



Florida Equity Report

Enrollment, Sex Equity in Athletics, and Employment

Report Year: 2017

Data Year 2015-2016

University of Central Florida

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Signature

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ATTACHMENTS

- A. Non-Discrimination Policies and Regulations
- B. President's Statement
- C. Division of Student Development and Enrollment Services Equity Report
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Summary

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Part I: Executive Summary

The annual Florida Educational Equity Act (FEEA) report encompasses enrollment, gender equity in athletics, and employment as required by statute. Each university Equity Officer is responsible for preparing the report for approval by its Board of Trustees and the University President, and submitting the report to the Florida Board of Governors annually.

The UCF's Office of Institutional Equity (OIE) prepares the Florida Equity Report annually to fulfill state requirements.¹ These include provisions within the Florida Educational Equity Act 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 employment assessment includes reviewing representation of women and minorities in senior-level administrative positions and by faculty rank and tenure status.

A. Description of Plan Development

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

B. Summary of Institutional Progress

Policies and Procedures in Support of Equity (Part II)

UCF's policies and procedures for non-discrimination and compliance with Title IX (federal law that prohibits sex discrimination) were reviewed in 2015-16. Revisions were made as a result of guidance from the federal Department of Education and current best practices. During this time, UCF also hired a Title IX Coordinator as a position separate from, but reporting to, the Director of the Office of Institutional Equity to further support initiatives in compliance with Title IX. During 2015-2016, work began on drafting a university-wide policy pertaining to Title IX. This work resulted in the university's *Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy* (Attachment A).

¹ The Office of Institutional Equity was formerly referred to as the Office of Equal Opportunity and Affirmative Action Programs, which submitted the University of Central Florida's previous Florida Equity Reports. The name change took place in May, 2017.

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Academic Program Reviews (Part III)

The UCF's Institutional Knowledge Management office (IKM) provided data and quantitative tables 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 equity at the University of Central Florida has been positively noted in several areas. For First Time in College (FTIC) enrollment, female enrollment for 2015-2016 remained at 54%, which was consistent with prior years' data. Similarly, transfer enrollment of female students remained at 56%. Although the six-year graduation rate (68.82%) decreased slightly from the previous year (70.6%), female students' graduation rate (74%) continued to exceed male students' graduation rate (62%). Also, the female student retention rate exceeded that of the male retention rate (89% v. 87%). Female students continued to obtain a higher percentage of Bachelor's degrees (59%) Master's degrees (60%) and First Professional degrees (55%). Although male students obtained a higher percentage of Doctoral degrees (54%), this was a decrease from the prior academic year when male students earned 60% of these degrees.
- Enrollment of underrepresented students continued to show growth in 2015-2016 reaching 48.3% of the FTIC student body. Similarly, transfer enrollment increased for underrepresented students to 48.2%. With regard to retention rates, among underrepresented student populations, Asian students and students identifying as two or more races led with retention rates of 92.96% and 90.24%, respectively. Underrepresented students (including Non-Resident Aliens) received 42% of Bachelor's degrees, 39.5% of Master's degrees, 49.8% of Doctoral degrees, and 36% of First Professional degrees.
- With regard to the number of Bachelor's degrees awarded in 2010-2011 compared to 2015-2016, there was a 79% increase for Hispanic students, 40% increase for Black students and 29% increase for Asian students. With regard to the number of Master's degrees awarded, students identifying as two or more races quadrupled and there was a 32% increase for Hispanic students. With regard to the number of Doctoral degrees awarded, UCF doubled the number awarded to Black students and experienced a 62% increase in the number awarded to Hispanic students. However, UCF continued to award 5.3% of the total Doctoral degrees awarded to Black students, which was the same percentage for 2010-2011. With regard to the number of First Professional degrees awarded, although the number of degrees awarded to Black students remained the same (9), there was a significant decrease in terms of the percentage of overall degrees awarded (22% to 6%). The number of Doctoral degrees and First Professional degrees awarded to American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander remained at zero for 2015-2016, which is consistent with the data from 2010-2011.

For the 2015-2016 academic year, the university's goal was to maintain or increase protected class member degrees at all levels, particularly with regard to the number of American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students, Black students at the doctoral degree level, and Hispanic and Asian students at the master's and doctoral degree levels. The overall diversity for each degree increased during 2015-2016 compared to 2014-2015. Diversity increased as follows: Bachelor's degrees: from 40% to 42%; Master's degrees: from

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37% to 39%; Doctoral degrees: from 47% to 49%; and First Professional degrees: 30% to 36%. As set forth above, the data demonstrated increases in the number of Bachelor's, Master's and Doctoral degrees awarded to Hispanic students, as well as Doctoral degrees awarded to Black students. With the exception of First Professional degrees, the university awarded a larger number of degrees to Asian students. However, when compared to data from 2010-2011, there was a significant decrease in terms of the percentage of overall First Professional degrees awarded to Black students (22% to 6%). The number of overall degrees awarded to Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students also decreased from 71 to 58 and did not include any Doctoral or First Professional degrees.

Goals for 2016-2017: Maintain or increase protected class member degrees at all levels, particularly with regard to the number of American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students and the percentage of Doctoral degrees awarded to Black students.

Gender Equity in Athletics (Part IV)

The University of Central Florida continues to monitor the equity challenges with respect to student-athlete participation compared to full-time enrollment by gender, as well as scholarship offerings. Data for 2015-2016 demonstrated the following:

- The 2015-2016 female undergraduate enrollment was approximately 55%, and the female athletics participation ratio was approximately 57%, which resulted in a 2% variance.
- All sports are funded at the NCAA maximum, including the provision of the maximum allowable miscellaneous dollars per sport. Currently, there is a 3% variance in scholarship offerings. The UCF Athletic Association, Inc. is working on viable solutions to reduce that number in subsequent years through a roster management analysis to determine necessary adjustments to bring UCF within the threshold of a 1% variance.
- 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.

Goals for 2016-17: Reduce the variances in participation rates and scholarship offerings.

Employment Representation (Part V)

The UCF's Institutional Knowledge Management office (IKM) provided data and quantitative tables to illustrate the university's status in faculty/staff compositions (Part V Tables 1-4). The University of Central Florida increased both the number of tenure-track faculty and non-tenure-earning faculty members during 2015-2016. With regard to tenured faculty, the university increased the number of female faculty from 167 to 173 (29% to 30% of tenured faculty) since the prior year. When compared to five years ago, the university has made a 60% increase in the number of tenured female faculty (82 to 131; 40% to 46% of all tenured faculty). However, compared to national standards, this remains an area in need of improvement. The university also experienced a decrease in the number of tenured Black faculty members bringing the total number

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of Black tenured faculty to the same number as the university had in Fall 2011 (27 out of 579; 4.6%). With regard to tenure-earning faculty, the university experienced an increase in the number of members that identified as Black, female, Asian, Non-Resident Alien and Hispanic. However, Black tenure-track faculty members made up 4.2% of all tenure-track faculty, which was less than Fall 2011 (5.8%). Using comparative national standards, this is an area in need for improvement. With regard to non-tenure-earning faculty, 58% were female faculty members, and the university experienced a 26% increase in Hispanic faculty members (34 to 43). With regard to management occupations, 59% were female and 27% were diverse, which was consistent with the prior academic year.

Goals for 2016-2017: Increase the number of tenured faculty that identify as female, Black, Hispanic, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander, and increase the number of tenure-track faculty that identify as Black, Hispanic, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander.

Areas of Improvement and Achievement (Part VI)

The University of Central Florida has maintained a significant number of enrolled diverse students. The university continues to maintain its commitment to recruiting and promoting women and minority professionals. The university will continue to implement strategies to meet its goals of maintaining or increasing protected class member degrees at all levels; increasing the number of tenured faculty that identify as female, Black, Hispanic, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander; increasing the number of tenure-track faculty that identify as Black, Hispanic, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander; and, reducing the variances for female student-athlete participation and scholarship offerings.

Protected Class Representation (Part VII)

Of the 20 total applicants for the tenure granting process, 19 (95%) were granted tenure and one withdrew. All female faculty and five of the six underrepresented faculty were granted tenure. The remaining underrepresented faculty member withdrew his application.

Promotion and Tenure Committee Composition (Part VIII)

The table in this section provides information on the extent of diverse participation or involvement of women and ethnic/racial minorities in the promotion and tenure process. Efforts to obtain diverse representation on committees is continually sought and improvement is expected to continue.

C. Budget Plan

The University of Central Florida has maintained resources that support equity goals and in some instances has identified other areas for improvement and added additional resources which are detailed in Section IX of this report.

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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 (Attachment A):

- UCF-3.001 Non-Discrimination; Affirmative Action Programs
- UCF-3.0134 Grievances Alleging Discrimination
- UCF-5.006 Student Rights and Responsibilities
- UCF-5.007 Office of Student Conduct; Scope; Definitions; Student Conduct Records; Special Student Panels
- UCF-5.008 Rules of Conduct
- UCF-5.009 Student Conduct Review Process; Sanctions
- UCF-5.010 Student Conduct Appeals
- UCF-5.012 Organizational Rules of Conduct
- UCF-5.013 Organizational Conduct Review Process; Sanctions; Appeals
- Policy 2-700 Reporting Misconduct and Protection from Retaliation
- Policy 2-004 Prohibition of Discrimination, Harassment and Related Interpersonal Violence (*effective 6/9/2017*)

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

- The Golden Rule Student Handbook (<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>)
- OIE Investigation Procedures (<http://oie.ucf.edu/documents/DiscriminationGrievanceInvestigationProcedure.pdf>)
- OIE Search and Screening Guidelines (<http://www.oie.ucf.edu/documents/SearchScreeningGuidelines.pdf>)
- OIE Recommendations for Obtaining a Diverse Applicant Pool (<http://www.oie.ucf.edu/documents/DiverseApplicantPool.pdf>)
- OIE Guidelines for an Internal Search (<http://www.oie.ucf.edu/documents/InternalSearch.pdf>)
- OIE Search Committee Guidelines Incorporating Search Firms (<http://www.oie.ucf.edu/documents/SearchFirms.pdf>)
- Faculty Hiring Guide (<http://www.oie.ucf.edu/documents/FacultyHiringGuide.pdf>)
- A&P Hiring Guide (<http://www.oie.ucf.edu/documents/APHiringGuide.pdf>)
- OIE Service and Assistance Animal Policy (<http://www.oie.ucf.edu/documents/AnimalsasAccommodationPolicy.pdf>)
- OIE Protocol for Department Providing Reasonable Accommodation (<http://www.oie.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf>)

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- Reasonable Accommodation Request Form
(<http://www.oie.ucf.edu/documents/UCFReasonableAccomodationRequestForm.pdf>)
- Religious Accommodation: Guidelines for Departmental Procedures for Requests
(<http://www.oie.ucf.edu/documents/ReligiousAccommodationGuidelines.pdf>)
- Student Accessibility Services “How to Request Accommodations” Process
(<http://sas.sdes.ucf.edu/docs/how%20to%20request%20accommodations%20in%20knights%20access%202016%20-%202017.pdf>)
- Student Accessibility Services Grievance and Appeal Procedures
(http://sas.sdes.ucf.edu/docs/grievance_process.pdf)

As noted in UCF’s previous Florida Equity Report, the Office of Institutional Equity and the University Compliance, Ethics, and Risk Office created a separate website with information for students, parents, faculty, staff, and third parties regarding Title IX, and what to do if they encounter a student who has experienced sexual violence. See <https://shield.ucf.edu/>. The President’s Statement (Attachment B) has been posted on campus bulletin boards, websites, and in other venues, which reinforces the university’s commitment to non-discrimination and provides contact information about the Office of Institutional Equity.

Each year, the Office of Institutional Equity notifies all faculty and staff members regarding the university’s commitment to non-discrimination via an email with an accompanying invitation to training. Also, all new employees are required 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; in-service programs for residence assistants, and the UCF Police Department. During 2015-2016, the Office of Institutional Equity also provided in-person discrimination prevention training and training regarding Title IX to various departments on campus, and will continue to do so in the next academic year.

As set forth above, UCF recently issued *Policy 2-004 Prohibition of Discrimination, Harassment and Related Interpersonal Violence*, which is a policy that sets forth what constitutes discrimination, discriminatory harassment, and retaliation; the resources that are available to those that are subjected to this misconduct; employees’ obligations to report; and where to report concerns of this nature. President John C. Hitt announced the issuance of this policy and its importance to the university’s goal of becoming more inclusive and diverse via an email to all employees shortly before the start of the 2017 Fall semester.

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

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

Table 1. First Time in College Enrollment

Category	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	Total
Men	21	203	1	219	763	1483	0	145	7	2842
Women	28	187	3	378	878	1644	2	201	7	3328
Total FTIC Fall 2016	49	390	4	597	1641	3127	2	346	14	6170
Category % of Total Fall 2016	0.79	6.32	0.06	9.68	26.60	50.68	0.03	5.61	0.23	100
Men	32	221	4	216	658	1654	3	124	13	2925
Women	24	204	2	414	769	1802	6	164	14	3399
Total FTIC Fall 2015	56	425	6	630	1427	3456	9	288	27	6324
Category % of Total Fall 2015	0.89	6.72	0.09	9.96	22.56	54.65	0.14	4.55	0.43	100
Men	14	194	7	183	593	1770	9	110	7	2887
Women	17	150	9	345	660	1966	6	130	14	3297
Total FTIC Fall 2011	31	344	16	528	1253	3736	15	240	21	6184
Category % of Total Fall 2011	0.50	5.56	0.26	8.54	20.26	60.41	0.24	3.88	0.34	100
Raw Change in % from Fall 2011 to Fall 2016	0.29	0.76	-0.20	1.14	6.34	-9.73	-0.21	1.73	-0.11	0

The UCF's First Time in College (FTIC) Enrollment data reveals a slight decrease of 2.4% in FTIC enrollment with 54% female and 46% male for the Fall 2016 academic year. With regard to the composition of racially and ethnically diverse students, UCF continued to be significant at 48.3% (Fall 2016), which was an increase from the previous years (42.5% for Fall 2014 and 44.02% for Fall 2015). The 48.3% was comprised of students from various racial/ethnic backgrounds including Black (9.7%), Asian (6.3%), American Indian/Alaskan Native (.06%), Hispanic (26.6%), Native Hawaiian/Other Pacific Islander (.03%), and two or more races (5.6%). White students represented 50.58%, Non Resident Alien students represented 0.79%, and students identifying as Unknown represented 0.23% of UCF's FTIC student body during the 2016 Fall enrollment.

This enrollment data of 48.3% represented a significant change from 2011 to 2016. During the Fall of 2011, UCF's student body was composed of 38.74% racially and ethnically diverse students with 60.41% White students. The 2015 to 2016 data indicated minimal FTIC fluctuation in all racial and ethnic categories with the exception of Hispanic students, which increased from 22.56% to 26.6% between the Fall of 2015 and Fall of 2016.

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Table 2. Fulltime Transfers

Category	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	Total
Men	60	118	3	238	529	1016	2	80	8	2054
Women	68	96	4	370	681	1225	2	100	16	2562
Total Transfer-in Fall 2016	128	214	7	608	1210	2241	4	180	24	4616
Category % of Total Fall 2016	2.77	4.64	0.15	13.17	26.21	48.55	0.09	3.9	0.52	100
Men	43	108	1	231	480	1051	4	70	18	2006
Women	50	101	6	332	660	1273	10	103	11	2546
Total Transfer-in Fall 2015	93	209	7	563	1140	2324	14	173	29	4552
Category % of Total Fall 2015	2.04	4.59	0.15	12.37	25.04	51.05	0.31	3.8	0.64	100
Men	46	96	6	200	455	1163	8	46	26	2046
Women	37	108	9	349	628	1537	9	58	26	2761
Total Transfer-in Fall 2011	83	204	15	549	1083	2700	17	104	52	4807
Category % of Total Fall 2011	1.73	4.24	0.31	11.42	22.53	56.17	0.35	2.16	1.08	100
Raw Change in % from Fall 2011 to Fall 2016	1.04	0.40	-0.16	1.75	3.68	-7.62	-0.26	1.74	-0.56	0

The UCF's Fulltime Transfers data included 56% female and 44% male for the 2015-2016 academic year. When compared to the previous academic year, the numbers were consistent.

With regard to the composition of racially and ethnically diverse students, UCF continued to be significant at 48.16% (Fall 2016), which was an increase from the previous years (45.4% for Fall 2014 and 46.26% for Fall 2015). The 48.16% was comprised of students from various racial/ethnic backgrounds including Black, Asian, American Indian/Alaskan Native, Hispanic, Native Hawaiian/Other Pacific Islander, and two or more races. White students represented 48.55%, Non Resident Alien students represented 2.77%, and students identifying as Unknown represented 0.52% of UCF's transfer students.

This enrollment data of 48.16% represented a significant change from 2011 to 2016. During the Fall of 2011, UCF's transfer students were composed of 41% racially and ethnically diverse students. The 2015-2016 data indicated minor changes throughout all racial categories.

Table 3. Retention of Full-Time FTICs

Category	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	F	M	Total
COHORT	54	426	7	615	1426	3445	8	287	24	3378	2914	6292
Category % of Total	0.86	6.77	0.11	9.77	22.66	54.75	0.13	4.56	0.38	53.69	46.31	100
After 1 Year	42	396	4	543	1259	3050	7	259	21	3029	2552	5581
Retention Rate	77.78	92.96	57.14	88.29	88.29	88.53	87.50	90.24	87.50	89.67	87.58	88.70

The overall retention rate for UCF after one year was 88.7%, which was a slight decrease from the previous year (89.1%). The overall retention of females was 89.67%, which was a slight

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decrease from the previous year (90.7%). For males, the overall retention rate was 87.58%, which was a slight increase from the previous year (87.4%).

Among underrepresented student populations, Asian students led with a retention rate of 92.96%. Asian students and students identifying as two or more races were retained at a higher rate than the average (92.96% and 90.24%, respectively). Compared to the previous year, Non-Resident Alien students had the largest decrease in the retention rate from 97.6% to 77.78%. Despite the significant percentage decrease, the number of Non-Resident Alien students remained closely the same (41 retained after one year for 2014 and 42 retained after one year for 2015). Similarly, for American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander students, although there was a significant percentage decrease in the retention rate (AI/AN: 66.7% to 57.14%; NH/OPI: 100% to 87.50%), the amount of students retained were closely the same (AI/AN: 2 in 2014 and 4 in 2015; NH/OPI: 8 in 2014 and 7 in 2015).

Table 4. Graduation Rate of Full-Time FTICs, Beginners & Early Admits

Category	NRA	Asian	AI/AN	B	H	W	NH/OP	>TWO	Unk	F	M	Total
COHORT	26	374	19	526	1137	3809	5	98	38	3179	2853	6032
Category % of Total	0.43	6.20	0.31	8.72	18.85	63.15	0.08	1.62	0.63	52.70	47.30	100.00
AFTER 6 YEARS												
Number of Graduates	11	244	11	357	777	2656	5	62	28	2360	1791	4151
Percent Graduated	42.31	65.24	57.89	67.87	68.34	69.73	100.00	63.27	73.68	74.24	62.78	68.82
Category %	0.26	5.88	0.26	8.60	18.72	63.98	0.12	1.49	0.67	56.85	43.15	100.00
Number Retained	11	273	12	381	840	2786	5	73	28	2444	1965	4409
Percent Retained	42.31	72.99	63.16	72.43	73.88	73.14	100.00	74.49	73.68	76.88	68.87	73.09

The overall graduation rate for UCF after six years was 68.82%, which was a slight decrease from the previous year (70.6%). Although female students' graduation rate remained consistent (73-74%), male students' graduation rate decreased from 66.3% to 62.78%. Native Hawaiian/Other Pacific Islander students have a 100% graduation rate followed by White students (69.73%), Hispanic students (68.34%), Black students (67.87%), and Asian students rate (65.24%). Students identifying as Non Resident Alien and American Indian/Alaskan Native were significantly below the average rate (42.31% and 57.89%, respectively).

Over the past five 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 Equity Report submitted by the Division of Student Development and Enrollment Services (SDS) (Attachment C).

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Table 5. Bachelor's Degrees Awarded

Year	Category	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	Total
2015-2016	Male	55	322	11	455	1149	3103	12	138	36	5281
2015-2016	Female	52	351	15	861	1732	4245	17	233	45	7551
2015-2016	Total	107	673	26	1316	2881	7348	29	371	81	12832
2015-2016	Category % of Total	0.83	5.24	0.20	10.26	22.45	57.26	0.23	2.89	0.63	100.00
2014-2015	Male	53	298	9	458	1097	3184	17	127	48	5291
2014-2015	Female	71	357	20	840	1518	4288	16	180	48	7338
2014-2015	Total	124	655	29	1298	2615	7472	33	307	96	12629
2014-2015	Category % of Total	0.98	5.19	0.23	10.28	20.71	59.17	0.26	2.43	0.76	100.00
2010-2011	Male	54	250	11	333	610	2965	5	21	122	4371
2010-2011	Female	69	271	31	606	994	4133	7	37	127	6275
2010-2011	Total	123	521	42	939	1604	7098	12	58	249	10646
2010-2011	Category % of Total	1.16	4.89	0.39	8.82	15.07	66.67	0.11	0.54	2.34	100.00

The number of Bachelor's degrees awarded remain consistent at UCF. In the 2015-2016 academic year, UCF awarded 12,832 degrees, which was a slight increase from the previous year (12,629). Of the degrees awarded 59% were earned by females and 41% by males which was similar to the previous academic year (58% female and 42% male). Among the degrees awarded, students who identified as Asian, Hispanic and two or more races slightly increased their percentages from the previous academic year. Students who identified as American Indian/Alaskan Native, Black and Native Hawaiian/Other Pacific Islanders decreased slightly (0.03%, 0.02% and 0.03%, respectively). Larger decreases were experienced by students who identified as Non-Resident Alien or White (0.15% and 1.91%, respectively).

Compared to the 2010-2011 academic year, UCF increased the number of Bachelor's degrees awarded by 20.5% in 2015-2016 (from 10,646 degrees to 12,832 degrees), with relatively equivalent gains among males and females. Since 2010-2011, degrees awarded substantially increased for students who identified as two or more races (58 to 371) and Native Hawaiian/ Other Pacific Islanders (12 to 29). Degrees awarded also increased for students who identified as Hispanic [1,604 to 2,882 (79% increase)], Black [939 to 1,316 (40% increase)], and Asian [521 to 673 (29% increase)]. Proportionally, the most significant changes from 2010-2011 to 2015-2016 included an increase in the overall percentage of Hispanic students (15.07% to 22.45%) and a decrease in the overall percentage of White students (66.67% to 57.26%).

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Table 6. Master's Degrees Awarded

Year	Category	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	Total
2015-2016	Male	134	40	0	59	115	471	0	15	56	890
2015-2016	Female	77	57	1	158	178	728	2	35	91	1327
2015-2016	Total	211	97	1	217	293	1199	2	50	147	2217
2015-2016	Category % of Total	9.52	4.38	0.05	9.79	13.22	54.08	0.09	2.26	6.63	100.00
2014-2015	Male	129	39	1	52	104	482	1	14	72	894
2014-2015	Female	66	53	3	155	182	753	2	32	92	1338
2014-2015	Total	195	92	4	207	286	1235	3	46	164	2232
2014-2015	Category % of Total	8.74	4.12	0.18	9.27	12.81	55.33	0.13	2.06	7.35	100.00
2010-2011	Male	119	40	0	41	93	575	1	7	29	905
2010-2011	Female	104	44	4	142	129	851	2	7	42	1325
2010-2011	Total	223	84	4	183	222	1426	3	14	71	2230
2010-2011	Category % of Total	10.00	3.77	0.18	8.21	9.96	63.95	0.13	0.63	3.18	100.00

The UCF awarded 2,217 Master's degrees during 2015-2016, which is less than the last two academic years (2,232 in 2014-2015 and 2,539 in 2013-2014). Female students earned 60% of the Master's degrees awarded, which was consistent with the two previous academic years and 2010-2011. Overall, there have been slight changes with regards to each individual race/ethnicity over the last five years with two notable increases. Specifically, students who identified as two or more races or Hispanic made the most change in the last five years. Students of two or more races nearly quadrupled from 14 to 50, and Hispanic students increased from 222 students to 293 students (32% increase). These increases assisted with increasing the overall percentage of underrepresented students earning Master's degrees at UCF from 32% to 39%.

Table 7. Doctoral Degrees Awarded

Year	Category	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	Total
2015-2016	Male	67	5	0	4	15	63	0	4	4	162
2015-2016	Female	24	4	0	12	11	80	0	3	3	137
2015-2016	Total	91	9	0	16	26	143	0	7	7	299
2015-2016	Category % of Total	30.4	3.01	0	5.35	8.7	47.8	0	2.34	2.34	100
2014-2015	Male	77	6	0	4	9	73	0	2	2	173
2014-2015	Female	21	2	0	4	7	72	0	3	4	113
2014-2015	Total	98	8	0	8	16	145	0	5	6	286
2014-2015	Category % of Total	34.3	2.8	0	2.8	5.59	50.7	0	1.75	2.1	100
2010-2011	Male	60	5	0	9	9	52	0	1	0	136
2010-2011	Female	14	8	0	4	6	77	0	0	0	109
2010-2011	Total	74	13	0	13	15	129	0	1	0	245
2010-2011	Category % of Total	30.2	5.31	0	5.31	6.12	52.7	0	0.41	0	100

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The UCF awarded 299 Doctoral degrees in 2015-2016. The degree attainment at the Doctoral level remained relatively consistent with slight increases (less than 1%) noted for the last two academic years. A closer look at demographic data showed that men continued to outperform their female counterparts in degree attainment at the Doctoral level (54%), but this was a decrease from the prior academic year where male students earned 60% of the Doctoral degrees. Students that identified as Asian, Black, Hispanic or two or more races that were awarded Doctoral degrees increased from 2014-2105, but American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander remained at zero since 2010-2011.

Table 8. First Professional Degrees Awarded

Year	Category	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	Total
2015-2016	Male	0	6	0	5	10	35	0	4	3	63
2015-2016	Female	0	11	0	4	8	46	0	3	6	78
2015-2016	Total	0	17	0	9	18	81	0	7	9	141
2015-2016	Category % of Total	0.00	12.06	0.00	6.38	12.77	57.45	0.00	4.96	6.38	100.00
2014-2015	Male	0	9	1	2	4	36	0	1	4	57
2014-2015	Female	0	11	1	3	9	50	0	2	4	80
2014-2015	Total	0	20	2	5	13	86	0	3	8	137
2014-2015	Category % of Total	0.00	14.60	1.46	3.65	9.49	62.77	0.00	2.19	5.84	100.00
2010-2011	Male	0	1	0	1	1	9	0	0	1	13
2010-2011	Female	0	1	0	8	3	14	0	1	0	27
2010-2011	Total	0	2	0	9	4	23	0	1	1	40
2010-2011	Category % of Total	0.00	5.00	0.00	22.50	10.00	57.50	0.00	2.50	2.50	100.00

During 2015-2016, the UCF awarded 141 First Professional degrees, which was close to four times the number awarded in 2010-2011. A closer look at demographic data showed that women continued to outperform their male counterparts in professional degree attainment (55%), but this was a significant decrease in the last five years. In 2010-2011, 68% of the First Professional degrees were awarded to female students. Overall, there have been slight changes with regards to each individual race/ethnicity since the prior academic year. However, compared to 2010-2011 data, students who identified as Asian had the most significant increase from 2 to 17 (5% to 12.06%). Students who identified as Black remained the same in terms of number (9), but decreased significantly in terms of the percentage of overall graduates (22.50% to 6.38%). Students who identified as Non-Resident Aliens, American Indian/Alaskan Native, and Native Hawaiian/Other Pacific Islander remained at zero.

At the graduate level, UCF continues to commit to recruiting and graduating a diverse student body. Several strategies are employed to aid in this effort including annual scholarships and grant monies designated for recruitment of diverse students. Graduate Studies representatives

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also attend several graduate fairs and other events throughout the academic year designed specifically to recruit diverse candidates for our academic programs.

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

A. Academic Advising – <http://fyae.sdes.ucf.edu/advising>;
<http://www.fctl.ucf.edu/FacultySuccess/Advisors/offices.php>;
<http://www.fctl.ucf.edu/facultysuccess/advisors/council.php> - 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. The UCF academic advisors assist students in the development of educational plans and career goals, and provide assistance and support as students pursue those goals. Academic advisors across the campus help students to understand and negotiate the procedures and policies of the university.

B. Admission to Academic Programs – <https://www.ucf.edu/admissions/>;
<https://www.ucf.edu/online/admissions/graduate-admissions/> - The University of Central Florida encourages applications from qualified persons and does not discriminate on the basis of race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability, political affiliations, veteran’s status or membership in any other protected classes as set forth in state or federal law. The President has delegated responsibility for the implementation of the university’s equal opportunity and non-discrimination policies and affirmative action program to the Director of the Office of Institutional Equity (OIE). Inquiries about policies and practices may be directed to the Office of Institutional Equity at (407) 823-1336, Bldg. 38/Suite 123.

C. Health Services – <http://shs.sdes.ucf.edu/> - The University of Central Florida’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.

D. Club and Intramural Athletics – <https://osi.ucf.edu/student-orgs/> and <http://rwc.sdes.ucf.edu/im/> - 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, and faculty and staff who have purchased Recreation and Wellness Center memberships.

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E. Student Financial Assistance – <http://finaid.ucf.edu/> - The University of Central Florida’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 (barring discrimination on the basis of race, color or national origin), Title IX of the Education Amendments of 1972 (barring discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973 (barring discrimination on the basis of physical handicap), and the Age Discrimination Act of 1975.

F. Housing and Residence Life – <http://www.housing.ucf.edu/> - UCF’s Department of Housing and Residence Life (DHRL) makes a concerted effort to notify all residents and the wider UCF community of our non-discrimination policies and regulations. To that end, the following language is included in the 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 an assistance and 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 situation 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 determining the best housing accommodations possible for their personal needs. Some previous accommodations for students have included informing residence staff of preferred names and/or pronouns upon request, one-bed/one-bath apartments, being paired with another transgender student, and being paired with roommate(s) who are allies.

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G. Student Employment – <http://studentunion.ucf.edu/employment>; <http://www.housing.ucf.edu/employment>; <https://library.ucf.edu/jobs/>; <https://finaid.ucf.edu/types-of-aid/fws-salary/>; <http://rwc.sdes.ucf.edu/employment>; - Various offices and departments at UCF support the pursuit of students' academic goals through not only a variety of formal and informal experiential and educational programs, but also by providing financial assistance to students through employment. These positions indirectly offer career and professional development opportunities that assist students in developing employment and leadership skills, or help them discover previously unrealized career paths. These positions are filled without regard to race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability, political affiliations, veteran's status or membership in any other protected classes as set forth in state or federal law.

H. Educational and Work Environment – <http://www.oie.ucf.edu/> - The University of Central Florida 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, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act (ADA) of 1990, the Genetic Information Nondiscrimination Act, and the Florida Civil Rights 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 Director of the Office of Institutional Equity, ADA Coordinator, and Title IX Coordinator 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 (407) 823-1336 or oie@ucf.edu.

I. Personnel – <https://hr.ucf.edu/> - Student personnel, regardless of employee classification, are handled in a manner consistent with UCF's non-discrimination policies and regulations.

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

The University of Central Florida is built on providing an inclusive learning and working environment. Since 1992, UCF's 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' report (Attachment C) sets forth in detail more than 700 activities and programs directed at student success in 2015-2016, which included more than 40,000 students having attended access and student success initiatives (such as Multicultural Academic Support Services, Student Accessibility Services, and the

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Veterans Academic Resource Center). Also, the Registrar's Office continues to administer the Knights Graduation Grant Initiative which provides financial resources or guidance to students to assist them with overcoming financial obstacles and completing their degree programs.

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

- College Prep Day, which is focused on providing students with information regarding the college admission process. During 2015-2016, 150 diverse high school students visited the UCF campus and engaged in the college prep-workshops.
- Brother to Brother program, which provides academic, career and leadership development, and social and financial support to multicultural or first-generation undergraduate male students. For fall 2016, the program experienced a 62% increase in participation.
- Pegasus 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. The average UCF GPA after the first year for the Pegasus cohort was 3.08 at the end of spring 2016. The program FTIC cohort student group consisted of the following: Asian 7 (3.8%); Black/African American 32 (17.6%); Hispanic/Latino 53 (29.1%); White 75 (41.2%), and Not Specified 1 (0.5%).
- Seizing Opportunities for Achievement and Retention program (SOAR), which also 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 seamless transition from high school to college. The average UCF GPA after the first year for this cohort was 2.94 at the end of spring 2016. The program FTIC cohort student group consisted of the following: Asian 9 (10.7%); Black/African American 40 (47.6%); Hispanic/Latino 22 (26.2%); Multi-racial 2 (2.4%); and White 11 (13.1%).
- First Generation Program, which provides first generation college students with a structured approach to develop meaningful experiences at UCF. This program eases students with their transition to college and assists them with navigating through the university landscape.
- Multicultural Transfer Program, which provides multicultural transfer students with a healthy entry to university life, where they can take advantage of opportunities to network and learn strategies that will help alleviate the cultural stress of acclimating to a new environment.

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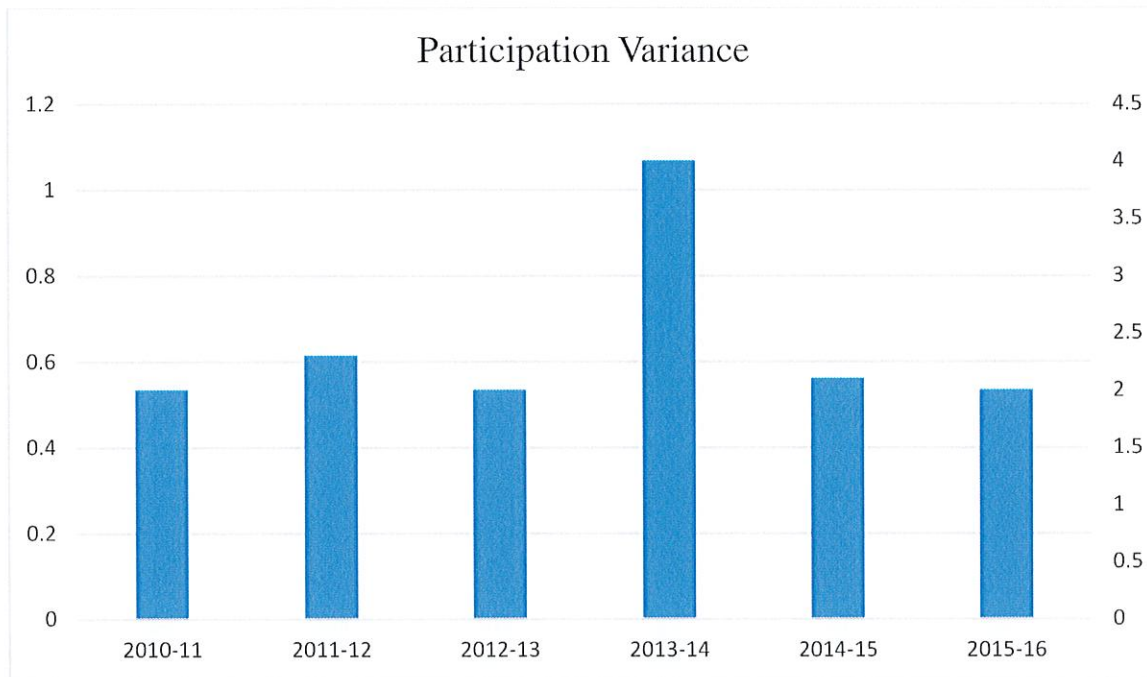
Accolades:

- *Diversity Magazine* (2016) recognized UCF as one of seven Diversity Champions nationwide.
- UCF's Office of Diversity and Inclusion, which was established in 1994 and collaborates with members of the UCF community to advocate for and educate about the university's goal of diversity and inclusion, conducted more than 300 workshops on 120 related topics.
- UCF has more than 210 degree programs in 13 colleges.
 - UCF ranked 13th on the "Most Innovative" schools by *U.S. News & World Report* in 2016, which honors schools for innovation in coursework, faculty, campus, technology and other aspects of college life. UCF also was ranked among the top 100 public universities by *U.S. News & World Report*.
 - *The Princeton Review* ranked UCF's Florida Interactive Entertainment Academy as No. 1 in North America.
 - The Burnett Honors College enrolled nearly 1,700 students, and the number of incoming National Merit Scholars ranked UCF among the top 40 colleges and universities.
 - The College of Engineering and Computer Science (CECS) enrolled over 9,409 students, including 89 National Merits students. CECS was ranked in the top 100 public graduate engineering colleges nationwide by *U.S. News & World Report* in 2016.
 - For the sixth consecutive year, UCF was named to the 2016 Best College Value list of public institutions by *Kiplinger's Personal Finance* magazine. UCF was ranked 36th out of approximately 600 institutions, which was a move up from last year's ranking of 42nd.
- The College of Engineering and Computer Science's Office of Diversity and Inclusion was created with the purpose of recruiting and retaining minorities, women and underrepresented groups into the field of engineering and computer science at both the undergraduate and graduate levels. CECS offered several scholarships including funds from the National Science Foundation Louis Stokes Alliance for Minority Participation in Engineering and Science project, National Action Council for Minorities in Engineering, and Harvey L. Gaines Memorial Expressway Authority Endowed Scholarship.

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PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS

The Office of Institutional Equity created the chart below to reflect the disparity between male and female athletic participation. Current case law and guidance suggests that a disparity of one percent is the maximum variance that the U.S. Department of Education, Office for Civil Rights would find acceptable to reflect fluctuations and other factors. As set forth below, UCF's participation variance has generally been approximately two percent. In 2013-14, the variance reached four percent, which was reduced to 2.1% the following year. In 2015-16, with the enrollment percentages remaining relatively the same for both years (45% male and 55% female), female students' participation percentage increased from 56.6 percent to 57 percent in 2015-16, resulting in a slight decrease in the variance from 2.1% to 2.0%. UCF's Athletics will continue to work through improving this participation ratio to obtain equity (one percent or less variance) within the next three years.



With regard to scholarship offerings, although improvements were made to address UCF being out of compliance in 2014-2015, UCF remained out of compliance for 2015-16 with a 3% variance. As set forth below in Table 1 "Sex Equity in Athletics Update," UCF Athletics Association, Inc. evaluated each element of equity. They continue to work on viable solutions to reduce the scholarship variance through a roster management analysis to determine necessary adjustments to bring UCF within the threshold of a 1% variance. As set forth below, with the exception of the participation and scholarship variances, UCF Athletics noted equity between men and women among all other elements.

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Table 1. Sex Equity in Athletics Update		
Element	Assessment	Area for improvement? (check if yes, and describe on form)
1. Sports offerings	Men's Sports: Baseball, Basketball, Football, Golf Soccer, Tennis Women's Sports: Softball, Basketball, Golf, Cross Country, Indoor Track, Outdoor Track, Rowing, Soccer, Tennis, Volleyball	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Participation Rates: 43% male, 57% female; Undergraduate Enrollment: 45% male, 55% female. Mitigating factors contributing to non-compliance include: NCAA infractions case imposing a reduction in scholarships in the sports of MFB (5) and MBB (2) in addition to restrictions on recruiting in both sports.	<input checked="" type="checkbox"/>
3. Availability of facilities, defined as locker room, practice, and competitive facilities	The facilities provided for each of our athletics programs are equitable. While some locker rooms, practice and competitive facilities are older than others, we have recently upgraded the majority of those facilities in need of updating and proceed to work with our coaches on areas for continued improvement.	
4. Scholarship offerings for athletes	All sports are funded at the NCAA maximum (including the provision of the maximum allowable miscellaneous dollars per sport). With the newly passed legislation allowing for student-athletes to receive up to the full cost of attendance, compliance with Prong II: Financial Assistance, serves as one of the primary goals of the UCFAA, Inc. We are currently at a 3% variance for Prong II and working on viable solutions to reduce that number in subsequent years through a roster management analysis to determine necessary adjustments to land within the threshold of a 1% variance in Prong II.	<input checked="" type="checkbox"/>
5. Funds allocated for:		
a) the athletic program as a whole	\$59,379,452.00	
b) administration	Salaries (including coaches and staff) \$17,593,302	

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c) travel and per diem allowances	Travel is equivalent for men's and women's teams; The per diem distribution for food is consistent between the sports.	
d) recruitment	This area is equivalent in all sports.	
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.	
f) publicity and promotion	The resources allocated to the marketing and promotion of all sports has improved from years past. Our marketing staff has worked with each of the sport programs to identify continued areas of improvement, but resources provided to all teams are equitable.	
g) other support costs	The resources allocated for other support costs include Student-Athlete Welfare and Development, Academic Support, Sports Medicine, and Sport Performance programming. Additionally, we utilize those resources to fund our ticket operations, general administrative planning, IT, and other miscellaneous expenses.	
6. Provision of equipment and supplies	The provision of equipment and supplies is equivalent.	
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 and regular season contests. The same holds true for our Men's and Women's Soccer programs as they share the same practice and competition facility as well.	
8. Opportunities to receive tutoring	All student-athletes are provided with equal opportunity and access to receive tutoring services.	

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<p>9. Compensation of coaches and tutors</p>	<p>All student-athletes are provided with equal opportunity and access to quality academic coaches and tutors</p>	
<p>10. Medical and training services</p>	<p>The provisions for medical and training facilities and services are equivalent. The Training Room facility continues to serve as a source of pride for UCF Athletics. The Medical and Training resources are well coordinated and provide excellent service to male and female participants. A full-time trainer is assigned to women’s soccer and softball since the injury rate is highest of the women’s sports respectively. There are four other satellite training rooms that are used to assist with providing medical and training services to all of our sport programs. We have also added a Director of Sport Performance for our Olympic sport programs to further emphasize the importance of student-athlete welfare, health and safety. The addition of the sport performance staff for Olympic sports has added two more full-time strength coaches solely focused on our Olympic sport programs.</p>	
<p>11. Housing and dining facilities and services</p>	<p>All sport programs have equal access to housing options and dining services on and off campus.</p>	

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Table 2. Sex Equity in Athletics - Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Facility Upgrades	In the next academic year, we will focus on upgrading facilities for all sports. This will include locker rooms, competition venues, and auxiliary spaces.	This will be a part of our facilities master plan that will be completed in phases. Emphasis on locker room spaces in the Venue and Arena will be the first priority with a projected completion timeline of Summer, 2017. Teams impacted include: Volleyball, Men's and Women's Soccer, Track and Field, Men's and Women's Basketball.
Participation/ Scholarship Allocation	In the next academic year, we will focus on managing rosters for all sports to ensure that each of our sports programs are utilizing all of their allotted scholarships per NCAA rules. Currently, there are unused scholarship dollars and participation opportunities in the sport of Women's Basketball (NCAA maximum scholarship are at 15 and we only used 12). In addition, we will work with our men's and women's sport programs to evaluate where we can provide practical opportunities to comply with the required variance of 1% or less.	2016-17 academic year

Basis for Ensuring Compliance

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

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PART V: EMPLOYMENT REPRESENTATION

The Florida Equity Report contains information regarding the achievement of appropriate representation of women and minorities in selected faculty and administrative employment categories. Tables 1-4 are shown below first, then followed by their respective commentary. To determine areas of improvement, UCF utilized the Public, Doctoral-Granting R1 (Highest Research Universities) as a peer group, which was based on the Carnegie Classification and was filtered for institutions with significant enrollment (greater than 10,000). The criteria used to determine whether a category was an area of improvement was as follows: If UCF's rate was less than the peer group's unweighted average rate, then it became an area of improvement.

Table 1. Tenured Faculty

Indicator	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	F	M	Total
Fall 2016	5	103	3	27	35	405	0	1	0	173	406	579
Fall 2015	4	100	3	28	37	412	0	1	0	167	418	585
Percentage Change from Fall 2015 to Fall 2016	25%	3.00%	0.00%	-3.57%	-5.41%	-1.70%	0.00%	0.00%	0.00%	3.59%	-2.87%	-1.03%
Fall 2011	2	94	2	27	35	418	0	1	0	161	418	579
Percentage Change from Fall 2011 to Fall 2016	150%	9.57%	50.00%	0.00%	0.00%	-3.11%	0.00%	0.00%	0.00%	7.45%	-2.87%	0.00%
Area for improvement, compared with national standards? (Check is yes)										X		

Table 2. Tenure-Track Faculty

Indicator	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	F	M	Total
Fall 2016	45	41	0	12	19	165	0	3	0	131	154	285
Fall 2015	38	34	0	9	18	139	0	3	0	108	133	241
Percentage Change from Fall 2015 to Fall 2016	18.42%	20.59%	0.00%	33.33%	5.56%	18.71%	0.00%	0.00%	0.00%	21.30%	15.79%	18.26%
Fall 2011	32	27	1	12	15	119	0	0	0	82	124	206
Percentage Change from Fall 2011 to Fall 2016	40.63%	51.85%	-100%	0.00%	26.67%	38.66%	0.00%	0.00%	0.00%	59.76%	24.19%	38.35%

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Area for improvement, compared with national standards? (Check is yes)				X									
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Table 3. Non-Tenure-Earning Faculty

Indicator	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	F	M	Total
Fall 2016	12	21	1	16	43	423	0	5	0	300	221	521
Fall 2015	14	19	1	17	34	413	0	4	0	282	220	502
Percentage Change from Fall 2015 to Fall 2016	-14.29%	10.53%	0.00%	-5.88%	26.47%	2.42%	0.00%	25.00%	0.00%	6.38%	0.45%	3.78%
Fall 2011	50	21	1	14	37	494	0	4	0	324	297	621
Percentage Change from Fall 2011 to Fall 2016	-76.00%	0.00%	0.00%	14.29%	16.22%	-14.37%	0.00%	25.00%	0.00%	-7.41%	-25.59%	-16.10%
Area for improvement, compared with national standards? (Check is yes)												

Table 4. Executive/Administrative/Managerial

Indicator	NRA	Asian	AI/AN	B	H	W	NH/OPI	>TWO	Unk	F	M	Total
Fall 2016	3	33	2	85	81	575	0	6	2	462	325	787
Fall 2015	3	31	2	77	75	524	0	7	1	410	310	720
Percentage Change from Fall 2015 to Fall 2016	0.00%	6.45%	0.00%	10.39%	8.00%	9.73%	0.00%	-14.29%	100.00%	12.68%	4.84%	9.31%
Fall 2011	3	23	2	66	45	422	0	3	0	327	237	564

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Percentage Change from Fall 2011 to Fall 2016	0.00%	43.48%	0.00%	28.79%	80.00%	36.26%	0.00%	100%	0.00%	41.28%	37.13%	39.54%
Area for improvement, compared with national standards? (Check is yes)												

Effectiveness of the University’s Employment Efforts

Tenured Faculty – Table 1:

Compared to the prior year, UCF experienced a 3% increase in tenured female faculty members (167 to 173) and tenured Asian faculty members (100 to 103), and a 25% increase for Non-Resident Aliens (4 to 5) despite its total number of tenured faculty decreasing by 1% and returning to its Fall 2011 total. For Fall 2016, there was a decrease in the number of tenured faculty members who identified as white (412 to 405) and male (418 to 406). Notably, UCF experienced a marginal decrease in tenured Black and Hispanic faculty members (28 to 27, and 37 to 35, respectively) bringing the university to the same number of tenured faculty in these categories as in Fall 2011. As set forth in the table, using comparative national standards, an area in need for improvement is increasing female tenured faculty, who comprised 30% of tenured faculty positions as of Fall 2016. Also, as noted in previous Florida Equity Reports, the university also set a goal to increase the number of tenured Black faculty members, which has not yet been attained.

Tenure-Track Faculty – Table 2:

Compared to the prior year, UCF’s tenure-track faculty population increased by more than 18% (from 241 to 285). During this time period, UCF experienced an increase in tenure-track faculty members who identified as Black (9 to 12), Female (108 to 131), Asian (34 to 41), Non-Resident Alien (38 to 45) and Hispanic (18 to 19). Tenure-track faculty members who identified as White (139 to 165) and Male (133 to 154) also increased. American Indian/Alaskan Native and Native Hawaiian/Other Pacific Islander tenure-track faculty members remained at zero. For Fall 2016, females made up 46% of all tenure-track faculty. Although during the prior five-year period, the university experienced an increase in Non-Resident Alien (32 to 45), Asian (27 to 41), Hispanic (15 to 19) and female (82 to 131) tenure-track faculty members, its overall diversity remained at 42% with no increase in faculty members that identified as Black, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, or two or more races. For Fall 2016, Black tenure-track faculty members made up 4.2% of all tenure-track faculty, which is less than the percentage of Black tenure-track faculty members in Fall 2011 (5.8%). As set forth in the table, using

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comparative national standards, an area in need for improvement is increasing Black tenure-track faculty members.

Non-Tenure-Earning Faculty – Table 3:

Compared to the prior year, the university increased non-tenure-earning faculty by 3.78% (from 502 to 521). However, compared to Fall 2011, this is a 16.1% decrease of this faculty. Compared to the prior year, the university lost two Asian, two Non-Resident Alien, and one Black faculty member. However, the university experienced an increase in Hispanic faculty members (34 to 43; a 26% increase). During the prior five-year period, although the number of female faculty decreased (324 to 300), female faculty made up 58% of all non-tenure-earning faculty in Fall 2016, which is an increase from Fall 2011 (52%). Also, compared to Fall 2011, there was a significant decrease in the Non-Resident Alien non-tenure earning faculty from 50 to 12.

Executive/Administrative/Managerial – Table 4:

UCF continued to increase and sustain a diversity presence in management occupations in nearly all racial/ethnic categories. Females in this category also experienced an increase (327 to 462). For Fall 2016, females made up 59% of management occupations. Compared to Fall 2011, both Black and Asian managers increased (66 to 85 and 23 to 33, respectively), and there was a significant increase in Hispanic managers (45 to 81).

Overall:

As set forth above, the university continues to have the goal of increasing Black tenured and tenure-track faculty members. Also, as noted above, using comparative national standards, female tenured faculty is also an area in need for improvement.

In last year's Florida Equity Report, the Office of Institutional Equity identified increasing the number of tenured and tenure-track Hispanic faculty members as a goal. For 2015-2016, the number of Hispanic tenured faculty decreased from 37 to 35 (as did the total number of tenured faculty from 585 to 579), but the number of Hispanic tenured-track faculty increased from 18 to 19 (as did the total number of tenure-track faculty from 241 to 285). Over the five-year period, Hispanic tenured faculty remained at 6% of all tenured faculty and 7% of all tenure-track faculty. Therefore, the university retains a goal of increasing the number of tenured and tenure-track Hispanic faculty members in the next academic year.

In last year's Florida Equity Report, the Office of Institutional Equity identified increasing the representation of tenured and tenure-track American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander faculty members as a goal. This goal was not achieved. For 2015-2016, the university experienced no increase in these areas (maintaining three tenured American Indian/Alaska Native tenured faculty members, zero American Indian/Alaska Native tenured faculty members, and zero Native Hawaiian/Other Pacific Islander tenure-track faculty members). Therefore, the university retains a goal of increasing these representations.

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To assist with the University's diversity and inclusion efforts, the Office of Institutional Equity encourages all colleges to advertise national faculty 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 also are encouraged to advertise job postings in discipline specific boards and listservs, as well as to share job announcements with colleagues in their respective disciplines. In addition, UCF strives to have diverse search committees who are charged to assist hiring officials with effecting the diversity goals.

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PART VI: AREAS OF IMPROVEMENT AND ACHIEVEMENT

Part VI presents the required information regarding areas of achievement for 2015-16 goals and areas for improvement in 2016-17.

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2014-15
UCF will continue to maintain or increase protected class members in all degree levels, including increasing Master's, Doctoral and Professional degrees to students that identify as American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander.	UCF met its goal of increasing protected class members in all degree levels. For Bachelor's degrees, UCF increased degrees awarded to students that identified as Asian, Black, Hispanic and two or more races. For Master's degrees, UCF increased degrees awarded to students that identified as Non-Resident Alien, Asian, Black, Hispanic, and two or more races. For Doctoral degrees, UCF increased degrees awarded to students that identified as Asian, Black (doubled from 8 to 16), Hispanic (16 to 26), and two or more races. For professional degrees, UCF increased degrees to students that identified as Black (5 to 9), Hispanic (13-18) and two or more races (3 to 7).
Areas of Improvement Pertaining to Gender Equity in Athletics Identified in 2017	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, 2014-15
Reduce variances in participation rates and scholarship offerings.	UCF experienced an increase in female student-athletes' participation percentage (from 56.6% to 57% in 2015-16), as well as a slight decrease in the variance from 2.1% to 2.0%. UCF's scholarship offerings variance was 3%. UCF Athletics Association, Inc. will work to bring these variances within 1% over the next three years.

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Areas for Improvement Pertaining to Employment Identified in 2017 Report	Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2014-15
<p>Increase the number of tenured and tenure-track Black faculty members, Hispanic tenured and tenure-track faculty members, American Indian/Alaska Native tenured and tenure-track faculty members, Native Hawaiian/Other Pacific Islander tenured and tenure-track faculty members, and female tenured faculty members.</p>	<p>With regard to increasing tenured female faculty members, UCF experienced a 3% increase by adding six tenured female faculty members. However, this remains an area of improvement for the university as female tenured faculty comprised 30% of tenured faculty positions.</p> <p>With regard to increasing Black, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander tenured faculty members, UCF experienced a decrease in Black and Hispanic members with Black members continuing to comprise 4% of tenured faculty positions, and Hispanic members continuing to comprise 6% of tenured faculty positions. American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander remained the same (3 and 0, respectively).</p> <p>With regard to increasing Black, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Other Pacific Islander tenure-track faculty members, UCF experienced an increase in Black and Hispanic members with Black members continuing to comprise 4% of tenure-track faculty positions, and Hispanic members continuing to comprise 6% of tenure-track faculty positions. American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander remained the same (zero).</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, 2015-16

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	4	0	0	0	4
Black or African American	0	0	0	0	0
Hispanic	1	1	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	7	0	0	0	7
Other, Not Reported	0	0	0	0	0
Total Male (Include Other, Not Reported)	12	1	0	0	11
FEMALES					
American Indian or Alaskan Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic	1	0	0	0	1
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	7	0	0	0	7
Other, Not Reported	0	0	0	0	0
Total Female (Number and Percent) (Include Other, Not Reported)	8	0	0	0	8
	40%	0	0	0	42.1
GRAND TOTAL	20	1	0	0	19

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 2015-16 promotion and tenure process, the university had a 95 percent (19 of 20) approval rate. The Office of Institutional Equity notes that the one unapproved application for tenure, submitted by a Hispanic male faculty member, was withdrawn prior to a final decision. As to “comparative success” rates, the underrepresented classes had a success rate of 83% (5/6) and white applicants had a success rate of 100% (14/14). Females had a success rate of 100% (8/8) and males had a success rate of 92% (11/12). Hispanics had a success rate of 50% (1/2). Similar to previous years’ reports, there were no Black, American Indian/Alaska Native, or Native Hawaiian/Other Pacific Islander applicants for tenure. As set forth previously in this report, this is in part caused by the lack of Black, American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander tenure-track faculty members.

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

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Part VIII: Promotion & Tenure Committee Composition

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

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee	0	0	0	0	1	0	0	0	0	0	0	0	5	5	0	0	6	5
COLLEGE OF BUSINESS ADMINISTRATION	0	0	0	0	1	0	0	0	0	0	0	0	3	1	0	0	4	1
Management	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	3	0
COLLEGE OF ENGINEERING & COMPUTER SCIENCE	0	0	0	0	2	1	0	0	0	0	0	0	3	0	0	0	5	1
Civil, Environmental & Construction Eng	0	1	0	0	1	0	0	0	0	0	0	0	7	1	0	0	8	2
Materials Science and Engineering	0	0	0	0	2	0	0	0	0	0	0	0	2	0	0	0	4	0
Computer Science	0	0	0	0	11	3	0	0	1	0	0	0	7	1	0	0	19	4
COLLEGE OF ARTS AND HUMANITIES	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	6	1
History	1	1	0	0	0	1	0	0	1	1	0	0	7	4	0	0	9	7
Visual Arts & Design	2	0	0	0	1	2	0	0	0	1	0	0	13	8	0	0	16	11
Music	0	2	0	0	0	2	0	0	2	1	0	0	16	5	0	0	18	10
English	0	0	0	0	0	0	0	0	0	0	0	0	4	2	0	0	4	2
Modern Languages and Literatures	0	1	0	0	0	0	0	0	2	1	0	0	2	4	0	0	4	6
Philosophy	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
COLLEGE OF HEALTH & PUBLIC AFFAIRS	0	0	0	0	0	0	0	0	0	0	0	0	4	2	0	0	4	2
Legal Studies	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	1	2

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Health Management and Informatics	0	0	0	0	1	1	0	0	1	0	0	0	1	4	0	0	3	5
Criminal Justice	1	0	0	0	0	0	0	0	0	0	0	0	8	3	0	0	9	3
COLLEGE OF NURSING	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4
Nursing	0	0	0	0	0	0	0	0	0	0	0	0	2	4	0	0	2	4
COLLEGE OF MEDICINE	0	0	0	0	1	0	0	0	0	0	0	0	2	1	0	0	3	1
Biomedical Sciences	0	0	0	0	8	1	0	0	1	2	0	0	6	1	0	0	15	4
Medical Education	0	0	0	0	0	0	0	0	0	0	0	0	5	1	0	0	5	1
Internal Medicine	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	3	0
COLLEGE OF SCIENCES	0	0	0	0	3	0	0	0	0	0	0	0	6	1	0	0	9	1
Physics	0	0	0	0	2	0	0	0	1	0	0	0	6	0	0	0	9	0
Chemistry	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	6	0
Mathematics	0	0	1	0	7	0	0	0	0	0	0	0	9	1	0	0	17	1
Psychology	0	0	0	0	0	0	0	0	1	0	0	0	9	6	0	0	10	6
Political Science	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	3	1
ROSEN COLLEGE OF HOSPITALITY MGMT	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	1	2
Hospitality Services	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	2	1
COLLEGE OF EDUCATION & HUMAN PERFORMANCE	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Educational and Human Sciences	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	2	1
Teaching, Learning & Leadership	1	0	0	0	0	0	0	0	0	0	0	0	2	5	0	0	3	5
Child, Family and Community Sciences	1	2	0	0	0	0	0	0	1	2	0	0	3	6	0	0	5	10
GRAND TOTAL	6	7	1	0	43	13	0	0	11	8	0	0	161	78	0	0	222	106

Faculty members elect committee representatives from among the tenured faculty to serve on departmental and college committees, as well as the University committee. For 2015-16, the University Committee was comprised of eleven members: six males, five females; ten whites, and one Asian. No other races were represented on the University committee.

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A review of the department committees' composition demonstrated that five departments had no female representation in 2015-16. Non-female representation may be attributed to a number of factors including a comparative lack of tenured female faculty. Compared to the previous year, the number of departments with Black faculty members increased from three to eight. One department committee included an American Indian/Alaska Native faculty member. Compared to the previous year, the number of departments with Hispanic faculty members decreased by 50% from ten to five. The number of Asian faculty members increased from eight to 12. Almost half (12/26) of the departmental committees included Asian faculty members.

A review of the college committees' composition demonstrated that all college committees had female representation for 2015-16. Asian and white faculty members comprised the college committees. Compared to the previous year, the two Hispanic faculty members were replaced by either white or Asian faculty members. No other races were represented on the college committees.

Overall, of the 328 committee members, 239 were White, 56 were Asian, 19 were Hispanic, 13 were Black (more than double the amount set forth in UCF's previous year's report), and one was an American Indian/Alaska Native faculty member. The number of Asian faculty committee member representation has increased by more than 50% (20 to 56). Hispanic faculty committee members declined by one.

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PART IX: OTHER REQUIREMENTS

A. Budget Plan

The University of Central Florida's 2015-2016 Budget Plan includes specific strategies and a budget allocation that support diversity and inclusion. In addition to funds that support all the programming and events set forth in the report by the Division of Student Development and Enrollment Services (Attachment C), the Provost's Office developed the Targeted Opportunity Program (TOP) Inclusive Excellence (IE) Program in 2015-2016 as a replacement to the previously administered Diversity Enhancement Program. The TOP IE Program provided funding to hire tenured or tenure-track faculty members. The goal of this program was to increase diversity at UCF and to attract underrepresented faculty members in academic disciplines where underrepresentation was indicated. For 2015-2016, this program was utilized for the hiring of three Black faculty members.

Procedure: Each TOP IE Program line is funded 100% (up to \$100,000) by the Division of Academic Affairs for three years and 50% (up to \$50,000) in years four and beyond. The number of positions budgeted since the TOP IE Program began in 2015-2016 was 20. There was no pre-determined allocation to the units. Rather, units apply at their will when strong candidates are identified and the unit does not have a tenure track or tenured position available for which the candidate is qualified. When a unit identifies a candidate for the TOP IE Program, the candidate applies to UCF via a unique TOP IE Program job posting site. The Department of Human Resources confirms that the candidate meets eligibility requirements. The Office of Institutional Equity then prepares an under-representation analysis using standard accepted techniques. Specifically, the faculty representation in each discipline at the relevant levels are compared with appropriate national availability factors. Disciplines with documented under-representation of protected classes are identified as disciplines meriting special attention for corrective action under the program. TOP IE Program candidates also undergo review by at least one Pegasus professor (i.e., a senior UCF scholar who has been recognized by UCF as exemplary in teaching, research, and service) who evaluates the candidate's credentials to ensure the strength of the candidate in terms of the university's teaching, research, and service missions.

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

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B. President's Evaluation

President John Hitt included “to become more inclusive and diverse” in his five University goals shortly after assuming the presidency in 1992. The Board of Trustees’ annually evaluates President Hitt’s performance. For 2015-16, the Board’s assessment was outstanding overall with his highest ratings being in the categories of administrative leadership, academic leadership, vision for the university, personal characteristics, and relationship with the board.

C. Top Administrators' Evaluations

Top administrators have equity accomplishments evaluated in their annual performance appraisals. The President’s evaluations of the Vice Presidents that report to him are summarized as follows:

- Executive Vice President & Provost: outstanding performance
- Vice President and Chief of Staff: outstanding performance
- Vice President and General Counsel: outstanding performance
- Vice President for Information Technologies & Resources: outstanding performance
- Vice President for Medical Affairs: outstanding performance
- Vice President for Research: satisfactory performance
- Vice President of Administration & Finance: outstanding performance
- Vice President of Advancement/Alumni Affairs: outstanding performance
- Vice President of Communications & Marketing: outstanding performance
- Vice President of Community Relations: outstanding performance
- Vice President of Student Development and Enrollment Services: outstanding performance
- Vice President of University Relations: outstanding performance

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Attachment A

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, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, gender expression, and veteran status (as protected under the Vietnam Era Veterans' Readjustment Assistance Act). 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, including harassment, and retaliation.

(a) For purposes of this regulation, unlawful discrimination is defined as treating an individual differently than similarly situated other individuals based on a protected category (such as race, color, religion, et al).

(b) Unlawful harassment is a form of unlawful discrimination wherein an individual is subjected to verbal or physical conduct, based on a protected category (such as race, color, religion, et al), which, due to severity and pervasiveness of the conduct, (i) has the purpose or effect of creating an objectively intimidating, hostile or offensive work, educational or business environment; and (ii) has the purpose or effect of unreasonably interfering with an individual's employment, schooling, or business with the University.

(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 or harassment; or (ii)

participated in any capacity, including as a witness or complainant, in a discrimination investigation or proceeding.

(d) Gender identity is defined as an individual's self-perception of being male, female, or both. Gender expression is defined as the manifestation of an individual's self-perception of being male, female, or both.

(3) Sexual harassment is a form of sex discrimination. Sexual harassment is defined as unwelcome sexual advances, or requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

(a) Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment or academic achievement;

(b) Submission to or rejection of such conduct or request by an individual is used as the basis for employment or academic decisions affecting such individual; or

(c) Such conduct or request has the purpose or effect of both unreasonably interfering with an individual's employment or academic performance and creating an intimidating, hostile, or offensive work or academic environment.

(4) Disciplinary Action.

(a) Any employee or student of the University who is found to have unlawfully discriminated against an employee, an applicant for employment, or a student will be subject to disciplinary action up to and including dismissal 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 and may be denied reentry.

(b) Any employee in a supervisory capacity or student in a position of authorized influence who has actual knowledge by direct observation or by receipt of a complaint of

discrimination involving any of those employees he or she supervises or over whom he or she has authority, and who does not investigate or report the matter to an appropriate university official with authority to take action with regard to the matter, shall be subject to disciplinary action up to and including dismissal or expulsion.

(5) Complaint and Grievance Procedures. Any employee, student, contractor or visitor who believes that he or she is a victim of unlawful discrimination, including harassment, or retaliation may take formal or informal action. The individual may report the conduct to his or her supervisor or a higher level for further action; pursue informal resolution of the complaint; or may file a formal written grievance in accordance with Regulation UCF-3.0134. The Office of Equal Opportunity and Affirmative Action Programs is available to assist employees, students, contractors and visitors in reporting discriminatory conduct, informally resolving a complaint, or filing a formal grievance.

(6) 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 Equal Opportunity and Affirmative Action Programs, 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 3-25-00, 1-3-11.

UCF-3.0134 Grievances Alleging Discrimination.

(1) This regulation outlines the procedures to be used for processing grievances alleging unlawful discrimination or retaliation. Federal and state laws protect employees, students, and invitees against discrimination. University policies have been developed to explain that protection and to offer solutions when discrimination is alleged on the basis of race, sex, national origin, religion, disability, age, veteran status, marital status or parental status.

(2) The Discrimination Grievance Procedure is the university procedure for addressing discrimination based on sex, race, national origin, religion, disability, age, veteran status, sexual orientation, marital status, or parental status. It responds to the University's obligations under various laws to provide equal opportunity in employment and programs and to provide access. A list of statutory and regulatory authorities is maintained on the EO/AA Office's homepage.

(3) Processing Grievances Alleging Discrimination.

(a) When an allegation of unlawful discrimination or retaliation is involved, the individual may elect to submit a written grievance under this procedure. Unless specifically prohibited by the terms of an applicable collective bargaining agreement, the grievant may submit a grievance directly to the university's Office of Equal Opportunity and Affirmative Action (EO/AA). A representative of that office will communicate with those involved in the grievance.

(b) An employee grievance submitted through other grievance procedures but which alleges discrimination will be submitted to the Director of EO/AA.

(c) Where a grievance is submitted to EO/AA, the grievant will be notified in writing of the findings of the investigation. 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.

(d) Reports of discrimination or retaliation will be reviewed and resolved appropriately. Reports are differentiated from grievances alleging discrimination. Reports are defined as information conveyed directly to EO/AA, or to that office from another university representative receiving information. An individual using that format may forego an individual remedy in favor of a generalized corrective action or may describe a situation that does not meet the definition of discrimination or retaliation.

(4) Unlawful Retaliation. Federal and state laws protect every individual who files a discrimination grievance, or assists in the investigation, from acts of retaliation. Retaliation is defined as adverse actions taken against an individual who files or assists with a discrimination grievance.

(5) Substantiated discrimination grievances or retaliation grievances will be addressed with appropriate corrective action. EO/AA will inform the President, Provost, or appropriate Vice President when an investigation concludes with findings of unlawful discrimination or retaliation. The President, Provost, or appropriate Vice President will take steps to implement actions that will correct the unlawful discrimination or retaliation. These include but are not limited to changes in regulations, policies, or procedures; discipline administered through standard procedures; changes in the grievant'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.

UCF-5.006 Student Rights and Responsibilities

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

- (a) Participation in Student Government Association and its elective process.
- (b) Membership in 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 regulations:
 - 1. Written materials identified by authorship and sponsorship may be sold or distributed on campus within the guidelines of propriety and responsible journalism as established and supervised by the University Board of Publications which is appointed by the President or designee. The distribution of such material, as is arranged by the Director of Office of Student Involvement, is permissible for student organizations provided steps have been taken to preserve the orderliness of the campus.
 - 2. Non-university or off-campus printed materials shall not be distributed or circulated by students or student organizations without first being stamped by the office of the Director of the Office of Student Involvement.
 - 3. The distribution of materials or circulation of petitions to captive audiences such as those in classrooms, at registration, in study areas or in

residential units is not allowed without prior permission. Such permission may be requested from the appropriate university official.

- (f) Peaceful assembly. Student gatherings must neither disrupt or interfere with the orderly educational operation of the institution, nor violate state or local laws, or University regulations.
- (g) Fair and impartial hearing. These matters shall include, but not be limited to:
 - 1. Disciplinary proceedings involving alleged violation of academic and nonacademic regulations.
 - 2. Refunds and charges. The status of a student charged with a violation of University regulations shall not be affected pending final disposition of the charges except in the case of administrative action. For specific procedures and rights of students during the student conduct 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."

(2) Student Responsibilities. A student at the University is deemed to have given his or her 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) Smoking. While on UCF property, students will uphold the smoke-free campus policy (<http://smokefree.sdes.ucf.edu/>) to ensure a healthy and clean environment for everyone. Smoking of any kind is prohibited in all facilities and areas of the UCF campus.

(4) Medical Emergencies. The University of Central Florida highly encourages students and student organizations to call for medical assistance whenever an individual experiences severe intoxication or serious injury after consuming alcohol and/or drugs. Students and student organizations may be reluctant to call for help for themselves or others due to potential involvement from the UCF Police Department or the Office of Student Conduct. 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 UCF police department 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 Office of Student Conduct Rules of Conduct Controlled Substance and Drug Violations and Alcoholic Beverages section and the Organizational Rules of Conduct section.

(5) Student Care Services. In order to provide comprehensive and consistent care for students experiencing academic, financial or personal challenges, Student Care Services (SCS), under Student Rights and Responsibilities provides support to students identified as needing additional on-campus or off-campus resources. Care Managers for Student Care Services review referrals from students, faculty, staff and UCF community members who are concerned about behavior exhibited by a student. The goal of Student Care Services is to intervene and support the student before a situation reaches crisis level.

- (a.) Care Managers will reach out to the student to assess what resources would be beneficial and collaboratively develop an action plan to reduce obstacles affecting success at UCF. Care Managers will assist the student in coordinating with campus resources currently being utilized and then will work with the student to monitor progress. Depending upon the circumstances, the referring person may receive feedback about the student's action plan.
- (b.) In order to support student success, Care Managers may utilize additional campus resources to assist the student. This may include collaboration with the Student of Concern (SOC Team), a multidisciplinary group that reviews potential concerns presented by the UCF community regarding student behavior. The SOC Team offers additional knowledge of university resources and procedures and may make further recommendations regarding action plan items for student success. Students of concern are presented to the team at the discretion of Student Care Services or the Director of Student Rights and Responsibilities.
- (c.) Care Managers have additional campus support systems in place to assess students engaging in behavior that may pose a risk to themselves or others. This includes the University Crisis Team, Mandated Assessment Procedure, and Involuntary Withdrawal Procedure.

(6) University Crisis Team. The University may refer students who are viewed to be engaging in behavior(s) that poses risk to themselves or others to the University Crisis Team for possible

action. Such behaviors include, but are not limited to: suicidal behavior, self-injury, threats to harm others, disruptive behavior, disordered eating, and endangerment to the community.

- (a) The Director of OSRR or designee will convene the team members in order to review each case and decide on the best course of action. The Crisis Team is composed of the following persons and/or their designee(s): Student Health Services Director, Counseling and Psychological Services Director, Chief of UCF Police Department, Director of the Office of Student Rights and Responsibilities, Student Care Services Assistant Director, Office of Student Conduct Director, Associate Dean for Academic Services, and the Director of Housing and Residence Life.
- (b) Various campus units may enlist the services of the Team. These include but are not limited to Housing and Residence Life, Student Health Services, Student Accessibility Services, Counseling and Psychological Services, Recreation and Wellness Center, Wellness and Health Promotion Services, Office of Fraternity and Sorority Life, Athletics, Alcohol and Other Drug Intervention Services, University Police, and the Office of Student Conduct. In the event that a student's behavior raises concern about risk of danger to others, the involved unit will contact the Director of OSRR or designee. The Director of OSRR or designee will then contact Crisis Team members to convene a meeting in order to review the case and decide on the best course of action.
- (c) The role of the Student Health Services Director and the Counseling and Psychological Services Director on the Crisis Team will be consultative in nature. When possible, the Student Health Services Director and the Counseling and Psychological Services Director will not confer on a case for which they are (or have been) serving in a direct provider relationship with the involved student. When the involved student has been a client at UCF Counseling and Psychological Services, the Counseling and Psychological Services Director or designee will maintain the confidentiality of the student's clinical information and will make recommendations for action based solely upon the information provided in the meeting.

(7) Mandated Assessment Procedure. This University procedure is established for behaviors or actions that result in hospitalization from imminent danger to self or others via the Baker Act

(F.S. 394.463) or Marchman Act (Chapter 397, Florida Statutes), significant acts or threats of violence to others, chronic eating disorders, dramatic and/or expansive displays of self-mutilation, behaviors that are significantly disruptive to the UCF community and /or diminish the ability of a student to care for oneself. Whenever the UCF Police provide transportation of a UCF student to the hospital for involuntary examination, the police will file a report with the OSRR. In addition, anyone may also file reports about students of concern with Student Care Services.

- (a) Once a report is received, the Assistant Director of Student Care Services or designee may notify and consult with designated representatives of UCF Counseling and Psychological Services or Student Health Services and/or the University Crisis Team to review the severity of the student's behavior for potential of continued risk to the campus community. A determination will be made whether a mandated assessment and/or physical assessment is needed to help the student in their specific situation or whether some other more stringent, protective action is appropriate to protect both the welfare of the student and the community. The mandated assessment session(s) may be 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. In addition, the mandated assessment session(s) are designed to assist students in developing a safety and/or well-being plan and provide students with educational resources. A member of Student Care Services will contact the student in a timely manner and require an initial meeting between an OSRR representative and the student to inform the student of their rights and responsibilities regarding the incident.
- (b) All students identified as threatening self-harm or having attempted suicide must complete a mandated assessment with a licensed mental health professional and/or a physical assessment with a licensed medical provider. Examples of a licensed mental health professional include a UCF Student Health Services psychiatrist, a UCF Counseling and Psychological Services clinician, or a community based counselor or psychiatrist of the student's choice. Before the mandated assessment is conducted, the Assistant Director of Student Care Services or designee will first attempt to obtain an *Authorization to Release/Exchange Confidential Information form* from the student to provide the

licensed mental health professional and/or licensed medical health professional conducting the assessment with background information relevant to the reason for the mandated assessment. The Director of OSRR or designee will require proof of participation for the mandated assessment with a licensed mental health professional and/or proof of a physical assessment with an appropriate medical provider. The student must meet with Student Care Services within two weeks (10 business days) to complete a follow up appointment. Student must provide proof of assessment within four weeks (20 business days) or prior to return to the university (in the event a student withdraws for the remainder of the semester or is placed on Medical Withdrawal). Failure to comply may result in disciplinary action or the convening of the University Crisis Team to consider the initiation of the Involuntary Withdrawal Procedure.

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

(8) Involuntary Withdrawal Procedure. A student who poses a serious danger of imminent or serious physical harm at the University may be involuntarily withdrawn from the University by the Director of OSRR or designee upon appropriate notification and consultation from the University Crisis Team and the Associate Vice President & Dean of Students or designee.

- (a) This notification is received in the form of an incident report to the Office of Student Rights & Responsibilities, or a psychiatric evaluation filed with the UCF Police Department. The student will be withdrawn if the Director of OSRR or designee concludes, on the basis of preponderance of evidence that the student engages or threatens to engage in behavior that may:
1. Pose a significant danger of causing harm;
 2. Cause significant property damage or interferes with the educational environment of others at the university; or

3. Demonstrates an inability to care for his/her daily physical or mental wellbeing without assistance and has failed to secure such assistance.
- (b) The Director of OSRR or designee reserves the right to impose an immediate and interim withdrawal (the equivalent of an interim suspension), prior to the review of all information, if the Director of OSRR or designee concludes that the student poses a threat to the welfare of any individual, the student body, or any part of the University or its community. In such cases, there will be a scheduling of a hearing within three (3) business days to determine the status of interim withdrawal. At this hearing, the student shall be offered an opportunity to provide documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment.
 - (c) The Director of OSRR or designee will call a meeting of the University Crisis Team at the earliest possible date. The student may be present at this meeting and may present information in support of his/her case. Following the student's presentation, the team shall convene in executive session. At the conclusion of this proceeding, the team shall make a recommendation to the Director of OSRR or designee whether to withdraw the student, reinstate the student, or reinstate the student with conditions.
 - (d) The Director of OSRR or designee will make a final decision regarding the student's enrollment status and notify the student in writing within 24 hours of the Crisis Team's recommendation.
 - (e) A student subject to involuntary withdrawal is entitled to the following:
 1. Notice of intent to remove the student pursuant to this policy stating the reasons for the action.
 2. The opportunity to examine the psychiatric or other evaluations provided to the committee and to discuss them.
 3. The opportunity to present relevant information for consideration of his/her case personally, or by a health professional working with that student, if the student is not capable of self-representation.
 4. The opportunity to have an advisor of the student's own choice accompany the student.
 5. The right to appeal.

- (f) In the event a student disagrees with the decision of the Director of OSRR or designee, the student may appeal the finding. The appeal must be made in writing to the Vice President for SDES, or designee, within three (3) business days after the date of the notification to the student of the decision. The Vice President of SDES or designee, shall, within three (3) business days, sustain the initial decision or remand the case to the Crisis Committee for re-consideration. The Vice President's decision will be considered final agency action.
- (g) Upon being withdrawn, the student may no longer enroll in classes, may not be an active member of a registered Student Organization, may no longer use University facilities, must vacate University owned housing, may no longer be permitted on University property, may not be employed by UCF, and may be entitled to whatever refunds of tuition, fees, and room and board charges as would be appropriate given the timing of the withdrawal.
- (h) Students who are involuntarily withdrawn from the University shall have a hold placed on their records, which will prevent them from being readmitted or reenrolled at the institution except as stated in this paragraph. A student may request readmission or reenrollment at the University and provide the Director of OSRR or designee with documentation from an appropriate healthcare provider of their choice who has conducted a proper assessment of the student and concluded that the student does not pose a serious threat to others. In cases where the Director of OSRR or designee has imposed other conditions for readmission, it is the responsibility of the student to provide documentation of compliance with such conditions.
- (i) A student who is not involuntarily withdrawn may be subject to conditions to continue enrollment at the University. In such cases, the student will be provided with a written summary of conditions and must meet all conditions in order to maintain student status. A student who fails to meet such conditions will be subject to involuntary withdrawal by the Director of the Office of Student Rights & Responsibilities or designee, or will be subject to charges through the University's Student Conduct Review Process for failure to comply.
- (j) The current medical withdrawal process should not be used to handle withdrawals related to mental health issues where an imminent threat to the community is

evident or a violation of the Rules of Conduct has allegedly occurred. However, a student could choose to pursue a medical withdrawal within six (6) months of the end of the semester. As a general principle, the regular Student Conduct Review Process and its policies and practices are preferred in serious instances of misconduct, without regard to whether there might be mental health issues present. The procedures and specifications given in this regulation are to be employed in those extraordinary situations in which, in the judgment of the appropriate administrative officers, the regular Student Conduct Review Process is not applicable or cannot be applied.

(9) Title IX Policy, Procedure, and Resources.

- (a) 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 sexual misconduct, and/or interpersonal violence listed and defined in the Rules of Conduct (UCF-5.008 and UCF-5.012).
- (b) 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.
- (c) 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. Title IX prohibits sex discrimination against students, staff members, and faculty members—which includes acts of sexual misconduct and/or interpersonal violence. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination. A closely related federal law, Section 304 of the Violence against Women Act, requires universities to increase transparency about the scope of sex-related violence on campus, guarantee victims enhanced rights, provide for standards in institutional conduct proceedings, and provide campus community wide prevention education and awareness programming.
- (d) The University of Central Florida encourages any faculty, staff, student or non-student who thinks that he or she has been subjected to sexual misconduct and/or

interpersonal violence by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident.

- (e) UCF strives to promote the safety and well-being of all students and employees. This information is applicable to students and employees regardless of their sexual orientation, gender identity, or gender expression.
- (f) Rights of the Complainant and the Respondent. A student or student organization accused of sexual misconduct and/or interpersonal violence (“Respondent”) and a student alleging sexual misconduct and/or interpersonal violence (“Complainant”) are afforded the following rights throughout the Title IX investigation process and the student conduct review process to provide a fair process for both parties while also ensuring Complainant’s protections under Title IX and the Campus SaVE Act. These rights are in addition to the rights afforded in the student conduct review procedures outlined in UCF-5.009 (students) and UCF-5.013 (student organizations). Complainant and Respondent rights include the following.
 1. Both the Complainant and Respondent are permitted to have an advisor or support person accompany them throughout the Title IX investigative process and student conduct review process. This person may act as a support person or advisor. This person will not represent the Complainant or Respondent, address witnesses, investigator(s), the hearing body, any other party, or otherwise directly participate throughout the Title IX investigative process and student conduct review process. In addition, a support person or advisor is unable to serve as a witness at any point.
 2. Both the Complainant and the Respondent have the right to interim protective measures and shall be notified of available assistance at the University.
 3. Both the Complainant and Respondent will be afforded similar and timely access to any information that will be used during the Student Conduct Review Process.
 4. Both the Complainant and Respondent will receive notice to attend a preliminary conference meeting with the Office of Student Conduct and be informed of the available resolution options in the Student Conduct Review Process.

5. Both the Complainant and Respondent may submit a list of proposed questions related to the alleged incident, to be asked during the hearing process. The relevancy of proposed questions will be determined by the conduct officer or hearing body.
6. Both the Complainant and Respondent will have equal opportunity to present relevant parties and other information during the Title IX investigative process and the student conduct review process. The relevancy of proposed questions will be determined by the conduct officer or hearing body.
7. The Complainant may not have irrelevant past conduct, including sexual history, discussed during the hearing. The issue of relevancy shall be determined by the conduct officer or the hearing body.
8. Both the Complainant and the Respondent will be provided access to participate in the entire formal hearing in person, via videoconference, telephone, or by other means available.
9. Both, the Complainant and Respondent should not be questioned directly by one another during the Student Conduct Review Process. All questions shall be asked through the hearing body.
10. The Complainant may submit an “impact statement” and suggest an appropriate disciplinary sanction: warning, probation, suspension, or expulsion. See UCF-5.009(5) for more information regarding disciplinary sanctions for students, and section UCF-5.013(5) for more information regarding student organization disciplinary sanctions to include appropriate compensations if the Respondent is found to have been in violation of the Rules of Conduct or Organizational Rules of Conduct.
11. Both the Complainant and Respondent will be informed, concurrently and in writing, of the outcome of the student conduct review process and the outcome of the appeal process. Notice of outcome sent to Complainant will include only the final determination with respect to the alleged offense and any sanction that is imposed against the Respondent, except that in cases not involving sexual violence, the Complainant will be notified of only those sanctions that directly relate to the Complainant.

12. 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 Student Conduct Appeals section UCF-5.010 and UCF-5.013.
 13. Both the Complainant and Respondent will be given periodic status updates throughout the Title IX investigative process and the student conduct review process.
- (g) Administrative hearing officers and panel members who hear cases of sexual misconduct and/or interpersonal violence – including sexual assault, sexual harassment, relationship violence, and stalking (sex-based) – receive 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.

UCF-5.007 Office of Student Conduct; Scope, Definitions; Student Conduct Records

(1) Scope

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

(2) Authority

- (a) The Florida Board of Governors Regulation 6.0105 requires each university to establish a Student Disciplinary System, including a code of conduct, to apply to student disciplinary proceedings.
- (b) These regulations are designed to ensure fairness and due process in student disciplinary proceedings.

- (c) Generally, authority necessary to enforce the student conduct regulations is vested in the Vice President for Student Development and Enrollment Services or designee. Selected functions of this authority are shared with faculty, staff and students. Some functions of student conduct administration are assisted through review boards or committees.

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

(4) **Definitions**

- (a) The term “Academic Integrity Panel” is comprised of one faculty member and one staff/faculty member and two students selected from the Student Conduct Board. Members of this panel will receive training annual on how to conduct an investigation related to academic misconduct.
- (b) The term “Advisor” or “Support Person” refers to the person of the student’s or organization’s choice who may assist and/or accompany the student or student organization throughout the student conduct review process. This person shall not speak for or present the case on behalf of the party who requested the Advisor/Support person’s attendance.
- (c) 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 Department 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 most recently amended by the Violence Against Women Reauthorization Act of 2013.

- (d) 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 the OSC to review the disciplinary probation/suspension status of a student.
- (e) The term “Complainant” refers to anyone who reports having been subject to sexual misconduct and/or interpersonal violence.
- (f) 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).
- (g) The term “Director of the OSC” refers to the Director of the Office of Student Conduct.
- (h) The Director of the OSRR refers to the Director of the Office of the Student Rights and Responsibilities.
- (i) The term “Hold” refers to a service indicator placed on a student’s record.
- (j) The term “Off campus” refers to any location not defined as University premises.
- (k) The term “Overlay” refers to a notification on a student’s university transcript that states the student is not in good standing.
- (l) 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 conduct review process.
- (m) The term “Record Sealing” refers to when a student’s disciplinary record cannot be examined except by a court order or designated officials.
- (n) The term “Relationship Abuse” is defined as physical harm or threat of physical harm, verbal or written abuse, 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, committed by a person upon an individual with whom the person is or has been in a romantic or intimate relationship.

- (o) The term “Relevant Information” means information that has been shown to directly support the position of a party throughout the Title IX Investigative process or student conduct review process. An Office of Student Conduct or Office of Student Rights and Responsibilities staff member and/or Student Conduct Board member has the final authority to determine if the presented information is relevant to the case and should be presented during the hearing.
- (p) The term “Respondent” refers to any student or student organization accused of sexual misconduct and/or interpersonal violence.
- (q) The term “Responsible Employee” is defined as a university employee who has the authority to redress sexual misconduct and/or interpersonal violence the duty to report incidents of sexual misconduct and/or interpersonal violence, or is someone a student could reasonably believe has this authority or duty.
- (r) The term “Sanction” refers to outcome(s) imposed on students or student organizations found in violation of any Rules of Conduct or Organizational Rules of Conduct of the University.
- (s) The term “Student” means any person enrolled in one or more classes at the University, whether full time or part time, study abroad students, on-line 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, or who have been notified of their acceptance for admission are considered “students”.
- (t) The term “Student Conduct Board” means any person or persons authorized by the Director of the OSC or designee to gather information and make proposed findings regarding whether a student has violated the Rules of Conduct and to propose sanctions that may be imposed. Board members are selected through an annual application and interview process with the exception of the justices from the Student Government Association Judicial Council. All Student Conduct Board members, including justices, receive training from the Office of Student Conduct. Student Conduct Board members who serve on hearings related to allegations of relationship violence, sexual assault, sex harassment, and stalking (sex-based) will

receive additional training annually. They will be trained on how to conduct a hearing process that protects the safety of all those involved and promotes accountability.

- (u) 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”. Title IX’s sex discrimination prohibition protects against sexual harassment and sexual violence and extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. Other examples of the types of discrimination that are covered under Title IX include the failure to provide equal opportunity in athletics; discrimination in a school’s science, technology, engineering, and math (STEM) courses and programs; and discrimination based on pregnancy and parental status.
- (v) 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, which prohibits sex discrimination in all the operations of this College, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.
- (w) The term "Deputy Title IX Coordinator" is defined as a university employee who is responsible for overseeing complaints or allegations of sexual misconduct and/or interpersonal violence against students or student organizations under Title IX, which prohibits sex discrimination in all the operations of this college, as well as any interference with any right or privilege secured by Title IX.
- (x) The term “University” means the University of Central Florida.
- (y) The term “University community” refers, collectively and individually, to students, University officials, Trustees, and all visitors, contractors, and guests to the University or any of its campuses, facilities or events.

- (z) 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.
- (aa) The term “University premises” includes all land, buildings, facilities, and other properties in the possession of or owned, used, or controlled by the University.
- (bb) The term “VAWA” refers to the Violence Against Women Reauthorization Act of 2013, amended the Violence Against Women Act and the Clery Act to provide new requirements for schools to prevent and respond to sexual violence, domestic violence, dating violence, and stalking. Some of these requirements include providing primary prevention education and awareness programs for all incoming students and employees; collecting statistics on domestic violence, dating 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. The updates are sometimes referred to as Campus Sexual Violence Elimination Act or Campus SaVE Act.
- (cc) The term “VP of SDES” refers to the Vice President of Student Development and Enrollment Services.
- (dd) The term “Witness” refers to an individual who is in the proximity of an incident and viewed the actions of said incident or who has relevant information about a given incident or who has relevant information about a given incident or actions related to a specific incident.

(5) Student Conduct Records

- (a) Maintenance of Records. A student’s conduct case record will be maintained in the Office of Student Conduct. The case record of a student found responsible for charge(s) against them, with sanctions less than suspension or expulsion, will generally be maintained in the Office of Student Conduct for seven years from the calendar year of record, after which they are destroyed. The case record of a student who has been placed on Disciplinary Suspension or Expulsion will be permanently maintained as official records by the Office of Student Conduct.

- (b) Release of Records. The release of student disciplinary records will be governed by applicable federal and state laws regarding the privacy of educational records.
- (6) Evaluation of Student Conduct Review Process. The Student Conduct Review Process will be evaluated periodically by a committee, which shall be composed of students and staff members of the university.

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

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 and organizations 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.

(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 notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor is a violation of this rule.
- (d) **Falsifying or misrepresenting your 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.**

(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, university and non-university law enforcement officers, faculty or staff.
- (b) Possession, use or attempted use of any form of fraudulent identification.
- (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, the student conduct review process, including knowingly initiating a false complaint.

(3) Disruptive Conduct

- (a) An 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) An act which tampers with the election(s) of any University student organization or group including major violations of the SGA Election Statutes.
- (d) Misuse of any University safety equipment, firefighting equipment, or fire alarms.
- (e) An act which deliberately interferes with the academic freedom or the freedom of speech of any member or guest of the University community.
- (f) A false report of an explosive or incendiary device, which constitutes a threat or bomb scare.
- (g) 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.
- (h) 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 identify oneself to these persons when requested to do so.

- (i) 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.
- (j) Hindering 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.

(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 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) Harassment: defined as conduct (including written or electronic communication) based on a protected category (such as race, color, religion, national origin, gender equity, et al), which, due to the severity and pervasiveness of the conduct and its targeted nature on the basis of a protected category, (i) has the purpose or effect of creating an objectively intimidating, hostile or offensive educational or work environment; and (ii) has the purpose or effect of unreasonably interfering with an individual's employment, schooling, or business with the University. Harassment under this provision is conduct (verbal or physical behavior) that would constitute harassment under federal or state civil rights laws or under University Regulation (UCF-3.001).
- (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 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.

- (e) Stalking: defined as repeated, unwanted conduct toward or contact with another person that creates fear for the person's safety or the safety of others, or causes an individual to suffer 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) Failure to respect the privacy of other individuals including but not limited to stalking.
- (g) Retaliation against or harassment of complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation of harassment.
- (h) Condoning or encouraging acts of harmful behavior as defined above or failing to stop an act of harmful behavior while it is occurring.

(5) Sexual Misconduct and/or Interpersonal Violence

- (a) Nonconsensual Sexual Assault: Any nonconsensual sexual contact which occurs on or off the UCF campus.
 - 1. Sexual Contact – includes but is not limited to the following behaviors:
 - 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.
 - 2. Consent is an affirmative act or statement by an individual that is informed, freely given and mutually understood. 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. Lack of protest or resistance is not consent. Silence is not consent.

- a. Responsibilities - It is the responsibility of each person involved in any sexual activity to ensure the consent of the other, or others, to engage in the sexual activity.
- b. 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 intoxicated does not relieve an initiator of a sexual act from obtaining consent.
- c. Incapacitation - If a person is mentally or physically incapacitated so that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
 - i. Incapacitation is a temporary or permanent state in which a person cannot make informed, rational judgments because the person lacks the physical or mental capacity to understand the nature or consequences of their words and/or conduct, and/or the person is unable to physically or verbally communicate consent.
 - ii. This includes but is not limited to conditions due to age, alcohol or drug consumption, being unconscious or asleep, or because of an intellectual or other disability that prevents the person from having the capacity to give consent.
- d. Duration of Consent - Consent must be ongoing throughout sexual activity, for each sexual act, and can be withdrawn at any time.
 - i. Within each sexual encounter, there may be separate individual sexual acts involved. Consent to one act by itself does not constitute to another act. If verbal consent is not given, ongoing active participation is required for consent.
 - ii. The existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations is not indicator of consent for any current or future sexual encounter.

- e. Scope of Consent - Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
- (b) Sex Harassment: Conduct that would constitute sexual harassment under federal or state civil rights laws or under University Regulation UCF-3.001; including but not limited to unwelcome sexual advances, requests for sexual favors, or other harassment based on sex which, due to the severity and pervasiveness of the conduct and the targeted nature of the conduct on the basis of sex (including but not limited to sexual orientation, gender identity, gender expression and pregnancy), objectively prevents or impairs another person's full enjoyment of the educational benefits, employment, atmosphere, or opportunities provided as part of the University.
- (c) 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.
- (d) Voyeurism: Trespass, spying, or eavesdropping for the purpose of sexual gratification.
- (e) Solicitation of a Minor: soliciting sexual acts from a minor by oral, written, or electronic means.
- (f) Child Pornography: possessing, producing or the dissemination of child pornography
- (g) Relationship Abuse: Physical harm or threat of physical harm, verbal or written abuse, 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, committed by a person upon an individual with who the person is or has been in a romantic or intimate relationship with the student.
- (h) Stalking (sex-based): Repeated, unwanted conduct toward or contact with another person because of sex that creates fear for the person's safety or the safety of others, or causes an individual to suffer 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.

- (i) Condoning or encouraging acts of sexual misconduct and/or interpersonal violence defined above or failing to stop an act of sexual misconduct and/or interpersonal violence while it is occurring are also violations of this policy.
- (j) Any attempted acts of sexual misconduct and/or interpersonal violence defined above are also violations of this policy.

(6) Larceny/Property Damage

- (a) Unauthorized use, possession, or theft of property or service. Such property may be personal or public.
- (b) Damage or defacing of University property or the property of another person whether or not it is on University premises.

(7) Hazing

- (a) Any action or situation which recklessly or intentionally endangers the mental or physical health and/or safety of a student for the purpose of initiation or admission into, or affiliation with, any organization operating under registration with the University. Hazing may result in felony charges.
- (b) 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) Any activity which could subject the individual to mental stress such as sleep deprivation, forced exclusion from social contact, forced contact which could result in embarrassment, or any other activity which could adversely affect the mental health or dignity of the individual.
- (d) Forcing or requiring the violation of University policies, federal, state, or local law.
- (e) Any activity, as described above, upon which the initiation or admission into or affiliation with a University of Central Florida organization may be directly or indirectly conditioned, shall be presumed to be a "forced" activity, the willingness of an individual to participate in such an activity notwithstanding.

(8) Misuse or Unauthorized Use of Facilities and Grounds

- (a) Misuse or unauthorized use of classroom or laboratory facilities.

- (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 Regulation UCF-4.036.
- (c) Unauthorized entry or attempted entry to any University facility.
- (d) Unauthorized possession, duplication or use of keys to any University premises.

(9) Misconduct at University Sponsored/Related Activities

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

(10) Controlled Substance and Drug Violations

- (a) Possessing, consuming, or attempting to possess cannabis in any amount, except as expressly permitted by law
- (b) Cultivating, manufacturing, or attempting to obtain cannabis in any amount, except as expressly permitted by law.
- (c) Possessing, consuming, cultivating, manufacturing, or attempting to possess any controlled substances other than alcohol, cannabis, , except as expressly permitted by law.
- (d) Selling or distributing cannabis or any other controlled substances and related paraphernalia, other than alcohol and alcohol-related paraphernalia, except as expressly permitted by law.
- (e) Possessing or attempting to possess any drug related paraphernalia, other than alcohol-related paraphernalia, except as expressly permitted by law.
- (f) Misconduct under the influence of controlled substance of alcohol.
- (g) Drug Emergencies - University Expectations for Individuals
 - 1. University of Central Florida students who receive medical attention due to drug-related emergencies may be exempt from disciplinary action as part of the conditions for drug emergencies after review by the Director of the Office of Student Conduct. Students eligible for exemption will be referred for assessment and follow-up services in lieu of the student conduct review process.

2. Students who receive medical assistance for drug-related emergencies may receive exemption for violations of the Rules of Conduct Section 10 subsections a, b, c, d, e, & f; however, exemption for other Rules of Conduct violations may not be granted. The Director of the Office of Student Conduct reserves the right to review each incident individually to determine whether the student will be exempt from disciplinary action. The Director of the Office of Student Conduct maintains the right to recommend additional requirements for students who are referred for assessment and fail to meet the requirements of their assessment. For subsequent incidents, appropriate interventions will be handled on a case by case basis.
3. Students who seek medical assistance on behalf of another intoxicated student may be exempt from disciplinary action for violations of the Rules of Conduct Section 10 subsections a, b, c, d, e, & f. However, exemption for other Rule of Conduct violations may not be granted.
4. For parental notification regarding medical transports for drug-related incidents, refer to the Parental Notification Policy in the on the Office of Student Conduct website.
5. For information regarding alcohol emergencies please refer to the next section and relevant subsection—5.008 11(d).

(11) Alcoholic Beverages Violation

- (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
- (d) Alcohol Emergencies- University Expectations for Individuals.
 1. University of Central Florida students who receive medical attention due to alcohol-related emergencies may be exempt from disciplinary action as part of the conditions for alcohol emergencies after review by the Director of the Office of Student Conduct. Students eligible for exemption will be

referred for assessment and follow-up services in lieu of the student conduct review process.

2. Students who receive medical assistance for alcohol emergencies may receive exemption for violations of the Rules of Conduct Section 11 subsections a, b, & c; however, exemption for other Rules of Conduct violations may not be granted. The Director of the Office of Student Conduct reserves the right to review each incident individually to determine whether the student will be exempt from disciplinary action. The Director of the Office of Student Conduct maintains the right to recommend additional requirements for students who are referred for assessment and fail to meet the requirements of their assessment. For subsequent incidents, appropriate interventions will be handled on a case by case basis.
3. Students who seek medical assistance on behalf of another intoxicated student may be exempt from disciplinary action for violations of the Rules of Conduct Section 11 subsections a, b & c. However, exemption for other Rule of Conduct violations may not be granted.
4. For parental notification regarding medical transports for alcohol-related incidents, refer to the Parental Notification Policy in the on the Office of Student Conduct website: <http://osc.sdes.ucf.edu/notification>.
5. Additional information regarding alcohol emergencies can be found through the Office of Student Conduct website.

(12) Possession of Weapons and/or Dangerous Material

- (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.

(13) Instigation or Participation in Group Disturbances during Demonstrations, Parades, or Picketings

- (a) Participation in a demonstration(s), parade(s), or picketing which invades the rights of others, which interferes with the educational function 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.

(14) 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, faculty member or University Official.
- (f) Use of computing facilities and telecommunications resources to send obscene or abusive messages.
- (g) Use of computing facilities and telecommunications resources to interfere with normal operation of the University computing system.
- (h) Use of computing facilities and telecommunications resources in violation of copyright laws.
- (i) Any violation of the University of Central Florida Use of Information Technology and Resources Policy.
- (j) Any violation of the University of Central Florida ResNet Acceptable Use Policy.

(15) 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 student organization.
- (b) Unlawfully sell, barter or dispose of a ticket, order, or any interest in a scheme of chance by whatever name on University premises or at any affair sponsored by a student or student organization.
- (c) Wager on a University team or organization in a competition, with a direct influence in the success of the competition.

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

(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.

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.

UCF-5.009 Student Conduct Review Process; Sanctions

(1) **Violation Reports.** Alleged violations of the UCF Rules of Conduct shall be reported in writing to the Director of the OSC or designee. Upon receiving an alleged violation of misconduct, the Director of the OSC or designee may review relevant information and consult with relevant parties regarding the incident in question. In unusual cases, which dictate a decision for the welfare of any individual, the student body, or any part of the University or its community, the Director of the OSC or designee, upon notifying the VP of SDES, may take immediate action to resolve the situation by placing the student on interim suspension. Such action is subject to review at a hearing within three (3) business days by the VP of SDES or designee to determine the status of the interim suspension. The outcome of an interim suspension hearing shall remain in effect until the final disposition of formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.

- (a) The Director of the OSC will refer all information warranting disciplinary action to the Office of Student Conduct. The Office of Student Conduct will send written notification to the charged student indicating the nature of the activity in question and what university rules were allegedly violated.
- (b) Upon receipt of an incident report the Office of Student Conduct has six months to charge a student with a violation of the Rules of Conduct. The Office of Student Conduct may exercise discretion when applying the time provision to account for circumstances that warrant a waiver of the six month time limit from the date of discovery.
- (c) Students charged with alleged violations of the Rules of Conduct will receive notice to attend a required preliminary conference with the Office of Student Conduct to discuss the charges. If the student fails to attend that conference, a hold may be placed on the student's record, preventing them from registering for future classes until the matter is resolved. Students who leave the university or withdraw from a class before a disciplinary matter is resolved may be prohibited from future enrollment until such time as the matter is resolved. The student will receive information regarding the student conduct review process, including the student's rights during the process, an opportunity to inspect and/or review the information known at the time charges are prepared, and notice on how to contact the Student Government Association Judicial Advisor. At the conclusion of the meeting, the

Office of Student Conduct recommends an option for resolution of the disciplinary charges. These options are dismissal, mediation, informal hearing, or formal hearing.

(2) Options for Resolution of Disciplinary Charges

- (a) **Case Dismissal:** The Director of the OSC or designee may dismiss a case if it is found to not have sufficient facts or information to substantiate the claim of misconduct, the accused person is not a student, or the action claimed as misconduct is not a violation of the rules of conduct.
- (b) **Documentation only with an Educational Requirement:** this resolution option is only available for cases where the accused student accepts responsibility with an Office of Student Conduct staff member or designee and the reported violation is not seen as especially egregious by the Office of Student Conduct. The reported student will be required to must complete an educational sanction. An Office of Student Conduct hold will be placed on the student's record until the educational sanction completed in full and seen by the Office of Student Conduct as complete.
- (c) **Mediation:** Depending on the nature and severity of the alleged violation, the Office of Student Conduct may recommend formal mediation through the Office of Student Rights and Responsibilities as an alternative to disciplinary action. The involved parties must each agree to mediation. Mediation is confidential. In mediation, the parties voluntarily meet with an impartial mediator to communicate their concerns and needs to each other and to reach their own agreement on the resolution of the case. The participants in mediation are responsible for keeping their agreement or renegotiating it, if necessary. In the event that the participants do not agree to mediate or mediate but do not reach a full and final resolution, the case will be referred back for disciplinary action through an informal or a formal hearing. Breach of a mediated agreement may result in a follow up mediation session or the matter may be referred back through the conduct process at the discretion of the Office of Student Conduct. Mediation will not be a resolution option for cases involving allegations of incidents of sexual misconduct and/or interpersonal violence.
- (d) **Informal Hearing:** At the discretion of the Office of Student Conduct, violations found not to warrant a formal hearing may be referred to an informal hearing. At the informal hearing the charged student has the opportunity to meet with an Office of Student Conduct staff member or designee and accept responsibility for the charges

of violation of the Rules of Conduct. At the informal level the matter will be settled by the following outcomes: punitive sanction (disciplinary warning or disciplinary probation) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not resolved informally, the case will be resolved through a formal hearing. The outcomes from an informal hearing process (decision of responsibility and recommended sanctions) are final and are not eligible to be appealed (UCF-5.010).

- (e) Formal Hearing: If an alleged violation of the Rules of Conduct is not dismissed or otherwise resolved, then the Office of Student Conduct shall present in writing formal charges to the student. The charged student may request either a panel or administrative hearing. The charged student's hearing shall be open only to the charged student, his/her advisor, the hearing body, witnesses (when called upon), and a representative from the Office of Student Conduct. In cases of alleged Academic Misconduct, the student is required to have an academic integrity panel hearing as stated in UCF-5.015.

Formal notification shall include:

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

(3) Formal Hearings.

There are two types of formal hearings – panel hearings and administrative hearings.

(a) Panel Hearings.

1. A panel to consider an individual case shall be randomly selected by the Office of Student Conduct from the Student Conduct Board and shall consist of two (2) faculty and administrative staff members combined, and two (2) student members. One panel member shall be selected by the Office of Student Conduct to chair the hearing and report the finding(s) and recommended sanctions, if any, to the Director of the OSC or designee.

2. At hearings conducted by a panel, an Office of Student Conduct staff member shall act as an advisor to the panel. The Director of the OSC or designee shall receive the panel's proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any sanctions proposed by the panel.
3. The Director of the OSC or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of "in violation," they may approve, mitigate or increase the sanctions proposed by the panel.
4. Any decision by the Director of the OSC or designee to alter proposed sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

(b) Administrative Hearings

1. Administrative hearings shall be conducted by one faculty or staff member randomly selected by the Office of Student Conduct from the Student Conduct Board. The charged student shall be informed of the hearing officer assigned to the case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The student shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a student has opted not to challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.
2. At hearings conducted by an administrative hearing officer, an Office of Student Conduct staff member shall act as an advisor to the administrative hearing officer. The Director of the OSC or designee shall receive the administrative hearing officer's proposed finding(s) as to "in violation" or "not in violation" of the Rules of Conduct, and consider any sanctions proposed by the administrative hearing officer.
3. The Director of the OSC or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the

Director of the OSC or designee accepts the proposed finding(s) of “in violation,” they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.

4. Any decision by the Director of the OSC or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (c) Conduct of Formal Hearings - the following is furnished as a guide to the sequence of events in a formal hearing. Please note that all formal hearing proceedings are recorded. The recording is part of the official record of the formal hearing and no other recordings are permitted.
1. Reading of charges.
 2. Student response of “in violation” or “not in violation.”
 3. Presentation of information in support of the charges.
 4. Opening statement by the charged student.
 5. Questioning of the charged student.
 6. Presentation and questioning of all other parties.
 7. Final questions of the charged student by the hearing body.
 8. Closing remarks by the charged student.
 9. Hearing is brought to a close; student is invited to await announcement of the proposed finding(s) and recommended sanction(s), if any.
- (d) Deliberations by the panel or the administrative hearing officer are not part of the hearing and are confidential. Deliberations occur after the closure of the hearing and are not recorded. Following deliberations, the panel or the administrative hearing officer will announce to the student the proposed finding(s) and proposed sanction(s), if any. The announcement of the proposed finding(s) and proposed sanction(s), if any, will be recorded as part of the official case record.
- (e) Case Record for Formal Hearing - The case record shall consist of the following items:
1. A copy of the formal charges in writing.
 2. A recording of the formal hearing.
 3. A recording of the announcement of the proposed finding(s) and proposed sanctions, if any.

4. All staff memoranda submitted.
5. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.
6. The proposed finding(s) and sanction(s) by the hearing panel or administrator, if any.
7. The Director of the OSC's or designee's decision.

(4) Student Rights in the Student Conduct Review Process.

The following rights shall be explained to each charged student prior to the commencement of any formal disciplinary hearing:

- (a) The charged student shall be afforded reasonable written notice, at least five (5) business days prior to the formal hearing, unless waived in writing. Written notice sent to the charged student's electronic and/or physical address listed in the Registrar's records shall constitute full and adequate notice. Written notice shall include:
 1. The student's name and address.
 2. Date, time and location and nature of the proceeding of the formal hearing.
 3. The rule(s) of conduct allegedly violated as known at the time formal charges are prepared.
 4. Names of potential witnesses known at the time formal charges are prepared.
 5. A description of any written or physical documentation known at the time charges are prepared.
- (b) The student may have, at his or her own expense and initiative, an advisor present at the hearing. It is the student's responsibility to make appropriate arrangements for the advisor to attend the hearing, and the hearing shall not be delayed due to scheduling conflicts of the chosen advisor. The advisor may be present to advise the student but shall not speak for or present the case for the student or otherwise participate directly in the proceeding. A student organization may consult with their advisor at any time during the hearing. This consultation must take place in a manner that does not disrupt the proceedings. A student organization's advisor must not be connected to the actual conduct case or a related case. In addition, an advisor may not serve as a witness. If the advisor does not adhere to their defined role in

the student conduct review process, they may be removed from the hearing. The Office of Student Conduct shall maintain a list of impartial advisors and resources available to the student.

- (c) All hearings shall be conducted on the basis that the charged student is not in violation until the preponderance of evidence proves otherwise. At a hearing, the technical rules of evidence applicable to civil and criminal cases shall not apply. The burden of proof in a student conduct hearing is not on the student charged with a violation of the Rules of Conduct.
- (d) The student may inspect any information presented in support of the charges at least three (3) business days before the formal hearing. The University also has the right to review any information the student intends to use at least three (3) business days before the formal hearing. Only such information that is determined "Relevant Information" will be made part of the hearing record.
- (e) The university cannot compel any person to attend a formal hearing. However, all parties may arrange for witnesses to voluntarily present relevant information during the proceeding. The student may hear and question adverse parties who testify at the hearing.
- (f) The student shall not be forced to present self-incriminating information; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal case. The University's formal hearing is not a criminal or judicial proceeding and is designed to address student behavior; therefore, alleged violations of the UCF Rules of Conduct will be addressed independently of any outcome imposed by the courts for the criminal offense.
- (g) The proposed finding, as well as the Director of the OSC's or designee's determination, of "in violation" or "not in violation" on the charges shall be based solely on the information presented at the formal hearing.
- (h) Should the proposed finding of the hearing body be that the student is in violation, prior conduct history will then be reviewed and may affect proposed sanctioning.
- (i) The results of any formal hearing shall be made available to the student within seven (7) business days following the hearing (deadline can be extended by mutual agreement of the charged student and the Director of the OSC's or designee). For

academic integrity cases, the results of any formal hearing shall be made available to the student within fourteen (14) business days following the hearing.

- (j) The student's enrollment status shall remain unchanged pending the University's final agency action in the matter, except in cases where the VP of SDES or designee determines that the safety, health, or general welfare of the student, any individual, or any part of the University may be involved.

(5) **Additional Procedures in Cases of Sexual Misconduct and/or Interpersonal Violence.** Where a student is charged with sexual misconduct and/or interpersonal violence, the procedures outlined in UCF-5.006 will apply in addition to the procedures of the student conduct review process.

(6) **Sanctions.**

- (a) **Disciplinary Warning-** An official warning that the student's behavior is in violation of the UCF Rules of Conduct, and that if the student is subsequently found in violation of a rule while on disciplinary warning; subsequent action may be more severe.
- (b) **Disciplinary Probation-** Disciplinary probation status shall be for a specific length of time in which any further violation of the rules of conduct puts the student's status with the University in jeopardy. If the student is found "in-violation" for another violation of the rules of conduct, while on disciplinary probation, more severe sanctions may be imposed such as suspension or expulsion. Restrictive conditions may be imposed and vary according to the severity of the offense. While on disciplinary probation, restrictive conditions may include, but may not be limited to the following: loss of good standing, which may become a matter of record; denial of the privilege to occupy a position of leadership or responsibility in any University student organization, publication, or activity, or ability to represent the University in an official capacity or position; trespass of University facilities or other areas of campus or contact with another specified person(s). Under disciplinary probation, the student may continue to attend classes and is given a chance to show capability and willingness to live in accordance with University rules. However, if the student is subsequently found in violation of a rule while on disciplinary probation, the University may suspend or expel the student from the University. While on Disciplinary Probation, a hold will be placed on a student's record for record keeping purposes.

- (c) **Disciplinary Suspension-** A student involved in an offense warranting consideration of action more serious than disciplinary probation or one involved in repeated misconduct may face suspension. During the period of suspension, a student may not be enrolled in classes, participate in University related activities, whether they occur on or off campus. A student under disciplinary suspension may not otherwise be present on University premises unless authorized in writing in advance under conditions approved by the Director of the OSC. In determining if and to what extent suspended students shall be authorized to be on University premises, the Director of the OSC or designee shall consider whether the suspension creates an undue hardship on the suspended student in regard to considerations that include, but are not limited to, the medical needs of the student. An overlay will be placed on a student's record during the period of suspension. Further, while on disciplinary suspension, a hold will be placed on a student's record for record keeping purposes. All assigned educational sanctions must be completed prior to the conclusion of disciplinary suspension; otherwise the disciplinary suspension will remain in effect.
- (d) **Disciplinary Expulsion-** Expulsion is a sanction which removes the student from his/her academic program and permanently separates a student from the University of Central Florida without opportunity to graduate or re-enroll at the university in the future. An overlay will be permanently placed on the student's record. Further, a hold will be permanently placed on a student's record for record keeping purposes.
- (e) **Educational Sanctions-** In conjunction with a sanction listed above, a student found to have been in violation of any of the Rules of Conduct will be assigned educational requirements such as, but not limited to, reflective/research papers, classes/seminars, community service, interviews, etc. If a student has any outstanding educational requirements at the conclusion of disciplinary probation or suspension, a student's disciplinary probation or suspension status and hold will remain in effect pending the completion of the educational requirements.

Authority: BOG Regulations 1.001 and 6.0105. History - Formerly 6C7-5.0041, New 6-18-09. Amended 9-5-13, 3-5-15, 10-29-15, 7-28-16.

UCF-5.010 Student Conduct Appeals

(1) Appeals within the Student Conduct Review Process

- (a) Students found in violation as a result of a formal hearing may appeal the finding(s) and sanction(s) imposed. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within seven (7) business days after the date the student was notified of the decision by the Director of the OSC or designee. The appeal form can be found at <http://osc.sdes.ucf.edu/process>.
- (b) Students may appeal the finding and sanction(s) imposed on the basis of one or more of the following:

 - 1. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
 - 2. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
 - 3. The sanction(s) are extraordinarily disproportionate to the violation(s).
- (c) On the appeal form, the student must state the reason(s) for appeal, the supporting facts, and the recommended solution. This is not a re-hearing of the conduct case. An appeal cannot be filed simply because a student is dissatisfied with the decision. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of an appeal.
- (d) The Appellate Officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s) or do one of the following:

 - 1. If the student alleges that the sanction was disproportionate to the violation(s) and the Appellate Officer finds the sanction to be disproportionate, the Appellate Officer may reduce the sanction.
 - 2. If the student alleges that there was a defect in procedure or new information was presented which was sufficiently substantial to have affected the outcome, the Appellate Officer will order a new hearing.
- (e) The student shall receive a written decision to the appeal. There is no definitive timeline for receiving an appeal response. It depends on many factors including

the complexity of the case and the information mentioned in the appeal, as well as the Appellate Officer's appeal load at that particular time. Decisions of the Appellate Officer reflect final agency action.

- (f) Any decision by an Appellate Officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
 - (g) The Office of Student Conduct cannot place an overlay on the student's record until the appeal decision is completed or if the student chooses not to appeal. At such time, if appropriate, a hold and/or overlay, is placed on the student's record. If the Appellate Officer upholds the original findings, the effective date of any disciplinary sanction(s) imposed will revert back to the date of the Director of the OSC's or designee's final decision letter.
- (2) Appeals within the Student Conduct Review Process –Complainants
- (a) Complainants of sexual assault, dating violence, domestic violence, and stalking may appeal the finding(s) and sanction(s) imposed of a student conduct formal hearing. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within seven (7) business days after the date both the charged student and victim were notified of the decision by the Director of the OSC or designee. The appeal form can be found at <http://osc.sdes.ucf.edu/process>.
 - (b) Complainants may appeal the finding and sanction(s) imposed on the basis of one or more of the following:
 1. Irregularities in fairness and stated procedures of the hearing that could have affected the outcome of the hearing.
 2. Discovery of new and significant information that could have affected the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
 3. The sanction(s) are extraordinarily disproportionate to the violation(s).
 - (c) On the appeal form, one must state the reason(s) for appeal, supporting facts, and the recommended solution. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of the appeal.

- (d) The Appellate Officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s) or do one of the following:
 - 1. If the Complainant alleges that the sanction was disproportionate to the violation(s) and the Appellate Officer finds the sanction to be disproportionate, the Appellate Officer may alter the sanction.
 - 2. If the Complainant alleges that there was a defect in procedure or new information was presented which was sufficiently substantial to have affected the outcome, the Appellate Officer will order a new hearing.
 - (e) The victim and charged student shall receive a written decision to the appeal concurrently. There is no definitive timeline for receiving an appeal response. It depends on many factors including the complexity of the case and the information mentioned in the appeal, as well as the Appellate Officer's appeal load at that particular time. Decisions of the Appellate Officer reflect final agency action.
 - (f) Any decision by an Appellate Officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
 - (g) The Complainant shall be afforded the right to file an appeal following final review of the Appellate Officer's decision should the result of the decision modify sanctions.
- (3) Community ReEngagement and Educational Development (CREED) Program
- (a) Upon completion of one semester of disciplinary probation and one semester of disciplinary suspension, and completion of all educational requirements, a student has the opportunity to request a review of their disciplinary probation or disciplinary suspension status through the Community ReEngagement and Educational Development (CREED) Program.
 - (b) Requests should be submitted to the Director of the OSC or designee via an online CREED Program submission form available at www.osc.sdes.ucf.edu. This request can only be submitted once a semester.
 - (c) The CREED Program is designed for a student to have the opportunity to demonstrate that in the period following a violation of the Rules of Conduct, they

have taken steps to become a productive and engaged member of the UCF community.

- (d) In considering this request, a student should complete all outlined requirements of the CREED Program which can be reviewed online at www.osc.sdes.ucf.edu. Students that simply fulfill the minimum requirements of their sanction(s) will not be eligible for the CREED Program.
- (e) A CREED Program application should include information such as the following:
 1. Reflection Essay
 2. Faculty/Staff/Advisor (Academic or Organization) Letter of Recommendation
 3. Community Service
 4. Residential Life Letter of Support (On-Campus or Affiliated Residential Students only)
 5. Proof of Counseling/Assessment (if applicable)
 6. Academic Progress (if applicable)
 7. Termination of Probation Letter (Admission Clearance Only, and if applicable)
- (f) Upon receipt of the CREED Program packet, the Director of the OSC or designee will review to determine whether or not the student meets criteria for review. If the Director of the OSC or designee agrees that the student's request meets any or all of the above mentioned criteria, the student will be contacted within fourteen (14) business days to schedule a "CREED review meeting" with a committee appointed by the Director of the OSC or designee, comprised of faculty, staff and students.
- (g) Prior to this meeting, the committee will have reviewed the submitted packet and will prepare 10-15 questions for the student to address, as well as provide the student with the opportunity to further discuss why the disciplinary probation or suspension status should be altered or terminated. No alterations shall be made to include new or increased sanctions. Should the committee feel that further information and/or documentation is necessary in order to render a recommendation, the review may be temporarily recessed. A time frame of not

more than two (2) weeks will be given to the student to produce requested information and/or documentation. Upon receipt of the requested information and/or documentation, the committee will reconvene the review with the student.

- (h) After the meeting, the committee will issue a recommendation to the Director of the OSC or designee. The Director of the OSC or designee will provide a decision to the student in writing within seven (7) business days of receiving the recommendation.
- (i) If the request is denied by the Director of the OSC or designee the decision shall include a concise and explicit written statement that explains the basis for that decision and suggested action items for the student's success.
- (j) There is no appeal process for a CREED Review Meeting decision.

(4) Sealing of Records

- (a) A student's conduct record is eligible to be sealed if the incident(s) in question are minor and do not result in suspension or expulsion and where further violations would not likely result in suspension or expulsion from the university.
- (b) A student conduct record may be sealed upon the successful submission and review of appropriate paperwork to the Office of Student Conduct.
- (c) The factors influencing the decision by the Director of the OSC for sealing are the severity of the violation, effect of the violation on the University community, sanctions applied, completion of sanctions, and ethical development demonstrated by the student.
- (d) There is no appeals process regarding student conduct record sealing.

Authority: BOG Regulations 1.001 and 6.0105. History – Formerly 6C7-5.00431, New 6-18-09. Amended 3-5-15, 10-29-15, 7-28-16.

UCF-5.012 Organizational Rules of Conduct

Student organizations are expected to abide by these Organizational Rules of Conduct, and administrators and faculty are expected to enforce them. 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 organizations. The Organizational Rules of Conduct, set out below, apply to student organization conduct and will not be used to impose discipline for the lawful expression of ideas. The following is a non-exhaustive list of prohibited conduct for which disciplinary action may be taken at the University of Central Florida. The following offenses, or the aiding, assisting, condoning, or attempting to commit these offenses, constitute violations of the Organizational Rules of Conduct.

(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 student organization.**
- (c) Misuse or mishandling of organizational funds by any officer, member, or other individual.**

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

- (a) Withholding related information, or furnishing false, misleading, incomplete, or incorrect information (oral or written) to University officials, non-university law enforcement officers, faculty or staff.**
- (b) Possession, use or attempted use of any form of fraudulent identification.**
- (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, the student conduct review process, including knowingly initiating a false complaint**

(3) Disruptive Conduct

- (a) An 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) Engaging in obscene or indecent conduct.
- (d) Failure to comply with the administrative policies as enacted by the University.
- (e) Failure to comply with the directions of University officials or authorized agents acting in the performance of their duties. 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.
- (f) 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.
- (g) Failure to comply with the student organization's constitution.
- (h) Participating in any event with a student organization that is currently on disciplinary probation (with restrictive conditions), has been suspended, or has had their UCF registration revoked.

(4) Harmful Behavior

- (a) Physical violence towards another person or group.
- (b) Harassment: Defined as conduct (including written or electronic communication) based on a protected category (such as race, color, religion, national origin, et al.) which, due to the severity and pervasiveness of the conduct and its targeted nature on the basis of a protected category, (i) has the purpose or effect of creating an objectively intimidating, hostile or offensive educational or work environment; and (ii) has the purpose or effect of unreasonably interfering with an individual's

schooling or employment with the University. Harassment under this provision is conduct (verbal or physical behavior) that would constitute harassment under federal or state civil rights laws or under University Regulation UCF-3.001.

- (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 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 or written abuse, threats, intimidation, coercion and/or other conduct that endangers the health, safety or well-being of another person or group, or which would place a reasonable person in fear of bodily injury or death. This definition, however, shall not be interpreted to abridge the rights of the University community to freedom of expression protected by the First Amendment of the United States Constitution and any other applicable law.
- (e) Failure to respect the privacy of other individuals.
- (f) Retaliation against or harassment of Complainant(s), other person(s) alleging misconduct, or anyone who participates in an investigation of harassment.
- (g) Condoning or encouraging acts of harmful behavior as defined above or failing to stop an act of harmful behavior while it is occurring.

(5) Sexual Misconduct and/or Interpersonal Violence

- (a) Nonconsensual Sexual Conduct - Any nonconsensual sexual contact which occurs on or off the UCF campus.
 - 1. Sexual Contact – includes but is not limited to the following behaviors:
 - 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.

2. Consent is an affirmative act or statement by an individual that is informed, freely given and mutually understood. 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. Lack of protest or resistance is not consent. Silence is not consent.

- a. Responsibilities - It is the responsibility of each person involved in any sexual activity to ensure the consent of the other, or others, to engage in the sexual activity.
- b. 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 intoxicated does not relieve an initiator of a sexual act from obtaining consent.
- c. Incapacitation - If a person is mentally or physically incapacitated so that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.
 - i. Incapacitation is a temporary or permanent state in which a person cannot make informed, rational judgments because the person lacks the physical or mental capacity to understand the nature or consequences of their words and/or conduct, and/or the person is unable to physically or verbally communicate consent.
 - ii. This includes but is not limited to conditions due to age, alcohol or drug consumption, being unconscious or asleep, or because of an intellectual or other disability that prevents the person from having the capacity to give consent.
- d. Duration of Consent - Consent must be ongoing throughout sexual activity, for each sexual act, and can be withdrawn at any time.
 - i. Within each sexual encounter, there may be separate individual sexual acts involved. Consent to one act by itself

does not constitute to another act. If verbal consent is not given, ongoing active participation is required for consent.

- ii. The existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations is not indicator of consent for any current or future sexual encounter.
 - e. Scope of Consent - Consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another.
- (b) Sex Harassment: Conduct that would constitute sexual harassment under federal or state civil rights laws or under University Regulation UCF-3.001; including but not limited to unwelcome sexual advances, requests for sexual favors, or other harassment based on sex which, due to the severity and pervasiveness of the conduct and the targeted nature of the conduct on the basis of sex (including but not limited to sexual orientation, gender identity, gender expression and pregnancy), objectively prevents or impairs another person's full enjoyment of the educational benefits, employment, atmosphere, or opportunities provided as part of the University.
 - (c) 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.
 - (d) Voyeurism - Trespass, spying, or eavesdropping for the purpose of sexual gratification.
 - (e) Solicitation of a Minor – soliciting sexual acts from a minor by oral, written, or electronic means.
 - (f) Child Pornography – possessing, producing or the dissemination of child pornography
 - (g) Stalking (sex-based): Repeated, unwanted conduct toward or contact with another person because of sex that creates fear for the person's safety or the safety of others, or causes an individual to suffer 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.

- (h) Condoning or encouraging acts of sexual misconduct and/or interpersonal violence defined above or failing to stop an act of sexual misconduct and/or interpersonal violence while it is occurring are also violations of this policy.
- (i) Any attempted of the acts defined above are also violations of this policy.

(6) Alcohol Related Misconduct

- (a) Use and/or possession of alcoholic beverages, except as expressly permitted by law and University regulations/policies.
- (b) Sale and/or distribution of alcoholic beverages, except as expressly permitted by the law and University regulations/policies.
- (c) Furnishing or causing to be furnished any alcoholic beverage to any person under the legal drinking age.
- (d) Behavior 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 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.
- (g) Alcohol Emergencies- University Expectations for Student Organizations. Student organizations may be eligible for exemptions from disciplinary action when a representative of an organization at a student organizational event calls for emergency assistance on behalf of a person experiencing an alcohol related emergency. Student organizations that seek medical assistance for alcohol emergencies may receive exemption for violations of the Organizational Rules of Conduct Section 6 subsections a through f; however, exemption for other Organizational Rule of Conduct violations may not be granted. Student organizations may be eligible for this exemption on a case by case basis at the discretion of the Director of the Office of Student Conduct. Additional information regarding alcohol emergencies can be found at the Office of Student Conduct website.

(7) Drug Related Misconduct

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

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

(9) Gambling

- (a) Play or sponsor of an unlawful game of chance for money or for anything of value on University premises or at any affair sponsored by a student organization.
- (b) Unlawful sale, barter, or disposition of a ticket, order, or any interest in a scheme of chance by whatever name on University premises or at any activity sponsored by a 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- The University does not condone hazing in any form and defines hazing to include but not limited to:

- (a) Any action or situation which recklessly or intentionally endangers the mental or physical health and/or safety of a student for the purpose of initiation or admission into, or association with, any organization. Hazing may result in felony charges.
- (b) 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) Any activity that could subject the individual to mental or physical stress such as sleep deprivation, forced exclusion from social contact, forced contact which could

result in embarrassment, or any other activity that could adversely affect the mental or physical health or dignity of the individual.

- (d) Forcing or requiring the violation of University policies, federal, state, or local law.
- (e) Any activity, as described above, upon which the initiation or admission into or association with a student organization may be directly or indirectly conditioned, shall be presumed to be a "forced" activity, the willingness of an individual to participate in such an activity notwithstanding.

(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 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 safety 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 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 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 notes, handouts, etc. without authorization or using them for any commercial purpose without the express written permission of the University and the Instructor.
- (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.

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.

UCF-5.013 Organization Conduct Review Process; Sanctions; Appeals

(1) Violation Reports

- (a) Alleged violations of the UCF Organizational Rules of Conduct shall be reported in writing to the Director of the OSC or designee. Incident reports can be submitted for information purposes only, for information purposes with the requirement that the student organization attend an academic integrity seminar, or to initiate the student conduct review process. Upon receiving an incident report, the Director of the OSC or designee may review relevant information and consult with relevant parties regarding the incident in question. In unusual cases, which dictate a decision for the health and safety of any individual, the student body, or any part of the University or its community, the Director of the OSC or designee, upon notifying the VP of SDES, may take immediate action to resolve the situation by placing the student organization on interim suspension. Such action is subject to review at a hearing within ten (10) business days by the VP of SDES or designee to determine the status of the interim suspension. The outcome of an interim suspension hearing shall remain in effect until the final disposition of formal charges resulting from the circumstances of the case, unless the VP of SDES or designee shall decide otherwise.
- (b) The Director of the OSC will refer all information warranting disciplinary action to the Office of Student Conduct. The Office of Student Conduct will send written notification to the chief officer of the student organization at their UCF mailing address indicating the nature of the activity in question and what Organizational Rules of Conduct were allegedly violated. The chief officer of the student organization shall serve as the organization's representative in the organization conduct review process. The student organization may not designate an advisor as their representative in the conduct review process.
- (c) Upon receipt of an incident report the Office of Student Conduct has six months to charge a student organization with a violation of the Organizational Rules of Conduct. The Office of Student Conduct may exercise discretion when applying the time provision to account for circumstances that warrant a waiver of the six month time limit from the date the violation report was filed.
- (d) A student organization charged with alleged violations of the Organizational Rules of Conduct (see UCF-5.012) will receive notice to attend a mandatory preliminary

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

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

(2) Options for Resolution of Disciplinary Charges

- (a) Case Dismissal: The Director of OSC or designee may dismiss a case if it is found to not have sufficient facts or evidence to substantiate the claim of misconduct or the misconduct is not a violation of the organizational rules of conduct.
- (b) Mediation: Depending on the nature and severity of the alleged violation, the Office of Student Conduct may recommend formal mediation through the Office of Student Rights and Responsibilities as an alternative to disciplinary action. The involved parties must each agree to mediation. Mediation is a confidential process where the parties voluntarily meet with an impartial mediator to communicate their concerns and needs to each other and to reach their own agreement on the resolution of the case. The participants in mediation are responsible for keeping their agreement or renegotiating it, if necessary. In the event that the participants do not agree to mediate or mediate but do not reach a full and final resolution, the case will be referred back to the Office of Student Conduct for disciplinary action through an informal or a formal hearing. Breach of a mediated agreement may result in a follow up mediation session or the matter may

be referred back through the conduct process at the discretion of the Office of Student Conduct.

- (c) **Informal Hearing:** At the discretion of the Office of Student Conduct, violations found not to warrant a formal hearing may be referred to an informal hearing. At the informal hearing the charged student organization has the opportunity to meet with an Office of Student Conduct staff member and accept responsibility for the charges of violation of the Organizational Rules of Conduct. At the informal level the matter will be settled by the following outcomes: punitive sanction (warning, probation, or restrictive probation) as well as educational sanctions (papers, seminars, community service, etc.). If the matter is not settled informally, the case will be resolved through a formal hearing.
 - (d) **Formal Hearing:** If an alleged violation of the Organizational Rules of Conduct is not dismissed or otherwise resolved, then the Office of Student Conduct shall present in writing formal charges to the student organization. The charged student organization may request either a panel or administrative hearing. The charged student organization's hearing shall only be open to the charged student organization's chief officer, their advisor, the hearing body, witnesses (when called upon), a representative from the Office of Student Conduct, and a university staff member from an appropriate office (Office of Student Involvement, Office of Fraternity and Sorority Life, Recreation and Wellness Center, etc.).
- (3) **Formal Hearings.** There are two types of formal hearings – panel hearings and administrative hearings.
- (a) **Panel Hearings.**
 - 1. A panel to consider an organizational case shall be comprised of members from the Office of Student Conduct Student Conduct Board. The panel shall consist of two (2) faculty and administrative staff members combined and two (2) student members that have been trained by the Office of Student Conduct to hear organizational cases. One panel member shall be selected by the Office of Student Conduct to chair the hearing and report the proposed finding(s) and sanction(s), if any, to the Director of the OSC or designee.
 - 2. At hearings conducted by a panel, an Office of Student Conduct staff member shall act as an advisor to the panel. The Director of the OSC shall receive the panel's

proposed finding(s) as to "in violation" or "not in violation" of the Organizational Rules of Conduct and consider any sanctions proposed by the panel.

3. The Director of the OSC or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding of "in violation," they may approve, mitigate or increase the sanctions proposed by the panel.
4. Any decision by the Director of the OSC or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.

(b) Administrative Hearings

1. Administrative hearings shall be conducted by a faculty or staff member from the Student Conduct Board trained by the Office of Student Conduct to hear organizational cases. The charged student organization shall be informed of the hearing officer assigned to its case and shall have the opportunity to challenge the impartiality of the individual within three (3) business days of notification. The charged student organization shall state in writing the basis for such challenge. A hearing officer so challenged will be excused; however, indiscriminate challenges shall not be permitted. In the event that a charged student organization has opted not to challenge the impartiality of a hearing officer prior to the allotted three (3) business days, the assigned hearing officer shall remain as scheduled.
2. At hearings conducted by an administrative hearing officer, an Office of Student Conduct staff member shall act as an advisor to the administrative hearing officer. The Director of the OSC or designee shall receive the administrative hearing officer's proposed finding(s) as to "in violation" or "not in violation" of the Organizational Rules of Conduct, and consider any sanctions proposed by the administrative hearing officer.
3. The Director of the OSC or designee may accept the proposed finding(s) of "in violation" or "not in violation" or remand the case for rehearing. If the Director of the OSC or designee accepts the proposed finding(s) of "in violation," they may approve, mitigate or increase the sanctions proposed by the administrative hearing officer.

4. Any decision by the Director of the OSC or designee to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
- (c) Conduct of Formal Hearings - the following is furnished as a guide to the events in a formal hearing. Please note that all formal hearing proceedings are recorded. The recording is part of the official record of the hearing and no other recordings are permitted.
1. Reading of charges.
 2. Student organization response of "in violation" or "not in violation."
 3. Presentation of information in support of the charges.
 4. Opening statement by the charged student organization.
 5. Questioning of the charged student organization by the hearing body.
 6. Presentation and questioning of witnesses in support of the charges.
 7. Presentation and questioning of witnesses by the charged student organization.
 8. Final questions of the charged student organization by the hearing body.
 9. Closing remarks by the charged student organization.
 10. Hearing is brought to a close.
 11. Student organization is scheduled for a meeting to discuss the hearing panel's proposed finding(s) and recommended sanction(s), if any.
- (d) Deliberations by the panel or the administrative hearing officer are not part of the hearing and are confidential. Deliberations occur after the closure of the hearing and are not recorded.
- (e) Case Record for Formal Hearing - The case record shall consist of the following items:
1. A copy of the formal charges in writing.
 2. A recording of the formal hearing.
 3. All staff memoranda submitted.
 4. All items of physical or written documentation submitted, provided such items are not returned to a rightful owner. In that case, photographs or other facsimiles shall be made before return.
 5. The Director of the OSC's decision.

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

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

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

- (b) The student organization may have at their own expense and initiative, an advisor present at the hearing. It is the student organization's responsibility to make appropriate arrangements for the advisor to attend the hearing, and the hearing shall not be delayed due to scheduling conflicts of the chosen advisor. The advisor may be present to advise the student organization but shall not speak for or present the case for the student organization or otherwise participate directly in the proceeding. A student organization may consult with their advisor at any time during the hearing. This consultation must take place in a manner that does not disrupt the proceedings. A student organization's advisor must not be connected to the actual conduct case or a related case. In addition, an advisor may not serve as a witness. If the advisor does not adhere to their defined role in the student conduct review process, they may be removed from the hearing. The

Office of Student Conduct shall maintain a list of impartial advisors and resources available to the student organization.

- (c) All hearings shall be conducted on the basis that the charged student organization is not in violation until the preponderance of evidence proves otherwise. At a student conduct organizational hearing, the technical rules of evidence applicable to civil and criminal cases shall not apply. The burden of proof in a student conduct hearing is not on the student organization charged with a violation of the Organizational Rules of Conduct.
- (d) The student organization's chief officer may inspect any information presented in support of the charges. Information may be presented in support of the charged student organization.
- (e) The university cannot compel any person to attend a student organizational hearing. However, all parties to a student organizational conduct hearing may arrange for witnesses to voluntarily present relevant information during the proceeding. Pertinent information may be accepted as information for consideration by the person or body conducting the student organizational formal hearing. The student organization may hear and question adverse witnesses who testify at the student organizational formal hearing.
- (f) The student organization shall not be forced to present information that incriminates its individual members; however, the University is not required to postpone disciplinary proceedings pending the outcome of any civil or criminal prosecution.
- (g) The proposed finding(s), as well as the Director of the OSC's determination, of "in violation" or "not in violation" on the charges shall be based solely on the information presented at the student organizational formal hearing.
- (h) Should the proposed finding(s) of the hearing body be that the organization is in violation, prior conduct history that has occurred within three academic years of the incident will then be reviewed and may affect the proposed sanctions.
- (i) The final decision shall be furnished in writing to the student organization within fourteen (14) business days following the hearing (the deadline can be extended by mutual agreement of the charged student organization and the Director of the OSC or designee).
- (j) The student organization's registration status shall remain unchanged pending the University's final decision in the matter except in cases where the VP of SDES or

designee determines that the safety, health, or general welfare of any individual, or any part of the University may be involved.

(5) Additional Procedures in Cases of Sexual Misconduct and/or Interpersonal Violence. Where a student organization is charged with sexual misconduct and/or interpersonal violence, the procedures outlined in UCF-5.006(9)(f) will apply in addition to the procedures of the student conduct review process.

(6) Sanctions for Student Organizations

- (a) Disciplinary Warning: An official warning that the organization's behavior is in violation of the Organizational Rules of Conduct and that if the organization is subsequently found in violation of a rule, subsequent action may be more severe.
- (b) Disciplinary Probation: A period of time during which any further violation of the Organizational Rules of Conduct puts the student organization's status with the University in jeopardy. Restrictive conditions may also be imposed as part of disciplinary probation and will vary according to the severity of the offense. Restrictive conditions may include barring or limiting some or all of the organization's activities and/or privileges (including, but not limited to: social activities; intramural competition; organizational competition; Homecoming; eligibility to receive any University award or honorary recognition; privilege to occupy a position of leadership or responsibility in any University student organization governing body, publication, or activity; or ability to represent the University in an official capacity or position). If a student organization is found "in violation" for another violation of the Organizational Rules of Conduct while on disciplinary probation, more severe sanctions may be imposed.
- (c) Suspension: While on suspension the student organization loses its University recognition and/or registration for a temporary period of time. While an organization is suspended, it may not use University resources or participate as an organization in any University activities or events.
- (d) Revocation of UCF Registration: Permanent severance of the organization's relationship with UCF.
- (e) Recommendation for Charter Revocation: An official request to a national office that the local chapter's charter be revoked.

- (f) Educational Sanctions: In conjunction with any sanction listed above, a student organization found to have been in violation of any of the Organizational Rules of Conduct will be assigned educational sanctions such as, but not limited to: reflective/research papers, classes/seminars, community service, restitution, interviews, etc. If a student organization has any outstanding educational sanctions at the conclusion of disciplinary probation or suspension, the disciplinary probation or suspension will remain in effect pending completion of the educational sanctions.
- (7) Appeal within the Student Organization Review Process
- (a) A student organization found in violation as a result of a hearing may appeal the finding(s) and sanction(s) imposed. The appeal must be made in writing to the Appellate Officer (VP of SDES or designee) within seven (7) business days after the date the student organization was notified of the decision by the Director of the OSC.
 - (b) Student organizations may appeal the finding(s) and sanction(s) imposed on the basis of one or more of the following:
 - 1. Irregularities in fairness and stated procedures of the hearing that substantially affected the outcome of the hearing.
 - 2. Discovery of new and significant information that would be likely to change the outcome of the hearing and that was not known or could not reasonably have been discovered and/or presented at the time of the initial hearing.
 - 3. The sanction(s) are extraordinarily disproportionate to the violation(s).
 - (c) On the appeal form, the student organization must state the reason(s) for appeal, the supporting facts, and the recommended solution. This is not a re-hearing of the conduct case. An appeal cannot be filed simply because a student organization is dissatisfied with the decision. Failure to describe the nature of the information in full detail in the appeal letter will result in the denial of an appeal.
 - (d) The Appellate Officer shall first determine if sufficient grounds for appeal exist and then, if so, may either deny the appeal, thus sustaining the initial decision and sanction(s), or do one of the following:
 - 1. reduce the sanction; or
 - 2. order a new hearing.
 - (e) The student organization shall receive a written decision to the appeal. There is no definitive timeline for receiving an appeal response. It depends on many factors

including the complexity of the case and the information mentioned in the appeal, as well as the Appellate Officer's appeal load at that particular time. Decisions of the VP of SDES or designee reflect final agency action.

- (f) Any decision by Appellate Officer to alter sanctions or return a case shall be accompanied by a concise and explicit written statement that explains the basis for that decision.
 - (g) If the Appellate Officer upholds the original findings, the effective date of any disciplinary sanction(s) imposed will revert back to the date of the Director of OSC's final decision letter.
- (8) Community ReEngagement and Educational Development (CREED) Program
- (a) Upon completion of one semester of the disciplinary probation or disciplinary suspension (not applicable for one semester probation or suspensions) and upon completion of all educational sanctions/requirements, a student organization has the opportunity to request modification of their disciplinary probation or suspension status through the Community ReEngagement and Educational Development (CREED) Program.
 - (b) Requests must be submitted to the Director of the OSC or designee via an online Student Organization CREED Program Submission form that can be found at <http://www.osc.sdes.ucf.edu>. This request may only be submitted once a semester.
 - (c) The CREED Program is designed for student organizations to have the opportunity to demonstrate that in the period following a violation of the Organizational Rules of Conduct, they have taken steps to become productive and engaged members of the UCF community. Student organizations that simply fulfill the minimum requirements of their sanction(s) will not be eligible for the CREED Program.
 - (d) A CREED Program application should include information such as the following:
 1. Reflection Essay
 2. Faculty/Staff/Advisor (Academic or Organization) Letter of Recommendation
 3. Community Service
 4. Fraternity and Sorority Life (FSL) Letter of Support (*Greek Affiliated Student Organizations Only*)
 5. Proof of Counseling/Assessment (*If applicable*)

- (e) Upon receipt of the CREED Program packet, the Director of the OSC or designee will review to determine whether or not the student organization meets the criteria for review. If the Director of the OSC or designee agrees that the student organizations request meets any or all of the above mentioned criteria, the student organization will be contacted within fourteen (14) business days to schedule a “CREED review meeting” with a committee appointed by the Director of the OSC or designee, comprised of faculty, staff and students.
- (f) Prior to this meeting, the committee will have reviewed the packet and will prepare 10-15 questions to be addressed, as well as provide the opportunity to further discuss why the applying organization disciplinary probation or suspension status should be altered or terminated. No alterations shall be made to include new or increased sanctions. Should the committee feel that further information and/or documentation is necessary in order to render a recommendation, the review may be temporarily recessed. A time frame of not more than two (2) weeks will be given to the organization to produce requested information and/or documentation. Upon receipt of the requested information and/or documentation, the committee will reconvene the review with the organization.
- (g) After the meeting, the committee will issue a recommendation to the Director of the OSC or designee. The Director of the OSC or designee will provide a decision to the student organization in writing within seven (7) business days of receiving the recommendation.
- (h) If the request is denied by the Director of the OSC or designee the decision shall include a concise and explicit written statement that explains the basis for that decision.
- (i) There is no appeal process for a Student Organization Disciplinary CREED Review meeting decision.

Authority: BOG Regulations 1.001 and 6.0105. History - New 10-16-09, Amended 9-3-13, 10-29-15, 7-28-16.

SUBJECT: Reporting Misconduct and Protection from Retaliation	Effective Date: 9/3/2014	Policy Number: 2-700	
	Supersedes:	Page 1	Of 6
	Responsible Authority: Chief Compliance and Ethics Officer		

APPLICABILITY/ACCOUNTABILITY

This policy applies to all members of the university community, including individuals and companies that conduct business with the university.

POLICY STATEMENT

The University of Central Florida is committed to a culture of integrity, compliance, and accountability that encourages the highest standards of ethical behavior. Members of the university community are therefore expected to conduct all university activities and business in an honest, ethical, and lawful manner. When members of the university community become aware of or have reason to suspect university activities and business are not conducted according to these expectations, UCF expects and encourages members of the university community to make good faith reports of suspected misconduct.

Because the university expects all reports of misconduct to be made in good faith, an employee who knowingly makes a false report or provides false information during an investigation may be subject to disciplinary action up to and including termination.

Retaliation against anyone who, in good faith, reports misconduct, or who participates in an investigation of misconduct, is strictly prohibited. The university will take all reasonable and necessary actions to protect members of the university community who have filed good faith reports of misconduct. Disciplinary action resulting from self-reported misconduct is not considered to be an act of retaliation.

DEFINITIONS

Good Faith Report. A report of suspected misconduct made without malice to a supervisor, through central or administrative offices, to the UCF IntegrityLine, or directly to the University Compliance, Ethics, and Risk Office. For a report to be made in good faith, the reporting person should have reasonable cause to believe that the reported information is true.

Misconduct. Any violation of law, regulation, statute, UCF regulation, policy, procedure, guideline, and/or standard of conduct, whether intentional or inadvertent.

Retaliation. An adverse or credible threat of an adverse employment action taken against an employee as a result of submitting a good faith report of misconduct, or participating in a misconduct investigation. Types of retaliation can include dismissal from employment, demotion, loss of salary or benefits, transfer or reassignment, denial of an earned promotion, and unwarranted written notice or negative performance review. Less obvious forms of retaliation can include excluding the employee from meetings, withholding critical information necessary for the employee to perform his or her job, publicly ridiculing the employee, or allowing the employee's peers to create an atmosphere that is not conducive for the employee to perform well. A causal relationship between good faith participation in the reporting or investigation of misconduct and an adverse action is needed to demonstrate retaliation has occurred.

PROCEDURES

The following options for making good faith reports of misconduct are available to members of the university community. Students not employed by UCF should use the resources available from the Student Development and Enrollment Services division, a list of resources are available at <http://www.sdes.ucf.edu/> (both options are available to students employed by UCF).

I. When to Report

Individuals, who in good faith believe that a violation of law, regulation, statute, UCF regulation, policy, procedure, guideline, and/or standard of conduct has occurred, or will occur, are expected and encouraged to promptly make a report of such suspected misconduct. Individuals do not need to have details of the law or policy to suspect misconduct. It is better to report the suspected misconduct than to remain silent.

II. Where to Report - Options

Individuals may choose to report suspected misconduct to their supervisors, through central or administrative offices, to the UCF IntegrityLine, or directly to the University Compliance, Ethics, and Risk Office. Details on each are provided below. Note that these reporting channels should not be used for reporting emergencies. Emergencies should be reported using 911.

1. Supervisors

Reports of suspected misconduct should normally be raised first with an individual's supervisor, or appropriate college, department, or unit administrator. Colleges and departments usually are most familiar with the issues and personnel involved and, therefore, may be best suited to address a concern. Supervisors receiving reports of potential fraud should contact University Audit for guidance and investigation.

2. Central Offices

In some cases, an individual may feel uncomfortable raising a report of misconduct at the college or department or other similar administrative unit level due to the nature of the subject matter or because of other legitimate considerations that suggest an alternative reporting process may be more appropriate. In such instances, the individual may report suspected misconduct through a central university office having specialized expertise relating to the concern, such as:

- Office of the Provost (noncompliance with academic regulations)
- Human Resources (A&P, USPS, and OPS employee relations issues)
- Faculty Relations (faculty, including adjunct faculty noncompliance)
- University Audit (potential fraud and internal control issues)
- Athletics Compliance (NCAA violations)
- Research Ethics and Compliance (falsification, fabrication, plagiarism in research)
- Office of Equal Opportunity and Affirmative Action, Title IX coordinator (discrimination, sexual harassment)

3. University Compliance, Ethics, and Risk Office

Individuals may also report suspected misconduct by contacting the University Compliance, Ethics, and Risk Office directly by calling the chief compliance and ethics officer at 407-823-6263, by email to complianceandethics@ucf.edu, by mail to 4365 Andromeda Loop N., MH 328, Orlando, Florida, 32816, or in person at Millican Hall #328.

4. UCF IntegrityLine

Individuals reluctant to report suspected misconduct directly to their supervisors or through university administrative or central offices are encouraged to use the UCF IntegrityLine. The UCF IntegrityLine is administered by a third-party vendor, NAVEX Global, and offers individuals the option to report anonymously.

The IntegrityLine is operated 24 hours a day, 365 days a year, and can be reached by using the secure Web Reporting System located at: www.ucfintegrityline.com, or by calling 1-855-877-6049 toll-free. IntegrityLine reports will be processed by EthicsPoint and sent to the University Compliance, Ethics, and Risk Office to address appropriately.

Reporting Child Abuse, Neglect, and Abandonment

Florida Statutes 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 Department of Children and Families (DCF), regardless of where it occurs.

In addition, Florida Statutes and Board of Governors Regulation, requires 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 Department of Children and Families (DCF).

The law further prohibits UCF administrators from knowingly and willfully preventing another person from reporting such activity.

Report to the Department of Children and Families (DCF) by:

- Fax 1-800-914-0004 (Form available at <http://www.dcf.state.fl.us/programs/abuse/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.

Ombuds Office

The University Ombuds Office, an informal, independent, confidential, neutral office that offers assistance and impartial advice regarding concerns related to UCF, is a resource for individuals unsure of which avenue to take. Communication to this office, however, does not constitute notice to UCF. The Ombuds Office will NOT contact the University Compliance, Ethics, and Risk Office and therefore individuals seeking advice from the Ombuds Office will ultimately need to report suspected misconduct using one of the methods described above. Contact information for the Ombuds Office is available at <http://www.ombuds.ucf.edu/>.

III. Protection from Retaliation

Individuals who believe they have been subjected to acts of retaliation may file a written or verbal complaint with the University Compliance and Ethics Officer or through the UCF IntegrityLine. The University Compliance, Ethics, and Risk Office is responsible for conducting an investigation and/or contacting the appropriate university offices for review and disposition of the report per applicable university policy or the Collective Bargaining Agreement.

RELATED DOCUMENTS

UCF Policy 2-800 Fraud Prevention and Detection: <http://policies.ucf.edu/documents/2-800FraudPreventionandDetectionFINAL.pdf>

UCF Policy 4-211 Research Misconduct: <http://policies.ucf.edu/documents/4-211ResearchMisconductFinalonLetterhead11-16-11.pdf>

2012-2015 BOT-UFF Collective Bargaining Agreement Article 20.12
http://www.collectivebargaining.ucf.edu/CBA/2012-2015CBA_reopener.pdf

Florida Statutes §§112.311-.326, Code of Ethics for Public Officers and Employees Sections
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0100-0199/0112/0112PARTIIIContentsIndex.html

Florida Statutes §112.3187, Florida Whistle Blower Act:
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=0100-0199/0112/Sections/0112.3187.html

Florida Statutes §39.201, Proceedings Related to Children:
<http://www.flsenate.gov/Laws/Statutes/2012/39.201>

Florida Statutes §39.203, Proceedings Related to Children:
<http://www.flsenate.gov/Laws/Statutes/2012/39.203>

Florida Statutes §39.205, Proceedings Related to Children:
<http://www.flsenate.gov/Laws/Statutes/2012/39.205>

Florida Board of Governors Regulation 3.002 Penalties for Failure to Report Child Abuse:
http://www.flbog.edu/documents_regulations/regulations/Regulation3_001FINALPenaltiesForFailuretoReportChildAbuse.pdf

CONTACTS

University Compliance, Ethics, and Risk Office, 4365 Andromeda Loop N. MH 328, Orlando, FL 32816-0001. (407) 823-6263. complianceandethics@ucf.edu

INITIATING AUTHORITY

Vice President and Chief of Staff

POLICY APPROVAL (For use by the Office of the President)	
Policy Number: 2-700	
Initiating Authority: <u>John P. Hill</u>	Date: <u>9-2-14</u>
University Policies and Procedures Committee Chair: <u>Ronald Bishop</u>	Date: <u>8/26/2014</u>
President or Designee: <u>John C. Hill</u>	Date: <u>9/3/14</u>



UNIVERSITY OF CENTRAL FLORIDA

Office of the President

SUBJECT: Prohibition of Discrimination, Harassment and Related Interpersonal Violence	Effective Date: 6/9/2017	Policy Number 2-004	
	Supersedes:	Page 1	Of 29
	Responsible Authority: 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. This policy pertains to acts of prohibited conduct¹ committed by or against students, employees, registered student organizations, DSOs, 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

¹ The university prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, relationship violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this policy, retaliation against a person for reporting, in good faith, any of these forms of conduct or participating in or being a party to any investigation or proceeding under this policy (collectively, "Prohibited Conduct"). Definitions for all forms of prohibited conduct can be found in Section IV of this policy.

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, employees, DSOs, 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 employees for activities which fall outside the scope of employment but adversely affect the legitimate interests of the university; and may take action against students, employees, registered student organizations, DSOs, 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 members of the campus police department, 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. CSAs at UCF include but are not limited to the following: Student Affairs officials, Housing and Residence Life officials, Coordinator of Greek Affairs (or related positions), athletic administrators (including Director, Assistant Directors, Coaches, and Trainers), Student Conduct officials, faculty and staff advisors to student organizations, and administrators at any UCF campus and instructional site.

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.²

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 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. Consent cannot be given if any of the following are present: force, coercion, or incapacitation.

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. Organization that is certified by the University of Central Florida Board of Trustees as operating in a manner consistent with the 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

² 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.

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. An isolated incident, unless sufficiently serious, does not amount to Hostile Environment Harassment.

Incapacitation. A state where an individual cannot make rational, reasonable decisions because of 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 "who, what, when, where, why, or how" of their sexual interaction.

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 or gender-based harassment, complicity in the commission of any act prohibited by this policy, retaliation against a person for reporting,

in good faith, any of these forms of conduct or participating in or being a party to any investigation or proceeding under this policy.

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 employee and DSO 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 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-5.007(4)(s) 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 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, employees, registered student organizations, DSOs, 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, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present

history of mental illness), political affiliations, prior conviction of a crime, 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 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"), Florida's Civil Rights Act (Sections 760.10 and 110.1221) 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 or gender-based harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for reporting, in good faith, any of these forms of conduct or participating in or being a party to any investigation or proceeding under this Policy (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 amorous 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 POLICY³

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 or gender-based harassment, sexual assault, sexual exploitation, relationship violence, stalking, complicity, and retaliation.

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, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, prior conviction of a crime, 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

³ These definitions may overlap with Florida criminal statutes in some cases, and provide greater protection in other instances.

University of Central Florida is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. Also, discrimination includes failing to reasonably accommodate an employee's or student's religious practices where the accommodation does not impose an undue hardship. For more information regarding discrimination, please visit www.oie.ucf.edu.

B. DISCRIMINATORY HARASSMENT

Discriminatory harassment consists of verbal, physical, electronic or other conduct based upon an individual's race, color, ethnicity, national origin, religion, non-religion, age, genetic information, sex (including pregnancy and parental status), gender identity or expression, sexual orientation, marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), political affiliations, prior conviction of a crime, 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 (including the use of cell phones or the Internet), or other conduct that may be humiliating or physically threatening.

C. SEXUAL OR GENDER-BASED 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*, as defined above, 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*, as defined above, are present.

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, 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:

- 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.⁴ Relationship violence may 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 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

⁴ 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.

actual physical assault or abuse and also includes harassment, is prohibited pursuant to *The Golden Rule*. Harmful behavior will be addressed under this Policy if it involves discriminatory harassment, sexual or gender-based 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. Retaliation includes threatening, intimidating, 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.

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 the university's *Reporting Misconduct and Protection from Retaliation Policy*.

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, employees, DSOs, 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.⁵ The university has designated individuals who have the ability to have privileged

⁵ Under Florida law, these confidential employees must report to authorities if an individual discloses she/he is 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.

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 or neglect of a minor under the age of 18.

VI. EMPLOYEE REPORTING RESPONSIBILITIES

A. TITLE IX REPORTING OBLIGATIONS

An employee’s responsibility to report under this Policy is governed by her/his 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, 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.⁶ 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, sexual assault, sexual exploitation, relationship violence, and/or stalking. Responsible employees include (but are not necessarily limited to) faculty (full-time and part-time), staff (full-time and part-time), resident assistants, graduate students with classroom responsibilities, Campus Security Authorities, 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,

⁶ Although this Policy is directed primarily to disclosures by students, as explained herein certain supervisory employees are obligated to report disclosures about all types of Prohibited Conduct involving a university employee.

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 employee or DSO. 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 employees 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 Campus Security Authorities (CSAs). The function of a CSA is to report to the UCF Police Department those allegations of Clery Act 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 timely warnings to the university community about certain reported crimes that may pose a serious or continuing threat to

students and employees. Consistent with the Clery Act, the university withholds the names and other personally identifying information of complainants when issuing timely warnings to the university community. Pastoral counselors and professional counselors are exempt from reporting when a crime is reported and they are functioning within the scope of that recognition or licensure.

D. CHILD ABUSE REPORTING OBLIGATIONS

All university employees and DSOs 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. These laws 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 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. Report to the DCF by:

- Fax: 1-800-914-0004 (Form available at <http://www.dcf.state.fl.us/programs/abuse/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
12692 Gemini Boulevard S., Suite 123
Orlando, FL 32816-0030
(407) 823-1336
oiie@ucf.edu; <http://eeo.ucf.edu/>; <https://shield.ucf.edu>**

There is no time limit for a complainant to report Prohibited Conduct to the university under this Policy;⁷ 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. If the respondent is no longer a student, employee, or DSO, 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.

⁷ This statement does not relieve responsible employees of their obligation to report sex/gender-based discrimination or harassment, sexual harassment sexual assault, relationship violence, sexual exploitation and/or stalking involving a student immediately to the Office of Institutional Equity.

VIII. ACCESSING CAMPUS AND COMMUNITY RESOURCES

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 Shield: <https://shield.ucf.edu/>
- Discrimination and discriminatory harassment where the respondent is an employee, DSO, or third-party: <http://eeo.ucf.edu/>
- Related student code violations where the respondent is a student: <http://eeo.ucf.edu/> or <http://osrr.sdes.ucf.edu/>
- Office of Student Rights and Responsibilities: <http://osrr.sdes.ucf.edu>
- Office of Student Conduct: <http://osc.sdes.ucf.edu>
- Victim Services: <http://victimservices.ucf.edu>
- Student Care Services: <http://scs.sdes.ucf.edu>

Available resources include: 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.

A. REMEDIAL AND PROTECTIVE MEASURES

The university offers a wide range of resources for students, employees, and DSOs 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 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, 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 or designee, upon notifying the vice president of SDES. With regard to an employee, the provost or designee and/or Human Resources 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 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 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 employees and DSOs 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 employees and DSOs 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 employees/DSOs alike should be aware that pursuing or engaging in an amorous relationship with any graduate student will limit the employees' or DSO's 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 an employee or DSO 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 an employee or DSO may exist (or have previously existed and terminated) prior to the time

the employee or DSO 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 employees and DSOs 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, an employee, DSO, or graduate student becomes involved in an amorous relationship with a student in violation of this Policy, the employee, DSO, 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' or DSO's employment standing or the graduate student's position of authority may need to be adjusted until she or he no longer has supervisory or other authority over the student.

In addition to the amorous relationship itself, an employee, DSO, 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 often adversely affect decisions, distort judgment, and undermine workplace morale for all employees, including those not directly engaged in the relationship. Any university employee who participates in supervisory or administrative decisions concerning an employee with whom she or he 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 the University's *Policy on Employment of Relatives*.

Accordingly, the university prohibits all employees and DSOs 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

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 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 her or his 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

If, despite these warnings, an employee or DSO enters into an amorous relationship with someone over whom she or he 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 her or his 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 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* (for students), and any other applicable and appropriate university policy or policies 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 Prohibited Conduct committed by students and registered student organizations are detailed in UCF's *The Golden Rule* (<http://goldenrule.sdes.ucf.edu/>).
- B. **WHERE THE RESPONDENT IS AN EMPLOYEE OR DIRECT SUPPORT ORGANIZATION EMPLOYEE**
The procedures for responding to reports of Prohibited Conduct committed by employees and DSOs are detailed in UCF's Office of Institutional Equity's *Discrimination Grievance Investigation Process*.
<http://eeo.ucf.edu/documents/DiscriminationGrievanceInvestigationProcedure.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 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 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/>

B. EMPLOYEES AND THIRD-PARTIES AS RESPONDENTS

UCF Regulation 3.001 Non-Discrimination; Affirmative Action Programs
<http://regulations.ucf.edu/docs/notices/3.001Non-DiscrimAffirmActionsPrograms Nov10.pdf>

UCF Regulation 3.0134 Grievances Alleging Discrimination
<http://regulations.ucf.edu/docs/notices/3.0134GrievancesAllegingDiscrimination finalMay09 000.pdf>

C. STATE AND FEDERAL LAWS

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

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 504 of the Rehabilitation Act of 1973

<https://www.dol.gov/oasam/regs/statutes/sec504.htm>

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>

XIV. CONTACTS TITLE IX COORDINATOR

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: 12692 Gemini Blvd. S., Suite 123, Orlando, FL 32816-0030; Phone: 407-823-1336; Email: oie@ucf.edu. The identities and contact information for the Title IX coordinator and Deputy Title IX Coordinators can be found at <https://shield.ucf.edu>.


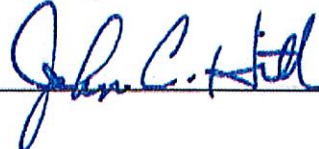
External reporting options include the United States Department of Education, Clery Act Compliance Team (at clery@ed.gov); the United States Department of Education, Office for Civil Rights (at OCR@ed.gov or 800-421-3481); the Equal Employment Opportunity Commission (at info@eeoc.gov or 800-669-4000); and/or the Florida Commission on Human Relations (800-342-8170).

XV. POLICY REVIEW

This Policy is maintained by the Office of Institutional Equity. The university will periodically review and update this Policy and will evaluate, among other things, any changes in legal requirements, existing university resources, and the resolution of cases from the preceding year (including, but not limited to, timeframes for completion and sanctions and remedies imposed).

XVI. INITIATING AUTHORITY

President

POLICY APPROVAL (For use by the Office of the President)	
Policy Number: <u>2-004</u>	
University Policies and Procedures Committee Chair: <u></u>	Date: <u>6/2/2017</u>
President or Designee: <u></u>	Date: <u>6/6/17</u>

University of Central Florida
Florida Equity Report
Report Year: 2017
Data Year: 2015-16

Attachment B

University of Central Florida
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. The University of Central Florida is an equal opportunity employer and educational provider. The University prohibits discrimination on the basis of race or ethnicity, color, sex (including pregnancy and parental status), sexual orientation, gender identity, gender expression, age, national origin, religion (or non-religion), disability, marital status, genetic information, protected veteran's status, or any other basis that is protected by federal or state law in all of 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 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 this University 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.

The University does not tolerate unlawful harassment, a form of discrimination. Harassment consists of abusive behavior directed toward an individual or group because of race, color, sex (including pregnancy and parental status, domestic violence, dating violence or sex-based stalking), sexual orientation, gender identity, gender expression, marital status, age, national origin, religion (or non-religion), disability, genetic information, or protected veteran's status. Unlawful harassment occurs when discriminatory threats, intimidation, ridicule, or insults are so severe or pervasive as to alter the terms and conditions of employment or educational access and create a hostile environment.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, performance appraisal, or academic performance or (2) such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or academic environment. The University (a) strictly prohibits making submission to harassment either explicitly or implicitly a term or condition of an individual's employment, performance appraisal, or evaluation of academic performance; and (b) forbids harassment that has the purpose or effect of interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

The University prohibits romantic and sexual relationships between an employee and a student or between a supervisor and an employee when that relationship constitutes a conflict of interest. That may occur even when such relationships appear, or are believed to

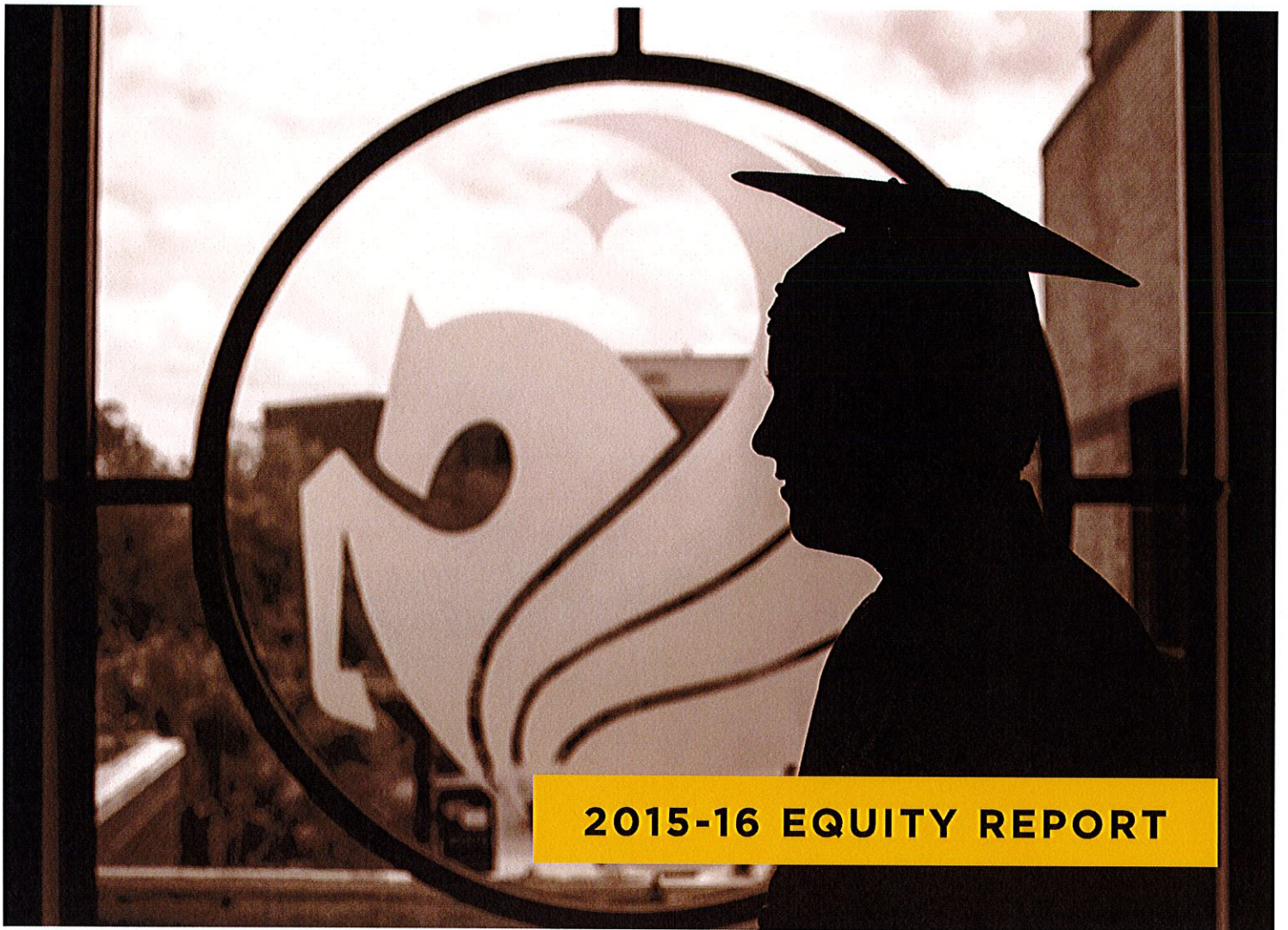
University of Central Florida
Florida Equity Report
Report Year: 2017
Data Year: 2015-16

Attachment C



TRANSFORMATIVE OPPORTUNITIES

Inspiring Equity, Diversity and Inclusion



2015-16 EQUITY REPORT

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

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

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EQUITY, DIVERSITY AND INCLUSION FRAMEWORK

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

SDES DIVERSITY HISTORY

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

INTRODUCTION

At UCF, we recognize the value of equity, diversity, and inclusion. Our work is guided by the tenets of the UCF Creed: *Integrity, Scholarship, Community, Creativity, and Excellence*. Approximately 45% of our students are minorities. The contributions of ideas, culture and talents from our diverse student body strengthens our university community and benefits us greatly.

The Division of Student Development and Enrollment Services is a national model for integrating equity, diversity and inclusion into the student experience through co-curricular learning opportunities. Our staff members work tirelessly to create and cultivate socially just learning and inclusive environments that help students reach their academic, personal and professional aspirations. Our goal is to transform lives and livelihoods through advocacy, awareness, change, and opportunity.

This year's equity report highlights our many programs, partnerships and initiatives focused on respect, responsibility, and tolerance. Annually, we organize thousands of campus events and activities and we are extremely proud of our work to bring change to our campus community and our world.

Sincerely,



Maribeth Ehasz, Ph.D.

*Vice President
Student Development and Enrollment Services
University of Central Florida*

SUMMARY

**TOTAL PROGRAMS,
ACTIVITIES AND EVENTS:**

378

**TOTAL
ATTENDANCE:**

72,591

ACCESS AND STUDENT SUCCESS INITIATIVES

**PROGRAMS
AND EVENTS:**

95

**STUDENTS
ATTENDED:**

40,245

SPONSORS:

- First Year Advising and Exploration
- First Year Experience
- Multicultural Academic Support Services
- Student Academic Resource Center
- Student Accessibility Services
- SDES TRIO Center
- Transfer and Transition Services
- Veterans Academic Resource Center
- Registrar's Office

CAMPUS LIFE INITIATIVES

**PROGRAMS
AND EVENTS:**

274

**STUDENTS
ATTENDED:**

31,327

SPONSORS:

- Career Services
- Counseling and Psychological Services
- Housing and Residence Life
- Integrity and Ethical Development
- LEAD Scholars Academy
- Neighborhood Relations and Safety Education
- Fraternity and Sorority Life
- Office of Student Conduct
- Office of Student Involvement
- Recreation and Wellness Center
- Social Justice and Advocacy
- Student Care Services
- Student Government Association
- Student Health Services
- Student Legal Services
- Student Union
- Wellness and Health Promotions
- Creative School for Children

EVENTS LISTING

The information on the following pages highlights SDES programs, activities, events and initiatives that support and promote awareness of equity, diversity and inclusion. Our collective efforts challenge UCF students and staff to engage in positive, interactive dialogue related to social justice issues prevalent in our society.



SDES EVENT	PURPOSE	DATE	SDES OFFICE
22 ND ANNUAL JOSEPH C. ANDREWS MENTORING CELEBRATION	Support student success by promoting diversity and inclusion by providing high-quality health services	February 1, 2016	Student Development and Enrollment Services – multiple offices
A WALK IN MY SHOES...FIRST GENERATION COLLEGE STUDENTS	Professional development – provide life stories of first-generation students and practical advice for academic advisors	October 20, 2016	First Year Advising and Exploration
ABC'S OF DIVERSITY	Support student success by promoting diversity and inclusion by providing high-quality health services	August 11, 2015 and June 6, 2016	Student Development and Enrollment Services – multiple offices
ACADEMIC INTEGRITY AND PROFESSIONALISM	Support success and wellbeing	Fall 2015	Integrity and Ethical Development
ACTIONS TO PREVENT AND CORRECT DISCRIMINATION COURSE	Support student success by promoting diversity and inclusion	January 12, 2016	Student Development and Enrollment Services – multiple offices
ADHD WORKSHOPS	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
ADJUSTING INTO YOUR KNIGHTHOOD	Support student success by promoting diversity and inclusion	June 28, 2016	Student Development and Enrollment Services – multiple offices
ADVISING KNIGHTS	Support student success by promoting diversity and inclusion	September 8 & 11	Student Development and Enrollment Services – multiple offices
AIDS BANQUET	Support student success by promoting diversity and inclusion	December 1, 2016	Social Justice and Advocacy
ALL FOR ONE! ONE FOR ALL!	Create transformative living and learning environments where students feel safe, involved and inspired	February 16, 2016	Housing and Residence Life
ALL GENDER LOVE	Support student success by promoting diversity and inclusion	February 14, 2017	Social Justice and Advocacy
ASIAN AMERICAN HERITAGE MONTH	Support student success by promoting diversity and inclusion	March 24,--April 23, 2016	Student Development and Enrollment Services – multiple offices
ASIAN PACIFIC AMERICAN COALITION (APAC) STUDENT LEADERSHIP CONFERENCE	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Student Development and Enrollment Services – multiple offices
ASIAN STUDENT ASSOCIATION PAGEANT	Support student success by promoting diversity and inclusion	April 2015	Student Development and Enrollment Services – multiple offices
ASIAN STUDENT ASSOCIATION, VIETNAMESE STUDENT	Support student success by promoting diversity and inclusion	October 2016	Student Development and Enrollment Services – multiple offices

ASSOCIATION, FILIPINO STUDENT AUTISM CONNECTIONS SUPPORT GROUP	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
B.L.A.C.K SERIES BOOSTER SESSIONS	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
B.L.A.C.K. INSTITUTE	Promote the emotional, relational, and academic potential of students	October 2–3, 2015	Counseling and Psychological Services
B.S.A (B)EING (S)OCIALY (A)WARE	Create transformative living and learning environments where students feel safe, involved and inspired	February 15, 2016	Housing and Residence Life
BEA-YOU-TIFUL	Create transformative living and learning environments where students feel safe, involved and inspired	February 18, 2016	Housing and Residence Life
BEEP BASEBALL	Promote active recreation and wellness for students with any physical ability	April 20, 2017	Recreation and Wellness Center
BEING OUT IN THE WORK PLACE-LBGQTQ EMPLOYER PANEL	Connect students and alumni with career, job and internship opportunities	March 29, 2016	Career Services
BOUNCE BACK CAMPAIGN AND PROGRAMMING	Support student success by promoting diversity and inclusion by providing high-quality health services	2015-2016 Academic Year	Student Health Services
BRING YOUR A GAME: GETTING A'S USING TIME MANAGEMENT	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Student Academic Resource Center
BROTHER TO BROTHER PROGRAM (B2B)	Provide academic, career, leadership development, social and financial support to multicultural or first generation undergraduate males	2015-2016 Academic Year	Multicultural Academic and Support Services
BROWNIES AND PRIVILEGE	Create transformative living and learning environments where students feel safe, involved and inspired	November 17, 2015	Housing and Residence Life
BUILDING LEADERS AND CONNECTING KNIGHTS (B.L.A.C.K.) FORUM ON "U- KNIGHT-ED WE STAND"	Support student success by promoting diversity and inclusion	October 21, 2016	Student Development and Enrollment Services – multiple offices
CAMPUS PRIDE INDEX	Support student success by promoting diversity and inclusion	August 2016	Social Justice and Advocacy
CAPS B.L.A.C.K. INSTITUTE RESUME BUILDING WORKSHOP	Connect students and alumni with career, job and internship opportunities	October 13, 2015	Career Services
CAPS EQUITY AND INCLUSION	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services

COMMITTEE AND COLLABORATIONS			
CAREER EXPLORATION FOR STUDENTS WITH DOWN SYNDROME	Connect students and alumni with career, job and internship opportunities	November 14, 2015	Career Services
CAREER SERVICES AND NETWORKING FOR THE IGNITE IN STEM PROGRAM	Connect students and alumni with career, job and internship opportunities	November 19, 2015	Career Services
CAREERECO DIVERSITY CAREER FAIR	Connect students and alumni with career, job and internship opportunities	March 23, 2016	Career Services
CATERING EXEMPTION PROCESS	Enhance the quality of student life and support co-curricular activities	2015-2016 Academic Year	Student Union
CHINESE NEW YEAR CELEBRATION: YEAR OF THE ROOSTER	Support student success by promoting diversity and inclusion	February 7, 2017	Social Justice and Advocacy
CITY OF ORLANDO MLK PARADE	Support student success by promoting diversity and inclusion	January 14, 2016	Social Justice and Advocacy
COLLEGE LIFE SKILLS WORKSHOP SERIES	Support success and wellbeing	2015-2016 Academic Year	Integrity and Ethical Development
COLLEGE PREP DAY	Provide multicultural and first generation students with information on the college admissions process, SAT/ACT, financial aid, and careers	September 15, 2015	Multicultural Academic and Support Services
COLLEGE STUDENT TODAY AND PROFESSIONALISM	Support success and wellbeing	Spring 2016	Transfer and Transition Services
COLOR YOUR LIFE	Create transformative living and learning environments where students feel safe, involved and inspired	February 10, 2016	Housing and Residence Life
COMMON READ SELECTION: EMBRACING DIVERSITY AND DISABILITIES	Help students build a strong academic foundation by developing important life and study skills	2015-2016 Academic Year	First Year Experience
COMMUNICATING ACROSS CULTURES	Support student success by promoting diversity and inclusion by providing high-quality health services	August 19, 2015 and June 14, 2016	Student Health Services
CONSCIOUS THOUGHTS CAFÉ	Support student success by promoting diversity and inclusion	Fall 2016	Social Justice and Advocacy
CREATE YOUR IDENTITY IN A SUNDAE	Create transformative living and learning environments where students feel safe, involved and inspired	November 17, 2015	Housing and Residence Life
CREATING PEACE AMONG	Create transformative living and learning environments where	Fall 2015	Housing and Residence Life

ROOMMATES WORKSHOP	students feel safe, involved and inspired		
CREATIVE SCHOOL INTERNATIONAL DINNER	Support student success by promoting diversity and inclusion	November 13, 2015	The Creative School for Children
DIA DE LOS MUERTOS	Support student success by promoting diversity and inclusion	September 29, 2016	Social Justice and Advocacy
DID YOU KNOW-DIVERSITY MARKETING EVENT IN THE STUDENT UNION	Support success and wellbeing	October 9 and November 5, 2015	Student Government Association
DIFFERENCE MATTERS: SOCIAL IDENTITY MEMBERSHIP	Create transformative living and learning environments where students feel safe, involved and inspired	February 16, 2016	Housing and Residence Life
DISABILITY BARRIERS	Support student success by promoting diversity and inclusion by providing high-quality health services	2015-2016 Academic Year	Student Health Services
DISCOVER YOUR LEARNING STYLE	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Student Academic Resource Center
DISCRIMINATION PREVENTION AND CORRECTION TRAINING AND UPDATE	Create transformative living and learning environments where students feel safe, involved and inspired	January 30, 2015	Housing and Residence Life
DIVERSITY CERTIFICATE SERIES	Support student success by promoting diversity and inclusion by providing high-quality health services	2015-2016 Academic Year	Student Health Services
DIVERSITY FLAGS	Create transformative living and learning environments where students feel safe, involved and inspired	February 10, 2016	Housing and Residence Life
DIVERSITY TRAINING	Support student success by promoting diversity and inclusion by fostering a caring community of Knights	2015-2016 Academic Year	Student Development and Enrollment Services -- multiple offices
DON'T BE COLD: DIVERSITY AND INCLUSION	Create transformative living and learning environments where students feel safe, involved and inspired	February 17, 2016	Housing and Residence Life
DONUT LEAVE ME OUT!	Create transformative living and learning environments where students feel safe, involved and inspired	February 10, 2016	Housing and Residence Life
DRAG DIVAS	Support student success by promoting diversity and inclusion	March 21, 2017	Social Justice and Advocacy
EDUCATED, BLACK, MALE: MARC LAMONT HILL	Support student success by promoting diversity and inclusion	January 30, 2017	Social Justice and Advocacy

ENGAGING LATINO STUDENTS FOR TRANSFER AND COLLEGE COMPLETION	Provide support to Latino students interested in pursuing a degree in business, social sciences and hospitality	2015-2016 Academic Year	Multicultural Academic and Support Services
ENHANCING CULTURAL PROFICIENCY	Introduce the concepts of diversity, multiculturalism, individual identity, and the importance of being accepting of others to orientation staff members	February 16-25, 2016	First Year Experience
EPHRAIM PROJECT	Support success and wellbeing	April 18, 2016	Student Government Association
ETHICS IN GRADUATE SCHOOL AND BEYOND	Support success and wellbeing	2015-2016 Academic Year	Integrity and Ethical Development
EXAMINING THE REAL DISABILITY BARRIERS	Support student success by promoting diversity and inclusion	February 4 – April 7 2016	Student Accessibility Services
EXPLORING YOUR MULTICULTURAL WORKSHOP SERIES	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
FAMILY DAY BBQ	Promote the academic success of veteran and non-traditional students and connect them with each other, programs and resources	March 2016	Veterans Academic Resource Center
FIELD OF MEMORIES: BE AWARE SHOW YOU CARE EXHIBIT	Promote the emotional, relational, and academic potential of students	September 10, 2015	Counseling and Psychological Services
FINAL EXAM PREPARATION	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Student Academic Resource Center
FINANCIAL LITERACY SERIES	Support the academic success of multicultural and first generation students	2015-2016 Academic Year	Multicultural Academic and Support Services
FIRST GENERATION PROGRAM CONFERENCE SERIES	Provide first generation college students with a structured approach to transitioning to UCF while engaging them in a meaningful student experience	2015-2016 Academic Year	Multicultural Academic and Support Services
FIRST IN THE WORLD	Support programming for incoming new students who are either first-generation and/or Pell grant eligible	Fall 2016	First Year Advising and Exploration
FIRST YEAR SCHOLARS RECEPTION	Recognize students who achieved a 3.5 or higher in the fall semester	February 15, 2016	First Year Experience
FLEECE IT UP! – BLANKETS FOR THE HOMELESS	Support success and wellbeing	October 12 and November 3, 2015	Student Government Association
FROM COLORING COMES CARING	Support student success by promoting diversity and inclusion by providing high-quality health services	July 20, 2016	Student Development and Enrollment Services – multiple offices
GENDER DIFFERENCES IN COMMUNICATION	Support student success by promoting diversity and inclusion by	August 25, 2015 and June 15, 2016	Student Health Services

	providing high-quality health services		
GENDER IDENTITY TRAINING AT STUDENT EMPLOYEE STAFF RETREAT	Enhance the quality of student life and support co-curricular activities	2015-2016 Academic Year	Student Union
GET DIVERSIFIED	Help first-time-in-college and new transfer students become engaged with the campus community	2015-2016 Academic Year	First Year Experience
GETTING IN TUNE WITH YOUR ADHD	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
GLB SUPPORT	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
GOAL SETTING	Support student success by promoting diversity and inclusion	July 19, 2016	Student Academic Resource Center
GRADUATE/PROFESSIONAL SCHOOL VISITS	Support the academic success of multicultural and first generation students	2015-2016 Academic Year	Multicultural Academic and Support Services
GRANT THORNTON & NATIONAL ASSOCIATION OF BLACK ACCOUNTANTS DIVERSITY CAREER EXPO PANEL	Connect students and alumni with career, job and internship opportunities	September 18, 2015	Career Services
GREEK LEADERSHIP CHALLENGE CULTURAL COMPETENCY WORKSHOP	Promote equity, diversity, inclusion respect and responsibility	January 28, 2017	Fraternity and Sorority Life
GREEK LEADERSHIP CHALLENGE TITLE IX WORKSHOP	Promote equity, diversity, inclusion respect and responsibility	January 28, 2017	Fraternity and Sorority Life
HALLWAY OF FLAGS	Enhance the quality of student life and support co-curricular activities	2015-2016 Academic Year	Student Union
HEALING ART EXHIBIT	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
HEALTH EMPOWERMENT	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
HEALTHY KNIGHT EXPO	Support student success by promoting diversity and inclusion by providing high-quality health services	October 7, 2015	Student Development and Enrollment Services – multiple offices
HEELS OF POWER	Support success and wellbeing	October 28, 2015	LEAD Scholars Academy
HIDDEN FIGURES	Support the academic success of multicultural and first generation students	January 23, 2017	Multicultural Academic and Support Services
HIV RAPID TESTING EVENTS	Support student success by promoting diversity and inclusion by providing high-quality wellness services	2015-2016 Academic Year	Health Wellness Promotion

HOSPITALITY DIVERSITY TRAINING	Support success and wellbeing	September 25, 2015	Office of Student Involvement
HOUSING TRAINING NEW RAS	Create transformative living and learning environments where students feel safe, involved and inspired	December 2015	Housing and Residence Life
HOW IMPORTANT IS SOCIAL JUSTICE?	Create transformative living and learning environments where students feel safe, involved and inspired	February 9, 2016	Housing and Residence Life
HOW THE COMMUNITY SEES YOU!	Create transformative living and learning environments where students feel safe, involved and inspired	February 8, 2016	Housing and Residence Life
IDENTIFY YOURSELF	Create transformative living and learning environments where students feel safe, involved and inspired	February 11, 2016	Housing and Residence Life
INCLUSIVE COMMUNICATION	Support student success by promoting diversity and inclusion by providing high-quality health services	August 18, 2015 and June 13, 2016	Student Health Services
INCLUSIVE EDUCATION STUDENTS CAREER SERVICES ORIENTATION	Connect students and alumni with career, job and internship opportunities	July and August 2015	Career Services
INCLUSIVE RECREATION EXPO	Promote equity, diversity, inclusion respect and responsibility	October 19, 2016	Recreation and Wellness Center
INTERNATIONAL PEACE DAY	Support success and wellbeing	September 21, 2015	Office of Student Involvement
INTERNATIONAL STUDENT ORIENTATION	Support success and wellbeing	2015-2016 Academic Year	Office of Student Conduct
INTERNATIONAL WEEK WORLD CUP	Promote equity, diversity, inclusion respect and responsibility	October 31, 2016 - November 7, 2016	Recreation and Wellness Center
IT'S ON US WALK	Support success and wellbeing	March 1, 2016	Student Development and Enrollment Services – multiple offices
KEYS TO CHANGE	Create transformative living and learning environments where students feel safe, involved and inspired	February 15, 2016	Housing and Residence Life
KNIGHT ALLIANCE NETWORK PROGRAM (FOSTER CARE YOUTH)	Support the success of foster care students as the transition to UCF	2015-2016 Academic Year	Multicultural Academic and Support Services
KNIGHT WATCH PROGRAM	Support student success	Summer 2016	First Year Advising and Exploration

KNIGHT'S LEADERSHIP SERIES (KLS): <i>SERVING STUDENTS WITH INTELLECTUAL DISABILITIES</i>	Promote active recreation and wellness for students with any physical ability	September 26, 2016	Recreation and Wellness Center
KNIGHT'S LEADERSHIP SERIES (KLS): <i>THE REBOUND: MOVIE SCREENING</i>	Promote active recreation and wellness for students with any physical ability	March 3, 2017	Recreation and Wellness Center
KNIGHT'S LEADERSHIP SERIES (KLS): UCF COMMUNITY RELATIONS: HOW TO HAVE THE DIFFICULT DISCUSSIONS ABOUT COMMUNITY POLICING AND RACE	Promote equity, diversity, inclusion respect and responsibility	September 26, 2016	Recreation and Wellness Center
KNIGHTS GRADUATION GRANT INITIATIVE (KGGI)	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Registrar's Office
KNIGHTS HELPING KNIGHTS PANTRY WEEKLY QUESTIONS	Enhance the quality of student life and support co-curricular activities	November 2015	Student Union
LAVENDER CELEBRATION	Support student success by promoting diversity and inclusion	May 2, 2017	Social Justice and Advocacy
LAW ENFORCEMENT AND BIAS	Support student success by promoting diversity and inclusion	October 4, 2016	Social Justice and Advocacy
LEAD OUT LOUD RETREAT	Support success and wellbeing	2015-2016 Academic Year	Lead Scholars Academy
LEAD OUT LOUD SUMMIT	Support success and wellbeing	2015-2016 Academic Year	Lead Scholars Academy
LEADERSHIP WEEK PROGRAM	Support student success by promoting diversity and inclusion by fostering a caring community of Knights	February 21, 2017	Student Development and Enrollment Services – multiple offices
LEGACY MENTORING PROGRAM FACULTY/STAFF EVENT FOR MULTICULTURAL STUDENTS	Create transformative living and learning environments where students feel safe, involved and inspired	2015-2016 Academic Year	Housing and Residence Life
LET'S TACO ABOUT IT	Support success and wellbeing	November 2, 2015	Student Government Association
LET'S TACO-BOUT IT!	Create transformative living and learning environments where students feel safe, involved and inspired	February 16, 2016	Housing and Residence Life
LET'S TALK MICROAGGRESSIONS	Create transformative living and learning environments where students feel safe, involved and inspired	February 26, 2016	Housing and Residence Life

LGBTQ+ HISTORY MONTH SPEAKER: TODRICK HALL	Support student success by promoting diversity and inclusion	October 4, 2016	Social Justice and Advocacy
LGBTQ+ SERVICES LAVENDER LUNCH PROGRAM	Connect students and alumni with career, job and internship opportunities	August 25, 2015	Career Services
LUNCH AND LEARN PROGRAM	Support the success of multicultural and first generation students	Fall 2015	Multicultural Academic and Support Services
MACROAGGRESSIONS WITH BRICE YATES	Create transformative living and learning environments where students feel safe, involved and inspired	February 29, 2016	Housing and Residence Life
MAKE ART, NOT WAR: A SPEECH AND A CANVAS	Create transformative living and learning environments where students feel safe, involved and inspired	February 15, 2016	Housing and Residence Life
MENTORING BOUNDARIES	Support success and wellbeing	Fall 2015	Integrity and Ethical Development
MI GENTE: LATINX SUPPORT	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
MIDDLE SCHOOL SUMMIT	Support the success of multicultural and first generation students	March 21, 2016	Multicultural Academic and Support Services
MISS REPRESENTATION	Create transformative living and learning environments where students feel safe, involved and inspired	March 17, 2016	Housing and Residence Life
MULTICULTURAL NETWORKING KNIGHTS RECEPTION	Connect students and alumni with career, job and internship opportunities	January 26, 2016	Career Services
MULTICULTURAL POTLUCK	Support the academic success of multicultural and first generation students	July 22, 2017	Multicultural Academic and Support Services
MULTICULTURAL TRANSFER PROGRAM	Support the success of multicultural and first generation students	2015-2016 Academic Year	Multicultural Academic and Support Services
NATIONAL COUNCIL OF NEGRO WOMEN'S MAHOGANY AWARD "KNIGHTS ON THE NILE" EVENT	Support student success by promoting diversity and inclusion	March 20, 2016	Student Development and Enrollment Services – multiple offices
NATIONAL EATING DISORDER AWARENESS WEEK	Support student success by promoting diversity and inclusion by providing high-quality health services	February 22 – 26, 2016	Student Development and Enrollment Services – multiple offices
NATIONAL HUNGER AND HOMELESSNESS AWARENESS WEEK COMMUNITY SHOWCASE	Support student success by promoting diversity and inclusion by providing high-quality health services	November 18, 2015	Student Development and Enrollment Services – multiple offices
NAVIGATING ACADEMIC INTEGRITY	Create transformative living and learning environments where	Fall 2015	Housing and Residence Life

	students feel safe, involved and inspired		
NEW STUDENT EMPLOYEE ORIENTATION – PERSONAL IDENTITY	Enhance the quality of student life and support co-curricular activities	2015-2016 Academic Year	Student Union
NEW TRANSFER STUDENT VETERANS ORIENTATION PROGRAM	Promote the academic success of veteran students	Spring 2016	Veterans Academic Resource Center
NGUZO SABA	Support student success by promoting diversity and inclusion	May 1, 2017	Social Justice and Advocacy
NO STRESS ZONE: REDUCING TEST TAKING ANXIETY	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Student Academic Resource Center
NOBCCHE (NATIONAL ORGANIZATION OF BLACK CHEMIST AND CHEMICAL ENGINEERS) FLORIDA REGIONAL SCIENCE BOWL	Assist black and other minority students and professionals in fully realizing their potential in academic, professional, and entrepreneurial pursuits in chemistry, chemical engineering, and allied fields	May 13, 2017	SDES TRiO
NUUESTRA GRADUACION	Support student success by promoting diversity and inclusion	May 3, 2017	Student Development and Enrollment Services – multiple offices
ONE KNIGHT, ONE COMMUNITY	Introduce incoming students to campus resources, what it means to be part of the UCF community, and their responsibility to create an environment that is safe, inclusive, and positive	Summer 2016	First Year Experience
OPEN DIALOGUE: CAN YOU HEAR ME NOW?	Create transformative living and learning environments where students feel safe, involved and inspired	February 11, 2016	Housing and Residence Life
OPEN FORUM: GENDER IDENTITY	Support success and wellbeing	October 8, 2015	Student Development and Enrollment Services – multiple offices
OUT-OF-STATE STUDENT MENTORING PROGRAM	Provide unique opportunities and experiences that help students get involved at UCF and connected to the Orlando community	2015-2016 Academic Year	First Year Experience
PEACE OF PIZZA	Create transformative living and learning environments where students feel safe, involved and inspired	February 8, 2016	Housing and Residence Life
PEELING AWAY AT SOCIAL INJUSTICE	Create transformative living and learning environments where students feel safe, involved and inspired	February 16, 2016	Housing and Residence Life

PEGASUS PROGRAM	Support the success of multicultural and first generation students	Summer 2016	Student Development and Enrollment Services – multiple offices
PHI ETA SIGMA NATIONAL HONOR SOCIETY INDUCTION	Encourage and reward academic excellence among freshmen	April 11, 2016	First Year Advising and Exploration
PLOT YOUR IDENTITY PIE & EAT FROM THE PIZZA PIE!	Create transformative living and learning environments where students feel safe, involved and inspired	February 11, 2016	Housing and Residence Life
POWER, PRIVILEGE, & OPPRESSION (TRAINING SEMINAR)	Promote the emotional, relational, and academic potential of students	August 26 and September 4, 2015	Counseling and Psychological Services
PREFERRED NAME PROJECT	Support diversity and inclusion	2015-2016 Academic Year	Student Development and Enrollment Services – multiple offices
PRESENTATION: DISABILITY AND EMPLOYMENT	Support student success by promoting diversity and inclusion	May 10, 2016	Student Development and Enrollment Services – multiple offices
PRESENTATION: OVERCOMING THE PAST – APPLYING FOR EMPLOYMENT WITH A CRIMINAL BACKGROUND	Support student success by promoting diversity and inclusion	November 4, 2015	Student Legal Services
PRESENTATION: SHOWING OF "10 RULES FOR DEALING WITH THE POLICE" FOLLOWED BY A Q & A SESSION	Support student success by promoting diversity and inclusion	April 13, 2016	Student Legal Services
PRIVILEGE BLING	Create transformative living and learning environments where students feel safe, involved and inspired	February 18, 2016	Housing and Residence Life
PROJECT PACE SUMMER ACADEMY	Support the academic success of multicultural and first generation students	June 19 – 29, 2017	Multicultural Academic and Support Services
PSYCHKNIGHTS LEARNING COMMUNITY	Support the academic success of multicultural and first generation students	2015-2016 Academic Year	Multicultural Academic and Support Services
PUTTING CULTURAL COMPETENCY INTO PRACTICE TRAINING	Support student success by promoting diversity and inclusion	June 10, 2015	Student Development and Enrollment Services – multiple offices
QEP – QUALITY ENHANCEMENT PROGRAM	Support the academic success of multicultural and first generation students	2015-2016 Academic Year	Student Development and Enrollment Services – multiple offices
QPR-A-THON	Promote the emotional, relational, and academic potential of students	September 16, 2015 and April 5, 2016	Counseling and Psychological Services
RA TRAINING	Support success and wellbeing	August 2015	Housing and Residence Life

RACE IN THE 21 ST CENTURY OPEN FORUM	Create transformative living and learning environments where students feel safe, involved and inspired	September 10, 2015	Student Development and Enrollment Services – multiple offices
GRADUATE AND NON-TRADITIONAL STUDENTS: UNDERSTANDING SELF AND OTHERS	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
READY, SET WORK	Connect students and alumni with career, job and internship opportunities	Summer 2016	Career Services
REV. DR. MARTIN LUTHER KING, JR. MEMORIAL PARADE	Support student success by promoting diversity and inclusion	January 18, 2016	Student Development and Enrollment Services – multiple offices
ROSEN LIFE SALSA KNIGHT	Support success and wellbeing	September 15, 2015	Office of Student Involvement
S.A.F.E. (STUDENT VETERAN ALLIED FACULTY EDUCATION) TRAINING	Promote the academic success of veteran students	October 8 and October 9	Veterans Academic Resource Center
SAFE KNIGHT WEEK	Support student success by promoting diversity and inclusion by providing high-quality health services	2015-2016 Academic Year	Student Development and Enrollment Services – multiple offices
SAFE ZONE LEVEL 2	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Student Development and Enrollment Services – multiple offices
SAFE ZONE TRAININGS (LGBTQ+ 101, ADVOCATES, COMING OUT, GOLD)	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Social Justice and Advocacy
SAFETY FAIR TABLING	Support success and wellbeing	September 2015	Student Health Services
SARC STUDY UNION FINAL REVIEW SESSIONS	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Student Academic Resource Center
SAUDI ARABIAN CULTURAL MISSION (SACM) PROJECT	Attract Saudi students to UCF and to retain the support their student sponsorships	2015-2016 Academic Year	Registrar's Office
SDES DIVERSITY BREAKFAST	Support student success by promoting diversity and inclusion by providing high-quality health services	October 12, 2015	Student Development and Enrollment Services – multiple offices
SDES DIVERSITY DEU CERTIFICATION	Support student success by promoting diversity and inclusion	December 31, 2016	Student Development and Enrollment Services – multiple offices
SDES INSTITUTE: LEARN ABOUT THE GENDER SPECTRUM	Promote the emotional, relational, and academic potential of students	June 8, 2015	Counseling and Psychological Services

SECULAR SAFEZONE TRAINING	Promote safety and security	Spring 2016	Transfer and Transition Services
SEE UCF	Support first-year Valencia College students as prepare to transition to UCF	October 2 and February 19	Transfer and Transition Services
SEIZING OPPORTUNITIES FOR ACHIEVEMENT AND RETENTION (SOAR) PROGRAM	Support the success of multicultural and first generation students	Summer 2016	Multicultural Academic and Support Services
SEX POSITIVE WEEK	Support student success by promoting diversity and inclusion by providing high-quality health services	February 15, 2016 – February 19, 2016	Student Development and Enrollment Services – multiple offices
SEXUAL MISCONDUCT BOARD TRAINING	Support success and wellbeing	December 3, 2015	Office of Student Conduct
SGA KNOW YOUR RIGHTS CAMPAIGN (TABLING)	Support success and wellbeing	March 2016	Office of Student Conduct
SGA PRESIDENT HOSTED THE CHINESE DELEGATION	Support success and wellbeing	September 8, 2016	Office of Student Involvement
SGA SENATE DIVERSITY TRAINING	Support success and wellbeing	October 2015	Office of Student Involvement
SHS FALL KICKOFF – AN OVERVIEW OF STUDENT ACCESSIBILITY SERVICES AND INCLUSIVE EDUCATION SERVICES	Support student success by promoting diversity and inclusion by providing high-quality health services	August 10, 2016	Student Health Services
SISTER CIRCLE	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
SITTING VOLLEYBALL AND GOALBALL	Promote active recreation and wellness for students with any physical ability	November 9, 16, 30, 2016	Recreation and Wellness Center
SOCIAL IDENTITIES	Create transformative living and learning environments where students feel safe, involved and inspired	2015-2016 Academic Year	Housing and Residence Life
SOCIAL JUSTICE AND IDENTIFY	Create transformative living and learning environments where students feel safe, involved and inspired	February 11, 2016	Housing and Residence Life
SOCIAL JUSTICE WEEK 2017	Support student success by promoting diversity and inclusion	January 23-27, 2017	Social Justice and Advocacy
SOCIAL JUSTICE WITH BEN & JERRY	Create transformative living and learning environments where students feel safe, involved and inspired	February 2, 2016	Housing and Residence Life

SOCIAL JUSTICE WITH THE SNEETCHES	Create transformative living and learning environments where students feel safe, involved and inspired	February 16, 2016	Housing and Residence Life
START THE FALL OFF RIGHT: SUCCESSFULLY TRANSITIONING TO FALL SEMESTER	Support student success by promoting diversity and inclusion	July 28, 2016	Student Academic Resource Center
STATE COLLEGE DAY	Support the success of diverse students in the transfer process	Summer 2016	Multicultural Academic and Support Services
STAYING AHEAD OF THE GAME: AVOIDING PROCRASTINATION	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Student Academic Resource Center
STD SCREENING	Support student success by promoting diversity and inclusion by providing high-quality health services	2015-2016 Academic Year	Student Health Services
STEM CAREER ACADEMY	Support the academic success of multicultural and first generation students interested in STEM	May 2, 2017	SDES TRiO Center
STUDENT ACHIEVEMENT RECOGNITION PROGRAMS	Support the success of multicultural and first generation students	2015-2016 Academic Year	Student Development and Enrollment Services – multiple offices
STUDENT EMPLOYEE STAFF MEETING - DIVERSITY TRAINING	Enhance the quality of student life and support co-curricular activities	November 2015	Student Union
STUDY ABROAD FAIR	Support student success by promoting diversity and inclusion by providing high-quality health services	2015-2016 Academic Year	Student Health Services
STUDY SMARTER, NOT HARDER: STUDY SKILLS & TEST PREPARATION	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	Student Academic Resource Center
SUCCESSFUL INTERVIEWING WORKSHOP	Connect students and alumni with career, job and internship opportunities	March 31, 2016	Career Services
MULTICULTURAL ASSOCIATION OF PRE-HEALTH STUDENTS			
SUICIDE PREVENTION EFFORTS - QPR	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
SUMMER ACCESS PROGRAM	Support the academic advising component of this program for our summer ACCESS students who are admitted conditionally to the university	Summer 2016	Multicultural Academic and Support Services
SUMMER CONNECT	Support the academic success of multicultural and first generation students	July 11, 17– 19, 2017	SDES TRiO Center

TABLING: INTERNATIONAL STUDENT CENTER RECEPTION	Support student success by promoting diversity and inclusion	January 5, 2016	Student Development and Enrollment Services – multiple offices
TABLING: INTERNATIONAL STUDENT CENTER WELCOME RECEPTION	Support student success by promoting diversity and inclusion	August 28, 2015	Student Legal Services
TABLING: LAVENDER LUNCH WELCOME RECEPTION	Support student success by promoting diversity and inclusion	August 25, 2015	Social Justice and Advocacy
TABLING: LGBTQ HISTORY MONTH KICKOFF	Support student success by promoting diversity and inclusion	October 1, 2015	Social Justice and Advocacy
TABLING: LIGHT UP THE NIGHT	Support student success by promoting diversity and inclusion	October 12, 2015	Student Development and Enrollment Services – multiple offices
TABLING: ONE BILLION RISING	Support student success by promoting diversity and inclusion	February 12, 2016	Student Legal Services
TABLING: TRANSFER STUDENT RECEPTION	Support student success by promoting diversity and inclusion	September 2, 2015	Student Legal Services
TABLING: WELCOME BACK EXPO	Support success and wellbeing	August 2015	Student Development and Enrollment Services – multiple offices
TASTE OF HOSPITALITY	Support success and wellbeing	October 6, 2015	Office of Student Involvement
TASTE OF UCF	Support student success by promoting diversity and inclusion	August 25, 2016	Student Development and Enrollment Services – multiple offices
TAU SIGMA/ODI DIVERSITY CERTIFICATION SERIES	Support student success by promoting diversity and inclusion	Spring 2016	Transfer and Transition Services
THE ART OF EMAIL ETIQUETTE	Support success and wellbeing	Spring 2016	Integrity and Ethical Development
THE GREATER ORLANDO CHAPTER OF THE NATIONAL ASSOCIATION OF BLACK ACCOUNTANTS RESUME AND COVER LETTER WORKSHOP	Connect students and alumni with career, job and internship opportunities	July 13, 2015	Career Services
THE NEXT LEVEL: PREPARING FOR PROFESSIONAL SCHOOL	Support students interested in graduate school	September 22, 2015	Career Services
THE NEXT LEVEL: PREPARING FOR PROFESSIONAL SCHOOL	Support student success by promoting diversity and inclusion	February 16, 2016	Student Academic Resource Center

THE VOICE OF MY GENERATION	Create transformative living and learning environments where students feel safe, involved and inspired	February 15, 2016	Housing and Residence Life
TRANS* SUPPORT	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
TRANSFERRING INTO PROFESSIONAL SUCCESS (TIPS)	Support the academic success of multicultural and first generation students	Fall 2015 – Spring 2016	Transfer and Transition Services
TRIO AROUND THE WORLD	Support the academic success of multicultural and first generation students	October 20, 2016	SDES TRiO Center
TRUE COLORS WORKSHOP	Connect students and alumni with career, job and internship opportunities	March 15, 2016	Career Services
TUNNEL OF OPPRESSION	Support student success by promoting diversity and inclusion	January 26, 2017	Social Justice and Advocacy
UCF CARES DAY	Support success and wellbeing	2015-2016 Academic Year	Student Development and Enrollment Services – multiple offices
UCF CARES TRAINING VIDEO	Support student success by promoting diversity and inclusion by fostering a caring community of Knights	2015-2016 Academic Year	Student Care Services
UCF CREED: LEARN IT AND LIVE IT	Support success and wellbeing	Spring 2016	Integrity and Ethical Development
UCF SAFETY FAIR	Support student success by promoting diversity and inclusion by providing high-quality health services	September 2, 2015	Student Health Services
UCF STUDENT VETERAN HONORED BY NATIONAL SOCIAL WORK ASSOCIATION	Promote the academic success of veteran students	March 2016	Veterans Academic Resource Center
UNDERSTANDING POWER AND PRIVILEGE	Support student success by promoting diversity and inclusion by providing high-quality health services	August 14, 2015 and June 9, 2016	Student Health Services
UNIFIED BASKETBALL TOURNAMENT	Promote active recreation and wellness for students with any physical ability	February 18, 2017	Recreation and Wellness Center
UNIFIED FLAG FOOTBALL TOURNAMENT	Promote equity, diversity, inclusion respect and responsibility	October 22, 2016	Recreation and Wellness Center
VALENTINE JUSTICE	Create transformative living and learning environments where students feel safe, involved and inspired	February 14, 2016	Housing and Residence Life
VETERANS KAYAKING TRIP	Promote recreation and wellness activity for students with any physical ability	November 5, 2017	Recreation and Wellness Center

VOICES OF DIVERSITY	Create transformative living and learning environments where students feel safe, involved and inspired	February 15, 2016	Housing and Residence Life
VOLUNTARY PRE-KINDERGARTEN	Support student success by promoting diversity and inclusion	2015-2016 Academic Year	The Creative School for Children
VOLUNTEER UCF ADVOCACY GROUPS	Support success and wellbeing	October 2015	Student Development and Enrollment Services – multiple offices
WE WEAR THE MASK - LIVING IN COLOR SOCIAL JUSTICE TAG-ALONG	Create transformative living and learning environments where students feel safe, involved and inspired	February 17, 2016	Housing and Residence Life
WELCOME BACK EXPO	Support student success by promoting diversity and inclusion by providing high-quality health services	August 26, 2015	Student Health Services
WHEELCHAIR BASKETBALL	Promote active recreation and wellness for students with any physical ability	March 1, 2017	Recreation and Wellness Center
WHERE IS UCF? DIVERSITY FORUM	Support success and wellbeing	February 24, 2016	Student Government Association
WHO AM I?	Create transformative living and learning environments where students feel safe, involved and inspired	February 11, 2016	Housing and Residence Life
WHO ARE YOU?	Create transformative living and learning environments where students feel safe, involved and inspired	February 18, 2016	Housing and Residence Life
WOMEN IN ISLAM: IBTIHAJ MUHAMMAD FIRST MUSLIM AMERICAN OLYMPIC FENCER	Support student success by promoting diversity and inclusion	November 2, 2016	Social Justice and Advocacy
WOMEN IN LAW ENFORCEMENT BREAKFAST	Connect students and alumni with career, job and internship opportunities	October 15, 2015	Career Services
WOMEN UKNIGHTED'S "MEET YOUR MENTOR" EVENT	Connect students and alumni with career, job and internship opportunities	March 1, 2016	Career Services
WOMEN'S EMPOWERMENT	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
WOMEN'S GROUP	Promote the emotional, relational, and academic potential of students	2015-2016 Academic Year	Counseling and Psychological Services
WORKING WITH INTERNATIONAL STUDENTS (TRAINING SEMINAR)	Promote the emotional, relational, and academic potential of students	March 30, 2016	Counseling and Psychological Services

WORKING WITH LATINO/A AMERICAN CLIENTS (TRAINING SEMINAR)	Promote the emotional, relational, and academic potential of students	March 3 and April 29, 2016	Counseling and Psychological Services
WORKING WITH LGB CLIENTS (TRAINING SEMINAR)	Promote the emotional, relational, and academic potential of students	October 28, 2015	Counseling and Psychological Services
WORKING WITH TRANS* CLIENTS (TRAINING SEMINAR)	Promote the emotional, relational, and academic potential of students	February 3, 2016	Counseling and Psychological Services
ZOOTOPIA FILM SCREENING	Support student success by promoting diversity and inclusion by fostering a caring community of Knights	November 2, 2016	Student Care Services

Editor's Note:

-To avoid duplication, events and activities have been combined or deleted.

-Some events and activities were hosted in partnership with non-SDES departments, including the Office of Diversity and Inclusion.

APPENDIX: SDES DIRECTORY

ACADEMIC SERVICES FOR STUDENT-ATHLETES (ASSA)

Wayne Densch Center for
Student-Athlete Leadership

Room 105 | Zip +4: 0300

407.823.5895

assa.sdes.ucf.edu

ACTIVITY AND SERVICE FEE BUSINESS OFFICE (A&SF)

Student Union

Room 215 | Zip +4: 3230

407.823.5548

asf.sdes.ucf.edu

BUDGET AND PERSONNEL SUPPORT, SDES

Millican Hall

Room 282 | Zip +4: 0160

407-823.4625

bps.sdes.ucf.edu

CAREER SERVICES (CS)

CSEL Building

Room 101 | Zip +4: 0165

407.823.2361

career.sdes.ucf.edu

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)

Counseling Center

Room 101 | Zip +4: 3170

Tel: 407.823.2811

Fax: 407.823.5415

caps.sdes.ucf.edu

CREATIVE SCHOOL FOR CHILDREN (CSC)

Creative School for Children

Room 102 | Zip +4: 3546

407.823.2727

csc.sdes.ucf.edu

FIRST YEAR ADVISING AND EXPLORATION (FYAE)

Howard Phillips Hall

Room 116 | Zip +4: 0170

Tel: 407.823.3789

Fax: 407.823.3546

fyae.sdes.ucf.edu

FIRST YEAR EXPERIENCE (FYE)

Howard Phillips Hall

Room 216 | Zip +4: 3240

407.823.5105

fye.sdes.ucf.edu

FLORIDA CONSORTIUM OF METROPOLITAN RESEARCH UNIVERSITIES

12424 Research Parkway

Suite 101 | Zip: 32826

Tel: 407.823.1773

floridaconsortium.com

FRATERNITY AND SORORITY LIFE

Fraternity and Sorority Life, Building 415

Room 101 | Zip +4: 0157

Tel: 407.832.2072

Fax: 407.823.2929

fsl.sdes.ucf.edu

HOUSING AND RESIDENCE LIFE (H&RL)

Housing Administration Building

Room 123 | Zip +4: 3222

Tel: 407.823.4663

Fax: 407.823.3831

www.housing.ucf.edu

INCLUSIVE EDUCATION SERVICES (IES)

Ferrell Commons

Room 18 | Zip +4: 3222

Tel: 407.823.4427

ies.sdes.ucf.edu

INFORMATION TECHNOLOGY, SDES

Ferrell Commons

Room 132 | Zip +4: 0159

Tel. 407.823.4444

Fax: 407.823.4609

it.sdes.ucf.edu

LEAD SCHOLARS ACADEMY

Ferrell Commons

Room 165 | Zip +4: 0126

Tel: 407.823.2223

Fax: 407.823.3942

lsa.sdes.ucf.edu

MULTICULTURAL ACADEMIC AND SUPPORT SERVICES (MASS)

Student Union

Room 154 | Zip +4: 0135

Tel: 407.823.2716

Fax: 407.823.5616

mass.sdes.ucf.edu

NEIGHBORHOOD RELATIONS AND SAFETY EDUCATION

Research Pavillion

Room 110 | Zip +4: 3225

Tel: 407.823.6505

Fax: 407.823.3942

nrse.sdes.ucf.edu

OFFICE OF STUDENT CONDUCT (OSC)

Ferrell Commons

Room 227 | Zip +4: 3655

Tel: 407.823.4638

Fax: 407.823.4544

osc.sdes.ucf.edu

OFFICE OF STUDENT INVOLVEMENT (OSI)

Student Union

Room 208 | Zip +4: 3245

Tel: 407.823.6471

Fax: 407.823.5899

osi.ucf.edu

OFFICE OF STUDENT RIGHTS AND RESPONSIBILITIES (OSRR)

Ferrell Commons

Room 227 | Zip +4: 3655

Tel: 407.823.4683, 407.823.6960

Fax: 407.823.4544

osrr.sdes.ucf.edu

RECREATION AND WELLNESS CENTER (RWC)

RWC, Room 204 | Zip +4: 3548

Tel: 407.823.2408

Fax Number: 407.823.5446

rwc.sdes.ucf.edu

REGISTRAR'S OFFICE (RO)

Millican Hall

Room 161 | Zip +4: 0114

Tel: 407.823.3100

Fax: 407.823.5652

registrar.sdes.ucf.edu

SOCIAL JUSTICE AND ADVOCACY (SJA)

Student Union

Room 207 | Zip +4: 3230

Tel: 407.823.3626

Fax: 407.823.0033

sja.sdes.ucf.edu

STUDENT ACADEMIC RESOURCE CENTER (SARC)

Howard Phillips Hall

Room 113 | Zip +4: 3115

Tel: 407.823.5130

Fax: 407.823.2051

sarc.sdes.ucf.edu

STUDENT ACCESSIBILITY SERVICES (SAS)

Ferrell Commons

Room 185 | Zip +4: 0161

Tel: 407.823.2371

Fax: 407.823.2372

sas.sdes.ucf.edu

STUDENT FINANCIAL ASSISTANCE (SFA)

Millican Hall

Room 120 | Zip +4: 0113

Tel: 407.823.2827

Fax: 407.823.5241

finaid.ucf.edu

STUDENT HEALTH SERVICES (SHS)

Health Center

Room 101 | Zip +4: 3333

Tel: 407.823.2701

Fax: 407.275.4327

shs.sdes.ucf.edu

STUDENT LEGAL SERVICES (SLS)

Student Union

Room 304 | Zip +4: 3650

Tel: 407.823.2538

Fax: 407.823.5305

sls.sdes.ucf.edu

STUDENT OUTREACH SERVICES (SOS)

Orlando Tech Center, Bldg. 600

Room 215 | Zip +4: 3620

Tel: 407.823.5580

Fax: 407.823.6216

sos.sdes.ucf.edu

STUDENT UNION (SU)

Student Union

Room 312 | Zip +4: 3250

Tel: 407.823.3677

Fax: 407.823.6483

studentunion.ucf.edu

TRANSFER AND TRANSITION SERVICES (TTS)

Howard Phillips Hall

Room 221 | Zip +4: 0123

407.823.2231

transfer.sdes.ucf.edu

TRIO PROGRAM: PRIME STEM PROGRAM

Howard Phillips Hall

Room 208 | Zip +4: 1920

Tel: 407.823.4165

Fax: 407.823.5597

trio.sdes.ucf.edu

UNDERGRADUATE ADMISSIONS (UA)

Duke Energy University Welcome Center

Room 215 | Zip +4: 0111

407.823.3000

admissions.ucf.edu

UNIVERSITY TESTING CENTER (UTC)

Howard Phillips Hall

Room 106 | Zip +4: 3117

407.823.5109

utc.sdes.ucf.edu

WELLNESS AND HEALTH PROMOTION SERVICES (WHPS)

Recreation and Wellness Center

Suite 111 | Zip +4: 3330

407.823.5841

whps.sdes.ucf.edu

University of Central Florida
Florida Equity Report
Report Year: 2017
Data Year: 2015-16

Attachment D

<p>Initiative Title Brother to Brother Program (B2B)</p>	<p>Description 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</p>	<p>Student Participation (if available, counts or % of eligible students) 45 collegiate male students participated in the program in 2015-2016. The program had a 62% increase between spring 2014-2015 and 2015-2016 of students engaged in the program.</p>	<p>Financial Incentives (Grants, scholarships, other aid) Lumina Grant awarded \$14,000 in grant funds in 2014-2015 for three consecutive years (continued). This program is in the second year of funding.</p>	<p>Outcomes / Effectiveness Program Outcomes: The intent of the B2B Program is prepare collegiate males for academic and personal success at the university. The program outcomes are as follows: 1) To increase the number of males graduating college; 2) To increase the number of mentor/mentee male relationships; and 3) To increase the number of males engaged and persisting in college.</p>	<p>Other Comments (if any) NA</p>
<p>Initiative Title College Prep Day (Pre-College Program)</p>	<p>College Prep Day is dedicated to focusing on providing multicultural and first generation students information on the college admissions process, SAT/ACT, Financial Aid, and Careers.</p>	<p>150 diverse high school students visited the UCF campus and were engaged in a series of college prep-workshops in 2015-2016.</p>	<p>Central Florida Credit Union awarded a \$1,500 grant funds in 2015-2016.</p>	<p>Learning Outcomes: Students attending the conference will be able to complete the following: 1) List 3 skills that students should develop in high school that will prepare them for college success; 2) Identify two non-academic activities that students can do outside of the classroom to improve their college admissions opportunities; and 3) Identify one FAFSA submission window to improve student's college financial aid package.</p>	<p>Community Outreach / Pre-collegiate program.</p>
<p>Initiative Title Engaging Latino Students for Transfer and College Completion</p>	<p>Engaging Latino Students for Transfer and College Completion, an initiative sponsored by The Kregge Foundation and Greater Texas Foundation, is a special project led by the National Survey of Student Engagement, the Center for Community College Student Engagement and Excellence in Education. The purpose of the project is to help institutions strengthen Latino student engagement, transfer and college completion. 22 colleges and universities, with growing Latino student populations across the country were invited to conduct special analyses pertaining to the experiences of Latinos in community colleges and baccalaureate institutions that would: (1) deepen understanding within and between the community college and university sectors, regarding the assets and challenges Latino students bring with them to college; and (2) build awareness and consideration of factors that may inhibit or enhance student engagement, persistence, transfer and</p>	<p>50 Students engaged in the program at Valencia</p>	<p>The Kregge Foundation and Greater Texas Foundation awarded travel and focus group funds in 2015-2016.</p>	<p>Program Outcomes: 1) To deepen the understanding within and between the community college and university sectors regarding the assets and challenges that Latino students bring with them to college; 2) To conduct special analyses of student engagement survey data pertaining to the experiences of Latinos in community colleges and baccalaureate institutions; 3) To build awareness and consideration of factors that may inhibit or enhance student engagement, persistence, transfer, and completion for Latino students; 4) To create descriptions of promising/high-impact institutional initiatives demonstrating cross-sector collaboration.</p>	<p>Campus Impact - As a result of the Engaging Latino Students Initiative, the Camino a UCF program was developed; a summer bridge program for transfer students. UCF will welcome its first cohort of Camino a UCF students in summer 2017.</p>
<p>Initiative Title First Generation Program Conference Series</p>	<p>The First Generation Program provides a structured approach to develop meaningful experiences at UCF. This program was designed to ease the transition to college, provide students with an the skills and knowledge to transition successfully to college, demystify the college experience, assist with navigating the university landscape, and help prepare to students to succeed at UCF and beyond. The program</p>	<p>2015-2016: (37) UCF students attended the National Male Student Success Conference and 125 students, staff, and faculty from multiple states and institutions attended the conference; 2015-2016 - MASS Student Success Conference (88) students attended the Student Success Conference.</p>	<p>Internal and external funding opportunities were used to fund the National Male Student Success Conference. Male conference reschedule for spring due to hurricane in fall 2016.</p>	<p>Student Learning Outcomes for the conferences are as follows: 1) Students attending the conference will be able to link campus dynamics and campus culture to academic success and degree attainment. 2) Students attending the conference will be able to connect academic success to service(s), program(s), and policies on college campus. 3) Students attending the conference will be able to list two benefits of graduating from college. 4) Students attending the conference will accept responsibility for their educational achievement. 5) Students attending the conference will accept responsibility for understanding the importance of financial and economic literacy.</p>	<p>Campus Impact - National Male Student Success Conference data: Fall 2015 % Persistence Rate - 87.88%, MASS Student Success Conference data: Fall 2015 % Persistence Rate - 90.48%</p>

<p>Knight Alliance Network (Foster Care Youth) (First Generation)(First-time in College)(Transfer)</p>	<p>The mission of the Knight Alliance Network (KAN) mentoring program provides guidance, support, resources, advocacy, financial literacy, and a place of belonging for foster care youth enrolled at the University of Central Florida. Our goal is to provide support services and a place where students can have a voice, support, services and resources as they persist towards graduation at UCF. The KAN mentoring program clarifies the college experience, assists students as they navigate through the university landscape, and helps students prepare for success. We serve as a one-stop shop for foster care youth at UCF.</p>	<p>2015-2016 - (64) students who received the State of Florida tuition waiver, enrolled in MASS CANVAS and received MASS services (e.g. scholarships, laptops, academic support, mentoring).</p>	<p>(2015-2016) Parent and Family Fund Peer Mentoring Program Funds award \$3,000; ACK Lawrence E. White Family Foundation Scholarship Awards \$18,439.</p>	<p>The MASS Office serves as a one stop shop for foster care youth at UCF. The MASS Office, under the guidance of SDES, has developed a continuum of programs and options to serve the educational needs of foster youth and adult alumni. The Knight Alliance Network supports the populations of students who have recently turned 18 while in foster care with the following Learning Outcomes:</p> <ol style="list-style-type: none"> 1) 75% of former foster youth and adults participating in the MASS Knight Alliance Network will complete financial literacy; 2) 75% of former foster youth and adult alumni completing a survey of Financial Literacy module will report they understand the importance of financial literacy; 3) 75% of former foster youth and adult alumni completing a survey who attend a Knight Alliance Network workshop will be able to identify the services provided by MASS; 4) 75% of former foster youth and adult alumni will be able to identify campus resources; 5) 50% of foster care youth will be able to list three steps to applying to graduate school. 	<p>Campus Impact - Knight Alliance Network program data, Fall 2016 Persistence Rate - (64/72) 88.9%</p>
<p>Lunch and Learn Program</p>	<p>Multicultural Academic and Support Services (MASS) assists multicultural and first-generation students. 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. It is comprised of many services and programs, including:</p> <ul style="list-style-type: none"> - Lunch and Learn: Take Learning out of the classroom - and out to lunch with a UCF faculty or staff member. And Lunch is on us! Conversing with a UCF faculty or staff member outside of the classroom and the office opens additional opportunities for important connections and interactions. 	<p>NA</p>	<p>NA</p>	<p>multicultural and first generation students have an opportunity to engage with a UCF faculty or staff member outside the classroom. The program outcomes are as follows:</p> <ol style="list-style-type: none"> 1) To provide students with an opportunity to engage and connect with their instructors, mentors and administrators outside the regular classroom; and 2) To provide students with additional opportunities to network and make important connections outside the classroom is the focus this program. 	<p>NA</p>
<p>Middle School Summit</p>	<p>The Middle School Summit is designed to provide Multicultural and/or First Generation students a better understanding of the steps necessary for admission into a college or university. This day focuses on college admissions, SAT/ACT preparation, Careers, Financial Aid and the college experience.</p>	<p>(Pre-College Program) - 300 students attended the Middle School Summit in 2015-2016;</p>	<p>NA</p>	<p>Our purpose with the Central Florida Middle School Summit is to prepare diverse middle school students in Orange, Seminole, Osceola, Lake, Broward, and other surrounding counties for the college going process, high school graduation requirements and to recognize and develop academic and personal tools for high school and beyond. Learning Outcomes are as follows:</p> <ol style="list-style-type: none"> 1) Students attending the program will be able to list three steps in the college application process; and 2) Students attending the program will be able to explain the purpose of the SAT or ACT test. 	<p>Community Outreach / Pre-collegiate program.</p>
<p>ACCESS Program Closing Ceremony, Excellence in Action Annual Recognition Ceremony and Ngusa Saba (Multicultural and First Generation) Graduation Ceremony</p>	<p>Multicultural Academic and Support Services (MASS) partners with the local community to recognize multicultural and first-generation students who have succeeded academically at the university.</p>	<p>ACCESS Program Closing Ceremony recognizes students who have successfully completed the summer bridge program. 200 students participated in the ACCESS closing ceremony in 2015-2016. Excellence in Action recognizes first-generation and multicultural students for their academic achievements. 300 participants participated in 2015-2016; Ngusa Saba recognizes first generation, multicultural students who are graduating from the university. 150 students participated in this ceremony in 2015-2016.</p>	<p>NA</p>	<p>The purpose of both outreach events is to provide recognition and positive reinforcement to students who have earned success academically at the university. The Excellence in Action Annual Recognition event recognizes students who have earned a 3.5 cumulative grade point average at the end of the year. The ACCESS closing ceremony celebrates the academic accomplishments of the ACCESS cohort at the end of each semester. Our goal is to create a college graduating culture at UCF.</p>	<p>NA</p>

<p>State College Day</p>	<p>Each Spring semester, the MASS Office invites local colleges to attend the Community College visit at UCF. We welcome community college students who are interested in participating in the Two Year/Four Year Transfer Initiative Program.</p> <p>This program serves students who are first-generation college students, low income, or multicultural. Students selected to participate in the Transfer Initiative Program are sophomores who have completed at least 30 hours of college credit and desire to earn A.A. and transfer to a state university.</p> <p>We partner with various offices on campus to provide these students with valuable information and a tour in order to prepare them for their transition from a community college to a university.</p>	<p>(Pre-college Program) 75 students were served in 2015-2016.</p>	<p>NA</p>	<p>The purpose of the State College Day Summit is to engage diverse students in the transfer process to UCF. Greek Life, Admissions process, Financial Aid process and Student Involvement activities at UCF. The Learning Outcomes of this event are as follows: 1) Students will be able to identify resources available for transfer students, and 2) Students will be able to list the UCF transfer steps.</p>	<p>NA</p>
<p>Pegasus Program</p>	<p>The Access Program includes both the Senior Opportunities for Achievement and Retention (SOAR) and Pegasus Success Programs. The program is a six-week academic, on-campus summer program for selected groups of freshman who receive additional academic preparation before attending classes in the fall. Participants in these intensive programs are evaluated solely by UCF's Undergraduate Admissions Office and participation is by invitation only.</p> <p>Since 1980, Multicultural Academic and Support Services (MASS) has sponsored the SOAR program. UCF offers selective admission and academic support services to a select group of first-time-in-college students who demonstrate an academic need that can be met by the program. These are the components of the program.</p> <p>UCF Freshman Orientation: All Access</p>	<p>The ACCESS program served 200/290 (69%) Pegasus students in 2015-2016. Total Population: Female-132, (72.5%), Male-50, (27.5%) FTIC student population.</p>	<p>NA</p>	<p>The Pegasus program offers a six-week summer component and an academic enhancement component that spans the fall and spring semesters to first-time-in-college (FTIC) students beginning at UCF. The program assists diverse students with making a smooth transition from high school to college.</p>	<p>Campus Impact - The average UCF GPA after the first year for the Pegasus cohort was 3.08 at the end of Spring 2016. The program FTIC cohort student groupings are as follows: Asian 7 (3.8%) Black/African American 32 (17.6%) Hispanic/Latino 53 (29.1%) White 75 (41.2%) Not Specified 1 (.5%)</p>

<p>Seizing Opportunities for Achievement and Retention (SOAR) Program</p> <p>The Access Program includes both the Seizing Opportunities for Achievement and Retention (SOAR) and Pegasus Success Programs. The program six-week academic, on-campus summer programs for selected groups of freshman who receive additional academic preparation before attending classes in the fall. Participants in these intensive programs are evaluated solely by UCF's Undergraduate Admissions Office and participation is by invitation only.</p> <p>Since 1980, Multicultural Academic and Support Services (MASS) has sponsored the SOAR program. UCF offers selective admission and academic support services to a select group of first-time-in-college students who demonstrate an academic need that can be met by the program. These are the components of the program:</p> <p>- UCF Freshman Orientation: All Access Program participants must attend the</p>	<p>This ACCESS program served 90/290 (31%) SOAR students in 2015-2016. Total population: Female - 55 (65.5%), Male - 29(34.5%).</p>	<p>\$40,000</p>	<p>The SOAR program offers a six-week summer component and an academic enhancement component that spans the fall and spring semesters to first-time-in-college students beginning a UCF. The program assists underrepresented students with making a smooth transition from high school to college.</p>	<p>Campus Impact - The average UCF GPA after the first year for the Pegasus cohort was 2.94 at the end of spring 2016. The program's UCF cohort student groupings are as follows: Asian 9 (10.7%), Black/African American 40 (47.6%), Hispanic/Latino 22 (26.2%), Multi-racial 2 (2.4%), White 11 (13.1%)</p>
<p>Multicultural Transfer Program</p> <p>The MASS Multicultural Transfer Program provides Multicultural Transfer Students with a healthy entry to university life, where they can take advantage of networking and professional development opportunities. By becoming involved in transfer focused activities, they are less likely to experience "transfer shock."</p>	<p>42 students attended the Multicultural Transfer Program</p>	<p>The Transferring into Professional Success (TIPS) program has received funding from the Parent and Family Fund Grant for three consecutive years: \$5,500 in 2015-2016 and \$6,350 for 2016-2017.</p>	<p>In fall 2015, TIPS Leaders were trained in the following areas: (1) Professional Identity (career readiness, leadership, individual professional representation); (2) Intellectual and Practical Skills (communication, innovation and creativity, critical thinking, analytical reasoning and problem solving, collaboration); (3) Cultural and Global Competency (knowledge of concepts in science and technology, global issues, cultural diversity); (4) Personal and Social Responsibility (ethical decision making, civic knowledge, community engagement, financial literacy); and (5) Real Life Experience (application of skills and real-world experience related activities). In spring 2016, TIPS Leaders put what they learned into practice by assisting with and facilitating additional learning opportunities for other transfer students. As a result of their participation in the TIPS program, many of the TIPS Leaders acquired leadership positions and/or employment opportunities both on and off campus.</p>	<p>NA</p>

Source: Undergraduate Retention and Progression Report, Male and Female Student Cohort, IKM, University of Central Florida, July 17, 2017.
Source: Student Development and Enrollment Services-Access Report, University of Central Florida, Summer 2016.
Source: IKM - Fall to Fall Enrollment Persistence Reports, University of Central Florida, November 16, 2016