



Item: SP: A-2

STRATEGIC PLANNING COMMITTEE

Monday, June 15, 2015

**SUBJECT: REQUEST FOR APPROVAL OF THE 2015 FLORIDA EQUITY REPORT:
ENROLLMENT, SEX EQUITY IN ATHLETICS AND EMPLOYMENT.**

PROPOSED COMMITTEE ACTION

Recommend to the Board of Trustees approval and submission of this report to the Florida Board of Governors.

BACKGROUND INFORMATION

The Florida Equity Report on Enrollment, Sex Equity in Athletics and Employment summarizes Florida Atlantic University's efforts to expand access to educational advancement and equitable opportunities to previously underserved and underrepresented student and employee populations. This report reviews FAU's responsibilities and reporting requirements under the Florida Educational Equity Act (FEEA), Florida Statutes 1000.05, Florida Board of Governors Regulation 2.003, and other state and federal legislation mandates that prohibit discrimination for protected students and employees on the basis of race, color, national origin, sex, gender, religion, age, disability, marital status, veteran status, or any other basis protected by law. Additionally, gender equity in athletics is reviewed for compliance.

IMPLEMENTATION PLAN/DATE

N/A.

FISCAL IMPLICATIONS

N/A.

Supporting Documentation: 2015 Florida Equity Report

Presented by: Ms. Dorothy Russell, V.P. for Financial Affairs and CFO **Phone:** 561-297-3266
Mr. Ande Durojaiye, Executive Director of Equity, Inclusion and Compliance
Phone: 561-297-3004



**Florida Educational Equity Act Report:
Enrollment, Sex Equity in Athletics, and Employment
Data Year 2013 – 2014**

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

Submitted by:

**Ande Durojaiye, J.D.
Executive Director
Office of Equity, Inclusion and Compliance
Formerly the Equal Opportunity Programs
Florida Atlantic University
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Administration, Suite 265
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561-297-3004
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Signature

Date



*Florida Atlantic University
2015 Equity Report*

Boca Raton, FL

President's Statement

Florida Atlantic University (FAU) embraces differing backgrounds and experiences, and recognizes the unique perspective each one of us brings to the community. Together, we strengthen the FAU community and enhance our ability to carry out the University's mission of promoting academic and personal development, discovery, and lifelong learning. Our efforts to continue to diversify FAU and to build a more equitable and inclusive environment is ongoing.

FAU benefits from the host of activities within our different colleges, centers, and departments, and this report articulates the fact that when we work together for a common goal, we can make a real difference. We still have improvements to make toward increasing the representation of women and underrepresented minorities in faculty and leadership positions, and we continue to implement strategies toward achieving those goals. We are also working to retain and graduate all of our students. I am proud of the work we have done to foster and enhance equity and inclusion for our faculty as well as other parts of the campus community and look forward to seeing great progress in the future.

We must continue to ensure that our campus promotes the principles of equity and inclusion, and that we place FAU in a position to leverage the rich diversity on our campus. We are creating a community that appreciates difference, promotes discovery, and embraces inclusion. FAU students, staff, faculty and alumni continue to make an impact locally, nationally and internationally. FAU represents excellence in higher education for a diverse student body, and we will continue to ensure that our employees reflect the diversity of the global community we serve.

Dr. John Kelly
President

2015 FLORIDA EQUITY REPORT

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PART I

EXECUTIVE SUMMARY

INTRODUCTION

The annual Equity Report has been developed and presented in accordance with the Florida Educational Equity Act [Section 1000.05 Florida Statute], and the Florida Board of Governors (BOG) Regulation 2.003 Equity and Access. The BOG Regulation requires (1) appropriate student participation in programs where protected classes are underrepresented, (2) gender equity in athletics and (3) appropriate representation of women and minorities in senior-level administrative positions and tenure-track faculty positions. This report is adopted and implemented in good faith to fulfill such requirements and also to fulfill our commitment to equity and diversity at Florida Atlantic University in accordance with the aforementioned statute and reporting guidelines established by the Board of Governors in consultation with the State of Florida, Council on Equal Opportunity and Diversity.

This 2015 Equity Report is comprised of three areas: Enrollment; Athletics; and, Employment. The purpose of this report is to serve as a method of identifying and resolving potential issues of inequity on our campus. Through the resolution of the issues, we reaffirm our commitment to increasing the representation of women, minorities and other underrepresented groups at Florida Atlantic University.

DEVELOPMENT

The Office of Equity, Inclusion and Compliance (EIC) coordinated and compiled the Florida Equity Report with the assistance of various University offices including Institutional Effectiveness and Analysis, Athletics, Student Services and Academic Affairs. EIC used the data in this report through the Human Resource files for 2014 and the Integrated Post-Secondary Education Data System (IPEDS) annual submission. The data in this report represent current information used for federal and state reporting request. Prior to the final submission to the Florida Board of Governors, the FAU President and the Board of Trustees reviewed and approved the institutions report during a regularly scheduled meeting as required by the Florida Educational Equity Act.

SUMMARY OF PROGRESS

Policies and Procedures in Support of Equity

- Florida Atlantic University promotes diversity, equity and inclusion as a core value and is deeply committed to eliminating discrimination. The University Anti-Discrimination/Anti-Harassment Regulation and Student Code of Conduct are both currently being updated and should be completed during the Summer of 2015.

Academic Programs (Enrollment and Graduation)

- Overall, the data presented in this report substantiate our continuing commitment to equity and diversity at FAU and reflect consistent and steady progress toward improvement. One example of progress includes the total FTIC enrollment of non-whites at approximately

48.7% in 2013 increasing to 49.4% just a year later in 2014.

- FTIC enrollment indicated an increase in the percentage of Black males from 16.3% in 2013 to 16.7% in 2014.
- The University continues to maintain protected class member degree achievement at all levels.
- Additional sections in the full report describe the broad range of enrollment and graduation goals for the various protected class.
- EIC analyzed the graduate and undergraduate fall admission data for Fall 2012 through Fall 2014. The fluctuation in number of admission in all protected classes was within acceptable limits.

Gender Equity in Athletics

- Athletics has continued to make efforts to increase athletic opportunities for females. Recently, \$62,000 was reallocated from a men's golf scholarship to a women's track scholarship. Also, with the increased recruitment of in-state football athletes, the amount of funds spent on football is expected to decrease which will have a positive impact on the proportionality of scholarship funds between male and female student athletes.

Employment Representation

- Human Resources continues to promote the recruitment, hiring and promotion of diverse individuals at FAU. Over the last year, we have seen growth in the number of tenure female faculty members from 142 in 2013 to 152 in 2014. There was also an increase in females hired in Tenure-track positions from 51 in 2013 to 72 in 2014.
- FAU has also made strides in the percentages of Black (9.4% increase from 2013 to 2014) and Hispanic (23.3% increase from 2013-2014) Executive/Administrative/Managerial employees hired in the last year.
- In addition, while overall numbers remain small, growth was experienced in the numbers of Black and Hispanic tenured faculty hired from 2013 to 2014.

Protected-Class Representation

- FAU's faculty tenure data indicates that women and minorities continued to apply for and were granted tenure in the past year. Though the numbers were minimal, the University continues to increase its efforts to diversify the tenured faculty ranks and executive level administration positions.

Promotion and Tenure Committee Composition

- FAU continues to seek participation from minorities and women to serve on search committee. This is evident from the diverse presence on several of the Promotion and Tenure Committees and the University continues to support the effort to increase these numbers.

In summary, the data shows that FAU has made progress in nearly all areas, and the University continues to provide a rich and diverse environment for its students, faculty and staff.

PART II

Policies and Procedures in support of equity

The policies, regulations and procedures that are specifically formulated to ensure equity at FAU and their respective web links are listed below:

Name of Policy/Procedure	Web Address
Anti-Discrimination and Anti-Harassment Regulation 5.010	http://www.fau.edu/EOP/ November 16, 2011 (Currently being updated)
Discrimination and Harassment Complaint Processing Form	http://www.fau.edu/EOP/Title%20IX.php
Title IX Notice	http://www.fau.edu/EOP/Title%20IX.php
Protection of Vulnerable Persons	http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=39.201&URL=0000-0099/0039/Sections/0039.201.html
Disabilities and Accommodations Policy 1.13	http://www.fau.edu/EOP/ada_coordination/index.php
Consensual Relations Policy 1.10	http://www.fau.edu/policies/
Florida Educational Equity Act 1000.05	http://www.leg.state.fl.us/Statutes/Index.cfm
Florida Civil Rights Act	http://www.leg.state.fl.us/Statutes/Index.cfm
Title VI of the Civil Rights Act of 1964	www.justice.gov/crt/about/cor/coord/titlevi.php
Title VII of the Civil Rights Act of 1964	http://www.eeoc.gov/laws/statutes/titlevii.cfm
Title IX and Sex Discrimination	http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html
Vietnam Era Veterans' Readjustment Assistance Act	http://www.dol.gov/ofccp/regs/compliance/vevraa.htm
The Rehabilitation Act of 1973, Section 503	http://www.dol.gov/compliance/laws/comp-rehab.htm
The Rehabilitation Act of 1973, Section 504 of the U.S. Department of Education	http://www2.ed.gov/about/offices/list/ocr/504faq.html
Americans with Disabilities Act, as amended	http://www.ada.gov/

In addition to these resources, the EOP website links to the University regulation prohibiting discrimination. As required by the Report Guidelines, FAU provides a reproduction of its Non-Discrimination Regulation 5.010, last updated in November 2011. University Regulation 5.010 is below. Each year, EOP notifies all faculty and staff members regarding the University Non-Discrimination commitments. The office accomplishes this via training for new employees and current employees who request additional training.

FAU – Homepage

> FAU PEOPLE DIRECTORY > SITE INDEX > ALTERNATIVE VIEW

FAU WEB SEARCH **GO**

FAU FLORIDA ATLANTIC UNIVERSITY
EQUAL OPPORTUNITY PROGRAMS

Home / Equal Opportunity Programs / Homepage

EOP HOME CONTACT

ADA Coordination
Affirmative Action Plan
Campus of Difference
Equity Status Report
Regulation 5.010 Anti-Discrimination and Anti-Harassment
Scholarships
Student Grievances
Title IX
Training Calendar
Anti-Discrimination and Anti-Harassment Workshop

EOP Home
Diversity at FAU
Jobs at FAU
President's Office
University Ombudsman

WELCOME TO THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS

SEARCH THE EQUAL OPPORTUNITY PROGRAMS WEBSITE



The Office of Equal Opportunity Programs promotes a working and learning environment free from any form of unlawful discrimination or harassment. We focus on the needs of the University community through establishing meaningful partnerships with faculty, students, staff, administrators and the public. The Office supports the incorporation of inclusion and diversity in its programming as well as training initiatives.

Location : Kenneth R. Williams Administration Building
777 Glades Road, Room 265
Boca Raton, Florida 33431-0991

Phone: 561-297-3004
Fax: 561-297-2402
Florida Relay System: 800-955-8771

Office Hours: Monday through Friday - 8 a.m. - 5 p.m.

A large, abstract graphic consisting of several overlapping, light-colored loops or swirls is centered behind the text.

Anti-Discrimination
Anti-Harassment

REGULATION 5.010

Equal Opportunity Programs

561.297.3004
fax 561.297.2402
www.fau.edu/eop

Florida Atlantic University

Regulation 5.010 Anti-Discrimination and Anti-Harassment Regulation

1. POLICY

- (a) Florida Atlantic University is committed to ensuring that each member of the University community shall be permitted to work or study in an environment free from any form of unlawful discrimination or harassment that is based on race, color, religion, age, disability, sex, national origin, marital status, veteran status, sexual orientation, or any legally protected class or basis (each a “protected class”). The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. This Regulation establishes procedures for a student, applicant, employee or a member of the University community to file a complaint of alleged discrimination or harassment.
- (b) It shall be a violation of this Regulation for any officer, employee, agent, or student to discriminate against or harass, as defined in this Regulation, any other officer, employee, agent, student, or applicant. Discrimination and harassment are forms of conduct that shall result in disciplinary or other action as provided by the Regulations and Policies of the University.
- (c) Activities covered under this Regulation include, but are not limited to, all educational, athletic, cultural and social activities occurring on a campus of or sponsored by Florida Atlantic University, housing supplied by the University, and employment practices between the University and its employees, including Support Personnel (“SP”) employees.
- (d) The Office of Equal Opportunity Programs (“EOP”) shall administer the policies and procedures outlined in this Regulation. EOP shall answer inquiries regarding the procedures contained in this Regulation and may provide informal advice regarding issues of discrimination.
- (e) Retaliation, or otherwise taking adverse employment or educational action, against a member of the University community because he/she in good faith reported discrimination or harassment, or participated in an investigation or review regarding a complaint, is strictly prohibited. Those found to have violated this prohibition against retaliation will be subject to disciplinary action up to and including termination.
- (f) Any University supervisory employee who receives a report, observes or learns of an alleged violation of this Regulation has an absolute and unqualified duty to immediately report the conduct to the EOP Director. Those found to have failed to report in a timely manner will be subject to disciplinary action up to and including termination.
- (g) Every University employee has a duty to cooperate fully and unconditionally in a harassment investigation. This duty includes, among other things, speaking with the EOP investigator and voluntarily providing all documentation which relate to the claim being investigated. The failure and/or refusal of any employee to

cooperate in an investigation may result in disciplinary action up to and including termination.

- (h) The prohibited conduct contained in this Regulation shall apply to vendors and contractors of the University. The EOP Director shall consult with the vendor or contract manager to determine how any investigation will be undertaken. The University shall take action against the vendor or contractor, when warranted, in accordance with the terms of the governing contract or agreement.

2. DEFINITIONS/EXAMPLES

- (a) For the purpose of this Regulation, discrimination is defined as unlawfully treating any member of the University community differently than similarly situated others based on a protected class herein. Harassment is a form of unlawful discrimination based on a protected class that may also be covered under Title VII of the Civil Rights Act of 1964, the Florida Civil Rights Act and other laws.
- (b) Additionally, discrimination on the basis of sex in education programs and activities receiving federal financial funding as set forth in Title IX of the Education Amendments of 1972, as amended (“Title IX”), is included in this Regulation’s definition of prohibited discrimination.
- (c) For the purposes of this Regulation, examples of conduct that fall into the definition of discrimination include, but are not limited to:
 - 1. Disparity of treatment in recruitment, hiring, training, promotion, transfer, reassignment, termination, salary and other economic benefits, and all other terms and conditions of employment on the basis of membership in a protected class herein.
 - 2. Disparity of treatment in educational programs and related support services on the basis of membership in a protected class herein.
 - 3. Limitation in access to housing, or of participation in athletic, social, cultural or other activities of the University because of membership in a protected class herein, and not based on a bona fide requirement or distinction.
 - 4. Retaliation for asserting protected anti-discrimination rights, filing complaints or protesting practices which are prohibited under this Regulation.
- (d) For the purposes of this Regulation, examples of conduct that fall into the definition of harassment include, but are not limited to:
 - 1. Verbal and/or physical conduct based on a protected characteristic that:
 - (A) has the purpose or effect of creating an objectively intimidating, hostile or offensive work or educational environment;
 - (B) has the purpose or effect of unreasonably interfering with an individual’s work or learning

performance; or (C) otherwise unreasonably adversely affects an individual's employment or educational opportunities.

2. Examples of the foregoing verbal and/or physical conduct that may constitute harassment could include making "jokes" based on a protected characteristic, objectionable epithets/slurs, threatened or actual physical harm or abuse, the display of hostile symbols/objects, and other intimidating or insulting conduct directed against the individual because of their protected characteristic or membership.
- (e) Sexual harassment, which includes acts of sexual violence and may include gender-based harassment, is a form of discrimination on the basis of sex and is prohibited by Title IX.
1. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when:
 - a. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment;
 - b. Submission to such conduct or request is made either explicitly or implicitly a term or condition of academic achievement;
 - c. Submission to or rejection of such conduct or request by an individual is used as the basis for an employment or academic decision affecting such individual; or
 - d. Such conduct or request unreasonably interferes with an individual's work or academic performance or creates an objectively intimidating, hostile, or offensive environment for working or learning.
 2. Examples of unwelcome conduct of a sexual nature that may constitute sexual harassment under this regulation include, but are not limited to:
 - a. Displaying or telling sexually oriented jokes, statements, photographs, drawings, computer images, web sites, videos, slides, graphics, calendars, cartoons, e-mails or other communications.
 - b. Making sexually explicit or suggestive gestures or sounds.
 - c. Making actual or implied promises of an employment or educational opportunity or benefit in exchange for sexual activity.
 - d. Making actual or implied threats to impede or interfere with employment or educational opportunities or benefits for failing to agree to or engage in sexual activity.
 - e. Inappropriate and unwelcome sexual attention or touching, including but not limited to leering, patting, fondling, pinching, sexually-based stalking and/or bullying, and attempted or actual kissing.
 - f. Requesting or coercing sexual intercourse or sexual favors, or attempting to or actually engaging in a sexual assault.

- g. Continuing to ask someone for a date after repeatedly being told “no.”
 - h. Continuing any of the conduct listed in the above examples after being told or being otherwise made aware that the conduct is unwelcome.
3. Sexual Violence is a form of sexual harassment and is prohibited under Title IX. Sexual violence includes physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent due to an intellectual or other disability or the victim’s use of or exposure to drugs or alcohol. Acts falling into the category of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, and sexual coercion.
 4. Gender-based harassment may be a form of sexual harassment prohibited under Title IX. Gender-based harassment includes acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
- (f) The definition of sexual harassment excludes the use of sexual material in a classroom setting for academic purposes.
 - (g) When referred to in this Regulation, “days” means calendar days unless otherwise noted.
 - (h) Disparate treatment on the basis of a class not protected by federal or state law shall not constitute discrimination or harassment if such disparate treatment is required by federal or state law.

3. PROCEDURE FOR REPORTING VIOLATIONS

- (a) The Office of Equity, Inclusion and Compliance is responsible for administering the complaint and investigation process set forth in this Regulation. In cases where the potential complainant chooses not to file a formal complaint, EOP will take action to inform the alleged offender of the concerns, suggesting that the individual monitor and modify (if necessary) his/her behavior. All complaints, formal or informal, must be reported to EOP. The EOP contact information is provided below:

Paula Behul
 Director, Equal Opportunity Programs
 Florida Atlantic University
 Administration Building
 777 Glades Road, Room 265
 Boca Raton, Florida 33431-0991
<http://www.fau.edu/EOP/>
 (561) 297-3004

The EOP Director is the Title IX Coordinator for the University.

- (b) Any University employee who believes he/she has been harassed or discriminated against in violation of this Regulation must report the facts and circumstances

thereof to the EOP Director, the University Provost, the Director of Human Resources, or to his/her College Dean or Vice President, who in turn must notify the EOP Director.

- (c) Any student who believes he/she has been harassed or discriminated against in violation of this Regulation must report the facts and circumstances thereof to the EOP Director, the University Ombudsman, the University Provost, the Dean of Students, or to his/her Department Head/Director or College Dean, who in turn must notify the EOP Director.
- (d) Reports or allegations of an alleged violation of this Regulation will be processed upon the filing of a written complaint with EOP. The EOP Director may process an alleged violation without a written complaint if deemed necessary by the Director and enough information is available to conduct a responsible investigation.
- (e) A complaint must be filed with EOP within one-hundred eighty (180) days of the alleged act(s) of discrimination/harassment. The EOP Director may process an alleged violation outside of this time limitation if deemed necessary by the Director. The filing of a complaint under this Regulation is independent and does not preclude the complainant from also filing a complaint with federal, state or local enforcement agencies. The filing of a complaint with EOP does not constitute a filing with, or have any effect on the filing time limitations of those external agencies. All complainants are urged to contact these external agencies directly to learn the filing deadlines and procedures for each agency. Contact information for these agencies is available from the EOP office.
- (f) All complaints shall contain the name of the complainant and state the nature of the act(s) complained of, including such details as the name of the alleged offender and the date(s) or approximate date(s) on which the offending act(s) occurred, the name(s) of any witnesses, and the desired resolution(s). Any portion of a complaint file that is exempt from public disclosure under the Florida Public Records law shall remain confidential to the extent permitted by law.

4. PROCEDURE FOR INVESTIGATION OF COMPLAINTS

- (a) EOP shall investigate all complaints that contain enough information to allege prohibited discrimination or harassment. This investigation must include, but shall not be limited to, interviewing the alleged offender and the complainant. Each party shall have an equal opportunity to present relevant witnesses and other evidence. The investigation may include the interview of other persons who may have information relevant to the allegations, preparation of witness statements for all persons interviewed, and review of any relevant documents. Upon completion of the investigation, a final report shall be prepared which includes a summary of the complaint, a description of the investigation, whether a violation of University Regulation was found, based on a preponderance of the evidence, and recommendations for disposition.
- (b) The Office of Equal Opportunity Programs may attempt conciliation before or during the course of an investigation of a complaint. If conciliation is not achieved, then EOP shall continue to investigate the complaint, and shall issue a

final report.

- (c) EOP shall conclude its investigation and issue its final report within seventy-five (75) days of the filing of the complaint. If additional time is required, the complainant and alleged offender will be notified in writing no less than ten (10) days prior to the seventy-five (75) day deadline of the reason(s) for the delay and the expected date of completion.
- (d) The final report by EOP shall be submitted to the appropriate Vice President or Associate Provost if an employee is involved, and/or to the Dean of Students if a student is involved. The alleged offender and complainant will each be notified in writing of the outcome of the complaint and any appeal. Corrective or disciplinary action up to and including dismissal or expulsion will be considered and implemented, if warranted, by the Vice President, Provost or Dean of Students in consultation with the EOP Director. Corrective or disciplinary action will also be considered and implemented if EOP determined the complaint was unfounded and made maliciously or recklessly. All disciplinary action shall be subject to applicable University Regulations (including but not limited to University Regulation 5.009 (Grievance Procedure) and University Regulation 4.007 (Student Code of Conduct)), policies and applicable collective bargaining agreements.

5. PROCEDURE FOR RECONSIDERATION

- (a) Any party may submit a written response or statement to be attached to the EOP final report and maintained in the same file.
- (b) Either the complainant or alleged offender may request reconsideration of the finding in the EOP final report. The party must submit this request in writing to the EOP Director within ten (10) days of receipt of the EOP final report.
- (c) The request for reconsideration must be in writing and shall specify the basis of the request. Typically, reconsideration will be granted only in cases where relevant evidence was not reviewed and/or new evidence is available.

Specific Authority: Article IX of the Florida Constitution; Florida Board of Governors Regulation 1.001; Formerly 6C5-5.012, Amended 11-11-87, 7-5-99, 11-9-05, 6-28-06, 11-16-11.

SEXUAL DISCRIMINATION, SEXUAL HARASSMENT, AND SEXUAL VIOLENCE FAU TITLE IX COORDINATORS

Title IX of the Education Amendments of 1972 (“Title IX”), a federal law that prohibits sex discrimination in education, provides as follows:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance....”

Sex discrimination includes sexual harassment and sexual violence, as further described in **FAU Regulation 5.010** available at www.fau.edu/EOP. The following staff members have primary responsibility for overseeing Title IX compliance.

To download a copy of the **Discrimination/Harassment Complaint Processing Form** click [here](#).

TITLE IX Coordinator – University-wide

Ande Durojaiye, Executive Director
Equity Inclusion and Compliance
Florida Atlantic University
Administration Bldg., Suite 265
Boca Raton, FL 33431
561-297-3004
aduroja@fau.edu

Title IX Coordinator for the University; responsible for University-wide Title IX compliance, including training, education, communicating and coordinating the Title IX review processes for faculty, staff, students and other members of the University community.

TITLE IX Deputy Coordinator – FAU Students:

Boca Raton Campus

Joanna Ellwood
Associate Dean of Students
Florida Atlantic University
SS-8, 226
Boca Raton, FL 33431
561-297-6777
jellwod@fau.edu

The offices listed above are responsible for assisting in Title IX compliance for matters involving FAU students, including training, education, communication, and administration of complaints involving students. To file a complaint involving an FAU student and sexual harassment, sexual discrimination, or sexual violence, you may contact the Title IX Deputy Coordinator listed above or the Title IX Coordinator for the University.

TITLE IX Deputy Coordinator – FAU Athletics:

Melissa Dawson, Associate Director Intercollegiate Athletics
Florida Atlantic University
Building 67, Room 205
Boca Raton, FL 33431
561-297-2683
mdawson@fau.edu

To file a complaint involving an FAU student athlete, coach or athletic administrator and sexual harassment, sexual discrimination, or sexual violence, you may contact the Title IX Deputy Coordinator listed above or the Title IX Coordinator for the University.

If you believe you are a victim of a crime and you wish to talk to an advocate, you may contact FAU Victim Services at 561-297-0500 or <http://www.fau.edu/police/victimservices>.



777 Glades Road
 ADM 265
 Boca Raton, Florida 33431

Discrimination/Harassment Complaint Processing Form

Instructions: To be completed by the complainant and filed with the Office of Equal Opportunity Programs		
Name: (Last name first)	Job Title:	Z#
Division:	Department:	
Telephone (W):	Telephone (H):	Telephone (C):
Home Address:		Email address:
Status: <input type="checkbox"/> SP <input type="checkbox"/> AMP <input type="checkbox"/> Applicant <input type="checkbox"/> Faculty <input type="checkbox"/> Temporary <input type="checkbox"/> Student <input type="checkbox"/> Other		
Complainant's Demographics: Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female Race/Ethnicity: <input type="checkbox"/> Am. In./Alas. Nat. <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Nat. Haw./Pacif. Isl. <input type="checkbox"/> White <input type="checkbox"/> Other		
<u>Name & Title of Person(s) you believe discriminated against you (Name, Title, Contact Info)</u> 		<u>Date(s) of Discriminatory Action:</u>
		<u>Basis of Discrimination:</u> <input type="checkbox"/> Age <input type="checkbox"/> Disability <input type="checkbox"/> Veteran Status <input type="checkbox"/> Race <input type="checkbox"/> Retaliation <input type="checkbox"/> Marital Status <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Sex <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Sexual Violence <input type="checkbox"/> Other
<u>Explain why you feel you have been discriminated against:</u> 		
Attach additional sheet(s) if necessary		
<u>Student Information (if complainant is a student, please complete the following):</u> Degree program: _____ Major: _____ Graduation date: _____ College: _____		

The facts and circumstances surrounding the alleged discrimination/harassment are as follows: (Be specific. Include dates, times and places. Attach additional sheet(s) if necessary)

Date: _____ Time: _____ (a.m.) (p.m.) Place: _____

Explanation of Situation: _____

Individual(s) who witnessed or have knowledge of this situation: (List name, title, relationship, and contact information).

Have you discussed the problem with your immediate supervisor, departmental chairperson, or instructor?

Yes No Other _____

If yes, please provide the date(s), name(s) and relationship of the individual(s) involved in the discussion and the result/response:

Date: _____ Time: _____ Location: _____

Name: _____ Title/Relationship: _____

Result/Response:

How have you been harmed?

Describe the action you desire to rectify the alleged discrimination/harassment:

I certify that the foregoing statements are true and correct to the best of my knowledge. My signature below acknowledges that I have read this document and attest to its content.

Name (Please Print)

Signature

Date

Office Use Only:

File #

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(EOP Representative)

Form revised 1/9/2012

SUBJECT: DISABILITIES AND ACCOMMODATIONS	Effective Date: 9-18-12	Policy Number: 1.13	
	Supersedes: Presidential Memorandum #88	Page 1	Of 4
	Responsible Authority: Director, Equal Opportunity Programs		

APPLICABILITY/ACCOUNTABILITY:

It is the policy of the University to comply fully with the requirements of the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and other federal and state laws and regulations prohibiting discrimination on the basis of disability or handicap. This policy is applicable to all members of the University community and all University facilities, events and services.

POLICY STATEMENT:

A. PUBLIC ACCOMMODATIONS

Every segment or department of the University community sponsoring an event held in University facilities or offering a service or benefit to visitors, including without limitation prospective students and vendors, is responsible for providing a reasonable accommodation when requested. Additional costs that may be incurred shall be the responsibility of the event sponsor or University department, as applicable. The event sponsor or University department shall also coordinate with the appropriate University individuals to provide the most appropriate reasonable accommodation. All events held in University facilities shall be barrier free and accessible.

University departments or event sponsors, including campus cinemas, lectures and speakers, shall notify potential attendees, students or vendors that reasonable accommodations should be requested of the department or sponsor at least five (5) business days prior to the event or service. The University will use reasonable efforts to provide the individual's requested accommodation if the accommodation is reasonable and will not fundamentally alter the event or service.

The University's [Office of Equal Opportunity Programs](#) (EOP) or the University's [Office for Students with Disabilities](#) (OSD) can assist University departments and event sponsors in determining appropriate accommodations and providing resources for potential service providers.

B. EMPLOYEES

The University is an Equal Opportunity/Equal Access employer. The University prohibits discrimination against its applicants and employees on the basis of disability, as provided by law, and is committed to providing accessibility and reasonable accommodation to its applicants and employees with regard to all aspects of employment including benefits and services.

1. Applicants

Applicants for employment with the University may request reasonable accommodations during the application, recruiting, and hiring process. Accommodation requests should be made in writing at least five (5) business days prior to the time the accommodation is needed. Requests for non-faculty positions should be made to the Division of Human Resources. Requests for faculty positions should be made directly to the hiring department or the EOP. The University may make pre-employment inquiry as to an applicant's ability to perform essential job functions with or without reasonable accommodation; provided, however, that the University will not make pre-employment inquiry as to the nature or presence of a disability.

2. Employees

University employees may request reasonable accommodations at any time. To request a reasonable accommodation, a University employee shall follow the following procedures:

- a. Fill out the [ADA Accommodation Intake Questionnaire](#) found on the EOP Website.
- b. Contact the Office of Equal Opportunity Programs to schedule a meeting with a EOP representative to begin the Interactive Process.
- c. During the Interactive Process, it will be determined if any additional medical documentation will be needed to better determine the best reasonable accommodation. If so, the employee will be provided with Disability Documentation & Accommodation Request form which must be completed by the employee's health care practitioner.
- d. Return the form to the Office of Equal Opportunity Programs representative along with any additional documentation of the diagnosis of a disability from the employee's health care practitioner (e.g., medical doctor, psychiatrist, psychologist, physical therapist, vocational rehabilitation specialist). Such documentation is to include sufficient evidence that the employee has a physical or mental impairment that substantially limits one or more major life activity. Specify the requested accommodation(s) the employee is seeking.

The initial responsibility for funding the cost of a reasonable accommodation rests with the employee's department. Should a department demonstrate to the next highest administrative level that sufficient funds do not exist, the department head should refer a request for funding to the next highest administrative level. Final decisions on how to fund reasonable accommodations will be made by the Senior Vice President of Financial Affairs.

Medical/disability records must be maintained separately from the official personnel file in the Division of Human Resources.

C. STUDENTS

Self-identification and registration with OSD is the student's option and is not mandatory. However, if a student wants the University to provide an academic accommodation and if the student wants to ensure that they are assigned to accessible facilities, a student must identify herself/himself as having a disability by registering with the OSD.

In order to complete the OSD registration process, it is the responsibility of the student to provide the OSD with a self-reported narrative of his/her experience of disability, barriers, and effective and ineffective accommodations. Additionally supporting documentation from a licensed professional in the field concerning the student's disability and functional limitations resulting from the disability is part of the process for determining accommodations. If the OSD determines that the student's self-report is inadequate and presented documentation is outdated, incomplete, or vague, it is the responsibility of the student to provide additional documentation that appropriately demonstrates the current existence of a disability. It is the responsibility of the student to pay for a new evaluation to document the disability and the need for an academic accommodation. All disability-related records are kept confidential and are not released without the student's written permission.

If a disability and need for accommodation are adequately shown and the provision of such accommodations would not fundamentally alter the academic program, the OSD will discuss the provision of these accommodations with the student in an intake interview. It is the student's responsibility to submit the "OSD Semester Request for Services" form, "Testing Accommodations Form," "Notetaker Request Form," and any other appropriate forms to the OSD in a timely manner each semester in order to ensure the appropriate accommodations will be provided. Supervisors, students, faculty and staff should make reasonable efforts to resolve problems informally, at the lowest administrative level, as they arise.

More specific guidelines and processes for student accommodation requests are available from the [OSD website](#).

D. EFFECTIVE COMMUNICATION FOR INDIVIDUALS WITH DISABILITIES

Each college or department within the University is required to take appropriate steps to ensure that communications with applicants, participants, and members of the public with disabilities are as effective as communications with others. How and what type of effective communication is provided will depend on the nature of the communication and the situation. Primary consideration should be given to the requests of the individual with the disability. Reasonable efforts should be made to honor the request of the individual unless another reasonably effective method exists or the desired aid would be an undue burden.

Alternate formats of all University communications, including but not limited to printed documents, electronic media, website information, meetings, and activities, shall be made available. Publications should contain the phrase "available in alternate formats upon request." Responsibility for providing alternate formats of printed documents or auxiliary aids and services lies with each department or college, as applicable. Such alternate format, auxiliary aids and services may include but are not limited to: large print (18 pt. font), computer storage media, screen reader, audio recorded text, Braille, qualified sign language interpreter, or amanuensis.

The University is not required to take any action that would present an undue burden or fundamentally alter the service, program, or activity. The decision not to provide a particular alternate format, auxiliary aid or service does not necessarily mean there is a violation of law. The decision to deny a request for a specific accommodation as an undue burden rests with the Dean of the College or Chair of the Department or applicable Vice President and should be made after considering all resources available for use in the operation of the service, program, or activity. This decision must be accompanied by a written statement of the reasons for reaching the conclusion and kept on file in the College or Division. If requested action is considered an undue burden, the department shall take other action that would ensure that, to the maximum extent possible, the individual with a disability is effectively communicated with using the most appropriate method.

RELATED INFORMATION: Regulation 5.010 (Anti-Discrimination and Anti-Harassment).

INITIATING AUTHORITY: Director, Equal Opportunity Programs

POLICY APPROVAL
(For use by the Office of the President)

Policy Number: 1.13

Initiating Authority

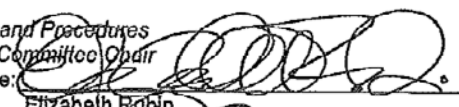
Signature: 

Name: Paula Behul

Date: 9-20-12

Policies and Procedures

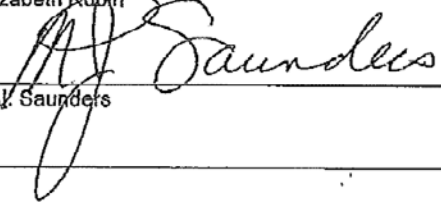
Review Committee Chair

Signature: 

Name: Elizabeth Robin

Date: 9-18-12

President

Signature: 

Name: M.J. Saunders

Date: 9/21/12

SUBJECT: CONSENSUAL RELATIONS	Effective Date: 10-30-09	Policy Number: 1.10
	Supersedes: New	Page Of 1 3
	Responsible Authority: Senior Vice President, Finance & Administration	

APPLICABILITY:

The purpose of this policy is to set forth expectations for University community members regarding amorous or sexual relationships and to ensure that such relationships do not result in actual or perceived impropriety.

STATEMENT OF POLICY:

- A. General Considerations. Florida Atlantic University is committed to providing and maintaining a working and learning environment that is fulfilling and equitable for all members of the University community including students, faculty and staff. Implicit in the University's commitment is that all community members conduct themselves in an ethical manner in their interactions and relationships with each other. To accomplish the University's goals, relationships between students, faculty and staff must be based on integrity, respect and trust. Any amorous or sexual relationships between University community members that call these principles into question interfere with the University's academic mission.
- B. Amorous or Sexual Relationships between Individuals of Unequal Power: Amorous or sexual relationships between individuals of unequal power (e.g., between a supervisor and an employee, faculty member and student, or staff member and student) where the person of real or perceived greater power directly supervises or has the ability to impact either the employment or education of the other, have the potential of resulting in, or causing the appearance of, the following:
1. A conflict of interest (see [FAU Regulation 5.011, University Ethics](#); see also Chapter 112, Florida Statutes).
 2. An abuse of power or trust.
 3. The perception of favoritism, bias or unfair treatment.

4. The perception or allegations that the relationship was the result of coercion or exploitation.
5. Allegations of sexual harassment either during the relationship or after it ceases (see [FAU Regulation 5.010 Anti-Discrimination and Anti-Harassment](#)).
6. Other allegations of inappropriate conduct.

PROCEDURES:

- A. Prohibited Amorous or Sexual Relationships. Faculty members, administrators and staff in any type of supervisory or oversight capacity are prohibited from engaging in an amorous, dating or sexual relationship with a student or employee whom he/she instructs, evaluates, supervises, or advises, or over whom he/she is in a position to exercise authority such that it would impact their educational or work performance.
- B. Required Disclosure of Amorous or Sexual Relationships.
 1. Faculty members, administrators and staff in any type of supervisory or oversight capacity, who as of the date of the adoption of this policy, are currently involved in an amorous, dating or sexual relationship where there is direct authority relationship between the individuals must immediately disclose the existence of their relationship to their immediate supervisor (i.e., Chair, Director, Dean, Vice President) or, if necessary, the next higher level supervisor not involved in the relationship.
 2. Faculty members, administrators and staff in any type of supervisory or oversight capacity who are involved in an amorous, dating or sexual relationship where no direct authority exists, but as a result of reassignment or restructuring of a department or unit are placed in a direct authority relationship with the person with whom they have a relationship covered by this policy, must disclose the existence of such relationship to their immediate supervisor (i.e., Chair, Director, Dean, Vice President) or, if necessary, the next higher level supervisor not involved in the relationship.
- C. The University's Management of Potential or Actual Conflicts of Interest resulting from an Amorous or Sexual Relationship.
 1. The University will manage any potential conflicts of interest created by amorous or sexual relationships where direct authority or the ability to impact the performance of the other individual exists. The University will take these efforts to ensure the integrity of the work and educational environment and may explore the following options:
 - (a) Removing the faculty member, administrator or staff who are in any type of supervisory or oversight authority over the individual with whom they involved in an amorous or sexual relationship from any evaluative decision concerning the other individual;
 - (b) By moving an advisor from his/her involvement as advisor or committee member with an advisee;
 - (c) Relocation of an employee to another supervisory area; or

- (d) Other action that the appropriate administrators believe resolves the actual or perceived conflict of interest.
2. The University, in managing actual or perceived conflicts of interest, resulting from amorous or sexual relationships may require time or more decisive efforts to effectively address conflicts of interest that arise from two individuals' involvement in an amorous, dating or sexual relationship where a direct authority relationship exists between the individuals. In such cases, the following may occur:
- (a) In the case of two employees (including student employees), one or both of the employees may be placed on administrative leave, with or without pay, until a suitable option becomes available to address the actual or perceived conflict of interest.
 - (b) If there is no reasonable option available to address the actual or perceived conflict of interest, one or both employees may be required to separate his/her employment from the University.

D. Violations of this Policy. Any member of the University community who violates this policy is subject to discipline by the applicable supervisory authority.

INITIATING AUTHORITY: Senior Vice President, Finance & Administration

POLICY APPROVAL
(For use by the Office of the President)

Policy Number: 1.10

Initiating Authority
Signature:  _____ Date: 11/2/2009
Name: Dennis Crudele

Policies and Procedures Review Committee Chair
Signature:  _____ Date: 10/30/09
Name: Elizabeth F. Rubin

President
Signature:  _____ Date: 11/5/09
Name: John F. Pritchett

Programming Initiatives for Underrepresented Populations

UPWARD BOUND

Dean of Students, Student Affairs

The Upward Bound is part of Florida Atlantic University's Pre-College Programs. Upward Bound is a federally funded program through the United States Department of Education under the National TRIO programs. This program is a partnership between FAU and the Broward County School Board. Upward Bound provides academic support, exposure to cultural events and college tours, as well as ACT/SAT test preparation to its high school student participants. Our goals are to increase students GPA, standardized test scores, entrance into college, and graduation from college.

SUMMER BRIDGE PROGRAM (Jump Start)

Office of Admissions
Office of Undergraduate Studies

A summer entrance program offered to select freshmen students by the Office of Admissions. The program is a part of a conditional acceptance into the university designed to help students make a successful transition from the high school environment to the FAU college environment.

CAMPUS OF DIFFERENCE™

Office of Multicultural Affairs

(Human Relations & Diversity Training)

A half-day workshop for FAU students to explore personal and cultural identity, recognize the language of stereotyping and its impact on interactions with others. The intention of the discussion is to create an inclusive campus community that value and respects diversity. One hundred and fifty-two (152) students were trained during 2013-14.

DIVERSITY ENHANCEMENT SCHOLARSHIP

Financial Aid

The scholarship is provided for students transferring from a Florida community college or state college to FAU. Awards may be based solely on merit; or based on financial need with an acceptable GPA; or based on a combination of need and merit. Scholarships are awarded for Fall and Spring semesters only (summer funding is not available). Renewals for up to six semesters are possible, with appropriate academic progress.

THEODORE R. & VIVIAN M. JOHNSON SCHOLARSHIP

**Office of Students with
Disabilities (OSD)**

Theodore R. Johnson, a former UPS executive, established a charitable trust fund to provide scholarships to students with disabilities who are attending one of Florida's 11 public universities. Mr. Johnson had a hearing impairment and understood the difficulties a person with a disability has to overcome; therefore, he wanted to use his money to make sure students with disabilities have the chance to be the best they can. The scholarship is competitively awarded to currently enrolled undergraduate FAU students in good standing or an accepted incoming student.

DELORES A. AUZENNE FELLOWSHIP

Graduate College

The Delores A. Auzenne Fellowship Program is designed to encourage minority students to pursue graduate degrees in areas where they are historically underrepresented at Florida Atlantic University. These areas include, but are not limited to: engineering, mathematics, computer science, economics, and psychology.

GRADUATE DIVERSITY FELLOWSHIP

Graduate College

Florida Atlantic University offers a fellowship to graduate students who increase the diversity of the student body in their chosen field of study. Applicants must be able to demonstrate how they contribute to increasing diversity, and if applicable any impediments or disadvantages they may have overcome to pursue their advanced degree.

PART III

ACADEMIC PROGRAM REVIEW AND ANALYSIS

In this section, as many as eight (8) areas of review are required of each university with programs at the specified levels. Enrollment and conferring of degrees for students by gender and race/ethnicity are analyzed. In addition, the official total includes students classified as non-resident aliens. Specifically, the University reviewed and assessed:

- First-Time-In-College (FTIC) Enrollment
- Full Time Transfers
- Retention of Full-Time FTICs After One Year
- Graduation Rate of Full-Time FTICs After Six Years
- Bachelor Degrees Awarded
- Master Degrees Awarded
- Doctoral Degrees Awarded
- First Professional Degrees Awarded

***Key for all tables and charts:**

- NRA = Non-Resident Alien
- B = Black
- AI/AN = American Indian/Alaskan Native
- A = Asian
- H = Hispanic
- NH/OPI = Native Hawaiian/Other Pacific Islander
- W = White
- \geq Two = Two or more races
- UNK = Unknown

*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).

Florida Equity Reports
Florida Atlantic University
2013-2014
(page 1)

Items A, B, C: As presented in the Executive Summary, each of the seven enrollment charts displays appropriate representation for females and protected class race/ethnic codes. The University seeks to maintain or improve protected class representation. All of the protected groups continued to be represented at 80% of expected levels based on previous year enrollment. Other enrollment highlights are stated below:

- 16.7% Black freshmen enrollment in 2014; this percentage increased from 16.3% in 2013.
- 24.1% Hispanic freshmen in 2014; this percentage decreased slightly from 24.4% in 2013.
- Overall freshman minority enrollment rate was 49.4% in 2014, up from 48.7 % in 2013.
- 55.5% of state college transfers were from minority groups in 2014, up from 53.3% in 2013.
- Black college transfers were 21.2% in 2014, up from 20.9% in 2013.
- Hispanic college transfers were 27.5% in 2014, up from 25.6% in 2013.
- Retention rate for Black FTICs entering FAU in summer/fall 2013 after one year was 82.2%.
- Retention rate for Hispanics was 75.5% as compared to 70.8% for Whites and 74.6% for FTICs overall.
- Female students are retained at a greater rate than males; 76% for females versus 72.8% for males.

Chart 1. Fulltime First time in College Enrollment, Fall 2014 And Early Admits										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	Unk	T
MEN	25	180	4	60	313	1	631	48	11	1273
WOMEN	22	308	8	55	391	3	772	75	9	1643
TOTALS	47	488	12	115	704	4	1403	123	20	2916
Category % of Totals	1.6%	16.7%	0.4%	3.9%	24.1%	0.1%	48.1%	4.2%	0.7%	100.0%

Source: BOG IPEDS Fall 2014 Enrollment by Race, Ethnicity, and sex. Line 01, First time students

Chart 2. Fulltime Florida College System AA Transfers, Fall 2014 And Summer 2014										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	Unk	T
MEN	21	86	0	17	118	0	188	12	9	451
WOMEN	11	130	1	19	163	1	221	20	4	570
TOTALS	32	216	1	36	281	1	409	32	13	1021
Category % of Totals	3.1%	21.2%	0.1%	3.5%	27.5%	0.1%	40.1%	3.1%	1.3%	100.0%

Source: BOG IPEDS Fall 2014 Enrollment by Race, Ethnicity, and sex. Line 04A, First time students

	NRA	B	AI/AN	A	H	NH/OPI	W	>= Two	Unk	F	M	T
COHORT	37	544	6	108	811	6	1586	147	75	1853	1467	3320
Category % of Totals	1.1%	16.4%	0.2%	3.3%	24.4%	0.2%	47.8%	4.4%	2.3%	55.8%	44.2%	100.0%
AFTER 1 YEAR	28	447	4	95	612	5	1123	103	60	1409	1068	2477
Retention Rate	75.7%	82.2%	66.7%	88.0%	75.5%	83.3%	70.8%	70.1%	80.0%	76.0%	72.8%	74.6%

Source: RVW Enrollment data: FTIC Fall 2013 TO Fall 2014 by ethnicity, gender

All of the protected groups continued to be represented at 80% of expected levels based on previous year graduation rates. Other graduation highlights are stated below:

- Graduation rate for Black students entering FAU in summer/fall 2008 was 43.8%, lower than the overall graduation rate of 45.8%.
- The graduation rate for Hispanics, was 46.5% which is higher than the overall graduation rate of 45.8%.
- The male graduation rate is 40%, which is significantly lower than the female graduation rate of 51%.
- Over 42.2% of graduates in 2013-14 were non-white.
- Black students accounted for 18% of baccalaureate degrees awarded.
- Hispanic students accounted for 24.7% of baccalaureate degrees awarded.
- 15.1% of masters degrees were awarded to Black students.
- 15.6% of masters degrees were awarded to Hispanic students.
- 10.2% of research doctorates and 17.1% of professional doctorates were awarded to Black students.
- 11.7% of research doctorates and 17.1% of professional doctorates were awarded to Hispanic students.

	NRA	B	AI/AN	A	H	NH/OPI	W	>= Two	Unk	F	M	T
COHORT	20	411	12	118	572	0	1537	10	8	1410	1278	2688
Category % of Totals	0.7%	15.3%	0.4%	4.4%	21.3%	0.0%	57.2%	0.4%	0.3%	52.5%	47.5%	100.0%
After 6 years												
Number of Graduates	12	180	5	63	266	0	696	6	2	719	511	1230
Percent Graduated	60.0%	43.8%	41.7%	53.4%	46.5%	0.0%	45.3%	60.0%	25.0%	51.0%	40.0%	45.8%
Category % Graduated	1.0%	14.6%	0.4%	5.1%	21.6%	0.0%	56.6%	0.5%	0.2%	58.5%	41.5%	100.0%
Number Retained	12	233	5	76	322	0	823	8	2	833	648	1481
Percent Retained	60.0%	56.7%	41.7%	64.4%	56.3%	0.0%	53.5%	80.0%	25.0%	59.1%	50.7%	55.1%
Category % Retained	0.8%	15.7%	0.3%	5.1%	21.7%	0.0%	55.6%	0.5%	0.1%	56.2%	43.8%	100.0%

Source: BOG Retention Report: 06-Year FTIC Graduate Rate Report

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	Unk	T
Men	56	318	1	112	506	2	1008	39	8	2050
Women	33	587	2	130	735	3	1385	73	19	2967
Total	89	905	3	242	1241	5	2393	112	27	5017
% TOTAL	1.8%	18.0%	0.1%	4.8%	24.7%	0.1%	47.7%	2.2%	0.5%	100.0%

Source: IPEDS Completions 2014-15 Report degrees awarded AY 2013-2014 Bachelor's degree Completions: total by first major

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	Unk	T
Men	47	68	1	33	85	0	293	10	6	543
Women	28	137	0	29	127	0	466	13	12	812
Total	75	205	1	62	212	0	759	23	18	1355
% TOTAL	5.5%	15.1%	0.1%	4.6%	15.6%	0.0%	56.0%	1.7%	1.3%	100.0%

Source: IPEDS Completions 2014-15 Report degrees awarded AY 2013-2014 Master's degree Completions: total by first major

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	Unk	T
Men	11	4	0	1	4	0	27	0	0	47
Women	4	9	0	2	11	1	54	0	0	81
Total	15	13	0	3	15	1	81	0	0	128
% TOTAL	11.7%	10.2%	0.0%	2.3%	11.7%	0.8%	63.3%	0.0%	0.0%	100.0%

Source: IPEDS Completions 2014-15 Report degrees awarded AY 2013-2014 Sum of all Doctor's degree Completions: total by first major

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	Unk	T
Men	0	1	0	0	0	0	4	0	0	5
Women	0	5	0	0	6	0	19	0	0	30
Total	0	6	0	0	6	0	23	0	0	35
% TOTAL	0.0%	17.1%	0.0%	0.0%	17.1%	0.0%	65.7%	0.0%	0.0%	100.0%

Source: IPEDS Completions 2014-15 Report degrees awarded AY 2013-2014 Post-Master's certificates degree Completions: total by first major

PART III

Item D: Student Services Review

Student Affairs and Enrollment Services prepared an annual report on the requested areas using institutional effectiveness goals as guidelines. Each university is required to conduct a periodic review of its student services to determine compliance with equity statutes. Non-Discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. The following self-assessment follows models established under other laws, guidelines, or requirements.

Academic Advising

FAU is committed to providing caring, quality advising and related student support services for all FAU students in an equitable and inclusive environment. The FAU advising system allows students to map out a program of study that is best tailored to their individual needs. The FAU academic advising system is designed to assist students in the development of those educational goals and career plans and to provide assistance and support as students pursue those goals. Academic advisors help students to understand and negotiate the procedures and policies of the University.

Admission to Academic Program

Charts 1 and 2 (p.30) described admission to the academic program at the undergraduate level, both for FTIC and AA transfer. Neither level requires designation as an area for improvement. FAU encourages applications from qualified persons and does not discriminate on any protected basis.

Health Services

Student Health Services provides high quality healthcare, education and public health services to a diverse community to enhance student learning and promote lifelong success. The following data describes how Student Health Service continued to achieve their mission:

Females comprised 68% of all clinic appointments in 2013-14:

- Boca clinic: 69% of all clinic appointments were from female students
- Davie clinic: 69% of all clinic appointments were from female students
- Jupiter clinic: 67% of all clinic appointments were from female students

Services for minorities (who identified their race) in 2013-14:

- 25% of all clinic appointments were from Black students
- 18% of all clinic appointments were from Hispanic students
- 5% of all clinic appointments were from Asian students
- 2% of all clinic appointments were from American Indian students
- 14% of all clinic appointments were by International students
- Unique Services: Women's health clinic provides contraceptive management, annual exams, breast exams, testing and treatment for sexually transmitted infections, pregnancy testing and other gynecological services that include colposcopies.

Club and Intramural Athletics

The mission of the FAU Campus Recreation Department is to enhance the quality of the life of community by encouraging active and balanced lifestyles and to facilitate student learning through participation in Campus Recreation programs, services and facilities. To accomplish this mission, the department will:

- Offer high quality programs and services that are diverse and innovative;
- Maintain progressive and well managed facilities in a safe and enjoyable environment;
- Provide experiential learning and foster the development of leadership, social and management skills through employment and participation opportunities;
- Effectively and ethically manage human, financial and physical resources;
- Recruit, develop and retain a committed, high achieving staff.

Campus Recreation Usage Numbers are below:

- 326,777 total student visits to the center from 7/1/2012 - 6/30/2013
- 13,728 unique students
- 48% Female (6,636 total)
- 52% Male (7,092 total)

Intramural Sports – leagues, tournaments and special events in M/W & Co-ed divisions where FAU students compete against each other.

- 3,975 Participants
- 15.1% Female (599 total)
- 84.9% Male (3,376 total)

Group Fitness Programs – structured group fitness classes such as Yoga, Pilates, Hip Hop, Body Sculpting and more.

- 2,201 unique participants
- 81.6% Female (1,795 total)
- 18.4% Male (406 total)

Club Sports – student led clubs and organizations promoting physical, recreational and competitive activities at various skill levels. Clubs include Soccer, Ice Hockey, Rugby, Lacrosse, etc.

3 Women's Club Sports

- Women's Volleyball – 15 participants
- Women's Lacrosse – 12 participants
- Women's Rugby – 16 participants

14 other Club Sports are offered to both genders, 10 had women participate:

SPORT	FEMALE	MALE
Equestrian	15	
Surfing	2	8
Water Polo	9	24
Tae Kwon Do	2	8

Quidditch	5	7
Climbing	12	29
Fencing	2	8
Tri Owls	7	10
Archers	4	3
Runners	14	13

Student Financial Assistance/Student Employment

Student Financial Assistance awards grants, loans, scholarships, and work-study. The office bases awards on compliance with basic guidelines, such as timely completion of the FAFSA for need-based awards and awards in which need is one criteria.

Student employment includes the federally-funded College Work-Study program and independently sought employment in campus units. Work-study student must demonstrate financial need.

Housing

FAU Department of Housing and Residence Life ensures that all residents are aware the University’s commitment to building an inclusive campus environment. The department creates a seamless environment of living and learning in a safe and welcoming community. Through opportunities for leadership development, civic responsibility, self-exploration, and student involvement, the department will assist in building a life-long connection between the student and the University.

Additionally, Housing and Residence Life provides accommodations for students with disabilities. The Housing contract directs students requesting such accommodations to contact the Office for Students with Disabilities.

Pre-College Programs/Civic Engagement

Pre-College Programs - Upward Bound is a federally funded program through the U.S. Department of Education under the National TRIO programs. The program is a partnership between FAU and the Broward County School Board. Upward Bound provides academic support, exposure to cultural events and college tours, as well as ACT/SAT test preparation to its high school student participants. The goal is to increase student GPA, standardized test scores, entrance into college and graduation from college.

Student Civic Engagement develops partnerships between the university and community, providing service opportunities to faculty, staff and students, and to promote the link between the curriculum and service fostering civic awareness.

Item E: Overall Effectiveness

The following reflect the University’s commitment to maintaining educational equity. The following also reflects the University’s programs that support all students, but particularly minority students.

Human Relations and Diversity Training (Campus of Difference™)

- A half-day free workshop for FAU students
- Explore personal and cultural identity;
- Recognize the language of stereotyping and its impact on interactions with others;
- Explores the dynamics of power and privilege connected to group-identities;
- Examines and challenges bias, prejudice and discrimination in themselves and others;
- End result is to create an inclusive campus community that values and respects diversity;

Total numbers: 152 students; 8 sessions

Eyes on the Prize Persistence Program

Provides academic counseling and support services.

Program has six components:

- Needs assessment of study habits, attitudes and dropout proneness (145 participants);
- Survival skills workshops (145 participants);
- Monitoring Scholastic progress (145 participants);
- Referrals to and by appropriate academic and student affairs units for assistance (75 participants);

Diverse Issues in Higher Education featured FAU as one of the top 100, four-year colleges in the nation conferring undergraduate and graduate degrees on to minority students. FAU ranks 34th in the nation for conferring bachelor's degrees on to all minorities combined, who represent 48 percent of the total number of graduates, and is a 7 percent increase over the previous year. For conferring bachelor's degrees on to Hispanics in all disciplines combined, FAU ranked 24th in the nation, a 13 percent increase over the previous year. FAU ranks 93rd in the nation for conferring graduate degrees on to all minorities combined, who represent 35 percent of the total number of graduates, and is a 23 percent increase over the previous year.

The newly released survey also indicates that FAU ranks 90th in the nation for conferring graduate degrees on to African-American students. FAU is 57th in the nation for conferring graduate degrees on to Hispanic students, who account for 14 percent of the total number of graduates, and is a 19 percent increase over the previous year.

PART IV

SEX EQUITY IN ATHLETICS UPDATE

In compliance with the Florida Educational Equity Act (FEEA) and pursuant to the 1979 Intercollegiate Athletics Policy Interpretations, FAU is required to choose one of three prongs or assessments for compliance with Title IX of the Education Amendments of 1979.

Prong 1 - Accommodation of interests and abilities

Prong 2 - Substantial proportionality

Prong 3 - History and practice of expansion of sports

In compliance with Prong 3

With the addition of Sand Volleyball during the 2011-12 academic year, and in compliance with Title IX of the Education Amendments of 1979, we comply with Prong 3: A history of expanding opportunities for the underrepresented sex.

History of Female Sports

Tennis 1979, Swimming/diving 1984, Basketball 1984, Volleyball 1987, Soccer 1991, Cross Country 1991, Golf 1991, Softball 1994, Outdoor Track 2000, Indoor Track 2005, Sand Volleyball 2012.

Chart 1. Sex Equity in Athletics Update		
Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	FAU sponsors 19 National Collegiate Athletic Association (NCAA) teams, eight for men and eleven for women. The additional three women's teams are to assist with increasing participation opportunities for females. This increase is critical to our future compliance with Title IX.	No
2. Participation rates, male and female, compared with full-time undergraduate enrollment	<p>During the 2013-14 academic year there were 13,985 full time undergraduate students on the Boca Raton campus of FAU. Full-time, undergraduate level females accounted for 53.5% of these students. During that same time period there were student athletes of which 224 or 48% were female. This leaves a disparity of 5.5% between the undergraduate enrollment of females and their participation in intercollegiate sports at FAU. This disparity is down from 6.9% the previous year which indicates that we are headed toward proportionality.</p> <p>Based on the Office of Civil Rights recommendations, the disparity between full time female undergraduate enrollees and female participants should be no greater than 1-2%. If we were claiming prong 2 (proportionality) compliance</p>	No

Chart 1. Sex Equity in Athletics Update

	<p>with Title IX we would have an issue. However, currently we are in compliance with the law based on prong 3 (a history of expanding opportunities for the underrepresented sex). The basis for this claim is the addition of women’s sand volleyball during the 2011-12 academic year. Adding this women’s sport provided 15 additional participation opportunities for females and, consequentially, lessened the disparity between female undergraduate enrollment and female participation.</p> <p>In order to maintain compliance in the future, we need to find a way to lessen the disparity between our undergraduate female enrollment and female participants by 4.9%-6.9% or we will need to consider adding an additional sport by the year 2016-17.</p>	
<p>3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i></p>	<p>The availability of facilities utilized by our male and female teams is equivalent. The following sports share practice and competition facilities with their gender opposite: swimming, tennis, basketball, cross country/track and soccer. The women’s indoor volleyball team does not have a gender opposite team but shares the same facility as the basketball teams. Three sports (football, baseball and softball) have their own facilities. Baseball and softball facilities are different based on their playing rules differences. Football has a separate facility based on the number of spectators that need to be accommodated as well as the wear and tear the field receives during practices. Men’s and women’s golf both are fortunate enough to utilize several different community golf courses. Golf is a popular recreation activity in the local area and the courses utilized by both teams are of great quality and equivalent. The women’s sand volleyball team r, courts were completed during the 2014-15 year.</p> <p>All teams, with the exception of men’s and women’s golf, have locker room facilities on the FAU campus. Football, sand volleyball, softball, women’s soccer and women’s cross country/track all have locker room accommodations in the Oxley Athletics Center. Baseball, men’s tennis, men’s swimming, men’s soccer, women’s swimming, women’s indoor volleyball and women’s tennis all have locker rooms in the athletic fieldhouse. These locker rooms are equivalent. In this facility all men’s teams share a shower facility and all women’s teams share a shower facility. The football locker room has its own shower facilities in the Oxley Athletic Center due to being the only men’s sport housed in this location. The men’s and women’s basketball programs both have locker rooms in the FAU arena. These facilities are exactly identical.</p> <p>The men’s and women’s golf teams do not have a locker room facility. This is because both teams utilize local golf courses and are permitted to use the restroom/locker rooms</p>	<p>No</p>

Chart 1. Sex Equity in Athletics Update

	at these facilities. The facilities are shared by the golf course/club members as well as our men’s and women’s teams.	
4. Scholarship offerings for athletes	The total amount of financial assistance awarded in 2013-2014 was \$4,289,560. Men represented 52% of participation and received 55.6% of the awards. Women represented 48% of the participation and received 44.4% of the awards. The percentage of money spent on men’s and women’s scholarships should match or be within 1-2% points of their participation percentages. This means that we need to increase our expenditures on women’s scholarships by 2-3%. An alternative is to look for a combination of decreasing men’s scholarships while increasing women’s scholarships. Based on the fact that some teams did not utilize all the money allocated to them we feel we are within an acceptable range toward compliance. However, as mentioned earlier an improvement plan will be developed to increase women’s participation in the future. We will also need to plan for a slight scholarship increase for the women (or decrease for the men) in order to maintain compliance.	No
5. Funds allocated for:		
a) the athletic program as a whole	The athletic program budget as a whole can be evaluated by comparing each component in this chart. Funds are needed for coaching salaries, scholarships, recruiting, tutors, travel, per diem and every other item mentioned in this table. Therefore, the best way to evaluate this area is by comparing the items listed on this chart.	No
b) administration	<p>The athletics program is administered by the Athletics Director. There are three Senior Associate Athletics Directors (Senior Associate for Administration/Senior Woman Administrator, Senior Associate for External Relations and Senior Associate for New Business). There are four Associate Athletics Directors (Associate AD for Business, Associate AD for Compliance, Associate AD for Academics and Associate AD for Development). All Senior Associate Directors and Associate Directors report directly to the Athletics Director. These six administrators oversee the rest of the department with the exception of football. The football program reports directly to the Athletics Director.</p> <p>Oversight of the various departments within the athletics program is not determined by the gender of the sport/department or by the gender of the administrator. Rather, oversight is determined by the individuals with the most amount of experience in that department’s area of focus.</p>	No

Chart 1. Sex Equity in Athletics Update

	<p>As mandated by the NCAA, each institution that sponsors NCAA sports must identify a Senior Woman Administrator (SWA) to be involved in the administration of the program. The SWA is the highest ranking female in the athletics department. This is a title given to an individual, in addition to her working title, that ensures a woman is involved at the highest level of administration. This individual is charged with assisting the Athletics Director with ensuring the department is run with equity in mind.</p>	
<p>c) travel and per diem allowances</p>	<p>An evaluation of the travel and per diem of teams will include addressing transportation modes, hotel accommodations and meal allowances. Each of these aspects will be addressed separately.</p> <p>Both male and female teams have the same “departure” and “return” policies for away events. The exception to this might be when teams travel to play FIU, Miami, FGCU or UCF. For these trips teams will sometimes travel to and from the competition on the same day. This is determined by the head coach and is not based on gender.</p> <p>The mode of transportation for all teams is by plane, bus or van. The athletics department has a policy that is enforced consistently regardless of the gender of team. For out of state trips all teams will utilize air transportation. If any coach request to travel out of state by any means other than air transportation their request is made to their sport administrator who evaluates the benefits versus the demands of extended travel (missed class time, etc). Decisions by the sport administrator are made based on benefits not by gender. Air transportation is commercial for all teams except football. Due to the large number of players and staff associated with the football team they travel via air charter. This is not a gender equity concern due to the reason for the charter use.</p> <p>Travel within the state is dictated by the number of participants travelling and the expected drive time required. For any team, regardless of gender, with more than 20 participants travel is by charter bus. If a team of this size has 5 hours or less to travel they are permitted to rent 15 passenger vans for transportation but are required to travel with no more than 10 participants per a van to ensure a safe travel capacity. The exception to this is that periodically the women’s track and field team will utilize 15 passenger vans to travel to meets within the state but with drive times expected to take longer than 5 hours. This is permitted as long as the number of vans rented allows for no more than 10 passengers per 15 passenger van. The reason the team will request this mode of</p>	<p>No</p>

Chart 1. Sex Equity in Athletics Update

transportation is that it permits greater flexibility for student-athletes with their arrival at the track meet. Some athletes must be at the meets early in the morning while others do not need to arrive until hours later for their events. By utilizing vans different departure times from the hotel can be accommodated so that athletes are not required to be at the track the entire day.

For teams with less than 20 participants, travel within the state is usually done by van. Fifteen passenger vans as well as mini vans are utilized. If 15 passenger vans are used, teams must also follow the 10 passenger limit. The above procedures are enforced regardless of the gender of the team.

While on the road all teams are accommodated at hotels that are similar in nature to the Embassy Suites, Courtyard Marriott, Holiday Inn or Hampton Inn and Suites chain of hotels. The hotels are rated as good to excellent by both male and female coaches and student-athletes. Periodically our football team may stay at a hotel that would be rated differently than the chains listed due to the need to accommodate the large number of participants. Almost all teams utilize hotel conference or meeting rooms for study hall and/or film review during their stay. The challenge with football is that they need meeting rooms that will accommodate approximately 50 defensive players and coaches reviewing film in one room and approximately 50 offensive players and coaches reviewing film in another room. At times the local Embassy Suites, Holiday Inn, Courtyard Marriott, Hampton Inn and Suites or like hotel cannot accommodate these large numbers so we must identify a local hotel that can meet these needs.

Per diem for men's and women's track and field and cross country, men's and women's golf, men's and women's swimming, men's and women's tennis, sand volleyball, baseball and men's soccer is \$25 per day. This is a challenge for teams but is not an equity issue as it is consistent across approximately the same number of males and females. Teams will stay at hotels that offer a full service breakfast as part of their stay and this assists them with staying within the \$25 per diem.

Men's basketball, women's basketball, indoor volleyball, women's soccer and softball are allowed \$30 per diem. The men's and women's basketball teams are permitted \$30 per diem due to the revenue generated by the guarantee games they play for the department (Their squad sizes are equitable therefore this is equitable). The other 3 women's teams were increased to \$30 per day in order to ensure that the number of male and female athletes permitted a higher per diem were more equitable annually.

Chart 1. Sex Equity in Athletics Update

	<p>The football team is too large to travel to local restaurants for meals so they must cater meals through the hotel at which they are staying. Due to the high cost of hotel catering their meals do exceed the \$25-\$30 per diem but this is unavoidable as it is just not feasible to find a restaurant that can accommodate a travel party of 125.</p>	
<p>d) recruitment</p>	<p>Recruitment, while a difficult area to evaluate, is consistent in its application. Coaches typically request more funding for recruiting than allotted, at this time coaches of all sports noted that the budget was limited but they make the funds work to the best of their ability. Head coaches and assistant coaches for every team sponsored receive a university cell phone for use in the recruiting process. Courtesy cars are provided to a number of head and assistant coaches for both male and female teams. Any team that does not have a courtesy car assigned to them is provided the funds to rent a vehicle for recruiting travel.</p> <p>Teams are permitted to recruit throughout the United States and, when approved in advance, can travel periodically overseas to scout potential recruits. This practice is rare but has been done by both the women’s track and field team and the women’s soccer team. Teams are permitted to spend their scholarship dollars as they feel will benefit the team best. Therefore, as long as the coach stays within his/her recruiting budget and within the scholarship limits they are permitted this type of recruiting activity.</p> <p>Based on the information above recruitment is equivalent.</p>	<p>No</p>
<p>e) comparable coaching</p>	<p>There are 3 men’s programs (football, basketball and baseball) with the full number of NCAA allowable assistant coaches and 4 women’s programs (basketball, soccer, volleyball and softball). During the 2013-14 year we upgraded the second assistant coaches for volleyball and women’s soccer to full time AMP assistants. This was a great step toward eliminating some gender equity concerns in this area. This increased us to 14 “benefitted” assistants for men’s teams and 9 “benefitted” assistants for women’s teams. Although not equal in number, the consultant notes that is allowable since there will be 3 men’s teams and 4 women’s teams that have the maximum allowable assistant coaches per NCAA rules and all will be afforded benefits.</p> <p>It is noted that football is permitted more assistant coaches due to the large number of participants and this makes the unequal number of actual assistants permissible since at least an equivalent number of female teams have the maximum number of allowable coaches.</p>	<p>No</p>

Chart 1. Sex Equity in Athletics Update

	<p>FAU does not sponsor a women’s team with equal participant numbers to football so a disparity in actual number will always exist.</p> <p>Finally, there were two women’s teams that shared a head coach. The head softball coach doubled as the head coach for the women’s golf program. The inequity was in the fact that the female participants’ opportunity to receive coaching is lessened. By dividing duties between golf and softball the head coach could not devote her full attention and time to the betterment of one sports’ athletes. There is no men’s team that is faced with this challenge; therefore, it was inequitable and a new head coach for the women’s golf program was hired for the 2014-15 year.</p>	
<p>f) publicity and promotion</p>	<p>Efforts in publicity and promotions are equitable. The challenge for marketing is budget related and affects all teams, regardless of gender.</p> <p>Complete, season long marketing plans are created for football, men’s basketball and women’s basketball. These marketing plans include in-game promotions, radio advertisements, billboards, group ticket initiatives, season ticket initiatives, media releases, internet broadcast and a coaches show that hi-lights all three of these sports. In addition, website ads, e-mail blasts, flyers, schedule cards and schedule posters are created and distributed to assist in attracting spectators to these events.</p> <p>Baseball and softball have schedule posters, radio ads, website ads and flyers created and distributed. Indoor volleyball, men’s soccer and women’s soccer have a fall sports schedule poster created that includes all 3 sports on one calendar.</p> <p>In addition, 2-3 home events each for indoor volleyball, men’s soccer, women’s soccer, softball and baseball are identified to focus marketing efforts upon. This includes e-mail blasts, twitter, Facebook, Instagram, website ads, radio ads, in game promotions, give-a-ways to students and general public and flyers help promote these targeted events.</p> <p>Teams that receive schedule posters and minimal marketing support (twitter, Facebook, Instagram, campus flyers) are men’s and women’s swimming, men’s and women’s tennis, men’s and women’s cross country and track, sand volleyball and men’s and women’s golf. The media relations department does write press releases and publish the contest results of all of these teams in order to create an awareness of the accomplishments of the student-athletes that participate in these sports.</p>	<p>No</p>

Chart 1. Sex Equity in Athletics Update

	<p>Future expenditures in marketing should continue to be watched closely to ensure that as the marketing budget grows it does so in a gender equitable fashion.</p>	
<p>g) other support costs</p>	<p>At FAU the need for secretarial assistance is minimal as both coaches of male and female teams have their own computers and do their own typing and correspondence. The age of new technology we are currently enjoying has made this position almost obsolete in a lot of departments our size. While the football staff does have one full time secretary for 10 staff members, the AD's secretary is available to assist all sports, regardless of gender, with clerical tasks as needed. Both male and female teams have taken advantage of this for game contracts and other miscellaneous needs.</p> <p>In addition to secretarial support, athletic departments across the country often hire operations directors for individual sports to support them in coordinating team travel, alumni relations, community outreach and various other initiatives. At FAU, the men's and women's basketball teams and football team have individuals hired as Director of Operations. These individuals provide the assistance mentioned above and allow the coaches to focus more of their time on the development of the student-athletes.</p>	<p>No</p>
<p>6. Provision of equipment and supplies</p>	<p>The provision of equipment and supplies is equivalent. Each team has the necessary practice and competition gear to compete. Each year the equipment manager will review with each head coach the number of practice clothes, competition shoes, uniforms, warm-ups etc. needed. Once the coach has submitted the list, the equipment manager will review it for need and similarity with the gender opposite team to ensure equipment is equivalent. If any discrepancies exist the equipment manager will meet with the SWA and budget manager to determine if there is an equity issue and, if so, is there budget available to provide the same items to teams of both genders. If funding is available both teams will be accommodated. If there is a lack of funding the additional equipment purchase is denied.</p> <p>New uniform purchases are made on a rotating basis to ensure equity. For instance, each year we buy 2 new sets of basketball uniforms. One year we will buy two new men's uniforms and provide the women's teams with fillers for any missing or damaged uniforms. The following year we will purchase 2 new women's uniforms and provide only fillers to the men's team. In this system uniforms are utilized for two years each for both genders.</p>	<p>No</p>

Chart 1. Sex Equity in Athletics Update

<p>7. Scheduling of games and practice times</p>	<p>With the exception of men's and women's basketball, volleyball and men's and women's tennis, all teams have their own practice facilities. Due to this luxury the scheduling of games and practice times is equal. The basketball teams and volleyball team utilize the FAU arena for all practices and home events. Volleyball has priority scheduling for this venue in the fall since they are in season. Men's and women's basketball has priority in the spring since they are in season. The three head coaches meet during each semester to discuss the available practice slots and agree to who will utilize which slot. If a conflict arises that cannot be settled among the coaches, the issue is brought to the attention of the Senior Associate AD/SWA for resolution. If this occurs the SWA will evaluate various factors (how many student-athletes will have to miss practices, how many practices of each may have to be missed due to the other teams home events, etc.) and determine the order in which the coaches get to select their practice time. Once the order is set, it will rotate in future years allowing each team an opportunity to have the first selection. It should be noted that our teams are very cooperative and this decision by the SWA has only had to occur twice in the last 12 years.</p> <p>Patch Reef Park is the home of men's and women's tennis. This facility has 17 courts so the practice times of both teams can be equally accommodated.</p> <p>The golf teams utilize different courses throughout the community. The teams must work with the local golf course to determine what time they are permitted to practice. This time is set by the course and is usually during the time of day that less members utilize the facility. This policy is the same for both men's and women's teams.</p>	<p>No</p>
<p>8. Opportunities to receive tutoring</p>	<p>Individual team meetings are held at the beginning of each semester with each sports academic advisor, supervisor, assigned athletic trainer, equipment manager and Director of Compliance. At these meetings the student athletes are informed of and reminded of the services offered by the academic services team. All of this is reinforced through the student athlete handbook that students are required to acknowledge they have read.</p>	<p>No</p>
<p>9. Compensation of coaches and tutors</p>	<p>Both male and female coaches of men's and women's teams are compensated at rates within the middle 50th percentile of their Conference USA counterparts. The athletics department maintains an up-to-date annual</p>	<p>No</p>

Chart 1. Sex Equity in Athletics Update

	<p>report on the average, 25th, 50th and 75th percentile for both its conference and national counterparts. This report is used during salary negotiations for all positions. This ensures that all staff members are compensated at a rate that is comparable to the appropriate market rate for our conference and/or team and that salary decisions are not made based on the gender of the applicant and/or the gender of the athletes being coached.</p> <p>The Student Athlete Center for Academic Excellence hires and assigns tutors to assist students with courses that challenge them academically. The tutors hired are compensated based on educational level (undergraduate or graduate) not gender.</p>	
<p>10. Medical and training services</p>	<p>The assignment of our full time athletic trainers is based on injury rate and seriousness data obtained through an annual report produced by the NCAA. This allows us to make sure our most experienced trainers are assigned to the sports with the highest incident of serious injury. It is important to note that all trainers employed in the athletics training room (whether graduate assistant or regular employee) are certified. This makes sure that each team has an athletic trainer that has met at least the minimal standards set by the governing body of the profession. Team physicians (with varying specialties), physical therapist, chiropractors, sport psychologist and a nutritionist are all available to our student-athletes. The head athletics trainer evaluates each request for these special services with the trainer assigned to each sport. Once approved by the head trainer student-athletes are assigned to see the requested specialist. The head trainer is involved to ensure that decisions on who sees these specialists are determined by critical need not gender.</p>	<p>No</p>
<p>11. Housing and dining facilities and services</p>	<p>Both male and female student-athletes live in dormitories or apartments on and off campus. Those student-athletes choosing to live off campus are free to identify the housing of their choice regardless of their gender. For student athletes living on campus, both male and female freshmen live in the new freshmen dorms.</p> <p>Upperclassmen, regardless of gender, request their dorms rooms through the same means that non student-athlete males and females utilize. Student-athletes of both sexes are told that if they are provided a full scholarship and live on campus they may not live in the Innovation Village Dorms unless they personally pay for the price difference between living in these dorms as opposed to the others available on campus. Again, this policy effects both male and female student-athletes and, therefore, is not a gender equity concern.</p> <p>During holiday breaks and times when classes are not in session athletes are sometimes required to be here to</p>	<p>No</p>

Chart 1. Sex Equity in Athletics Update

	<p>practice and/or compete. During these times, the housing options available are utilized. The decision as to who utilizes which depends upon the cost impact of accommodating all effected teams in like housing and availability. These decisions are not based on the gender of the student-athletes.</p> <p>Male and female student-athletes living on campus are provided meal plans available to all non-student-athletes on campus. Off campus student-athletes are provided a meals stipend based on the cost of meal plans on campus. These students determine how their meal money is utilized. This is an acceptable practice due to the fact that the stipend for each individual is the same regardless of gender.</p>	
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Chart 2. Sex Equity in Athletics - Areas for Improvement

Areas for Improvement	Program for Improvement	
Scholarships Offerings	<p>There is a slight (3.6%) variance in our women’s participation numbers and our women’s scholarship offerings. This percentage should be within 1% - 2% to be in compliance with Title IX. However this area will fluctuate annually as sometimes teams do not expend their full scholarship allotment in any given year due to missing out on some recruits or not being able to identify students they feel could contribute enough to offer a 4 year scholarship. Based on this fact we do not feel this amount is significant to warrant non-compliance.</p> <p>It is important to note that although we are very close to compliance now we have to closely monitor this area. As we work toward proportionality our women’s participation will need to increase to within 1% point of undergraduate enrollment. Meaning we will have to grow our female participation rate by 4% - 5% percent in order to avoid adding an additional sport. As this participation increases by 4%-5% we will need to increase scholarship dollars to match the participation.</p>	<p>In 2014-15: \$62,000 in scholarship money will be reallocated from a men’s sport to a women’s sport. In addition, we are recruiting many more in state football student athletes so the amount of money spent on male football players will decrease. We will note this effect next year and then finalize an additional compliance plan if necessary.</p>

Check one basis below for assuring that the University is in compliance with the Florida Educational Equity Act:

- Accommodation of Interest and Abilities
- Substantial Proportionality
- History and expansion of programs and sports

PART V

EMPLOYMENT REPRESENTATION SUMMARY

Chart 1. Tenured Faculty

Faculty apply for tenure at the beginning of their sixth year of employment, so trends in this area may reflect hiring practices of several years prior. While the numbers are small, there is a 6.6% increase in tenured faculty between Fall 2009 and Fall 2014, with growth in the percentage of female (10.1%), Black (13.6%) and Hispanic (12.5%) tenured faculty.

Chart 2. Tenure-Track Faculty

From Fall 2013 to Fall 2014, there was a 22.9% increase in tenure-track faculty, with a 20% increase in Black faculty and a 39.2% increase in female faculty. The one year increase and the five year trend here, with a 22.8% decrease in tenure-track faculty between Fall 2009 and Fall 2014, reflect a change in hiring practices, with a greater focus in Fall 2014 on hiring tenure-track faculty who can contribute to the research mission of the university.

Chart 3. Non-Tenure-Earning Faculty

The immediate increase in non-tenure-earning faculty (16.7% from Fall 2013 to Fall 2014), and the long-term decrease of non-tenure-earning faculty (-20.4%) from Fall 2009 to Fall 2014), reflect the hiring focuses mentioned above. In addition, these percentages reflect the need to hire non-tenure-track instructors to meet course demand and the growth of the College of Medicine requiring the addition of non-tenure-track Clinical faculty.

Chart 4. Executive/Administrative/Managerial

In general there appears to be a modest percentage increase (13.5%) of minority employees between Fall 2013 and Fall 2014. The growth in diversity is in a positive direction but it is unclear if this is a growth in positions or a realignment of positions among existing employees.

Employment Representation Charts

Chart 1. Category Representation – Tenured Faculty												
Indicator	NRA	B	A/AN	A (2013 and 2014)	A/PI (2009)	H	NH/OPI (2013 and 2014)	W	≥ Two (2013 and 2014)	Not Reported	Female	Total
Number, Fall 2014	3	25	2	73	N/A	27	0	305	1	0	152	436
Number, Fall 2013	5	25	1	74	N/A	26	0	302	0	0	142	433
Percentage Change From Fall 2013 to 2014	-40.0%	0.0%	100.0%	-1.4%	N/A	3.8%	N/A	1.0%	N/A	N/A	7.0%	0.7%
Number, Fall 2009	6	22	1	N/A	61	24	N/A	297	N/A	0	138	411
Percentage Change From Fall 2009 to 2014	-50.0%	13.6%	N/A	N/A	N/A	12.5%	N/A	2.7%	N/A	N/A	10.1%	6.1%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS HR Fall Report for 2009, 2013, 2014

Chart 2. Category Representation – Tenure-Track Faculty												
Indicator	NRA	B	A/AN	A (2013 and 2014)	A/PI (2009)	H	NH/OPI (2013 and 2014)	W	≥ Two (2013 and 2014)	Not Reported	Female	Total
Number, Fall 2014	16	6	0	15	N/A	6	0	85	1	0	71	129
Number, Fall 2013	9	5	0	15	N/A	11	0	65	0	0	51	105
Percentage Change From Fall 2013 to 2014	77.8%	20.0%	N/A	0.0%	N/A	-45.5%	N/A	30.8%	N/A	N/A	39.2%	22.9%
Number, Fall 2009	35	11	0	N/A	11	12	N/A	98	N/A		72	167
Percentage Change From Fall 2009 to 2014	-54.3%	-45.5%	N/A	N/A	N/A	-50.0%	N/A	-13.3%	N/A	N/A	-1.4%	-22.8%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS HR Fall Report for 2009, 2013, 2014

Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	B	A/AN	A (2013 and 2014)	A/PI (2009)	H	NH/OPI (2013 and 2014)	W	≥ Two (2013 and 2014)	Not Reported	Female	Total
Number, Fall 2014	7	16	0	9	N/A	25	0	154	0	0	121	211
Number, Fall 2013	5	13	0	8	N/A	30	0	165	1	0	129	222
Percentage Change From Fall 2013 to 2014	40.0%	23.1%	N/A	12.5%	N/A	-16.7%	N/A	-6.7%	-100.0%	N/A	-6.2%	-5.0%
Number, Fall 2009	19	9	0	N/A	9	23	N/A	205	N/A	0	153	265
Percentage Change From Fall 2009 to 2014	-63.2%	77.8%	N/A	N/A	N/A	8.7%	N/A	-24.9%	N/A	N/A	-20.9%	-20.4%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS HR Fall Report for 2009, 2013, 2014

Chart 4. Category Representation – Executive/Administrative/Managerial												
Indicator	NRA	B	A/AN	A (2013 and 2014)	A/PI (2009)	H	NH/OPI (2013 and 2014)	W	≥ Two (2013 and 2014)	Not Reported	Female	Total
Number, Fall 2014	4	70	0	25	N/A	37	0	359	2	0	268	497
Number, Fall 2013	3	64	0	22	N/A	30	0	317	2	0	248	438
Percentage Change From Fall 2013 to 2014	33.3%	9.4%	N/A	13.6%	N/A	23.3%	N/A	13.2%	0.0%	N/A	8.1%	13.5%
Number, Fall 2009	1	38	0	N/A	14	9	N/A	197	N/A	0	142	259
Percentage Change From Fall 2009 to 2014	300.0%	84.2%	N/A	N/A	N/A	311.1%	N/A	82.2%	N/A	N/A	88.7%	91.9%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS HR Fall Report for 2009, 2013, 2014

PART VI

AREAS OF IMPROVEMENT & ACHIEVEMENT

Part VI: Areas of Improvement from 2014 Report; Achievement of Improvement Reported in 2015

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in September 2015 Report	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, June 2014
Black FTIC enrollment has increased 16.3% in 2013 to 16.7% in 2014.	55.5% of state college transfers were from minority groups compared to 53.3% in 2013.
Areas of Improvement Pertaining to Sex Equity in Athletics Identified in September 2014 Report	Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, June 2013
Recruitment of in-state football athletes will decrease the amount of money spent in football.	An additional \$62,000 was reallocated from a men's golf scholarship to a women's track scholarship.
Areas of Improvement Pertaining to Employment Identified in September 2015 Report	Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, June 2014
Maintain and increase diverse representation of staff in management positions and faculty positions.	Increase diverse representation in faculty recruitment.

PART VII

PROTECTED CLASS REPRESENTATION IN THE TENURE PROCESS

2013 - 2014

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
MALES					
American Indian or Alaskan Native					
Asian	4		1		3
Black or African American	1		1		
Hispanic	1				1
Native Hawaiian/Other Pacific Islander					
Two or More Races					
White	17		1		16
Other, Not Reported					
Total Male (include Other, Not Reported)	23	0	3	0	20
FEMALES					
American Indian or Alaskan Native					
Asian	2		1		1
Black or African American	1				1
Hispanic	1				1
Native Hawaiian/Other Pacific Islander					
Two or More Races					
White	15		1		14
Other, Not Reported					
Total Female (Number and Percent) (include Other, Not Reported)	19 45.2%	0 0.0%	2 40.0%	0 0.0%	17 45.9%
GRAND TOTAL	42	0	5	0	37

*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.

PART VIII

PROMOTION AND TENURE COMMITTEE COMPOSITION

The overall University Committee is diverse.
For college committees – the criteria and process will be reviewed with each Dean and the Provost.

PART VIII: Promotion and Tenure Committee Composition, AY 2013-2014																		
Type of Committee	Black or African American		American Indian/ Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee		2	1		1								6				8	2
Dorothy F. Schmidt College of Arts and Letters																		
Anthropology		1																1
English													1					1
History														1				1
Languages, Linguistics & Comparative Literature													1					1
Music													1					1
Philosophy													1					1
Political Science													1					1
School of Communications & Media Studies													1					1
Sociology	1																	1
Theatre													1					1
Visual Art & Art History														1				1
TOTAL	1	1											7	2			8	3

PART VIII: Promotion and Tenure Committee Composition, AY 2013-2014																		
Type of Committee	Black or African American		American Indian/ Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
College of Business																		
Accounting													1					1
Economics					1													1
Finance													1					1
Information Technology & Operations													1					1
Management													1					1
Marketing							1											1
TOTAL					1		1						4					6
College of Engineering and Computer Science																		
Civil Engineering					1								1					2
Computer Science & Electrical Engineering	1				1								1					3
Ocean Mechanical Engineering					2													2
TOTAL					5								2					7
Harriet L. Wilkes Honors College		2							1									
TOTAL		2			1				1				14	5				15
Christine E. Lynn College of Nursing		2	1		1									14				
TOTAL		2	1		1								14					2

PART VIII: Promotion and Tenure Committee Composition, AY 2013-2014

Type of Committee	Black or African American		American Indian/ Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	College of Medicine																	
Biomedical Science					2								2				4	
Clinical Science													3	1			3	1
Student Affairs																		
TOTAL					2								5	1			7	1
Charles E. Schmidt College of Science																		
Biological Science					1												1	
Biochemistry													1				1	
Geosciences													1				1	
Mathematical Sciences													1				1	
Physics													1				1	
Psychology													1				1	
TOTAL					1				1				5				6	
DSI - Design & Social Inquiry																		
Architecture													1				1	
Criminal Justice														1				1
Public Administration													1				1	
Social Work														1				1
Urban Plan & Regional													1				1	
TOTAL													3	2			3	2

PART VIII: Promotion and Tenure Committee Composition, AY 2013-2014

Type of Committee	Black or African American		American Indian/ Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
	College of Education																	
Communications																		
Sciences & Disorders													1				1	
Counselor Educaton													1				1	
Curriculum Culture & Educational Inquiry							1											1
Educational Leadership & Research													1				1	
Exceptional Student Education		1																1
Exercise Science & Health Promotion													1				1	
Teaching & Learning														1				1
TOTAL		1					1						4	1			4	3
FAU Libraries							1						1	2			1	3
TOTAL							1						1	2			1	3

PART IX

OTHER REQUIREMENTS

A. Budgetary Incentive Plan:

Board of Governors Regulation 2.003(7) requires each university to develop a plan to support attainment of the university's goals as outlined in its equity plan in accordance with state and federal law. Below is a breakdown of FAU's equity allocations:

Equity Allocations	
Summer Bridge Program (Office of Admissions)	7,200
Campus of Difference™ (Office of Multicultural Affairs)	22,000
Office of Equity, Inclusion and Compliance	423,184
Diversity Enhancement Scholarship (EIC/Financial Aid)	11,200
Auzenne Fellowship (Graduate Studies)	40,000
Auxiliary Learning Aids (OSD)	63,000
Office of Multicultural Affairs	48,500
Summer Graduate Program (Graduate Studies)	29,500
Upward Bound (Federal Grant)	248,771
Total All Expenditures	\$ 893,355

B. President Evaluation – completed September 2014

C. President conducted top administrator's evaluation – completed February – April 2013