



Item: SP: A-3

Tuesday, June 17, 2014

**SUBJECT: APPROVAL OF THE 2013-2014 FLORIDA EQUITY REPORT: ENROLLMENT, SEX EQUITY IN ATHLETICS AND EMPLOYMENT.**

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**PROPOSED BOARD ACTION**

Approval by the Board of Trustees 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.

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**Supporting Documentation:** 2013-2014 Florida Equity Report

**Presented by:** Ms. Dorothy Russell, V.P. for Financial Affairs and CFO  
Ms. Paula Behul, Director of Equal Opportunity Programs

**Phone:** 561-297-3266  
**Phone:** 561-297-3004



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

**Approved by University Board of Trustees:**

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**Signature**

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**Date**

**Approved by University President:**

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**Signature**

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**Date**

**Submitted by:**

**Paula Behul, Director  
Florida Atlantic University  
777 Glades Road  
Administration, Suite 265  
Boca Raton, FL 33431  
561-297-3004  
[pbehul@fau.edu](mailto:pbehul@fau.edu)**

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**Signature**

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**Date**

**FLORIDA EQUITY REPORT**  
**2012-2013**  
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# PART I

## EXECUTIVE SUMMARY

The 2013-14 Equity Report has been developed and presented in accordance with Section 1000.05, Florida Statutes, of the public K-20 Education Code which prohibits unlawful discrimination against students and employees in the Florida K-20 public education system, and mandates equality of access in athletics, retention and graduation rates for under-represented populations. 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 (FAU) in accordance with the Board of Governor's Regulation 2.003, Equity and Access, and reporting guidelines established by the Board in consultation with the State of Florida, Council on Equal Opportunity and Diversity.

The Director of Equal Opportunity Programs (EOP) is the university official responsible for preparing the Florida Atlantic University Educational Equity Act Report. Various FAU individuals and departments contributed to the 2013-14 Equity Report including members of the Institutional Effectiveness and Analysis department, Dr. Diane Alperin, Vice Provost, (Academic Affairs), Ms. Melissa Dawson, Senior Associate Athletic Director for Administration and Senior Women's Administrator, (Sex Equity in Athletics) and Dr. Charles Brown, Vice President for Student Affairs, (Student Services). The Academic Program charts were analyzed by Dr. Rob Seltzer, Associate Vice President, Enrollment Management, Strategic Planning & Information Technology, Dr. Edward Pratt, Dean, Undergraduate Studies, Ms. Susan Fulks, Assistant Dean, Graduate College and Dr. Deborah Shepherd, Associate Dean & Instructor, Education Student Services, College of Education.

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 First Time in College enrollment of non-whites at approximately 49% in 2012 increasing to 54% just a year later in 2013. Specifically, growth in Black males FTIC students occurred over the same period at a rate of 37% (391 in 2012 to 537 in 2013) while Hispanics grew in number from 676 in 2012 to 806 in 2013, or an increase of just over 37%. In addition, while overall numbers remain small, growth was experienced in the numbers of female, Black and Hispanic tenured faculty hired from 2008 to 2013.

Conversely, the data indicate that challenges remain related to scholarship funding for female athletes compared to male athletes and in the need to hire an additional head coach in female programs; the goal of which to reach parity with the FAU men's programs. Parity was reached in marketing initiatives in 2013, a goal that was stated in the 2012 report.

In summary, the data show that FAU has made progress in nearly all areas, with the notable exceptions mentioned above, 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

#### **President's Statement**

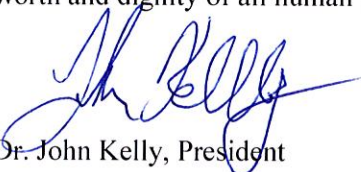
As President of Florida Atlantic University, building a culture of diversity is a top priority of mine. Like our nation at large, the academic community is enriched beyond measure by the inclusion of persons from all walks of life. Additionally, the economic base of our region is broadened and strengthened when the door of opportunity is open to all who wish to pass through it to build more productive lives. FAU has long recognized the validity of these principles and we take great pride in the fact that our student body currently ranks as one of the most racially, ethnically and culturally diverse universities in the Florida State University System. The challenge now lies before us to continue our progress in faculty hiring and athletics equity goals.

At Florida Atlantic University, all people are respected. The University has a zero-tolerance policy for any kind of harassment and discrimination, whether or not it is expressly covered by law. The Offices of Equal Opportunity Programs, Student Affairs, Human Resources, Academic Affairs and the University Ombudsman play an important role in maintaining an environment of fairness and safety at FAU.

Florida Atlantic University Regulation 5.010, Anti-Discrimination and Anti-Harassment, affirms FAU's commitment to ensure 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 a legally protected class, including race, color, religion, age, disability, sex, national origin, sexual orientation, marital status, veteran status or any other basis protected by law. The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. This rule establishes procedures for an applicant, employee or a member of the University community to file a complaint of alleged discrimination or harassment.

Any person who believes that he or she is being harassed or otherwise subjected to illegal discrimination is encouraged to consult with the Office of Equal Opportunity Programs shown below. This office is assigned primary responsibility for addressing all matters relating to discrimination and harassment complaints under Title VII, Title IX, the Rehabilitation Act, the Vietnam Era Veterans' Readjustment Act, the Florida Educational Equity Act, the Americans with Disabilities Act, the Florida Civil Rights Act, and other landmark statutes, both statewide and nationally.

We will continue to value and promote diversity as the University grows in the years ahead. There can be no higher standard for an institution of higher learning to uphold than that which affirms the intrinsic worth and dignity of all human beings.



Dr. John Kelly, President

#### **Contact Information:**

Paula Behul, Director and Title IX Coordinator  
Equal Opportunity Programs  
(561) 297-3004 (phone)  
(561) 297-2402 (fax)  
[pbehul@fau.edu](mailto:pbehul@fau.edu)  
<http://www.fau.edu/eop/>

As required, select links to various policies and procedures in support of equity are provided below:

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

> 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, white, stylized swirl graphic is centered behind the text. It consists of several overlapping loops that create a sense of motion and flow.

Anti-Discrimination  
Anti-Harassment

**REGULATION 5.010**

**Equal Opportunity Programs**

561.297.3004  
fax 561.297.2402  
[www.fau.edu/eop](http://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 Equal Opportunity Programs 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:

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 Director of EOP 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 Director of EOP 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](http://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](#).**

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### **TITLE IX Coordinator – University-wide**

Paula Behul, Director  
Equal Opportunity Programs  
Florida Atlantic University  
Administration Bldg., Suite 265  
Boca Raton, FL 33431  
561-297-3004  
[pbehul@fau.edu](mailto:pbehul@fau.edu)

Duties and Responsibilities: Functioning as the 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.

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### **TITLE IX Deputy Coordinator – FAU Students:**

#### **Boca Raton Campus**

Terry Mena  
Associate Dean of Students  
Florida Atlantic University  
SS-8, 226  
Boca Raton, FL 33431  
561-297-6777  
[tmena@fau.edu](mailto:tmena@fau.edu)

#### **Broward Campus**

Dr. Bill Horstman  
Interim Associate Dean of Students  
Florida Atlantic University  
BC-49, 109A  
Davie, FL 33314  
954-236-1235  
[horstman@fau.edu](mailto:horstman@fau.edu)

#### **Northern Campus**

Dr. Elyse Chaplin  
Associate Dean of Students  
Florida Atlantic University  
MC-03, 119  
Jupiter, FL 33458  
561-799-8521  
[chapline@fau.edu](mailto:chapline@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 Coordinators listed above or the Title IX Coordinator for the University.

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### **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](mailto: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.

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**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>.**







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

EOP Office Use Only:

File #

Received by:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(EOP Representative)

Form revised 1/9/2012

<b>SUBJECT:</b> DISABILITIES AND ACCOMMODATIONS	<b>Effective Date:</b> 9-18-12	<b>Policy Number:</b> 1.13	
	<b>Supersedes:</b> Presidential Memorandum #88	<b>Page</b> 1	<b>Of</b> 4
	<b>Responsible Authority:</b> 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

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

Policy Number: 1.13


*Initiating Authority*

Signature: 

Name: Paula Behul

Date: 9-20-12

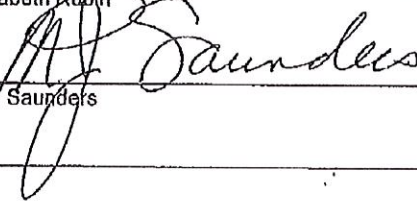
*Policies and Procedures  
Review Committee Chair*

Signature: 

Name: Elizabeth Rubin

Date: 9-11-12

*President*

Signature: 

Name: M.V. Saunders

Date: 9/21/12

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<b>SUBJECT:</b> CONSENSUAL RELATIONS	<b>Effective Date:</b> 10-30-09	<b>Policy Number:</b> 1.10	
	<b>Supersedes:</b> New	<b>Page</b> 1	<b>Of</b> 3
	<b>Responsible Authority:</b> 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

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

Policy Number: 1.10

Initiating Authority

Signature: \_\_\_\_\_

Name: Dennis Crudele

Date: 11/2/2009

Policies and Procedures

Review Committee Chair

Signature: \_\_\_\_\_

Name: Elizabeth F. Rubin

Date: 10/30/09

President

Signature: \_\_\_\_\_

Name: John F. Pritchett

Date: 11/5/09

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# **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.

## **GATEWAY PROGRAM**

**Freshman Academic Advising Services**

**Dean of Undergraduate Studies**

The Gateway Program offers admittance during the summer for students not meeting the general admission requirements but who appear viable. Students are required to take 2 courses; Introduction to English and Learning Strategies and Human Development (SLS 1503) prior to the Fall semester.

## **CAMPUS OF DIFFERENCE™ (Diversity Training)**

**Equal Opportunity Programs**

CAMPUS OF DIFFERENCE™ is an anti-bias diversity training program which helps participants (students, faculty and staff) increase their self-awareness and learn to appreciate diversity on campus. The four hour training sessions are designed to enhance the university's ability to build a stronger community and make proactive changes regarding the challenges faced on our campus. One-hundred three (103) faculty and staff were trained during 2012 - 2013.

## **CAMPUS OF DIFFERENCE™**

**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 values and respects diversity. Seventy-nine (79) students were trained during 2012-13.

## **DIVERSITY ENHANCEMENT SCHOLARSHIPS**

**Equal Opportunity Programs**

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

Strategic Plan – reflect racial, ethnic and gender diversity in student enrollment as found in the Southeast Florida population.

- 16.3% Black freshmen enrollment in 2013; this percentage increased significantly from 13.1% in 2012.
- 24.4% Hispanic freshmen in 2013; this percentage increased from 22.7% in 2012.
- Overall freshman minority enrollment rate was 48.7% in 2013, up from 43.9 % in 2012.
- 53.3% of state college transfers were from minority groups in 2013, up significantly from 45.5% in 2012.
- Black college transfers were 20.9% in 2013, up from 17.7% in 2012.
- Hispanic college transfers were 25.6% in 2013, up significantly from 20% in 2012.
- Retention rate for Black FTICs entering FAU in summer/fall 2012 after one year was 79.5%.
- Retention rate for Hispanics was 78% as compared to 73% for Whites and 75% for FTICs overall.
- Female students are retained at a greater rate than males; 76.4% for females versus 73% for males.

Graduation Rates – FAU is characterized by the rich diversity of its student body and this diversity is reflected in its graduates.

- Graduation rate for Black students entering FAU in summer/fall was 39%, lower than the overall graduation rate of 41.0%.
- The graduation rate for Hispanics, was 40.3% which is slightly lower than the overall graduation rate of 41.0%.
- The female graduation rate is 34.3%, which is significantly lower than the male graduation rate of 48.3%.
- Over 48% of graduates in 2012-13 were non-White.
- Black students accounted for 18% of baccalaureate degrees awarded.
- Hispanic students accounted for 24% of baccalaureate degrees awarded.
- 13.9% of master's degrees were awarded to Black students.
- 14.8% of master's degrees were awarded to Hispanic students.

## PART III

### ACADEMIC PROGRAM KEY FOR TABLES/CHARTS

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)**

**Chart 1. Full-time First-Time-In-College Enrollment, Fall 2013 and Early Admits**

	NRA	B	A/IAN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	17	210	2	46	338	2	748	61	32	1456
Women	19	327	4	60	468	4	830	85	45	1842
Total	36	537	6	106	806	6	1578	146	77	3298
Category % of Total	1.1%	16.3%	0.2%	3.2%	24.4%	0.2%	47.8%	4.4%	2.3%	100.0%

Source: BOG IPEDS Fall 2013 Enrollment by race, ethnicity, and sex. Line 01, First time students.

**Chart 2. Full-time Florida College System A.A. Transfers, Fall 2013 and Summer 2013**

	NRA	B	A/IAN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	21	86	0	15	103	0	222	14	8	469
Women	20	132	2	18	164	0	203	23	14	576
Total	41	218	2	33	267	0	425	37	22	1045
Category % of Total	3.9%	20.9%	0.2%	3.2%	25.6%	0.0%	40.7%	3.5%	2.1%	100.0%

Source: BOG IPEDS Fall 2013 Enrollment by race, ethnicity, and sex. Line 04A, First time students.

**Chart 3. Retention of Full-Time FTICs Entering Fall 2012, or Summer 2012 and Continuing into Fall, After One Year**

	NRA	B	A/IAN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	29	409	8	126	699	1	1621	116	32	1668	1373	3041
Category % of Total	1.0%	13.4%	0.3%	4.1%	23.0%	0.0%	53.3%	3.8%	1.1%	54.9%	45.1%	100.0%
After 1 year	23	325	7	109	545	1	1164	76	26	1275	1001	2276
Retention Rate	79.3%	79.5%	87.5%	86.5%	78.0%	100.0%	71.8%	65.5%	81.3%	76.4%	72.9%	74.8%

Source: Student Instruction File (FTICs Who Matriculated Fall 2012, plus those FTICs Who Matriculated In Summer 2012 And Enrolled in 2013-14)

**Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2007, or Summer 2007 and Continuing into Fall After Six Years**

	NRA	B	A/IAN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	44	391	6	138	476	0	1482	14	12	1326	1237	2563
Category % of Total	1.7%	15.3%	0.2%	5.4%	18.6%	N/A	57.8%	0.5%	0.5%	51.7%	48.3%	100.0%
After 6 years												
Number of Graduates	5	73	1	28	98	0	255	4	1	211	254	465
Percent Graduated	11.4%	18.7%	16.7%	20.3%	20.6%	N/A	17.2%	28.6%	8.3%	15.9%	20.5%	18.1%
Category % Graduated	1.1%	15.7%	0.2%	6.0%	21.1%	N/A	54.8%	0.9%	0.2%	45.4%	54.6%	100.0%
Number Retained	27	193	4	95	252	0	723	12	4	701	609	1310
Percent Retained	61.4%	49.4%	66.7%	68.8%	52.9%	N/A	48.8%	85.7%	33.3%	52.9%	49.2%	51.1%
Category % Retained	2.1%	14.7%	0.3%	7.3%	19.2%	N/A	55.2%	0.9%	0.3%	53.5%	46.5%	100.0%

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

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**Florida Atlantic University**  
**2013-2014**  
**(page 2)**

**Chart 5. Bachelor's Degrees Awarded, AY 2012-2013**

	NRA	B	AVAN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	59	317	3	101	473	0	1054	33	7	2047
Women	34	603	9	125	735	1	1511	48	11	3077
Total	93	920	12	226	1208	1	2565	81	18	5124
Category % of Total	1.8%	18.0%	0.2%	4.4%	23.6%	0.0%	50.1%	1.6%	0.4%	100.0%

Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

**Chart 6. Master's Degrees Awarded, AY 2012-2013**

	NRA	B	AVAN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	32	51	1	27	83	1	307	17	10	529
Women	34	145	0	38	127	0	507	21	14	886
Total	66	196	1	65	210	1	814	38	24	1415
Category % of Total	4.7%	13.9%	0.1%	4.6%	14.8%	0.1%	57.5%	2.7%	1.7%	100.0%

Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

**Chart 7. Doctoral Degrees Awarded, AY 2012-2013**

	NRA	B	AVAN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	15	5	0	2	2	0	24	0	0	48
Women	9	8	0	1	7	0	30	0	0	55
Total	24	13	0	3	9	0	54	0	0	103
Category % of Total	23.3%	12.6%	N/A	2.9%	8.7%	N/A	52.4%	N/A	N/A	100.0%

Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), SUM of GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines(Research/Scholarship & Professional Practice)

**Chart 8. First Professional Degrees Awarded, AY 2012-2013**

	NRA	B	AVAN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	0	2	0	0	0	0	2	0	0	4
Women	0	6	0	2	3	0	10	0	0	21
Total	0	8	0	2	3	0	12	0	0	25
Category % of Total	N/A	32.0%	N/A	8.0%	12.0%	N/A	48.0%	N/A	N/A	100.0%

Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Post-Masters Certificates. Chart for 99.0000, all disciplines.



## PART III

### STUDENT SERVICES

#### **EQUAL OPPORTUNITY PROGRAMS**

<http://www.fau.edu/eop>

Equal Opportunity Programs provides Equal Access funding to the following Student Services initiatives:

##### **Graduate Studies**

<http://www.fau.edu/graduate>

###### **Graduate Diversity Fellowship**

- Completion of 9 credit hours of graduate-level coursework
- Admitted into Graduate Major
- Increase diversity of student body in chosen field of study

##### **Multicultural Affairs**

<http://www.multiculturalaffairs@fau.edu>

###### **Eyes On the Prize Persistence Program**

- Provides academic counseling and support services for students
- Offers Needs assessment, survival skills workshop
- Book Loan program and tutoring programs

##### **Office for Students with Disabilities**

<http://osd.fau.edu>

###### **Auxiliary Learning Aids**

- Funding used to provide sign language interpreters, note takers, audio and class recordings, enlarged print materials, Assistive Technology Lab, etc.

##### **Campus of Difference™**

- Anti-bias diversity training program which helps participants (student, faculty, staff) increase their self-awareness and learn to appreciate diversity on campus. The four hour training sessions are designed to enhance the university's ability to build a stronger community and make proactive changes regarding the faced on our campus. 103 faculty and staff were trained during 2012-13.

#### **HUMAN RESOURCES**

##### **Student Employment/Human Resources**

[http://www.fau.edu/hr/Student\\_Employment/index.php](http://www.fau.edu/hr/Student_Employment/index.php)

- Offers student employment
- Gender and ethnicity transparent

## ACADEMIC AFFAIRS

### Admissions

[http://www.fau.edu/hr/Student\\_Employment/index.php](http://www.fau.edu/hr/Student_Employment/index.php)

- Tours for individual students and their families are offered at 10:00 a.m. and 2:00 p.m., Monday – Friday as well as 10:00 a.m. on select Saturdays. Special appointment tours are scheduled for field trips and groups of ten or more people. The Admissions Office also encourages visits from middle school students.
- Female students accounted for 55% of incoming freshmen, Fall 2012

### Freshman Academic Advising Services

<http://www.fau.edu/freshmanadvising/>

- The student and advisor work together to define and assess academic goals by selecting appropriate courses. The advisor assists the student in gaining a clear understanding of institutional policies, procedures and resources. The advisor offers assistance in developing decision making skills as well as assisting the student in becoming self-directed and self-sufficient.
- **Gateway Program** – offers admittance during the summer for students not meeting the general admission requirements but who appear viable. Students are required to take 2 courses - Introduction to English and Learning Strategies and Human Development (SLS 1503) prior to the Fall semester.

### Undergraduate Students

<http://www.fau.edu/academic/freshman/virtual/>

- Services are gender and ethnicity transparent

### Graduate Students

<http://www.fau.edu/graduate/>

- Services are gender and ethnicity transparent
- Graduate Diversity Fellowship

### Center for Learning and Student Success

[www.fau.edu/CLASS](http://www.fau.edu/CLASS)

- Learning Communities have been established with high female and/or minority participation (eg., Education and Nursing where students collaborate on projects while assessing university resources). Supplemental Instruction (SI) is targeted toward EVERY student enrolled in identified “high risk courses”
- The Center for Learning and Student Success also provides tutoring for students in the “AcCESS program” which targets 2<sup>nd</sup>–year undergraduate students who are struggling academically
- Individual Retention Counseling is available by individual request or referrals due to financial issues, academic concerns as well as development of test taking skills, etc.

### Student Financial Assistance

<http://www.fau.edu/financial/index.php>

<http://www.fau.edu/finaid/typesofaid/scholarship>

- Offers student employment, college work study and temporary funds for student workers
- Many scholarships available to assist students with their educational goals
- Gender and ethnicity transparent

## **STUDENT AFFAIRS**

Compliments the academic mission by offering program activities and services that encourage students to critically explore today's global society.

### **Dean of Students**

- 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 Health Services**

<http://wise.fau.edu/shs/index.php>

#### **Females comprised 69% of all clinic appointments in 2012-13:**

- Boca clinic: 64% of all clinic appointments were from female students
- Davie clinic: 73% of clinic appointments were from female students
- Jupiter clinic: 81% of clinic appointments were from female students

#### **Services for minorities in 2012-13:**

- 18% of all clinic appointments were from Hispanic students
- 22% of all clinic appointments were from Black students
- 6.5% of all clinic appointments were from Asian students
- 1% 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 contraception management, annual exams, breast exams testing and treatment for sexually transmitted infections and other gynecological services that include colposcopies.

### **Weppner Center for Civic Engagement and Service**

[www.fau.edu/volunteer](http://www.fau.edu/volunteer)

#### **Mission:**

- Develop 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.
- Vision: Foster future leaders through civic responsibility and community service

#### **Services and Programs offered:**

- Volunteer and Academic Service-Learning Advising(A S-L) advising and referral
- Recording Volunteer and A S-L hours on transcript
- Volunteer Service Cord for graduation with approval
- Planning community service events
- Civic awareness promotion
- Community Garden with a STEM Educational Program for elementary children
- Alternative Breaks Program - Alternative Spring Break & Florida Immersion Trips
- Summer Reading Program for Children

## Campus Recreation

### **Mission:**

- The Mission of Campus Recreation is to enhance the quality of life of the Florida Atlantic University community by encouraging active and balanced lifestyles and to facilitate student learning through participation in Campus Recreation programs, services and facilities.

## Recreation & Fitness Center Usage

<http://www.fau.edu/campusrec>

- 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% 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 are active

- 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:

<b>SPORT</b>	<b>FEMALE</b>	<b>MALE</b>
Equestrian	18	1
Surfing	2	5
Water Polo	10	15
Tae Kwon Do	3	6
Quidditch	6	5
Climbing	15	25
Fencing	1	6
Tri Owls	7	4
Archers	4	3
Runners	8	5

## **Multicultural Affairs**

<http://www.multiculturalaffairs@fau.edu>

### **Campus Relations and Diversity Training**

(Campus of Difference™ )

- A half-day 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 number: 79 students

### **2012-2013 Campus of Difference™ Students Race and Ethnicity**

White Female 25	White Male 5	Black Female 22	Black Male 4
Hispanic Female 11	Hispanic Male 3	Asian Female 1	Asian Male 2
Caribbean Female 1	Caribbean Male 1	Multiracial Female 1	Multiracial Male 1

Did Not Respond – 2

**Total – 79**

### **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 (186 participants)
- Survival skills workshops (186 participants)
- Monitoring Scholastic progress (186 participants)
- Referrals to and by appropriate academic and student affairs units for assistance (75 participants)
- Book Loan Program (736 approved applications)

## 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** - Are athletic opportunities proportionate to males and females?

**Prong 2** - Is there a history of program expansion to achieve gender proportionality?

**Prong 3** - Have the interests and abilities of the underreported gender been fully and effectively accommodated?

#### **In compliance with Prong 2**

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 2: 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 2012-13 academic year there were 12,149 full time undergraduate students on the Boca Raton campus of FAU. Full-time, undergraduate level females accounted for 53.6% of these students. During that same time period there were 495 student athletes of which 231 or 46.7% were female. This leaves a disparity of 6.9% between the undergraduate enrollment of females and their participation in intercollegiate sports at FAU.</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 1 (proportionality) compliance with Title IX we would have an issue. However, currently</p>	No

**Chart 1. Sex Equity in Athletics Update**

	<p>we are in compliance with the law based on prong 2 (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 is the only team that does not currently have a practice facility. This has been budgeted for in the 2014-15 fiscal year budget.</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 2012-2013 was \$4,028,057. Men represented 53.3% of participation and received 58.9% of the awards. Women represented 46.7% of the participation and received 41.1% 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 4-5% or approximately \$300,000. An alternative is to look for a combination of decreasing men's scholarships while increasing women's scholarships.	Yes
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 three Associate Athletics Directors (Associate AD for Business, Associate AD for Compliance, Associate AD for Academics). 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 and development. These areas or programs report 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> <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,</p>	No



## Chart 1. Sex Equity in Athletics Update

	<p>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. 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 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.</p> <p>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</p>	<p>No</p>

**Chart 1. Sex Equity in Athletics Update**

	<p>above procedures are enforced regardless of the gender of the team.</p> <p>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.</p> <p>Per diem for all teams except football, men’s basketball and women’s basketball is \$25 per day. This is a challenge for teams but is not an equity issue as it is consistent across both genders. 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.</p> <p>Men’s basketball and women’s basketball are allowed \$30 per diem. This is permitted because these two sports are required to play guarantee games during the year. These guarantees generate revenue to assist the department with balancing its annual budget. By nature these games are usually against teams that play at a level that can be quite challenging for our teams. As a consideration we have permitted the increased per diem to these teams based on this requirement. Since this policy is in effect for both the men’s and women’s team it is not a gender equity concern.</p> <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 at one time.</p>	
d) recruitment	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	No

**Chart 1. Sex Equity in Athletics Update**

	<p>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>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). However, the second assistant coaches for women's volleyball and women's soccer are non-benefitted positions. This is an equity issue. Our outside gender equity consultant has recommended that these two assistant positions be elevated to benefitted positions. This will increase us to 16 benefitted assistants for men's teams and 12 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. 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 are two women's teams that share a head coach. The head softball coach doubles as the head coach for the women's golf program. The inequity is in the fact that the female participants' opportunity to receive coaching is lessened. By dividing duties between golf and softball the head coach cannot devote her full</p>	<p>Yes</p>

### Chart 1. Sex Equity in Athletics Update

	<p>attention and time to the betterment of one sports' athletes. There is no men's team that is faced with this challenge; therefore, it is inequitable and a new head coach for either the women's golf or softball program should be hired.</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, print and 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. Men's and women's tennis, men's and women's swimming, men's golf and track and field have a spring sport schedule card to advertise all their home contest.</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, 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 do not receive marketing material or support are men's cross country, women's cross country, sand volleyball and women's golf. These sports are not marketed by the marketing personnel due to the fact that they have do not have any contest. This decision has nothing to do with the gender of the participants. Even though the marketing department does not promote these sports, the media relations department does write press releases and publish the contest results of all 4 of these teams in order to create an awareness of the accomplishments of the student-athletes that participate in these sports.</p> <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>No</p>

## Chart 1. Sex Equity in Athletics Update

<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. At this time no other women's sport has requested a Director of Operations.</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>
<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</p>	<p>No</p>

## Chart 1. Sex Equity in Athletics Update

	<p>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>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. No teams receive priority in the assignment of tutors. If anyone, at-risk-students, regardless of sex, receive priority.</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 equal to or greater than their Sun Belt Conference counterparts. The athletics department maintains an up to date annual 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</p>	<p>No</p>

**Chart 1. Sex Equity in Athletics Update**

	<p>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. 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 practice and/or compete. During these times the options available (dorms, off campus apartments and/or hotel rooms are utilized). The decision as to who utilizes</p>	<p>No</p>

### Chart 1. Sex Equity in Athletics Update

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.

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.

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

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



# **PART V**

## **EMPLOYMENT REPRESENTATION SUMMARY**

### **Chart 1. Tenured Faculty**

For Fall 2012 and Fall 2013, the number of tenured faculty remained the same. There is, however, a 8.5% growth of tenured faculty between Fall 2008 and Fall 2013, with growth in the percentage of female (2.9%), Black (25%) and Hispanic (18.2%) tenured faculty. While the numbers are small, it is still movement in a positive direction in terms of diversity of the tenured faculty.

### **Chart 2. Tenure-Track Faculty**

From Fall 2008 to Fall 2013, there is a 42.9% decrease in tenure-track faculty, with a concomitant decrease in female (28.2%), Black (58.3%) and Hispanic (8.3%) faculty in tenure-earning lines. Again, the numbers are small but reflect a period of time when FAU was hiring more non-tenure track faculty.

### **Chart 3. Non-Tenure-Earning Faculty**

For Fall 2012 and Fall 2013, a smaller number of faculty were hired and a significantly greater percentage of those were non-tenure track faculty. This was due in large part to budget cuts, with Deans only being able to fill existing lines; few new positions were authorized. A larger percentage of instructors were hired to assist in covering needed courses, especially at the lower division. At the same time, the College of Medicine was continuing to grow and hire needed non-tenure track Clinical faculty.

For Fall 2014, the scenario should change significantly. Searches are currently underway for a significant number of faculty, including new positions and a smaller number of non-tenure track faculty than in years past.

### **Chart 4. Employment Representation**

Diverse representation within Executive/Administrative/Managerial Staff continues to increase.

# Employment Representation Charts

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

Indicator	NRA	B	AVAN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥ Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013	5	25	1	74	N/A	26	0	302	0	0	142	433
Number, Fall 2012	7	27	1	70	N/A	27	0	306	1	0	144	439
Percentage Change From Fall 2012 to 2013	-28.6%	-7.4%	0.0%	5.7%	N/A	-3.7%	N/A	-1.3%	-100.0%	N/A	-1.4%	-1.4%
Number, Fall 2008	4	20	1	N/A	56	22	N/A	296	N/A	0	138	399
Percentage Change From Fall 2008 to 2013	25.0%	25.0%	N/A	N/A	N/A	18.2%	N/A	2.0%	N/A	N/A	2.9%	8.5%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall H/R Fall Report 2012, 2013 and IPEDS Fall Staff 2008

**Chart 2. Category Representation – Tenure-Track Faculty**

Indicator	NRA	B	AVAN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥ Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013	9	5	0	15	N/A	11	0	65	0	0	51	105
Number, Fall 2012	13	4	0	13	N/A	10	0	72	2	0	57	114
Percentage Change From Fall 2012 to 2013	-30.8%	25.0%	N/A	15.4%	N/A	10.0%	N/A	-9.7%	-100.0%	N/A	-10.5%	-7.9%
Number, Fall 2008	39	12	0	N/A	14	12	N/A	107	N/A		71	184
Percentage Change From Fall 2008 to 2013	-76.9%	-58.3%	N/A	N/A	N/A	-8.3%	N/A	-39.3%	N/A	N/A	-28.2%	-42.9%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall H/R Fall Report 2012, 2013 and IPEDS Fall Staff 2008

**Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities**

Indicator	NRA	B	AVAN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥ Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013	5	13	0	8	N/A	30	0	165	1	0	129	222
Number, Fall 2012	6	12	0	9	N/A	22	0	153	7	0	120	209
Percentage Change From Fall 2012 to 2013	-16.7%	8.3%	N/A	-11.1%	N/A	36.4%	N/A	7.8%	-85.7%	N/A	7.5%	6.2%
Number, Fall 2008	24	10	0	N/A	9	25	N/A	203	N/A	0	150	271
Percentage Change From Fall 2008 to 2013	-79.2%	30.0%	N/A	N/A	N/A	20.0%	N/A	-18.7%	N/A	N/A	-14.0%	-18.1%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall H/R Fall Report 2012, 2013 and IPEDS Fall Staff 2008

**Chart 4. Category Representation – Executive/Administrative/Managerial**

Indicator	NRA	B	AVAN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥ Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013	3	64	0	22	N/A	30	0	317	2	0	248	438
Number, Fall 2012	2	58	0	22	N/A	14	0	290	4	0	217	390
Percentage Change From Fall 2012 to 2013	50.0%	10.3%	N/A	0.0%	N/A	114.3%	N/A	9.3%	-50.0%	N/A	14.3%	12.3%
Number, Fall 2008	1	39	0	N/A	15	10	N/A	214	N/A	0	151	279
Percentage Change From Fall 2008 to 2013	200.0%	64.1%	N/A	N/A	N/A	200.0%	N/A	48.1%	N/A	N/A	64.2%	57.0%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall H/R Fall Report 2012, 2013 and IPEDS Fall Staff 2008

**PART VI**  
**AREAS OF IMPROVEMENT & ACHIEVEMENT**

**PART VI: Areas of Improvement from 2013 Report; Achievement of Improvement Reported in 2014**

<b>Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in September 2014 Report</b>	<b>Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, June 2013</b>
Black FTIC enrollment has increased significantly from 13.1% in 2012 to 16.3% in 2013.	53.3% of state college transfers were from minority groups compared to 45.5% in 2012
<b>Areas of Improvement Pertaining to Sex Equity in Athletics Identified in September 2014 Report</b>	<b>Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, June 2013</b>
Hiring a new head women's golf or softball coach	Additional scholarship money was added to women's soccer, softball, volleyball and women's basketball
<b>Areas of Improvement Pertaining to Employment Identified in September 2014 Report</b>	<b>Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, June 2013</b>
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

**2012-2013**

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
<b>MALES</b>					
American Indian or Alaskan Native					
Asian					
Black or African American	2				2
Hispanic	3		1		2
Native Hawaiian/Other Pacific Islander					
Two or More Races					
White	10				10
Other, Not Reported					
<b>Total Male (include Other, Not Reported)</b>	<b>15</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>14</b>
<b>FEMALES</b>					
American Indian or Alaskan Native					
Asian	2		1		1
Black or African American	1				1
Hispanic					
Native Hawaiian/Other Pacific Islander					
Two or More Races					
White	7		1		6
Other, Not Reported					
<b>Total Female (Number and Percent) (include Other, Not Reported)</b>	<b>10 40.0%</b>	<b>0 0.0%</b>	<b>2 66.7%</b>	<b>0 0.0%</b>	<b>8 36.4%</b>
<b>GRAND TOTAL</b>	<b>25</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>22</b>

\*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 2012-2013**

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
<b>University Committee</b>		1			2				2				3	2			7	3
<b>Dorothy F. Schmidt College of Arts and Letters</b>																		
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
<b>TOTAL</b>									1			8	2				8	3

**PART VIII: Promotion and Tenure Committee Composition, AY 2012-2013**

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
<b>College of Business</b>																		
Accounting													1				1	
Economics					1												1	
Finance													1				1	
Information Technology & Operations Management													1				1	
Management													1				1	
Marketing									1								1	
<b>TOTAL</b>					1				1				4				6	
<b>College of Engineering and Computer Science</b>																		
Civil Engineering					1								1				2	
Computer Science & Electrical Engineering					1								1				2	
Ocean Mechanical Engineering					3												3	
<b>TOTAL</b>					5								2				7	
<b>Harriet L. Wilkes Honors College</b>		2							1									
<b>TOTAL</b>		2							1				14	5			15	7
<b>Christine E. Lynn College of Nursing</b>		2	1		1								14					
<b>TOTAL</b>		2	1		1								14				2	16

**PART VIII: Promotion and Tenure Committee Composition, AY 2012-2013**

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
<b>College of Medicine</b>																		
Biomedical Science					1								3					4
Clinical Science													2	2				2
Student Affairs																		
<b>TOTAL</b>					1								5	2				6
<b>Charles E. Schmidt College of Science</b>																		
Biological Science													1					1
Chemistry & Biochemistry													1					1
Geosciences									1									1
Mathematical Sciences													1					1
Physics													1					1
Psychology													1					1
<b>TOTAL</b>									1				5					6
<b>DSI - Design &amp; Social Inquiry</b>																		
Architecture												1						1
Criminal Justice														1				1
Public Administration													1					1
Social Work													1					1
Urban Plan & Regional		1																1
<b>TOTAL</b>		1											2	1				3

**PART VIII: Promotion and Tenure Committee Composition, AY 2012-2013**

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
<b>College of Education</b>																		
Communications Sciences & Disorders													1					1
Counselor Educaton													1					1
Curriculum Culture & Educational Inquiry														1				1
Educational Leadership & Research Methodology													1					1
Exceptional Student Education		1																1
Exercise Science & Health Promotion													1					1
Teaching & Learning														1				1
<b>TOTAL</b>		1											4	2				4
<b>FAU Libraries</b>																		
FAU Libraries								1					1	2				3
<b>TOTAL</b>							1						1	2				3

## **PART IX**

### **OTHER REQUIREMENTS**

- A. Budgetary Incentive Plan:  
Due to continued budget reductions, incentive plans were not funded in the report year.
  
- B. President Evaluation – completed September 2013
  
- C. President conducted top administrator’s evaluation – completed February – April 2013