VISION: Creating a signature student experience that differentiates the UF degree.
IMPACT ON TOP 5

MISSION:
The University of Florida Division of Student Affairs creates a signature student experience, developing bold and highly effective graduates. We take pride in guiding the university’s efforts for students centered on:

• Career Readiness
• Leadership
• Success Services
• Health and Wellness
WE ARE THE LEAD CONTACT

- Care Resources
- Career Services
- Community Engagement
- Conduct Issues
- Counseling and Mental Health Services
- Disability Resources
- Healthy Behavior Education
- Housing
- Leadership Programs
- Multicultural and Diversity Programming and Outreach
- Orientations
- Parents and Families

- Recreational Sports, including Intramurals
- Student Activities and Organizations including Sororities and Fraternities
- Student Union
LEADING CONNECTIONS WITH TODAY’S STUDENTS

• Gen Z wants to earn their success, not be discovered.

• They believe that equality is a non-negotiable.

• They care about: Family, Finances, Technology, Education, Identity and Social Issues, Entertainment, and Health.

• They have high expectations of organizations and demand authenticity.
A LOOK AT THE CURRENT FRESHMEN CLASS

Our students are complex and their life experiences varied. The UF student experience and support for students must be dynamic.

Provided by UF Enrollment Management (2018).
BABY, THEY WERE BORN TO SWIPE

74% - Time spent online outside of work or school

U.S. Teens Social Media Usage

U.S. Teens Facebook Usage by Annual Household Income
UF STUDENT EXPERIENCE GOALS

• Be authentic.

• Build trust through transparency.

• Personalize their experience.

• Engage them and expect new levels of engagement from them.

• Inspire them (and let them inspire us).
OPPORTUNITIES FOR FACULTY INVOLVEMENT

Career Connections Center (C3):
• Liaisons (both embedded and non) for each college to support students’ career readiness and create connections with industry.
  o Visit www.career.ufl.edu/faculty to request that a staff member speak to your class or student organization.
• Provide faculty career readiness resources and education via Faculty Teaching & Development as well as inaugural Career Symposium on Jan. 4.
  o Find out more information for the Faculty & Staff Career Symposium at www.career.ufl.edu/symposium.

Machen Florida Opportunity Scholars Program:
• The Life Coach program is one that offers one-on-one guidance and life planning assistance from a variety of UF faculty, staff, and graduate students for all 3rd and 4th year first generation college students.
• To apply to become a life coach, please visit https://firstgeneration.ufsa.ufl.edu/life-coach/apply-life-coach/.
OPPORTUNITIES FOR FACULTY INVOLVEMENT

Multicultural & Diversity Affairs:
• The University Minority Mentor Program provides an opportunity to mentor an underrepresented first-year student.
  • Supports them through their transition
  • Connects them to the university
  • Helps them create and achieve goals
• To apply, please visit https://multicultural.ufl.edu/programs/ummp.

Housing & Residence Education:
• The Advisor-in-Residence program provides an opportunity for faculty members and his/her family to share the residence hall living experience with students.
• For more information, visit https://www.housing.ufl.edu/programs-services/advisor-in-residence/
OPPORTUNITIES FOR FACULTY INVOLVEMENT

Recreational Sports:
• Faculty, Staff and Affiliates and their spouses/partners are eligible to join the recreation and fitness centers by paying the appropriate fees.
• For more information regarding this opportunity, please visit http://recsports.ufl.edu/about/dfg/faculty-staff-uf-affiliates.

Student Activities & Involvement:
• Become an advisor of a student organization at UF
  • Share your knowledge, experiences and skills with students working towards a common goal
• Visit https://www.studentinvolvement.ufl.edu/ to get started.
Lead and influence the next generation.

Understanding UF’s Student Honor Code and Student Code of Conduct.
Agenda

New Code
• How it happened and why
• Process & Improvements
• Highlights
• Syllabus Considerations

FAQs

Long Term Plans
Honor Code Process

Incident Reported to SCCR

Charge letter sent out

Informational Meeting

STUDENT’S FIRST VIOLATION

Student accepts responsibility and accepts sanctions proposed by faculty

STUDENT’S SECOND VIOLATION

Student selects “not responsible” to charges or “do not agree” to sanctions proposed

Student Conduct Committee Hearing

Recommendation sent to Dean of Students or designee

Outcome letter sent to student

Appeal

UF REGULATION 4.040
The Code that was...

- 17 separate regulations made up the Honor & Conduct Codes
- Written by attorneys for attorneys
- Only 7 defined terms
- Last updated 10-15 years ago
- Didn’t reflect the changing nature of student behavior and mediums of online learning
Who was involved in developing the new code?

- Multi-disciplinary Code Workgroup
  - Students
  - Faculty Senate Chair
  - Chairs of AI Taskforce
  - Staff
  - General Counsel
- Academic Integrity Taskforce
- Campus Partners
- Nationally Known Expert on Honor & Conduct Codes
- Board of Trustees
The Improved Honor Code Process

Faculty/Instructors
- Gather information supporting the Honor Code violation
- Decide what sanctions you would like to propose
- Submit online Honor Code Incident Report at sccr.dso.ufl.edu
- If hearing is required, participate in that proceeding
- Submit final grade at conclusion of process

SCCR
- Sends official notice to students, changes grade to an “N”, prevents student withdrawal from course
- Meets with students and informs them of rights, the process, and options to resolve incident
  - Student can accept responsibility and agree with faculty sanctions or:
    - Have a hearing to determine sanctions only
    - Have a hearing to determine responsibility and any associated sanctions
- Sends official outcome to students
- Track sanctions
- Maintains the record
- Place holds as needed
Substantial Improvements

- One Regulation – 4.040
- Clear and understandable language
- Expanded definitions to eliminate confusion
- Reduced administrative burden on Faculty
Substantial Improvements

• Eliminates dual role of Faculty in the honor code process
• Streamlined and consistent process for all participants
• Increased compliance with the FL BOG regulation
• Minimum 3 year review of the Regulation
New Things to Note

New wording of violations

• “in any manner, through any medium” to protect against the changing nature of cheating and use of evolving technology to commit academic dishonesty

• Violations now cover:
  • Failing to follow directions of a proctor
  • Using additional time or failing to cease work on a time bound activity
  • Disrupting a testing environment
  • Plagiarism now covers patch writing and explicitly prohibits self-plagiarism

• Violations substantially altered:
  • Prohibited collaboration unless expressly permitted – Now states collaboration is a violation when expressly prohibited by faculty
  • Any behavior that gives or receives an unfair academic advantage is listed as a separate violation, so the expectations are similar than in the previous code
New Things to Note

More Sanction Options
- Assignment grade penalty with required resubmission
- Assignment grade penalty
- Course grade penalty with drop option
- Course grade penalty (no drop)

SCCR additionally will add a Status sanction to any violation

Holds/Service Indicators

Time Limit to report an Honor Code violation
- Before final grade for course is submitted
Long Term Plans

Recommendations of the Academic Integrity Taskforce to Provost

Educational tools and resources developed

Better reporting and more robust data

New easier online Honor Code Report
The Orange Book
ACCOUNTABILITY EXPECTED | KNOW OUR CODE

UF REGULATION 4.040

Dean of Students Office
Division of Student Affairs
UNIVERSITY of FLORIDA
Resources for Faculty

Faculty Resource page:
https://sccr.dso.ufl.edu/resources-by-audience/faculty-and-staff/

Sample Optional Syllabus Statements:
https://sccr.dso.ufl.edu/resources-by-audience/faculty-and-staff/honor-code-syllabi/

Honor Code Process For Faculty:
https://sccr.dso.ufl.edu/resources-by-audience/faculty-and-staff/honor-code-process/

Online copy of The Orange Book:
https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

FAQs
https://sccr.dso.ufl.edu/quick-links/frequentlyaskedquestions/
Partnering for Success

We Are In This Together
Protect and guide the educational community.
Mission

The Disability Resource Center celebrates disability identity as a valued aspect of diversity. We champion a universally-accessible campus community that supports the holistic advancement of individuals with disabilities.

Vision

The Disability Resource Center envisions a universally inclusive community where all individuals are seen as valued and contributing leaders of society.
Gators with Disabilities

DRC registered students
• 3,522
  • Undergrad (83%)
  • Graduate (10%)
  • Professional Programs (7%)

Categories of disability:
• Mental Health Impairments
• Attention Deficit/Hyperactivity Disorder
• Learning Disorders
• Medical/Chronic Health Conditions
• Hearing, Vision, TBI, Autism
• Physical/Mobility Impairments
DRC Proud

• Scholarships
  • Christopher M. Squitieri Scholarship Fund
    • Disability Evaluation
    • Assistive Technology
  • 25 DRC Johnson Scholars: $105,000.00

• Cypress Hall
  • ADA Outfitted Hall

• SOCIAL Gators
  • Autism Spectrum Support Services

• Delta Alpha Pi, Honor Society
Access & Success

Student Services
• Academic & Housing Accommodations
• Disability Management Counseling
• Assistive Technology Resources

Faculty/Staff Services
• Consulting on Accessibility
• Presentations on Disability Inclusion
• Professional Development on UDL
• Accommodated Testing for Students
Faculty Collaborations

DRC Faculty Fellow

- Dr. Heather Vrana, Assistant Professor, Modern Latin America, History Dept
- Delta Alpha Pi Honor Society, International Honor Society
- Seminars on disability models, research symposium with students
- Dr. Vrana’s research focuses on disability, human rights, photography, youth, and student movements in Guatemala, Nicaragua, and El Salvador.

Comprehensive Support for STEM Students with Learning Disabilities (CS3LD)

- Dr. Consuelo Kreider, Research Assistant Professor, Occupational Therapy Dept
- National Science Foundation funded project.
- Researching the development, refinement, and implementation of a multi-level model of support for undergraduate students with learning disability (LD) in the STEM fields.
- Neurodiversity Council on Universal Design for Learning
Accommodations are changes in the learning environment that remove barriers and provide equitable opportunities for accessible learning.
Reasonable Accommodations

DO NOT
- Fundamentally alter course competencies
- Create an unfair advantage

DO
- Remove barriers for learning
- Create equitable opportunities for disability inclusion
Testing Integrity at the DRC

- Proctors
- Closed circuit video monitoring
- Restricted access drive for test materials
- Full-time staff oversee the test material preparation
- Incident reports reported to the professor and Student Conduct & Conflict Resolution
Accommodated Testing

Low Distraction Environment

Separate Environment

Assistive Technology
“The one argument for accessibility that doesn’t get made nearly often enough is how extraordinarily better it makes some people’s lives.

How many opportunities do we have to dramatically improve people’s lives just by doing our job a little better?”

—Steve Krug (2005)
Universal Design

“If it works well for people across the spectrum of functional ability, it works better for everyone.”

Course Accessibility Resources

- [www.accessibility.ufl.edu](http://www.accessibility.ufl.edu)
  - (Site Improve, Sensus Access, Captioning)
- [www.teach.ufl.edu](http://www.teach.ufl.edu)
  - Office of Faculty Development & Teaching Excellence
- [www.citt.ufl.edu](http://www.citt.ufl.edu)
  - Center for Instructional Technology & Training
THANK YOU FOR YOUR CONTINUED COMMITMENT TO SUPPORTING GATORS WITH DISABILITIES
THE FUTURE IS ACCESSIBLE