



Item: III. c.

Wednesday, August 12, 2020

SUBJECT: APPROVAL OF THE 2018-19 FLORIDA EDUCATIONAL EQUITY REPORT

PROPOSED BOARD ACTION

Approval of the 2018-19 Florida Educational Equity Report ("Equity Report").

BACKGROUND INFORMATION

The Equity Report is an annual report required by the Florida Educational Equity Act, Section 1000.05, Florida Statutes, and Florida Board of Governors (BOG) Regulation 2.003. The Equity Report addresses the University's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment, equity in athletics, and employment. It includes an assessment of sex equity in athletics, as well as representation by race and sex in student enrollment, senior-level administrative positions and by faculty rank and/or tenure status. The report also includes annual goals for each area.

IMPLEMENTATION PLAN/DATE

Upon approval by the FAU Board, the Equity Report will be submitted to the BOG.

FISCAL IMPLICATIONS

N/A

Supporting Documentation: 2018-19 Florida Educational Equity Report

Presented by: Elizabeth Rubin, Chief Compliance &
Ethics Officer

Phone: 561-297-3004



Florida Educational Equity Report

Enrollment, Gender Equity in Athletics, and Employment

July 2018 – June 2019

Florida Atlantic University

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

**Office of Equity, Inclusion and Compliance
Florida Atlantic University
777 Glades Road
Administration Building, Suite 265
Boca Raton, FL 33431
561-297-3004**

FLORIDA EDUCATIONAL EQUITY ACT REPORT

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FLORIDA ATLANTIC UNIVERSITY

Office of the President

President's Statement

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

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

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



John Kelly
President

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An Equal Opportunity/ Equal Access Institution

PART 1

EXECUTIVE SUMMARY

INTRODUCTION

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

This 2020 Equity Report covers fiscal year 2018 – 2019 and exemplifies Florida Atlantic University’s progress in the areas of Academic Programs, Gender Equity in Athletics, Employment, Promotion & Tenure, and Other Requirements. This report also serves as a method of identifying and resolving potential issues of inequity. By addressing these issues, we reaffirm Florida Atlantic University’s commitment to increasing the representation of women, minorities and other underrepresented groups at the University.

DEVELOPMENT

The Office of Equity, Inclusion and Compliance (EIC) coordinated and compiled the Florida Equity Report with the assistance of various University offices including Institutional Effectiveness and Analysis, Athletics, Student Services and Academic Affairs. The data in this report was gathered through Human Resource files for 2018 – 2019 and the annual Integrated Post-Secondary Education Data System (IPEDS) submission. It represents current information used for federal and state reporting requests. Prior to the final submission to the Florida Board of Governors, the University President and the Board of Trustees reviewed and approved the institution’s report.

SUMMARY OF PROGRESS

Policies and Procedures in Support of Equity

- Florida Atlantic University promotes diversity, equity and inclusion as core values and is deeply committed to eliminating discrimination. The University’s Anti-Discrimination/Anti-Harassment and Student Code of Conduct are reviewed annually. The Anti-Discrimination/Anti-Harassment Regulation plays a critical role in the University’s efforts to ensure its campuses are inclusive and free of prohibited discrimination. The regulation outlines the process by which the University defines protected groups and responds to allegations of discrimination and harassment. The regulation was updated in June 2019. The update included a reorganization of definitions and examples to ensure clarity and consistency in application, amendments to referenced leadership roles in the Office of Equity, Inclusion and Compliance to reflect current organization structure, and informing supervisory employees that failure to report any alleged violation of the regulation may result in disciplinary action, up to and including separation or termination.
- Equity program allocations increased by \$232,890

Diversity

- Florida Atlantic University ranks as the most racially, ethnically and culturally diverse institution in the State University System of Florida. Over the last five years, Hispanic student enrollment has steadily increased by 2.3%. International student enrollment has increased over the same period by 1.2% and Black student enrollment has increased by 0.7%. In 2019, minority students composed approximately 56.5% of total full-time FTIC enrollment.
- FAU has been named to Military Times “Best for Vets: Colleges 2018” for the seventh consecutive year. The online publication comprising the Army Times, Navy Times, Air Force Times and Marine Corps Times, conducts and scores the “Best for Vets: Colleges Survey,” a comprehensive assessment of college services to veterans.

Academic Programs (Enrollment and Graduation)

- Overall, the data presented in this report substantiates our continuing commitment to equity and diversity at FAU and reflects consistent and steady progress toward improvement. Examples of progress in diversity include increased enrollment of Black freshman to 17.2% of the incoming freshman, a rise from 16.8% in the previous reporting year. The overall freshman minority enrollment rate was 52.8% in 2019, a rise from 51.2% in 2018. Hispanic college transfers were 34.1% in 2019, up from 31.2% in 2018. Retention rate for Black FTICs entering FAU in summer/fall 2018 after one year was 85.4%. Retention rate for Hispanics was 82.4%, compared to 79.1% for Whites and 81.6% for FTICs overall. Black students accounted for 21.2% of baccalaureate degrees awarded. Hispanic students accounted for 26.2% of baccalaureate degrees awarded. In 2019, minorities were awarded 57.6% of all baccalaureate degrees awarded.

Gender Equity in Intercollegiate Athletics

- In 2018, FAU began an extensive internal review to confirm that FAU’s Athletic Program, which currently includes participation in all Conference USA sports, is meeting the athletic interests and abilities of its student body.

Employment Representation

- Human Resources and Academic Affairs continues to promote the recruitment, hiring and promotion of diverse individuals at FAU. Over the last year, there has been an increase of Asian tenure track faculty (25%). Over the last five years, there has been an increase in female tenure track faculty (12.7%) and Black tenure track faculty (33.3%).
- Over the last year, minority representation has increased among Fulltime Non-instructional Management Occupations. Black (7.7%), Hispanic (11.9%), and Native Hawaiian or Other Pacific Islander (200%) representation increased significantly in 2019.

Protected-Class Representation

- FAU's faculty tenure data indicates that women and minorities continued to apply for and were granted tenure in the past year. The proportion of female and Asian tenured faculty increased by 2.6% and 2.8% respectively.
- At the Executive, Administrative, and Managerial level positions, there was an increase in the proportion of Black and Hispanic employees of 19.6%.

Promotion and Tenure Committee Composition

- FAU continues to seek participation from minorities and women to serve as college representatives on several of the Promotion and Tenure Committees. Over the last year, minority representation on the overall University Promotion and Tenure Committee increased from 11% to 33%.

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

EQUITY PROGRAM ALLOCATIONS

Equity Allocations	
Campus of Difference™ (Office of Diversity & Multicultural Affairs)	\$22,000
Office of Equity, Inclusion and Compliance	\$656,074
Diversity Enhancement Scholarship (Financial Aid)	\$11,200
Auzenne Fellowship (Graduate Studies)	\$40,000
Auxiliary Learning Aids (Student Accessibility Services)	\$63,000
Office of Diversity & Multicultural Affairs (Student Affairs)	\$48,500
Summer Graduate Program (Graduate Studies)	\$29,500
Upward Bound (Federal Grant) (Student Affairs)	\$263,938
Florida Education Fund Scholarship (MLK) (Admissions)	\$12,000
Urban Male Initiative	\$125,000
Total All Expenditures	\$1,271,212¹

¹ This is an increase of \$232,890 over the prior reporting year.

PART II

Policies and Procedures in Support of Equity

Policies, regulations and procedures specifically formulated to ensure equity at FAU are listed below:

Name of Policy/Procedure	Web Address
Anti-Discrimination and Anti-Harassment Regulation 5.010	http://www.fau.edu/regulations/chapter5/Regulation%205.010_6.4.19.pdf
Discrimination and Harassment Complaint Processing Form	https://cm.maxient.com/reportingform.php?FloridaAtlanticUniv&layout_id=102
Title IX Notice	https://www.fau.edu/eic/title-ix/
Prohibited Sexual Conduct Policy 1.15	https://www.fau.edu/policies/files/1.15%20Prohibited%20Sexual%20Conduct.pdf
Reporting Child Abuse Policy 7.6	http://www.fau.edu/policies/files/7.6%20Reporting%20Child%20Abuse.pdf
Disabilities and Accommodations Policy 1.13	https://www.fau.edu/eic/ada-coordination/pdfs/policy1.13disability-and-accommodation.pdf
Consensual Relations Policy 1.10	http://www.fau.edu/policies/files/1.10%20Consensual%20Relations.pdf
Florida Educational Equity Act 1000.05	http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1000/Sections/1000.05.html
Florida Civil Rights Act	http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Index&Title_Request=XLIV#TitleXLIV
Title VI of the Civil Rights Act of 1964	www.justice.gov/crt/about/cor/coord/titlevi.php
Title VII of the Civil Rights Act of 1964	http://www.eeoc.gov/laws/statutes/titlevii.cfm
Title IX and Sex Discrimination	http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html
Vietnam Era Veterans' Readjustment Assistance Act	https://www.dol.gov/agencies/ofccp/vevraa/as-amended
The Rehabilitation Act of 1973, Section 503	https://www.dol.gov/agencies/ofccp/section-503/law
The Rehabilitation Act of 1973, Section 504 of the U.S. Department of Education	http://www2.ed.gov/about/offices/list/ocr/504faq.html
Americans with Disabilities Act, as amended	https://www.ada.gov/2010_regs.htm

The website for the Office of Equity, Inclusion and Compliance provides information and links to the items listed above, including the University's Non-Discrimination Regulation (Regulation 5.010). The University is providing within this report a reproduction of its Non-Discrimination Regulation. Each year, the Office of Equity, Inclusion and Compliance notifies all faculty and staff regarding the University's Non-Discrimination commitments. All new employees are required to complete a training regarding the University's Non-Discrimination commitments, which is presented by the Office of Equity, Inclusion and Compliance. Additionally, the Office of Equity, Inclusion and Compliance provides additional training to all faculty, staff, and departments upon request or as needed.

Equity, Inclusion & Compliance Webpage

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



Office of Equity, Inclusion and Compliance



ADA Coordination



Equity Status Report

Regulation 5.010 Anti-Discrimination/Anti-Harassment

Discrimination/Harassment Complaint Form

Sexual Misconduct Reporting Form (Title IX)

Affirmative Action Plan

Scholarships

Student Grievances

Title IX



COVID-19 EIC OFFICE INFORMATION

Dear Members of the FAU Community:

The Office of Equity, Inclusion, and Compliance (EIC) wants to remind members of our community that maintaining our programs and activities free from unlawful discrimination remains a priority for the University. As we transition to our remote working environments, please be mindful of the following:

EIC remains open and operational via remote means. Anyone impacted by sex/gender discrimination or any other unlawful discrimination within the university environment is encouraged to make a report <http://fau.edu/report/> or call our office as phones have been forwarded. Investigations

Title IX Basics

FAQs About Title IX and Sexual Misconduct

Sexual Misconduct Resources

Training Calendar

Diversity at FAU

University regulations and policies on unlawful discrimination and sexual misconduct apply to behaviors that occur online (<http://www.fau.edu/policies/policiesregulations.php>). Any behavior that is prohibited by policy is also prohibited in cyber-forms, including cyber-harassment, cyber-bullying that is based on a protected class, and cyber-stalking.

If you have an ongoing case and have any questions, reach out to the assigned investigator. If you do not receive a response, please contact the main EIC Office number at 561-297-3004 and leave a message in the general mailbox.

Faculty and staff who are mandated reporters are reminded that reporting of alleged discrimination or harassment based on a protected category is required when they become aware of incidents or allegations involving members of the campus community, regardless of how they learn of the potential misconduct, whether in person, in writing, or online.

Information on the university's discrimination regulation and sexual misconduct policies and procedures can be found here (<http://www.fau.edu/policies/policiesregulations.php>), and our online reporting form can be accessed here (<http://fau.edu/report/>).

WELCOME TO THE OFFICE OF EQUITY, INCLUSION AND COMPLIANCE

The Office of Equity, Inclusion and Compliance 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.



The Title IX Office is housed in the Office of Equity, Inclusion, and Compliance. Title IX of the Education Amendments Act of 1972 is a federal law that states:

"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."

The University is committed to responding promptly and effectively when it learns of any form of possible discrimination based on sex. The University responds to reports of sexual harassment, including sexual violence, as part of its efforts to stop the harassment and prevent the recurrence of possible sex discrimination.

Location

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

Office Hours

Monday through Friday - 8
a.m. - 5 p.m.

Contact Us

Phone: 561-297-3004
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Our Team

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Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

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Florida Atlantic University embodies a culture of strategic and collaborative community engagement that results in mutual benefit to the institution and the diverse internal and external communities that it serves.

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OFFICE OF EQUITY, INCLUSION
AND COMPLIANCE
Florida Atlantic University

A stylized illustration in shades of blue and teal. It features two hands raised in the upper center, with various leaf-like shapes and abstract forms below them, creating a sense of growth and support.

Anti Discrimination
and
Anti-Harassment
Regulation

REGULATION 5.010

Florida Atlantic University
Regulation 5.010
Anti-Discrimination and
Anti-Harassment

I. PURPOSE

- A. Florida Atlantic University (“FAU” or University) shall comply with applicable federal, state and local discrimination/harassment laws to provide an educational, employment, and business environment free of all forms of discrimination or harassment. Unlawful discrimination or harassment based upon an individual’s race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, gender identity or expression, or other protected status is prohibited. Federal laws covered by this Regulation include Title II of the Civil Rights Act of 1964 (“Title II”), Title VI of the Civil Rights Act of 1964 (“Title VI”), Title VII of the Civil Rights Act of 1964 (“Title VII”), and Title IX of the Education Amendments Act of 1972 (“Title IX”). This Regulation also covers the Florida Civil Rights Act and any other applicable local, state or federal laws.
- B. This Regulation 5.010 (“Regulation”) applies to all FAU students, applicants for employment, faculty, volunteers and staff (hereinafter collectively referred to as “University Community Members”), as well as third parties providing services to FAU. This Regulation establishes procedures for a University Community Member to file a complaint of alleged discrimination, harassment or retaliation.
- C. Discriminatory conduct in the form of sexual misconduct/sexual harassment is also prohibited, and procedures for processing and investigating claims of sexual misconduct/sexual harassment by a University Community Member will be processed in conjunction with FAU Regulation 4.007 (Student Code of Conduct) and/or FAU Policy 1.15 (Prohibited Sexual Conduct). The Executive Director of the Office of Equity, Inclusion, and Compliance is the Title IX Coordinator for the University.
- D. The Office of Equity, Inclusion and Compliance (“EIC”) shall administer this Regulation. Inquiries regarding the procedures contained in this Regulation should be forwarded to EIC.
- E. It shall be a violation of this Regulation for any University Community Member to discriminate against or harass any other University Community Member on the basis of a protected status as defined by law or University regulations and policies.
- F. Activities covered under this Regulation include, but are not limited to, all educational, athletic, cultural and social activities occurring on campus or sponsored by FAU, housing supplied by the University, and employment practices between the University and its employees.
- G. Those found to have violated any term, condition or provision of this Regulation will be subject to disciplinary action, up to and including suspension, expulsion, termination, or separation.

- H. Any 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 EIC. Failure to report an alleged violation as required by this Regulation may result in disciplinary action up to and including separation or termination from employment.
- I. All University employees have a duty to cooperate fully and unconditionally in a University investigation. This duty includes, among other things, speaking truthfully with EIC and voluntarily providing all documentation and information that relates to the claim being investigated.

II. DEFINITIONS/EXAMPLES

- A. “Unlawful discrimination” is defined as a difference in treatment based on a person’s status in a protected class. Harassment based on one’s membership in a protected class is a form of unlawful discrimination. “Prohibited discrimination” includes unlawful discrimination and discrimination based on other protected classes defined by University regulations or policy. A violation of this Regulation may occur regardless of any finding of “unlawful” conduct, as the standards for finding a violation of this Regulation are independent.
- B. “Executive Director” shall refer to the Executive Director of the Office of Equity, Inclusion, and Compliance or designee.
- C. 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 also prohibited. Discrimination on the basis of sex includes sexual violence, sexual battery, sexual harassment, domestic battery, dating violence, stalking and bullying (as defined below). Title IX prohibits sex discrimination in both the educational and employment settings. Sex discrimination is governed by the current University policy on prohibited sexual conduct (Policy 1.15).
- D. For purposes of this Regulation, examples of conduct that fall into the definition of prohibited discrimination include, but are not limited to:
 - 1. **Disparity of treatment**
Disparate treatment occurs when an individual suffers less favorable treatment than others because of the protected status.
 - 2. **Disparate Impact**
Disparate impact occurs when an employment policy, although neutral on its face, adversely impacts persons in a protected status. Disparate treatment on the basis of a class not protected by federal, state or local law shall not constitute discrimination or harassment if such disparate treatment is required by federal or state law.
 - 3. **Retaliation**
Retaliation is adverse action taken against a person for engaging in protected activity. Examples of adverse action include: firing, denial of a promotion, lowering a grade, unjustified negative performance evaluations and reports, increased supervision or scrutiny, sudden enforcement of previously unenforced policies, exclusion from activities or privileges open to others, making critical

comments about the protected activity to others, or any other action that would deter a reasonable person in the same circumstances from filing a complaint or engaging in protected activity.

E. For the purposes of this Regulation, examples of conduct that fall into the definition of harassment include, but are not limited to:

1. “Hostile Environment Harassment” is unwelcome verbal and/or physical conduct based on a person’s protected class that: has the purpose or effect of: (A) creating an objectively intimidating, hostile or offensive work or educational environment; (B) 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 could include making comments (“humorous” or “non-humorous”) 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 membership in a protected class.
3. “Quid pro quo” Harassment is established when submission or rejection of conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual’s education, employment, or participation in a University program or activity.

F. Sexual harassment, which includes acts of sexual violence and gender-based harassment, is also prohibited. Sexual harassment can take the form of “hostile environment harassment” or “quid pro quo harassment”, as described above. 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. The definition of sexual harassment excludes the use of sexual material in a setting for academic or educational purposes.

III. REPORTING

A. EIC is responsible for administering the complaint and investigation process set forth in this Regulation.

1. All complaints, formal or informal, must be reported to EIC.
2. In cases where the person making an allegation that they have been subjected to conduct that violates this regulation, (“Complainant”) chooses not to file a formal complaint, EIC will take any action it deems necessary to attempt to address the situation or prevent further concerns. Such action may include informing the alleged offender (“Respondent”) or their supervisor of the potential violation and suggesting behavioral modifications (if necessary).
2. The EIC contact information is provided below:
Office of Equity, Inclusion and Compliance
Florida Atlantic University

Administration Building
777 Glades Road, Room 265
Boca Raton, Florida 33431-0991
<http://www.fau.edu/eic/>
(561) 297-3004

- B.** Any University employee or applicant who believes he/she has been harassed, discriminated or retaliated against in violation of this Regulation should report the facts and circumstances thereof to the Executive Director, or in the alternative, may report to the appropriate Vice President or Provost, College Dean, or the Director of Human Resources, who in turn must notify the Executive Director.

Any student who believes he/she has been harassed or discriminated against in violation of this Regulation should report the facts and circumstances thereof to the Executive Director, or in the alternative, may report to a University Vice President or Provost, the Dean of Students, the Dean of his/her College, or to his/her Department Head, who in turn must notify the Executive Director. Reports or allegations of an alleged violation of this Regulation will be processed upon the filing of a written complaint with EIC. The Executive Director may process an alleged violation without a written complaint if deemed necessary by the Executive Director and if enough information is available, in the discretion of the Executive Director, to conduct a responsible investigation.

- C.** A complaint must be filed with EIC within one-hundred eighty (180) calendar days of the alleged act(s) of discrimination/harassment. EIC may process an alleged violation outside of this time limitation in the discretion of the Executive 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 EIC 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 EIC office.
- D.** All complaints should contain the name of the reporting party 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.

IV. INVESTIGATION OF COMPLAINTS

- A.** EIC shall investigate all complaints that contain enough information to substantiate investigation and allege prohibited discrimination or harassment. The investigation may include, but shall not be limited to, interviewing the Complainant and Respondent and any relevant witnesses. Each party shall have an equitable opportunity to present the names and contact details of witnesses and other relevant evidence. 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. EIC may attempt conciliation or informal settlement before or during an investigation of a complaint. If conciliation or informal settlement is not achieved, EIC shall continue to investigate the complaint, and shall issue a final report.
- C. EIC shall attempt to conclude its investigation and issue its final report within seventy-five (75) calendar days of the filing of the complaint. However, the investigation process may be stayed for good cause as determined by the Executive Director.
- D. The final report by EIC shall be submitted to the appropriate Vice President, Provost or designee if an employee is involved, and/or to the Dean of Students or designee if a student is involved. The Respondent 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 Executive Director. Corrective or disciplinary action may also be considered and implemented if EIC 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.
- E. Any Complainant or Respondent may submit a response or statement to be attached to the EIC's final report and which will be maintained in the EIC file; any response or statement must be submitted to the Executive Director within ten (10) calendar days of the date the final report is published.

V. RECONSIDERATION

- A. Any Complainant or Respondent may request reconsideration of a finding in the final investigation report by filing a written request with the Executive Director.
 1. The Executive Director must receive the written request within ten (10) calendar days of the date the final investigation report is published.
 2. The request must include a basis for the reconsideration.
 3. Reconsideration will only be granted in cases where new evidence is provided or relevant evidence was not previously considered or reviewed.
 4. The Executive Director shall notify the requesting party, in writing, of the appeal decision within twenty (20) calendar days.

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, 07-01-15, 6-4-19.

Florida Atlantic University provides multiple ways to file a report of discrimination, harassment or sexual misconduct. A report may be submitted directly to the Office of Equity, Inclusion and Compliance via the Discrimination/Harassment Complaint Processing Form. Additionally, a report may be submitted online by visiting fau.edu/report, fau.edu/eic, or by clicking “Report a Concern,” at the bottom of any fau.edu webpage. Once there, the Harassment/Discrimination Report Form or Sexual Misconduct or Gender Discrimination Report Form may be submitted electronically.

Reporting Forms

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

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

Explanation of Situation:

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

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

Yes No Other _____

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

Date: _____ **Time:** _____ **Location:** _____

Name: _____ **Title/Relationship:** _____

Result/Response:

How have you been harmed?

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

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

Name (Please Print)

Signature

Date

EIC Office Use Only:

File #

Received by:

Name: _____ Signature _____ Date: _____

(EIC Representative)

Florida Atlantic University ("FAU" or University) complies with applicable federal, state and local discrimination/harassment laws to provide an educational, employment, and business environment free of all forms of discrimination or harassment. Unlawful discrimination or harassment based upon an individual's race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, gender identity or expression, or other protected status is prohibited.

This Incident Report is for incidents involving allegations or discrimination or harassment based on the above protected categories. If the incident you are reporting is based on sexual misconduct, please use the Sexual Misconduct Report Form.

Filing this incident report constitutes official notice to Florida Atlantic University and may result in the institution commencing an investigation into the information and allegations contained within the report.

This report is NOT confidential.

Submitting this report notifies the following entities within Florida Atlantic University:

Donald Kamm, Executive Director – Office for Equity, Inclusion and Compliance.

Filing this report DOES NOT constitute filing an official police report with either the Florida Atlantic University Police Department or any local police department. To file an official police report, please contact the Florida Atlantic University Police Department at 561-297-3500 or in person at location on the Boca Raton campus (for incidents occurring on FAU Boca Raton Campus Property) or contact the law enforcement agency for the municipality in which the incident occurred (for incidents occurring off campus).

Please fill out as much information as possible based on your knowledge of the situation.

ACKNOWLEDGEMENTS OF THE COMPLAINT

By submitting this complaint, the reporter understands that the complaint may be investigated and heard by other members of Florida Atlantic University community for the purpose of determining its validity. Reporter further acknowledges that the responsibility of the Office of Equity, Inclusion and Compliance is limited to conducting a fair and impartial investigation and hearing of the facts underlying this complaint and to report its findings and recommendations to the appropriate University authorities for further action based on its investigative report and conclusion.

The University acknowledges and complies with its duties under Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Section 503 and 504 of the Rehabilitation Act of 1973, and the American With Disabilities of 1990, as amended, as well as relevant state and local laws, by setting forth comprehensive frameworks for receiving, processing, investigating, and resolving complaints.

VERIFICATION

I hereby acknowledge that I have read the foregoing complaint. I am familiar with its contents and the statements therein are true to the best of my knowledge, information and belief. Filing this report DOES NOT constitute filing an official Police Report with either the Florida Atlantic University Police Department or any local Police Department. To file an official Police Report, please contact the Florida Atlantic University Police Department at (561) 297- or in person on the Boca Raton campus (for incidents occurring on the FAU Campus Property) or contact the Law Enforcement Agency for the municipality in which the incident occurred (for incidents occurring off-campus).

The following terms are used below -

Complainant: The person who experienced the alleged violation or harm.

Respondent: The person accused of perpetrating the alleged violation or harm.

Witness: A person who saw or heard an incident occur or who has relevant information about it.

Reporting Party: The person who submits the report. This person does not have direct, first hand knowledge. If they have first hand knowledge and are reporting this matter, they are a witness. If you are the reporting party and the complainant, please select complainant.

Reporting Party's Information

Please provide as much detail as possible and information for contacting you and the parties involved, if possible.

Your full name:

[Enable additional features by logging in.](#)

Your position/title:

Your phone number:

Your email address:

Your physical address:

Nature of this report *(required)*:

Urgency of this report *(required)*:

Date of incident *(required)*:

Time of incident:

Location of incident *(required)*:

Specific location:

Involved Parties

Name or Organization	Select Gender	Select Role	ID Number (if Number)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
DOB (YYYYMMDD)	Phone number	Email address	Home Address
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Add another party](#)

Allegation

Please describe in as much detail as possible.

What occurred, who was involved, and when did it take place? *(required)*

What about the incident involved a protected category? *(required)*

What outcome are you seeking in this matter? *(required)*

Supporting Documentation

Photos, video, email, and other supporting documents may be attached below. 1GB maximum total size. Attachments require time to upload, so please be patient after submitting this form.

Email me a copy of this report

[Submit report](#)

Use this form to report incidents of sexual misconduct. Incidents include, but are not limited to:

- Coercion
- Dating Violence
- Domestic Violence
- Indecent Exposure
- Sexual Battery
- Sexual Exploitation
- Sexual Harassment
- Sexual Violence
- Stalking
- Retaliation based on the above

Definitions for each of the above are located in Policy 115.

You may also report **discrimination based on sex/gender** on this form.

Sexual Misconduct Reporting Information

This Incident Report is for incidents involving allegations of discrimination or misconduct based on sex/gender or retaliation related to sex/gender claims that have been reported. This includes incidents falling under Title IX of the Education Amendments of 1972 (Sexual Assault, Sexual Misconduct, Sexual Harassment, Interpersonal Relationship Violence - Dating or Domestic Violence, and Stalking).

If you as a reporting party wish remain anonymous, please leave the following fields blank - Reporter Name, Reporter Title, Reporter Phone, and Reporter E-Mail. Responsible Employees must complete all Reporter Fields and are not allowed to report anonymously for events involving students. If you leave these fields blank, you will not receive any confirmation of your report being filed.

Filing this incident report constitutes official notice to Florida Atlantic University and may result in the institution commencing an investigation into the information and allegations contained within the report.

This report is NOT confidential.

Submitting this report notifies the following entities within Florida Atlantic University:

Donald Kamm, Executive Director – Office for Equity, Inclusion and Compliance and Title IX Coordinator

Below is a list of campus resources :

Counseling and Psychological Services: Offers counseling (individual and group), psychiatric services, and/or referral coordination as well as prevention-oriented education and support. **(CONFIDENTIAL RESOURCE)**

Dean of Students Office: Provides options and information on the student conduct process and Victim Services

Office of Equity, Inclusion and Compliance: Provides resources and investigates sexual misconduct, unlawful discrimination and harassment.

FAU Police Department: Provides options to report a crime and referral for off campus evidence gathering.

FAU Police Department Victim Services: Assists with restraining orders, guidance through criminal processes, and accessing community resources.

Housing and Residential Life: Provides on campus housing for students

Owls Care Health Promotion: Provides wellness services through one on one consultations, workshops, and free HIV testing. **(HIV TESTING IS CONFIDENTIAL)**

Student Health Services: Offers STI testing, HPV vaccine, emergency contraception and contraceptive counseling. **(CONFIDENTIAL RESOURCE)**

Below is a list of Community Resources :

Palm Beach County

Palm Beach County Victim Services Division (CONFIDENTIAL RESOURCE)

(Certified Rape Crisis Center)

Hotline: 561-833-7273

Palm Beach Victim Services

AVDA (CONFIDENTIAL RESOURCE)

Aid to survivors of Domestic Violence (Certified Domestic Violence Provider)

Crisis Hotline: 1-800-355-8547

Aid to Survivors of Domestic Violence

Hope When You Need It Most/ 211 Palm Beach (CONFIDENTIAL RESOURCE)

Phone: 211

Hope When You Need It Most

Broward County

Women In Distress (CONFIDENTIAL RESOURCE)

(Certified Domestic Violence Provider)
Crisis Hotline: 954-761-1133
Phone: 954-760-9800
Women In Distress

Nancy J. Cottorman Center (NJCC) **(CONFIDENTIAL RESOURCE)**
(Certified Rape Crisis Center)
Sexual Assault Helpline: 954-761-7273
NJCC

Filing this report **DOES NOT** constitute filing an official police report with either the Florida Atlantic University Police Department or any local police department. To file an official police report, please contact the Florida Atlantic University Police Department at 561-297-3500 or in person at location on the Boca Raton campus (for incidents occurring on FAU Boca Raton Campus Property) or contact the law enforcement agency for the municipality in which the incident occurred (for incidents occurring off campus).

Please fill out as much information as possible based on your knowledge of the situation.

ACKNOWLEDGEMENTS OF THE COMPLAINT

By submitting this complaint, the reporter understands that the complaint may be investigated and heard by other members of Florida Atlantic University community for the purpose of determining its validity. Reporter further acknowledges that the responsibility of the Office of Equity, Inclusion and Compliance is limited to conducting a fair and impartial investigation and hearing of the facts underlying this complaint and to report its findings and recommendations to the appropriate University authorities for further action based on its investigative report and conclusion.

The University acknowledges and complies with its duties under Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, Section 503 and 504 of the Rehabilitation Act of 1973, and the American With Disabilities of 1990, as amended, as well as relevant state and local laws, by setting forth comprehensive frameworks for receiving, processing, investigating, and resolving complaints.

VERIFICATION

I hereby acknowledge that I have read the foregoing complaint. I am familiar with its contents and the statements therein are true to the best of my knowledge, information and belief. Filing this report **DOES NOT** constitute filing an official Police Report with either the Florida Atlantic University Police Department or any local Police Department. To file an official Police Report, please contact the Florida Atlantic University Police Department at (561) 297- or in person on the Boca Raton campus (for incidents occurring on the FAU Campus Property) or contact the Law Enforcement Agency for the municipality in which the incident occurred (for incidents occurring off-campus).

The following terms are used below -

Reporting Party: The person who submits the report and does not have direct first-hand knowledge. If Complainant is the Reporting Party, then choose Complainant. If a Witness is the Reporting Party, then choose Witness.


Complainant: The person who experienced the alleged violation or harm.

Respondent: The person accused of perpetrating the alleged violation or harm.

Witness: A person who saw or heard an incident occur or who has relevant information about it.

Mandatory Reporter/Responsible Employee: All University employees (with limited exceptions) including faculty, administrators, staff and residence advisors, must report any incidents of possible sexual harassment, sex discrimination, or sexual violence in which they are aware. Reports must be made within 24 hours of receipt of information.

[Enable additional features by logging in.](#)

Your full name:	<input type="text"/>
Your position/title:	<input type="text"/>
Your phone number:	<input type="text"/>
Your email address:	<input type="text"/>
Your physical address:	<input type="text"/>
What are you reporting? (Required) :	<input type="text" value="Please Choose..."/>
Urgency of this report (Required) :	<input type="text" value="Please Choose..."/>
Date of incident (Required) :	<input type="text" value="mm/dd/yyyy"/> 
Time of incident:	<input type="text"/>
Location of incident (Required) :	<input type="text" value="Please select a location ..."/>
Specific location:	<input type="text"/>

Involved Parties

Please provide a description of the incident(s). Be certain to be as specific as possible, including full names, dates, times, and locations. Please describe how the incident was sexual in nature.

Name or Organization	Select Gender	Select Role	ID Number
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
DOB (YYYYMM-DD)	Phone number	Email address (Please use FAL email address, if you have one)	Hall/Address
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Add another party](#)

Questions

Please provide as much detail, including names, dates, times, and locations in the questions below. You will also be able to provide documentation below if there are text messages, Instagrams, screenshots, or other documentation.

Please provide a description of the incident(s). Be certain to be as specific as possible, including full names, dates, times, and locations. Please describe how the incident was sexual in nature.

Please name witnesses and what information you believe the witness may be able to provide.

What action/resolution are you seeking?

Supporting Documentation

Please submit any additional documentation by uploading here. 1GB maximum total size. Attachments require time to upload, so please be patient after submitting this form.

Click here to upload Click here to view

Email me a copy of this report

[Submit report](#)

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**, which is available at www.fau.edu/eic. The following staff members have primary responsibility for overseeing Title IX compliance.

Title IX Coordinator for the University:

Donald Kamm

**Executive Director & Title IX
Coordinator for the Office of
Equity, Inclusion and Compliance**

Florida Atlantic University
Administration Building, Suite 265
Boca Raton, FL 33431
561-297-3004
dkamm@fau.edu

The Title IX Coordinator is 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.

Deputy Title IX Coordinator for the University:

Ruba Kanaan

**Assistant Director & Deputy Title IX
Coordinator for the Office of
Equity, Inclusion and Compliance**

Florida Atlantic University
Administration Building, Suite 265
Boca Raton, FL 33431
561-297-2909
rkanaan@fau.edu

The Deputy Title IX Coordinator reports to the Title IX Coordinator and is responsible for investigating complaints of sexual misconduct, including but not limited to, sexual harassment, intimate partner violence, and stalking. The Deputy Title IX Coordinator also assists with Title IX compliance matters, including training, education, and communication with the University community.

Title IX Deputy Coordinator for Complaints Involving FAU Students:

Audrey Pusey

**Assistant Dean of Students
Director of Student Conduct**

Florida Atlantic University
Building SS-8, Room 226
Boca Raton, FL 33431
561-297-3542
apusey@fau.edu

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

Title IX Deputy Coordinator for Human Resources:

Gabrielle Zaidman

**Manager, Employee Relations and Development
Human Resources**

777 Glades Road
Building 4, Room 229, Instructional Services
Boca Raton, FL 33431
561-297-3072
gzaidman@fau.edu

For information or to file a complaint concerning an FAU employee and sexual harassment, sexual discrimination, or sexual violence, you may contact the Title IX Deputy Coordinator for Human Resources or the Title IX Coordinator for the University.

**Title IX Deputy Coordinator for
Academic Affairs:**

Dr. Linda Johnson
Associate Dean and Professor
College of Arts and Letters
Florida Atlantic University
777 Glades Road
Building 52, Room 214C
Boca Raton, FL 33431
561-297-3863
ljohnson@fau.edu

For information or to file a complaint concerning an FAU faculty member and sexual harassment, sexual discrimination, or sexual violence, you may contact the Title IX Deputy Coordinator for Academic Affairs or the Title IX Coordinator for the University.

Title IX Deputy Coordinator for Athletics:

Mary Giardina
Senior Associate Athletic Director
Florida Atlantic University
777 Glades Road
Building 67, Room 235
Boca Raton, FL 33431
561-297-0756
mgiardina@fau.edu

For information or to file a complaint concerning FAU athletics and sexual harassment, sexual discrimination, or sexual violence, you may contact the Title IX Deputy Coordinator for Athletics or the Title IX Coordinator for the University.

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

SUBJECT: Prohibited Sexual Conduct	Effective Date: 8-10-15	Policy Number: 1.15	
	Amended: 4-30-18		
	Supersedes: New	Page 1	Of 12
	Responsible Authority: Chief Compliance Officer, Office of Compliance		

APPLICABILITY/ACCOUNTABILITY:

It is the policy of Florida Atlantic University (“FAU” or “University”) to comply fully with the requirements of Title IX of the Education Amendments Act of 1972 (Title IX), and other federal and state laws and regulations prohibiting discrimination on the basis of sex. This policy in conjunction with the Student Code of Conduct (University Regulation 4.007) governs the conduct of all University students, faculty and staff, including applicants for employment (hereinafter collectively referred to as “University Community Members”), and third parties present on campus (contractors, vendors, alumni or visitors). Third parties are both protected by and subject to this policy.

This policy applies to Prohibited Sexual Conduct that occurs on campus. It also applies to Prohibited Sexual Conduct that occurs off campus, including on-line or electronic conduct if the conduct occurred in the context of employment, educational program or activity of the University, and/or affects the opportunity for another member of the University Community to obtain services provided by the University. This policy also applies to conduct that occurs off campus when the conduct is associated with a University-sponsored program or activity such as travel, research or internship programs.

In determining whether the University has jurisdiction over an off-campus conduct that is not part of an educational program or activity of the University, the Title IX Coordinator or designee will consider the seriousness of the alleged conduct, the risk of harm involved, whether both parties are University Community Members, and whether the off campus conduct is part of a series of actions that occurred both on and off campus

all reports of prohibited discrimination or harassment. The EIC will maintain all discrimination reports in accordance with applicable laws and regulations.

2. Title IX Compliance Coordinator

The University has a designated Title IX Compliance Coordinator within the EIC. The Title IX Compliance Coordinator oversees the University's investigations, response to and resolution of all reports of Prohibited Sexual Conduct involving students, faculty, and staff. The Title IX Compliance Coordinator is:

- Knowledgeable and trained in University policies and procedures and relevant state and federal laws;
- Available to advise any individual including a reporting party, a responding party, or a third party, about University and community resources and reporting options;
- Available to provide assistance to any University employee, regarding how to respond appropriately to a report of Prohibited Sexual Conduct;
- Participates in ensuring the effective implementation of this Policy, including monitoring compliance with all procedural requirements, record keeping, and timeframes; and
- Responsible for overseeing training, prevention, and assessments.

The Title IX Compliance Coordinator may delegate responsibilities under this policy to designated administrators, who will be appropriately trained. Inquiries or concerns about Title IX may be referred to the University's Title IX Compliance Coordinator. Concerns about the University's application of Title IX under this policy may be addressed to the United States Department of Education, Office for Civil Rights.

- **Title IX Compliance Coordinator**
[561-297-3004](tel:561-297-3004)
<https://www.fau.edu/eic>
- **Deputy Title IX Compliance Coordinator (Students)**
561-297-3542
<http://www.fau.edu/dean/contact.php>
- **Deputy Title IX Compliance Coordinator (Athletics)**
561-297-3199
<http://www.fausports.com/compliance/fau-compliance.html>

DEFINITIONS:

Prohibited Sexual Conduct:

A. Sexual Harassment

Sex discrimination is conduct of a physical, verbal, or electronic nature based on an individual's sex which interferes with that individual's education environment (admission, academic standing, grades, assignments), work environment (hiring, advancement, assignment), participation in University programs or activities or legitimately requested services (disability or religious accommodations) thereby creating hostile environment harassment or quid pro quo harassment as defined below:

1. Hostile Environment

A hostile environment is established when conduct based on a protected class is so severe, persistent or pervasive that it alters the conditions of education, employment or participation in a University program or activity, thus creating an environment that a reasonable person in similar circumstances would find hostile, intimidating or abusive.

2. Quid Pro Quo Harassment

Quid pro quo harassment occurs when submission to or rejection of conduct is used, explicitly or implicitly, as the basis for decisions affecting an individual's education, employment, or participation in a University program or activity.

B. Sexual Misconduct

All forms of sexual misconduct are serious offenses and will result in University disciplinary consequences. Sexual misconduct involving force, duress, or inducement of incapacitation, or where the perpetrator has deliberately taken advantage of another person's state of incapacitation, will be deemed especially egregious and may result in separation from University. The consumption of alcohol or the use of illegal substances does not constitute a mitigating circumstance when it contributes to a violation regarding sexual misconduct. Because sexual misconduct may constitute both a violation of University policy and criminal activity, the University encourages persons to report alleged sexual misconduct promptly to campus or local law enforcement agencies.

The following behaviors constitute sexual misconduct and are prohibited under this policy:

1. Sexual Violence

Sexual Assault is a physical sexual act perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the person's age or use of drugs or alcohol or because an intellectual or other disability prevents the person from having the capacity to give consent). Acts falling into the category of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse and sexual coercion.

2. Sexual Battery

Sexual Battery is unwanted oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object; however sexual battery does not include an act done for a bona fide medical purpose. Sexual Battery also includes unwanted touching or kissing of an intimate body part (whether direct or through clothing).

3. Sexual Exploitation

Sexual Exploitation is any act whereby one person violates the sexual privacy of another or takes unjust or abusive sexual advantage of another who has not provided consent, and that does not constitute sexual assault or sexual battery. Examples may include:

- Recording, photographing, transmitting, viewing or distributing intimate or sexual images or sexual information without the knowledge and consent of all parties involved;
- Voyeurism (spying on others who are in intimate or sexual situations).

C. Interpersonal Violence and Stalking

1. Domestic Violence

Domestic Violence is any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment or any criminal offense resulting in physical injury or death of one family household member by another family or household member.

2. Dating Violence

Dating Violence is violence between individuals who have or have had a continuing and significant relationship of a romantic or intimate nature. The existence of such a relationship shall be determined based on the consideration of the following factors:

- A dating relationship must have existed within the last 6 months;
- The nature of the relationship must have been characterized by the expectation of affection or sexual involvement between the parties; and
- The frequency and type of interaction between the persons involved in the relationship must have included that the persons have been involved over time and on a continuous basis during the course of the relationship.

3. Stalking

Stalking is willfully, maliciously and repeatedly following, harassing or cyberstalking another person. Acts that together constitute stalking may be direct action or may be communication by a third party, and can include, but are not limited to:

- Threats of harm to self or others
- Pursuing or following
- Non-consensual (unwanted) communication by any means
- Unwanted gifts
- Trespassing

PROCEDURES:

I. Reporting Options

The University takes reports of Prohibited Sexual Misconduct very seriously. How the University responds depends upon a variety of factors, including the wishes of the complainant, the facts and circumstances of the specific incident, to whom it was reported, and the University's obligations under applicable federal and state laws.

This section explains the various reporting and confidential disclosure options available to members of the University community to enable them to make informed choices about where to turn should they experience Prohibited Sexual Misconduct. Making a report to the University means telling a designated Reporting Option what happened, in person, in writing, by e-mail or electronically. The University encourages a reporting party to make a report directly to one of these designated reporting options:

- Florida Atlantic University Police Department
- Office of Equity, Inclusion and Compliance
- Title IX Compliance Coordinator
- Deputy Title IX Compliance Coordinator
- Office of the Dean of Students

A. Reporting by University Employees

1. Responsible Employees

Responsible employees are not confidential resources. A responsible employee is a University employee who has the authority to address Prohibited Sexual Conduct, who has the duty to report incidents of Prohibited Sexual Conduct, or who a member of the University community could reasonably believe has such authority or duty. Examples of responsible employees are:

- Senior Leadership (President, Provost, Vice Presidents (including Associate and Assistant), and Deans (including Associate and Assistant))
- Professional Staff and Graduate Assistants in the Dean of Students Office

- Professional Staff, Graduate Staff and Resident Assistants in the Office of University Housing
- FAUPD Staff
- Supervisory Employee (any individual employed as administration, faculty, or staff that supervises one or more employees as part of their official duties)
- Professional Staff and Coaches in the Athletic Department
- Full-time Faculty members

Responsible employees will safeguard an individual's privacy, but are required by the University to immediately share all details about a report of Prohibited Sexual Conduct (including the known details of the incident, the names of parties involved, a brief description of the incident and if the incident has been previously reported). Such reporting ensures timely support for all parties and enables an effective and consistent institutional response.

Before a responsible employee receives any information from a victim, the employee will seek to confirm that the Complainant understands the employee's reporting obligations.

2. All Other Employees

All other employees (who are not designated confidential resources) will safeguard an individual's privacy, but are strongly encourage to share any information about such conduct with the EIC or the Title IX Compliance Coordinator in acknowledgement of the need to report incidents of Prohibited Sexual Conduct to prevent recurrence.

B. Confidential Resources

Confidential resources include licensed professional counselors/mental health providers, such as those at the Counseling and Psychological Services Office (CAPS); pastoral counselors acting in that capacity; and medical professionals, such as those at the Student Health Center.

Confidential resources will not share information about an individual without the individual's express written permission, unless there is a continuing threat of serious violence to the individual or to others, or there is a legal obligation to reveal such information

II. Privacy and Confidentiality

For any report under this policy, every effort will be made to respect and safeguard the privacy and interests of all individuals involved in a manner consistent with the need for careful assessment of the allegation and any necessary steps to eliminate the conduct, prevent its recurrence, and address its effects.

A. Privacy

Information related to a report under this Policy will only be shared with those University employees who "need to know" in order to assist the active review, investigation, or

resolution of the report. While not bound by confidentiality, these individuals will be discreet and respect the privacy of all individuals involved in the process. If the decision is made to pursue disciplinary action against a respondent, information related to the complaint will be shared with the respondent.

B. Confidentiality

All requests for confidentiality will be evaluated by the Title IX Compliance Coordinator or the Dean of Students as applicable. In doing so, the Title IX Compliance Coordinator will consider the interests of the complainant and the University's commitment to a safe environment for all members of the University community, as well as legal requirements.

III. Interim Measures

Once a report has been received by the EIC or the Title IX Compliance Coordinator if necessary, the University will implement reasonable and appropriate protective interim measures to protect the safety of the parties or witnesses of the alleged Prohibited Sexual Conduct. Interim measures are temporary action taken by the Title IX Compliance Coordinator in consultation with other administrators to ensure equal access to its education programs and activities and foster a safe climate during the investigation process.

The specific interim measures implemented and the process for implementing those measures will vary depending on the facts of each case. The University will consider a number of factors in determining what interim measures to implement, including the specific needs of the individuals involved; the severity or pervasiveness of the allegation; any continuing effect on the individuals involved; and whether other measures have been taken to protect the individuals involved.

Interim measures are not intended to be permanent, and may be modified or withdrawn as additional information is collected. The Title IX Compliance Coordinator in conjunction with other administrators will maintain consistent contact with the parties involved to ensure that their physical, mental and emotional well-being is full addressed.

A. Interim Measures for Students

Interim measures for students may include, but are not limited to:

- Access to counseling services and assistance setting up initial appointments
- Imposition of a campus no-contact order
- Rescheduling exams or assignments
- Providing alternative course completion options
- Change in class schedule, including the ability to drop a course without penalty or to transfer section
- Change in work schedule or job assignment
- Change in student campus housing
- Assistance from University support staff in completing housing relocation
- Limiting access to certain University facilities or activities pending resolution of the matter
- Voluntary leave of absence

- Providing an escort to assure safe movement between classes
- Arranging for medical services
- Providing academic support services, such as tutoring
- University-imposed leave, suspension or separation for the respondent

B. Interim Measures for Faculty and Staff

Interim measures for faculty and staff may include, but are not limited to:

- Access to CAPS and assistance in setting up an initial appointment
- Changing work schedules, job assignments, or job locations
- Providing an escort to ensure safe movement on campus
- University-imposed leave, or physical separation from particular individuals or locations

IV. Investigations

The University recommends that complaints of Prohibited Sexual Conduct be made to EIC or the Title IX Compliance Coordinator. In the event that a complainant reports information of an alleged act of Prohibited Sexual Misconduct to a responsible employee, that person will refer the matter to EIC. EIC in conjunction with other University administrators has the responsibility of investigating reports pertaining to alleged Prohibited Sexual Conduct. The EIC staff is trained annually and on an ongoing basis on issues related to Prohibited Sexual Misconduct, and in conducting investigations in a manner that protects the well-being and safety of the complainant and the University community.

To file a complaint pertaining to this policy, please contact:

561-297-3004

http://www.fau.edu/eic/ada_coordination/pdfs/Discrimination_Harassment%20Form_2016_EIC.pdf

Campus Address:

777 Glades Road, ADM 265
Boca Raton, FL 33431

A. Intake

An EIC staff member will assess the nature of the complaint through an intake process. The EIC staff person will submit the complaint to the Title IX Compliance Coordinator or refer the complainant to the appropriate department if the allegations do not involve a violation of this policy or other anti-discrimination-anti harassment policies.

EIC will first ask the complainant for information about the incident. Supporting documents, such as emails, photos, or text messages, and any other evidence should be preserved. If witnesses were present or have relevant knowledge, it is important to identify them, state what they may know, and inform EIC how they can be contacted. If the complainant chooses not to participate, the Title IX Compliance Coordinator will

determine whether to conduct an investigation. If the Title IX Compliance Coordinator chooses to move forward with an investigation, a final determination will be made based on the information available. Under no circumstances will mediation be used to resolve cases of Prohibited Sexual Conduct.

After a complaint has been filed, EIC will inform the respondent of the allegations, the initiation of an investigation, and will provide the respondent with an opportunity to ask questions, provide information, and offer names of witnesses or other individuals with relevant information. EIC will interview the respondent and other individuals who may have pertinent knowledge. Supporting documentation and information may be collected from the complainant, respondent, and witnesses. EIC may request access to premises, records, and documents it deems relevant to the complaint. As the investigation progresses, the investigator may seek clarification from any person participating in the investigation regarding the incident or their statement. If the complainant learns or remembers any additional information, the complainant should notify EIC immediately.

B. Advisors

Both the complainant and the respondent will be permitted to ask an advisor of their choosing to be present during all relevant meetings related to alleged violations of this policy. The advisor may accompany the complainant or respondent and may confer privately with them, but the adviser may not speak on behalf of the complainant or respondent or otherwise participate in any meeting. An adviser's failure to comply with these guidelines may result in the termination of the meeting or the adviser no longer being permitted to be present. University personnel employed in the offices responsible for the disciplinary proceedings described in this policy, personnel employed by the Office of the General Counsel, and others whose participation could create a conflict of interest with their University duties are not eligible to serve as advisers. If there is a question or concern about a possible adviser, please consult with EIC.

C. Standards of Proof

The University uses the preponderance of the evidence standard of proof. This standard looks at whether it is "more likely than not" that the policy was violated.

D. Timeline

The investigative process will typically be completed within 60 calendar days from the time the Title IX Compliance Coordinator determines that an investigation will go forward. Any deviation from the 60-day time frame will be communicated in writing or by email to both the complainant and the respondent simultaneously, along with a new timeline and explanation of the reason for the extension of time.

E. Determinations

At the conclusion of the investigation, EIC will determine, based on the preponderance of the evidence standard, whether the alleged acts occurred and violated the Prohibited Sexual Conduct Policy. EIC will provide its determination, including the basis for the determination, in writing to the complainant and the respondent simultaneously.

F. Rights

To the extent appropriate, and in all cases involving Prohibited Sexual Conduct, both Complainants and Respondents shall have equivalent rights, including but not limited to, the right:

- To be informed of their rights under this Policy and University Regulation 5.010.
- To a fair, prompt, and impartial investigation.
- Not to be forced to present testimony or statements in the same room as the Respondent/or other party.
- To be informed of the nature of any disciplinary action taken against the Respondent/other party, and to request reconsideration of University action as long as appropriate and in accordance with University procedures.
- To submit a victim impact statement for consideration by the investigating official and the supervisory officials responsible for disciplinary action.

G. Student Immunity

Individuals with information about Prohibited Sexual Conduct may hesitate to come forward out of fear that their own violations of University policy would be revealed. Students are advised that the University does not condone infractions of policy, but considers reporting incidents of Prohibited Sexual Conduct to be of utmost importance. Therefore, the University will generally extend immunity from student or employee disciplinary sanctions for alcohol or substance abuse violations to victims and potential witnesses in order to facilitate reporting and resolution of Prohibited Sexual Conduct complaints.

H. Appeals

The complainant and respondent have the right to appeal the determination by EIC or its designee and the sanction (if any) rendered. The complainant and respondent will be notified of this right and the procedures for appeal simultaneously in writing.

V. Awareness and Prevention

The Title IX Compliance Coordinator coordinates education, training and awareness programs on discrimination, Prohibited Sexual Conduct for students, staff and faculty. The University is committed to offering educational programs to promote awareness and prevention of Prohibited Sexual Conduct. Educational programs include a description of University policies and procedures as well as definitions of prohibited conduct. As part of the University's commitment to provide an environment free from Prohibited Sexual Conduct for students, faculty and staff, this policy will be disseminated to the University community through email communication, publications, websites and new employee training programs.


VI. Academic Freedom

The University is committed to the principle of academic freedom. This policy is not intended to limit teaching methods. Offensiveness of conduct by itself is generally not sufficient to constitute prohibited harassment. The conduct must be sufficiently severe to interfere with an individual's ability to participate in employment or educational programs or activities.

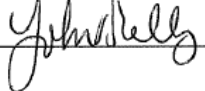
INITIATING AUTHORITY: Chief Compliance Officer

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

Policy Number: 1.15

Initiating Authority
Signature:  Date: 05/11/2018
Name: Morgan Kim

*Policies and Procedures
Review Committee Chair*
Signature:  Date: 4-30-18
Name: Elizabeth F. Rubin

President
Signature:  Date: 6-29/18
Name: Dr. John Kelly

Executed signature pages are available in the Office of the General Counsel



SUBJECT: REPORTING CHILD ABUSE	Effective Date: 05-30-13	Policy Number: 7.6	
	Supersedes: New	Page 1	Of 4
	Responsible Authority: Senior Vice President, Financial Affairs		

APPLICABILITY:

This policy is applicable to all University employees and administrators.

DEFINITIONS:

Abandonment: A situation in which the parent or legal custodian of a child or, in the absence of a parent or legal custodian, the caregiver, while being able, has made no significant contribution to the child’s care and maintenance or has failed to establish or maintain a substantial and positive relationship with the child, or both. For purposes of this subsection, “establish or maintain a substantial and positive relationship” includes, but is not limited to, frequent and regular contact with the child through frequent and regular visitation or frequent and regular communication to or with the child, and the exercise of parental rights and responsibilities. Marginal efforts and incidental or token visits or communications are not sufficient to establish or maintain a substantial and positive relationship with a child. The term does not include a surrendered newborn infant as described in s. 383.50, a “child in need of services” as defined in chapter 984, or a “family in need of services” as defined in chapter 984. The incarceration, repeated incarceration, or extended incarceration of a parent, legal custodian, or caregiver responsible for a child’s welfare may support a finding of abandonment. (*Section 39.01(1), Florida Statutes*)

B. Reporting Requirements Specific to University Administrators

In addition to the general reporting requirements noted above, University administrators who receive information from faculty, staff or other institution employees of known or suspected child abuse, abandonment, or neglect committed *on University property or during a University-sponsored event or function* are required to report such information to DCF. In addition to individual criminal prosecution as noted above, pursuant to Section 39.205(3), Florida Statutes and Board of Governors Regulation 3.002(3), a knowing and willful failure to report by an administrator as described herein, or a knowing and willing restraint of another person from doing so, shall subject the University to a possible fine of \$1 million dollars.

II. PROCEDURES:

A. Reporting to DCF

A report to DCF shall be made immediately to the DCF's central abuse hotline. Such reports may be made on the single statewide toll-free telephone number or via fax, web-based chat, or web-based report. Contact information for DCF is as follows: Telephone: 1-800-962-2873; Fax: 1-800-914-0004; and Web Address for Florida Abuse Hotline: <https://abuse-report-bc.dcf.state.fl.us/AbuseWebReport/AddReporterinfo.aspx>. *It is advisable to make the report via fax and retain a copy of the fax transmission.*

B. Reporting to the University Police Department

In addition to the reporting requirements to DCF, any known or suspected child abuse, abandonment, or neglect committed *on University property or during a University-sponsored event or function* should also be reported to the University Police Department.

C. Duplicate Reporting

If a report is being made on behalf of more than one individual, please list all reporting parties on the written transmission/report. If you believe that another individual may have already made a report, this does not negate or satisfy your affirmative individual obligation to make your own report.

D. Immunity

Actual first-hand knowledge or tangible evidence is not required to establish a reporting requirement. It is the responsibility of DCF and/or law enforcement to investigate as appropriate. In the event a University employee or administrator is uncertain as to whether there is a duty to report, the University recommends that a report be made. Section 39.203, Florida Statutes provides immunity to any person, official, or institution reporting in good faith any instance of child abuse, abandonment, or neglect to DCF or any law enforcement agency.

B. EMPLOYEES

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

1. Applicants

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

2. Employees

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

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

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

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

C. STUDENTS

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

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

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

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

D. EFFECTIVE COMMUNICATION FOR INDIVIDUALS WITH DISABILITIES

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

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

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

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

INITIATING AUTHORITY: Director, Equal Opportunity Programs

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

Policy Number: 1.13

Initiating Authority

Signature:

Name: Paula Behul

Date: 9-20-12

Policies and Procedures

Review Committee Chair

Signature:

Name: Elizabeth Rubin

Date: 9-11-12

President

Signature:

Name: M.J. Saunders

Date: 9/21/12



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

APPLICABILITY:

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

STATEMENT OF POLICY:

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

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

PROCEDURES:

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

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

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

INITIATING AUTHORITY: Senior Vice President, Finance & Administration

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

Policy Number: 1.10

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

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

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

Programming Initiatives for Underrepresented Populations

Urban Male Initiative

Office of First-Generation Student Success

The Urban Male Initiative (“UMI”) is designed to facilitate the retention, scholarship, graduation and leadership of historically underrepresented men of color. This is accomplished through a research-based curriculum that is grounded in the Critical Race and Resiliency Theories. Program components include the UMI Apprentice for freshman and sophomores; UMI Scholars for juniors; UMI Graduates for seniors; and the Professional and Peer Mentoring Program. Participants also receive academic support and wraparound services, as well as financial incentives. The UMI Motto is, “Empowering, Redefining, and Becoming Men of Content and Character.”

FUTUROS Success Program

Center for Inclusion, Diversity Education, and Advocacy

The FUTUROS Success Program aims to connect Hispanic/Latinx students to support services, resources and programs that prepare them for academic success and future careers. Components of the program include a day-long retreat, lunch and learn series, financial literacy and career workshops, and a discussion forum focused on identities, personal growth, and social issues that impact the community.

The Women’s Leadership Institute

Women and Gender Equity Resource Center

The Women’s Leadership Institute (“WLI”) strives to raise awareness on issues women face in leadership, facilitate skill development, and provide networking opportunities for students, staff, and faculty. The institute aims to foster discussion on civic engagement and the power of women’s voices. Whether participants are using their voice to shape the politics of our country or to fully participate in the classroom, we want to provide them with skills to overcome the gendered barriers that so often silence people.

Military & Veterans Student Success

Division of Student Affairs

The Military & Veterans Student Success Center serves as an advocate for military and veteran students, and eligible dependents. They provide resources and holistic support that enhances the academic, professional, and personal success of our students. In addition, they help streamline processes in order to ease the veteran’s transition from military to college life.

Theodore R. & Vivian M. Johnson Scholarship

Student Accessibility Services

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 eleven public universities. Mr. Johnson had a hearing impairment and understood the difficulties a person with a disability must 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 students in good standing or accepted incoming students.

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 demonstrate how they contribute to increasing diversity and, if applicable, any impediments or disadvantages have overcome to pursue an advanced degree. During the reporting period, the University had a total of nineteen graduate college fellowships.

The following initiatives are designed to provide human relations and diversity training to foster awareness and support of underrepresented populations:

FAU's Diversity Council

FAU Executive Leadership Team

In 2015, President John Kelly identified diversity as a platform of the University's ten-year strategic plan, seeking to identify and promote opportunities to diversify students, faculty, and staff. The Diversity Council identifies, promotes, and builds institutional cross-cultural competencies and provides additional opportunities for University community members to enhance and diversify professional and personal world-views, enriching their intellect, knowledge and understanding of their own culture, global culture, and historic trends, including economic and political movements.

Campus of Difference™

Center for Inclusion, Diversity Education, and Advocacy

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.

Safe Zone Ally Training

Center for Inclusion, Diversity Education, and Advocacy

A half-day workshop for FAU students educates students, staff and faculty on issues related to the LGBTQ+ community and fosters allies throughout our campuses. The goal of Safe Zone is to create a safe and inclusive campus environment for people of all sexual orientations, gender identities and gender expressions.

Diversity Symposium for Faculty and Staff

Diversity Council

A day-long interactive symposium that provides faculty and staff an opportunity for robust dialogue and intuitive reflection around current topics focused on enhancing and sustaining a diverse and inclusive campus community. Topics include: Unconscious Bias, Social Justice Education, Teaching Strategies for Diverse Populations, Trans-studies, Service Dogs versus Emotional Support Animals, and more.

WeLead Diversity Student Symposium

Center for Inclusion, Diversity Education, and Advocacy

A one-day experience that aims to broaden participants' cultural fluency while also promoting informed and effective social justice advocacy. WeLead is open and free to all FAU students and includes keynote speakers, several break-out sessions and opportunities to interact with peers, faculty, and staff. Topics include: Unconscious Bias, Effective Allyship, From Advocacy to Activism, Global Perspectives, White Privilege, and more.

The following initiatives provide access to low-income students, who may also be members of underrepresented populations:

UPWARD BOUND

Dean of Students, Student Affairs

Upward Bound is a 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. 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. Upward Bound serves high school students from low-income families or from families in which neither parent holds a bachelor's degree. Upward Bound seeks to increase grade point average and standardize test scores as well as position students for success as they enter and graduate college.

Reaching Individual Success and Empowerment **Office of First-Generation Student Success**

Reaching Individual Success and Empowerment ("RISE") is a research informed strategy for low-income first-generation students based on the Schlossberg's Transition Theory. The main objective of RISE is to help students effectively cope with transition through intentional engagement and high-impact programs. In addition, the RISE Program incentivizes students with a bookstore stipend. RISE is structured into five pillars and is designed to be intrusive. Each participant is assigned a RISE mentor who monitors program requirements and academic progress. The five pillars are cultural competence development, leadership and civic engagement, mentoring, career readiness, and academic support.

Kelly/Strul Emerging Scholars Program

Office of First-Generation Student Success

FAU President John Kelly, his wife Carolyn Kelly, together with Boca Raton philanthropists Aubrey and Sally Strul created the Kelly/Strul Emerging Scholars Program with the goal of providing educational access and equity to first-generation students, regardless of their socioeconomic status. The Kelly/Strul Emerging Scholars Program provides academically talented first-generation, low-income students with financial resources, academic support, and mentorship to help them graduate debt-free in four years or less. Admitted scholars follow an established plan, known as the 17-Point Pathway, to help prepare them for a meaningful college experience and successful life beyond graduation.

Diversity Enhancement Scholarship

Office of Financial Aid

The Diversity Enhancement Scholarship is provided to students transferring from a Florida community college or state college to FAU. Awards may be based solely on merit, financial need with an acceptable GPA, a combination of need and merit. Scholarships are awarded for fall and spring semesters. Renewals for up to six semesters are possible, with appropriate academic progress.

PART III

ACADEMIC PROGRAM REVIEWS

In this section, 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's degrees Awarded
- Master's 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).

Academic Program Reviews

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

- 17.2% Black freshmen enrollment in 2019; this percentage increased from 16.8% in 2018.
- Overall freshman minority enrollment rate was 52.8% in 2019, up from 51.2% in 2018.
- 54.2% of state college transfers were from minority groups in 2018.
- Black college transfers were 20.1% in 2019, down slightly from 23.2% in 2018.
- Hispanic college transfers were 34.1% in 2019, up from 31.2% in 2018.
- Retention rate for Black FTIC's entering FAU in summer/fall 2018 after one year was 85.4%.
- Retention rate for Hispanic FTIC's was 82.4% as compared to 79.1% for White FTIC's and 81.6% for FTIC's overall.
- Female FTIC's are retained at virtually the same rate as male FTIC's; 81.7% for females and 81.5% for males.

	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	UNK	TOTAL
MEN	41	203	1	63	360	1	607	53	13	1342
WOMEN	46	342	3	93	473	3	770	82	11	1823
TOTALS	87	545	4	156	833	4	1377	135	24	3165
Category % of	2.7%	17.2%	0.1%	4.9%	26.3%	0.1%	43.5%	4.3%	0.8%	100.0%

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

	NRA	B	AI/AN	A	H	NH/OPI *	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2019	34	132	2	28	224	0	210	21	6	402	255	657
Category % of Total Fall 2019	5.2%	20.1%	0.3%	4.3%	34.1%	0.0%	32.0%	3.2%	0.9%	61.2%	38.8%	100.0%

Source: BOG IPEDS Enrollment by Race, Ethnicity, and sex. Column 2 Transfer-In.

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
COHORT	74	529	5	119	829	8	1443	132	21	1816	1344	3160
Category % of	2.3%	16.7%	0.2%	3.8%	26.2%	0.3%	45.7%	4.2%	0.7%	57.5%	42.5%	100%
AFTER 1	59	452	3	110	683	7	1141	105	19	1484	1095	2579
Retention	79.7%	85.4%	60.0%	92.4%	82.4%	87.5%	79.1%	79.5%	90.5%	81.7%	81.5%	81.6%

Source: Student Instruction File

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

- Graduation rate for Black students entering FAU in summer/fall 2013 was 51.3%, higher than the overall graduation rate of 49.5%.
- The graduation rate for Hispanics, was 49.4% which is very similar to the overall graduation rate of 49.5%.
- The male graduation rate is 44.7%, which is lower than the female graduation rate of 53.3%.
- Over 55.2% of graduates in 2018-19 were non-white.
- Black students accounted for 21.2% of baccalaureate degrees awarded.
- Hispanic students accounted for 26.2% of baccalaureate degrees awarded.
- 14.8% of master's degrees were awarded to Black students.
- 21.1% of master's degrees were awarded to Hispanic students.
- 4.3% of research doctorates and 15.3% of professional doctorates were awarded to Black students.
- 9.6% of research doctorates and 9.4% of professional doctorates were awarded to Hispanic students.

Chart 4. Graduation Rate of Fulltime FTICs Beginners and Early Admits Entering Fall 2013 or Summer 2013 and Continuing

	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	UNK	Female	Male	Total
2013-19 Cohort	34	548	6	117	817	5	1600	162	31	1851	1469	3320
Category % of Total	1.0%	16.5%	0.2%	3.5%	24.6%	0.2%	48.2%	4.9%	0.9%	55.8%	44.2	100.0
Graduated within Six Years	19	281	4	82	404	1	765	76	10	986	656	1642
Percent Graduated	55.9	51.3%	66.7%	70.1	49.4%	20.0%	47.8%	46.9%	32.3	53.3%	44.7	49.5%
Category %	1%	17%	0%	5%	25%	0%	47%	5%	1%	60%	40%	100%
Retained after Six	20	304	4	85	433	1	809	83	10	1030	719	1749
Percent Retained	58.8	55.5%	66.7%	72.6	53.0%	20.0%	50.6%	51.2%	32.3	55.6%	48.9	52.7%

Source: IPED Graduation Rate of 2013 Cohort.

Chart 5: Bachelor's Awarded, AY 2018-2019

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
Men	68	407	8	104	573	3	1082	61	21	2327
Women	79	822	10	148	945	7	1298	127	23	3459
Total	147	1229	18	252	1518	10	2380	188	44	5786
%	2.5%	21.2%	0.3%	4.4%	26.2%	0.2%	41.1%	3.2%	0.8%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

Chart 6: Master's Awarded, AY 2018-2019

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
Men	51	60	2	23	131	0	335	16	0	618
Women	43	167	0	42	192	0	440	28	0	912
Total	94	227	2	65	323	0	775	44	0	1530
%	6.1%	14.8%	0.1%	4.2%	21.1%	0.0%	50.7%	2.9%	0.0%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

Chart 7: Doctoral Degrees Awarded, AY 2018-2019

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
Men	24	0	0	1	4	0	28	2	0	59
Women	10	5	0	3	7	0	29	2	0	56
Total	34	5	0	4	11	0	57	4	0	115
%	29.6%	4.3%	0.0%	3.5%	9.6%	0.0%	49.6%	3.5%	0.0%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees research. Chart for 99.0000, all disciplines.

Chart 8: First Professional Degrees Awarded, AY 2018-2019

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
Men	0	0	0	6	2	0	23	1	4	36
Women	0	13	0	6	6	0	23	0	1	49
Total	0	13	0	12	8	0	46	1	5	85
%	0.0%	15.3%	0.0%	14.1%	9.4%	0.0%	54.1%	1.2%	5.9%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.

Overview of Academic Affairs Programs

Florida Atlantic University is nationally recognized as a Top 50 producer of degrees for minority students, *Diverse: Issues in Higher Education* ranked FAU in 2019 as:

- #9 in bachelor's degrees awarded to Black students
- #36 in bachelor's degrees awarded to Hispanic students
- #36 in bachelor's degrees awarded to all minority students

Florida Atlantic University was listed by *U.S. News & World Report* as one of the most ethnically diverse universities in the United States. *U.S. News & World Report* ranked Florida Atlantic University highest among public universities in Florida in its Campus Ethnic Diversity Rating. *U.S. News & World Report* also placed FAU at No. 45 in the nation in the magazine's new "Social Mobility" ranking, which is computed using graduation rates of students receiving Pell grants and includes both public and private national universities.

Historically at Florida Atlantic University, six year graduation rates for Black and Hispanic students have been higher than the overall graduation rates.

2018 Full-time FTIC 6-year graduation rate	
All FAU students	51.7%
Black students	53.4%
Hispanic/Latino students	53.1%

2017 Full-time FTIC 6-year graduation rate	
All FAU students	51.2%
Black students	56.6%
Hispanic/Latino students	52.4%

The Chronicle of Higher Education ranked the FAU highest among Florida public universities on diversity index in 2019.

Florida Atlantic University received federal designation as a [Hispanic-Serving Institution](#) by the U.S. Department of Education and is **the only large (15,000+ students) Hispanic Serving Institution in the nation**, in any sector and Carnegie classification that also enrolls more than 15% Black students.

University Advising Services

University Advising Services (UAS) provides support services to first- and second-year students transitioning into their college of major. UAS provides a safety net for all undeclared students who may not be sure where to turn for help. UAS helps these students regardless of the number of credit hours. In support of this mission, the UAS office offers students a broad, comprehensive array of services to assist students in developing and implementing an appropriate and meaningful educational plan.

The academic advising program is based on the Appreciative Advising model, which is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experience and achieve their dreams, goals, and potential. The advisee and advisor, as partners, work together to discover the student's passions, and dreams, design a plan to achieve those dreams, deliver on that plan, and make changes as necessary to achieve their goals.

To carry out this mission, a reorganization of the staff, positions, and job duties was initiated 3 years ago. The office now has a 35 professionals, including two academic advisors on the Jupiter campus and a Peer Academic Coaching program coordinator. Approximately 18 student Peer Academic Coaches were hired in fall 2019 and became part of the University Academic Coaching Center (ACCESS). The program will continue on a limited basis through summer 2020 and be fully staffed for thereafter. The Academic and Career Enhancement for Student Success (ACCESS) Program provides ongoing academic coaching tailored to the individual student. An academic coach is required for all students with a G.P.A. below 2.0. Peer Academic Coaches were added to further support students, focusing those with a GPA above 2.0.

University Advising Services provides:

- Advising and Course Selection for **Undecided/Exploratory** students, regardless of credit hours.
- Advising and Course Selection for **First- and Second-Year** students (up to 45 earned credits).
- Support services for students with fewer than 60 earned credits (Freshmen and Sophomores). **Note:** Referrals to Colleges are made after three (3) semesters and/or 45 credit hours for those students who have declared majors and are in good academic standing.
- Support services for students not in good academic standing up to 60 credit hours.
- Pre-professional science majors are advised by The Charles E. Schmidt College of Science, regardless of other declared majors, G.P.A., or credit hours.
- Students directly admitted into the Christine E. Lynn College of Nursing are advised by the college.

Additional Programming

Success Network – An online communication system that connects the student to a network of support providing resources such as: Advisors, faculty, tutors and many different support staff (Starfish Solutions by Hobsons).

Predictive Analytics – Using Civitas software to help identify and reach students in a proactive timeframe.

Complete College America – Identifying and applying national strategies to improve four year graduation rates including; 15 to Finish, Momentum Year, Math Pathways, Co-requisite Support, Academic Maps and Proactive Advising (Appreciative Advising).

STEM Support – An advisor is identified to work with and support STEM college students.

iDeclare Program – This program explores personal interests, majors on campus, and professional options available for undecided/undeclared students. The career exploration class (SLS 1301) is required for all undeclared second semester first year students.

Peer Associate Program within University Advising Services Office – This program is designed to allow students to gain real-world experience in a fast learning environment while working in the University Advising Services office.

Internship Opportunities for Graduate Students – These internships allow graduate students to gain practical working experience in academic and student affairs (multiple semester opportunities (fall, spring, summer)).

Educate Tomorrow Foster Youth and Homeless Program – This program designates a full-time staff member responsible for case management of all students with Florida Department of Children and Families waiver or homeless status. The staff member meets with students every 2-weeks to keep them on track. The program also connects to the statewide support network of Florida Reach and Positive Pathways. Fund raising efforts are ongoing.

First Year Experience (FYE) Program – On average, 50 sections, 25 students each take the SLS 1503 class. UAS hires, credentials, and develops the syllabi for these classes. These sections were content- or theme-based for fall 2019.

University Honors Program (UHP) – Recruit, advise and support students in the Boca Raton Campus Honors program.

Pre-Law (PLUS) Program – New program coordinated by an advisor with her J.D. degree. Works with students interested in law. Coordinates with the colleges and majors, maintains the law attribute in our student tracking software, and provided support for students to explore the types of law, the process to apply to law school and LSAT advice.

Overview of Student Services Programs

Student Services

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

Health Services

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

Females comprised 63.87% of all clinic appointments in 2018-2019:

- Boca clinic: 63.28% of all clinic appointments were with female students
- Davie clinic: 72.87% of all clinic appointments were with female students
- Jupiter clinic: 66.82% of all clinic appointments were with female students

Services provided to minority students (for students who chose to identify their race and/or ethnicity) in 2018-2019:

Boca Clinic	100.00%
American	0.02%
American Indian or Alaska Native	0.90%
Asian	7.14%
Black or African American	22.66%
Declined to Specify	0.04%
Hispanic	1.76%
Native Hawaiian or Other Pacific Islander	0.51%
Not Hispanic or Latino	0.02%
Other Pacific Islander	0.08%
Other Race	2.03%
Unreported/Refused to Report	1.66%
White	63.18%
Davie Clinic	100.00%
Absentee Shawnee	0.40%
American Indian or Alaska Native	0.40%
Asian	8.10%
Black or African American	32.39%
Hispanic	1.62%
Native Hawaiian or Other Pacific Islander	0.40%
Unreported/Refused to Report	5.67%
White	51.01%
Jupiter Clinic	100.00%
American Indian or Alaska Native	0.91%
Asian	8.64%
Black or African American	9.55%
Hispanic	1.36%

Native Hawaiian or Other Pacific Islander	0.45%
Other Race	1.36%
Unreported/Refused to Report	2.27%
White	75.45%

Unique Services: Women’s health clinic provides contraceptive management, annual exams, breast exams, testing and treatment for sexually transmitted infections, pregnancy testing and other gynecological services that include colposcopies.

Student Accessibility Services

The number of students receiving Auxiliary Learning Aids (direct services) during the 2018-19 reporting year:

87	Electronic Textbook accommodations
2	Braille and tactile graphics accommodations
139	Housing accommodations
437	Notetaking accommodations
7	ASL accommodations
8	C-print (speech-to-text transcription service)
262	Assistive Technology training
3,804	Exam accommodations

4,446 Total Accommodations

Closed Captioning print and transcription calculated by hours – 181 hours.

Additional Programs

Commuter Advisors – These advisors are located in the University Parking Garages – One night a week from 5pm – 7pm, to address emergency needs of students, to schedule appointments, and to refer to university resources.

First Generation Support – Specific advisor and coach identified to work with and support first generation college students.

Veteran Support - Specific advisor identified to work with and support veteran college students.

Campus Recreation

The University’s Campus Recreation Department strives to create movement and engagement opportunities to enhance the social and physical wellbeing of the university community. The Campus Recreation Department offers high quality programs and services that are diverse and innovative; maintains progressive and well-managed facilities in a safe and enjoyable environment, provides experiential learning and foster the development of leadership, social and management skills through employment and participation opportunities; effectively and ethically manages human, financial and physical resources; and recruits, develops and retains a committed, high achieving staff.

Campus Rec Usage Overall (Unique Users)

	Participants	Percentages
Male	6487	50.5%
Female	6345	49.5%

Club and Intramural Athletics

The University's Campus Recreation Department offers organized sports competitions to students, which includes recreational and competitive leagues, tournaments, and events. Campus Recreation provides student officials and all necessary equipment.

	Participants	Percentages
Male	1432	69.7%
Female	623	30.3%

Group Fitness Programs

The University's Campus Recreation Department offers structured group fitness classes, including Yoga, Zumba, Cycling, Kickboxing, Strength Training, TRX, and Dance. A variety of intensity options allow all participants to reach their individual fitness goals.

- 21,706 Total participations
- 3,007 Male participations
- 16,530 Female participations
- 2,269 Undefined participations

Club Sports

Club Sports promote student participation in a variety of physical and athletic activities. The Club Sports Sport program is run by students and coordinated by the Campus Recreation Department. The program allows students to engage in activities of their choice at various skill levels, with an emphasis on leadership and student development. Club Sports include soccer, hockey, rugby, and lacrosse.

651 Participants
281 Female (43%)
370 Male (57%)

Outdoor Adventures

The University's Campus Recreation Department offers the Outdoor Adventures program, which consists of gear rentals, outdoor trips, challenge course programming, climbing center, and Camp Owls. The program offers adventure-based experiential education opportunities that promote personal growth, leadership development, and respect for others and the natural world.

Total Outdoor Adventure Trip Enrollment: 192
Outdoor Adventure Gear Rental: generated \$3,647.00
Challenge Course Student Programs: 183 participants

Housing and Residential Education

The Department of Housing and Residence Education ensures that all residents are aware the University's commitment to building an inclusive campus environment. The department creates a seamless environment of living and learning in a safe and welcoming community. Through opportunities for leadership development, civic responsibility, self-exploration, and student involvement, the department will assist in building a life-long connection between the student and the University. In addition, via the Residential Education Model, Housing and Residential Education provides intentional learning opportunities and individualized engagement within the residential

communities.

Students are connected with purposeful experiences and resources that support their academic success, personal development, and community engagement as they progress towards graduation. Lastly, Housing and Residence Education collaborates with Student Accessibility Services to provide accommodations for students with disabilities.

Get Wise on the Quad is a residential learning center that provides a wide variety of academic support services geared toward the needs of first-year students. Highly trained academic advisors and coaches, career counselors, subject area tutors and writing consultants, staff the center. Residents living in HPT, IRT, GPT, Algonquin and Parliament may take advantage of the large array of services from Monday-Thursday 4-9pm and Sunday 6-9pm in Glades Park Towers. In addition, there are quiet study hours Monday-Thursday from 1-4pm.

Residential Student Scholars are motivated, hardworking, and outgoing FAU students that serve as a touch point for first-year students to promote academic success. Residential Student Scholars integrate themselves and develop personal connections with students in order to help students transition to university level coursework and develop a strong foundation that will benefit them throughout their undergraduate years at Florida Atlantic University. They actively work to enrich the curricular environment of the residential community through success skills workshops, assistance in the Get Wise center, 1-on-1 conversations with students, as well as arranging and facilitating study sessions. Residential Student Scholars empower students to take pride and ownership of their academic journey.

Residential Career Coaches are undergraduate student leaders who serve as Career Center ambassadors engaging with freshmen and undergrads to lay the foundation for career development. Specifically, they help students build towards their future by guiding them through Major Knowledge, helping them establish a LinkedIn profile, and setting up accounts in FAU’s online career portal. Most importantly, they help students understand all the services, resources, and programs available to help them successfully navigate the career development process.

Breakdown of Residential Students for Fall 2018:

	Percentage of Residential Students	Percentage of University Population
Female	60.4%	57%
Male	39.6%	43%

Race/Ethnicity	Percentage of Residential Students	Percentage of University Population
White	45.05%	42.16%
Hispanic or Latino	19.73%	25.85%
Black or African American	24.09%	18.98%
Asian	2.08%	4.38%
Nonresident alien	3.04%	3.99%
Two or more races	5.08%	3.62%
Race and ethnicity unknown	0.72%	0.76%

Native American or Alaska Native	0.15%	0.15%
Native Hawaiian or Pacific Islander	0.07%	0.10%

Student Financial Assistance

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

Pell Eligible/Undergraduate Students only

	Total Participants	Percentage
Female	6377	39.8%
Male	4205	33.8%

	Total Participants	Percentage
American Indian/Alaskan Native	13	26.5%
Asian	482	42.2%
Black or African American	3338	56.3%
Hispanic or Latino	3426	43.7%
Native Hawaiian or Pacific Islander	16	43.2%
Nonresident Alien	12	1.4%
Race/Ethnicity unknown	93	38.0%
Two or more races	431	39.9%
White	2775	24.6%

Student Employment

The Student employment section includes students participating in the federally funded College Work-Study program and those that independently sought employment in campus units. Work-study students must demonstrate financial need.

During the reporting period, there were a total of 786 students employed by the Division of Student Affairs and Enrollment Management.

Race/Ethnicity	Category Representation	Overall University Population
Black or African American	30.79%	19.23%
White	30.03%	42.10%
Hispanic or Latino	23.03%	25.74%
Nonresident alien	6.74%	3.85%
Two or more races	5.09%	3.57%
Asian	3.31%	4.49%
Race and ethnicity unknown	0.89%	0.75%
Native Hawaiian or Pacific Islander	0.13%	0.11%

American Indian or Alaska Native	0.00%	0.00%
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Female	65%
Male	34%

Educational and Work Environment

Pre-College Programs/Civic Engagement

Florida Atlantic’s Upward Bound and Upward Bound Math & Science Programs are federally funded programs through the U.S Department of Education under the National TRiO Programs. The programs are a partnership between FAU and the Broward County Public Schools. The Upward Bound (UB) Program provides academic support essential to completion of high school and prepares the student to enter and successfully complete post-secondary education. The Upward Bound Math & Science (UBMS) Program intent is to strengthen the math & science skills of participating students, helping them to recognize and develop their potential to excel in math & science and encourage them to pursue post-secondary education in those career fields. UBMS graduating high school senior participants can also receive up to six college credits towards post-secondary education by enrolling in the Summer Bridge Program at no cost. Both programs expose students to opportunities to build academic skills necessary for success in college by providing college prep workshops, ACT/SAT prep, tutoring, college tours, cultural events/field trips, all at no charge to the student. **There were a total of 96 Upward Bound students during the 2018-2019 Annual Year.**

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

Inclusion, Diversity Education, and Advocacy Engagement Programs/Events

The Center for Inclusion, Diversity Education, and Advocacy (IDEAs) offers an array of programs and events that promote inclusion, diversity, and social justice. The center highlights the experiences of traditionally marginalized groups through intentional interactions aimed at fostering awareness and cultivating new perspectives. By offering quality programs and educational opportunities to all students, we create a campus climate that values differences and promotes equity. The center contains the following offices:

1. Office of Hispanic/Latinx Initiatives and FUTUROS Success Program
2. Office of LGBGTQ+ Initiatives and Allyship
3. Office of Diversity Education and Advocacy
4. Office of First-Generation Student Success

There was a total of 105 programs and events, which engaged 4,205 students, faculty, and staff.

Human Relations and Diversity Training (ADL Campus of Difference™)

- Explore personal and cultural identity
- Recognize the language of stereotyping and its impact on interactions with others
- Explore the dynamics of power and privilege connected to group-identities
- Examine and challenge bias, prejudice and discrimination in self and others
- Create an inclusive campus community that values and respects diversity

Twelve sessions were held with a total of 310 participants.

Specialized Diversity Training

Specialized Diversity Trainings are also available to students and range from 45 minutes to three hours. All specialized trainings are interactive in nature and provide students an opportunity to explore and learn about an array of topics including, but not limited to: privilege, inclusive language, intersections of race and gender, personal biases, and discrimination. *Seven sessions were held with a total of 172 participants.*

*Does not include classroom presentations.

Queer Coffee Hours

An opportunity for LGBTQ+ (and allies) faculty, staff and students to explore and discuss topics related to identity and inclusion, as well as resources available to serve the LGBTQ+ community. *Nine sessions were held with a total of 134 participants.*

Safe Zone Ally Training

Safe Zone Ally Training is designed to raise awareness of lesbian, gay, bisexual, transgender, questioning, and ally (LGBTQA) communities. *Thirteen sessions were held with a total of 160 participants.*

Bodega Central Series

A discussion platform uniting the voices and experiences of our Hispanic/Latinx faculty, staff and students. *Thirteen sessions were held with a total of 215 participants.*

PRIDE Resource Center

The PRIDE Resource Center strives to provide resources related to LGBTQ issues by providing information to members of the FAU community seeking to understand the experiences of LGBTQ students. Additionally, the center seeks to encourage a supportive campus environment for LGBTQ students by developing student, faculty, and staff allies through professional development and educational programs.

Reaching Individual Success and Empowerment Program (RISE)

Reaching Individual Success and Empowerment (RISE) connects and engages first-generation students through academic support, cultural competence training, leadership development, career readiness programs, and intentional engagement opportunities specifically for first-generation students. Each student is assigned a RISE advisor who helps ensure students stay on track and receive the academic support they need to persist. As part of the program, students are eligible to participate in the Book Loan Program.

The Book Loan Program assists Florida Atlantic University students on a temporary basis who are financially unable to purchase books. Books are issued on a first come, first serve basis and are dependent upon availability. Students who participated in this program had to be registered as a degree-seeking student, registered in the class for which the book was required, and the student must receive financial assistance through the FAU Office of Financial Aid. *There were a total of 310 participants with 360 books provided, totaling \$31,698.08 in book cost.*

Kelly/Strul Emerging Scholar Program

The Kelly/Strul Emerging Scholar program was created by FAU President John Kelly and First Lady Carolyn Kelly and Boca Raton philanthropists Aubrey and Sally Strul to provide financial resources and support to first-generation, low-income undergraduate students. The program was launched when FAU received a gift of \$1 million from a private donor and is designed for every scholar to follow an established path from acceptance to graduation to ensure each scholar graduates in four years debt-free.

The Kelly/Strul Emerging Scholar Program requires the scholars to attend FAU's New Student Orientation followed by a separate Kelly/Strul Emerging Scholars Program orientation. Each scholar will be mentored by faculty or staff and graduate students help prepare scholars to conquer the challenges they face while deciding or embarking on a major or career at FAU. The scholars are required to complete a minimum of 30 credits per academic year while completing specific courses covering learning strategies and human development, how to prepare a resume, and goal setting for internships and job placement. *There were 25 Kelly/Strul Emerging Scholars during the reporting period.*

Urban Male Initiative

The Urban Male Initiative (UMI) at FAU was established to facilitate the retention, scholarship, graduation, and leadership of historically underrepresented men of color. The vision of the UMI is to create a community of urban male students who are academically driven, self- and socially-aware, and motivated to make a difference within themselves, as well as their campus and global communities. This will be accomplished through a curriculum that is culturally sensitive and grounded in current research and effective practices for urban males; and programming that is interactive, inclusive and focuses on mentorship, peer accountability, academic and social-based events; all while developing a strong sense of purpose, self-identity, and community. *There were 313 UMI participants during the reporting period.*

Women and Gender Equity Resource Center (WGERC)

Women and Gender

Total number of events hosted: 76
Total number of events co-sponsored: 3
Total student participants: 1,732
Total gender hoot participation: 1,157
Total wellness on wheels participation: 86
WGERC Logged Visitation: 2,716
Emergency Gender Equity Resources Distributed: 1,109

Women's Leadership Institute:

WLI student participants: 153
Faculty participants: 2
Staff participants: 29

Interpersonal Violence Prevention

Total Events Hosted: 80
Total Number of Events Co-sponsored: 9
Total Event Participation: 3,231
Campus Clarity: 9,838
Total wellness on wheels participation: 38

Intersectional Events:

Total Events Hosted: 3
 Total Number of Events Co-Sponsored: 2
 Total Event Participation: 359

Division of Student Affairs and Enrollment Management – GRAND TOTALS

Total Student Engagement within the Division of Student Affairs and Enrollment Management:

- 24,122
- 70.5% of all students engaged in the division:

Race/Ethnicity	Category Representation	Overall University population
White	39.35%	40.91%
Hispanic or Latino	26.49%	26.29%
Black or African American	19.97%	19.42%
Nonresident alien	4.69%	3.99%
Asian	4.46%	4.55%
Two or more races	3.97%	3.81%
Race and ethnicity unknown	0.79%	0.76%
American Indian or Alaska Native	0.15%	0.15%
Native Hawaiian or Pacific Islander	0.13%	0.12%

	Category Representation	Overall University population
Female	56%	57%
Male	44%	43%

PART IV

SEX EQUITY IN INTERCOLLEGIATE ATHLETICS

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

Prong 1 - Accommodation of interests and abilities

Prong 2 - Substantial proportionality

Prong 3 - History and practice of expansion of sports

Chart 1. Sex Equity in Athletics Update		
Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	<p>Men (8): Baseball, Basketball, Cross Country, Football, Golf, Soccer, Swimming, Tennis</p> <p>Women (11): Basketball, Beach Volleyball, Cross Country, Golf, Soccer, Softball, Swimming, Tennis, Indoor Track & Field, Outdoor Track & Field, Volleyball</p>	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	<p>Full-time Undergraduate Enrollment:</p> <p>Female – 56% Male – 44.%</p> <p>Student-Athlete Participation (duplicated):</p> <p>Female – 46% Male – 54%%</p>	X
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	<p>Paired teams (swimming, tennis, basketball, cross country/track and soccer) have equitable facilities available for practice and competition. Women’s indoor volleyball shares practice and competition facilities with basketball. Football, beach volleyball, softball and baseball each have their own practice and competition facilities. Men’s and women’s golf utilize community golf courses.</p> <p>All teams with the exception of men’s and women’s golf and men’s cross country have locker room facilities on campus.</p>	

Chart 1. Sex Equity in Athletics Update

4. Scholarship offerings for athletes	<p>Student-Athlete Participation (unduplicated): Female – 41% Male – 59%</p> <p>Aid: Female Teams - 45.0% Male Teams - 55.0%</p>	
5. Funds allocated for:		
a) the athletic program as a whole	All teams are treated equitably, taking into account sport specific differences that may increase or decrease expenditures in certain areas.	
b) administration	Administrative funds are not allocated by gender.	
c) travel and per diem allowances	<p>Per diem allowances are standard for all teams.</p> <p>Travel costs vary widely from trip to trip and are determined by destination, size of team, academic considerations, and schedule, among other factors. The general rule for all athletics programs is that teams fly to out-of-state competitions and travel by bus or van within the state.</p>	
d) recruitment	All teams are treated equitably, taking into account sport specific differences and annual fluctuations in recruiting needs that may increase or decrease expenditures.	
e) comparable coaching	Experience and number of coaches available are comparable between men’s and women’s teams, taking into account squad sizes and NCAA rules related to the number of coaches permitted for different teams.	
f) publicity and promotion	Publicity and promotion for programs is largely driven by external factors responsive to fan interest and media demands. Publicity and promotion through website, media relations and video streaming are equitable in like sports. Production and printing of collateral materials (posters, schedule cards, etc.) is equitable among like sports.	

Chart 1. Sex Equity in Athletics Update

g) other support costs	These funds are not allocated by gender and are equitably accessible.	
6. Provision of equipment and supplies	An annual budget is proposed by the Head of Equipment for each team based upon roster size, condition of current equipment, and replacement needs. Adjustments are allowed for contingencies in any given year.	
7. Scheduling of games and practice times	<p>Teams who share facilities (men’s and women’s soccer, men’s and women’s swimming, men’s and women’s cross-country, men’s and women’s basketball, volleyball, and men’s and women’s tennis) practice together or determine practice times collaboratively. Regular practice times are accommodated for student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators.</p> <p>Football, Track, Beach Volleyball, Tennis, and Golf share facilities with non-FAU athletics entities, but have priority for scheduling their competitions and practice times.</p>	
8. Opportunities to receive tutoring	<p>The department currently has 10 full-time staff members dedicated to academic support equitably for all of our sports.</p> <p>Tutoring is available to all student-athletes. 20 tutors work varying times throughout the day depending on need. Sessions are typically scheduled Monday – Thursday 9 AM – 9 PM and Friday 9 AM – 5 PM.</p>	
9. Compensation of coaches and tutors	<p>All coaches’ compensation is based on comparison with other NCAA and conference institutions, fair market value, years and experience, and differentiated job duties, among other factors.</p> <p>Tutors are compensated according to their level of experience. All tutors, independent of assignments to students, teams or gender are paid equivalently.</p>	
10. Medical and training services	There is a complete sports medicine clinic in the Tom Oxley Athletic Facility and a satellite clinic located in the FAU Arena. All student-athletes have equal access to treatment and medical care as needed. FAU has an exclusive partnership with Boca Raton Regional Hospital who provides excellent day-to-day care for all student-athletes including surgeries and rehabilitation.	

Chart 1. Sex Equity in Athletics Update		
11. Housing and dining facilities and services	No special housing and/or dining services are provided for any athletic teams.	

Chart 2. Sex Equity in Athletics - Areas for Improvement		
Areas for Improvement	Program for Improvement	Timetable
Student-Athlete Opportunities	In 2018, FAU began an extensive internal review to confirm that FAU’s Athletic Program, which currently includes participation in all Conference USA sports, is meeting the athletic interests and abilities of its student body. At the same time, we continue to work on increasing our female student-athlete opportunities by creating guidelines so that when donors provide scholarships for our men’s teams, the scholarship is matched or split with a women’s team. We are also working on roster management to create a more equitable balance between the men’s and women’s athletic rosters.	On-going

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

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

PART IV
SEX EQUITY IN ATHLETICS UPDATE
STUDENT ATHLETES GENDER
2018-19

	Male	Female	Total
Number	269*	232*	501
Percent of Total	54%	46%	100%

*Student Athletic Participation (duplicated)

PART V
EMPLOYMENT REPRESENTATION
SUMMARY

CHART 1. TENURED FACULTY

Faculty apply for tenure at the beginning of their sixth year of employment, so trends in this area may reflect hiring practices of several years prior. While the numbers are small there was slight increase (1.9%) in the number of tenured faculty between fall 2018 and fall 2019. There were increases in the proportion of female (2.6%) and Asian (2.8%) tenured faculty.

CHART 2. TENURE-TRACK FACULTY

From fall 2018 to fall 2019, there was an (-3.8%) decrease in tenure-track faculty overall with an (-8.0%) decrease in female faculty. Despite these 1-year decreases there has been a (36.5%) increase in tenure track faculty over the past five years with a (12.7%) increase in female faculty. These 5-year trends reflect a change in hiring practices, with a greater focus of hiring diverse tenure-track faculty who will contribute to the research mission of the university.

CHART 3. NON-TENURE-EARNING FACULTY

The immediate increase in non-tenure-earning faculty (4.4% from fall 2018 to fall 2019), and the long-term increase of non-tenure-earning faculty (33.6% from fall 2014 to fall 2019), reflect the hiring focus mentioned above. In addition, these percentages reflect the need to hire non-tenure-track instructors to meet course demand and the growth of the College of Medicine requiring the addition of non-tenure-track Clinical faculty.

CHART 4. EXECUTIVE/ADMINISTRATIVE/MANAGERIAL

There was an increase in the proportion of Black and Hispanic employees (19.6%) between fall 2018 and fall 2019. There was notable growth in minority diversity from fall 2014 to fall 2019.

EMPLOYMENT REPRESENTATION CHARTS

Chart 1. Category Representation – Tenured Faculty

Indicator	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	NOT REPORT ED	FEMAL E	MALE	TOTAL
Number, Fall 2019	5	23	0	73	29	0	298	1	0	157	272	429
Number, Fall 2018	4	25	0	71	31	0	289	1	0	153	268	421
1YR Percentage Change	25.0%	-8.0%	N/A	2.8%	-6.5%	N/A	3.1%	0.0%	N/A	2.6%	1.5%	1.9%
Number, Fall 2014	3	25	2	73	27	0	305	1	0	152	284	436
5YR Percentage Change	66.7%	-8.0%	-100.0%	0.0%	7.4%	N/A	-2.3%	0.0%	N/A	3.3%	-4.2%	-1.6%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources, Instructional Faculty Only - Fulltime Tenured

Chart 2. Category Representation – Tenure-Track Faculty

Indicator	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	NOT REPORT ED	FEMAL E	MALE	TOTAL
Number, Fall 2019	25	8	0	20	12	0	110	1	0	80	96	176
Number, Fall 2018	23	8	0	16	13	0	122	1	0	87	96	183
1YR Percentage Change	8.7%	0.0%	N/A	25.0%	-7.7%	N/A	-9.8%	0.0%	N/A	-8.0%	0.0%	-3.8%
Number, Fall 2014	16	6	0	15	6	0	85	1	0	71	58	129
5YR Percentage Change	56.3%	33.3%	N/A	33.3%	100.0%	N/A	29.4%	0.0%	N/A	12.7%	65.5%	36.4%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources, Instructional Faculty Only - Fulltime Tenured-Track

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

Indicator	NRA	B	AI/A N	A	H	NH/ OPI	W	≥ TWO*	NOT REPORT ED	FEMALE	MALE	TOTAL
Number, Fall 2019	5	33	1	19	30	0	194	0	0	166	116	282
Number, Fall 2018	5	29	1	17	30	0	188	0	0	161	109	270
1YR Percentage Change	0.0%	13.8%	0.0%	11.8%	0.0%	N/A	3.2%	N/A	N/A	3.1%	6.4%	4.4%
Number, Fall 2014	7	16	0	9	25	0	154	0	0	121	90	211
5YR Percentage Change	-28.6%	106.3%	N/A	111.1%	20.0%	N/A	26.0%	N/A	N/A	37.2%	28.9%	33.6%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources, Instructional Faculty Only - Fulltime Non-Tenured

Chart 4. Category Representation – Fulltime Non-instructional Management Occupations (IPEDS Code 11-0000) / Formerly Executive/Administrative/Managerial

Indicator	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2019	6	98	0	23	66	3	399	4	0	345	254	599
Number, Fall 2018	9	91	0	24	59	1	410	4	0	339	259	598
1YR Percentage Change	- 33.3 %	7.7%	N/A	- 4.2%	11.9%	200.0 %	-2.7%	0.0%	N/A	1.8%	-1.9%	0.2%
Number, Fall 2014	4	70	0	25	37	0	359	2	0	268	229	497
5YR Percentage Change	50.0 %	40.0%	N/A	- 8.0%	78.4%	N/A	11.1%	100.0 %	N/A	28.7%	10.9%	20.5%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Human Resources - Fulltime Non-instructional Management Occupations (IPEDS Code 11-0000)

PART VI

Areas of Improvement and Achievement

Part VI: Areas of Improvement from 2019 (2017-2018) Report; Achievement of Improvement Reported in 2020 (2018-2019) Report

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year)
<p>Increase Enrollment of Black Fulltime Florida College System Transfers</p>	<p>Increased retention of Male Fulltime FTIC's from 80.4% in 2018 to 81.5% in 2019</p>
Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)
<p>Continue to increase female student athlete participation.</p>	<p>FAU's Athletic Program, which currently includes participation in all Conference USA sports, continues to meet the athletic interests and abilities of its student body. Over the last year, there was an increase of female student athlete participation in softball and cross-country.</p>

Areas for Improvement Pertaining to Employment Identified (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
<p>Continue to increase diverse representation in management and faculty occupations as well as promotion and tenure committees.</p>	<p>Over the last year, there has been a significant increase of minority representation in management occupations: Black (7.7%), Hispanic (11.9%), and Native Hawaiian or Other Pacific Islander (200%) representation increased significantly.</p> <p>There has also been an increase in Asian tenure track faculty (25%).</p> <p>Over the last year, minority representation on the overall University Promotion and Tenure Committee increased from 11% to 33%.</p>

PART VII
Protected-Class Representation
in the Tenure Process
2018-2019

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	2				2
Black or African American	1				1
Hispanic	1				1
Native Hawaiian/Other Pacific					
Two or More Races					
White	6				6
Other, Not Reported					
Total Male (Include Other, Not Reported)	10				10
FEMALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	9		1		8
Other, Not Reported					
Total Female (Number and Percent) (Include Other, Not Reported)	10				
GRAND TOTAL	20		1		19

LEGEND:

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

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

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

NOMINATED: Faculty for whom tenure is being recommended by the University

**PART VIII
PROMOTION AND TENURE COMMITTEE
COMPOSITION
AY 2018 – 2019**

The overall University Committee is diverse. For college committees, the criteria and process are reviewed with each Dean and the Provost

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee	2								1				4	2			7	2
Dorothy F. Schmidt College of Arts & Letters													6	6			6	6
College of Business					3				1				1	1			5	1
College of Engineering & Computer Science					1				1				4				6	0
Harriet L. Wilkes Honors College		2			1				2	1			12	7			15	10
Christine E. Lynn College of Nursing		2				1							1	15			1	18
Charles E. Schmidt College of Medicine					2								4	2			6	2
Charles E. Schmidt College of Science					8	1			1	1			46	8			55	10
College of Design & Social Inquiry						1			1				5	5			6	6
College of Education		2		1	2	1				1			8	13	1		11	18
University Library													3	1			3	1

PART IX

OTHER REQUIREMENTS

A. Budget Plan

Strategies used to increase diversity in hiring consists of including minorities and females in all search committees, depending upon availability; ensuring a diverse applicant pool and using approved search and screen procedures specifying that search waiver requests will be processed through the Office of Equity, Inclusion and Compliance.

B. President's Evaluation

President Kelly's 2018 – 2019 Evaluation was held on Tuesday, September 17, 2019

B. Top Administrators' Evaluations were completed September 2019.



**Board of Trustees Annual Retreat Meeting Minutes
September 16 - 17, 2019
Vero Beach Hotel
3500 Ocean Drive, Vero Beach, FL 32963**

Welcome and Expectations

Chair Anthony Barbar gave a welcome to the board retreat. He spoke about what to expect for the day and what we need from the attendees.

Beneficial Disruption

President John Kelly gave a presentation on current things happening at FAU. He started with new Board of Governors (BOG) expectations with their new Programs of Distinction funding model. The BOG wants us to identify one thing we do as a university of distinction. Dr. Kelly talked about the things we looked at and then decided on big data. FAU can make a difference with research in artificial intelligence (AI).

Dr. Kelly went over the media coverage and social media impressions for FAU. Public Affairs started a new branding and marketing campaign. TheLadders.com named FAU the Best Total Package in College number one in Florida.

The US News new ranking criteria include gradation and retention rates, social mobility, graduation rate performance, undergraduate academic reputation, and faculty resources. This year was the first time FAU was ranked in the Top Public Schools at No. 140. No. 45 in new social mobility ranking, based on graduation rates for students from lower-income backgrounds.

College of Business received top rankings in financial times and US News and World Report for its executive education program. Dr. Kelly went over the top 25 majors at FAU, ranked by reported starting salaries. Research expenditures have and grant applications have both increased by more than 100% over the past five years.

Artificial Intelligence is a big decision for FAU. Once we decide on this, FAU will own it for years to come. You can't decide in two years that you no longer want this to be your Program of Distinction. AI reaches across many disciplines at FAU. You don't have to be in science, math or engineering to be in AI.

Dr. Kelly spoke about key highlights:

- The library is evolving to include live labs, first of its kind in the State University System (SUS).
- Student Union is under a \$25 million construction project, which includes a new banquet facility and hall.
- The Board of Governors approved new student housing.
- The Jupiter Life Science Initiative on the Jupiter campus.
- The Schmidt Family Complex for Academic and Athletic Excellence is almost complete.
- FAU and the Max Planck Institute launched a first-of-its-kind Academy
- AD Henderson was named a 2018 National Blue Ribbon Award winner
- 12 FAU High students were named National Merit Finalists
- FAU has increased its National Merit Scholar students every year since fall 2014.
- Med Direct Pipeline contributes to FAU's Mission and Goals
- FAU Israel Visit encouraged research collaborations with many universities in Israel
 - FAU is one of two co-sponsors of the Florida-Israel Institute
- Steve Swanson's Earth-To-Space Call
- FAU is once again named the most diverse public university in Florida
- FAU scientists are leading research on the causes of blue-green algae blooms
- FAU's Brain Institute partnered with the South Florida Science Museum
- Significant research in health related issues including cancer and Parkinson's disease

Emerging Issues include:

- BOG Classification
 - FAU 100
- Capital Campaign
- Medical Partners
- Universities of Distinction – formerly called Pre-Preeminence
- FAU Research Park
- Boca Raton and Jupiter New Master Plans
- University land as a “City”
- Brightline Terminal

Athletics Update

Chair Barbar introduced Vice President of Athletics Brian White and Rick Chryst, strategic advisor to athletics.

Brian White gave an update on the athletic strategic plan. White went through the background process and members of the steering committee. Dr. Kelly wants to develop an athletic brand that communicates with a national audience.

Rick Chryst spoke about the Division I – Football Bowl Subdivision. 130 institutions/10 conferences, with a Power Five (65 institutions) and Group of Five (65 institutions)

Conference USA was a merger of two “basketball conferences” in 1995. “New Conference” was formed in 2013 with 9 of current 14 members joining.

State of Florida has 12 institutions with six members of the football bowl subdivision. FAU is third in Conference USA for percentage from institutional support, where most institutions are in the 60-70% range. In comparison, American Athletic Conference schools are mostly in the 40% range.

Brian White spoke about Revenue Growth Opportunities. Premium seating is a high priority, including cabanas on the field. We want to rent out the stadium more during the year.

Mission statement: To create a brighter future for FAU through student-athlete success. The core values are purpose, inclusion, integrity, enthusiasm, and ambition.

Goals:

1. Winning in Life
2. Nationally Competitive
3. Sustainable Financial Model
4. Synergy
5. Demonstrate Excellence
6. Embrace Competitive Advantages
7. Fulfill Fundamental Commitments to Student-Athletes
8. Develop Follow-Up Systems and Processes
9. Develop a National Brand
10. Grow Exposure

FAUF Board Chair Stewart Martin asked about how important the scholarship funding is for the Paradise Club. White answered that it costs about \$18,500 to fund a full scholarship, including room and board. The funding for scholarships from the Paradise Club is essential. Many people are becoming fans that don't have a history with FAU.

Trustee Dr. Michael Dennis asked how the strategic plan tracks and measures the achievement of its goals. White responded that the athletics department measures student success using the BOG's metrics on student success, on-field performance by using the Directors' Cup's competition metrics, and other elements of the plan using internally developed measures.

BOG Performance Metrics

Provost Bret Danilowicz presented on the Board of Governors' (BOG) performance metrics. Dr. Danilowicz spoke about the improvement to excellence points, average cost to the student, first time-in-college four-year graduation rate, academic progress rate, percent of baccalaureate degrees awarded without excess hours, percentage of graduate degrees awarded within programs of strategic emphasis, total research expenditures, percentage of bachelor's degrees awarded within programs of strategic emphasis, percent of undergraduates with a Pell grant, percentage of BA/BS graduates enrolled or employed at a salary of \$25k or more after the first year of graduation, and median wages of bachelor's graduates employed full-time.

From FY 2014-18 FAU's score has increased in nine of the ten metrics. This past year FAU had its highest point total ever. However, Provost Danilowicz further projected that we will go down next year compared to last year due to our improvement points going down. The good news is that our excellence points are starting to go up, and that should produce higher overall scores again in the following years. We are continuously developing strategies to address our performance in all metrics.

Provost Danilowicz finished by showing the lag times in what the metrics measure. Many metrics start with measurements of the class that enrolled in 2014. There is nothing we can do at this point to change results measured from that cohort.

Comprehensive Campaign

Vice President for Advancement Danita Nias presented on the upcoming comprehensive campaign. Also presenting were Jim Sullivan, Executive Director of HBOI and Pete Lasher, the campaign consultant. Nias

went over last year's total dollars raised and total donors, including alumni, athletics and faculty/staff giving.

The goal for fiscal year 2020 is \$50 million. That number will build the momentum that shows our donor base to launch a capital campaign.

Nias went over the four phases of the campaign: Quiet, Pre-Launch, Launch/Public and Close. Most universities have 60% in closed donations when they publicly launch a campaign. 90% of FAU's dollars come from 10% of the donors. Gift amounts over \$100,000 typically account for 80-90% of a campaign's goal, \$25-99k is 15% and under \$25k is 5%.

Ms. Nias gave an overview of our "Campaign Case," which is about 2/3 done. We have tested it in numerous stakeholder events and meetings, and have received useful feedback from prospective donors. First was they don't know much about FAU and we need to better communicate with the community. Second, we are missing an opportunity to weave FAU together with our Osher Lifelong Learning Institute.

A common question is how are you marketing the University?

Common insights were talk to the donors; share your stories/accomplishments with the community; invest in a long-term alumni strategy; grow your internal and external team of ambassadors who can help tell FAU's story; bring students to donor events.

Central Campaign vision includes academic and non-academic priorities & messaging. Our 113-mile stretch of the Atlantic draws a diversity of people: students, alumni, neighbors and patients, among others.

Danita introduced Jim Sullivan to speak about HBOI and its case for support. HBOI doubled its research dollars this year. They produce 30% of the research dollars that come to FAU. Sullivan spoke about what will HBOI look like in 10-20 years.

They came up with five WOW statements:

1. HBOI is creating the next generation of scientists who will solve real problems facing Florida – and the nation
2. HBOI is mining our marine environment to find new drugs that can treat or cure the most persistent – and pernicious – health challenges of our time
3. HBOI is protecting the quality of our waters from pollution, saltwater intrusion, toxins and sea level rise

4. HBOI is doing vital military defense research to protect our coast defensively in the aquatic environment
5. HBOI is addressing food security, the pending global food shortage, and exploitation of our fisheries and oceans by developing expertise in aquaculture

Danita Nias came back and went over the dollar goal for the campaign, including “reach back” gifts. She reminded the group that you want 60% of the dollars already raised in the campaign goal.

Pete Lasher presented on the campaign planning study. A high percentage of those interviews have a positive attitude toward FAU and 76% believe the University is on an upward trajectory. Many attributed this to President Kelly for his leadership.

Despite the positive perceptions, only 30% viewed FAU as a top philanthropic priority. Many believe the FAU brand is not strong enough, due in part to lack of communications with key constituents.

Respondents said a president plays a key role in fundraising, and almost half couldn't comment on his effectiveness as a fundraiser. Three out of four respondents believe that the stewardship of their gifts was on par with other nonprofits they support. Many were uncertain if boards help the campaign.

Lasher discussed developing a working goal for the campaign and some specifics on how to achieve it. Some actionable items include:

- Development of a presidential engagement strategy to guide President Kelly's externally facing activity and position him as a thought leader
- Deeper level of involvement by the provost, vice presidents and deans in the process.
- Develop a campaign operating plan designed to integrate all key activities and milestones
- Encourage advancement to strengthen business structures

With no further discussion Day 1 of the retreat was adjourned

Tuesday, September 17

Chair Anthony Barbar opened the second day of the retreat by going over the agenda and expectations for the day. He introduced VP of Financial Affairs, Jeff Atwater, to start the FAU 100 presentation.

FAU 100 – Metrics and Legislative Budget Request

Jeff Atwater presented the FAU 100 Legislative Budget Request. He went over the US News public national rankings, the known brands and the comparison of universities by 6-year graduation rates. Trustee Moabery asked about students who leave the university to go to other schools. Provost Danilowicz spoke about UCF cutting their freshman class size to help with their graduation rate. Most go to other schools, then go to UCF after one- or two- years. Trustee Stilley asked why students are taking so long to graduate. We need to expect these students to graduate on time. It is in the student's best interest. Trustee Wagner responded that we are going in the right direction.

Provost Danilowicz spoke about the time spent on students with gateway classes. We are working with the students to try and make them successful. Trustee Moabery asked about freedom to take some classes and not others, for example, can they take less math or science if they want a degree in something not in those fields. Danilowicz responded that while there is some freedom to change the classes the students want to take, there are state requirements we can't change.

Trustee Burns said the new VP of Enrollment will need to go through all the numbers and put markers on items that need attention.

Atwater went over percentage of classes with greater than 50 students and average faculty compensation. The peer assessment score is important in the rankings. FAU is on the road to 100. The top metric, graduation rates, is increasing yearly.

Provost Danilowicz went over the legislative budget request. We will request a recurring \$2.8 million in employment-based student incentives, \$1.2 million in success networks for undergraduate students, \$4.4 million in enhanced instruction via graduate students, \$1 million for Institute for Sensing and Embedded Network Systems Engineering (I-SENSE), \$2 million for research at HBOI, and \$1.4 million for an Institute for Artificial Intelligence, Autonomy, and Data Analytics.

We are requesting non-recurring dollars of \$5.3 million comprised of \$3 million for a Jupiter High Performance Computer (HPC) – AI/Data processing, \$500k for Fort Lauderdale Media Technology and Entertainment (MTE) Lab for AI integration, and \$1.8 million for AI Robotics Testbed – Ocean/sea surface/ground/air.

Provost Danilowicz then went over the measures of success including one-year accomplishments, return on investment with AI/DATA student outcomes, year one accomplishments in AI data and the national ranking in the US News.

Master Plan & Major Projects Status Update

Vice President of Administrative Affairs Stacy Volnick presented an update on the Boca Raton and Jupiter campus master plans and on capital projects. She presented the draft master plans as an informational item at the March meeting earlier this year. They had their first public hearings in June and the 90-day public review ends this month. The second public hearing will be in October and the plans will go to the full board in November. There are five phases of a master planning process. We are in the fifth phase. Trustee Rubin asked if there had been any public comments. Ms. Volnich said they have been dealt with through the process.

Ms. Volnick then turned to capital projects, going over the Schmidt Family Complex for Academic & Athletic Excellence project scope and status. It is due to be completed in December at its final approved cost of \$74.5M. She also spoke about the Student Union Expansion & Renovation project scope, funded at \$27.5M from CITF and Auxiliary funds, and expected to be completed in February 2021. The renovation of the existing Student Union will include food services and market, conference rooms, computer store and gaming room.

She also discussed the housing project on the Boca Raton campus, whose project scope includes a 7- story residential hall, 616 beds, and the first floor includes a get wise center for student success. On the Jupiter campus, the housing project will have a three-story residential hall, 165 beds and the first floor includes a recreation center for all Jupiter housing students. Both project are slated to be completed by July 2021 at a combined cost of \$70.2M.

The final items she discussed were five cooling towers to be replaced on the Boca Raton campus at \$3.5M in April 2020; the FPL ESCO project will be done June 2020; the Seimens ESCO will be done in February 2021; the Jupiter STEM/Life building at \$35M if a final appropriation is received; and the request for \$35.8M in PECO funding for the AD Henderson Lab School to replace the existing K-8 building, new gymnasium and new auditorium.

Florida Commission on Ethics Presentation

Chief Compliance & Ethics Officer Elizabeth Rubin introduced Christopher Anderson, Executive Director The Florida Commission on Ethics, to present on the state ethics laws. Anderson opened that the ethics

commission is not one that targets people. An inquiry that exonerates someone is as valid as one that indicts them.

Mr. Anderson said they have nine member board. Since the FAU trustees are at the state level, they would need to disclose if they had any voting conflicts in the performance of their public duties. He described the Commission's process if a complaint comes in. He also described the State's statutory "doing business with" provisions for public officers.

Finally, Mr. Anderson described the ethics-related constitutional amendments that were approved by the voters in 2018. He highlighted the new provisions prohibiting the abuse of a public position, and the Commission's discretion in developing the standard for that offense.

Action Agenda

Chair Anthony Barbar convened the action agenda of the Florida Atlantic University Board of Trustees with the following members participating: Mr. Kevin Buchanan, Mr. Brent Burns, Mr. Shaun Davis, Dr. Michael Dennis, Dr. Malcolm Dorman, Mr. Brad Levine, Mrs. Mary Beth McDonald, Mr. Abdol Moabery, Mr. Robert Rubin, Mr. Bob Stilley, and Dr. Kevin Wagner. Roll was taken and a quorum was present.

Public Comment

There were no public comments.

Approval of the June 4, 2019 Full Board Minutes

Chair Barbar asked for a motion to approve the minutes as written. A motion was made and seconded to approve the June 4, 2019 Full Board Minutes. With no further discussion or amendments, the motion passed unanimously.

I. Approval of the 2017-18 Florida Educational Equity Report

Ms. Rubin presented the equity report to the board. Trustee Stilley asked about our female athlete participation numbers. Athletics Director White responded that we are working towards compliance under the DOE's prong 1 standard. A motion was made and seconded to approve the 2017-18 Florida Educational Equity Report. With no further discussion, the motion passed unanimously.

II. Approval of the 2019 Textbook and Instructional Materials Affordability Report

Provost Danilowicz presented the textbook affordability report. He noted that we are more than 95% compliant. A motion was made and seconded to approve the 2019 Textbook and Instructional Materials Affordability Report. With no further discussion, the motion passed unanimously.

III. Approval of the Revised 2020-21 Five-Year Capital Improvement Plan

Ms. Volnick presented the revised capital improvement plan. A motion was made and seconded to approve the Revised 2020-21 Five-Year Capital Improvement Plan. With no further discussion, the motion passed unanimously.

IV. Approval of the Florida Atlantic University Revised 2019-20 Fixed Capital Outlay (FCO) Budget

Ms. Volnick presented three proposed revisions to the previously approved fixed capital outlay budget: (1) and additional \$1.8M from the College of Business's auxiliary account for their portion of the Schmidt Complex; (2) at Student Government's request, re-allocating \$3.2M in CITF funds from the Breezeway renovation toward the Student Union renovation; and (3) allocating an additional \$250,000 to the Gruber Sandbox/AI Lab project . A motion was made and seconded to approve the Revised 2019-20 Fixed Capital Outlay (FCO) Budget. With no further discussion, the motion passed unanimously.

V. Approval of the 2019-20 Carryforward Spending Plan

Mr. Atwater presented the 2019-20 Carryforward Spending Plan. Trustee Moabery asked whether all line amounts were from lawful sources. Mr. Atwater confirmed that they are. A motion was made and seconded to approve the 2019-20 Carryforward Spending Plan. With no further discussion, the motion passed unanimously.

VI. Approval of the Florida Atlantic University 2020-21 Legislative Budget Request

Mr. Atwater presented the 2020-21 Legislative Budget Request. A motion was made and seconded to approve the Florida Atlantic University 2020-21 Legislative Budget Request. With no further discussion, the motion passed unanimously.

VII. Approve Naming of University Elements

Ms. Nias presented the requests for naming of university elements.

- a. Michael L. Friedland M.D. Dean's Suite - A motion was made and seconded to approve the Michael L. Friedland M.D. Dean's Suite. With no further discussion, the motion

passed unanimously.

b. Gentile Family Counseling and Tutoring Office - A motion was made and seconded to approve the Gentile Family Counseling and Tutoring Office. With no further discussion, the motion passed unanimously.

c. Irving M. Lurie Executive Office - A motion was made and seconded to approve the Irving M. Lurie Executive Office. With no further discussion, the motion passed unanimously.

d. Donna More Compliance Office - A motion was made and seconded to approve the Donna More Compliance Office. With no further discussion, the motion passed unanimously

e. Shapiro Family Video Board - A motion was made and seconded to approve the Shapiro Family Video Board. With no further discussion, the motion passed unanimously.

VIII. 2018-19 Presidential Review

Chair Barbar reviewed the process he followed in preparing President Kelly's 2018-19 annual review. He spoke with the Chair and officers of the BOG, all of whom were strong supportive of Dr. Kelly's performance. He met with many community members, all of whom had positive feedback. He noted that last year's review found several requests that Dr. Kelly focus more attention on our Broward campuses, and he had done so in the current year.

Trustee Stilley complimented Dr. Kelly on the effectiveness of the administrative team he has assembled.

Trustee Rubin asked Dr. Kelly what he wished to improve about his performance in the coming year. Dr. Kelly replied that he wanted to launch the comprehensive campaign and expand our clinical activity.

Chair Barbar suggested that Dr. Kelly adjust his upcoming year goals to include a utilization schedule for his time to devote to the campaign. A motion was made and seconded to amend Dr. Kelly's proposed 2019-2020 goals to include a utilization schedule in support of the comprehensive campaign. With no further discussion, the motion passed unanimously.

A motion was made and seconded to approve Dr. Kelly's proposed 2019-20 goals, as amended. With no further discussion, the motion passed unanimously.

A motion was made and seconded to approve Chair Barbar's 2018-19 performance review of Dr. Kelly's. With no further discussion, the motion passed unanimously.

A motion was made and seconded to award Dr. Kelly a 2018-19 performance bonus of 20% of his base salary pursuant to section 6.1.1 of his employment agreement. With no further discussion, the motion passed unanimously.

A motion was made and seconded to authorize the Chair and General Counsel to work with Dr. Kelly to develop language amending the vesting provisions of section 6.2 of his employment agreement to be consistent with those in section 6.1.2. With no further discussion, the motion passed unanimously.

With no further discussion, the 2019 Retreat of the Florida Atlantic University Board of Trustees was adjourned.