



Item: V. b.

Tuesday, August 15, 2023

SUBJECT: APPROVAL OF THE 2021-2022 FLORIDA EDUCATIONAL EQUITY REPORT

PROPOSED BOARD ACTION

Approval of the 2021-2022 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: 2021-2022 Florida Educational Equity Report

Presented by: Donovan Diaz, Chief Compliance & Ethics Officer, Phone: 561-297-3094



Florida Educational Equity Report

Enrollment, Gender Equity in Athletics, and Employment
July 2021 – June 2022

Florida Atlantic University

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

Submitted by:

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FLORIDA EDUCATIONAL EQUITY ACT REPORT
Table of Contents
Fiscal Year 2021 – 2022

PRESIDENT’S STATEMENT	i
PART I. EXECUTIVE SUMMARY	2
PART II. POLICIES AND PROCEDURES IN SUPPORT OF EQUITY	5
PART III. ACADEMIC PROGRAM REVIEWS	26
Chart 1. First-Time in College (FTIC) Enrollment, Fall 2021	
Chart 2. Florida State College System Associate of Arts (AA) Degree Transfers, Fall 2021 and Summer Continuing into Fall 2022	
Chart 3. Retention of Full-time FTICs (Beginners and Early Admits) Entering Fall 2021 or Summer 2021 and Continuing into Fall 2022 After One Year	
Chart 4. Graduation Rate of Full-time FTICs (Beginners and Early Admits) Entering Fall 2016 or Summer 2016 Continuing into Fall 2022, After Six Years	
Chart 5. Bachelor’s Degrees Awarded, AY 2021-22	
Chart 6. Master’s Degrees Awarded, AY 2021-22	
Chart 7. Doctoral Degrees Awarded, AY 2021-22	
Chart 8. First Professional Degrees Awarded, AY 2021-22	
OVERVIEW OF ACADEMIC AFFAIRS PROGRAMS	31
OVERVIEW OF STUDENT SERVICES PROGRAMS	34
PART IV. SEX EQUITY IN INTERCOLLEGIATE ATHLETICS	52
Chart 1. Gender Equity in Athletics Update	
Chart 2. Gender Equity in Athletics Areas for Improvement	
PART V. EMPLOYMENT REPRESENTATION	57
Chart 1. Category Representation – Tenured Instructional Faculty	
Chart 2. Category Representation – Tenure-track Instructional Faculty	
Chart 3. Category Representation – Non-Tenure-track Instructional Faculty	
Chart 4. Category Representation – Management Occupations	
PART VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT	60
PART VII. PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS	62
PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION	63
PART IX: OTHER REQUIREMENTS	65
A. Budgetary Incentive Plan	
B. President’s Evaluation	
C. Top Administrators’ Evaluations	

PART 1 EXECUTIVE SUMMARY

INTRODUCTION

Florida Atlantic University's 2022 Equity Report has been prepared in accordance with the Florida Educational Equity Act [Section 1000.05, Florida Statutes], the Florida Board of Governors (BOG) Regulation 2.003 [Equity and Access], and the reporting guidelines established by the Board of Governors Office. The report encompasses the University's progress implementing strategic initiatives and performance related to equity and access in academic services and programs, student enrollment, athletics, and employment. In accordance with the reporting guidelines, the data provided in this report focuses on enrollment and employment of women and members of specified race/ethnic protected classes. The report uses Integrated Post-Secondary Education Data System (IPEDS) terminology for these protected classes, which includes Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races (\geq Two). The report also includes data on Whites (W) and Non-Resident Aliens (NRA).

DEVELOPMENT

The Office of Compliance 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 2021 – 2022 and the annual Integrated Post-Secondary Education Data System (IPEDS) submission. It represents current information used for federal and state reporting requests. The President of Florida Atlantic University reviewed and approved the institution's report prior to submittal to the University's Board of Trustees for final approval pursuant to Florida Board of Governor's Regulation.

SUMMARY OF PROGRESS

- The University annually reviews its policies and procedures related to prohibiting discrimination and complying with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Pregnancy Discrimination Act, the Americans with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. The Executive Director of the Office of Civil Rights and Title IX reviewed the University's Anti-Discrimination/Anti-Harassment Regulation and Prohibited Discrimination and Harassment Policy. The policies had been recently updated and were found to be consistent with the controlling Federal statutes and regulations. Additionally, the policies were found to be supportive of the University's efforts to maintain a campus free from prohibited discrimination.

Diversity

- Florida Atlantic University ranks as the most racially, ethnically, and culturally diverse institution in the State University System of Florida. In 2022, approximately 52% of total full-time FTIC enrollment were from underrepresented minority groups.
- FAU is nationally recognized as a Top 50 producer of undergraduate and graduate degrees for minority students, Diverse: Issues in Higher Education ranked FAU for the 2020-2021 academic year (latest available rankings) as:

- No. 17 for African Americans with bachelor's degrees
 - No. 40 for Hispanics with bachelor's degrees
 - No. 51 for African Americans with master's degrees
 - No. 53 for Hispanics with master's degrees
 - No. 44 for total minority students with bachelor's degrees
 - No. 60 for total minority students with master's degrees
- Florida Atlantic is ranked #41 in Social Mobility by U.S. News and World Report which rates how universities support students receiving Pell grants among other factors (2022).
 - Florida Atlantic 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.
 - Florida Atlantic received the highest Campus Ethnic Diversity Index score (.69) in the State University System as measured by U.S. News & World Report (2022).
 - Florida Atlantic Earned the 2022-2023 Military Friendly® School “Category: Tier 2 Research Institution,” based on the expansion of services and spaces offered by FAU’s Military and Veterans Student Success Center. This was the 12th consecutive year appearing on the Military Friendly School® list.

Academic Programs (Enrollment and Graduation)

- The data presented in this report substantiates our continuing commitment to diversity at FAU and reflects consistent and steady progress toward improvement. The university is a top degree producer of black baccalaureates ranking #17 nationwide. Retention rates for Black and Hispanic FTICs were both 82%. These rates exceeded the retention rate of 80% for Whites. Black students were awarded 20.7% of the overall baccalaureate degrees, up from 19% over the prior year.

Gender Equity in Intercollegiate Athletics

- FAU regularly reviews procedures and processes 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.

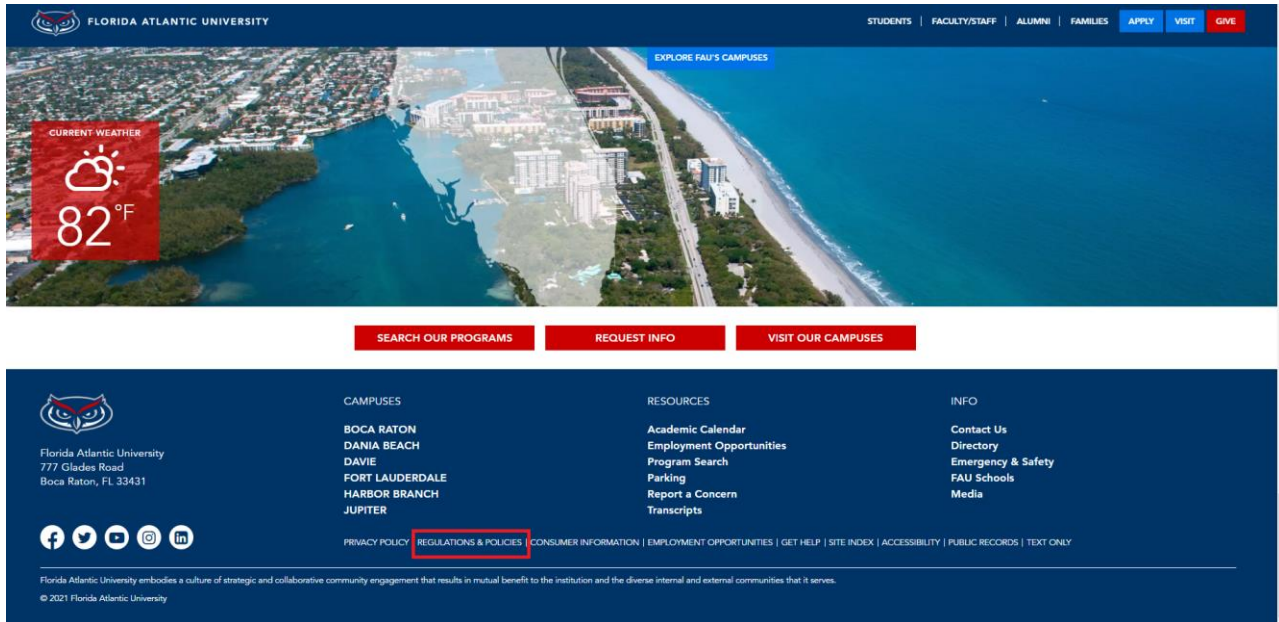
Employment Representation

- Human Resources and Academic Affairs continue to promote the recruitment, hiring and promotion of diverse individuals at FAU. Over the last five years, there has been an increase of Hispanic tenured faculty (23%). In the same period, there has been an increase in Hispanic tenure track faculty (27%), Asian tenure track faculty (7%) and Black tenure track faculty (71%).
- Over the last five years, Senior-Level Administrative positions held by women grew by 14%.

PART II

Policies and Procedures

The University has formulated policies and regulations to guide the conduct of the University community and its constituents. The University’s policies and regulations are available at: <https://www.fau.edu/policies/policiesregulations.php>. A link to the policies and regulations webpage is located at the bottom of the University’s webpages.



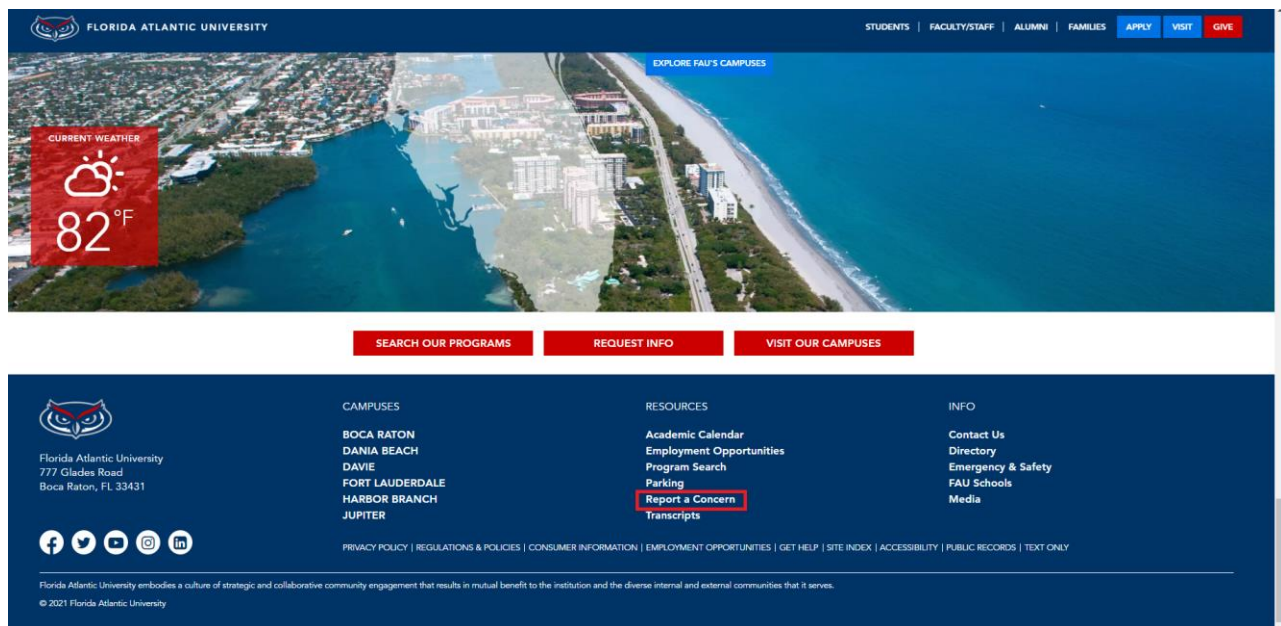
Listed below are University policies and regulations (with corresponding webpage links) that were specifically formulated to ensure compliance at the University. These policies are disseminated via official University email and available on the University website. The University trains its staff and faculty on these policies.

Name of Policy/Procedure	Web Address
Religious Accommodations for Employees, Policy 7.7	https://www.fau.edu/policies/files/7.7%20Religious%20Accommodations%20for%20Employees.pdf
Anti-Discrimination and Anti-Harassment, Regulation 7.008	https://www.fau.edu/regulations/chapter7/Regulation%207.008_8.14.2020%20FINAL.pdf
Discrimination and Harassment Complaint Processing Form	https://cm.maxient.com/reportingform.php?FloridaAtlanticUniv&layout_id=102
Title IX Notice	https://www.fau.edu/oei/title-ix/
Prohibited Discrimination and Harassment, Policy 1.15	https://www.fau.edu/policies/files/1.15%20Prohibited%20Discrimination%20and%20Harassment.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
Affirmative Action, Regulation 7.001	https://www.fau.edu/regulations/chapter7/Reg%207.001%208-12.pdf

The website for the Office of Civil Rights and Title IX provides information and links to the items listed above, including how to report discrimination, harassment, and sexual misconduct as well as helpful information concerning the University’s anti-discrimination policies (Regulation 7.008 and Policy 1.15), Title IX, and ADA.

The University supports a standard of care, safety, and security, to provide the best educational and work environment possible. Members of the community and public can help the University maintain this standard by reporting conduct violations, including discrimination, harassment, and sexual misconduct at: <https://www.fau.edu/report>. A link to the University’s reporting page is located at the bottom of the University’s webpages.



Each year the Office of Civil Rights and Title IX notifies all faculty and staff of the University’s anti-discrimination commitments, including policy updates. Each month the Office of Civil Rights and Title IX presents a training workshop on the University’s anti-discrimination commitments, which all new employees must attend. Finally, The Office of Civil Rights and Title IX offers additional training as needed and upon request to students, faculty, staff, and community member organizations.

Office of Civil Rights and Title IX Webpage

<http://www.fau.edu/ocr9>

FLORIDA ATLANTIC UNIVERSITY



OFFICE OF CIVIL RIGHTS AND TITLE IX

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OFFICE OF CIVIL RIGHTS AND TITLE IX

Title IX

Discrimination and Harassment

ADA Coordination

Equity Status Report

Affirmative Action Plan

Scholarships

Student Grievances

Training Calendar

Diversity at FAU

- COVID-19 OCR9 OFFICE Information
- COVID-19 Accommodations for Employees

WELCOME TO THE OFFICE OF CIVIL RIGHTS AND TITLE IX

The Office of Civil Rights and Title IX (OCR9) promotes and supports a working and learning environment free from any form of unlawful discrimination, harassment or retaliation. We focus on the needs of the University community through the incorporation of diversity, equity, and inclusion in programming and through training initiatives. OCR9 serves as the office of the ADA Coordinator and the Title IX Coordinator.



In furtherance of the University's commitment to diversity, equity, and inclusion, OCR9 staff are responsible for the following activities:

- Assuring the University's compliance with equal opportunities and civil rights laws and related University policies and regulations.
- Investigating complaints of discrimination, discriminatory harassment, and retaliation.
- Providing appropriate accommodations under the ADA for employees.
- Developing and monitoring the University's Affirmative Action Plan.
- Training the University community about their rights and responsibilities under applicable equal opportunity and civil rights laws and related University policies and regulations.
- Preparing the annual equity report for State of Florida.

The University is committed to responding promptly and constructively when it learns of possible discrimination, discriminatory harassment, or retaliation, preventing recurrence and provide effective remedies.

Location

Kenneth R. Williams Administration Building
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Boca Raton, Florida 33431-0991

Office Hours

Monday-Friday (8:00a.m. to 5:00p.m.)

Contact Us

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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 7.008**, which is available at www.fau.edu/ocr9. The following staff members have primary responsibility for overseeing Title IX compliance.

Title IX Coordinator for the University:

Bobby Brown

**Executive Director & Title IX
Coordinator for the Office of
Civil Rights and Title IX**

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Administration Building, Suite 265
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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.

Title IX Deputy Coordinator for Complaints Involving FAU Students:

Audrey Pusey

**Interim 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:

Susan Mancha

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

777 Glades Road
Building 4, Room 229, Instructional Services
Boca Raton, FL 33431
561-297-3072
smancha@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 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>

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:

- 12.5% Black freshmen enrollment in 2022; this percentage decreased slightly from 13% in 2021.
- 26.6% Hispanic freshmen in 2022; the percentage remained relatively flat from 2021.
- Overall freshman minority enrollment rate was 39.1% in 2022, slightly down from 40% in 2021.
- 63% of state college transfers were from minority groups in 2022, up from 61% in 2021.
- Black college transfers were 24.5% in 2022, down slightly from 26% in 2021.
- Hispanic college transfers were 34.5% in 2022, almost no change from 35% in 2021.
- The retention rate for Black FTICs entering FAU in summer/fall 2021 after one year was 82%, up from 81% the prior year.
- The retention rate for Hispanics was 82% as compared to 80% for Whites and 81% for FTICs overall.
- Female students are retained at a greater rate than males; 82% for females versus 80% for males.

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	42	199	4	81	465	0	821	69	47	1,728
Women	37	345	1	94	697	5	1308	107	44	2,638
Total Fall 2022	79	544	5	175	1162	5	2219	176	91	4,366
Category % of Total Fall 2022	1.8%	12.5%	0.1%	4.0%	26.6%	0.1%	48.8%	4.0%	2.1%	100%
Total FTIC Fall 2017	70	439	7	122	721	1	1270	119	33	2,782
Category % of Total Fall 2017	2.5%	15.8%	0.3%	4.4%	25.9%	0.0%	45.7%	4.3%	1.2%	100.0%
Percentage Change in number from Fall 2017 to Fall 2022	12.86%	23.9%	-28.6%	43.4%	61.2%	400%	67.6%	47.9%	175.7%	100%

Source: Board of Governors

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	16	109	0	30	159	0	164	19	2	499
Women	31	182	2	20	251	1	178	21	2	688
Total Fall 2022	47	291	2	50	410	1	342	40	4	1,187
Category % of Total Fall 2022	4.0%	24.5%	0.2%	4.2%	34.5%	0.1%	28.8%	3.4%	0.3%	100.0%
Total Fall 2017	70	338	4	72	442	2	675	76	27	1,706
Category % of Total Fall 2017	4.1%	19.8%	0.2%	4.2%	25.9%	0.1%	39.6%	4.5%	1.6%	100.0%
Percentage Change in number from Fall 2017 to Fall 2022	-32.9%	-13.9%	-50.0%	-30.6%	-7.2%	-50.0%	-49.3%	-47.3%	-85.2%	-30.4%

Source: Board of Governors

Table 3. Retention of Full-time FTICs After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	TOTAL
Men	15	94	0	62	283	1	461	40	21	977
Women	37	228	1	74	395	2	697	64	29	1,527
Fall 2021 Cohort	52	322	1	136	678	3	1158	104	50	2,504
Category % of Total	2.1%	12.9%	0.0%	5.4%	27.1%	0.1%	46.2%	4.2%	2.0%	100.0%
Enrolled Fall 2022 or Graduated with a Bachelor	46	263	0	115	558	2	922	83	37	2,026
Retention Rate	88%	82%	.	85%	82%	.	80%	80%	74%	81%

Source: Board of Governors

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

Highlights are stated below:

- Graduation rate for Black students entering FAU in summer/fall 2018 is 50%, slightly higher than the overall graduation rate of 49%.
- The male graduation rate is 42%, which is lower than the female graduation rate of 55%.
- 46.6% of all graduates in 2021-22 were from underrepresented minority groups.
- Black students accounted for 20.7% of baccalaureate degrees awarded.
- Hispanic students accounted for 28.5% of baccalaureate degrees awarded.
- 18% of master's degrees were awarded to Black students.

- 23.7% of master's degrees were awarded to Hispanic students.
- 10% of research doctorates and 18% of professional doctorates were awarded to Black students.
- About 11% of research and professional doctorates were awarded to Hispanic students.

Table 4. Graduation Rate of Full-time FTICs by Race/ Ethnicity

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	Total
Men	34	201	2	61	345	2	607	56	10	1,318
Women	34	319	2	59	474	6	826	78	9	1,807
2018-22 Cohort	68	520	4	120	819	8	1433	134	19	3,125
Category % of Total	2.2%	16.6%	0.1%	3.8%	26.2%	0.3%	45.9%	4.3%	0.6%	100.0%
Number of Graduates within 4 yrs from cohort	29	262	1	76	393	3	710	62	7	1,543
Percent Graduated	43%	50%	.	63%	48%	.	50%	46%	37%	49%

Source: Board of Governors

Table 5. Bachelor's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2021-22										
Male	87	395	3	127	627	3	973	73	19	2,307
Female	107	858	5	154	1095	7	1334	159	23	3,742
Total	194	1253	8	281	1722	10	2307	232	42	6,049
Category % of Total	3.2%	20.7%	0.1%	4.6%	28.5%	0.2%	38.1%	3.8%	0.7%	100.0%
AY 2016-17										
Male	57	359	4	101	554	5	1,102	90	7	2,279
Female	48	733	8	134	949	3	1,375	140	23	3,413
Total	105	1,092	12	235	1,503	8	2,477	230	30	5,692
Category % of Total	1.8%	19.2%	0.2%	4.1%	26.4%	0.1%	43.5%	4.0%	0.5%	100.0%

Source: Board of Governors

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2021-22										
Male	50	85	0	37	143	1	289	15	0	620
Female	52	256	0	44	265	1	451	34	0	1,103
Total	102	341	0	81	408	2	740	49	0	1,723
Category % of Total	5.9%	19.8%	0.0%	4.7%	23.7%	0.1%	42.9%	2.8%	0.0%	100.0%
AY 2016-17										
Male	70	70	1	28	98	0	302	12	1	582
Female	40	198	1	27	139	3	462	18	0	888
Total	110	268	2	55	237	3	764	30	1	1,470
Category % of Total	7.5%	18.2%	0.1%	3.7%	16.1%	0.2%	52.0%	2.0%	0.1%	100.0%

Source: Board of Governors

Table 7. Doctoral Research Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2021-22										
Male	15	5	0	1	4	0	21	1	0	47
Female	13	5	0	3	7	0	18	1	0	47
Total	28	10	0	4	11	0	39	2	0	94
Category % of Total	29.8%	10.6%	0.0%	4.3%	11.7%	0.0%	41.5%	2.1%	0.0%	100.0%
AY 2016-17										
Male	14	10	0	0	7	0	33	3	0	67
Female	5	4	1	0	2	0	34	2	0	48
Total	19	14	1	0	9	0	687	5	0	115
Category % of Total	16.5%	12.2%	0.9%	n/a	7.8%	n/a	58.3%	4.3%	n/a	100.0%

Source: Board of Governors

Table 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2021-22										
Male	0	2	0	9	3	0	25	2	0	41
Female	0	17	0	7	9	0	30	0	1	64
Total	0	19	0	16	12	0	55	2	1	105
Category % of Total	0.0%	18.1%	0.0%	15.2%	11.4%	0.0%	52.4%	1.9%	1.0%	100.0%
AY 2016-17										
Male	0	1	0	1	3	0	19	0	0	24
Female	0	13	0	5	12	0	27	3	1	61
Total	0	14	0	6	15	0	46	3	1	85
Category % of Total	n/a	16.5%	n/a	7.1%	17.6%	n/a	54.1%	3.5%	1.2%	100.0%

Source: Board of Governors

Overview of Academic Affairs Programs

FAU is an energetic and fast-growing institution, determined to propel itself to the forefront of innovation and scholarship.

Historically at FAU, 6-year graduation rates for underrepresented minority groups have been even or higher than overall graduation rates.

2021 Full-time FTIC 6-year graduation rate	
All FAU students	55%
Black students	54%
Hispanic/Latino students	56%

2022 Full-time FTIC 6-year graduation rate	
All FAU students	61.7%
Black students	64.1%
Hispanic/Latino students	63.9%

University Advising Services

University Advising Services (UAS) provides support services to first- and second-year students transitioning into their college of major at or around 45 earned credit hours. UAS provides a safety net for undeclared students who may not be sure of where to go for help. UAS helps these students regardless of the number of credit hours. In support of this mission, UAS offers students a broad, comprehensive array of services aimed at aiding students in developing and implementing an appropriate and meaningful educational plan.

UAS programming is based on the Appreciative Advising model. It 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, designing a plan to achieve those dreams, delivering on that plan, and making necessary changes to achieve their goals.

To carry out this mission, the office has a professional, Master's level staff of approximately thirty-five, in addition to undergraduate and graduate student employees and graduate interns. UAS has two academic advisors on at the University's Jupiter campus and a coordinator of the Peer Academic Coaching program (PAC). Fall students will have the option to choose between the Student Success course, RISE, and one-on-one personal coaching.

The Academic and Career Enhancement for Student Success (ACCESS) Program provides ongoing academic coaching focused on building essential academic skills tailored to the individual student. An academic coach is required for all students below a 2.0 FAU G.P.A. Peer Academic Coaches were added to further support students in need of coaching with a focus on GPA above 2.0. Partnerships with the RISE and First Gen Offices in Student Affairs are ongoing with our PAC's and professional ACCESS coaches.

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 will continue to be 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 will be advised by their 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 EAB).

Predictive Analytics – Using Civitas software to help proactively identify and reach students.

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).

Virtual Online Advisors – UAS advisors offer online virtual services from 10 a.m. to 7 p.m., Monday through Thursday to address emergency needs of students, schedule appointments, and 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.

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

Deciding/Exploratory 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 office is designed for 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 a Department of Children and Families tuition waiver or homeless status. The staff member meets with students every two weeks to keep them on track. The program also connects to the statewide support network of Florida Reach and Positive Pathways.

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

Housing and Residential Education

The Department of Housing and Residential Education ensures that all residents are aware of 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. Additionally, offers gender inclusive housing for all levels of student housing. 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. Trained subject area tutors, and writing consultants staff the center. All residents may take advantage of the large array of services. GPT hours of operation is Monday- Thursday 5-midnight pm. APT hours of operation is Sunday -Saturday 10am-midnight.

Breakdown of Residential Students for Fall 2022:

	Percentage of Residential Students	Percentage of University Population
Female	61.4%	59.0%
Male	38.6%	41.0%

Race/Ethnicity	Percentage of Residential Students	Percentage of University Population
White	44.2%	40.1%
Hispanic or Latino	18.6%	27.3%
Black or African American	26.4%	19.7%
Asian	2.0%	4.3%
Nonresident alien	2.2%	3.8%
Two or more races	5.1%	3.8%
Race and ethnicity unknown	1.3%	0.8%
Native American or Alaska	0.1%	0.1%
Native Hawaiian or Pacific	0.1%	0.1%

The Office of Student Financial Aid

The Office of Student Financial Aid awards grants, federal student loans, scholarships, and Federal Work-Study. The financial aid office bases awards on compliance with guidelines such as timely completion of FAFSA and awards aid in which need is a criterion.

Pell Eligible/Undergraduate Students only

Total Participants: 10,798

Gender	Total Participants	Percentage
Female	6818	63.1%
Male	3980	36.9%

Race/Ethnicity	Total Participants	Percentage
American Indian or Alaska Native	23	0.2%
Asian	453	4.2%
Black or African American	3568	33.0%

Hispanic or Latino	3631	33.6%
Native Hawaiian or Pacific Islander	17	0.2%
Nonresident alien	12	0.1%
Race and ethnicity unknown	78	0.7%
Two or more races	419	3.9%
White	2597	24.1%

Student Employment

Student employment provides job opportunities to students including students participating in the federally funded Federal Work-Study program, students hired in the FAU community through the Job Location and Development program, and students that independently sought employment in campus units. Federal Work-study students must demonstrate financial need.

During the reporting period, there were a total of 322 students employed by the Division of Student Affairs and Enrollment Management.

Work Study

Gender	Total Participants	Percentage
Female	221	68.6%
Male	101	31.4%

Race/Ethnicity	Total Participants	Percentage
American Indian or Alaska Native	-	-
Asian	12	3.7%
Black or African American	157	48.8%
Hispanic or Latino	88	27.3%
Native Hawaiian or Pacific Islander	-	-
Nonresident alien	-	-
Race and ethnicity unknown	3	0.9%

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. The program had six target high school graduates to attend the Summer Bridge. The program also exposes 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.

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. **There was a total of 2091 students combined that participated in Academic Service-Learning and service opportunities. The total hours of combined service equaled 282,563 hours for a total economic impact of \$8,712,320.18.**

Office of International Integration Initiative (I3)

International Integration Initiative at FAU - seeks to engage international students and scholars within the university and surrounding community for the purpose of providing a full and positive American university experience through educational, cultural, social, and service engagement opportunities. By participating in university life, international student and scholars contribute to expanding and enhancing global perspectives and learning for all students, faculty and staff.

International Friends Program - provides opportunities for current FAU students (domestic and international) to serve as international welcome ambassadors, orientation leaders, or peer mentors. The program promotes cultural exchange and friendship among U.S. and international students, intercultural communication, and opportunities for student involvement in international activities across campus.

First-Generation Student Success Center secured grants from the Johnson Foundation and The Lesli Alexander Foundation to create a Laptop Loaner Program to ensure students had access to technology with distance learning classes.

Kelly/Strul Emerging Scholars 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 37 Kelly/Strul Emerging Scholars during the reporting period.*

The Women and Gender Equity Resource Center (WGERC)

The Women and Gender Equity Resource Center is a student-centered, community space that strives to connect students with the services, skills, education, and resources they need to achieve success and overcome gender-based barriers.

- WGERC Weekly Discussions:
- Resource Distribution:
- Wellness/Gender Hoot Topics: WGERC and Owls Care Health Promotion's peer educators held multiple educational tabling events every week pertaining to sexual assault prevention, healthy relationship skills, self-advocacy, sexual identity, body acceptance, sizism/fatphobia, gender/health equity and more.

The Women's Leadership Institute (WLI)

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.

Owls Alliance Against Sexual Assault

The Owls Alliance Against Sexual Assault is an inter-university committee that focuses on initiatives regarding sexual and dating violence. The Alliance emphasizes comprehensive survivor support, aligning policies with practices, and ensuring that FAU is achieving educational goals across the FAU community. This team meets every second Friday of the month at 9am for one hour.

Denim Day/Jeans Drive

109 faculty, staff, and students were tallied for participation in the Denim Day demonstration, calling on participants to wear jeans in support of survivors of sexual violence. Educational post distributed by Owls Care on the intersectional impacts of sexual violence generated 63 likes, 15 shares, and 2 saves. Through this initiative, Owls Care was able to promote a jeans donation drive headed by Lead & Serve, an effort which ultimately collected 148 jeans to deliver to the organization, Women In Distress.

It's On Us Video

Owls Care Health Promotion support a collaboration led by Lead & Serve and FAU PD to develop a university public service announcement demonstrating support behind the national goals for sexual assault awareness month as part of FAU's Its On Us initiative. The video featured campus leadership, police officers, and students of a variety of different cultural identities speaking in various languages to support the idea of "It's On Us." The video was distributed across 6social media accounts, embedded into the It's On Us website/app, and shared at divisional meetings. The video will be input into the EverFi Sexual Assault Prevention course and Orientation curriculum for continued use.

Overall Engagement 2021-2022

Race/Ethnicity	Category Representation	Overall University population
White	39.5%	40.1%
Hispanic or Latino	27.2%	27.3%
Black or African American	20.1%	19.7%
Nonresident alien	3.8%	4.3%
Asian	4.5%	3.8%
Two or more races	3.9%	3.8%
Race and ethnicity unknown	.8%	0.8%
American Indian or Alaska Native	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.1%

	Category Representation	Overall University population
Female	59.5%	59.0%
Male	40.5%	41.0%

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. The program had six target high school graduates to attend the Summer Bridge. The program also exposes 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.

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.

***Think About It* by Campus Clarity**

FAU offers online Sexual Assault Prevention program covering the importance of values, aspects of (un)healthy relationships, gender socialization, sexual assault, consent, bystander intervention, and on-going activism. Interactive exercises take students through real-world scenarios and encourage students to challenge sexist language and attitudes, provide guidance for supporting someone who has experienced harm, and promote healthy relationships based on positive communication and respect—empowering students to create safe, healthy campus environments.

The U.S. federal government mandates that our University complies with the educational requirements relating to sexual misconduct in Title IX and the Clery Act so that you understand the State of Florida definitions of these crimes, bystander intervention, risk reduction techniques, plus additional information.

OCHP/WGERC Health Equity Workshops/Trainings

- Bystander Intervention Training, offered 26 times with 890 participants
- Patterns of Sexual Violence, offered once with 65 participants
- Let's Get Consensual Workshop, offered 4 times with 73 participants
- Healthy Relationships Workshop, offered 11 times with 157 participants
- Sexual Assault Speaker for Student Athletes, 309 participants
- iLead Personal Leadership Health track: *25 participants*

- Barriers to Bystander Intervention workshop
- Size Inclusive Leadership workshop
- Agency and Autonomy workshop

Division of Student Affairs and Enrollment Management – GRAND TOTALS

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

- 28,900
- 76.78% of all students engaged in the division:

Race/Ethnicity	Category Representation	Overall University population
White	38.95%	40.35%
Hispanic or Latino	26.75%	26.5%
Black or African American	20.33%	19.85%
Nonresident alien	4.70%	4.07%
Asian	4.47%	4.50%
Two or more races	3.92%	3.82%
Race and ethnicity unknown	0.73%	0.74%
American Indian or Alaska Native	0.16%	0.15%
Native Hawaiian or Pacific Islander	0.14%	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 – 58% Male – 42%</p> <p>Student-Athlete Participation (duplicated):</p> <p>Female – 44% Male – 56%%</p>	
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 cross country have locker room facilities on campus.</p>	
4. Scholarship offerings for athletes	<p>Student-Athlete Participation (unduplicated):</p> <p>Female – 39%</p>	

Chart 1. Sex Equity in Athletics Update

	<p>Male – 61%</p> <p>Aid: Female Teams - 44.0% Male Teams - 56.0%</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.	
g) other support costs	These funds are not allocated by gender and are equitably accessible.	

Chart 1. Sex Equity in Athletics Update

<p>6. Provision of equipment and supplies</p>	<p>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.</p>	
<p>7. Scheduling of games and practice times</p>	<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>	
<p>8. Opportunities to receive tutoring</p>	<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. Five tutors and four graduate assistants 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>	
<p>9. Compensation of coaches and tutors</p>	<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>	
<p>10. Medical and training services</p>	<p>There are complete sports medicine clinics in the Tom Oxley Athletic Facility, FAU Stadium, 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.</p>	

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.	
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Chart 2. Sex Equity in Athletics - Areas for Improvement

Areas for Improvement	Program for Improvement	Timetable
Student-Athlete Opportunities	<p>In 2018, FAU began an extensive internal review to confirm that FAU’s Athletic Program, which currently includes participation in all Conference USA sports, and 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. Also, the anticipated increase in revenue from the move to the American Athletic Conference, may allow us to increase scholarship and/or roster opportunities on the women’s side.</p> <p>Lastly, we are also working on roster management to create a more equitable balance between the men’s and women’s athletic rosters.</p>	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
2020-21**

	Male	Female	Total
Number	271	213	484
Percent of Total	56%	44%	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. There was a small decrease (-4%) in the number of tenured faculty between Fall 2021 and Fall 2022. There was a slight decrease in the proportion of Hispanic (-3%) tenured faculty with slight larger decreases in the proportion of female (-6%) and black (-17%) tenure-track faculty.

Chart 2. Tenure-Track Faculty

From Fall 2021 to Fall 2022, there was an 2% increase in tenure-track faculty overall with a 20% increase in female faculty. To provide context for the overall percentage increase this change represents an increase with Hispanic tenure track faculty going from 13 in 2021 to 14 in 2022 and female tenure-track faculty gained nine, going from 46 in 2021 to 55 in 2022.

Chart 3. Non-Tenure-Earning Faculty

The immediate increase in non-tenure-earning faculty (6% from Fall 2021 to Fall 2022), and the long-term increase of non-tenure-earning faculty (18%) from Fall 2017 to Fall 2022, 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 Hispanic employees (10%) between Fall 2020 and Fall 2021. There was notable growth in minority diversity from Fall 2017 to Fall 2022 (+23%).

Employment Representation Charts

Table 1. Tenured Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORT ED	FEMALE	MALE	TOTAL
Number, Fall 2022	9	20	0	85	32	0	300	0	0	171	275	446
Number, Fall 2021	6	24	0	85	33	0	319	0	0	181	286	467
1YR Percentage Change	50%	-17%	0%	0%	-3%	0%	-6%	0%	0%	-6%	-4%	-4%
Number, Fall 2017	4	25	0	72	26	0	287	1		149	266	415
5YR Percentage Change	125%	-20%	.	18%	23%	.	5%	-100%	.	15%	3%	7%
Area for improvement, compared with national standards? (Check if yes)												

Source: Board of Governors

Table 2. Tenure-Track Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORT ED	FEMALE	MALE	TOTAL
Number, Fall 2022	15	12	0	15	14	0	66	1	0	55	68	123
Number, Fall 2021	14	13	0	18	13	0	62	1	0	46	75	121
1YR Percentage Change	7%	-8%	0%	-17%	8%	0%	6%	0%	0%	20%	-9%	2%
Number, Fall 2017	26	7	0	14	11	0	105	1	0	78	86	164
5YR Percentage Change	-42%	71%	.	7%	27%	.	-37%	0%	.	-29%	-21%	-25%
Area for improvement, compared with national standards? (Check if yes)												

Source: Board of Governors

Table 3. Non-Tenure-Track Faculty or Faculty at Non-Tenure Granting Universities

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORT ED	FEMALE	MALE	TOTAL
Number, Fall 2022	7	43	1	13	36	0	187	1	0	178	110	288
Number, Fall 2021	7	34	1	14	33	0	182	0	0	164	107	271
1YR Percentage Change	0%	26%	0%	-7%	9%	0%	3%		0%	9%	3%	6%
Number, Fall 2017	12	23	0	17	27	0	165	1	0	139	106	245
5YR Percentage Change	-42%	87%		-24%	33%		13%	0%		28%	4%	18%
Area for improvement, compared with national standards? (Check if yes)												

Source: Board of Governors

Table 4. Senior-Level Administrative Positions - Executive/Administrative/Managerial

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORT ED	FEMALE	MALE	TOTAL
Number, Fall 2022	8	100	2	25	89	2	378	6	0	367	243	610
Number, Fall 2021	5	90	0	24	77	3	371	8	0	348	230	578
1YR Percentage Change	60%	11%		4%	16%	-33%	2%	-25%	0%	5%	6%	6%
Number, Fall 2017	3	80	0	29	55	1	417	4	0	323	266	589
5YR Percentage Change	167%	25%	.	-14%	62%	.	-9%	500%	.	14%	-9%	4%
Area for improvement, compared with national standards? (Check if yes)												

Source: Board of Governors.

PART VI

Areas of Improvement and Achievement

Part VI: Areas of Improvement from 2020 (2020-2021) Report; Achievement of Improvement Reported in 2021 (2020-2021) 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>Over the next five years, continue to increase the percentage of bachelor's degrees awarded to Black and Hispanic students.</p>	<p>Goal: Over the next five years, continue to increase the percentage of bachelor's degrees awarded to Black and Hispanic students</p> <p>Progress: Numbers improved from 48% to 49.2%.</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>Over the next five years, continue to increase female student athlete participation.</p>	<p>Goal: Over the next five years, continue to increase female student athlete participation.</p> <p>Progress: Participation rates have remained steady. As revenue increases, opportunities may arise to increase participation.</p>

Areas for Improvement Pertaining to Employment Identified (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
<p>Over the next five years, continue to increase diverse representation in management and faculty positions as well as promotion and tenure committees.</p>	<p>Goal: Over the next five years, continue to increase diverse representation in management and faculty positions as well as promotion and tenure committees.</p> <p>Progress: Over the last five years, Black and Hispanic representation amongst Senior-Level Administrative positions increased by 25% and 62% respectively.</p>

PART VII
Protected-Class Representation
in the Tenure Process
2021-2022

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	10	2	1		7
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	10	1	1		8
Other, Not Reported	1				1
Total Male (Include Other, Not Reported)	21	3	2		16
FEMALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American	1				1
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	9				9
Other, Not Reported					
Total Female (Number and Percent) (Include Other, Not Reported)	11/34.4%				11/40.7%
GRAND TOTAL	37				27

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 2021 – 2022**

Each university is required to report the racial and sex composition of committees reviewing recommendations at each transaction level. The 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/Alaska 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					1								5	2		1	6	3
College of Arts and Letters										1			10	1			10	3
College of Business					3				1				1	1			4	2
College of Education		1											3	2			3	3
College of Engineering and Computer Science	1				4								2				7	0
College of Medicine					9	3			3	1			17	14			29	18
College of Nursing		2				1							2	10			2	13
College of Science							1		1				4	1			6	1
College of Social Work and Criminal Justice					1								1	2			2	2
Harbor Branch Oceanographic Institute		1											4				4	1
Honors College		2			1				2	1			13	7			16	10
University Libraries													1	3			1	3

PART IX OTHER REQUIREMENTS

A. Budget Plan;

Expenditures	
Office of Civil Rights and Title IX	\$491,672
Diversity Enhancement Scholarship (Financial Aid)	\$11,200
Delores A. Auzenne Fellowship Program (sponsored by the State University System) (Graduate Studies)	\$40,000
Student Accessibility Services (Student Affairs)	\$730,831
Office of Diversity & Multicultural Affairs (Student Affairs)	\$672,945
Summer Graduate Program (Graduate Studies)	\$29,500
Upward Bound (Federal Grant) (Student Affairs)	\$290,230
Florida Education Fund Scholarship (MLK) (Admissions)	\$12,000
STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence)	\$37,500
Total Expenditures	\$2,315,878

B. President's Evaluation

President Kelly's 2021 – 2022 Evaluation was held on September 19th, 2022.

C. Top Administrators' Evaluations

Top administrators' evaluations were completed September 2022.