwise antithetical to their own worldview. The very process of debating divergent ideas and challenging others' opinions develops the intellectual skills necessary to respectfully argue through civil discourse. Development of such skills leads to personal and scholarly growth and is an essential component of each of our institutions' academic and research missions.

It is equally important not to stifle the dissemination of any ideas, even if other members of our community may find those ideas abhorrent. Individuals wishing to express ideas with which others may disagree must be free to do so without fear of being bullied, threatened, or silenced. This does not mean that such ideas should go unchallenged, as that is part of the learning process. And though we believe all members of our campus communities have a role to play in promoting civility and mutual respect in that type of discourse, we must not let concerns over civility or respect be used as a reason to silence expression. We should empower and enable one another to speak and listen, rather than interfere with or silence the open expression of ideas.

Each member of our campus communities must also recognize that institutions may restrict unlawful expression, such as true threats or defamation. Because universities and colleges are first and foremost places where people go to engage in scholarly endeavors, it is necessary to the efficient and effective operations of each institution for there to be reasonable limitations on the time, place, and manner in which these rights are exercised. Each institution has adopted regulations that align with Florida's Campus

Free Expression Act, section 1004.097, Florida Statutes, and the United States and Florida Constitutions and the legal opinions interpreting those provisions. These limitations are narrowly drawn and content-neutral and serve to ensure that all members of our campus communities have an equal ability to express their ideas and opinions while preserving campus order and security.

Board of Trustees  
October 20, 2022

### **BOT-2: Approve UCF October Update on Implementation of the Board of Governors' Civil Discourse Recommendations**

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☐ Information

☐ Discussion

☒ Action

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

#### **Purpose and Issues to be Considered:**

Approve the UCF October Update on Implementation of the Florida Board of Governors' Civil Discourse Recommendations.

#### **Background Information:**

To promote civil discourse in the State University System, the Board of Governors, the presidents of Florida's twelve public universities, adopted the State University System Statement of Free Expression (Statement) in April 2019. The Statement directly aligns with the well-established "Chicago Principles" that originated at the University of Chicago in 2014 to articulate the university's overarching commitment to free, robust, and uninhibited debate. Each of the twelve universities endorsed the Statement as a vehicle to establish, maintain, and support a full and open discourse and the robust exchange of ideas and perspectives on all university campuses. The Statement reinforces that a critical purpose of a higher education institution is "to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated."

Board of Governors Chair Syd Kitson established the Board's Civil Discourse Initiative during his January 2021 "State of the System" address. He stated that the university setting could provide a foundation for understanding, learning, and growth in this area. Chair Kitson tasked Governor Tim Cerio to lead the initiative through the Strategic Planning Committee. Governor Cerio reported to the Board of Governors at the January 2022 meeting, at which time the Board of Governors approved the Civil Discourse Initiative Final Report and Recommendations. Following that, the Board of Governors instructed each university to submit (1) an interim plan by July 15, 2022, to explain how the university would achieve or work towards the recommendations and (2) an October update, due by October 3, 2022, approved by the university board of trustees, to explain those steps to be or already taken to implement the recommendations at the university. These recommendations were submitted to the Board of Governors by the October 3, 2022, deadline as "pending board approval" due to the closure of the university for Hurricane Ian.

The Civil Discourse Final Report contains seven recommendations from the Board of Governors to support civil discourse on all twelve state university campuses. Most of the recommendations are directed towards university boards and leadership, while the fifth recommendation is directed to the Board of Governors only. The seventh recommendation is the most detailed, as it involves implementing six identified best practices.

Each university is required to use a spreadsheet template provided by the Board of Governors for submission of the university's October update on implementation of the civil discourse recommendations. This update reflects where UCF is right now in a continuous process of renewing and revitalizing our ongoing commitment to civil discourse and free expression at UCF. The UCF October Update on Implementation of the Board of Governors' Civil Discourse Recommendations is

attached for review and approval [Attachment A]. Additionally, a more detailed narrative to supplement the update is attached for further information [Attachment B]. Highlights of the update include:

- As to **Recommendation 1**, UCF has already taken a number of steps to operationalize the Board's commitment to open-minded and tolerant civil discourse, including: the July 1, 2022, opening of the Ginsburg Center for Inclusion and Community Engagement, thanks to a generous gift from the Ginsburg Family Foundation; the September 15, 2022, launch, in conjunction with Constitution Day, of the Deliberative Dialogues: A Civil Discourse Dialogue Series; employee job aids prepared by Human Resources to help employees at all levels learn about Workplace Civility and Difficult Conversations; updated materials in student, faculty, and staff orientations to ground new members of the UCF community in our commitment to free expression and open, civil discourse. Additionally, UCF has plans to do more: more programming from the Ginsburg Center; sponsor the UCF Ethics Bowl Team for intercollegiate civil discourse competitions; offer a course on civil discourse with the UCF LEAD Scholars Academy.
- As to **Recommendation 2**, UCF has specifically endorsed the Statement as part of both its Accountability Plan and Strategic Plan.
- As to **Recommendation 3**, the Board is scheduled to act on BOT-1 to endorse the Statement of Free Expression. Leadership of the Faculty Senate and the Student Government Association have developed plans suitable to their organizations to endorse the Statement during the current academic year.
- **Recommendation 4** states: "The Board of Governors recommends that each board of trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes." The Board is scheduled to hear (DISC-1) from Trustee Caryl McAlpin regarding the detailed review she led pursuant to the charge given by Chair Martins and President Cartwright. This detailed review by the Board confirmed that UCF's student orientation programs, student codes of conduct, and employee policies and procedures are consistent with the Statement, the principles of free expression and civil discourse, and Florida Statutes, Section 1004.097.
- **Recommendation 6** states: "The Board of Governors recommends that university academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse, and that they are in compliance with section 1004.097, Florida Statutes." As to Recommendation 6, the same detailed review led by Trustee McAlpin (DISC-1) serves as the detailed review by academic, student affairs, and administrative leadership. This detailed review by academic, student affairs, and administration leadership confirmed that UCF's student orientation programs, student codes of conduct, and employee policies and procedures are consistent with the Statement, the principles of free expression and civil discourse, and Florida Statutes, Section 1004.097.
- As to **Recommendation 7**, which consists of 6 best practices, UCF can point to significant completion on each. Select highlights include: a student-focused website called "Use Your Voice" which provides information to students about free speech and Florida Statutes, Section 1004.097 (also known as the Campus Free Expression Act); updated student, faculty, and staff

orientations that took effect this summer; the Deliberative Dialogue series mentioned above; the work of the Campus Events Response Team; Human Resources self-training materials related to Workplace Civility and Difficult Conversations; and a faculty-focused website to help faculty with civil pedagogy and inclusive instruction. Yet, as with any strategic priority, UCF's work towards civil discourse and free expression across campus is ongoing: the Use Your Voice website will be more informative in future iterations; the Deliberative Dialogue series will continue; the Karen L. Smith Faculty Center for Teaching and Learning will offer relevant material at upcoming faculty conferences; Human Resources will continue to develop employee resources and offer training on topics that reinforce civil discourse and openminded debate norms; employee orientation presentations dedicate time and space to civil discourse; and UCF will incorporate these principles into regular policy review processes to ensure UCF's regulations, policies, and procedures remain compliant.

**Recommended Action:**

Approve the UCF October Update on Implementation of the Board of Governors' Civil Discourse Recommendations.

**Alternatives to Decision:**

Amend the proposed October Update for approval. UCF submitted the proposed recommendations to the Board of Governors by October 3, 2022 as "pending board approval" due to the hurricane closure.

**Fiscal Impact and Source of Funding:**

None anticipated.

**Authority for Board of Trustees Action:**

Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties  
Board of Governors Civil Discourse Final Report and Recommendations

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

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

**Submitted by:**

Youndy C. Cook, *Vice President and General Counsel*

**Supporting Documentation:**

Attachment A: UCF October Update on Implementation of the Board of Governors' Civil Discourse Recommendations.

Attachment B: Narrative Supplement to UCF Update on Implementation of the Board of Governors' Civil Discourse Recommendations

Attachment C: Presentation on UCF Civil Discourse Status Report and BOG Update

**Facilitators/Presenters:**

Caryl McAlpin, *Trustee*

Maureen Binder, *Associate Vice President for Human Resources and Chief HR Officer*

Youndy C. Cook

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

Dr. Andrea Guzman, *Vice President for Diversity, Equity and Inclusion*





# Board of Trustees

## Agenda Memo

Dr. Jana Jasinski, *Vice Provost for Faculty Excellence*

## The Board of Governors as Advocate — Recommendation I

*The Board of Governors expects that the leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse by promoting, supporting, and regularly evaluating adherence to the principles set forth in the Board's Statement of Free Expression and cultivating a culture of civil discourse in all campus interactions, including academic, administrative, extracurricular, and social dealings.*

Describe the operationalization of the Board's commitment to the Statement of Free Expression and cultivation of a culture of civil discourse under the appropriate category (in progress or implemented). If "in progress," please add the anticipated implementation date.

	In Progress	Implemented
Operationalization of the Board's commitment to the Statement of Free Expression and cultivating a culture of civil discourse	<p>a. Spring 2023 — Student Leader Training on Inclusive Communication and Civil Discourse</p> <p>b. Spring 2023 — Interactive workshop for entire campus community entitled "Let's Talk: Engaging Difference and Promoting Civil Discourse"</p> <p>c. Ongoing — Deliberative Dialogues Series will continue</p> <p>d. Spring 2023 — Course on civil discourse through UCF's LEAD Scholars Academy</p> <p>e. Ongoing — Faculty Center for Teaching and Learning will incorporate civil pedagogy and civil discourse into monthly Teaching and Learning Day programming, including a Fall 2022 learning session aimed at adjuncts and graduate students who are teaching</p> <p>f. Fall 2022 — Update employee orientation to include materials on civil discourse and freedom of expression</p>	<p>a. Ginsburg Center for Inclusion and Community Engagement opened July 1, 2022 — to promote critical thinking; innovation in teaching and learning; and an awareness and appreciation of varied viewpoints and lived experiences.</p> <p>b. Deliberative Dialogues: A Civil Discourse Dialogue Series.</p> <p>c. Mandatory training for new employees on UCF's Employee Code of Conduct.</p> <p>d. HR resources for employees addressing workplace civility and handling difficult conversations. Workshops on respectful dialogue and civility at work.</p> <p>e. Student and Employee Orientation sessions include reference to and material about civil discourse.</p> <p>f. Instructor-focused website with resources for engaging in civil pedagogy (available at <a href="https://fctl.ucf.edu/teaching-resources/classroom-management/civil-pedagogy/">https://fctl.ucf.edu/teaching-resources/classroom-management/civil-pedagogy/</a>).</p>
	<p><b>If "in progress," anticipated implementation date:</b></p> <p>a. Spring 2023</p> <p>b. Spring 2023</p> <p>c. Ongoing</p> <p>d. Spring 2023</p> <p>e. Ongoing</p> <p>f. Fall 2022</p>	

## University Planning — Recommendation II

*The Board of Governors recommends that each university's Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community. The Board of Governors will include similar statements and principles in its Strategic Plan for the State University System.*

Use the drop-down arrows in columns A and B to indicate if the university's Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community. If "in progress," please add the anticipated completion date.

### Accountability Plan

Completed

If "in progress," anticipated completion date:

### Strategic Plan

Completed

If "in progress," anticipated completion date:

## University Leadership — Recommendation III

*The Board of Governors recommends that the leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse. NOTE: The first review should be completed during the 2022-2023 academic year.*

Use the drop-down arrows in columns B, C, and D to indicate if the university board of trustees, faculty senate, and student government are in progress or have completed the review and endorsement of the Board's Statement of Free Expression and committed to the principles of civil discourse. If "in progress," please add the anticipated completion date.

### University Board of Trustees

Completed

If "in progress," anticipated completion date:

### Faculty Senate

In Progress

If "in progress," anticipated completion date:  
Spring 2023

### Student Government

In Progress

If "in progress," anticipated completion date:  
Spring 2023

Review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse

## University Leadership — Recommendation IV

The Board of Governors recommends that each **board of trustees** conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

Use the drop-down arrows in columns B, C, and D to indicate if the reviews of student orientation programming, student codes of conduct, and employee personnel policies and procedures for consistency with the Board's Statement of Free Expression, principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes are in progress or have been completed. If "in progress," please add the anticipated completion date.

	Board's Statement of Free Expression	Principles of Free Speech & Civil Discourse	Section 1004.097, Florida Statutes
Student orientation programming	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Student codes of conduct	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Employee personnel policies and procedures	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:

## Academic, Student, and Administrative Affairs — Recommendation VI

The Board of Governors recommends that **university academic, student affairs, and administrative leaders** review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse, and that they are in compliance with section 1004.097, Florida Statutes.

Use the drop-down arrows in columns B, C, and D to indicate if the reviews of student orientation programming, student codes of conduct, and employee personnel policies and procedures for support for the Board's Statement of Free Expression, principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes are in progress or have been completed. If "in progress," please add the anticipated completion date.

Review by Academic Affair Leaders	Board's Statement of Free Expression	Principles of Free Speech & Civil Discourse	section 1004.097, Florida Statutes
Student orientation programming	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Student codes of conduct	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Employee personnel policies and procedures	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Review by Student Affair Leaders	Board's Statement of Free Expression	Principles of Free Speech & Civil Discourse	section 1004.097, Florida Statutes
Student orientation programming	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Student codes of conduct	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Employee personnel policies and procedures	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Review by Administrative Leaders	Board's Statement of Free Expression	Principles of Free Speech & Civil Discourse	section 1004.097, Florida Statutes
Student orientation programming	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Student codes of conduct	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:
Employee personnel policies and procedures	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:	Completed If "in progress," anticipated completion date:

## Best Practices for Civil Discourse — Recommendation VII (1 of 3)

*The Board of Governors recommends implementing the following best practices based on its review of university programs and initiatives that effectively promote and support civil discourse.*

Describe the best practices the university has implemented or is in the process of implementing. If "in progress," please add the anticipated implementation date.

	In Progress	Implemented
<b>1. Instill the importance of civil discourse, academic freedom, and free speech from day one, utilizing student and employee orientation sessions, public assemblies, and official university documents and communications.</b>	<p>a. Spring 2023 — Update "Use Your Voice" website to include more targeted information related to civil discourse and provide a prominent link to the BOG Statement of Free Expression.</p> <p>b. Fall 2023 — New Faculty Orientation will include Ginsburg Center for Inclusion and Community Engagement materials on civil discourse topics.</p> <p>c. Fall 2022 — Staff Orientation presentations will be modified this Fall 2022 to include a specific slide dedicated to civil discourse and will direct new employees to university materials on the topic.</p> <p>d. Ongoing — Continue the Deliberate Dialogue Series.</p>	<p>a. See also responses to recommendations 4 and 6</p> <p>b. Use Your Voice website — A student-focused website to provide information to students about, among other things, free speech and the Campus Free Expression Act — at <a href="https://osi.ucf.edu/agencies/use-your-voice/">https://osi.ucf.edu/agencies/use-your-voice/</a>.</p> <p>c. August 2022 — New Faculty Orientation included information on civil pedagogy, including a handout prepared by the Faculty Center for Teaching and Learning.</p> <p>c. Summer 2022 — Student Orientation Programming. Virtual pre-orientation and in-person orientation were updated to incorporate civil discourse. See Recommendation 6 for more detailed information.</p> <p>d. September 2022 — Launch of Deliberate Dialogues Series. See Recommendation 1 for more detailed information.</p>
	<p><b>If "in progress," anticipated implementation date:</b></p> <p>a. Spring 2023</p> <p>b. Fall 2023</p> <p>c. Fall 2022</p> <p>d. Ongoing</p>	

## Best Practices for Civil Discourse — Recommendation VII (2 of 3)

### 2. Schedule and host ongoing, campus-wide forums, dialogues, and debates on various issues and perspectives to promote open discussion, understanding, and learning opportunities.

- a. Ongoing — Deliberative Dialogues Series will continue.
  - b. Spring 2023 — Interactive workshop for entire campus community entitled "Let's Talk: Engaging Difference and Promoting Civil Discourse."
  - c. Ongoing — Faculty Center for Teaching and Learning will incorporate civil pedagogy and civil discourse into monthly Teaching and Learning Day programming.
  - d. Ongoing — Ginsburg Center for Inclusion and Community Engagement will serve as a primary driver for additional programming and coordination of ongoing, campus-wide forums, dialogues, and debates on various issues and perspectives to promote open discussion, understanding, and learning opportunities.
- If "in progress," anticipated implementation date:**
- a. Ongoing
  - b. Spring 2023
  - c. Ongoing
  - d. Ongoing
- a. September 2022 — Launch of Deliberate Dialogues Series — first dialogue entitled "A House Divided".
  - b. Ongoing — The UCF Center for Ethics hosts the Be Better Club, an informal biweekly discussion group of students, faculty, and staff interested in contemporary ethical issues and their implications on our lives and communities.
  - c. Fall 2021 — The UCF Center for Ethics launched university-wide interdisciplinary speaker series called "Ethically Speaking" (<https://ethicscenter.research.ucf.edu/speakerseries/>) to cultivate thinking about contemporary moral issues.

### 3. Foster intellectual diversity by encouraging university leadership to: (1) promote viewpoint diversity and open-minded discussion and debate, and (2) highlight and enforce policies that prohibit programming that excludes participation based on race or ethnicity.

- a. Spring 2023 — Update Use Your Voice Website to include more targeted information related to civil discourse and provide a prominent link to the BOG Statement of Free Expression.
  - b. Ongoing — Maintain Faculty Center for Teaching and Learning-hosted instructor-focused website on civil pedagogy.
- If "in progress," anticipated implementation date:**
- a. Spring 2023
  - b. Ongoing
- a. September 23, 2021 — University leaders gave a presentation to the UCF Board of Trustees addressing inclusive excellence at UCF, focusing on how the university ensures freedom of expression and encourages civil discourse.
  - b. May 26, 2022 — The UCF Board of Trustees adopted the university's 2022-2027 Strategic Plan — "Unleashing Potential: Becoming the University for the Future." The plan includes principles of civil discourse and an endorsement of the Board's Statement of Free Expression as part of the university's focus on community and culture: "UCF is committed to fostering a culture of innovation, inclusion, public service, and collaboration and will be a model for civil discourse, consistent with the Florida Board of Governors' Statement of Free Expression."



## Best Practices for Civil Discourse — Recommendation VII (3 of 3)

### 4. Avoid disinvitations by developing clear, viewpoint-neutral policies and procedures governing the invitation and accommodation of campus speakers.

a. Spring 2023 — UCF's regulations and policies related to the use of campus grounds and facilities are part of UCF's regular policy review process, and the university commits to ongoing compliance with constitutional requirements on speech, including viewpoint neutrality.

a. The university has hosted many speakers with a wide variety of viewpoints. University regulations and policies related to the use of campus grounds and facilities provide clear, viewpoint-neutral procedures related to the invitation and accommodation of campus speakers. See University Regulation UCF-4.029(5).

b. UCF's Campus Events Response Team consists of campus administrators who discuss upcoming events and work to make sure the event occurs without disruption, that counter-programming or protests can also take place in a non-disruptive and undisrupted fashion, and that any safety concerns can be addressed at the earliest possible opportunity.

#### If "in progress," anticipated implementation date:

a. Spring 2023

### 5. Provide targeted educational and professional development opportunities for university administrative employees to reinforce free expression and open-minded debate norms.

a. Spring 2023 — Interactive workshop for entire campus community entitled "Let's Talk: Engaging Difference and Promoting Civil Discourse."

a. September 2022 — Launch of Deliberate Dialogues Series — first dialogue entitled "A House Divided".

b. Fall 2022 — Update employee orientation to include materials on civil discourse and freedom of expression.

b. Human Resources training materials for employees includes two self-student job aids on civil discourse: "Workplace Civility Learning Resources" and "Difficult Conversations Learning Resources".

c. Ongoing — UCF will assess all educational and professional development opportunities to ensure alignment with current mission and values, which include a commitment to civil discourse, consistent with the Statement.

c. Dating back to Fall 2009, UCF has offered educational and professional development opportunities for employees on topics that reinforce free expression and openminded debate norms.

#### If "in progress," anticipated implementation date:

a. Spring 2023

b. Fall 2022

c. Ongoing

### 6. Encourage faculty to establish and maintain a learning environment in their classrooms and offices that supports open dialogue and the free expression of all viewpoints and create processes to evaluate the strength of such environments.

a. Summer 2023, Ongoing — Faculty Center for Teaching and Learning summer conferences for faculty will include civil discourse, civil pedagogy, and inclusive instruction.

a. Instructor-focused website with resources for engaging in civil pedagogy (available at <https://fctl.ucf.edu/teaching-resources/classroom-management/civil-pedagogy/>).

b. Ongoing — Faculty Center for Teaching and Learning will incorporate civil pedagogy and civil discourse into monthly Teaching and Learning Day programming, including a Fall 2022 learning session aimed at adjuncts and graduate students who are teaching.

b. Faculty Center for Teaching and Learning May 2022 summer conference included a session focused on tools and activities faculty can use to create a climate in which encounters between students with different opinions and experiences can occur in the spirit of dialogue and mutual respect.

c. November 2022 — Faculty Center for Teaching and Learning November issue of the Faculty Focus will include articles on civil pedagogy.

c. Dating back to 1998, UCF has offered resources and training to faculty on how to facilitate open and civil classroom dialogue and discussion, through the Faculty Center for Teaching and Learning and other offices.

#### If "in progress," anticipated implementation date:

a. Summer 2023

b. Ongoing

c. November 2022

## Attachment B

### **Narrative Supplement to UCF Update on Implementation of the Board of Governors' Civil Discourse Recommendations**

As the culmination of the Board of Governors' Civil Discourse Initiative, each university board of trustees has been instructed to submit an update to the BOG, using a BOG-provided spreadsheet. This update is to provide a report on the university's status in implementing the Recommendations of the Board of Governors' January 2022 Civil Discourse Final Report.

To provide additional context and information that the spreadsheet format does not support, the narrative supplement that follows lays out each Civil Discourse Recommendation, along with information about how UCF has "Completed" or is "In Progress" with the elements of that Recommendation. This information is provided to support the Board in their review and proposed approval of the UCF Update spreadsheet for submission to the BOG.

#### **Background Information**

In his January 2021 "State of the System" address then-Chair Syd Kitson established the BOG's Civil Discourse Initiative. Chair Kitson stated that the university setting could provide a foundation for understanding, learning, and growth in this area, and he tasked Governor Tim Cerio to lead the initiative through the Strategic Planning Committee. Governor Cerio reported to the BOG at the January 2022 meeting, at which time the BOG approved the Civil Discourse Initiative Final Report and Recommendations. The BOG subsequently instructed each university to submit (1) an interim plan by July 15, 2022, to explain how the university would achieve or work towards the recommendations and (2) an update, due by October 3, 2022, approved by the university board of trustees, to explain those steps to be or already taken to implement the recommendations at the university.

The BOG Civil Discourse Final Report contains seven recommendations to support civil discourse on the university campuses. Most of the recommendations are directed towards university boards and leadership, while the fifth recommendation is directed to the BOG. The seventh recommendation involves implementing six identified best practices. There is some overlap in the recommendations, resulting in some overlap in the university's reporting.

UCF's spreadsheet is presented along with this supplemental narrative. The spreadsheet and narrative reflect a point-in-time view of the programming and operations of the university. UCF's commitment to civil discourse and freedom of expression is an ongoing effort. So, while this report tells us where UCF is today in unleashing the potential of civil discourse and free expression at UCF, the months and years to come will show how UCF fully fosters a climate of free expression and civil discourse.

***Recommendation 1: Leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse by promoting, supporting, and regularly evaluating adherence to the principles set forth in the Board's Statement of Free Expression and cultivating a culture of civil discourse in all campus interactions, including academic, administrative, extracurricular, and social dealings.***

**Completed:**

1. July 1, 2022 – UCF opened the Ginsburg Center for Inclusion and Community Engagement thanks to a generous gift from the Ginsburg Family Foundation. The Ginsburg Center will drive transformational change and develop compassionate leaders and responsible global citizens. The Ginsburg Center aims to promote critical thinking; innovation in teaching and learning; and an awareness and appreciation of varied viewpoints and lived experiences.

The Center will conduct its work through two offices (1) the Office of Diversity Education and Training, which will provide workshops, symposiums, and certificate programs to the UCF Community and beyond; and (2) the Office of Civil Discourse and Community Engagement, which will offer educational programs to increase awareness, enhance knowledge and understanding, and offer alternative or varied solutions to important social problems.

2. The Ginsburg Center re-launched Deliberative Dialogues: A Civil Discourse Dialogue Series on September 15, 2022, in conjunction with Constitution Day. The first dialogue in the new series was “A House Divided,” a deliberative dialogue for students about political systems and an opportunity to reflect on how community members can come together to make progress on urgent problems while recognizing differences.

3. As part of new employee onboarding, UCF requires all new employees (faculty and staff) to take several online trainings, including “Employee Code of Conduct /Speak Up” offered by University Compliance Ethics and Risk office; further, all employees must complete an online annual refresher on the Employee Code of Conduct. The purpose of the UCF “Employee Code of Conduct” training is to go through the employee code of conduct, provide an overview of university policies on reporting misconduct, and assist employees in understanding their responsibility to report concerns. As part of the Respect pillar, the Employee Code of Conduct states that UCF is committed to “engaging with each other, recognizing and valuing each life as exceptional, in agreement or disagreement, in a manner that appreciates our distinctive experience and perspective as an opportunity to learn and to professionally achieve our highest potential.”

4. HR regularly compiles professional development resources for employee self-study, including “Workplace Civility Learning Resources” and “Difficult Conversations Learning Resources”. HR offers relevant Learning and Organizational Effectiveness Workshops, including: a four-part Respectful Dialogue Discussions Series (open to all employees) and a Civility at Work workshop (open to non-supervisory employees).

5. Student and Employee Orientation sessions include reference to and material about civil discourse. This is discussed in more detail in Recommendation 6, below.

6. The Karen L. Smith Faculty Center for Teaching and Learning at UCF (FCTL) supports excellence in teaching and learning across the university by providing resources and training in various teaching techniques. The FCTL maintains an instructor-focused website with resources for engaging in civil pedagogy (available at <https://fctl.ucf.edu/teaching-resources/classroom-management/civil-pedagogy/>).

## 7. Student Orientation Programming

- a. Virtual Orientation. UCF's Summer 2022 virtual pre-orientation for students was revised to include a page in the Community Building section entitled "Civil Discourse at UCF." This page incorporates language that was adapted from the Board's Statement of Free Expression. In this virtual forum, students are required to confirm they have read the section on civil discourse before proceeding to the next module. The virtual pre-orientation is mandatory for all new students (FTIC and Transfer), and every student has access to and is required to progress through this page prior to attending Orientation in person.
- b. In-Person Orientation. UCF's in-person student orientation was restructured to include community building activities throughout the entire FTIC Orientation. The activities are moderated through small group facilitated conversations, known as "Knight Talks." As it relates to Civil Discourse, Orientation Leaders lead a Knight Talk highlighting the types of differences in upbringing, beliefs, and values that students may encounter amongst their fellow students. The Orientation Leaders also facilitate a brief conversation about ensuring that everyone understands that the core foundational purpose of higher education is to expose individuals to an environment where opposing beliefs can be "rigorously discussed and critically evaluated."

## 8. Employee Orientation Programming

- a. Faculty Orientation – Beginning with orientations conducted in August 2022, New Faculty Orientation included information on civil pedagogy, including a handout prepared by the Faculty Center for Teaching and Learning. New faculty were directed to resources available from the Faculty Center, including a faculty-focused website on civil pedagogy.

## In Progress:

### 1. Employee Orientation Programming

- a. Faculty Orientation - Starting Fall 2023, the Ginsburg Center will provide targeted materials for inclusion in New Faculty Orientation.
- b. Staff Orientation - Employee orientation presentations will be modified this Fall 2022 to include a specific slide dedicated to civil discourse; also, orientation will include a short discussion of the topic and direct new employees to University materials on the topic.

2. In collaboration with other campus units, UCF's Ginsburg Center will (a) develop by Spring 2023 a Student Leader Training on Inclusive Communication and Civil Discourse, a course designed for student leaders such as orientation leaders, Resident Advisors, Student Government leaders, and student group leaders; (b) offer by Spring 2023 "Let's Talk: Engaging Difference and Promoting Civil Discourse", an interactive workshop designed to promote civil discourse in teaching, learning, and working environments; (c) continue the "Deliberate Dialogues: A Civil Discourse Dialogue Series" for faculty, staff, students, and community partners by offering dialogues approximately twice per semester; (d) provide sponsorship to the 2022-2023 UCF Ethics Bowl Team for participation in intercollegiate civil discourse competitions; and (e) develop and teach a Spring 2023 course on civil discourse in collaboration with UCF's LEAD Scholars Academy.

3. In addition to maintaining a page on civil pedagogy, as mentioned above, FCTL coordinates a monthly Teaching and Learning Day program and will regularly incorporate civil pedagogy and civil discourse into the rotation of offerings. Teaching and learning days are mini conferences, held once per month in fall and spring terms, and provide up to six workshops spread across time blocks so that faculty can learn new strategies and technologies of interest to them. In Fall 2022, FCTL will offer a virtual teaching and learning session targeted at adjuncts and graduate students who are teaching. The November issue of the Faculty Focus (which is the FCTL's semi-annual publication of our own faculty

members' teaching practices, reflections, ideas, and discussions) will contain 2-3 articles on civil pedagogy written by UCF faculty.

4. Human Resources (HR) coordinates with other university departments on policies to ensure freedom of expression and to encourage civil discourse. This includes incorporating civil discourse and free expression principles into training materials and orientation. UCF encourages respectful, open-minded dialogue, and employees are reminded of this expectation in orientation and in different trainings and policies. HR will continue to look for communication opportunities – such as job articles and job aids – to demonstrate and provide examples to support civil discourse.

***Recommendation 2: The Board of Governors Recommends that each university's Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community.***

**Completed:**

Accountability Plan: Approved by the Board on April 26, 2022.

The Accountability Plan Statement of Strategy includes this: *“UCF will continue to reflect and celebrate the diversity that is our state’s and nation’s future with a focus on a culture of innovation, inclusion, and collaboration with a clear expectation for open-minded and tolerant civil discourse throughout the campus community – consistent with the Florida Board of Governors’ State University System of Florida Statement of Free Expression. UCF will empower students of all backgrounds to discover their full potential by eliminating achievement gaps among student populations while realizing an overall student success four-year graduation rate of 65 percent.”*

Strategic plan: Approved by the Board on May 26, 2022 (and by the BOG on September 14, 2022)

UCF’s 2022-2027 Strategic Plan – “Unleashing Potential: Becoming the University for the Future” –includes principles of civil discourse and an endorsement of the Board’s Statement of Free Expression as part of the university’s focus on Community and Culture: *“UCF is committed to fostering a culture of innovation, inclusion, public service, and collaboration and will be a model for civil discourse, consistent with the Florida Board of Governors’ Statement of Free Expression.”*

***Recommendation 3: The Board of Governors Recommends that the leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board’s Statement of Free Expression and commit to the principles of civil discourse.***

**Completed:**

Board of Trustees. The UCF Board endorsed the Statement at its September 29, 2022, meeting. Additionally, the Board’s Fiscal Year 2023 Work Plan has been updated to incorporate the appropriate reviews and presentations related to civil discourse in future meeting cycles, and future years’ Work Plans will include placeholders for review and endorsement of the Board’s Statement of Free Expression.

### In Progress:

Faculty Senate. Leadership of the Faculty Senate is planning its review of the Statement for the 2022-2023 Academic Year and will report back to the Board of Trustees as it occurs. Faculty Senate leadership will also make plans for future annual reviews.

Student Government – Leadership of the Student Government Association is planning its review of the Statement for the 2022-2023 Academic Year and will report back to the Board of Trustees as it occurs. Student Government leadership will also make plans for future annual reviews.

***Recommendation 4: The Board of Governors recommends that each board of trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.***

### Completed:

1. UCF started its discussion of civil discourse and free expression prior to the issuance of the BOG's Civil Discourse Final Report and Recommendations. The UCF Board received a presentation from University leaders, covering inclusive excellence and civil discourse at UCF, during its September 2021 full Board meeting (see DISC-1). The presentation included an overview of the University's policies on freedom of speech and how those policies relate to academic freedom, as well as highlighted programs at UCF that promote an atmosphere of diversity of thought, dialogue, and understanding.

2. Following the BOG adoption of the Civil Discourse Final Report and Recommendations, the Board discussed the Final Report at the February 2022 meeting [Board of Trustees' materials (see INFO-1)]. Chair Martins shared a summary of the Final Report's recommendations and asked President Cartwright to assign staff to take a deep dive into each recommendation and present the findings to the Board at a subsequent meeting. Additionally, he assigned Trustee McAlpin, who serves as a member of the Board's Academic Excellence and Student Success Committee, to provide strategic guidance to staff, and to ultimately advise the Board regarding the findings of the staff's review.

3. Trustee McAlpin presented this report to the Board at the September 2022 Board meeting. Trustee McAlpin conducted her detailed review in conjunction with a group of staff, including leadership from student affairs, academic affairs, and general administration to engage in a detailed review of student orientation, student codes of conduct, employee orientations, and employee policies and procedures. Those university leaders were: Maureen Binder, Associate Vice President for Human Resources and Chief HR Officer; Youndy C. Cook, Vice President and General Counsel; Dr. Adrienne Frame, Interim Vice President for Student Development and Enrollment Services; Dr. Andrea Guzman, Vice President for Diversity, Equity and Inclusion; and Dr. Jana Jasinski, Vice Provost for Faculty Excellence. The student code of conduct, student and employee orientation programming, and employee policies and procedures were reviewed and confirmed to comply with both existing law and the Statement of Free Expression.

A few highlights from this thorough review:

- a. University Regulation UCF-3.001 "Non-discrimination; Affirmative Action Programs" sets forth the University's commitment to nondiscrimination and compliance with federal and state civil rights laws. In this regulation, the University also states: "the University is equally committed to protecting freedom of speech and academic freedom and in preserving the

widest possible dialogue within its instructional and research settings. Accordingly, nothing in this regulation shall abridge an individual's rights to free speech and expression under the First Amendment of the U.S. Constitution."

- b. UCF's Employee Code of Conduct includes the following as part of the Respect pillar: "We are committed to: engaging with each other, recognizing and valuing each life as exceptional, in agreement or disagreement, in a manner that appreciates our distinctive experience and perspective as an opportunity to learn and to professionally achieve our highest potential ...."
- c. University Regulation UCF-5.006 "Student Rights and Responsibilities" sets forth student rights and responsibilities, including the definitions used in the student conduct process and the procedures used to address sex-based misconduct. The regulation guarantees students free speech rights: "The basic freedoms of students to hear, write, distribute, and act upon a variety of thoughts and beliefs are guaranteed."
- d. University Regulation UCF-5.008 "Student Rules of Conduct" sets forth the student rules of conduct. The regulation, like regulation UCF-5.006, guarantees free speech rights to students: "The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida. The Rules of Conduct apply to student conduct and will not be used to impose discipline for the lawful expression of ideas."
- e. University Regulation 5.012 "Organizational Rules of Conduct" sets forth the rules of conduct for student organizations at the university. The regulation, like the two prior, guarantees student free speech rights: "The right of all students to seek knowledge, debate ideas, form opinions, and freely express their ideas is fully recognized by the University of Central Florida, including when students come together as student group; accordingly, the rules below will not be used to impose discipline for a student group's lawful expression of ideas."
- f. University Regulation UCF-4.0293 which governs use of University grounds and demonstrations and protests on campus grounds conforms to the Campus Free Expression Act (Florida Statutes s. 1004.097) and allows anyone to engage in expressive activities on common outdoor areas of the campus. Paragraph (4) expresses UCF's commitment: "University and University-related organizations and persons may organize, conduct, or participate in demonstrations and other exercises of free speech and assembly on the University campus grounds, except for non-common outdoor areas. Non-university organizations and persons may conduct spontaneous expressive activities, and other exercises of free speech and assembly, on outdoor areas of the University campus that are otherwise accessible to the campus community for common use, but must abide by the reasonable time, place, and manner restrictions set forth in this and related University regulations (see also University Regulations UCF-4.029, 4.0292, and 4.0294), including that such use be lawful and non-disruptive."
- g. A more detailed discussion of student and new employee orientations are described in Recommendation 1, above.

### **In Progress:**

UCF reviews its policies and procedures on a cyclical basis and will continue to review policies and procedures for consistency with the Statement of Free Expression, the principles of free speech and civil discourse, and section 1004.097, Florida Statutes.



***Recommendation 6: The Board of Governors recommends that university academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board’s Statement of Free Expression, and the principles of free speech and civil discourse, and that they are in compliance with section 1004.097, Florida Statutes.***

The BOG instructions indicate that the thorough review of policies and procedures directed in Recommendations 4 and 6 can be done together. This is how UCF conducted its review, with university leaders working in conjunction with Trustee McAlpin. Therefore, the findings of this review are articulated above in response to Recommendation 4.

***Recommendation 7: Implementing the best practices outlined on pages 6 and 7 of the attached report based on the Board’s review of university programs and initiatives that effectively promote and support civil discourse. For each best practice implemented or to be implemented, include a timeline.***

**Best Practice 1: Instill the importance of civil discourse, academic freedom, and free speech from day one, utilizing student and employee orientation sessions, public assemblies, and official university documents and communications.**

See discussion of Recommendations 4 and 6 for further information.

**Completed:**

1. Use Your Voice Website. UCF maintains a student-focused website called “Use Your Voice” which provides information to students about, among other things, free speech and the Campus Free Expression Act. See <https://osi.ucf.edu/agencies/use-your-voice/>.
2. Faculty Orientation. New Faculty Orientation starting Fall 2022 included information on civil pedagogy, including a handout prepared by the Faculty Center for Teaching and Learning. New faculty were directed to resources available from the Faculty Center, including a faculty-focused website on civil pedagogy.
3. Student Orientation Programming. Changes were implemented for summer orientations sessions, both virtual and in-person, to incorporate training and discussion related to civil discourse. See Recommendation 6 for more detailed information.
4. Deliberate Dialogues Series: The Ginsburg Center launched Deliberative Dialogues: A Civil Discourse Dialogue Series on September 15, 2022, in conjunction with Constitution Day. The first dialogue in the series was “A House Divided,” a deliberative dialogue about political systems and an opportunity to reflect on how community members can come together to make progress on urgent problems while recognizing differences.

### In Progress:

1. Use Your Voice Website – By Spring 2023 UCF will update this website to include more targeted information related to civil discourse and provide a prominent link to the BOG Statement of Free Expression.
2. Faculty Orientation: Starting Fall 2023, the Ginsburg Center will provide targeted materials for inclusion in New Faculty Orientation.
3. Staff Orientation: Employee orientation presentations will be modified to include a specific slide dedicated to civil discourse, and orientation will also include a short discussion of the topic and direct new employees to University materials on the topic.
4. Deliberate Dialogue Series: the Ginsburg Center will continue its Deliberate Dialogues series for students, faculty, staff and community members on topics related to civil discourse.

**Best Practice 2: Schedule and host ongoing, campus-wide forums, dialogues, and debates on various issues and perspectives to promote open discussion, understanding, and learning opportunities.**

### Completed:

1. Deliberative Dialogue Series launched on Constitution Day 2022 (September 15, 2022) - first dialogue entitled "A House Divided".
2. The UCF Center for Ethics hosts the *Be Better Club*, an informal biweekly discussion group of students, faculty, and staff interested in contemporary ethical issues and their implications on our lives and communities.
3. In 2021, the UCF Center for Ethics launched a new university-wide speaker series called Ethically Speaking (<https://ethicscenter.research.ucf.edu/speakerseries/>). Ethically Speaking was designed to be an interdisciplinary speaker series that cultivates thinking about contemporary moral issues among students, faculty, staff, and the community we serve. Topics of interest include gene editing, artificial intelligence, climate change, and others that raise important ethical questions through the intersection of technology, values, and communities in our rapidly changing world.

### In Progress:

The Ginsburg Center will serve as a primary driver for additional programming and coordination of ongoing, campus-wide forums, dialogues, and debates on various issues and perspectives to promote open discussion, understanding, and learning opportunities. See Recommendation 1 for further information about ongoing and future plans.

**Best Practice 3: Foster intellectual diversity by encouraging university leadership to: (1) promote viewpoint diversity and open-minded discussion and debate, and (2) highlight and enforce policies that prohibit programming that excludes participation based on race or ethnicity.**

### Completed:

1. On September 23, 2021, University leaders gave a presentation to the UCF Board addressing inclusive excellence at UCF, focusing on how the university ensures freedom of expression and encourages civil discourse.

2. May 26, 2022 – UCF Board adopted UCF’s 2022-2027 Strategic Plan – “Unleashing Potential: Becoming the University for the Future” – Plan includes principles of civil discourse and an endorsement of the Board’s Statement of Free Expression as part of the university’s focus on Community and Culture: *“UCF is committed to fostering a culture of innovation, inclusion, public service, and collaboration and will be a model for civil discourse, consistent with the Florida Board of Governors’ Statement of Free Expression.”*

**In Progress:**

See Recommendation 1 for further information about ongoing efforts and future plans.

**Best Practice 4: Avoid disinvitations by developing clear, viewpoint-neutral policies and procedures governing the invitation and accommodation of campus speakers.**

**Completed:**

1. The university has hosted many speakers with a wide variety of viewpoints. University Regulations and policies related to the use of campus grounds and facilities provide clear, viewpoint-neutral procedures related to the invitation and accommodation of campus speakers. In particular, University Regulation UCF-4.029, which sets forth the terms and conditions for use of university facilities, states at paragraph (5) “The University shall not discriminate on the basis of the viewpoint expressed by any person or organization making authorized use of University facilities.”
2. UCF’s Campus Events Response Team consists of campus administrators who discuss upcoming events and work to make sure the primary event occurs without disruption, that counter-programming or protests can also take place in a non-disruptive and undisrupted fashion, and that any safety concerns can be addressed at the earliest possible opportunity.
3. Additionally, the UCF Police Department has a General Order in place on Campus Protest and Demonstrations (General Order-4351; originally adopted 2018, updated 2021) that states the UCFPD policy: “The Police Department must carefully balance the First Amendment rights and other civil liberties of individuals with the interventions required to protect public safety and property. All persons have the right to assemble, demonstrate, protest, rally, or perform other activities protected by the First Amendment of the United States Constitution. Officers must not be affected by the content of the opinions being expressed or by the race, gender, sexual orientation, physical disability, appearance, religion, or political affiliation of anyone lawfully exercising their First Amendment rights. They must have the integrity to not let personal, political, or religious views affect how they perform their duties.”

**In Progress:**

1. Ongoing - UCF’s policies related to the use of campus grounds and facilities are part of UCF’s regular policy review process, and the University commits to ongoing compliance with constitutional requirements on speech, including viewpoint neutrality.

**Best Practice 5: Provide targeted educational and professional development opportunities for university administrative employees to reinforce free expression and openminded debate norms.**

**Completed:**

1. The Ginsburg Center launched the Deliberative Dialogues: A Civil Discourse Dialogue Series on September 15, 2022 in conjunction with Constitution Day. The first dialogue was “A House Divided.”

2. Human Resources regularly compiles professional development resources for employee self-study on different topics and already has two resources to reinforce the commitment to civil discourse, including: “Workplace Civility Learning Resources” and “Difficult Conversations Learning Resources”.
3. University police are trained on legal matters affecting law enforcement, including free speech and the campus free expression act. Additionally, the UCF Police Department has a General Order in place on Campus Protest and Demonstrations (General Order-4351; originally adopted 2004, updated 2021) that states the UCFPD policy: “The Police Department must carefully balance the First Amendment rights and other civil liberties of individuals with the interventions required to protect public safety and property. All persons have the right to assemble, demonstrate, protest, rally, or perform other activities protected by the First Amendment of the United States Constitution. Officers must not be affected by the content of the opinions being expressed or by the race, gender, sexual orientation, physical disability, appearance, religion, or political affiliation of anyone lawfully exercising their First Amendment rights. They must have the integrity to not let personal, political, or religious views affect how they perform their duties.”
4. For years, UCF has offered educational and professional development opportunities for employees on topics that reinforce free expression and openminded debate norms. For example: (a) in Fall 2009, UCF sponsored “Civitas Week” with the goal of promoting peace, cooperation, and civility throughout campus; (b) going back to the 2013/2014 academic year, HR offered a training course to faculty and staff on “Civility in the Workplace”; and (c) in 2017, HR offered a workshop to faculty and staff on “Civility: Professionalism in the Workplace.” This is just a brief sampling of the ways in which UCF’s ongoing commitment to free expression and civil discourse has been made known to administrative staff.

#### **In Progress:**

Through the implementation of UCF’s Strategic Plan, all educational and professional development opportunities will be assessed to ensure alignment with current mission and values, which include a commitment to fostering a culture of innovation, inclusion, public service, and collaboration and will be a model for civil discourse, consistent with the Florida Board of Governors’ Statement of Free Expression.

See Recommendations 1 and 6 for further information about ongoing efforts and future plans.

**Best Practice 6: Encourage faculty to establish and maintain a learning environment in their classrooms and offices that supports open dialogue and the free expression of all viewpoints and create processes to evaluate the strength of such environments.**

#### **Completed:**

1. The Karen L. Smith Faculty Center for Teaching and Learning at UCF (FCTL) supports excellence in teaching and learning across the university by providing resources and training in various teaching techniques. They maintain an instructor-focused website with resources for engaging in civil pedagogy (<https://fctl.ucf.edu/teaching-resources/classroom-management/civil-pedagogy/>).

Each May the FCTL holds a summer conference to provide an opportunity for faculty to engage more deeply with various topics related to instruction. At the May 2022 conference, one of the sessions focused on tools and activities faculty can use to create a climate in which encounters between students with different opinions and experiences can occur in the spirit of dialogue and mutual respect.

2. For years, UCF has offered resources and training to faculty and staff in how to facilitate open and civil classroom dialogue and discussion: (a) in Fall 2016, the Office of Diversity Initiatives offered a

Webinar called “Move Beyond Civility: How to Facilitate Difficult Dialogues in the Classroom”; (b) the FCTL 2005 summer conference included a panel on “Civil Problem Solving and Communication”; (c) the FCTL 2010 summer conference offered a session on “Civility and Classroom Management”; (d) in 2016, the FCTL hosted a panel to discuss freedom of speech; and (e) FCTL has offered workshops on Critical Thinking, Academic Argument, and Facilitating Difficult Conversations going back to 1998.

**In Progress:**

1. The Faculty Center for Teaching and Learning will host future summer conferences for faculty with opportunities to engage more deeply with various topics related to instruction, including civil discourse, civil pedagogy, and inclusive instruction.
2. See Recommendation 1 for further information about ongoing efforts and future plans.



# **UCF CIVIL DISCOURSE STATUS REPORT AND BOG UPDATE**

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A Review of the Civil Discourse Final Report Recommendations

# **BOG Civil Discourse Final Report and Recommendations**


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- **January 2022** — BOG reviewed and adopted the Civil Discourse Final Report and Recommendations.
- **The Report contains seven Recommendations.**
  - Recommendation V is directed to the Board of Governors.
  - Recommendation VII consists of six best practices.
- **BOG is asking that each university report on its progress**, and that the Board of Trustees approve that report.



## Recommendation I — Operationalize Commitment to Civil Discourse

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- **Recommendation 1:** Leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse by promoting, supporting, and regularly evaluating adherence to the principles set forth in the Board's Statement of Free Expression and cultivating a culture of civil discourse in all campus interactions, including academic, administrative, extracurricular, and social dealings.
- **Status:** 




## Recommendation II — University Planning

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- The Board of Governors Recommends that each university's Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community.
- **Status:**
  - ✓ Accountability Plan — April 2022
  - ✓ Strategic Plan — May 2022

## Recommendation III — Endorse Statement

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- The Board of Governors Recommends that the leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse.
- **Status:**
  -  BOT — September 29, 2022 (BOT-1)
  -  Faculty Senate — In Progress — Anticipated Spring 2023
  -  Student Government Association — In Progress — Anticipated Spring 2023


## Recommendations IV and VI — Review of UCF Policies and Procedures

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- **Recommendation IV:** The Board of Governors recommends that each board of trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.
- **Recommendation VI:** Same detailed review — by university academic, student affairs, and administrative leaders.

## Recommendations IV and VI — Status

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- **Status:** 
- The deep dive allowed for a thorough review of orientations, codes of conduct, policies and procedures.
- All consistent with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

## **Recommendation VII — Implement Six Best Practices**

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1. Instill the importance of civil discourse from day one.
2. Schedule and host ongoing dialogues and debates.
3. Encourage university leadership to promote open-minded discussion and prohibit exclusionary programming.
4. Avoid disinvitations of campus speakers by having viewpoint-neutral policies.
5. Provide professional development to employees to reinforce free expression and openminded debate norms.
6. Encourage faculty to maintain learning environments that support open dialogue.

## Recommendation VII — Findings

- Status:

1. 
2.  • In Progress
3. 
4. 
5. 
6. 

**Note:** Civil discourse is a strategic commitment at UCF — in that sense, our work is always “In Progress”

# Questions and Discussion