Florida Equity Report
Enrollment, Sex Equity in Athletics, and Employment
Report Year: 2021

University of Central Florida
Data Year: July 1, 2019 – June 30, 2020

Alex Martins
Signed: Thursday, September 30, 2021

Approved by University Board of Trustees Chair:  (signature and date)

Alexander Cartwright
Digitally signed by Alexander Cartwright
Date: 2021.09.24 07:48:08 -04'00'

Approved by University President:  (signature and date)

Submitted by:
Nancy Fitzpatrick Myers,
Director, University of Central Florida Office of Institutional Equity
12701 Scholarship Drive, Suite 101
Orlando, FL 32816-0030
(407) 823-1336
oie@ucf.edu
Date Submitted to BOG: 9/23/21
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PART I: EXECUTIVE SUMMARY

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

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

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

A. Description of Plan Development

The Office of Institutional Equity coordinated and compiled the data included in this report from officials in the university’s Office of the Provost, Faculty Excellence, Student Development and Enrollment Services, Department of Human Resources, Division of Administration and Finance, UCF Athletic Association, Inc., Graduate Studies, Multicultural Academic and Support Services, Office of Diversity and Inclusion, and Institutional Knowledge Management. Data collected includes information regarding women and members of specified race and ethnic protected classes, including IPEDS data. Prior to submission to the Board of Governors, the data was reviewed by the president and the Board of Trustees of UCF.

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

Policies and Procedures in Support of Equity (Part II)

In 2019-20, UCF reviewed its policies and procedures related to non-discrimination and compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Pregnancy Discrimination Act, the Americans with Disabilities Act, Sections 504 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. This resulted in minor edits to the university’s 2-400 Prohibition of Discrimination, Harassment and Related Interpersonal Violence policy, and Regulation UCF-3.001 (Non-Discrimination; Affirmative Action Programs), which clarified applicable statutes and ensured consistency between policies and regulations. The updated regulation was approved by the Board of Trustees on November 14, 2019. The policy and regulation remained in effect for 2019-2020.

In addition, to ensure the university’s compliance with the Title IX Final Rule, 85 Fed. Reg. 30026 (May 19, 2020), this resulted in the amendment of the following:

- Policy 2-400 Prohibition of Discrimination, Harassment and Related Interpersonal Violence;
- Regulation UCF-3.001 (Non-Discrimination; Affirmative Action Programs);
- Regulation UCF-3.0124 (Discipline and Termination for Cause of Non-unit Faculty and A&P Staff Members);
- Regulation UCF-3.0133 (USPS Non-Unit Grievance Procedure);
- Regulation UCF-3.0134 (Complaints and Grievances Alleging Discrimination, Discriminatory Harassment or Retaliation);
- Regulation UCF-3.019 (Disciplinary Action - USPS);
- Regulation UCF-3.033 (USPS Predetermination and Arbitration Appeal Procedures);
- Regulation UCF-3.036 (Grievance Procedure for Non-Unit Faculty);
- Regulation UCF-3.037 (Grievance Procedure for Non-Unit A&P);
- Regulation UCF-5.006 (Student Rights and Responsibilities);
- Regulation UCF-5.008 (Rules of Conduct);
- Regulation UCF-5.009 (Student Conduct Review Process);
- Regulation UCF-5.010 (Student Conduct Appeals);
- Regulation UCF-5.012 (Organizational Rules of Conduct);
- Regulation UCF-5.013 (Organizational Conduct Review Process); and,
- Office of Institutional Equity’s Investigation Procedures.

This also resulted in the development and implementation of the university’s 2-012 Title IX Grievance policy. Although this review and work regarding these policies and regulations occurred during the data year for this report (July 1, 2019-June 30, 2020), the amendments and new policy were finalized and issued to the university community on August 13, 2020, and were thereafter approved by the Board of Trustees (October 22, 2020) and the University Policies and Procedures Committee (October 6, 2020).
Equally important, during 2019-20, the university created the deputy Americans with Disabilities Act (ADA) coordinator – Digital Accessibility & Universal Design position, which reports to the university’s ADA coordinator/director of the Office of Institutional Equity (OIE). This position was created in support of UCF’s commitment to ensuring accessibility for individuals with disabilities to UCF’s facilities, programs, and activities, including the development of a digital accessibility policy (anticipated to be completed and issued during 2021-22). Also, during 2019-20, the university created and began a search for another new position in OIE – namely, an Equal Employment Opportunity & search compliance specialist. Shortly thereafter, the university approved the creation of an Employment Equity team within the Office of Institutional Equity, which was to include two Equal Employment Opportunity & search compliance specialists and one Equal Employment Opportunity & search compliance manager. These positions will assist with the university’s compliance with federal and state laws and regulations related to equal employment opportunity (including utilization of its Affirmative Action Plan), development of and modifications to recruitment plans, and active efforts to fulfill the university’s goals related to diversity, equity and inclusion (including the goals set forth herein).

Academic Program Reviews (Part III)

The UCF Institutional Knowledge Management office provided data and quantitative tables for 2019-20 to illustrate the university’s status in enrollment, retention/graduation rates and completions (Part III Tables 1-8). The following are some highlights of that data:

- Gender:
  - For First Time in College (FTIC) enrollment, female enrollment for 2019-20 was 56%, which was a slight increase as compared to the prior year’s data of 54%. Enrollment for full-time transfers was consistent with prior years with a total enrollment of 58% female.
  - The overall retention rate for full-time FTICs after one year increased from 91.5% to 92.1%, marking an upward trend. The retention rates for full-time FTICs after one year increased for both males and females. Specifically, for female students, the retention rate increased from 92.2% to 93.4%. For male students, the retention rate increased from 90.6% to 90.7%. Also, the overall graduation rate within six years slightly increased from 72.2% to 73.9%. The graduation rate increased for female students (77.6% to 78.7%), as well as male students (65.7% to 68.4%).
  - Similar to last year’s report, female students continued to obtain a higher percentage of Bachelor’s degrees (59.5%), Master’s degrees (59.7%), and First Professional degrees (51.8%). However, there was a slight decline of female representation for both Master’s degrees (62% to 59.7%) and First Professional degrees (55% to 51.8%). These slight declines may be attributable, in part, to the trend of women leaving the workforce and withdrawing from school due to unplanned personal obligations resulting from the pandemic.
  - With regard to Doctoral degrees, 36.7% were earned by female students, which was less than the percentage awarded in 2018-19 (41%). Similar to Master’s degrees and First Professional degrees, this decline likely is pandemic-related.
• **Racial and Ethnic Diversity:**
  - Enrollment of FTIC underrepresented students in Fall 2020 was 49.3%, which was a slight increase from Fall 2019 (48.1%). Transfer enrollment data for 2019-20 showed an increase from last year’s data from 52.9% to 53.9%.
  - With regard to retention rates for full-time FTICs after one year, the data was consistent with the last three report years in that Asian students were retained at a higher rate (94.9%) than the overall retention rate (92.1%). For the third straight year, Black students were retained at a higher rate (92.4%) than the overall retention rate. For Fall 2020, Native Hawaiian/Other Pacific Islander students, Black students, and Hispanic students were retained at a higher rate than the overall retention rate (100%, 92.4%, and 92.3%, respectively). With regard to the overall graduation rate within six years (73.9%), four of the protected categories exceeded the overall graduation rate – namely, American Indian/Alaska Native students (80%), Native Hawaiian/Other Pacific Islander students (100%), Unknown students (80%), and Asian students (79.1%).
  - Underrepresented students received 48.3% of Bachelor’s degrees, 40.2% of Master’s degrees, 14% of Doctoral degrees, and 40.4% of First Professional degrees. The decline in Bachelor’s, Master’s, and Doctoral degrees can be attributed, in part, to pandemic-related reasons. However, there was a notable increase in First Professional degrees (from 36% to 40.4%).

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

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

With regard to Master’s degrees, UCF achieved its goal in that approximately 40.2% of the Master’s degrees were earned by individuals in underrepresented categories, up from 35.6% in the previous year. Compared to last year’s data, there were slight changes regarding most of the individual races/ethnicities with a few notable increases and one decrease. Specifically, Master’s degrees awarded to students who identified as Black increased from 11.2% to 12.1%; for students who identified as Asian increased from 5.3% to 6.1%; for students who identified as Hispanic
increased from 16.8% to 19.3%; for students who identified as Native Hawaiian/Pacific Islander increased from 0% to 0.2%; and for students who identified as two or more races increased from 2% to 2.4%. However, Master’s degrees awarded to American Indian/Alaska Natives decreased from 0.3% to 0.1%. Similarly, UCF experienced a decrease with 59.7% of Master’s degrees being earned by female students as compared to 62% in the prior year.

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

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

Goals for 2020-21: Maintain or increase underrepresented member degrees at all levels, and increase underrepresented members obtaining First Professional degrees.

Gender Equity in Athletics (Part IV)

The University of Central Florida evaluated the eleven elements of equity requested. Data for 2019-20 demonstrated the following:

- The university was compliant with regard to student-athlete participation. Specifically, the 2019-20 female undergraduate enrollment was 54% and the female athletics participation ratio was 54%.
- For the 2019-20 academic year, all sports were funded at the NCAA maximum limits per sport. The university was compliant with regard to student-athletes’ scholarships. Specifically, the unduplicated female student-athletes ratio was 49% and these students received 48% of the scholarship funding ($3,782,882). The unduplicated male student-athletes ratio was 51% and these students received 52% of scholarship funding ($4,112,365). Since the scholarship offerings are within a 1% variance, they are compliant.
- Resources allocated for women’s sports programs are comparable to their male counterparts. Both men’s and women’s programs are provided with all the necessary resources to be competitive nationally.

For the 2019-20 academic year, the university’s goal was to continue with the upgrading of locker room spaces for men’s and women’s soccer, football, volleyball and track and field. Due to delays caused by COVID-19, these upgrades were not completed in Spring 2020 as initially anticipated. However, the upgrades were completed, and the upgraded space was opened in September-October, 2020.
2021 Florida Educational Equity Act Report  
University of Central Florida  
Data Year 2019-20

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

Employment Representation (Part V)

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

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

With regard to tenure-track faculty, UCF decreased in the number of tenure-track female faculty from 151 to 131 (42.4% to 41.1% of the total), and comparative national data identified this as an area in need of improvement as the peer data demonstrated that tenure-track female faculty made up 45.2% of the tenure-track faculty members. During 2019-20, UCF experienced no change in the number of tenure-track faculty members who identified as Black (16). UCF experienced a decrease in the number of tenure-track faculty members who identified as Asian (68 to 60), Hispanic (26 to 25), two or more races (4 to 3), and White (196 to 176). UCF also experienced a decrease in the number of tenure-track faculty members who identified as Non-Resident Alien (46 to 39). Notwithstanding, compared to 2019, the overall diversity for tenure-track faculty increased slightly from 32% to 32.6%.
With regard to non-tenure-earning faculty, the university decreased the number of non-tenure-earning faculty from 568 to 546. Approximately 57.5% of this employee population identified as female, which is an increase from 56% in 2019. With regard to racial and ethnic diversity, there was a decrease in the number of faculty that identified as Non-Resident Alien (16 to 11), Black (23 to 21), Asian (35 to 34), two or more races (7 to 6), and White (432 to 419). The number of non-tenure-earning faculty who identified as Hispanic remained the same at 55. Compared to 2019, the overall diversity percentage for non-tenure faculty increased slightly from 21.1% to 21.2%.

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

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

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

With regard to employment for the 2019-20 academic year, the university’s goals were to increase the number of female tenured faculty, maintain or increase the overall diversity percentage for tenure-track faculty, and increase the overall diversity percentage for tenured faculty, non-tenure-earning faculty, and executive/administrative/managerial positions. UCF achieved each of these goals.
Goals for 2020-21: For tenured faculty, increase the number of tenured faculty that identify as female, Black, Hispanic, and/or Native Hawaiian/Other Pacific Islander. For tenure-track faculty, increase the number of tenure-track faculty that identify as female, as well as increase the overall diversity percentage for this group (including increasing the number of tenure-track faculty who identify as American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander, and/or two or more races). For non-tenure-earning faculty, increase the overall diversity percentage for this group (including increasing the number of non-tenure-earning faculty who identify as American Indian/Alaska Native, Asian, and/or Native Hawaiian/Other Pacific Islander). For executive/administrative/managerial positions, increase the overall diversity percentage for this group (including increasing the number of managers that identify as female, Black, Asian, American Indian/Alaska Native, and/or Native Hawaiian/Other Pacific Islander).

Protected Class Representation (Part VII)

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

Promotion and Tenure Committee Composition (Part VIII)

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

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

C. Budget Plan

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

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

<table>
<thead>
<tr>
<th>Regulation/Policy</th>
<th>Web Address</th>
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</thead>
<tbody>
<tr>
<td>UCF-5.007 Student Conduct and Academic Integrity; Scope; Student Conduct Records; Medical Emergencies (Drugs &amp; Alcohol)</td>
<td><a href="https://regulations.ucf.edu/chapter5/documents/5.007OfficeSStdCondScopecfinalMay2020.pdf">https://regulations.ucf.edu/chapter5/documents/5.007OfficeSStdCondScopecfinalMay2020.pdf</a></td>
</tr>
<tr>
<td>Policy 2-700.1 Reporting Misconduct and Protection from Retaliation</td>
<td><a href="https://policies.ucf.edu/documents/2-700.pdf">https://policies.ucf.edu/documents/2-700.pdf</a></td>
</tr>
<tr>
<td>Policy 2-004.2 Prohibition of Discrimination, Harassment and Related Interpersonal Violence</td>
<td><a href="https://policies.ucf.edu/documents/2-004.pdf">https://policies.ucf.edu/documents/2-004.pdf</a></td>
</tr>
</tbody>
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2 Policy 2-004.2 specifically states that the “university does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual’s race, color, ethnicity, national origin, religion, or non-religion, age, genetic information, sex (including pregnancy and parental status, gender identity or expression, or sexual orientation), marital status, physical or mental disability (including learning disabilities, intellectual
<table>
<thead>
<tr>
<th>Policy 2-012 Title IX Grievance Policy</th>
<th><a href="https://policies.ucf.edu/documents/2-012.pdf">https://policies.ucf.edu/documents/2-012.pdf</a></th>
</tr>
</thead>
</table>

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

- Policy 2-400 Prohibition of Discrimination, Harassment and Related Interpersonal Violence Policy;
- Regulation UCF-3.001 (Non-Discrimination; Affirmative Action Programs);
- Regulation UCF-3.0124 (Discipline and Termination for Cause of Non-unit Faculty and A&P Staff Members);
- Regulation UCF-3.0133 (USPS Non-Unit Grievance Procedure);
- Regulation UCF-3.0134 (Complaints and Grievances Alleging Discrimination, Discriminatory Harassment or Retaliation);
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- Regulation UCF-5.010 (Student Conduct Appeals);
- Regulation UCF-5.012 (Organizational Rules of Conduct);
- Regulation UCF-5.013 (Organizational Conduct Review Process); and,
- Office of Institutional Equity’s Investigation Procedures.

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

disabilities, and past or present history of mental illness), political affiliations, veteran’s status (as protected under the Vietnam Era Veterans’ Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law.” This policy further states that the “university prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, relationship violence, stalking, sexual, gender-based, or Title IX sexual harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for reporting, in good faith, any of these forms of conduct or participating in or being a party to any investigation or proceeding under this Policy...” Similar language is reflected in Regulations UCF-3.001 and UCF-3.0134.
Rule’s effective date of August 14, 2020. They were thereafter reviewed and approved by the Board of Trustees (October 22, 2020) and University Policies and Procedures Committee (October 6, 2020).

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

<table>
<thead>
<tr>
<th>Procedures/Guidelines/Forms</th>
<th>Web Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Excellence Inclusive Hiring Toolkit</td>
<td><a href="https://facultyexcellence.ucf.edu/inclusive-excellence/#faculty-hiring">https://facultyexcellence.ucf.edu/inclusive-excellence/#faculty-hiring</a></td>
</tr>
<tr>
<td>OIE Protocol for Department Providing Reasonable Accommodation</td>
<td><a href="http://www.oie.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf">http://www.oie.ucf.edu/documents/AccommodationsInEmploymentAndForMembersOfThePublic.pdf</a></td>
</tr>
<tr>
<td>Student Accessibility Services “Get Connected”</td>
<td><a href="https://sas.sdes.ucf.edu/get-connected/">https://sas.sdes.ucf.edu/get-connected/</a></td>
</tr>
<tr>
<td>Student Accessibility Services “Course Accessibility Letter Request”</td>
<td><a href="https://sas.sdes.ucf.edu/course-accessibility-letter-request/">https://sas.sdes.ucf.edu/course-accessibility-letter-request/</a></td>
</tr>
</tbody>
</table>
Accommodation Decisions
(includes Procedure for Conducting Fundamental Alteration Assessments)

Public Request for Accommodation

Pregnancy Accommodation Request Form

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>N</th>
<th>NH/DPI</th>
<th>W</th>
<th>≥ TWO*</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
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<tbody>
<tr>
<td>Men</td>
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<td>202</td>
<td>2</td>
<td>304</td>
<td>946</td>
<td></td>
<td>2</td>
<td>1684</td>
<td>161</td>
<td>37</td>
</tr>
<tr>
<td>Women</td>
<td>54</td>
<td>383</td>
<td>3</td>
<td>326</td>
<td>1194</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Fall 2020</td>
<td>108</td>
<td>585</td>
<td>5</td>
<td>630</td>
<td>2140</td>
<td></td>
<td>6</td>
<td>3684</td>
<td>389</td>
<td>77</td>
</tr>
<tr>
<td>Category % of Total</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2020</td>
<td>1.40%</td>
<td>7.70%</td>
<td>0.10%</td>
<td>8.30%</td>
<td>26.10%</td>
<td>0.10%</td>
<td>48.30%</td>
<td>5.10%</td>
<td>1.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total FTIC</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Fall 2015</td>
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<td>Category % of Total</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2015</td>
<td>0.90%</td>
<td>10.00%</td>
<td>0.10%</td>
<td>6.70%</td>
<td>22.60%</td>
<td>0.10%</td>
<td>54.60%</td>
<td>4.60%</td>
<td>0.40%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Percentage Change in number from Fall 2015 to Fall 2020</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.50%</td>
<td>-2.30%</td>
<td>0.00%</td>
<td>1.50%</td>
<td>5.50%</td>
<td>-0.10%</td>
<td>-6.30%</td>
<td>0.50%</td>
<td>0.60%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

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

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

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

Compared to Fall 2019, the fall 2020 data demonstrated a decrease in the number of students that identified as Black (589 to 585), American Indian/Alaska Native (8 to 5), and Unknown (80 to 77), and an increase in the number of students that identified as Hispanic (1,959 to 2,140), Asian (591 to 630), Native Hawaiian/Other Pacific Islander (5 to 6), two or more races (288 to 389) and White (3534 to 3684). The overall percentage for most of the racial groups remained relatively consistent between the Fall 2019 data and Fall 2020 data. The percentage of
Black students decreased by 0.5% (8.2% to 7.7%); White students decreased by 1.1% (49.4% to 48.3%); Unknown students decreased by 0.1% (80 to 77); Hispanic students increased by 0.7% (27.4% to 28.1%), and two or more races students increased by 1.1% (4% to 5.1%).

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

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

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/PI*</th>
<th>W</th>
<th>≥ TWO*</th>
<th>UNK</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fall 2020</strong></td>
<td>469</td>
<td>1369</td>
<td>17</td>
<td>519</td>
<td>3600</td>
<td>27</td>
<td>4561</td>
<td>414</td>
<td>62</td>
<td>6439</td>
<td>4598</td>
<td>11038</td>
</tr>
<tr>
<td><strong>Category % of Total Fall 2020</strong></td>
<td>4.20%</td>
<td>12.46%</td>
<td>0.20%</td>
<td>4.70%</td>
<td>32.60%</td>
<td>0.20%</td>
<td>41.30%</td>
<td>3.80%</td>
<td>0.60%</td>
<td>58.30%</td>
<td>41.79%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Total Fall 2015</strong></td>
<td>177</td>
<td>1460</td>
<td>20</td>
<td>550</td>
<td>3068</td>
<td>24</td>
<td>5701</td>
<td>360</td>
<td>74</td>
<td>6565</td>
<td>4649</td>
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</tr>
<tr>
<td><strong>Category % of Total Fall 2015</strong></td>
<td>1.59%</td>
<td>12.70%</td>
<td>0.20%</td>
<td>4.80%</td>
<td>32.60%</td>
<td>0.20%</td>
<td>49.80%</td>
<td>3.10%</td>
<td>0.60%</td>
<td>56.80%</td>
<td>43.20%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Category % Change from 2015 to 2020</strong></td>
<td>2.70%</td>
<td>-3.36%</td>
<td>0.00%</td>
<td>-0.10%</td>
<td>5.70%</td>
<td>0.00%</td>
<td>-8.50%</td>
<td>0.60%</td>
<td>-0.10%</td>
<td>1.50%</td>
<td>-1.59%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Source: Internal data (polled FT/PCS AA transfers for requested terms from SDCF_DATA_DIM, Student Instruction File).

Note: Category Percentage change (Row 7) is calculated using Fall 2020 Category percentage - Fall 2015 Category percentage. So a positive number represents growth.

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

The enrollment diversity data of 53.9% represented a noticeable change compared to 2015 despite the 3.6% decrease in total enrollment (11,454 to 11,038). During the fall of 2015, UCF’s transfer students were composed of 48% racially and ethnically diverse students.
The 2020 overall retention rate for UCF FTICs after one year was 92.1%, which was an increase from the previous year (91.5%). The overall retention rates for males and females also increased. Specifically, for female students, the retention rate was 93.4%, which was an increase from the previous year (92.2%). For male students, the retention rate was 90.7%, which was a slight increase from the previous year (90.6%).

Consistent with the last four report years, Asian students were retained at a higher rate (94.9%) than the overall retention rate. For the third straight year, Black students were retained at a higher rate (92.4%) than the overall retention rate. For Fall 2020, Native Hawaiian/Other Pacific Islander students and Hispanic students were retained at a higher rate than the overall retention rate (100% and 92.3%, respectively). Compared to the previous year’s data, two racial/ethnic categories experienced noticeable changes – namely, Non-Resident Alien students’ retention rate decreased from 93.8% to 86.7% and American Indian/Alaska Native students’ retention rate increased from 57.1% to 75%.
The overall graduation rate for UCF after six years was 73.9%, which was an increase from the previous year’s report (72.2%). UCF has gradually increased its overall graduation rate over the last six years. Female students’ graduation rate increased to 78.7% compared to last year’s (77.6%). Additionally, male students’ graduation rate increased from 65.7% to 68.4%.

With regard to race/ethnicity, five of the protected categories exceeded the overall graduation rate – namely, American Indian/Alaska Native students (80%), Native Hawaiian/Other Pacific Islander students (100%), Unknown students (80%), Asian students (79.1%), and Black students (74.6%). Compared to last year’s data, there were noticeable changes in the graduation rates for Non-Resident Alien students (50% to 70%), Native Hawaiian/Other Pacific Islander students (80% to 100%), and American Indian/Alaska Native students (83.3% to 80%), Black students (67.7% to 74.6%) and students with two or more races (68.1% to 70.5%). The remaining categories were relatively consistent with the percentages set forth in last year’s report.

Over the past six years, UCF has continued its commitment to maintaining a diverse student body through a variety of recruitment and retention strategies as set forth in detail in the 2019-20 Equity Report submitted by the Division of Student Development and Enrollment Services (SDES) (Attachment A).

### Table 5. Bachelor’s Degrees Awarded by Race

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2019-20</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>138</td>
<td>517</td>
<td>10</td>
<td>421</td>
<td>1502</td>
<td>11</td>
<td>2912</td>
<td>228</td>
<td>48</td>
<td>5787</td>
</tr>
<tr>
<td>Female</td>
<td>141</td>
<td>1039</td>
<td>14</td>
<td>454</td>
<td>2371</td>
<td>18</td>
<td>4090</td>
<td>327</td>
<td>62</td>
<td>8516</td>
</tr>
<tr>
<td>Total</td>
<td>279</td>
<td>1566</td>
<td>24</td>
<td>875</td>
<td>3873</td>
<td>29</td>
<td>7002</td>
<td>555</td>
<td>110</td>
<td>14303</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>2.0%</td>
<td>10.90%</td>
<td>0.20%</td>
<td>6.10%</td>
<td>27.10%</td>
<td>0.20%</td>
<td>49.00%</td>
<td>3.90%</td>
<td>0.80%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>AY 2018-19</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Male</td>
<td>72</td>
<td>507</td>
<td>10</td>
<td>377</td>
<td>1270</td>
<td>14</td>
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<td>188</td>
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<td>7870</td>
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<td>766</td>
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<td>Category % of Total</td>
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<td>5.70%</td>
<td>23.90%</td>
<td>0.30%</td>
<td>53.50%</td>
<td>3.70%</td>
<td>0.60%</td>
<td>100.00%</td>
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<tr>
<td><strong>AY 2014-15</strong></td>
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<tr>
<td>Category % of Total</td>
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<td>5.20%</td>
<td>20.70%</td>
<td>0.30%</td>
<td>59.20%</td>
<td>2.40%</td>
<td>0.80%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: IPEDS Completion, GRAND TOTAL BY FIRST MAJOR, Bachelor’s degrees. Table for 99.0000 Summary, all disciplines from the 2020-21, 2019-20, and 2018-19 reports for the AY2019-20, AY2018-19, and AY2017-18 cohorts, respectively.

The number of Bachelor’s degrees awarded remained consistent at UCF. In the 2019-20 academic year, UCF awarded 14,303 Bachelor’s degrees, which was an increase from the previous year (13,343). Of the degrees awarded, 59.5% were earned by female students and 40.5% by male students, which presented a slight shift from last year (58% and 42%, respectively). However, UCF did not achieve its goal with regard to underrepresented racial and ethnic groups in that UCF
experienced a decrease from 49% to 48.3%. Among the racial and ethnic categories, the number of degrees awarded increased for students who identified as two or more races, Hispanic, or Asian. However, there was a decrease in the percentage of degrees awarded to students who identified as Black.

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

Table 6. Master’s Degrees Awarded by Race

<table>
<thead>
<tr>
<th>AY 2019-20</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥2Two</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>126</td>
<td>97</td>
<td>1</td>
<td>70</td>
<td>169</td>
<td>2</td>
<td>531</td>
<td>26</td>
<td>15</td>
<td>1037</td>
</tr>
<tr>
<td>Female</td>
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<td>214</td>
<td>2</td>
<td>87</td>
<td>329</td>
<td>2</td>
<td>774</td>
<td>35</td>
<td>16</td>
<td>1537</td>
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<td>12.10%</td>
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<td>6.10%</td>
<td>19.30%</td>
<td>0.20%</td>
<td>50.70%</td>
<td>2.40%</td>
<td>1.20%</td>
<td>100.00%</td>
</tr>
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<th>AY 2018-19</th>
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<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
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<th>≥2Two</th>
<th>UNK</th>
<th>TOTAL</th>
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<td>Male</td>
<td>138</td>
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<td>63</td>
<td>157</td>
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<td>16</td>
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<td>207</td>
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<td>66</td>
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<td>0</td>
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<tr>
<td>Category % of Total</td>
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<td>11.20%</td>
<td>0.30%</td>
<td>5.30%</td>
<td>16.80%</td>
<td>0.00%</td>
<td>52.70%</td>
<td>2.00%</td>
<td>2.10%</td>
<td>100.00%</td>
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</table>

<table>
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<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥2Two</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>129</td>
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<td>1</td>
<td>39</td>
<td>104</td>
<td>1</td>
<td>462</td>
<td>14</td>
<td>72</td>
<td>894</td>
</tr>
<tr>
<td>Female</td>
<td>66</td>
<td>155</td>
<td>3</td>
<td>53</td>
<td>182</td>
<td>2</td>
<td>753</td>
<td>32</td>
<td>92</td>
<td>1338</td>
</tr>
<tr>
<td>Total</td>
<td>195</td>
<td>207</td>
<td>4</td>
<td>92</td>
<td>286</td>
<td>3</td>
<td>1235</td>
<td>46</td>
<td>152</td>
<td>2322</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>8.70%</td>
<td>9.30%</td>
<td>0.20%</td>
<td>4.10%</td>
<td>12.80%</td>
<td>0.10%</td>
<td>55.30%</td>
<td>2.10%</td>
<td>7.30%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR. Master’s degrees. Table for 99-0066 Summary, all disciplines from the 2020-21, 2019-20, and 2018-19 reports for the AY2019-20, AY2018-19, and AY2014-15 cohorts, respectively.

UCF awarded 2,574 Master’s degrees during 2019-20, which was an increase compared to the last four academic years (2,217 for 2015-16; 2,195 for 2016-17; 2,295 for 2017-18; and 2,446 for 2018-19). Approximately 42.0% of the Master’s Degrees were earned by individuals in underrepresented categories, up from 35.6% in the previous year. Compared to last year’s data, there were slight changes regarding most of the individual races/ethnicities with a few notable increases and one decrease. Specifically, Master’s degrees awarded to students who identified as Black increased from 11.2% to 12.1%; for students who identified as Asian increased from 5.3% to 6.1%; for students who identified as Hispanic increased from 16.8% to 19.3%; for students who identified as Native Hawaiian/Pacific Islander increased from 0% to 0.2%; and for students who identified as two or more races increased from 2% to 2.4%. However, Master’s degrees awarded
to American Indian/Alaska Natives decreased from 0.3% to 0.1%. Similarly, female students earned 59.7% of the Master’s degrees awarded, which reflected a decline from the previous academic year (62%).

<table>
<thead>
<tr>
<th>Table 7. Doctoral Degrees Awarded by Race</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>AY 2019-20</strong></td>
</tr>
<tr>
<td><strong>Male</strong></td>
</tr>
<tr>
<td>NRA</td>
</tr>
<tr>
<td>108</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>AI/AN</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>H</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>NH/OPI</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>W</td>
</tr>
<tr>
<td>57</td>
</tr>
<tr>
<td>≥ TWO</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>UNK</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>190</td>
</tr>
<tr>
<td><strong>Female</strong></td>
</tr>
<tr>
<td>27</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>AI/AN</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>H</td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td>NH/OPI</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td>W</td>
</tr>
<tr>
<td>62</td>
</tr>
<tr>
<td>≥ TWO</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>UNK</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>110</td>
</tr>
<tr>
<td><strong>Category % of Total</strong></td>
</tr>
<tr>
<td>45.00%</td>
</tr>
<tr>
<td>3.00%</td>
</tr>
<tr>
<td>0.00%</td>
</tr>
<tr>
<td>4.00%</td>
</tr>
<tr>
<td>6.00%</td>
</tr>
<tr>
<td>0.00%</td>
</tr>
<tr>
<td>39.70%</td>
</tr>
<tr>
<td>1.00%</td>
</tr>
<tr>
<td>1.30%</td>
</tr>
<tr>
<td>100.00%</td>
</tr>
</tbody>
</table>

| **AY 2018-19**                            |
| **Male**                                  |
| 59                                       |
| B                                        |
| 6                                        |
| AI/AN                                    |
| 0                                        |
| A                                        |
| 8                                        |
| H                                        |
| 8                                        |
| NH/OPI                                   |
| 0                                        |
| W                                        |
| 61                                       |
| ≥ TWO                                    |
| 4                                        |
| UNK                                      |
| 4                                        |
| **TOTAL**                                |
| 148                                      |
| **Female**                               |
| 30                                       |
| B                                        |
| 10                                       |
| AI/AN                                    |
| 0                                        |
| A                                        |
| 2                                        |
| H                                        |
| 11                                       |
| NH/OPI                                   |
| 0                                        |
| W                                        |
| 46                                       |
| ≥ TWO                                    |
| 3                                        |
| UNK                                      |
| 1                                        |
| **TOTAL**                                |
| 103                                      |
| **Category % of Total**                  |
| 35.50%                                   |
| 6.40%                                    |
| 0.00%                                    |
| 4.00%                                    |
| 6.80%                                    |
| 0.00%                                    |
| 42.60%                                   |
| 2.80%                                    |
| 2.00%                                    |
| 100.00%                                  |

| **AY 2014-15**                            |
| **Male**                                  |
| 77                                       |
| B                                        |
| 4                                        |
| AI/AN                                    |
| 0                                        |
| A                                        |
| 6                                        |
| H                                        |
| 9                                        |
| NH/OPI                                   |
| 0                                        |
| W                                        |
| 73                                       |
| ≥ TWO                                    |
| 2                                        |
| UNK                                      |
| 2                                        |
| **TOTAL**                                |
| 173                                      |
| **Female**                               |
| 21                                       |
| B                                        |
| 4                                        |
| AI/AN                                    |
| 0                                        |
| A                                        |
| 2                                        |
| H                                        |
| 7                                        |
| NH/OPI                                   |
| 0                                        |
| W                                        |
| 72                                       |
| ≥ TWO                                    |
| 3                                        |
| UNK                                      |
| 4                                        |
| **TOTAL**                                |
| 113                                      |
| **Category % of Total**                  |
| 34.30%                                   |
| 2.80%                                    |
| 0.00%                                    |
| 2.80%                                    |
| 5.60%                                    |
| 0.00%                                    |
| 50.70%                                   |
| 1.70%                                    |
| 2.10%                                    |
| 100.00%                                  |


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

UCF awarded 300 Doctoral degrees in 2019-20. Female students earned 36.7% of the Doctoral degrees, which was a decrease compared to 2018-19 (41%) and 2017-18 (43%). With regard to racial and ethnic diversity compared to last year’s data, there was a percentage increase for Non-Resident Alien students from 35.5% to 45%. Similarly, there were minor percentage decreases for students that identified as Hispanic. Similar to prior years, students that identified as American Indian/Alaska Native or Native Hawaiian/Other Pacific Islander remained at zero. As to the overall diversity of Doctoral degrees, the percentage of degrees awarded decreased from 18.1% to 14%.
### Table 8. First Professional Degrees Awarded by Race

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/PI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2019-20</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>10</td>
<td>0</td>
<td>50</td>
<td>2</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>21</td>
<td>12</td>
<td>0</td>
<td>44</td>
<td>2</td>
<td>3</td>
<td>86</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>37</td>
<td>22</td>
<td>0</td>
<td>94</td>
<td>4</td>
<td>4</td>
<td>168</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>0.60%</td>
<td>2.40%</td>
<td>0.00%</td>
<td>22.30%</td>
<td>13.30%</td>
<td>0.00%</td>
<td>56.60%</td>
<td>2.40%</td>
<td>2.40%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>AY 2018-19</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>19</td>
<td>9</td>
<td>0</td>
<td>32</td>
<td>1</td>
<td>8</td>
<td>74</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>17</td>
<td>5</td>
<td>0</td>
<td>55</td>
<td>2</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>36</td>
<td>14</td>
<td>0</td>
<td>87</td>
<td>3</td>
<td>18</td>
<td>164</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>0.00%</td>
<td>3.70%</td>
<td>0.00%</td>
<td>22.00%</td>
<td>8.50%</td>
<td>0.00%</td>
<td>53.00%</td>
<td>1.80%</td>
<td>11.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>AY 2014-15</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>36</td>
<td>1</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>9</td>
<td>0</td>
<td>50</td>
<td>2</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>20</td>
<td>13</td>
<td>0</td>
<td>86</td>
<td>3</td>
<td>8</td>
<td>137</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>0.00%</td>
<td>3.60%</td>
<td>1.50%</td>
<td>14.60%</td>
<td>9.50%</td>
<td>0.00%</td>
<td>62.80%</td>
<td>2.20%</td>
<td>5.80%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

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

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

During 2019-20, UCF awarded 166 First Professional degrees, which is an increase in the number awarded in 2014-15. A closer look at the demographic data showed that women earned approximately 51.8% of these degrees, which was a decrease from last year’s report (55%). In 2014-15, 58% of the First Professional degrees were awarded to female students.

With regard to racial and ethnic diversity compared to last year’s data, it is important to note that the percentage of unknown students decreased from 11% to 2.4%, which is significantly less than the 2014-15 figure of 5.8%. The data also showed a decrease in the number of degrees awarded to Black students compared to last year’s data, but the overall number of Black students remained low (4 to 6). The number of Hispanic students increased by eight (14 to 22). Overall, UCF increased its diversity percentage for First Professional degrees from 36% to 40.4%.

At the graduate level, UCF continues to commit to recruiting and graduating a diverse student body. Several strategies are employed to aid in this effort including annual scholarships and grant monies designated for recruitment of diverse students. Graduate Studies’ representatives also attend several graduate fairs and other events throughout the academic year designed specifically to recruit diverse candidates for UCF’s academic programs, see Attachment D.
Part III: Academic Program Reviews – Student Services (Section D)

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

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

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

D. Student Organizations and Intramural Athletics – http://rwc.sdes.ucf.edu/im/; https://osi.ucf.edu/ - The mission of UCF’s Intramural Sports and Office of Student Involvement is to provide students, faculty, and staff with a wide variety of recreational and social activities ranging from fitness classes to organized intramural sports competitions. Many of these activities are transformational experiences which serve both to enhance the personal development and physical well-being of the student body, thus increasing the likelihood of their retention and success at the university. All intramural sports programs are open for participation by all enrolled UCF students, faculty and staff who have purchased Recreation and Wellness Center memberships.
The University of Central Florida has over 650 student clubs and organizations for students to get involved in, as well as offices that support UCF’s mission to create a welcoming, diverse and inclusive community, including the following:

- **Access at UCF**: The mission of Access at UCF is to advocate for safe accessibility and to support inclusion to members and non-members of those living with disabilities by advocating for a community environment with the UCF community.

- **Copper Knights**: The mission of Copper Knights is to start a conversation surrounding the stigma connected to sex crimes, and how sexual violence has become normalized in society.

- **Lesbian Gay Bisexual Transgender Questioning/Queer Services (LGBTQ+ Services) and Pride Commons**: [https://sja.sdes.ucf.edu/lgbtq/](https://sja.sdes.ucf.edu/lgbtq/) The mission of LGBTQ+ Services is to connect UCF’s diverse student population to opportunities, resources, and each other to achieve the vision of a stronger, healthier, and more equitable world for LGBTQ+ people and its allies. Located in Ferrell Commons, Pride Commons is a place for UCF students who are looking for resources, community, a place to hang out, or a quiet place to study. It is open to all students of all genders and sexual orientations. The Pride Commons is staffed by LGBTQ+ Services staff members, the Multicultural Student Center Executive Board, and student volunteers.

- **Multicultural Academic & Support Services (MASS)**: [https://www.ucf.edu/services/s/multicultural-academic-support-services-mass/](https://www.ucf.edu/services/s/multicultural-academic-support-services-mass/) MASS’s mission is to maximize student success by assisting the student through their transition to UCF and by connecting with the UCF community and our partners to promote and facilitate academic support services and programs.

- **Social Justice and Advocacy (SJA)**: [https://sja.sdes.ucf.edu/](https://sja.sdes.ucf.edu/) SJA will support efforts to increase equal access to campus resources and opportunities, while cultivating inclusiveness to the least advantaged members of the campus community. SJA will advocate to decrease obstacles that prevent students from succeeding at UCF.

- **Sexual Assault/Rape Awareness (SARA)**: The mission of SARA is to provide awareness and support to students. SARA allows students, victimized or not, to consolidate and grow in strength while influencing a call to action among the community.

E. **Student Financial Assistance** – [http://finaid.ucf.edu/](http://finaid.ucf.edu/) UCF’s Office of Student Financial Assistance, a unit within Student Development and Enrollment Services, is dedicated to supporting UCF’s mission and goals through the efficient delivery of student aid, including the goal to create a diverse and inclusive learning environment. The Office of Student Financial Assistance provides UCF students with a comprehensive offering of financial assistance options to support student success and the attainment of a university degree. UCF participates in the Federal Direct Loan Program. Direct Loans are low-interest educational loans administered through the U.S. Department of Education, which consists of the Federal Stafford, PLUS, and Grad PLUS Loans. By participating in this program, UCF agrees to comply with all federal nondiscrimination statutes and regulations, including Title VI of the Civil Rights Act of 1964 (prohibiting discrimination on the basis of race, color or national origin), Title IX of the Education Amendments of 1972 (prohibiting discrimination on the basis of sex), Section 504 of the Rehabilitation Act of 1973 (prohibiting discrimination on the basis of disability), and the Age Discrimination Act of 1975.
F. Housing and Residence Life – [http://www.housing.ucf.edu/-] UCF’s Department of Housing and Residence Life (DHRL) makes a concerted effort to notify all residents and the wider UCF community of our non-discrimination policies and regulations. To that end, the following language is included in UCF’s Housing Agreement: UCF is an equal opportunity and affirmative action institution. UCF DHRL assigns residence accommodations to qualified residents without regard to race, color, religion, national origin, disability, age, and/or sexual orientation. Additionally, Housing and Residence Life provides accommodations for students with disabilities. Examples of room accommodations include:

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

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

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

H. Student Accessibility Services - [https://sas.sdes.ucf.edu/](https://sas.sdes.ucf.edu/) - Student Accessibility Services assists students with disabilities with access to their education, and envisions UCF to be a fully accessible campus and inclusive environment for people with disabilities.
I. **Office of Institutional Equity** –
http://www.oie.ucf.edu/ - UCF complies with both the philosophy and the practice of equal opportunity for all citizens in academic life and employment as specified in Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Pregnancy Discrimination Act, the Americans with Disabilities Act, Sections 504 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. UCF provides a comprehensive academic experience for all students to include both academic rigor and out of classroom learning experiences. The extensive amount of activities, programs, services and facilities are designed to enrich the overall learning experience while helping students reach their educational, personal, and professional goals. The president of UCF has charged the Office of Institutional Equity with ensuring compliance with all state and federal laws, as well as policies and regulations, regarding affirmative action, equal opportunity, and nondiscrimination. Inquiries about UCF policies and practices in this regard should be referred to the Office of Institutional Equity at 12701 Scholarship Drive, Suite 101, Orlando, FL 32816-0030; Phone: (407) 823-1336; or Email: oie@ucf.edu.

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

K. **Student Care Services** - https://scs.sdes.ucf.edu/ - Student Care Services (SCS) offers guidance, resources, and referrals to UCF students who are experiencing a distressing situation which significantly impacts academic or personal success. The SCS team coordinates referrals to campus and community resources, develops action plans for student success, oversees the Student of Concern process, and provides education and outreach to university and community members. SCS assists with providing remedial measures and support for students participating in the reporting process to or investigation process with the Office of Institutional Equity.
Part III: Academic Program Reviews – Overall Effectiveness of Equity in Enrollment (Section E)

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

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

- Brother to Brother program, which provides academic, career and leadership development, and social and financial support to multicultural or first-generation undergraduate male students. For 2019-20, 35 students participated in this program.
- ACCESS Program, which is a six-week summer academic on-campus program and an academic enhancement component that spans the Fall and Spring semesters to FTIC students. The program assists diverse students with making a smooth transition from high school to college. For 2019-20, 380 students participated in this program.
- First Generation Program, which provides first generation college students with a structured approach to develop meaningful experiences at UCF. This program eases students with their transition to college and assists them with navigating through the university landscape. For 2019-20, 1,059 students participated in the program.
- Multicultural Transfer Program, which provides multicultural transfer students with a healthy entry to university life, where they can take advantage of opportunities to network and learn strategies that will help alleviate the cultural stress of acclimating to a new environment.
- Multicultural and First-Generation Programs provide a structured approach to developing social integration, self-efficacy, and a sense of belonging on campus through campus resources and support services; meaningful student engagement and student involvement opportunities.

Accolades:
- UCF’s ODI continued to lead the way to federal designation as a Hispanic Serving Institution (HSI), which is an institution participating in a federal program designed to
assist colleges or universities in the United States that attempt to assist first generation, majority low-income Hispanic students. UCF was officially designated as an HSI in early 2019.

- In September 2019, UCF was recognized by *HO Magazine* as one of the top 100 schools for Hispanic students in the United States.

- For 2019 Fall semester, UCF attained its most diverse student enrollment with approximately 48% identifying as minorities with the highest GPA for a freshman class (4.17) and many National Merit Scholars (90).

- UCF continues to have more than 220 degree programs in 13 colleges with demonstrated excellence, which included the opening of UCF’s Downtown campus in Fall 2019.
  - UCF received a new school record $192.1 million in research funding for 2019.
  - *Kiplinger* and *Forbes* ranked a UCF education among the nation’s best values.
  - *U.S. News & World Report* ranked UCF among the nation’s most innovative universities.
  - Rosen College of Hospitality Management was ranked No. 5 in the world for hospitality and tourism academics in the *Shanghai Rankings* listing of 500 of the world’s top universities.
  - UCF was named one of three finalists for the 2019 Degree Completion Award by the Association of Public and Land-grant Universities (APLU) for employing innovative approaches to improve degree completion while ensuring educational quality. UCF was specifically recognized for making great strides in addressing disparity between retention and graduation rates of African American and Hispanic students and their white counterparts.
  - UCF was ranked No. 5 in the United States and No. 29 in the world for transportation science and technology, according to *Shanghai Ranking’s Global Ranking of Academic Subjects* in 2020.

- UCF received the 2019 Higher Education Excellence in Diversity Award from *INSIGHT Into Diversity* magazine, which recognizes U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

- In 2021, UCF was named No. 25 in the U.S. and No. 1 in the State of Florida among the 500 best employers for diversity in the nation by *Forbes* (Forbes’ America’s Best Employers for Diversity list).

- The College of Engineering and Computer Science’s Office of Diversity and Inclusion (CECS ODI) was created with the purpose of developing programs for retention of minorities, women, and underrepresented groups in the field of engineering and computer science at the undergraduate level; as well as the recruitment of these categories of students at the graduate level. CECS ODI offers scholarships to the students from grants received from the National Science Foundation Louis Stokes Alliance for Minority Participation in Engineering and Science (NSF LSAMP), National Action Council for Minorities in Engineering (NACME), and several Corporate Endowed Scholarships.

- In September 2019, one of UCF’s undergraduate students from Limbitless Solutions attended *Ideagen’s* Empowering Women and Girls 2030 Summit at the United Nations in New York to discuss gender, disabilities and how technology has the capability of empowering people everywhere.
• In addition to other student support programs and resources, the university provides the following support to students seeking degrees in STEM disciplines:
  o COMPASS: The mission of COMPASS is to increase the number of UCF students pursuing a STEM discipline by offering students opportunities for career exploration and experiential learning in STEM during the first two years of their college career. To date, 400 students per year participate in this program. Approximating 80-85% of participants are captured into a STEM discipline with 50% of all cohorts achieving graduation.
  o EXCEL: Through improved student learning in cohort math and science courses, block housing shared by STEM-focused students, a tutoring center and early engagement in research experiences, EXCEL increases the likelihood of graduation in a student’s chosen STEM discipline. During their first two years of college, EXCEL participants work in cohorts, making it easy for them to team up with study partners in required courses that may have several hundred students. To date, the program has served over 5000 students since 2006, and recruits a larger percentage of women and traditionally underrepresented individuals. Since 2016, approximately 300 students per year have engaged in this program. The program has a 92% retention rate for its first-year participants and has achieved a graduation rate of 50-55%, which is 10% higher than the national average.
PART IV: EQUITY IN INTERCOLLEGIATE ATHLETICS

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

<table>
<thead>
<tr>
<th>Table 1. Sex Equity in Athletics Update</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element</strong></td>
</tr>
<tr>
<td><strong>Men's Sports</strong>: baseball, basketball, football, golf, soccer, tennis</td>
</tr>
<tr>
<td><strong>Women's Sports</strong>: softball, basketball, golf, cross country, indoor track, outdoor track, rowing, soccer, tennis, volleyball</td>
</tr>
<tr>
<td><strong>1. Sports offerings</strong></td>
</tr>
</tbody>
</table>
## 4. Scholarship offerings for athletes

We are fully funded per NCAA limits for all of our sponsored sports which includes the allowable NCAA miscellaneous dollars that can be provided through scholarship distribution.

## 5. Funds allocated for:

For the 2019-20 academic year all sports were funded at the NCAA maximum limits per sport. Women's scholarships were funded at: $3,782,882 (48%) and the unduplicated participants for female student-athletes was 49% (within the 1% variance). Men's scholarships were funded at: $4,112,365 (52%) and the unduplicated participant numbers for male student-athletes was 51% (within the 1% variance).

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) the athletic program as a whole</td>
<td>$58,557,203</td>
</tr>
<tr>
<td>b) administration</td>
<td>$15,936,392</td>
</tr>
<tr>
<td>c) travel and per diem allowances</td>
<td>$3,397,165</td>
</tr>
<tr>
<td>d) recruitment</td>
<td>$632,483</td>
</tr>
<tr>
<td>e) comparable coaching</td>
<td></td>
</tr>
<tr>
<td>1) The availability of coaching personnel remains equivalent. 2) Coaches of men’s sports and women’s sports have similar years of collegiate coaching experience. 3) Coaching salaries, benefits and bonuses equate to $13,895,790.</td>
<td></td>
</tr>
<tr>
<td>f) publicity and promotion</td>
<td></td>
</tr>
<tr>
<td>The resources allocated to the marketing and promotion of all sports has improved from years past. Resources provided to all teams are equitable, and we continue to enhance the overall improvement.</td>
<td></td>
</tr>
<tr>
<td>g) other support costs</td>
<td></td>
</tr>
<tr>
<td>The resources allocated for other support costs include Student-Athlete Welfare and Development and Academic Support programming. Additionally, we utilize those resources to fund our sport performance programs, ticket operations, general administrative planning, IT, and other miscellaneous expenses. Those resources are available to all student-athletes and staff respectively.</td>
<td></td>
</tr>
<tr>
<td>6. Provision of equipment and supplies</td>
<td>The provision of equipment and supplies is equitable amongst all sport programs. Our equipment staff address all equipment needs for each sport. Student-athletes, coaches and staff are provided with the necessary equipment to perform the tasks related to their sport/administrative assignment.</td>
</tr>
<tr>
<td>7. Scheduling of games and practice times</td>
<td>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.</td>
</tr>
<tr>
<td>8. Opportunities to receive tutoring</td>
<td>All student-athletes are provided with equal opportunity and access to receive tutoring</td>
</tr>
<tr>
<td>9. Compensation of coaches and tutors</td>
<td>All student-athletes are provided with equal opportunity and access to quality coaches and tutors</td>
</tr>
<tr>
<td>10. Medical and training services</td>
<td>The provisions for medical and training facilities and services are equivalent. The training room facilities continue to serve as a source of pride for UCF Athletics. The medical and training resources are well coordinated and provide excellent service to male and female participants. There are four satellite training rooms that are used to assist with providing medical and training services to all of our sport programs.</td>
</tr>
<tr>
<td>11. Housing and dining facilities and services</td>
<td>All sport programs have equal access to housing options and dining services.</td>
</tr>
</tbody>
</table>
Table 2. Sex Equity in Athletics - Areas for Improvement

<table>
<thead>
<tr>
<th>Areas for improvement</th>
<th>Program for improvement</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Budgets</td>
<td>With the mid year cancellation of the spring sports season, operating budgets were impacted due to a lack of funding sources from the elimination of the NCAA Basketball tournament. This had a direct effect on the overall spend in Fiscal Year 20 as well as the revenue. The Fiscal Year 21 budget was further impacted by the COVID pandemic, including reduced seating capacities and number of competitions.</td>
<td>COVID Dependent</td>
</tr>
<tr>
<td>Facilities Upgrades</td>
<td>UCFAA is in the process of upgrading the locker room spaces for Men's and Women's Soccer, Football, Volleyball and Track and Field/Cross Country. Part of the facilities upgrade will also include new offices for Olympic Sport coaches and their assistants.</td>
<td>Fall 2020 (The building officially opened in September/October 2020 (FY21)).</td>
</tr>
</tbody>
</table>

Table 3. Student Athletes by Gender, 2019-20

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>227</td>
<td>270</td>
<td>497</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>46%</td>
<td>54%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Basis for Ensuring Compliance

- Accommodation of Interest and Abilities
- X Substantial Proportionality
- History and Practice of Expansion of Sports
PART V: EMPLOYMENT REPRESENTATION

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

Table 1. Category Representation – Tenured Faculty

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>NRA</th>
<th>B</th>
<th>A/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OP</th>
<th>W</th>
<th>≥ TWO&lt;sup&gt;+&lt;/sup&gt;</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2020</td>
<td>8</td>
<td>31</td>
<td>6</td>
<td>142</td>
<td>43</td>
<td>0</td>
<td>400</td>
<td>4</td>
<td>0</td>
<td>234</td>
<td>478</td>
<td>712</td>
</tr>
<tr>
<td>Number, Fall 2019</td>
<td>9</td>
<td>28</td>
<td>4</td>
<td>138</td>
<td>40</td>
<td>0</td>
<td>479</td>
<td>2</td>
<td>0</td>
<td>222</td>
<td>478</td>
<td>700</td>
</tr>
<tr>
<td>%YR Percentage Change</td>
<td>-11.10%</td>
<td>10.79%</td>
<td>0.00%</td>
<td>2.90%</td>
<td>7.50%</td>
<td>0.00%</td>
<td>0.20%</td>
<td>100.00%</td>
<td>8.00%</td>
<td>5.40%</td>
<td>0.00%</td>
<td>1.90%</td>
</tr>
<tr>
<td>Number, Fall 2015</td>
<td>4</td>
<td>28</td>
<td>3</td>
<td>100</td>
<td>27</td>
<td>0</td>
<td>412</td>
<td>1</td>
<td>0</td>
<td>187</td>
<td>418</td>
<td>585</td>
</tr>
<tr>
<td>%YR Percentage Change</td>
<td>100.00%</td>
<td>10.79%</td>
<td>33.33%</td>
<td>42.00%</td>
<td>16.00%</td>
<td>0.00%</td>
<td>16.50%</td>
<td>300.00%</td>
<td>8.00%</td>
<td>40.16%</td>
<td>14.40%</td>
<td>21.70%</td>
</tr>
</tbody>
</table>

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

Note: 1. IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty. 2. IPEDS Human Resource aligned with 2019 Standard Occupational Category (SOC) System.

Tenured Faculty – Table 1:

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

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

Similar to last year’s report, when using comparative national standards, the category for tenured Black faculty members was not identified as an area in need of improvement. The peer data demonstrated that the percentage of Black tenured faculty members was 3.2% and UCF data exceeded this at 4.4%. However, it is important to note that the overall percentage of tenured Black faculty members in 2020 (4.4%) was less than the percentage in 2015 (4.8%). Moreover, the total number of tenured Black faculty members (31) in 2020 has only changed slightly compared to 2015 (28) despite the nearly 22% increase in total number of tenured faculty members. Similarly, the overall percentage of tenured Hispanic faculty members in 2020 (5.7%) was less than the
percentage in 2015 (6.3%). Accordingly, UCF will retain its goal of increasing Black and Hispanic tenured faculty members.

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

| Table 2. Category Representation – Tenure-Track Faculty |
|---------------------------------|--------------|-------------|-------------|--------|-------------------|-----------|-----------|---------|--------|--------|--------|--|
| INDICATOR                      | NRA          | B           | ASIAN A     | H           | NH/PI W         | >= TWO*   | NOT REPORTED | FEMALE | MALE   | TOTAL |
| Number, Fall 2020              | 39           | 16          | 0           | 60          | 25              | 0         | 176        | 3      | 0      | 188   | 319   |
| Number, Fall 2019              | 46           | 16          | 0           | 68          | 26              | 0         | 196        | 4      | 0      | 151   | 356   |
| 1YR Percentage Change          | -15.20%      | 0.00%       | 0.00%       | -11.90%     | -3.30%          | 0.00%     | -10.29%    | -25.00% | 0.00%  | -13.20%| -4.30%| -10.40% |
| Number, Fall 2015              | 38           | 9           | 0           | 34          | 19              | 0         | 129        | 3      | 0      | 106   | 241   |
| 1YR Percentage Change          | 2.00%        | 77.80%      | 0.00%       | 70.58%      | 38.96%          | 0.00%     | 26.00%     | 0.00%  | 0.00%  | 21.30%| 41.40%| 32.40% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | 0 |

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

Note: 1. IPEDS Human Resources; instructional faculty only. Does not include Research or Public Service only faculty. 2. IPEDS Human Resources aligned with 2019 Standard Occupational Category (SOC) System.

Tenure-Track Faculty – Table 2:

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

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

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>NRA</th>
<th>R</th>
<th>AISAN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO*</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2020</td>
<td>11</td>
<td>21</td>
<td>0</td>
<td>34</td>
<td>55</td>
<td>0</td>
<td>419</td>
<td>0</td>
<td>0</td>
<td>314</td>
<td>232</td>
<td>546</td>
</tr>
<tr>
<td>Number, Fall 2019</td>
<td>16</td>
<td>23</td>
<td>0</td>
<td>35</td>
<td>55</td>
<td>0</td>
<td>432</td>
<td>7</td>
<td>0</td>
<td>318</td>
<td>250</td>
<td>568</td>
</tr>
<tr>
<td>1YR Percentage Change</td>
<td>-31.30%</td>
<td>-8.70%</td>
<td>-0.00%</td>
<td>-2.09%</td>
<td>0.00%</td>
<td>-0.00%</td>
<td>-3.00%</td>
<td>-14.30%</td>
<td>0.00%</td>
<td>-1.30%</td>
<td>-7.20%</td>
<td>-3.90%</td>
</tr>
<tr>
<td>Number, Fall 2015</td>
<td>14</td>
<td>17</td>
<td>1</td>
<td>19</td>
<td>34</td>
<td>0</td>
<td>413</td>
<td>4</td>
<td>0</td>
<td>282</td>
<td>220</td>
<td>502</td>
</tr>
<tr>
<td>5YR Percentage Change</td>
<td>-21.40%</td>
<td>23.50%</td>
<td>-100.00%</td>
<td>76.00%</td>
<td>61.80%</td>
<td>0.00%</td>
<td>1.59%</td>
<td>50.80%</td>
<td>0.00%</td>
<td>11.30%</td>
<td>25.50%</td>
<td>8.80%</td>
</tr>
<tr>
<td>Area for improvement, compared with national standard (if yes)</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Non-Tenure-Earning Faculty – Table 3:  
Compared to the prior year, the number of UCF female faculty decreased from 318 to 314. For 2020, approximately 57.5% of non-tenure-earning faculty members identified as female, which was an increase from 2019 (56%) and 2015 (56%).

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

Table 4. Category Representation – Executive/Administrative/Managerial

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO*</th>
<th>NOT REPORTED</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Number, Fall 2020</td>
<td>8</td>
<td>52</td>
<td>2</td>
<td>21</td>
<td>65</td>
<td>0</td>
<td>400</td>
<td>7</td>
<td>0</td>
<td>256</td>
<td>251</td>
<td>507</td>
</tr>
<tr>
<td>Number, Fall 2019</td>
<td>13</td>
<td>49</td>
<td>3</td>
<td>20</td>
<td>68</td>
<td>0</td>
<td>412</td>
<td>0</td>
<td>0</td>
<td>290</td>
<td>220</td>
<td>512</td>
</tr>
<tr>
<td>1YR Percentage Change</td>
<td>-100.00%</td>
<td>6.10%</td>
<td>-33.30%</td>
<td>5.00%</td>
<td>-4.40%</td>
<td>-100.00%</td>
<td>2.00%</td>
<td>16.10%</td>
<td>0.00%</td>
<td>1.00%</td>
<td>-6.70%</td>
<td>-2.70%</td>
</tr>
<tr>
<td>Number, Fall 2015</td>
<td>13</td>
<td>77</td>
<td>2</td>
<td>31</td>
<td>75</td>
<td>0</td>
<td>524</td>
<td>7</td>
<td>1</td>
<td>410</td>
<td>310</td>
<td>720</td>
</tr>
<tr>
<td>5YR Percentage Change</td>
<td>-100.00%</td>
<td>-32.50%</td>
<td>0.00%</td>
<td>-30.30%</td>
<td>-13.30%</td>
<td>0.00%</td>
<td>-23.70%</td>
<td>0.00%</td>
<td>-100.00%</td>
<td>-37.50%</td>
<td>-15.00%</td>
<td>-24.00%</td>
</tr>
<tr>
<td>Area for improvement, compared with national standard (if yes)</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Note: IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.
Executive/Administrative/Managerial – Table 4:

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

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

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

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

Summary:

As set forth above, the university continues to have goals related to increasing diversity among its faculty members and managers. To assist with the university’s diversity and inclusion efforts, the Office of Institutional Equity continues to encourage all colleges and departments to engage in active recruitment of applicants and advertise national searches in diverse publications such as American Indian Higher Education Consortium, The Journal of Blacks in Higher Education, Asian American Village, Women in Higher Education, Diverse Issues in Higher Education, The Hispanic Outlook in Higher Education, Insight Into Diversity, Blacks in Higher Education, and Hispanics in Higher Education. Colleges and departments also are encouraged to advertise job postings in discipline specific boards and listservs, as well as to share job announcements with colleagues in their respective disciplines. In addition, UCF strives to have diverse search committees who are charged to assist hiring officials with effecting the diversity goals.
Equally important, as set forth in last two years’ reports, the Office of Institutional Equity, the Department of Human Resources and the Office of the Provost and Academic Affairs conducted an in-depth review of the university’s search processes to assess whether the processes could be improved to increase efficiency, as well recruitment efforts and diversification of applicant pools. These offices will continue to partner on the development of improvements within the search process to ensure equal opportunity for employment and that specifically identified, traditionally underrepresented groups are aware of employment opportunities and actively encouraged to pursue them. To assist with this initiative, the Office of Institutional Equity and the Department of Human Resources are in the process of adding staff to their areas that will support implementation of these search and hiring process improvements.

Also, as set forth in last two years’ reports, following the failed search for UCF’s first vice president for equity, inclusion and diversity in Spring 2019, the university selected an interim chief equity, inclusion and diversity officer to report directly to the president and help the university recruit and retain underrepresented faculty and staff, help underrepresented students reach their academic and professional goals, and develop and lead campus-wide initiatives that address equity, diversity, access and inclusion.

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

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

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

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

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

### Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (2019-20)

**Goal for 2019-20:** UCFAA is in the process of upgrading the locker room spaces for men’s and women’s soccer, football, volleyball and track and field. Part of the facilities upgrade will also include new offices for Olympic Sport coaches and their assistants. This will be a project that will span over the next three years.

**Result for 2019-20:** UCFAA’s upgrade of the locker rooms made progress throughout 2019-20. Due to delays related to COVID-19, the upgrade was not completed in Spring 2020 as initially anticipated but was completed during the fall of 2020.

### Areas for Improvement Pertaining to Employment Identified (2020-21)

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

### Achievement Report for Areas of Improvement Pertaining to Employment (2019-20)

**Goals for 2019-20:** For tenured faculty, increase the number of tenured faculty that identify as female and increase the overall diversity percentage for this group. For tenure-track faculty, maintain or increase the overall diversity percentage for this group. For non-tenure-earning faculty and executive/administrative/managerial positions, increase the overall diversity percentage for these groups.

**Result for 2019-20:** With regard to tenured faculty, UCF achieved its goal that UCF increased the number of female faculty from 222 to 234, which resulted in an increase in the percentage of tenured female faculty members from 31.7% to 32.9%. With regard to racial and ethnic diversity, UCF experienced a slight increase in the overall percentage of underrepresented members (from 30.28% to 31.81%).

With regard to tenure-track faculty, UCF achieved its goal. Although UCF decreased in the number of tenure-track female faculty from 151 to 131 (42.4% to 41.1% of the total), the overall diversity percentage for tenure-track faculty increased slightly from 32% to 32.6% as compared to 2019.

With regard to non-tenure-earning faculty, UCF achieved its goal in that the overall diversity percentage increased slightly from 21.1% to 21.2%. Also, approximately 57.5% non-tenure-earning faculty identified as female, up from 56% in 2019.

With regard to executive/administrative/managerial positions, UCF achieved its goal with regard to overall racial and ethnic diversity in that there was an increase from approximately 26% to 27%. Three categories experienced an increase in the total number of managers—namely, Black (49 to 52), Asian (20 to 21), and two or more races (6 to 7). Also, the number of management occupations held by female employees increased (293 to 296), and female employees’ overall percentage of management positions increased as well (52% to 54%).
PART VII: PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

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

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

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

**LEGEND:**

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

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

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

NOMINATED: Faculty for whom tenure is being recommended by the University.
In the 2019-20 promotion and tenure process, the university had a 100% approval rate (43 of 43). Accordingly, as to “comparative success” rates, the underrepresented classes had a success rate of 100% (21/21), and White applicants had a success rate of 100% (22/22). Similarly, females had a success rate of 100% (21/21) and males had a success rate of 100% (22/22). The data also demonstrated that 30% of the promotion and tenure approvals were for Asians, 7% were for Blacks and Hispanics, respectively, and 5% were for two or more races. Also, 48.8% of approvals were for females.
2021 Florida Educational Equity Act Report  
University of Central Florida  
Data Year 2019-20

PART VIII: PROMOTION & TENURE COMMITTEE COMPOSITION

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

<table>
<thead>
<tr>
<th>Type of Committee</th>
<th>Black or African American</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Hispanic</th>
<th>Two or More Races</th>
<th>White</th>
<th>Other, Not Reported</th>
<th>Total Including Other, Not Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIVERSITY COMMITTEE</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
<td>M F</td>
</tr>
<tr>
<td>COLLEGE OF ENGINEERING &amp; COMPUTER SCIENCE</td>
<td>0 0 0 0</td>
<td>4 0 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 0 0</td>
<td>2 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>7 3</td>
</tr>
<tr>
<td>Computer Science</td>
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<td>6 0 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>9 0</td>
<td>1 0</td>
<td>0 0</td>
<td>0 0</td>
<td>15 4</td>
</tr>
<tr>
<td>Electrical &amp; Computer Engineering</td>
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<td>6 0 1 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 0</td>
<td>0 0</td>
<td>0 0</td>
<td>12 3</td>
</tr>
<tr>
<td>Industrial Engineering &amp; Management Systems</td>
<td>0 0 0 0</td>
<td>0 0 1 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>4 0</td>
<td>0 0</td>
<td>0 0</td>
<td>5 0</td>
</tr>
<tr>
<td>Mechanical &amp; Aerospace Engineering</td>
<td>2 0 0 0</td>
<td>9 1 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>4 1 0</td>
<td>0 0</td>
<td>15 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil, Environmental, &amp; Construction Engineering</td>
<td>0 0 0 0</td>
<td>6 0 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>12 0</td>
</tr>
<tr>
<td>Materials Science &amp; Engineering</td>
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<td>5 0 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>3 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>7 0</td>
</tr>
<tr>
<td>COLLEGE OF NURSING</td>
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<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>3 0</td>
<td>0 0</td>
<td>9 3</td>
</tr>
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<td>Nursing Systems</td>
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<td>0 0</td>
<td>0 0</td>
<td>4 0</td>
<td>0 0</td>
<td>0 0</td>
<td>9 5</td>
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<td>Nursing Practice</td>
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<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 0</td>
<td>3 0</td>
<td>0 0</td>
<td>2 3</td>
</tr>
<tr>
<td>COLLEGE OF MEDICINE</td>
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<td>5 0 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 0</td>
<td>0 0</td>
<td>4 0</td>
<td>0 0</td>
<td>4 0</td>
</tr>
<tr>
<td>Burnett School of Biomedical Sciences</td>
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<td>3 0 0 0</td>
<td>0 0</td>
<td>1 0</td>
<td>2 0</td>
<td>4 0</td>
<td>0 0</td>
<td>8 6</td>
<td>6 2</td>
</tr>
<tr>
<td>Medical Education</td>
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<td>1 0 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>1 0</td>
<td>0 0</td>
<td>2 1</td>
<td>0 0</td>
<td>2 1</td>
</tr>
<tr>
<td>COLLEGE OF ARTS &amp; HUMANITIES</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0</td>
<td>2 0</td>
<td>0 0</td>
<td>4 0</td>
<td>0 0</td>
<td>4 3</td>
<td>4 3</td>
</tr>
<tr>
<td>English</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 0</td>
<td>0 0</td>
<td>2 6</td>
<td>2 6</td>
</tr>
<tr>
<td>Music</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0</td>
<td>1 0</td>
<td>0 0</td>
<td>2 0</td>
<td>5 0</td>
<td>0 0</td>
<td>2 6</td>
</tr>
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<td>1 0 0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>7 4 0</td>
<td>0 0</td>
<td>8 5</td>
<td>0 0</td>
<td>8 5</td>
</tr>
<tr>
<td>Theatre</td>
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<td>0 0 0 0</td>
<td>0 0</td>
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<td>0 0</td>
<td>0 6</td>
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<tr>
<td>Film &amp; Mass Media</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0</td>
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Faculty members elect committee representatives from among the tenured faculty to serve on departmental and college committees, as well as the university committee. For 2019-20, the University Committee was comprised of ten members: seven males, three females, seven White, two Asian and one Hispanic.

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

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

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

A. Budget Plan

The University of Central Florida’s 2019-20 Budget Plan included specific strategies and a budget allocation that supported diversity and inclusion. In addition to funds that supported all the programming and events set forth in the SDES 2019-20 Equity Report (Attachment A), the Office of the Provost developed UCF’s Faculty Recruitment Program (formerly referred to as the Targeted Opportunity Program (TOP) Inclusive Excellence (IE) Program). This program has been in existence since 2015-16 as a replacement to the previously administered Diversity Enhancement program. The Faculty Recruitment Program provided funding to hire tenured or tenure-track faculty members. The goal of this program was to increase diversity at UCF and to attract underrepresented faculty members in academic disciplines where underrepresentation was indicated. For 2019-20, this program was utilized for the hiring of five faculty members.

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

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

The provost supported the university’s equity goals to increase faculty diversity and reduce significant underrepresentation of protected groups and females with a commitment of $288,000 for the 2015-16 fiscal year, $958,000 for the 2016-17 fiscal year, $1,156,365 for the 2017-18 fiscal year, $1,742,522 for the 2018-19 fiscal year, and $902,310 for the 2019-20 fiscal year for the Faculty Recruitment Program. Please note, in previous years the data provided was specific to the
revenue allocation to academic units related to Inclusive Excellence hires. The amounts reflected were much higher than that related to actual current year hires due to non-recurring allocations.

B. President’s Evaluation

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

C. Top Administrators’ Evaluations

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

Inspiring Equity, Diversity and Inclusion

2019–20 EQUITY REPORT

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

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

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

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

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

ACADEMIC PROGRAMS

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<th>TOTAL PROGRAMS, ACTIVITIES AND EVENTS:</th>
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FIRST YEAR EXPERIENCE (FYE): FYE oversees several transitional programs to assist students and their families as they enter the university. Every first-year student and transfer student is required to attend an Orientation session before registering for classes.

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

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

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

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

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**CLUBS AND INTRAMURAL ACTIVITIES**

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

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

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: 88
TOTAL ATTENDANCE: 153,126

CAREER SERVICES: UCF Career Services contributes to the university’s goal of offering high-quality undergraduate and graduate education and student development by providing centralized, comprehensive and coordinated career development, experiential learning, and employer relations programs.

LEAD SCHOLARS ACADEMY (LSA): LEAD Scholars Academy establishes an environment that will provide through impact practices for comprehensive leadership education, development, and civic engagement opportunities for the UCF community. Through collaboration and partnerships, LSA will incorporate the UCF CREED to create professional, academic and experiential opportunities that challenge, empower, and educate students to become social change agents in a global society.

STUDENT CONDUCT AND ACADEMIC INTEGRITY: Student Conduct and Academic Integrity (SCAI), a division of the Office of Student Rights and Responsibilities, provides educational opportunities that foster individual growth, ethical development and personal accountability while promoting the core values of the university: integrity, scholarship, community, creativity, and excellence.

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

SOCIAL JUSTICE AND ADVOCACY (SJA): The mission of Social Justice and Advocacy (SJA) is to promote an equitable campus environment where all are assured that diversity, in its many forms, is valued. We will support efforts to increase equal access to campus resources and opportunities, while cultivating inclusiveness to the least advantaged members of the campus community. SJA will advocate to decrease obstacles that prevent students from succeeding at the University of Central Florida.
STUDENT LEGAL SERVICES (SLS): The office of Student Legal Services provides enrolled students at UCF with legal counseling and court representation in various areas of the law. The staff attorneys interview each client individually to advise in the areas of law that concern the student. Cases which are not covered by the program guidelines are referred to appropriate agencies or private attorneys through a lawyer referral service.

STUDENT UNION: The UCF Student Union strives to create an innovative and inclusive environment acting as a catalyst for campus engagement. We are committed to building community by providing programs and experiences that foster student development within quality facilities.

THE VETERANS ACADEMIC RESOURCE CENTER (VARC): VARC is your one-stop solution to your needs as a student veteran. We provide offices, study space and lounge space, as well as access to a number of university offices, in one central location. At the Veterans Academic Resource Center, our goals are to: Help you understand and ensure your access to all of the campus resources available to you; Help you succeed by providing study space and special tutoring at your convenience; Help UCF faculty and staff understand your unique needs as a student veteran; Provide you with the tools you need to stay on track and finish your degree.

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

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

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

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

HOUSING

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HOUSING AND RESIDENCE LIFE (HRL): The mission of the Department of Housing and Residence Life is to provide students living in university housing with safe, well-maintained facilities and programs that are conducive to student learning and success.
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**CREATIVE SCHOOL:** We believe that all children have the basic right to be educated in a safe and nurturing environment. All children should be provided with time, space, and opportunities needed to discover, accept, and develop themselves to their highest potentials.
ACADEMIC

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

FIRST YEAR EXPERIENCE

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

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

SLS 1501 FRESHMAN SEMINAR
2019–2020 academic year
Attendance: Enrollment in SLS 1501 for the 2019-2020 academic year was more than 1,500 FTIC students, offered Summer B, Fall, and Spring semesters.
Purpose: All read and participate in an engaging class discussion around “Embracing Diversity and Disabilities” as part of the textbook. Strategies for Success (SLS 1501) is a 3-credit hour elective letter grade course designed to assist students in transitioning to the University and collegiate life.
Department hosting and collaborators: First Year Experience, College of Community Innovation and Education

LEARNING AND INTERACTING WITH NEW KNIGHTS (LINK)
Events held throughout the 2019–2020 academic year
Attendance: 12,067
Purpose: LINK is an education and involvement based program to help first-time-in-college (FTIC) and new Transfer students become engaged with the campus and UCF community.
Department hosting and collaborators: Varies per event. SDES office and many outside of the division.
ORIENTATION — 2 WEEK UNIT ON ENHANCING CULTURAL PROFICIENCY FOR THE ORIENTATION TEAM LEADERSHIP DEVELOPMENT COURSE SLS2715
January 28-February 6, 2020
Attendance: 37 O-Teamers
Purpose: To introduce the concepts of individual identity, diversity, inclusion and the importance of being accepting of others as it relates to their work with new students and their guest thought Orientation.
Department hosting and collaborators: First Year Experience

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

MULTICULTURAL ACADEMIC AND SUPPORT SERVICES

MASS STUDENT SUCCESS CONFERENCE
September 6–8, 2019
Attendance: 131
Purpose: To engage participants on the following five design principles: a) creating a framework for a college-going, college-staying, and college graduating culture; b) exploring and resolving underlying cultural and campus-related issues which impede the educational achievement of males; c) motivating and inspiring males towards educational achievement and degree attainment; and d) building community partnerships with state colleges, state universities, community-based organizations, and community stakeholders.
Department hosting and collaborators:
Multicultural Academic and Support Services, Office of President, Office of Student Financial Aid, Faculty, Alumni, Career Services, Colleges, SDES

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

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

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

SISTER TO SISTER PROGRAM 2018–2019 Academic Year
Attendance: 35
Purpose: To provide multicultural and first generation female students the opportunity to connect and learn about various ways to be successful in UCF and in life.
Department hosting and collaborators:
Multicultural Academic and Support Services, CAPS
DEFERRED ACTION CHILDHOOD ARRIVALS (DACA) AND DREAMERS PROGRAM 2019–2020 Academic Year
Attendance: 111
Purpose: Deferred Action and Childhood Arrivals (DACA) and Dreamers Program is a program created to support young immigrants living in the United States who were brought here as children in their pursuit of higher education.
Department hosting and collaborators: Multicultural Academic and Support Services, Global Studies, Career Services, UCF Cares

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

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

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

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

MULTICULTURAL AND FIRST GENERATION NETWORK RECEPTION
February 12, 2020
Attendance: 129
Purpose: To connect multicultural and first-generation students, and alumni to premier employers who are seeking students for internships and full-time employees.
Department hosting and collaborators: Multicultural Academic and Support Services
FIRST-GENERATION SPRING
RESOURCE FAIR
March 24, 2020
Attendance: 175
Purpose: The purpose of this event is to connect students with campus and community resources. This was also an excellent opportunity for campus and community partners to take part in this celebration by showing our students how much we as a community support them along their educational journey. Campus partners provided resources, information to students, including giveaways, educational/informational fliers/brochures.
Department hosting and collaborators: SDES Units, Parent and Family Grant, School of Social Work, Registered Student Organizations, Career Services, Health and Wellness, Experiential Learning, Office of Student Involvement, UCF Police Department, Undergraduate Resources, Sister to Sister, Multicultural Academic and Support Services, Colleges and UCF departments.

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

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

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

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

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

**DIVERSITY SCHOLARSHIPS (DEST)**

**Fall 2019**

*Attendance:* 59

*Purpose:* To provide multicultural, first-generation, and Pell eligible transfer students a scholarship to assist them in pursuing higher education at the University of Central Florida.

*Department hosting and collaborators:* Multicultural Academic and Support Services

**STUDENT UNION**

**STUDENT EMPLOYEE STAFF — DIVERSITY TRAINING REQUIREMENT**

*Various*

*Attendance:* 230 students

*Purpose:* All Student Union staff members are required to complete one hour of campus diversity training of their choice every year. Student staff leadership required to complete a minimum of two hours of training.

*Department hosting and collaborators:* Various

**STUDENT EMPLOYEE STAFF — INCLUSION TRAINING**

*February 2020*

*Attendance:* 20 students

*Purpose:* Optional inclusion training for Student Union student staff members exploring different aspects of individual identities.

*Department hosting and collaborators:* Student Union

**NEW STUDENT EMPLOYEE ORIENTATION — PERSONAL IDENTITY**

*Fall 2019 and Spring 2020*

*Attendance:* 100 students

*Purpose:* Help students identify and understand aspects of their personal identities, how to communicate about them to others, and recognizing barriers to disclosure.

*Department hosting and collaborators:* Student Union

**HALLWAY OF FLAGS**

*Ongoing*

*Attendance:* N/A

*Purpose:* The main hallway that leads to Pegasus Grand Ballroom has a flag representing every student enrolled at UCF. Flags are reviewed yearly as new students are admitted.

*Department hosting and collaborators:* Student Union

**REFLECTION ROOM**

*Ongoing*

*Attendance:* N/A

*Purpose:* The Student Union has completed construction of a permanent room including ablution to allow patrons of all different beliefs and non-beliefs a peaceful opportunity to reflect, pray, or meditate.

*Department hosting and collaborators:* Student Union

**INCLUSIVE RESTROOM FACILITIES ONGOING**

*Attendance:* N/A

*Purpose:* The Student Union offers a Mother’s room and All Gender Restrooms as well as free hygiene products.

*Department hosting and collaborators:* Student Union

**SDES TRIO CENTER**

**TRIO—SUMMER ACADEMY**

*June 10–July 26, 2019*

*Attendance:* 33

*Purpose:* Upward Bound Program serves first generation, low-income high school students. The program provides support and resources for participants to succeed in their pre-collegiate performance and ultimately in their post-secondary educational pursuits. As part of our six-week summer program, students will spend a week residing in UCF’s campus housing, eating in the dining hall, and attending summer bootcamp workshops covering topics such as academic success, SAT/ACT prep, and college readiness.
Students will also participate in instruction in core classes. The Summer Academy provides an opportunity for students to experience college life firsthand.

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

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

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

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

**TRIO — WELCOME BACK TRIO TACO BAR**  
*August 28, 2019*  
**Attendance:** 30  
**Purpose:** Project BEST and PRIME STEM held a Welcome Back Taco Bar event for new and returning students. Students were provided food and information about scholarship opportunities. The staff educated the students about scholarship opportunities available and how to access the websites available to apply. Students were given an index card that included detailed information referring to UCF A20 Scholarships (Access to Opportunities), the College Board, Study Abroad Scholarships with UCF, and the Ilean Caldwell McCloud Memorial Book Fund.  
**Department hosting and collaborators:** TRiO

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

**PRIME STEM ORIENTATION**  
*September 12, 2019*  
**Attendance:** 100  
**Purpose:** To welcome the students back to campus and provide important information for the semester. We reviewed the fall calendar of events and discussed activities taking place during the semester. We also provided the scholars with important dates, such as advising weeks, the withdrawal deadline, last day to remove an incomplete, and the grade forgiveness deadline.  
**Department hosting and collaborators:** TRiO
STUDY ABROAD
November 26, 2019
Attendance: 17
Purpose: TRIO students were provided information about studying abroad. Specifically, students learned about the different study abroad opportunities, how to find programs, how to pay for programs, and the steps to take to complete a study abroad program.
Department hosting and collaborators: TRIO, UCF
Study Abroad

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

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

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

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

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

ST. AUGUSTINE, FL BLACK HISTORY WALKING TOUR
February 17, 2020
Attendance: 24
Purpose: This field trip was developed to expose students to the civil rights history in Florida and to create a healthy dialog for conversations centered around social justice.
Department hosting and collaborators: TRIO, UCF
Project REACH Program
BUILDING A GRADUATE PORTFOLIO AND APPLYING FOR GRADUATE SCHOOL  
April 13, 2020  
Attendance: 4  
Purpose: Students attended an online web course conference pertaining to graduate school and the application process. Students learned how to create a resume, personal goal statement, and what to expect when applying to graduate school. The Academic Coach answered questions regarding the graduate school application experience and taught students how to apply for financial aid when they are a graduate student.  
Department hosting and collaborators: SDES TRiO Center

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

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

TRIO — PROJECT RISE SUMMER ACADEMY  
June 1–July 10, 2020  
Attendance: 7  
Purpose: Upward Bound Program serves first generation, low-income high school students. The program provides support and resources for participants to succeed in their pre-collegiate performance and ultimately in their post-secondary educational pursuits. Due to COVID-19 our six-week summer program was virtual. Students participated in instruction in core classes. Workshop sessions covered topics such as academic success, SAT/ACT prep, college readiness, asset building, career exploration, and virtual college tours. The Summer Academy provided opportunities for students to prepare for college life.  
Department hosting and collaborators: SDES TRiO Center, Career Service
TRIO — UPWARD BOUND VIRTUAL SUMMER ACADEMY
June 8–July 17, 2020
**Attendance:** 12

**Purpose:** The purpose of the program is to provide opportunities so that participants can succeed in their pre-collegiate performance and higher education pursuits. The 6-week Virtual Summer Academy focuses on academic skills, student success skills, diversity skills, mental and health wellness, Financial Aid and financial literacy, personal motivation, targeted tutoring, critical thinking skills, career guidance and exposure to cultural and extra-curricular activities. The curriculum consists of Mathematics, English, Foreign Language and Science. All teaching was virtual.

**Department hosting and collaborators:** Office of Student Financial Assistance, MASS, Recreation and Wellness (Pam Mills), Career Services (Dr. Bill Blank), Office of Diversity and Inclusion

TRIO — VIRTUAL COLLEGE BOOT-CAMP FOR RISING HIGH SCHOOL SENIORS & SUMMER MELT WORKSHOP FOR GRADUATING SENIORS
June 22nd–23rd 2020
**Attendance:** 10

**Purpose:** This event was developed to prepare our rising 12th grade at-risk students for college admission process and for academic success for upcoming school year. This was a virtual event that exposed high school students to college campus life and the admissions process. Students received help applying to their colleges, registering for the SAT and ACT, learning about the Financial Aid process, scholarships, majors/careers and how to write an effective college essay. Recently graduated seniors participated in a summer melt workshop to help them prepare for the fall semester for college as well.

**Department hosting and collaborators:** SDES TRiO Center, UCF Undergraduate Admissions and Office of Student Financial Aid

PRIME STEM VIRTUAL BOOTCAMP
June 25, 2020
**Attendance:** 3

**Purpose:** Students participated in a one-day virtual bootcamp entitled “Conquering the CS Foundation Exam” to assist Computer Science majors in passing the UCF foundation exam requirement.

**Department hosting and collaborators:** TRiO, CECS, SARC, and UCF Library.

ACADEMIC COACHING
July 1, 2019 to June 30, 2020
**Attendance:** 345 Sessions

**Purpose:** The academic coach met with scholars throughout the academic year to assist the scholars with career readiness. Students complete a gap analysis and develop a Career Plan to address their gaps. The gap analysis is used to help students examine the difference between their current skill set and those needed for the job they will be seeking after graduation.

**Department hosting and collaborators:** TRiO,
ADMISSIONS

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: 2
TOTAL ATTENDANCE: 5,915

UNDERGRADUATE ADMISSIONS

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

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

CLUB AND INTRAMURAL ACTIVITIES

TOTAL PROGRAMS, ACTIVITIES AND EVENTS: 22
TOTAL ATTENDANCE: 1,627

FRATERNITY AND SORORITY LIFE

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

CULTURAL COUNCIL’S RISK PREVENTION DAY
September 7, 2019
Attendance: 128 students, 6 staff members
Purpose: To provide training to community members on hazing, sexual assault, bystander intervention, alcohol and drug prevention, and interpersonal based violence prevention.
Department hosting and collaborators: Office of Fraternity and Sorority Life, UCF HEAL, Victim Services and Green Dot
CULTURAL COUNCIL’S RISK PREVENTION DAY
January 11, 2020
Attendance: 84 students, 6 staff members
Purpose: To provide training to community members joining a Greek lettered organization on topics regarding, hazing, bystander intervention, alcohol and drug prevention, and interpersonal based violence prevention.
Department hosting and collaborators: Office of Fraternity and Sorority Life, Victim Services/Green Dot, UCF HEAL

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

RECREATION & WELLNESS CENTER

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>TOTAL PROGRAMS, ACTIVITIES AND EVENTS:</th>
<th>TOTAL ATTENDANCE:</th>
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<tbody>
<tr>
<td>88</td>
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**CAREER SERVICES**

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

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

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

LGBTQ+ EMPLOYER PANEL  
October 29, 2019  
Attendance: 15 students  
Purpose: The partnership between Career Services and LGBTQ+ Services is not a new collaboration, but it is one that continues to grow and achieve new strength and achievements year after year.  
The highlight of this collaboration is the annual LGBTQ+ Employer Panel. The panel provides students a glimpse of the journeys that others have taken, and challenges they have faced, as members of the LBGTQ+ community entering the workplace.  
Department hosting and collaborators: Career Services and LGBTQ+ Services

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

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

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

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

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

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

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

STUDENT CONDUCT AND ACADEMIC INTEGRITY

ETHICS IN GRADUATE SCHOOL AND BEYOND
Fall 2019 — 4 Sessions
Attendance: 103
Purpose: To bring an awareness to the area of ethics for graduate students to apply to their role while at UCF and in their future careers.
Department hosting and collaborators: Graduate Studies, Office of Student Conduct.

COLLEGE LIFE SKILLS WORKSHOP SERIES
Fall 2019 — 7 Workshops
Attendance: 83
Purpose: To assist students in navigating their college experience. Topics included Social Media, The Art of Email Etiquette, Reputation Building at UCF, Developing Ethical Standards, Picture Perfect Transcript, It’s OK to Get a Zero, Consequences of Academic Misconduct, How to Get Good Recommendation Letters
Department hosting and collaborators: SLS 1501, LEAD Scholars, LiNK, Office of Student Conduct.
CONFIDENTIAL RESOLUTION
Fall 2019
Attendance: 14
Purpose: How to handle conflict within an organization
Department hosting and collaborators: Office of Student Involvement, the Office of Student Conduct.

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

DEVELOPING ETHICAL STANDARDS
Fall 2019
Attendance: 50
Purpose: To learn how to develop a personal code of ethics and combine one’s personal code with that of professional ethical standards
Department hosting and collaborators: Student Union, the Office of Student Conduct, College of Community, Innovation, and Education

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

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

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

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

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

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

ETHICS IN GRADUATE SCHOOL AND BEYOND
Spring 2020 — 4 Sessions
Attendance: 192
Purpose: To bring an awareness to the area of ethics for graduate students to apply to the role while at UCF and in their future careers
Department hosting and collaborators: Graduate Studies, the Office of Student Conduct.
ACADEMIC INTEGRITY
Spring 2020 — 2 Sessions
Attendance: 55
Purpose: To provide an awareness of what academic integrity and academic misconduct is considered at UCF
Department hosting and collaborators: UCF Global, the Office of Student Conduct.

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

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

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

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

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

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

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

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

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

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

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

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

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

CREED ART INITIATIVE
March 24, 2020 — March 25, 2020
Attendance: 197
Purpose: Our goal for the Creed Art Initiative is to educate the UCF Community on what the UCF Creed stands for, and to illustrate its value through student interpretation in their artwork submissions. This encourages creativity and open discussion about the unique values that UCF upholds.
Department hosting and collaborators: The Office of Student Conduct
STUDENT CONDUCT BOARD NEW MEMBER TRAINING
March 27, 2020
Attendance: 21
Purpose: To train new student conduct board members of the Student Conduct Review Process, impact of implicit bias, and providing purposeful sanctions.
Department hosting and collaborators: The Office of Student Conduct

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

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

OFFICE OF STUDENT INVOLVEMENT

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

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

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

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

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

SAFE ZONE: ROSEN LIFE
September 20, 2019
Attendance: 15
Purpose: Educate RCHM community on LGBTQ+ inclusion.
Department hosting and collaborators: OSI, LGBTQ+ Services, Social Justice & Advocacy
CREATIVE SCHOOL HISPANIC HERITAGE MONTH PROJECT
September 25, 2019
Attendance: 40
Purpose: As part of Hispanic Heritage Month students at the Creative School created Spanish dictionaries and fiesta flowers.
Department hosting and collaborators: OSI, UCF Creative School for Children

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

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

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

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

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

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

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

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

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

10/19/2019 — Step Up for Down Syndrome,
10/25/2019 — Best Buddies Champion of the Year Gala,
11/9/2019 — Autism Speaks Walk,
12/6/2019 — Special Olympics Florida Bowling,
2/16/2020 — Down Syndrome Foundation of Florida- 2020 Tour of Champions Bowl-A-Thon,
4/11/2020 — Southeastern Guide Dog Walkathon

**Attendance:** 20–40 per event

**Purpose:** These programs are focused on collaborating with local community partners while also giving students an opportunity to engage with the different abilities social issue. Through volunteerism, students learn about the social issue and get to reflect on their experience with the community partner.

**Department hosting and collaborators:** OSI,

**TASTE OF HOSPITALITY**

**October 24, 2019**

**Attendance:** 175

**Purpose:** Provide international cuisine to educate RCHM on diverse food and culture.

**Department hosting and collaborators:** OSI, MSC

**GAME KNIGHT**

**November 2019**

**Attendance:** 10

**Purpose:** Expose our graduate veteran students to ways to get involved

**Department hosting and collaborators:** OSI, VARC, Graduate Outreach

**FIRST GENERATION STUDENT EVENT**

**November 4, 2019**

**Attendance:** 300

**Purpose:** Connect first generation students to campus resources.

**Department hosting and collaborators:** OSI, SG

**SPECIAL IN UNIFORM**

**November 18, 2019**

**Attendance:** 10

**Purpose:** Tiran Attia spoke about a program for people with disabilities to serve in the military.

**Department hosting and collaborators:** OSI, SG

**FESTIVALS OF THE WORLD**

**November 20, 2019**

**Attendance:** 70

**Purpose:** To showcase the different cultural festivals that are hosted around the world.

**Department hosting and collaborators:** OSI, Students Government, Registered Student Organizations

**ABP EXPERIENCES**

**December 12, 2019–March 14, 2020**

**Attendance:** 8-15 students per trip

**Purpose:** Volunteer UCF ABP sends teams around the country and internationally to engage in community service and learn about a large variety of social issues. Our program offers MLK Weekend, Veterans Day Weekend, Winter Break, and Spring Break trips.

**Department hosting and collaborators:** OSI, RWC, Volunteer UCF

**HOLOCAUST REMEMBRANCE DAY CEREMONY**

**January 27, 2020**

**Attendance:** 40

**Purpose:** Provide a forum for the campus community to remember the Holocaust.

**Department hosting and collaborators:** OSI, Student Government Executive Branch

**BLACK HISTORY MONTH LIVE STREAM JANUARY 2020**

**Attendance:** 40

**Purpose:** Live Stream the BFSA Mentoring Breakfast speaker to our connect campus students

**Department hosting and collaborators:** OSI, Connect Campuses, Knights of the Connection, Graduate Outreach

**CREATION OF BLACK CAUCUS**

**February 2020**

**Attendance:** n/a

**Purpose:** To focus on issues facing the Black Student Community, create a space for Black students to speak about issues they face on campus to students who can advocate on their behalf

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

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

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

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

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

SOCIAL JUSTICE AND ADVOCACY

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

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

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

DIA DE LOS MUERTOS  
October 30, 2019  
Attendance: 250  
Purpose: Event to celebrate Dia De Los Muertos, a holiday to celebrate loss and learn about Mexican Culture.  
Department hosting and collaborators: MSC, Latin American Student Association, Mexican Student Association, and Student Government
INTERFAITH DIALOGUE — SJA
Fall 2019 & Spring 2020
Attendance: 40 over all sessions
Purpose: Monthly dialogues that are centered on topics concerning faith and non-faith
Department hosting and collaborators: Social Justice and Advocacy

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

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

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

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

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

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

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

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

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

*April 2020*

**Attendance:** 150 stoles distributed

**Purpose:** Graduation celebration to recognize the academic achievement of Multicultural graduates and their families. Each student receives a graduation stole.

**Department hosting and collaborators:** Social Justice and Advocacy

**UCF REMEMBERS 6.12.16**

*June 11, 12, 2020 — Virtual remembrance*

**Attendance:** 115,814 views on social media

**Purpose:** To honor, celebrate and remember the 49 individuals that lost their lives in the Pulse Nightclub shooting and recognize the UCF Knights that were lost.

**Department hosting and collaborators:** Social Justice and Advocacy, UCF Communications, OSI, WHPS, PFSA, President Cartwright, OSTEM, Mayor Buddy Dyer

**LAVENDAR LUNCH**

*August 29, 2019*

**Attendance:** 300

**Purpose:** Connect new students with campus and community resources.

**Department hosting and collaborators:** MSC, SJA, LEAD Scholars, ODI, Delta Lambda Phi, VUCF, Alcohol and Other Drugs, CAPS, Victim Services, Green Dot, UCF PD, PSA

**TASTE OF DOWNTOWN**

*August 28, 2019*

**Attendance:** 100

**Purpose:** Provides the UCF Downtown community an opportunity to experience the cultural make-up of the university student body through food.

**Department hosting and collaborators:** UCF Downtown

**SOCIAL JUSTICE WORKSHOPS (101 & UNPACKING SOCIAL IDENTITY)**

*Fall 2019–Spring 2020*

**Attendance:** 94

**Purpose:** Recognizing social justice is a goal and process, these workshops provide attendees with a basic understanding of the topic. To equip and engage the audience in consciously considering and critically thinking about the role and impact social justice (access) has on the UCF Campus community.

**STUDENT LEGAL SERVICES**

**LAVENDER LUNCH (TABLING)**

*August 28, 2019*

**Attendance:** 300

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

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

**WELCOME BACK BASH**

*January 13, 2020*

**Attendance:** 560

**Purpose:** Education multicultural students on resources and organizations.

**Department hosting and collaborators:** MASS, Student Legal Services

**LUNCH WITH A LAWYER: TRANSGENDER LAWS**

*May 20, 2020*

**Attendance:** 150: virtual and archived

**Purpose:** To make multicultural and first-generation students aware of services offered to students.

**Department hosting and collaborators:** LGBTQ+ Services, Student Legal Services
**STUDENT ACCESSIBILITY SERVICES**

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

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

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

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

**VETERANS ACADEMIC RESOURCE CENTER**

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

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

**UNITED STATES AIR FORCE 172ND BIRTHDAY**  
*September 18, 2019*  
*Attendance:* N/A  
*Purpose:* To celebrate the birthday of the U.S. Air Force at the Veterans Academic Resource Center. Also posted trivia questions about Air Force Historical Events and Figures.  
*Department hosting and collaborators:* Veterans Academic Resource Center
COAST GUARD BIRTHDAY CELEBRATION
August 8, 2019
Attendance: N/A
Purpose: To celebrate the birthday of the U.S. Coast Guard at the Veterans Academic Resource Center. Also posted trivia questions about Coast Guard Historical Events and Figures.
Department hosting and collaborators: Veterans Academic Resource Center

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

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

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

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

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

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

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

VETERANS KNIGHTS AT LIGHT UP UCF
November 25, 2019
Attendance: N/A
Purpose: To provide student veterans and their families with a free night for Light Up UCF.
Department hosting and collaborators: VARC, Addition Financial Arena
UCF TOYS FOR TOTS 2019
November 1–December 13, 2019
Attendance: N/A
Purpose: Serve as the host office for the Toys for Tots Drive.
Department hosting and collaborators: VARC, UCF Staff Council

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

SOLDIERS TO SCHOLARS

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

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

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

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

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

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

BLACK HISTORY MONTH CELEBRATION/HEALTH FAIR
February 15, 2020
Attendance: 50
Department hosting and collaborators: VARC, SDES, CCIE.
TOTAL PROGRAMS, ACTIVITIES AND EVENTS: 83
TOTAL ATTENDANCE: 21,607

COUNSELING AND PSYCHOLOGICAL SERVICES

OUTREACH, PREVENTION AND PROGRAMMING SERVICES

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

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

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

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

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

PRIDE CHATS
June 23, 2020
Attendance: 12
Purpose: To provide topic-based discussion space on LGBTQ+ related issues. (e.g., violence in the LGBTQ community, media representation, trans visibility, etc.)
Departments hosting and collaborators: CAPS, LGBTQ+ Services
SUPPORTING BLACK KNIGHTS: SURVIVING THE RACIAL PANDEMIC
June 12, 19, 2020
Attendance: 10
Purpose: To provide an opportunity for Black identified students to come together to discuss the recent current events and conflicts regarding the social justice movement. To allow students to discuss the interpersonal impact the social justice movement has had on them individual and systemically.
Department hosting and collaborators: CAPS

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

SAFE ZONE: ADVOCATES
7/11/19, 9/26/19, 10/15/19, 11/12/19, 1/28/20, 3/4/20, 6/16/20
Attendance: 105
Purpose: further individual knowledge and understanding of LGBTQ+ issues. The training is geared toward helping attendees explore, identify, and expose cultural biases and acquire skills necessary for advocating for marginalized populations. In addition, these trainings promote a safe and welcoming environment across the UCF campus for people who identify as LGBTQ+.
Department hosting and collaborators: CAPS, LGBTQ+ SERVICES

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

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

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

SUICIDE PREVENTION EFFORTS QPR
7/11/19, 8/20/19, 10/10/19, 10/29/19, 12/19/19, 1/15/20, 2/20/20, 3/3/20, 4/7/20
Attendance: 491
Purpose: Increase the awareness of our diverse student, staff and faculty populations about suicide prevention; educate about diversity and inclusion related experiences as well as identifying high risk populations such as LGBTQ
Department hosting and collaborators: CAPS

HISPANIC HERITAGE MONTH CELEBRATION
September 26, 2019
Attendance: 287
Purpose: Celebrate and increase awareness of the contributions of Hispanics in the US. CAPS participated in a campus-wide event recognizing the diversity of our staff and highlighting the value we place on diversity.
Department hosting and collaborators: CAPS, SG, SJA, ODI, UCF Global, LASA
HEALING ARTS EXHIBIT
February 12, 2020
Attendance: 206
Purpose: The mission of this exhibition is to create campus wide awareness of the Counseling & Psychological services at UCF, to increase inclusivity across campus, to reduce mental health stigma and to create an open exhibition space for creativity and healing.
Department hosting and collaborators: CAPS, School of Visual Arts, Sam Flax, SAS

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

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

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

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

CLINICAL SERVICES: GROUP THERAPY

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

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

AUTISM CONNECTIONS
Summer 2019, Fall 2019, Spring 2020
Attendance: 60
Purpose: For students with Autism and other related disorders who would like to work on improving interpersonal effectiveness skills, improve ways of connecting with others, and work on skills related to forming meaningful relationships.
Department hosting and collaborators: CAPS
BLACK EMPOWERMENT  
Summer 2019, Fall 2019, Spring 2020  
**Attendance:** 491  
**Purpose:** An empowering and supportive gender-inclusive group for Black students. This safe, confidential group allows for exploration of issues such as academics, family, relationships, self-esteem, body image, discrimination, while incorporating essential elements of interpersonal connection, ethnic identity and ally identity development.  
**Department hosting and collaborators:** CAPS

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

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

GLB SUPPORT/TRUE COLORS  
Summer 2019, Fall 2019, Spring 2020  
**Attendance:** 115  
**Purpose:** This group provides a safe space for individuals who identify as lesbian, gay, bi, queer, or questioning to explore and discuss their concerns. Possible topics include relationships, family, coming out, religion, discrimination, and homophobia. Students embrace their identity in a supportive environment.  
**Department hosting and collaborators:** CAPS

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

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

MEN’S GROUP  
Summer 2019, Fall 2019, Spring 2020  
**Attendance:** 30  
**Purpose:** This group is aimed at helping men explore society’s unwritten rules and expectations while examining the impact of confining gender roles. Group members will learn to differentiate between external and internal pressures, learn to manage and express emotions, balance social/cultural expectations with personal life goals, enhance self-care, and redefine masculinity.  
**Department hosting and collaborators:** CAPS

TRANS AND GENDER DIVERSE EMPOWERMENT  
Summer 2019, Fall 2019, Spring 2020  
**Attendance:** 400  
**Purpose:** This group is for persons who are seeking support in realization of one’s gender identity. Topics may include coming out, transitioning concerns, and other relevant issues.  
**Department hosting and collaborators:** CAPS
WOMEN AND RELATIONSHIPS  
Summer 2019, Fall 2019, Spring 2020  
Attendance: 117  
Purpose: Helps create an empowering space for women to challenge societal pressures/roles of being a woman while identifying personal values, increasing self-esteem, self-confidence and setting healthy boundaries.  
Department hosting and collaborators: CAPS

WOMEN’S EMPOWERMENT  
Summer 2019, Fall 2019, Spring 2020  
Attendance: 134  
Purpose: This group is designed to provide a safe space for women to feel empowered to heal from unwanted sexual experiences, abuse, and unhealthy relationships.  
Department hosting and collaborators: CAPS

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

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

TRAINING PROGRAM/WORKSHOPS

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

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

TRANS WORKSHOP SERIES: TRANS-FOCUSED ALLYSHIP  
October 9, 2019  
Attendance: 1  
Purpose: Explore unique stressors the Trans/GnC community faces, and ways individuals can become more effective allies.  
Department hosting and collaborators: CAPS,
MEN’S WORKSHOP  
October 22, 2019  
Attendance: 8  
**Purpose:** Helping men explore society’s unwritten rules and expectations while examining the impact of confining gender roles. Participants will learn to differentiate between external and internal pressures, learn to manage and express emotions, balance social/cultural expectations with personal life goals, enhance self-care, and redefine masculinity.  
**Department hosting and collaborators:** CAPS

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

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

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

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

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

MENTAL HEALTH PROVIDERS DIVERSITY DIALOGUE  
December 11, 2019  
Attendance: 31  
**Purpose:** “Within mainstream US culture, differences in what individuals experience based on identity issues are not generally considered appropriate topics of conversation” (Roysircar, G., Dobbins. J. E., & Malloy, K., 2009); resulting in a code of silence that reflects society’s denial of the real impact of oppression and discrimination on individual’s mental health. Because of this, minority groups are often over-pathologized and further victimized by mental health providers whom are unable to integrate issues of oppression and discrimination to the conceptualization of their client concerns. This presentation is aimed at providing an experiential opportunity for clinicians to self-reflect on their own identities, recognize what parts of themselves are most salient in
therapy and discuss interpersonal injuries that may have arisen in the past due to others’ lack of awareness. This experience focuses on changing clinician’s negative attitudes toward others through an emotional exploration of identity and focusing on increased understanding rather than discussion/debate.

**Department hosting and collaborators:** CAPS

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**WORKING FROM A DISABILITY AFFIRMING PERSPECTIVE IN COUNSELING**

*January 15, 2020*

**Attendance:** 36

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

**Department hosting and collaborators:** CAPS

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**STUDENT CARE SERVICES**

**UCF CARES #SQUADCARE**

*July 2, 2019*

**Attendance:** 20

**Purpose:** A space for students to learn about UCF Cares and about squadcare (group care/self-care)

**Department hosting and collaborators:** Student Care Services, Student Health Services

**RECESS AT CAPS**

*July 17, 2020, September 11, 12, 2019, November 20, 2019*

**Attendance:** 303

**Purpose:** Student were able to participate in recess-style activities and learn about mental health services on campus.

**Department hosting and collaborators:** Student Care Services, Counseling and Psychological Services

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**SLS CLASS UCF CARES QUEST**

*July 23, 2019*

**Attendance:** 28

**Purpose:** Provide an opportunity for students to take part in an activity that would teach them more about UCF Cares.

**Department hosting and collaborators:** Student Care Services, Student Legal Services Faculty member

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**SQUADCARE WITH FRESHU KITCHEN**

*September 26, 2019*

**Attendance:** 18

**Purpose:** A space for students to learn about UCF Cares and about squadcare.

**Department hosting and collaborators:** Student Care Services, Wellness and Health Promotional Services

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**UCF CARES 101 WEEK: HANG WITH YOUR #SQUAD**

*October 1, 2019*

**Attendance:** 20

**Purpose:** A space for students to learn about UCF Cares through tabling.

**Department hosting and collaborators:** Student Care Services

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**#UCFSQUADCARE TABLING**

*October 8, 2019, October 23, 2019*

**Attendance:** 59

**Purpose:** Tabling for students to learn about UCF Cares.

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

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

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

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

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

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

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

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

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

UCF SQUAD CARE & SAFE KNIGHT PROMO
2/27/20
Attendance: 32
Purpose: This event provided information about the squadcare campaign and updates regarding Safe Knight Week.
Department hosting and collaborators: Student Care Services
**UCF CARES DAY CARNIVAL**
*3/2/20*
**Attendance:** 500  
**Purpose:** As part of Safe Knight Week, the event provided the opportunity for students to engage in fair about different partners on campus that help protect their safety and wellbeing.  
**Department hosting and collaborators:** Student Care Services, Wellness and Health Promotional Services

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

**UCF CARES LIVE ON INSTAGRAM**
**Attendance:** 1762  
**Purpose:** Provide information regarding self-care, cares, and resources while operations were remote  
**Department hosting and collaborators:** Student Care Services

**LET’S BE CLEAR: PRIZE RIDE**
**Attendance:** 26  
**Purpose:** Connect with students and educate through trivia around campus.  
**Department hosting and collaborators:** Student Care Services

**LET’S BE CLEAR: VIOLENCE PREVENTION CERTIFICATE SERIES (CONTINUUM)**
**Attendance:** 86  
**Purpose:** Students will be given scenarios about interpersonal violence and relationships and students will place them into categories.  
**Department hosting and collaborators:** Student Care Services, Fraternity and Sorority Life

**LET’S BE CLEAR: VIOLENCE PREVENTION CERTIFICATE SERIES (NAVIGATING DIFFICULT RELATIONSHIPS)**
**Attendance:** 81  
**Purpose:** Students will learn about navigating difficult relationships, resources and support available.  
**Department hosting and collaborators:** Student Care Services, Fraternity and Sorority Life

**LET’S BE CLEAR: VIOLENCE PREVENTION CERTIFICATE SERIES (CONSENT)**
**Attendance:** 117  
**Purpose:** Students will learn about consent, how to obtain consent, and UCF resources.  
**Department hosting and collaborators:** Student Care Services, Fraternity and Sorority Life

**LET’S BE CLEAR: VIOLENCE PREVENTION CERTIFICATE SERIES (TITLE IX PROGRAMMING)**
**Attendance:** 120  
**Purpose:** Educate students about Let’s Be Clear initiative, reporting options, university Title IX policies, and campus resources  
**Department hosting and collaborators:** Student Care Services, Fraternity and Sorority Life
LET’S BE CLEAR DESSERT PARTY
March 3, 2020
Attendance: 50
Purpose: As part of Safe Knight Week, this event provided an opportunity to converse about violence prevention
Department hosting and collaborators: Student Care Services, OIE

LET’S BE CLEAR TABLING
Attendance: 934
Purpose: Students will learn about Let’s Be Clear and connect with staff
Department hosting and collaborators: Student Care Services, Wellness and Health Promotional Services, RWC, Victim Services

LET’S BE CLEAR TABLING
Attendance: 6248
Purpose: Students will learn about Let’s Be Clear and connect with staff
Department hosting and collaborators: Student Care Services, LGBTQ+ Services, Victim Services, Pegasus Palooza

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

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

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

WORLD AIDS DAY 2019
December 2, 2019
Attendance: 20
Purpose: In observance of World AIDS Day
Department hosting and collaborators: UCF CARES, College of Education (H.E.A.R.T), UCF Pride Student Association, LGBTQ+ Services
NATIONAL BLACK HIV/AIDS AWARENESS DAY  
February 12, 2020  
Attendance: 27  
Purpose: To engage a high risk population (Black/African-Americans) and ensure a welcoming space to learn ways to reduce their risk.  
African American/Black Based Student Organizations: African-Students Organization, Black-Female Development Circle, Black-Student Union, Caribbean Students’ Association, Faithful Black Men of the University of Central Florida, National Association for the Advancement of Colored People, National Council of Negro Women, National Society of Black Engineers, Neg Kreyol, Inc., Society for the Advancement of Minorities in STEM, Jamaican Student Association African American/Black Based Faculty Organizations: Black Faculty and Staff Association

NATIONAL WOMENS MONTH RAPID HIV TESTING EVENT  
March 10, 2020  
Attendance: 1  
Purpose: To raise awareness for women to continue to be tested and learn how to reduce their risk.  

LAVENDER LUNCH  
August 29, 2019  
Attendance: 300  
Purpose: The Lavender Lunch is an opportunity to discover important resources located across the UCF campus for LGBTQ+ students, as well as partners within the Central Florida community.  
Department hosting and collaborators: LGBTQ+ Services, MSC, Housing and Residence Life, LEAD Scholars, ODI, Delta Lambda Phi, PFSA, VUCF, Alcohol and other drugs, CAPS, Victim Services, Pride Student Association, Green Dot, UCF PD

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

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

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

**TOTAL PROGRAMS, ACTIVITIES AND EVENTS:** 22  
**TOTAL ATTENDANCE:** 1,233

### HOUSING AND RESIDENCE LIFE

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

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

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

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

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

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

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

#### THE WHY BEHIND ADVOCACY: PURPOSE-DRIVEN PLANNING
September 16, 2019  
**Attendance:** 40  
**Purpose:** Participants learned how to incorporate advocacy initiatives into their community building programs.  
**Department hosting and collaborators:** Housing and Residence Life, Residence Hall Association
DIVERSITY CERTIFICATE
September 16, 2019 and September 18, 2019
Attendance: 34
Purpose: Participants were provided an overview of how human diversity is woven into legal, ethical, and practical workplace concerns.
Department hosting and collaborators: Housing and Residence Life, Housing Human Resources

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

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

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

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

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

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

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

INVEST IN YOUR STRENGTHS
February 7, 2020
Attendance: 12
Purpose: Participants created an action plan to focus on continual investment in their CliftonStrengths.
Department hosting and collaborators: DHRL, Dr. April Konvalinka
FRESH CHECK DAY  
February 14, 2020  
Attendance: N/A  
**Purpose:** Event participants explored interactive booths (carnival style) with a variety of campus resources related to mental health and wellness.  
**Department host and collaborators:** CAPS, Student Care Services, Residence Hall Association, National Residence Hall Honorary

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

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

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

CONSCIOUS DIALOGUE  
June 30, 2020  
Attendance: 5  
**Purpose:** Students were provided an open forum to discuss and reflect on current events.  
**Department hosts and collaborators:** Social Justice and Advocacy — Dr. Edwanna Andrews
TOTAL PROGRAMS, ACTIVITIES AND EVENTS: 5
TOTAL ATTENDANCE: 301

CREATIVE SCHOOL

ASIAN NEW YEAR CELEBRATION
January 24, 2020
Attendance: 128
Purpose: The Chinese New Year Celebration provides the children, families and staff the opportunity to learn about Chinese New Year. Families share books, music and snacks with the children. The culmination event is the Dragon parade through the playground.
Department hosting and collaborators: Creative School

HOLI FESTIVAL
March 26, 2020
Attendance: 133
Purpose: The Holi Festival celebrates the joy of color in this ancient Hindu festival. The children, families and staff participate by throwing colored powder on each other in the beautiful display of renewal.
Department hosting and collaborators: Creative School

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

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

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

### Academic Services for Student-Athletes (ASSA)
Wayne Densch Center for Student-Athlete Leadership
Room 105 | Zip +4: 0300
407.823.5895
assa.sdes.ucf.edu

### Activity and Service Fee Business Office (A&SF)
Student Union
Room 215 | Zip +4: 3230
407.823.5548
asf.sdes.ucf.edu

### Budget and Personnel Support, SDES
Millican Hall
Room 282 | Zip +4: 0160
407.823.4625
bps.sdes.ucf.edu

### Career Services (CS)
CSEL Building
Room 101 | Zip +4: 0165
407.823.2361
career.sdes.ucf.edu

### Counseling and Psychological Services (CAPS)
Counseling Center
Room 101 | Zip +4: 3170
Tel: 407.823.2811
Fax: 407.823.5415
caps.sdes.ucf.edu

### Creative School for Children (CSC)
Creative School for Children
Room 102 | Zip +4: 3546
407.823.2727
csc.sdes.ucf.edu

### First Year Experience (FYE)
Howard Phillips Hall
Room 216 | Zip +4: 3240
407.823.5105
fye.sdes.ucf.edu

### Florida Consortium of Metropolitan Research Universities
12424 Research Parkway
Suite 101 | Zip: 32826
Tel: 407.823.1773
floridaconsortium.com

### Fraternity and Sorority Life
Fraternity and Sorority Life, Building 415
Room 101 | Zip +4: 0157
Tel: 407.832.2072
Fax: 407.823.2929
fsl.sdes.ucf.edu

### Housing and Residence Life (H&RL)
Housing Administration Building
Room 123 | Zip +4: 3222
Tel: 407.823.4663
Fax: 407.823.3831
www.housing.ucf.edu

### Inclusive Education Services (IES)
Ferrell Commons
Room 18 | Zip +4: 3222
Tel: 407.823.4427
ies.sdes.ucf.edu

### Information Technology, SDES
Ferrell Commons
Room 132 | Zip +4: 0159
Tel. 407.823.4444
Fax: 407.823.4609
it.sdes.ucf.edu
ATTACHMENT B

UCF’s Let’s Be Clear Campaign
(Support and programs for Title IX-related issues)
Website Screenshots
Let's be clear.
Let's be clear, UCF is committed to protecting community safety and supporting survivors of sexual harassment, sexual assault, relationship violence or stalking. The following is a guide to help you, as an employee, understand your reporting responsibilities, where to make reports of this nature, what happens after a report is made, confidential and non-confidential resources available at UCF, and what to do during and after a disclosure.

**KNOW YOUR REPORTING RESPONSIBILITIES**

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

**KNOW WHERE TO MAKE TITLE IX REPORTS**

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

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

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

LetsBeClear.ucf.edu  
Click the **FILE A REPORT** tab
WHAT HAPPENS AFTER THE REPORT IS MADE

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

KNOW THE RESOURCES AT UCF

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

Confidential Resources

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

Counseling and Psychological Services (CAPS) - Provides free comprehensive psychological services, including individual and group therapy, to students.
- 24/7 Help Call (407) 823-2811
- For more information visit their website: http://caps.sdes.ucf.edu/

Student Health Services (SHS) - Provides a variety of primary and specialty health services including STI screenings for students. Does not provide sexual assault kit examinations but will ensure that the student is connected to the servicing agency which provides that resource.
- Main Number (407) 823-2701
- For more information visit their website http://shs.sdes.ucf.edu/

Ombuds Office - Provides an informal, independent, confidential, neutral office that offers assistance and impartial advice regarding concerns related to the university.
- Office Number (407) 823-6440 (during regular business hours)
- For more information visit their website: http://www.ombuds.ucf.edu/

Non-Confidential Services

Student Care Services (SCS) – Provides assistance in accessing on-campus and off-campus resources for needs including academic, financial or personal distress, and medical concerns. SCS will help develop a follow-up care plan with the student to assist in achieving academic success.
- Office Number (407) 823-5607 (during regular business hours)
- For more information visit their website: http://scs.sdes.ucf.edu/

For more information on these services and for a full list of local, regional and national resources, please visit LetsBeClear@ucf.edu.
KNOW WHAT TO DO DURING AND AFTER A DISCLOSURE

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

What to Do

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

What NOT to do

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

Sexual assault is never tolerated at UCF.

To reach a victim advocate 24/7, text 407-823-6868 or call 407-823-1200.

Ask a question, report a concern, get confidential help.
Let’s Be Clear...

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

RESOURCES
Find resources 24/7, including Emergency Services

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

LET’S BE CLEAR
UCF CARES
Let's be clear.

UCF does not tolerate sexual assault, discrimination or harassment.

TO REACH A VICTIM ADVOCATE 24/7, TEXT 4578 TEXT, CALL 407.823.5675.

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

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

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

- **Sister to Sister** provides services to students who desire a sisterhood. Seven core principles provide the framework for the program. The program served **156** students in the 2019-2020.

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

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

- **Knight Alliance Network Program** provides former foster care youth with a healthy transition to become successful students here at UCF. This program will assist students with a) demystifying the college experience, b) assisting with navigating through the university landscape, and c) help students prepare to succeed at UCF and beyond academically and socially. Students enrolled in the academic year 2019-2020 who receive the foster care/state custody waiver and participated in the Knight Alliance Program totaled **53** students this year. The program has a **91.8** fall to spring success rate and **83.7** fall to fall success rate.
• **Multicultural Transfer Program**, which provides multicultural transfer students with a healthy entry to university life, where they can take advantage of opportunities to network and learn strategies that will help alleviate the cultural stress of acclimating to a new environment. **129** students participated in this program.

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

Highlights:

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

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

• First-generation Advisory Committee - The First-Generation Program in the Division of Student Development and Enrollment Services has a formerly constituted Advisory Board to advise the Vice President of relevant strategic issues to help act and explore matters impacting the persistence, retention, and graduation rates of first-generation students at UCF. The identified priorities for this academic school year are:
  1. Increase awareness around serving first-generation students
  2. Establish a campus-wide marketing campaign for first-generation students
  3. Establish first-generation scholarship opportunities
  4. Connect first-generation students with faculty and staff members
  5. Streamline support services and programs into a centralized hub
• NASPA First-generation Awareness Week Celebration: The university celebrated its inaugural First-Generation Awareness Week. UCF celebrated the presence and experiences of first-generation students, faculty, and staff during the university’s inaugural First Generation Awareness Week on Nov. 4-8. In partnership with campus and community partnerships, activities include a First Generation Student Resource Expo on Monday, Nov. 4, from 11 a.m. to 2 p.m. in the Student Union’s Key West Ballroom and an employer panel on Tuesday, Nov. 5, in the Key West Ballroom from 11:30 a.m. to 1 p.m. The panel discussion will include a look at career opportunities in business, engineering, education, and other fields. On Thursday and Friday, Nov. 7-8, students can learn about first-generation-oriented student organizations in the atrium of the Student Union and receive free takeaways. For additional information on the First Generation Awareness Week events, visit the MASS website at https://mass.sdes.ucf.edu/programs/first/Links to an external site.

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

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

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

https://www.google.com/search?q=ucf+first+generation+awareness+week&client=safari&rls=en&tbm=isch&source=iu&ictx=1&fir=pm2797NkGDK3zM%252C3iAi24UcM6FLRM%252C  &vet=1&usg=AI4_-kQ6ShkdT3kTdMjap0CPCaqj0iwipA&sa=X&ved=2ahUKEwjol5b-qqrqAhXEmuAKHT45APEQ9QEvDnoECAEQCw&biw=1324&bih=1280#imgrc=pm2797NkGDK3zM
UCF Brother to Brother Program Overview

**Purpose:** Recruiting, Retaining, and Graduating Collegiate Males

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

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

**2019-2020**

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

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

**Desired Outcomes**
The goals of the UCF Male Student Success initiatives are as follows:
- Increased the retention of FTIC male students to 92% (2020) from 90% (2019)
- Decrease 2nd to 3rd year attrition rate for male students
- Increase Co-curricular engagement of men of color attending the university
• Utilize predictive analytics data to establish support programs and services to address the needs and challenges facing male students
• Collaborate with faculty, staff, and community partners to address the needs of college males
• Prepare male college students for careers and graduate school.

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

Office of Graduate Studies
2019 – 2020 Executive Summary
College of Graduate Studies 2019-2020 Equity Report

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

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

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

Abbreviations Referenced in this Summary

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CAH</td>
<td>College of Arts &amp; Humanities</td>
</tr>
<tr>
<td>CBA</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>CCIE</td>
<td>College of Communication, Innovation, &amp; Education</td>
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<tr>
<td>CECS</td>
<td>College of Engineering &amp; Computer Science</td>
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<td>CGS</td>
<td>College of Graduate Studies</td>
</tr>
<tr>
<td>CHPS</td>
<td>College of Health Professions &amp; Sciences</td>
</tr>
<tr>
<td>COM</td>
<td>College of Medicine</td>
</tr>
<tr>
<td>CON</td>
<td>College of Nursing</td>
</tr>
<tr>
<td>COP</td>
<td>College of Optics &amp; Photonics</td>
</tr>
<tr>
<td>COS</td>
<td>College of Sciences</td>
</tr>
<tr>
<td>Rosen</td>
<td>College of Hospitality Management</td>
</tr>
<tr>
<td>GRDST</td>
<td>Graduate Studies</td>
</tr>
<tr>
<td>UND</td>
<td>Undeclared</td>
</tr>
<tr>
<td>OPTIC</td>
<td>College of Optics &amp; Photonics</td>
</tr>
<tr>
<td>URM</td>
<td>Underrepresented minority students</td>
</tr>
</tbody>
</table>

Graduate Student Data

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

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

When taken at its more specific categories, our Hispanic graduate applicants have shown the strongest interest in our graduate programs at UCF. For the combined Fall terms of 2017, 2018, and 2019, Hispanic applicants accounted for 18.91% of the total applications received, Asian applicants were second at 15.25%, and African Americans were third at 13.56%. When the analysis of the applications is shifted to degree level, we see some movement in the ethnicity groups over this same time period. For doctoral programs, Asian applicants represented 28.18% of the applicants, then Hispanic applicants at 12.44%, and third was African American at 8.81%. For Masters programs, Hispanics were the strongest group representing 19.93% of the applicants, then African American at 14.88%, and third were Asian at 12.95%.
Considering applications to our different colleges, the most interest among our URM students was directed toward CCIE. They received a total of 2,435 applications. CECS was second at 1,863, and then COS at 1,565.

**Ethnicity to College of Interest in rank order:**

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

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

<table>
<thead>
<tr>
<th>College</th>
<th>Percentage of Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAH</td>
<td>63.7%</td>
</tr>
<tr>
<td>CBA</td>
<td>47.2%</td>
</tr>
<tr>
<td>CCIE</td>
<td>74.8%</td>
</tr>
<tr>
<td>CECS</td>
<td>25.8%</td>
</tr>
<tr>
<td>CGS</td>
<td>45.2%</td>
</tr>
<tr>
<td>CHPS</td>
<td>88.3%</td>
</tr>
<tr>
<td>COM</td>
<td>57.7%</td>
</tr>
<tr>
<td>CON</td>
<td>86.4%</td>
</tr>
<tr>
<td>COP</td>
<td>21.6%</td>
</tr>
<tr>
<td>COS</td>
<td>55.8%</td>
</tr>
<tr>
<td>Rosen</td>
<td>68.9%</td>
</tr>
</tbody>
</table>

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

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

As this data is focused to degree level, we see changes in where URM students are enrolled. For Fall 2019, there were a total of 1,375 Hispanic/Latino students working on their Masters degrees. African American students were next at 835. Followed by Asian students where 522 were working to complete their Masters degree. When considering our doctoral students, Asian students were the strongest group. Here, it was Asian students at 583, then Hispanic/Latino at 251, and then Black/African American at 151.
Top 2 URM per College

<table>
<thead>
<tr>
<th>College</th>
<th>Ethnicity 1</th>
<th>n</th>
<th>Ethnicity 2</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAH</td>
<td>Hispanic</td>
<td>83</td>
<td>African American</td>
<td>24</td>
</tr>
<tr>
<td>CBA</td>
<td>Hispanic</td>
<td>228</td>
<td>African American</td>
<td>100</td>
</tr>
<tr>
<td>CCIE</td>
<td>Hispanic</td>
<td>620</td>
<td>African American</td>
<td>545</td>
</tr>
<tr>
<td>CECS</td>
<td>Asian</td>
<td>537</td>
<td>Hispanic</td>
<td>268</td>
</tr>
<tr>
<td>CGS</td>
<td>Hispanic</td>
<td>27</td>
<td>African American</td>
<td>16</td>
</tr>
<tr>
<td>CHPS</td>
<td>Hispanic</td>
<td>189</td>
<td>African American</td>
<td>101</td>
</tr>
<tr>
<td>COM</td>
<td>Hispanic</td>
<td>31</td>
<td>Asian</td>
<td>29</td>
</tr>
<tr>
<td>CON</td>
<td>Hispanic</td>
<td>61</td>
<td>African American</td>
<td>58</td>
</tr>
<tr>
<td>COP</td>
<td>Asian</td>
<td>57</td>
<td>Hispanic</td>
<td>13</td>
</tr>
<tr>
<td>COS</td>
<td>Asian</td>
<td>156</td>
<td>Hispanic</td>
<td>154</td>
</tr>
<tr>
<td>Rosen</td>
<td>Hispanic</td>
<td>51</td>
<td>African American</td>
<td>28</td>
</tr>
</tbody>
</table>

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

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

International Enrollment

As part of a diverse graduate student population, UCF also has a significant number of international students. As was mentioned earlier, there were a total 1,168 international
graduate students taking classes for Fall 2019. They generated 2,426 applications (17.35%). This was spread out with 51% of the applications directed toward doctoral programs and 47% showing interest in our masters programs. Men accounted for 62.5% of the international applications and women submitted 37.5% international applications.

The following represent the top 10 programs for international applications.

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

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

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

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

Graduate Degrees

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>American Indian/Alaska</td>
<td>1</td>
<td>0.1%</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>50</td>
<td>7.0%</td>
<td>47</td>
</tr>
<tr>
<td>Black/African American</td>
<td>93</td>
<td>12.9%</td>
<td>99</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>121</td>
<td>16.8%</td>
<td>175</td>
</tr>
<tr>
<td>International</td>
<td>95</td>
<td>13.2%</td>
<td>105</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>18</td>
<td>2.5%</td>
<td>15</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific</td>
<td>1</td>
<td>0.1%</td>
<td>0</td>
</tr>
<tr>
<td>Not Specified</td>
<td>4</td>
<td>0.6%</td>
<td>15</td>
</tr>
<tr>
<td>White</td>
<td>336</td>
<td>46.7%</td>
<td>428</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>719</strong></td>
<td><strong>100%</strong></td>
<td><strong>884</strong></td>
</tr>
</tbody>
</table>

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

**Key Activities Supporting Equity within the Graduate Context**

**National Name Exchange**

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

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

**Grad Fairs**

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

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

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

New Graduate Student Orientation

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

Pathways to Success Program

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

- Library and Literature Review Search
- Citation Management
- Selecting Journals to Publish your Research
- Data Documentation, Analysis, and Statistical Software
- Optimizing your Online Presence
- Planning Poster Presentations
The Pathways to Success Program has also partnered with Counseling and Psychological Services (CAPS) to provide Therapy Assisted Online Self Help. Provided by UCF Counseling and Psychological Services, Therapy Assisted Online (TAO) Self Help is an interactive, web-based program that provides assistance to help overcome anxiety, depression, and other concerns. TAO is based on well researched and highly effective strategies.

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

Kognito

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

It is an aviator/simulation online tool that allows users to enter a virtual environment and engage in role-play conversations with emotionally-responsive virtual humans. Through practice and receiving personalized feedback, users learn and assess their competency to lead similar conversations in real life.

Annual Review

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

**Plagiarism**

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

Office of Diversity and Inclusion
2019 – 2020 Educational Programs
All workshops below take place on UCF Connect campuses. Please take special note of the location prior to registering.

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

Registration Instructions

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

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

UNITY STAR
FALL 2019
Workshop & Training Schedule
### Course Schedule

**Unity Star Fall 2019**

**Workshop & Training Schedule**

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

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>FACILITATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABCs of Diversity DIV008</td>
<td>Tuesday, August 27</td>
<td>1-4pm</td>
<td>BYC 140</td>
<td>Rachel Luce-Hitt</td>
</tr>
<tr>
<td>An Incomplete History of the Stonewall Uprising DIV439</td>
<td>Tuesday, October 15</td>
<td>2:30-4:30pm</td>
<td>BYC 140</td>
<td>Scottie Campbell</td>
</tr>
<tr>
<td>Barriers Be Gone Escape Room Activity DIV366</td>
<td>Friday, November 15</td>
<td>9:15-10:15am</td>
<td>Nike Programming Center &amp; Activity Center</td>
<td>Student Accessibility Services and Inclusive Education Services</td>
</tr>
<tr>
<td>Diversity Certificate Series (must attend all four modules to receive completion certificate)</td>
<td></td>
<td></td>
<td></td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Modules 1 &amp; 2 DIV210</td>
<td>Monday, October 21</td>
<td>1-5pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Modules 3 &amp; 4 DIV211</td>
<td>Monday, October 28</td>
<td>1-5pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Eyes on the Prize: America's Civil Rights Years (must attend all six episodes to receive completion certificate)</td>
<td></td>
<td></td>
<td></td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Episodes 1 &amp; 2 DIV362</td>
<td>Monday, September 9</td>
<td>1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Episodes 3 &amp; 4 DIV363</td>
<td>Monday, September 23</td>
<td>1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Episodes 5 &amp; 6 DIV364</td>
<td>Monday, September 30</td>
<td>1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>How Sharing Power and Privilege Can Bring Spiritual Benefits DIV446</td>
<td>Monday, October 14</td>
<td>12:30-2pm</td>
<td>BYC 140</td>
<td>Dr. Peggy McIntosh</td>
</tr>
<tr>
<td>Immigration 101 DIV441</td>
<td>Thursday, September 26</td>
<td>3:30-5pm</td>
<td>UCF Global, Room 101</td>
<td>Christina Khan</td>
</tr>
<tr>
<td>Thursday, November 21</td>
<td>3:30-5pm</td>
<td>UCF Global, Room 101</td>
<td>Christina Khan</td>
<td></td>
</tr>
<tr>
<td>Inclusion Champions Present... Appreciation at Work - Is That a Thing? DIV443</td>
<td>Wednesday, October 16</td>
<td>9-10:30am</td>
<td>BYC 140</td>
<td>Chantel Carter</td>
</tr>
<tr>
<td>Religious, Secular, and Spiritual Literacy for Beginners DIV442</td>
<td>Wednesday, October 16</td>
<td>1:30-3pm</td>
<td>BYC 140</td>
<td>Jeannie Kiriwas</td>
</tr>
<tr>
<td>Inclusive Communication DIV053</td>
<td>Tuesday, October 22</td>
<td>1-4pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Intercultural Competency DIV440</td>
<td>Monday, October 7</td>
<td>3:30-5pm</td>
<td>UCF Global, Room 101</td>
<td>Christina Khan</td>
</tr>
<tr>
<td>Friday, November 22</td>
<td>3:30-5pm</td>
<td>UCF Global, Room 101</td>
<td>Christina Khan</td>
<td></td>
</tr>
<tr>
<td>Peace Film Series: Dolores DIV390</td>
<td>Friday, September 13</td>
<td>2-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Performance Standards for UCF's Cultural Competencies DIV50</td>
<td>Online Course</td>
<td>Visit <a href="https://diversity.ucf.edu/training/online-workshops/">https://diversity.ucf.edu/training/online-workshops/</a> for registration instructions. You must complete all three sections with a score of 75% or higher to receive credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe Zone Series Advocates DIV241</td>
<td>Thursday, September 26</td>
<td>3-5pm</td>
<td>BYC 140</td>
<td>LGBT+ Services</td>
</tr>
<tr>
<td>Tuesday, October 15</td>
<td>10am-12pm</td>
<td>BYC 140</td>
<td>LGBT+ Services</td>
<td></td>
</tr>
<tr>
<td>Tuesday, November 12</td>
<td>10am-12pm</td>
<td>SU, Key West Ballroom, Room 218A</td>
<td>LGBT+ Services</td>
<td></td>
</tr>
<tr>
<td>Coming Out GOLD DIV242</td>
<td>Friday, November 22</td>
<td>10am-12pm</td>
<td>BYC 140</td>
<td>LGBT+ Services</td>
</tr>
<tr>
<td>DIV243</td>
<td>Wednesday, December 4</td>
<td>3-5pm</td>
<td>BYC 140</td>
<td>LGBT+ Services</td>
</tr>
<tr>
<td>DIV033</td>
<td>Wed, September 11</td>
<td>10am-12pm</td>
<td>BYC 140</td>
<td>LGBT+ Services</td>
</tr>
<tr>
<td>Thursday, October 3</td>
<td>1-3pm</td>
<td>BYC 140</td>
<td>LGBT+ Services</td>
<td></td>
</tr>
<tr>
<td>Thursday, October 31</td>
<td>3-5pm</td>
<td>BYC 140</td>
<td>LGBT+ Services</td>
<td></td>
</tr>
<tr>
<td>Social Justice 101 DIV433</td>
<td>Wednesday, September 18</td>
<td>1-2:30pm</td>
<td>SU 221</td>
<td>Edwanna Andrews, Ph.D.</td>
</tr>
<tr>
<td>Thursday, November 7</td>
<td>2-3:30pm</td>
<td>BYC 140</td>
<td>Edwanna Andrews, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Transfer Advocate Certificate Series (must attend Sessions 1-3 to become a Transfer Student Advocate)</td>
<td></td>
<td></td>
<td></td>
<td>Bernard Huggins</td>
</tr>
<tr>
<td>Session 1 DIV393</td>
<td>Tuesday, September 10</td>
<td>3-4:30pm</td>
<td>BYC 140</td>
<td>Bernard Huggins</td>
</tr>
<tr>
<td>Wednesday, October 2</td>
<td>3-4:30pm</td>
<td>BYC 140</td>
<td>Bernard Huggins</td>
<td></td>
</tr>
<tr>
<td>Session 2 DIV394</td>
<td>Tuesday, October 8</td>
<td>3-4:30pm</td>
<td>BYC 140</td>
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<tr>
<td>Wednesday, October 23</td>
<td>3-4:30pm</td>
<td>BYC 140</td>
<td>Bernard Huggins</td>
<td></td>
</tr>
<tr>
<td>Session 3 DIV395</td>
<td>Tuesday, November 5</td>
<td>3-4:30pm</td>
<td>BYC 140</td>
<td>Bernard Huggins</td>
</tr>
<tr>
<td>Wednesday, November 13</td>
<td>3-4:30pm</td>
<td>BYC 140</td>
<td>Bernard Huggins</td>
<td></td>
</tr>
<tr>
<td>Understanding Power and Privilege</td>
<td>DIV016</td>
<td>Tuesday, September 24</td>
<td>1-4pm</td>
<td>SU 221</td>
</tr>
<tr>
<td>Prerequisite: Either ABCs of Diversity or completed Diversity Certificate Series (Modules 1-4)</td>
<td></td>
<td></td>
<td></td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Unexplored Diversity - Belief Systems and Non-Belief Systems in Student Development DIV395</td>
<td>Wednesday, September 25</td>
<td>2:30-4pm</td>
<td>BYC 140</td>
<td>Jeannie Kiriwas</td>
</tr>
<tr>
<td>Unpacking Social Identity DIV434</td>
<td>Thursday, October 10</td>
<td>10-11:30am</td>
<td>BYC 140</td>
<td>Edwanna Andrews, Ph.D.</td>
</tr>
<tr>
<td>Thursday, November 14</td>
<td>2-3:30pm</td>
<td>SU 224</td>
<td>Edwanna Andrews, Ph.D.</td>
<td></td>
</tr>
<tr>
<td>Veterans Education Training and Support (V.E.T.S.) DIV291</td>
<td>Tuesday, November 12</td>
<td>1pm-4pm</td>
<td>BYC 140</td>
<td>Dr. Bryan Batien</td>
</tr>
</tbody>
</table>

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For specific location and check-in instructions will be emailed one week prior to the event.

Participants must arrive 70 minutes early. Given the structure of this experience, we cannot accept walk-ins.
# Workshop & Training Schedule

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

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<thead>
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<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
<th>FACILITATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABCs of Diversity</td>
<td>DIV008</td>
<td>Friday, Feb. 7</td>
<td>1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>An Incomplete History of Queer America</td>
<td>DIV461</td>
<td>Friday, Apr. 10</td>
<td>2:30-4pm</td>
<td>BYC 140</td>
<td>Scottie Campbell</td>
</tr>
<tr>
<td>Appreciation at Work - Is That a Thing?</td>
<td>DIV443</td>
<td>Wednesday, Feb. 12</td>
<td>3-4:30pm</td>
<td>BYC 140</td>
<td>Chantel Carter</td>
</tr>
<tr>
<td>Black America Since MLK: And Still I Rise</td>
<td>DIV416</td>
<td>Monday, Mar. 23</td>
<td>1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td></td>
<td>DIV417</td>
<td>Monday, Mar. 30</td>
<td>1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Communicating Across Cultures</td>
<td>DIV044</td>
<td>Tuesday, Mar. 17</td>
<td>11am-2pm</td>
<td>UCF Valencia West, Building 11, Room 107</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(not on UCF Main campus)</td>
</tr>
<tr>
<td>Critical Moments in the History of Violence Against Women (Panel Discussion)</td>
<td>DIV462</td>
<td>Wednesday, Mar. 5</td>
<td>2:30-4pm</td>
<td>BYC 140</td>
<td>Jana Jasinski, Ph.D.</td>
</tr>
<tr>
<td>Diversity Certificate Series</td>
<td>DIV285</td>
<td>Monday, Jan. 27</td>
<td>2:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
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<tr>
<td></td>
<td>DIV286</td>
<td>Monday, Feb. 3</td>
<td>2:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
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<tr>
<td></td>
<td>DIV287</td>
<td>Monday, Feb. 17</td>
<td>2:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td></td>
<td>DIV288</td>
<td>Monday, Feb. 24</td>
<td>2:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Immigration 101</td>
<td>DIV441</td>
<td>Thursday, Feb. 13</td>
<td>3-5pm</td>
<td>UCF Global, Room 101</td>
<td>Christina Khan</td>
</tr>
<tr>
<td>Inclusive Communication</td>
<td>DIV053</td>
<td>Wednesday, Mar. 18</td>
<td>1-2:30pm</td>
<td>UCF Valencia Osceola, Building 4, Room 334</td>
<td>Barbara Thompson</td>
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<tr>
<td></td>
<td>DIV053</td>
<td>Tuesday, Mar. 31</td>
<td>1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
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<tr>
<td></td>
<td>DIV440</td>
<td>Thursday, Mar. 5</td>
<td>3-5pm</td>
<td>UCF Global, Room 101</td>
<td>Christina Khan</td>
</tr>
<tr>
<td>Performance Standards for UCF’s Cultural Competencies</td>
<td>DIV150</td>
<td></td>
<td></td>
<td>Online Course</td>
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Visit [https://diversity.ucf.edu/training/online-workshops/](https://diversity.ucf.edu/training/online-workshops/) for registration instructions. You must complete all three sections with a score of 75% or higher to receive credit.
<table>
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<tr>
<th>COURSE</th>
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<th>LOCATION</th>
<th>FACILITATOR</th>
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<tbody>
<tr>
<td>Religious, Secular, and Spiritual Literacy for Beginners</td>
<td>DIV442</td>
<td>Wednesday, Feb. 26 2:30-4pm</td>
<td>BYC 140</td>
<td>Jeannie Kiriwas</td>
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<tr>
<td>Safe Zone Series</td>
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<tr>
<td>Advocates</td>
<td>DIV241</td>
<td>Tuesday, Jan. 28 3-5pm</td>
<td>BYC 140</td>
<td>LGBTQ+ Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday, Mar. 4 10am-12pm</td>
<td>BYC 140</td>
<td>LGBTQ+ Services</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Thursday, Apr. 9 10am-12pm</td>
<td>BYC 140</td>
<td>LGBTQ+ Services</td>
<td></td>
</tr>
<tr>
<td>Coming Out</td>
<td>DIV242</td>
<td>Wednesday, Mar. 25 10am-12pm</td>
<td>BYC 140</td>
<td>LGBTQ+ Services</td>
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<tr>
<td>GOLD</td>
<td>DIV243</td>
<td>Wednesday, Apr. 15 3-5pm</td>
<td>BYC 140</td>
<td>LGBTQ+ Services</td>
<td></td>
</tr>
<tr>
<td>LGBTQ+ 101</td>
<td>DIV033</td>
<td>Tuesday, Jan. 14 10am-12pm</td>
<td>BYC 140</td>
<td>LGBTQ+ Services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday, Feb. 10 3-5pm</td>
<td>BYC 140</td>
<td>LGBTQ+ Services</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Tuesday, Mar. 17 3-5pm</td>
<td>BYC 140</td>
<td>LGBTQ+ Services</td>
<td></td>
</tr>
<tr>
<td>Social Justice 101</td>
<td>DIV433</td>
<td>Tuesday, Feb. 18 10-11:30am</td>
<td>BYC 140</td>
<td>Edwanna Andrews, Ph.D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday, Apr. 8 1-2:30pm</td>
<td>BYC 140</td>
<td>Edwanna Andrews, Ph.D.</td>
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<tr>
<td>To Believe in Ourselves: The Uneasy Relationship of Race, Class and Nationalism in the Fight for Suffrage</td>
<td>DIV463</td>
<td>Monday, Mar. 16 2:30-4pm</td>
<td>BYC 140</td>
<td>Patricia Farless</td>
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</tr>
<tr>
<td>Transfer Advocate Certificate Series (must attend Sessions 1-3 to become a Transfer Student Advocate)</td>
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<tr>
<td>Session 1</td>
<td>DIV393</td>
<td>Tuesday, Feb. 11 3-4:30pm</td>
<td>BYC 140</td>
<td>Bernard Huggins</td>
<td></td>
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<td></td>
<td></td>
<td>Tuesday, Mar. 3 3-4:30pm</td>
<td>BYC 140</td>
<td>Bernard Huggins</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Tuesday, Apr. 7 3-4:30pm</td>
<td>BYC 140</td>
<td>Bernard Huggins</td>
<td></td>
</tr>
<tr>
<td>Understanding Power and Privilege</td>
<td>DIV016</td>
<td>Monday, Apr. 13 1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
<td></td>
</tr>
<tr>
<td>Prerequisite: Either ABCs of Diversity or completed Diversity Certificate Series (Modules 1-4)</td>
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</tr>
<tr>
<td>Unpacking</td>
<td>DIV434</td>
<td>Wednesday, Feb. 26 1-2:30pm</td>
<td>SU 224</td>
<td>Edwanna Andrews, Ph.D.</td>
<td></td>
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<tr>
<td>Social Identity</td>
<td>DIV344</td>
<td>Tuesday, Mar. 24 10-11:30am</td>
<td>BYC 140</td>
<td>Edwanna Andrews, Ph.D.</td>
<td></td>
</tr>
</tbody>
</table>

**REGISTRATION INSTRUCTIONS**

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**Students, OPS:** Email your name, course title, and course date to diverse@ucf.edu.
# UNITY STAR ✨ SUMMER 2020

**Workshop & Training Schedule**

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</tr>
</thead>
<tbody>
<tr>
<td>ABCs of Diversity</td>
<td>DIV008</td>
<td>Thursday, June 25</td>
<td>9am-12pm</td>
<td>Webcourses@UCF</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday, July 20</td>
<td>9am-12pm</td>
<td>Webcourses@UCF</td>
<td>Barbara Thompson</td>
</tr>
</tbody>
</table>

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

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<tbody>
<tr>
<td>Appreciation at Work - Is That a Thing?</td>
<td>DIV443</td>
<td>Tuesday, June 23</td>
<td>10-11:30am</td>
<td>Online via Zoom</td>
<td>Chantel Carter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wednesday, July 8</td>
<td>2-3:30pm</td>
<td>Online via Zoom</td>
<td>Chantel Carter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday, July 17</td>
<td>10-11:30am</td>
<td>Online via Zoom</td>
<td>Chantel Carter</td>
</tr>
</tbody>
</table>

Please note: Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop. Registrants will receive a link to join the Zoom session. Video and audio access is necessary.

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</tr>
</thead>
<tbody>
<tr>
<td>Examining the Real Disability Barriers</td>
<td>DIV223</td>
<td>Tuesday, July 21</td>
<td>1-2:30pm</td>
<td>Online via Zoom</td>
<td>Student Accessibility Services</td>
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</tbody>
</table>

Please note: Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop. Registrants will receive a link to join the Zoom session. Video and audio access is necessary.

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<th>FACILITATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Language Contributes to Disability Oppression</td>
<td>DIV477</td>
<td>Wednesday, July 29</td>
<td>10:30am-12pm</td>
<td>Online via Zoom</td>
<td>Student Accessibility Services</td>
</tr>
</tbody>
</table>

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<th>FACILITATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inclusive Communication</td>
<td>DIV053</td>
<td>Thursday, July 9</td>
<td>9am-12pm</td>
<td>Webcourses@UCF</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Monday, July 27</td>
<td>9am-12pm</td>
<td>Webcourses@UCF</td>
<td>Barbara Thompson</td>
</tr>
</tbody>
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---

**Office of Diversity and Inclusion**

UCF Office of Diversity and Inclusion  
Barbara Ying Center, 12701 Scholarship Dr, Bldg 81  
Orlando FL, 32816-8034  
[diversity.ucf.edu](http://diversity.ucf.edu)
Table:

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<th>LOCATION</th>
<th>FACILITATOR</th>
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</thead>
<tbody>
<tr>
<td>Lunch with TED</td>
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</tr>
<tr>
<td>How Language Shapes the Way</td>
<td>DIV478</td>
<td>Friday, July 24</td>
<td>12-1pm</td>
<td>Online via Zoom</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>We Think</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The Power of Vulnerability</td>
<td>DIV479</td>
<td>Friday, July 31</td>
<td>12-1pm</td>
<td>Online via Zoom</td>
<td>Barbara Thompson</td>
</tr>
</tbody>
</table>

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Performance

- DIV150
- Online via Obojobo

Standards for UCF's Cultural Competencies

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---

**Safe Zone Series**

- Advocates DIV241 Thursday, July 23 3-5pm Online via Zoom LGBTQ+ Services
- LGBTQ+ 101 DIV033 Tuesday, July 7 3-5pm Online via Zoom LGBTQ+ Services

Please note: Pre-registration is **REQUIRED** by no later than four days prior to the start of the workshop. Registrants will receive a link to join the Zoom session. Video and audio access is necessary.

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---

**UCF Office of Diversity and Inclusion**

- diverse@ucf.edu
- (407) 823-6479
- UCF.ODI
- @UCFODI
- @RespectUCF

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Orlando FL, 32816-8034
diversity.ucf.edu
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</tr>
</thead>
<tbody>
<tr>
<td>ABCs of Diversity</td>
<td>DIV008</td>
<td>Tuesday, July 2</td>
<td>1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
</tr>
<tr>
<td>Atheism and Humanism: Living Without God</td>
<td>DIV353</td>
<td>Saturday, May 25</td>
<td>3:30-5pm</td>
<td>BYC 140</td>
<td>Tee Rogers</td>
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<tr>
<td><strong>Diversity Certificate Series</strong></td>
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<tr>
<td><strong>must attend all four modules to receive completion certificate</strong></td>
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<tr>
<td>Module 1</td>
<td>DIV285</td>
<td>Thursday, June 6</td>
<td>1-3pm</td>
<td>BYC 140</td>
<td>Rachel Luce-Hitt</td>
</tr>
<tr>
<td>Module 2</td>
<td>DIV286</td>
<td>Thursday, June 13</td>
<td>1-3pm</td>
<td>BYC 140</td>
<td>Rachel Luce-Hitt</td>
</tr>
<tr>
<td>Module 3</td>
<td>DIV287</td>
<td>Thursday, June 20</td>
<td>1-3pm</td>
<td>BYC 140</td>
<td>Rachel Luce-Hitt</td>
</tr>
<tr>
<td>Module 4</td>
<td>DIV288</td>
<td>Thursday, June 27</td>
<td>1-3pm</td>
<td>BYC 140</td>
<td>Rachel Luce-Hitt</td>
</tr>
<tr>
<td>Inclusive Communication</td>
<td>DIV053</td>
<td>Tuesday, July 9</td>
<td>1-4pm</td>
<td>BYC 140</td>
<td>Rachel Luce-Hitt</td>
</tr>
<tr>
<td>InterWorldview Respect and Inclusion</td>
<td>DIV224</td>
<td>Saturday, May 25</td>
<td>12-3pm</td>
<td>BYC 140</td>
<td>Tee Rogers</td>
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<tr>
<td>Peace Film Series:</td>
<td></td>
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<tr>
<td>Denial</td>
<td>DIV155</td>
<td>Wednesday, July 17</td>
<td>1-4pm</td>
<td>BYC 140</td>
<td>Rachel Luce-Hitt</td>
</tr>
<tr>
<td>Hidden Figures</td>
<td>DIV418</td>
<td>Friday, June 28</td>
<td>1:30-4:30pm</td>
<td>BYC 140</td>
<td>Barbara Thompson</td>
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<tr>
<td>Performance Standards for UCF’s Cultural Competencies</td>
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<td>Online Course</td>
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<td>Practice of Respect and Community Building</td>
<td>DIV337</td>
<td>Tuesday, July 30</td>
<td>1-3pm</td>
<td>BYC 140</td>
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Visit [https://diversity.ucf.edu/training/online-workshops/](https://diversity.ucf.edu/training/online-workshops/) for registration instructions. You must complete all three sections with a score of 75% or higher to receive credit.
<table>
<thead>
<tr>
<th>COURSE</th>
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<th>TIME</th>
<th>LOCATION</th>
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<tr>
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<td>1-5pm</td>
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<tr>
<td>Programs 3 &amp; 4</td>
<td>DIV202</td>
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<td>Safe Zone Series</td>
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<td>Advocates</td>
<td>DIV241</td>
<td>Wed, May 29</td>
<td>10am-12pm</td>
<td>Live Oak AB</td>
<td>LGBTQ+ Services</td>
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<td></td>
<td>Thursday, July 11</td>
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<tr>
<td>LGBTQ+ 101</td>
<td>DIV033</td>
<td>Wednesday, May 8</td>
<td>10am-12pm</td>
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<td>Tuesday, June 18</td>
<td>3-5pm</td>
<td>BYC 140</td>
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<td>Social Justice 101</td>
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<td>10-11:30am</td>
<td>BYC 140</td>
<td>Edwanna Andrews</td>
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<tr>
<td>Understanding Power and Privilege</td>
<td>DIV016</td>
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<td>1-4pm</td>
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<td>10-11:30am</td>
<td>BYC 140</td>
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**REGISTRATION INSTRUCTIONS**

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

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

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**UCF Office of Diversity and Inclusion**

- **diverse@ucf.edu**
- **(407) 823-6479**
- **UCF.ODI**
- **@UCFODI**
- **@RespectUCF**

For detailed descriptions of the diversity workshops offered, visit our website. All workshops are free unless otherwise specified. Please note locations vary. Other opportunities for diversity workshops may be scheduled by calling or emailing the UCF Office of Diversity and Inclusion.

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

Faculty Recruitment Program – Inclusive Excellence
Equity-Minded Hiring Guide Excerpt
A great university is built by great faculty. And an important part of that is **Inclusive Excellence**.

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

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

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

**CHARGE ON,**

**Dr. Jana L. Jasinski**
Vice Provost for Faculty Excellence
Pegasus Professor of Sociology
# Table of Contents

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

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Hiring new colleagues is one of the most important things that a faculty member does. However, most faculty do not receive any training in this process other than to learn on the job at their first hiring committee meeting. It is easy to get stuck in habits that do not promote checks and balances of our biases and socialization into our disciplines. While it is a strategic goal of UCF to increase the compositional diversity of the faculty there are additional reasons to prioritize these efforts. We know there are many educational benefits to diverse learning environments (Milem, Chang, & Antonio, 2005). Students are more engaged and report higher satisfaction levels when they have the opportunity to work with and learn from a more diverse range of faculty. Faculty influence on student motivation, confidence, and achievement goes beyond classroom interaction. Connection to faculty mentors dramatically improves students completion rates and their interest in graduate education (Bettinger and Baker, 2014, 2011; Scrivener and Weiss, 2009).

While there is considerable research that continues to confirm the business case for diversity, there is much work to be done to create and sustain humane, equitable, and inclusive working, learning, and living environments. Frost (2014) claims discrimination against women, LGBTQ folks, and people with disabilities alone is costing $64 billion dollars a year in the United States. McKinsey&Company (2018) continues to report that the presence of ethnic and cultural diversity and gender representation improves company performance exponentially. Owen-Smith (2018) has taken the case directly to the higher education context as well. Specifically, for Hispanic Serving Institutions the work of Anaya and Cole (2001) shows the importance of student-faculty interaction for Hispanic student achievement. The world and the workforce we are preparing our students for looks very different than our faculty ranks. If you are interested in learning more there will be additional resources available on the Faculty Excellence website, but this is intended to be a starting place for engaging in better hiring as we continue to strive for inclusive excellence in our institutions.

Academia is like most industries in that it has its own pervasive narratives about how things have always been and how they should be now. Often, we are socialized into our fields without taking the time to critically examine our taken for granted assumptions and update our thinking. We have many unconscious and conscious biases that affect our participation in faculty hiring. This bias impacts the way we write job descriptions, how we evaluate candidates, and ultimately the recommendation we make to the hiring official. While we can never eliminate bias and subjectivity we bring to the committee we can certainly make efforts to mitigate it and change our conversations.

If your department or program have not had substantive conversations about implicit bias it can be useful to recommend that faculty spend some time on the Harvard Implicit Bias Project (implicit.harvard.edu) and read the articles included in the resource guide.
ATTACHMENT G

Digital Accessibility & Universal Design Job Posting
Deputy Americans with Disabilities Act (ADA) Coordinator (A&P) – Digital Accessibility & Universal Design

The University of Central Florida is pleased to invite applications for its inaugural Deputy ADA Coordinator – Digital Accessibility & Universal Design position. Reporting to the Director of the Office of Institutional Equity/ADA Coordinator, the Deputy ADA Coordinator will have an integral role in shaping and defining the direction of University compliance, providing leadership and assistance to the ADA Coordinator to assure compliance with the Americans with Disabilities Act (ADA), the Rehabilitation Act of 1973 and other relevant federal and state laws pertaining to individuals with disabilities. The Deputy ADA Coordinator will perform multiple duties and will assist the ADA Coordinator with providing ADA-related support, guidance, and assistance to faculty, staff, and students. The Deputy ADA Coordinator will consult with university departments in responding to individual inquiries concerning accommodations and barriers to access related to student and public programs; the digital environment; the built environment and campus events; employment; and the university’s accommodation process.

With more than 69,000 students, UCF is one of largest universities in the United States. No public university in the U.S. confers more degrees annually. UCF is big because we believe in access and opportunity. As of Fall 2019, UCF, which is a Hispanic-Serving Institution, set a record among its students – specifically, 47.8 percent of students identified as minorities and 26.7 percent identified as Hispanic. As a member of UCF’s Office of Institutional Equity, the Deputy ADA Coordinator will assist with ensuring equal opportunity and protection of the civil rights of all University community members.

Duties and Responsibilities

Responsibilities for the Deputy ADA Coordinator – Digital Accessibility & Universal Design include collaborative leadership on disability issues and extensive knowledge and interpretation of disability legislation related to access and accommodations for students, employees and visitors, including but not limited to:

- Consult with university leadership and campus partners on electronic and information technology and website accessibility in the classroom and in outreach with the public consistent with best practices in higher education.
- Monitor University compliance with state and federal disabilities-related legislation and regulatory guidance and implement plans for improvement in collaboration with other administrators, faculty and staff.
- Collaborate with university leadership to ensure adherence with legal requirements.
- Educate, train and guide the University community in understanding disability access, rights, and responsibilities including the dissemination of current policies and information reflecting best practice.
- Assist in the planning and coordination of University policies and procedures relating to disabilities compliance, including but not limited to digital accessibility.
- Provide oversight and leadership for all disability-related access and programming initiatives for faculty, staff and students.
- In collaboration with university leadership and other university offices, provide guidance and assistance to managers, supervisors, and faculty in implementing accommodations related to employment, academic and/or residential requests.
- Maintain a working knowledge of changing regulations and policies regarding persons with disabilities, including FERPA, Section 504 of the Rehabilitation Act, and the ADA, including ADA standards and regulations for Accessible Design.
- Collaborate with University Planning, Architectural and Engineering Services (PAES), as well as Facilities Operations and Building Services to ensure compliance with the ADA and other relevant building standards for accessibility.
- Consult and assist with facilitating the interactive process for exploring reasonable accommodations for faculty and staff.
- Serve on institutional committees and task forces as needed.

**Minimum Qualifications:**

The ideal candidate will hold a Graduate degree in a related field (Special Education, Higher Education, Disability Services, Rehabilitation Counseling, Law, etc.) and have 4 years of relevant experience working in a higher education environment or a disability-related field in government, K-12, or other public/private organizations. The successful candidate will have in-depth knowledge of the ADA and Sections 504 and 508 of the Rehabilitation Act of 1973 (Section 504), familiarity with WCAG, and the ability to work with a wide variety of ADA-related issues. The candidate also will have excellent written and oral communication skills, the ability to work independently and meet deadlines, and the ability to work as a collaborative teammate.

**Preferred Qualifications:**

The preferred candidate will possess knowledge of adaptive equipment and assistive technology, including speech to text and knowledge of the reasonable accommodation process for employees and the academic accommodation process for students. The successful candidate also will have experience in the following: Website development experience; Knowledge of digital accessibility standards; and, Knowledge of 2010 ADA Standards for Accessible Design.

**Required Documents:**

The university requires that all applicants apply online at [www.ucf.edu/jobs](http://www.ucf.edu/jobs). In addition to the online application, candidates must also submit the following:

- A cover letter that outlines their qualifications for and interest in the position.
• Resume.
• A list of three professional references (names, email addresses, and phone numbers).

**NOTE**: Please have all documents ready when applying so they can be attached at that time. Once the online submission process is finalized, the system does not allow applicants to submit additional documents at a later date.

As an equal opportunity/affirmative action employer, UCF encourages all qualified applicants to apply, including women, veterans, individuals with disabilities, and members of traditionally underrepresented populations. UCF’s Equal Opportunity Statement can be viewed at: https://www.oie.ucf.edu/documents/PresidentsStatement.pdf. As a Florida public university, UCF makes all application materials and selection procedures available to the public upon request.