



Item: VI.

Monday, September 13, 2021

SUBJECT: APPROVAL OF THE 2019-20 FLORIDA EDUCATIONAL EQUITY REPORT

PROPOSED BOARD ACTION

Approval of the 2019-20 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: 2019-20 Florida Educational Equity Report

Presented by: Stacy Volnick, Vice President of Admin Affairs Phone: 561-297-6319



Florida Educational Equity Report

Enrollment, Gender Equity in Athletics, and Employment
July 2019 – June 2020

Florida Atlantic University

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

Submitted by:

Donovan Diaz
Executive Director - Office of Equity and Inclusion
Florida Atlantic University
777 Glades Road
Administration Building, Suite 265
Boca Raton, FL 33431
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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 are 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

Florida Atlantic University's 2021 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).

Florida Atlantic University's 2021 Equity Report covers fiscal year 2019 – 2020 and exemplifies Florida Atlantic University's progress in the areas of equity and access. The Report serves as a method of identifying and resolving potential issues of inequity. By identifying and 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 and Inclusion (OEI) 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 2019 – 2020 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

- Florida Atlantic University promotes diversity, equity and inclusion as core values and is committed to eliminating discrimination. 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 University's review in 2020 resulted in amendments to the University's Anti-Discrimination/Anti-Harassment Regulation, Prohibited Discrimination and Harassment Policy, and Student Code of Conduct. These policies play a critical role in the University's efforts to maintain an inclusive campus free from prohibited discrimination. The amendments outline the process by which the University defines protected groups and prohibited conduct; promptly, fairly, and impartially investigates and addresses alleged discrimination; requires that procedures be implemented in a manner that does not restrict speech protected by the First Amendment or academic freedom; provides advisors to complainants and respondents; consolidates definitions into a single policy

document (Policy 1.15); requires that that supervisory employees and officials with authority promptly report alleged violations; and identifies officials with authority to institute corrective measures.

- These amendments were intended to comply with the new Title IX Regulations issued by the Department of Education on May 6, 2020, which become effective on August 14, 2020.

Diversity

- Florida Atlantic University ranks as the most racially, ethnically, and culturally diverse institution in the State University System of Florida. In 2020, approximately 55% of total full-time FTIC enrollment were comprised of minority students.
- FAU is nationally recognized as a Top 50 producer of undergraduate and graduate degrees for minority students, *Diverse: Issues in Higher Education* ranked FAU in 2020 as:
 - #11 in bachelor's degrees awarded to black students
 - #41 in bachelor's degrees awarded to Hispanic students
 - #39 in bachelor's degrees awarded to all minority students
- Florida Atlantic is ranked #33 in Social Mobility by U.S. News and World Report which rates how universities support students receiving Pell grants among other factors (2020).
- 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 ranks higher than any other public university in Florida according to U.S. News & World Report's Campus Ethnic Diversity rankings (2020).
- The Chronicle of Higher Education ranked FAU highest among Florida public universities on diversity index in 2019-20.
- FAU has been named to Military Times "Best for Vets: Colleges 2019" for the eighth 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)

- The data presented in this report substantiates our continuing commitment to equity and diversity at FAU and reflects consistent and steady progress toward improvement. The university is a top degree producer of black baccalaureates ranking #11 nationwide. Enrollment of Black freshman remained steady at 16%. The overall freshman minority enrollment rate was 43% in 2020, a rise of 1% from 2019. Hispanic college transfers were 35% in 2020, a significant increase from 24% in 2015. Retention rate for Black FTICs entering FAU in summer/fall 2019 after one year was 87% and 81% for Hispanics. These rates exceed the retention rate of 80% for Whites. In 2020, Black and Hispanic students accounted for 48% of baccalaureate degrees awarded (20% and 28% respectively), with minorities overall accounting for 57 % of all baccalaureate degrees awarded.

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 Asian tenure track faculty (42%). In the same period, there has been an increase in Black tenure track faculty (88%) and overall tenure track faculty (17%).
- Over the last five years, minority representation has increased among Fulltime Non-instructional Management Occupations. Black (30%), Hispanic (49%), and in individuals reporting two or more ethnicities (25%) representation increased in 2020.

Protected-Class Representation

- FAU's faculty tenure data reflect 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 8% and 8% respectively.
- At the Executive, Administrative, and Managerial level positions, there was an increase in the proportion of Black and Hispanic employees over the past five years of 37.2%.

Promotion and Tenure Committee Composition

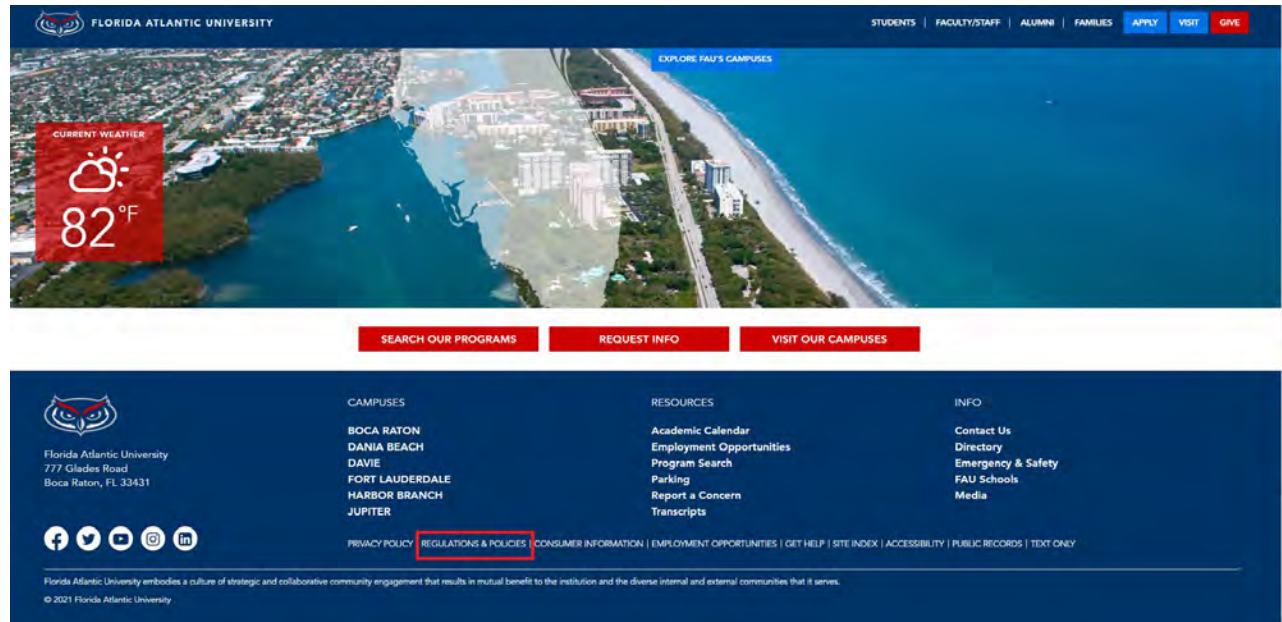
- FAU continues to seek participation from minorities and women to serve as college representatives on several of the Promotion and Tenure Committees. The College of Business and University Libraries both increased the diversity composition of their committees.

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.

PART II

Policies and Procedures in Support of Equity

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.

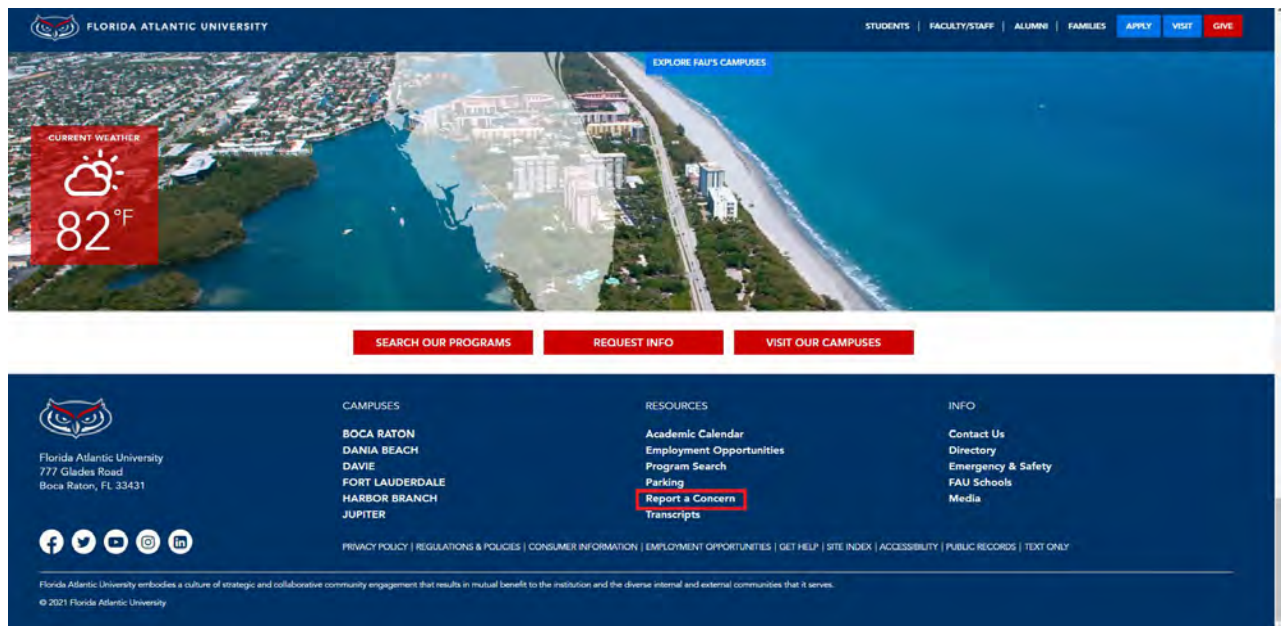


Listed below are University policies and regulations (with corresponding webpage links) that were specifically formulated to ensure equity at the University. These policies are disseminated via official University email and available on the University website. The University trains its staff and faculty 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%208.14.2020%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 |

The website for the Office of Equity and Inclusion 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, security, and inclusion 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 Equity and Inclusion notifies all faculty and staff of the University’s anti-discrimination commitments, including policy updates. Each month the Office of Equity and Inclusion presents a training workshop on the University’s anti-discrimination commitments, which all new employees must attend. The Office of Equity and Inclusion offers additional training as needed and upon request to students, faculty, staff, and community member organizations.

Office of Equity & Inclusion Webpage

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



OFFICE OF EQUITY AND INCLUSION

APPLY NOW GIVE TO FAU Q

FAU HOME / OFFICE OF EQUITY AND INCLUSION

- Office of Equity and Inclusion
- Title IX
- Discrimination and Harassment
- ADA Coordination
- Equity Status Report
- Affirmative Action Plan
- Scholarships
- Student Grievances
- Training Calendar
- Diversity at FAU

- COVID-19 OEI OFFICE Information
- COVID-19 Accommodations for employees

WELCOME TO THE OFFICE OF EQUITY AND INCLUSION

The Office of Equity and Inclusion (OEI) 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. OEI 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, OEI 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
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
Fax: 561-297-2402
Florida Relay System: 800-955-8771

Our Team

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Evelyn Cruzpino
Compliance Services Manager
ecruzpino@fau.edu



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/oei. The following staff members have primary responsibility for overseeing Title IX compliance.

Title IX Coordinator for the University:

Donovan Diaz

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

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

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:

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>

Florida Atlantic University

Regulation 7.008

Anti-Discrimination and Anti-Harassment

I. VALUES

Florida Atlantic University (“FAU”) is committed to providing a workplace and educational environment that is free from discrimination and harassment. To facilitate compliance with federal, state, and local civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational enterprise, FAU has developed internal policies and procedures that provide a prompt, fair, and equitable process for those involved in allegations of discrimination or harassment. FAU values the dignity of all members of its community.

II. 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, military or veteran status, marital status, pregnancy or parental status, sexual orientation, gender identity or expression, or other protected status is prohibited. Discriminatory conduct in the form of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking, is also 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”), along with all applicable implementing regulations. This Regulation also covers the Florida Civil Rights Act and any other applicable local, state or federal laws.
- B. This Regulation 7.008 (“Regulation”) applies to all FAU students, registered student organizations, applicants for employment, faculty, volunteers and staff (hereinafter collectively referred to as “University Community Members”), as well as third parties providing services to FAU. When a potential violation of this regulation is reported, the allegations will be investigated and addressed promptly and equitably in accordance with the processes detailed in University Policy 1.15 (Prohibited Discrimination and Harassment) and University Regulation 4.007 (Student Code of Conduct).
- C. The Office of Equity and Inclusion (“OEI”) shall administer this Regulation. The Executive Director of OEI is the University’s Title IX Coordinator. Inquiries regarding the procedures contained in this Regulation should be forwarded to OEI.
- D. It shall be a violation of this Regulation for any University Community Member to deny, deprive, or limit the educational or employment access, benefits, or opportunities of any member of the FAU community, guest, or visitor on the basis of that person’s actual or

perceived membership in a protected status as defined by law or University regulations and policies.

- E. 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.
- F. 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.
- G. This Regulation shall not be implemented in a manner that restricts or prohibits speech that is protected by the First Amendment or the principles of academic freedom.

III. REPORTING

- A. OEI is responsible for administering the complaint and investigation process set forth in this Regulation.
 - 1. Any supervisory employee or other official who has the authority to institute corrective measures on behalf of the University who receives a report, observes or learns of an alleged violation of this Regulation has an absolute and unqualified duty to promptly report the conduct to OEI. 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.
 - 2. All employees in the University's K-12 programs are all considered officials with authority to institute corrective measures on behalf of the University for K-12 students and must report any claims of harassment, discrimination, or sexual misconduct to OEI.
 - 3. Reports or allegations of an alleged violation of this Regulation will be processed upon the filing of a written complaint with OEI, consistent with the requirements of University Policy 1.15. 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, OEI will take any action it deems necessary and permissible pursuant to applicable law or regulations 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).
 - 4. The OEI and Title IX Coordinator contact information is provided below. Any person may report allegations of harassment, discrimination, or sexual misconduct in person, via telephone, or online at FAU.edu/report.

Office of Equity and Inclusion
Florida Atlantic University

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

- B.** Any University employee or applicant who believes they have been harassed, discriminated or retaliated against in violation of this Regulation should report the facts and circumstances thereof to OEI, or in the alternative, may report to the appropriate supervisory employee or other official who has the authority to institute corrective measures on behalf of the University, including 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 they have been harassed or discriminated against in violation of this Regulation should report the facts and circumstances thereof to OEI, or in the alternative, may report to another official who has the authority to institute corrective measures on behalf of the University, including the appropriate University Vice President or Provost, the Dean of Students, the Dean of their College, or to their Department Head, who in turn must notify the Executive Director.

- C.** A complaint of discrimination or harassment not related to Title IX must be filed with OEI within one-hundred eighty (180) calendar days of the alleged act(s) of discrimination or harassment. OEI 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 OEI does not constitute a filing with, or have any effect on the filing time limitations of those external agencies. All Complainants are advised 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 OEI 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

- A.** OEI shall investigate all complaints, as permitted or required by law, which contain enough information to substantiate investigation and allege prohibited discrimination or harassment. The investigation may include, but shall not be limited to, interviewing the involved parties 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 investigation report shall be prepared which

includes a summary of the complaint, a description of the investigation, and analysis of the facts and evidence presented based on a preponderance of the evidence standard.

- B.** OEI may attempt conciliation or informal resolution before or during an investigation of a complaint, consistent with the requirements of University Policy 1.15. If conciliation or informal resolution is not achieved, OEI shall continue to investigate the complaint, and shall issue a final investigation report.
- C.** OEI 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 extended for good cause as determined by the Executive Director.
- D.** All University employees have a duty to cooperate fully and unconditionally in a University investigation. This duty includes, among other things, speaking truthfully with OEI and voluntarily providing all documentation and information that relates to the claim being investigated.
- E.** The final report by OEI 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, consistent with the requirements of Policy 1.15. 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 OEI determined the complaint was unfounded and made maliciously or recklessly. All disciplinary action shall be subject to applicable University Regulations and Policies, including but not limited to University Regulation 5.009 (Grievance Procedure), University Regulation 4.007 (Student Code of Conduct), University Policy 1.15, and applicable collective bargaining agreements.

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, 8-14-20.



| | | | |
|--|---|-------------------------------|-----------------|
| SUBJECT: PROHIBITED DISCRIMINATION & HARASSMENT | Effective Date: 8-14-20 | Policy Number: 1.15 | |
| | Supersedes: Policy 1.15 Prohibited Sexual Misconduct | Page 1 | Of 12 |
| | Responsible Authority: Vice President, Administrative Affairs Executive Director, Office of Equity & Inclusion | | |

I. APPLICABILITY:

This policy applies to all Florida Atlantic University (“University” or “FAU”) students, faculty and staff, including applicants for admission and employment and third parties present on campus (contractors, vendors, alumni or visitors), who are both protected by and subject to this policy with regards to claims of prohibited discrimination and harassment.

II. DEFINITIONS:

(a) *Advisor*: A person chosen by a party, or appointed by the University in Title IX Matters, to accompany the party to meetings related to the resolution process, to advise the party on that process. In Title IX Matters, the advisor may conduct cross-examination for the party at the hearing, if any.

(b) *Business day*: Monday-Friday, excluding official University holidays.

(c) *Complainant*: An individual who is alleged to be the victim of the conduct that could constitute harassment, discrimination, or sexual misconduct, or retaliation for engaging protected activity.

(d) *Discrimination (unlawful or prohibited)*: 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 regulation or policy. A violation of this policy may occur regardless of any finding of “unlawful” conduct, as the standards for finding a violation of this policy are independent. Discrimination includes disparate treatment and disparate impact.

(1) *Disparate impact*: When policies, practices, rules or other systems that appear to be neutral result in a disproportionate impact on a protected group. Disparate impact may be unintentional.

(2) *Disparate treatment*: When a person is treated differently than others who were similarly situated based on a protected characteristic and is denied a benefit under FAU's educational program or activities or a benefit of employment. 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.

(e) *Educational Program or Activity*: Location, events, or circumstances where the University exercised substantial control over both the Respondent and the context in which the allegations occurred, including but not limited to any building owned or controlled by a student organization that is officially recognized by the University.

(f) *Formal Complaint*: A complaint that has been signed by a Complainant or by the Title IX Coordinator alleging harassment or discrimination based on a protected class or retaliation based on a protected activity against a Respondent and requesting that OEI investigate the allegation. A Formal Complaint is required for investigations in Title IX Matters.

(g) *Investigator*: The person or persons charged by OEI with gathering facts about an alleged violation of this policy, assessing relevance and credibility, synthesizing the evidence, and compiling information into an investigative report.

(h) *Parties*: Complainant and Respondent. Witnesses are not parties.

(i) *Respondent*: An individual reported to be the perpetrator of conduct that could constitute harassment, discrimination, or sexual misconduct, or retaliation for engaging in protected activity.

(j) *Retaliation*: Intimidating, threatening, coercive, or discriminatory behavior by the University or any person over whom the University holds jurisdiction against any individual for the purpose of interfering with any right or privilege secured by this policy, because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing. Retaliation may be a claim under Title IX or under other harassment or discrimination.

(k) *Hostile environment harassment*: Unwelcome verbal and/or physical conduct based on a person's protected class that: is severe or pervasive and 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. 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.

(l) *Quid pro quo harassment*: 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.

(m) *Title IX Matters*: Complaints in which the alleged violation includes sexual harassment, sexual assault, domestic violence, dating violence, or stalking, and where the University's response and procedures are governed by Title IX of the Education Amendments Act of 1972 and its implementing regulations, FAU Regulation 7.008, and this University Policy.

III. DEFINITIONS SPECIFIC TO TITLE IX MATTERS:

(a) *Consent*: An agreement between two or more individuals for activity that is affirmative, informed, freely given and mutually understood. Consent shall be determined based on consideration of the following factors: (i) it is the responsibility of each person involved in any sexual activity to ensure that they have the affirmative consent of the other or others to engage in the sexual activity; (ii) the existence of a dating or sexual relationship between the persons involved, or the fact of past sexual relations, should never by itself be assumed to be an indicator of consent for any current or future sexual encounter; (iii) consent cannot be obtained by force, threat, coercion, manipulation, reasonable fear of injury, intimidation, use of position of influence, or through the use of one's mental or physical helplessness or incapacity; (iv) consent must be ongoing throughout a sexual activity and can be revoked at any time; (v) within each sexual encounter, there may be separate individual sexual acts involved. Consent to one act by itself does not constitute consent to another act; (vi) consent to engage in sexual activity with one person does not imply consent to engage in sexual activity with another; (vii) lack of protest or resistance does not mean consent; and (viii) silence does not mean consent has been granted.

(b) *Dating Violence*: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the Complainant. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of Domestic Violence.

(c) *Domestic Violence*: Violence committed by a current or former spouse or intimate partner of the Complainant; by a person with whom the Complainant shares a child in common; by a person who is cohabitating with, or has cohabitated with, the Complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the Complainant under the domestic or family violence laws of Florida; By any other person against an adult or youth Complainant who is protected from that person's acts under the domestic or family violence laws of Florida.

(d) *Sexual assault*: Includes Sex Offenses, Forcible or Nonforcible.

(1) *Sex Offenses, Forcible*: Any sexual act directed against another person, without the consent of the Complainant including instances where the Complainant is incapable of giving consent. Includes Forcible Rape, Forcible Sodomy, Sexual Assault with an Object, and Forcible Fondling.

(a) *Forcible Rape*: Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the Complainant.

(b) *Forcible Sodomy*: Oral or anal sexual intercourse with another person, forcibly and/or against that person's will or not forcibly or against the person's will (non-consensually) in instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

(c) *Sexual Assault with an Object*: To use an object or instrument to penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will or not forcibly or against the person's will (non-consensually) in instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

(d) *Forcible Fondling*: The touching of the private body parts of another person (buttocks, groin, breasts) for the purpose of sexual gratification, forcibly and/or against that person's will (non-consensually) or not forcibly or against the person's will in instances where the Complainant is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

(2) *Sex Offenses, Nonforcible*: Nonforcible sexual intercourse, including Incest and Statutory Rape.

(a) *Incest*: Nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Florida law.

(b) *Statutory Rape*: Nonforcible sexual intercourse with a person who is under the statutory age of consent.

(e) *Sexual harassment*: Conduct on the basis of sex that satisfies one or more of the following: (i) an employee of FAU conditioning the provision of an aid, benefit, or service of FAU on an individual's participation in unwelcome sexual conduct; or (ii) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to FAU's educational program or activity.

(f) *Stalking*: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress. For the purposes of this definition, course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property; reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant; and substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily require medical or other professional treatment or counseling.

IV. POLICY:

The University does not tolerate acts of discrimination or harassment based on protected status, or retaliation based on protected activities. Violations of this policy that occur within the jurisdictional limits of the University will be subject to discipline, up to and including separation, expulsion, or removal from University property. The University will respond to complaints or reports of violations with measures designed to stop the behavior, eliminate any harassment or discrimination, prevent the reoccurrence of the prohibited conduct, and remediate any adverse effects.

Notice of Non-Discrimination: The University will 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, military or veteran status, marital status, pregnancy or parental status, sexual orientation, gender identity or expression, or other protected status is prohibited.

The scope of this policy includes: (i) conduct that occurs on University-controlled property, and (ii) conduct that occurs away from University-controlled property where one or more of the following applies: the conduct occurred at a University-sponsored event, the continued presence of the respondent on University-controlled property represents a danger to the health, safety, or welfare of the University Community, the conduct is disruptive to the orderly processes and functions of the University, or the conduct is specifically prohibited by law or violates University policies or regulations.

In Title IX Matters, the University may take action where the alleged violations occurred in locations, events, or circumstances over which the University exercised substantial control over both the Respondent and the context in which the allegations occurred, including but not limited to any building owned or controlled by a student organization that is officially recognized by the University. Investigations pursuant to Title IX and its implementing regulations will only be conducted when the alleged sexual misconduct occurs against a person in the United States who is participating or attempting to participate in the educational program or activities of the University

Any reports of discrimination or harassment may be reported through the methods provided in University Regulation 7.008. Complaints will be investigated in a reasonably prompt manner as stated in University Regulation 7.008. The University uses the preponderance of the evidence standard of proof, which seeks to determine whether it is more likely than not that the Respondent violated University Policy or Regulation.

The Office of Equity and Inclusion (OEI) has primary responsibility for administering this policy. OEI conducts investigations and assists in the University's response and resolution of all reports of prohibited discrimination or harassment. OEI will maintain all discrimination reports in accordance with applicable laws and regulations. For concerns and questions related to discrimination or harassment, please contact OEI at 561-297-3004 or visit to OEI website at www.fau.edu/eic.

The OEI Executive Director is the University's designated Title IX Coordinator. The Title IX Coordinator is: (i) knowledgeable and trained in University policies and procedures and relevant state and federal laws; (ii) available to advise any individual including a reporting party, a responding party, or a third party, about University and community resources and reporting

options; (iii) available to provide assistance to any University employee regarding how to respond appropriately to a report of Sexual Misconduct; (iv) participates in ensuring the effective implementation of this Policy, including monitoring compliance with all procedural requirements, record keeping, and timeframes; and (v) responsible for overseeing training, prevention, and assessments.

The Title IX Coordinator may delegate responsibilities under this policy to administrators who will be appropriately trained. Inquiries or concerns about Title IX may be referred to the Title IX Coordinator, located in Administration Bldg 10, Room 265, Boca Raton Campus, 561-297-3004; <https://www.fau.edu/eic>. Contact information for the University's [Deputy Title IX Coordinators](#) can be found within OIE's Title IX website at www.fau.edu/eic.

Concerns about the University's application of Title VI and IX under this policy may be addressed to: United States Department of Education, Office for Civil Rights, 61 Forsyth Street S.W., Suite 19T10, Atlanta, GA 30303-8927, Telephone: (404) 974-9406, Facsimile: (404) 974-9471, Email: OCR.Atlanta@ed.gov.

Reasonable efforts 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(s) and any necessary steps to eliminate the conduct, prevent its recurrence, and address its effects. Information related to a report under this policy will be shared with those University employees who "need to know" to assist the active review, investigation, or resolution of the report.

V. SUPPORTIVE MEASURES:

Once a report has been received by OEI, the University may implement reasonable and appropriate supportive measures to protect the safety of the parties of the alleged harassment or discrimination, and provide support to succeed academically or professionally. Supportive measures are temporary action(s) taken by the Title IX 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 supportive 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 the supportive measures to implement, including but not limited to: 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. Supportive measures are available to all parties in a case.

Supportive measures are not intended to be permanent, and may be modified or withdrawn as additional information is collected. Supportive measures are non-disciplinary and non-punitive and shall be kept confidential except to the extent necessary to provide the supportive measures. OEI, in conjunction with other administrators, will maintain contact with the parties involved. If a person needs a supportive measure not listed below, the Title IX Coordinator will work with the individual to explore options.

Supportive 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 between classes; arranging for medical services; providing academic support services, such as tutoring; University-imposed leave, suspension, or separation for the Respondent, including emergency removal. In Title IX Matters, if emergency removal is deemed appropriate, the University will follow Regulation 4.007(9)(g). Emergency removal includes an individualized safety and risk analysis and allows the Respondent to challenge the decision.

Supportive measures for faculty and staff may include, but are not limited to: the Employee Assistance Program; changing work schedules, job assignments, or job locations; providing an escort to assist with safe movement on campus; or University-imposed leave, or physical separation from particular individuals or locations.

VI. INVESTIGATIONS:

(a) Upon receipt of a report of harassment or discrimination, OEI will promptly respond to the Complainant to:

1. Discuss availability of supportive measures with or without the filing of a formal complaint.
2. Consider the Complainant's requests with respect to supportive measures.
3. Explain the process for filing a formal complaint.
4. Provide information about an advisor of choice, including the right to choose an attorney.
5. Provide information about the victim advocate.
6. Provide information about the right to utilize processes outside the University.
7. Provide information about the investigative process and their rights.
8. Notify Complainant that all parties are treated equitably; and
9. Provide Complainant with notice of the standard of proof.

After this initial meeting, should Complainant wish to file a formal complaint, they may do so and, for Title IX Matters, the formal complaint must be signed by the Complainant. Should the Complainant not wish to move forward, the Title IX Coordinator may consider signing the formal complaint and moving forward with investigation where appropriate.

(b) Upon receipt of the formal complaint in Title IX Matters, written notice will be provided to all parties. That written notice will contain the following:

1. Notice of University process under this policy and University Regulation 7.008, including any available informal resolution procedures.
2. Notice of the allegations of alleged policy violation with sufficient details known at the time and with information scheduling an interview with sufficient time to prepare a response. Such notice will contain the following information, if known: the identities of the parties involved; the conduct alleged; and the date and location of the incident.
3. A statement that the Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

4. Right to an advisor of their choice, who may be an attorney.
5. The right to inspect and review evidence.
6. For students, knowingly making false statements or submitting false information during the grievance process is prohibited pursuant to the Student Code of Conduct (University Regulation 4.007) Section 5(i); and
7. Should any allegations be added, changed, or deleted after this initial notice, such information will be sent to all parties.

(c) OEI shall investigate 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.

(d) Both the Complainant and the Respondent will be permitted to ask an advisor of their choosing to be present during all relevant meetings, hearings, and interviews related to alleged violations of this policy. The advisor may accompany the Complainant or Respondent and may confer privately with them, but the advisor may not speak on behalf of the Complainant or Respondent or otherwise participate in any meeting during the investigation. An advisor's failure to comply with these guidelines may result in the termination of the meeting and the meeting being rescheduled to allow time for the parties to understand the purpose of the advisor's presence. Although the parties are allowed an advisor of choice, 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 advisors. If there is a question or concern about a possible advisor, please consult with OEI. It is not advisable to choose an advisor who may also act as a witness in the investigation.

(e) OEI may attempt informal resolution before or during an investigation of a complaint. If a resolution is not achieved, OEI shall continue to investigate the complaint, and shall issue a final report. Informal resolution must be with the written consent of both parties. Informal resolution is not available in cases where there is a student Complainant and employee Respondent in Title IX Matters.

(f) The burden for gathering evidence lies with OEI, and OEI will not rely on privileged material without the written voluntary consent of the party holding the privilege. The University will provide parties with written notice of the date, time, location, participants, and purpose of all hearings, meetings, and interviews with sufficient time to prepare to participate. Parties are not restricted from discussing the allegations under investigation or from gathering or presenting any relevant evidence.

(g) The investigation will include an objective evaluation of all relevant evidence, inculpatory and exculpatory, and credibility will not be based on a party's status as a Complainant, Respondent, or witness.

(h) Complainant and Respondent shall have equivalent rights, including but not limited to, the right:

- To be informed of their rights under this Policy and University Regulation 7.008.
- To a fair, prompt, and impartial investigation.

- In Title IX Matters, not to be forced to present testimony or statements in the same room as the other party.
- In Title IX Matters, to be informed of the nature of any disciplinary action taken against the other party, and to request reconsideration of University action as long as appropriate and in accordance with University procedures.

(i) In Title IX Matters, parties will be given a chance to inspect and review all evidence obtained, so they can meaningfully respond to the evidence prior to the conclusion of the investigation and prior to completion of the investigative report, the University will send to each party and their advisor the evidence subject to inspection and review in electronic format or hard copy, and the parties shall have 10 days to submit a written response, which the investigator will consider prior to the completion of the investigative report.

(j) OEI shall attempt to conclude its final report within seventy-five (75) days of the filing of the formal complaint in all investigations. Upon completion of the investigation, a final investigation report shall be prepared which includes a summary of the complaint, a description of the investigation, analysis of the facts and evidence presented based on a preponderance of the evidence, and in matters other than Title IX Matters, recommendations for disposition.

(k) After the inspection and review period for evidence, the assigned investigator will complete an investigative report that fairly summarizes relevant evidence. In matters other than Title IX, the investigator will include in the report a determination as to whether a violation of University policy or regulation occurred, and the investigative report will be sent to the parties concurrently. In Title IX Matters, no determination is made in the investigative report.

(l) In Title IX Matters, at any point during the investigation, if the conduct alleged would not constitute sexual misconduct, even if proved, did not occur in the University's educational programs or activities, or did not occur against a person in the United States, the University is required to dismiss the complaint. In addition, the University may dismiss a Title IX complaint or any of the allegations in the complaint if the Complainant notifies the Title IX Coordinator that they would like to withdraw the complaint, in whole or part, if the Respondent is no longer enrolled or employed by the University, or if there are specific circumstances which prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or specific allegations in the formal complaint. In the event of a dismissal as described herein, the University will promptly send written notice of the dismissal and the reason to the parties simultaneously. The parties will have the right to appeal to the University as to why the claim should not be dismissed. Notice of Appeal may be filed through the reporting page under "Appeal" at www.fau.edu/report. Such a dismissal does not preclude the University from action under another provision of its regulations or policies.

VII. POST-INVESTIGATION PROCEDURES FOR NON-TITLE IX MATTERS:

Reconsideration of the determination in the investigation report may be filed by either party within five (5) business days after receiving notice of the determination by filing a written request with the Executive Director of OEI for the following reasons: (a) new evidence is available that was not available at the time of the investigation, or (b) relevant evidence was submitted and not considered or reviewed. After the reconsideration period, and any subsequent decision, the final report by OEI 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 any reconsideration, if applicable.

For employee respondents, corrective or disciplinary action up to and including dismissal will be considered and implemented, if warranted, by a Vice President, Provost or Dean of Students or their respective designee. Corrective or disciplinary action may also be considered and implemented if OEI determined the complaint was unfounded and made maliciously or recklessly. For University students, the report will be provided to the Dean of Students Office for any action appropriate under Regulation 4.007. For K-12 students, the report will be provided to the K-12 administrator for appropriate sanctions, if applicable.

VIII. POST-INVESTIGATION PROCEDURES FOR TITLE IX MATTERS:

(a) For University students, all investigative reports with a student Respondent will be forwarded to the Office of the Dean of Students for appropriate actions, including hearing. The hearing will be conducted as set forth in University Regulation 4.007.

(b) For K-12 students, the investigative report shall be sent to the parties before reaching a final determination. The final decision-maker must allow each party to submit written relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker must issue a final written determination as required under law.

(c) Investigative reports involving faculty or staff will be forwarded to the Office of the Provost or Human Resources, respectively, and the appropriate supervisor for hearing and appropriate action. Hearings must be live and comply with the requirements of University Regulations and/or the applicable Collective Bargaining Agreement, and shall include the following:

1. The parties must be provided the investigative report and all materials to be used in the hearing at least 10 days in advance of the hearing.
2. The hearing must be conducted by a hearing panel or hearing officer.
3. The hearing officer or panel (“decision maker”) must permit each party’s advisor to ask the other party and any witnesses all relevant questions and follow-up questions.
4. Any cross-examination at the live hearing must be conducted directly, orally, and in real time by the party’s advisor and not the party personally.
5. At the request of either party, separate rooms are allowed, all participants, including the hearing panel or officer, will have the ability to view Complainant and Respondent via live video.
6. Only relevant cross-examination and other questions may be asked of a party or witness.
7. Before any answer is provided, the decision maker must first determine whether the question is relevant and provide a reason for exclusion of any question.
8. If a party does not have an advisor present at the time of the live hearing, the University must provide, without fee or charge to that party, an advisor of the University’s choice to conduct cross examination.
9. Questions about complainant’s sexual predisposition or prior sexual behavior are not relevant unless such questions and evidence are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or concerns specific incidents with respect to the Respondent and are offered to prove consent.

10. If a party or witness does not submit to cross-examination at the live hearing, the decision maker must not rely on any statement of that party or witness in reaching a determination regarding responsibility.
11. The decision maker cannot draw an inference about determination regarding responsibility solely based on a party's or witness's absence.
12. The University must create an audio recording, or transcript, of any live hearing and make it available to the parties for inspection and review.

(d) In all Title IX Matters, the decision-maker, who may not be the Title IX Coordinator or the investigator, must issue a written determination regarding responsibility. The written determination must include the following:

1. Identification of the allegations defined.
2. A brief description of the procedural steps taken, including notifications to the parties, interviews and methods used to gather other evidence, site visits, and hearings held.
3. Findings of fact supporting the determination.
4. Conclusions regarding application of the definitions provided in regulation, code, or policy to the facts.
5. Statements of rationale for the results as to each allegation, including a determination regarding responsibility, and sanctions imposed on Respondent and remedies designed to restore or preserve equal access to the recipient's education programs or activities.
6. Procedures and permissible bases for parties to appeal.
7. The University shall provide the final date upon which the written determination of the result becomes final if no appeal filed, or the date by which an appeal must be filed and after such date, the appeal would no longer be timely.

IX. APPEALS:

All parties are allowed to appeal a determination regarding responsibility, and a dismissal of a formal complaint or any allegations of a complaint, within five (5) business days of the dismissal or determination. In cases involving students, appeals shall be submitted as required by Regulation 4.007. In all other cases, appeals may be submitted through the reporting page under "Appeal" at www.fau.edu/report, on the following basis:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not available at the time of determination regarding responsibility or dismissal that could affect the outcome of the matter;
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or a bias for or against complainant(s) or respondent(s) generally or the individual complainant or respondent that affected the outcome of the matter.

For all appeals, all parties will be notified in writing when an appeal is filed. The decision-maker for the appeal is not the same decision-maker regarding responsibility or dismissal, the investigator(s) or the Title IX Coordinator in Title IX Matters, and must have no conflict or bias against Respondents or Complainants. Parties will have five days to respond, either in support of or challenging the appeal. The decision-maker shall then have up to twenty days to issue a written decision regarding the appeal and the rationale. The decision shall be provided to all parties simultaneously. No further appeal is allowed.

X. SANCTIONS:

Violations by University students may result in any sanction listed in University Regulation 4.007 Student Code of Conduct, Section 13. Violations by K-12 students may result in sanctions as described in the applicable code of conduct or disciplinary matrix. Violations by employees may result in counseling which shall be constructive with the primary purpose of identification and correction of a problem. Employee violations may also result in disciplinary action pursuant, but not limited, to University Regulation 5.012, other University regulations and policies, and any applicable Collective Bargaining Agreement. Violations by outside parties may result in violations appropriate to the University relationship, including without limitation exclusion from University property or University services.

XI. INITIATING AUTHORITY: Vice President, Administrative Affairs

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

Policy Number: 1.15

Initiating Authority
Signature: _____ Date: _____
Name: Stacy Volnick

*Policies and Procedures
Review Committee Chair*
Signature: _____ Date: _____
Name: Elizabeth Rubin

President
Signature: _____ Date: _____
Name: Dr. John Kelly

Executed signature pages are available in the Office of Compliance

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:

- 27% Hispanic freshmen in 2020; the percentage increased from 26% in 2015.
- Overall freshman minority enrollment rate was 43% in 2020; up from 42% in 2015.
- 57% of state college transfers were from minority groups in 2020, up noticeably from 50% in 2015.
- Black full-time college transfers were 22% in 2020, up from 20% in 2019.
- Hispanic college transfers were 35% in 2020, up significantly from 24% in 2015.
- Retention rate for Black FTICs entering FAU in summer/fall 2019 after one year was 87%.
- Retention rate for Hispanics was 81% as compared to 80% for Whites and 82% for FTICs overall.
- Female students are retained at a greater rate than males; 85% for females versus 79% for males.

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

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | UNK | TOTAL |
|--|-----------|------------|-----------|------------|------------|-----------|-------------|------------|-----------|-------------|
| Men | 24 | 135 | 0 | 42 | 302 | 0 | 510 | 45 | 20 | 1078 |
| Women | 34 | 328 | 2 | 90 | 504 | 4 | 817 | 86 | 32 | 1897 |
| Total Fall 2020 | 58 | 463 | 2 | 132 | 806 | 4 | 1327 | 131 | 52 | 2975 |
| Category % of Total Fall 2020 | 2% | 16% | 0% | 4% | 27% | 0% | 45% | 4% | 2% | 100% |
| Total FTIC Fall 2015 | 55 | 536 | 6 | 120 | 841 | 3 | 1538 | 153 | 38 | 3290 |
| Category % of Total Fall 2015 | 2% | 16% | 0% | 4% | 26% | 0% | 47% | 5% | 1% | 100% |
| Percentage Change in number from Fall 2015 to Fall 2020 | 0% | -1% | 0% | 1% | 2% | 0% | -2% | 0% | 1% | 0% |

Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Full-time, First-time students.

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

| | NRA | B | AI/A N | A | H | NH/O PI* | W | ≥ TWO * | UNK | FEM ALE | MAL E | TOTA L |
|--|-----------|------------|-----------|-----------|------------|-------------|------------|---------------|------------|------------|------------|-------------|
| Total Fall 2020 | 33 | 182 | 2 | 21 | 284 | 1 | 261 | 30 | 1 | 507 | 308 | 815 |
| Category % of Total Fall 2020 | 4% | 22% | 0% | 3% | 35% | 0% | 32% | 4% | 0% | 62% | 38% | 100% |
| Total Fall 2015 | 23 | 180 | 0 | 21 | 169 | 0 | 266 | 26 | 6 | 394 | 297 | 691 |
| Category % of Total Fall 2015 | 3% | 26% | 0% | 3% | 24% | 0% | 38% | 4% | 1% | 57% | 43% | 100% |
| Category % Change from 2015 to 2020 | 1% | -4% | 0% | 0% | 10% | 0% | -6% | 0% | -1% | 5% | -5% | 0% |

Source: Student Instruction File. Full-time students.

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

| | NRA | B | AI/A N | A | H | NH/O PI | W | ≥ Two | UNK | FEM ALE | MAL E | TOT AL |
|--------------------------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|-------------|-------------|--------------------|
| Fall 2019 Cohort | 87 | 545 | 4 | 156 | 832 | 4 | 1378 | 134 | 24 | 1822 | 1342 | 3164 |
| Category % of Total | 3% | 17% | 0% | 5% | 26% | 0% | 44% | 4% | 1% | 58% | 42% | 100% |
| Enrolled Fall 2020 | 73 | 476 | 3 | 134 | 676 | 3 | 1109 | 105 | 19 | 1543 | 1055 | 2598 |
| Retention Rate | 84% | 87% | 75% | 86% | 81% | 75% | 80% | 78% | 79% | 85% | 79% | 82.11 % |

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

- Graduation rate for Black students entering FAU in summer/fall 2014 was 58%, higher than the overall graduation rate of 56%.
- The female graduation rate is 58% which is higher than the male graduation rate 52%.
- Almost 50% of graduates in 2020-21 were non-white.
- Black students accounted for 20% of baccalaureate degrees awarded.
- Hispanic students accounted for 28% of baccalaureate degrees awarded.
- 16% of master's degrees were awarded to Black students.
- 21% of master's degrees were awarded to Hispanic students.
- 5% of research doctorates and 19% of professional doctorates were awarded to Black students.
- 14% of research doctorates and professional doctorates were awarded to Hispanic students.

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

| | NRA | B | AI/A N | A/PI | H | NH/O PI | W | ≥ TWO * | UNK | Female | Male | Total |
|---|-----|-----|-----------|------|-----|------------|------|---------------|-----|--------|------|-------|
| 2014-20 Cohort | 44 | 489 | 11 | 115 | 710 | 4 | 1417 | 129 | 8 | 1646 | 1281 | 2927 |
| Category % of Total | 2% | 17% | 0% | 4% | 24% | 0% | 48% | 4% | 0% | 56% | 44% | 100% |
| Number of Graduates within 6 yrs from cohort | 31 | 283 | 7 | 73 | 383 | 2 | 773 | 72 | 1 | 961 | 664 | 1625 |
| Percent Graduated | 70% | 58% | 64% | 63% | 54% | 50% | 55% | 56% | 13% | 58% | 52% | 56% |
| Number Still Enrolled in 6th Year from cohort | 2 | 15 | 0 | 6 | 24 | 0 | 27 | 1 | 0 | 38 | 37 | 75 |
| Percent Retained | 5% | 3% | 0% | 5% | 3% | 0% | 2% | 1% | 0% | 2% | 3% | 3% |

Note: FTIC includes Beginners and Early Admits.

(page 2)

Table 5. Bachelor's Degrees Awarded by Race

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|---------------------|-----|------|-------|-----|------|--------|------|-------|-----|-------|
| AY 2019-20 | | | | | | | | | | |
| Male | 97 | 375 | 3 | 125 | 639 | 1 | 1023 | 95 | 16 | 2374 |
| Female | 91 | 797 | 1 | 162 | 1057 | 1 | 1321 | 140 | 27 | 3597 |
| Total | 188 | 1172 | 4 | 287 | 1696 | 2 | 2344 | 235 | 43 | 5971 |
| Category % of Total | 3% | 20% | 0% | 5% | 28% | 0% | 39% | 4% | 1% | 100% |

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

Table 6. Master's Degrees Awarded by Race

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥Two | UNK | TOTAL |
|---------------------|-----|-----|-------|----|-----|--------|-----|------|-----|-------|
| AY 2019-20 | | | | | | | | | | |
| Male | 57 | 83 | 2 | 24 | 124 | 1 | 306 | 16 | 0 | 613 |
| Female | 55 | 179 | 1 | 49 | 220 | 1 | 470 | 41 | 0 | 1016 |
| Total | 112 | 262 | 3 | 73 | 344 | 2 | 776 | 57 | 0 | 1629 |
| Category % of Total | 7% | 16% | 0% | 4% | 21% | 0% | 48% | 3% | 0% | 100% |

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

Table 7. Doctor's Research Degrees Awarded by Race

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|---------------------|-----|----|-------|----|-----|--------|-----|-------|-----|-------|
| AY 2019-20 | | | | | | | | | | |
| Male | 22 | 1 | 0 | 3 | 6 | 0 | 18 | 1 | 0 | 51 |
| Female | 8 | 4 | 0 | 4 | 8 | 0 | 23 | 3 | 0 | 50 |
| Total | 30 | 5 | 0 | 7 | 14 | 0 | 41 | 4 | 0 | 101 |
| Category % of Total | 30% | 5% | 0% | 7% | 14% | 0% | 41% | 4% | 0% | 100% |

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

Table 8. First Professional Degrees Awarded by Race

| | NRA | B | AI/AN | A | H | NH/OP I | W | ≥ TWO | UNK | TOTAL |
|---------------------|-----|-----|-------|----|-----|---------|-----|-------|-----|-------|
| AY 2019-20 | | | | | | | | | | |
| Male | 0 | 5 | 0 | 3 | 4 | 0 | 27 | 0 | 2 | 41 |
| Female | 0 | 15 | 0 | 7 | 11 | 0 | 30 | 1 | 1 | 65 |
| Total | 0 | 20 | 0 | 10 | 15 | 0 | 57 | 1 | 3 | 106 |
| Category % of Total | 0% | 19% | 0% | 9% | 14% | 0% | 54% | 1% | 3% | 100% |

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

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.

| 2019 Full-time FTIC 6-year graduation rate | |
|--|-------|
| All FAU students | 50.1% |
| Black students | 51.3% |
| Hispanic/Latino students | 50.0% |

| 2020 Full-time FTIC 6-year graduation rate | |
|--|-------|
| All FAU students | 55.9% |
| Black students | 58.4% |
| Hispanic/Latino students | 54.0% |

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 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). In 2020, UAS received a \$100,000 grant to strengthen and expand its peer academic coaching program for summer 2021 with a hiring and outreach focus of support first-generation students. With the additional grant funding, all summer first-generation first time in college students will be enrolled in UAS's Student Success course. 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.

Pre-Law (PLUS) Program – Program is coordinated by an advisor holding a Juris Doctor (J.D.) degree. The advisor works with students interested in law to coordinate with the colleges and majors, maintain the law attribute in student tracking software, and provide support for students to explore the types of law, the process to apply to law school, and LSAT advice.

As part of the division of Undergraduate Studies, UAS staff actively participate in regular and on-going division-wide Diversity, Equity, and Inclusion (DEI) initiatives to ensure that staff have a wide understanding of DEI issues, reflect on the impacts of these issues, and strategize ways to provide a more inclusive and equitable environment for all students served. In addition, the UAS and ACCESS offices have held our own “Empower Hour” monthly discussions on topics related to DEI and continue to work toward implementing ideas that come out of those discussions.

Overview of Student Services Programs

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 who identify as first-generation college students. This is accomplished through a research-based curriculum. 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/Latina/o/x 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, including the certification of veterans educational benefits, 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.

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; and enrich their intellect, knowledge and understanding of their own culture, global culture, and historical trends, including economic and political movements.

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, Intersectionality and Identity Development, White Privilege, and more.

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

Upward Bound/Upward Bound Math Science Student Affairs and Enrollment Management

Upward Bound is a part of Florida Atlantic University's Pre-College Programs. Upward Bound/Upward Bound Math Science Programs are federally funded programs through the United States Department of Education under the National TRIO programs. The programs are a partnership between FAU and the Broward County Public School Board. Upward Bound programs 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/Upward Bound Math Science serves high school students from low-income families or from families in which neither parent holds a bachelor's degree. Upward Bound programs seeks to increase grade point average, enrollment in rigorous coursework completion, standardize test scores, and graduation from high school 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.

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 63.54% of all clinic appointments in 2019-2020:

- Boca clinic: 63.48% of all clinic appointments were with female students
- Davie clinic: 65.87% of all clinic appointments were with female students
- Jupiter clinic: 64.19% 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 2019-20:

| | |
|---|----------------|
| Boca Clinic | 100.00% |
| American Indian or Alaska Native | 0.55% |
| Asian or Pacific Islander | 7.43% |
| Black or African American | 20.98% |
| Hispanic | 0.55% |
| Native Hawaiian or Other Pacific Islander | 0.71% |
| Not Hispanic or Latino | 0.04% |
| Other Race | 0.73% |
| Unreported/Refused to Report | 12.52% |
| White | 56.49% |
| Davie Clinic | 100.00% |
| Asian or Pacific Islander | 10.10% |
| Black or African American | 32.21% |
| Hispanic | 0.96% |
| Native Hawaiian or Other Pacific Islander | 0.48% |
| Unreported/Refused to Report | 13.94% |
| White | 42.31% |
| Jupiter Clinic | 100.00% |
| American Indian or Alaska Native | 0.44% |
| Asian or Pacific Islander | 8.73% |
| Black or African American | 15.72% |
| Native Hawaiian or Other Pacific Islander | 0.44% |
| Unreported/Refused to Report | 19.21% |
| White | 55.46% |

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.
- **New:** COVID-19 Respiratory Illness Clinic is available at all three clinic locations for rapid access to screen, evaluate, test, treat, issue quarantine/isolation orders, obtain close contacts, and test disclosed contacts. Services included screening patients for COVID-19 seeking health care services to identify and prioritize individuals who warrant testing, supporting testing program included a regimen for individuals coming to the university from state, national, and international locations that were identified as “hot spots”, initiating case and contact tracking process that enabled health care professionals to rapidly respond to identified “hot spots” on the campuses, working with various external laboratories to provide specimen collection supplies, courier pickup, test analysis, and results, and worked with the local county health departments.
- **New:** Nutrition services areas may include balanced eating, disordered eating concerns, weight management, diabetes and pre-diabetes, hypertension, hyperlipidemia, sports nutrition, mindful/intuitive eating, food allergies and intolerances, chronic kidney disease, vegan/vegetarian diet, IBS/IBD, and bowel habits (diarrhea, constipation).

Student Accessibility Services

The number of students receiving Auxiliary Learning Aids (direct services) during the 2019-2020 reporting year:

| | |
|--------------|--|
| 27 | Electronic Textbook accommodations |
| 11 | Braille and tactile graphics accommodations |
| 153 | Housing accommodations |
| 631 | Notetaking accommodations |
| 7 | ASL accommodations |
| 10 | C-print (speech-to-text transcription service) |
| 271 | Assistive Technology training |
| 2,984 | Exam accommodations |
| 4,094 | Total Accommodations |

Additional Programs

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.

International Integration Initiative (I3) 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.

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 | 6740 | 52% |
| Female | 6215 | 48% |

Intramural Sports (Unique Participants)

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 | 1163 | 74.7% |
| Female | 393 | 25.3% |

Sport Clubs (Unique Participants)

Sport Clubs promote student participation in a variety of physical and athletic activities. The Sport Clubs 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. Sport Clubs include soccer, hockey, rugby, lacrosse, and others.

| | Participants | Percentages |
|--------|--------------|-------------|
| Male | 410 | 50.7% |
| Female | 398 | 49.3% |

Group Fitness (Unique Participants)

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.

| | Participants | Percentages |
|-----------|--------------|-------------|
| Male | 323 | 14.4% |
| Female | 1,633 | 72.7% |
| Undefined | 289 | 12.9% |

Personal Training (Unique Clients)

The University’s Campus Recreation Department also provides certified personal trainers to work with clients 1-on-1. Our Trainers develop personalized workout plans for individuals to achieve their fitness and wellness goals!

| | Participants | Percentages |
|--------|--------------|-------------|
| Male | 21 | 32.8% |
| Female | 43 | 67.2% |

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 Participations: 90
Outdoor Adventure Trip Revenue: \$8,069

Outdoor Adventure Gear Rental Revenue: \$1,654

Challenge Course Student Programs: 119 participants
RSO Challenge Course Program Revenue: \$1,250

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 2019:

| | Percentage of Residential Students | Percentage of University Population |
|--------|------------------------------------|-------------------------------------|
| Female | 60.5% | 57.3% |
| Male | 39.4% | 42.7% |

| Race/Ethnicity | Percentage of Residential Students | Percentage of University Population |
|-------------------------------------|------------------------------------|-------------------------------------|
| White | 43.2% | 41% |
| Hispanic or Latino | 18.9% | 26.3% |
| Black or African American | 25.3% | 19.2% |
| Asian | 2.4% | 4.42% |
| Nonresident alien | 3.6% | 4.16% |
| Two or more races | 5.05% | 3.74% |
| Race and ethnicity unknown | 0.8% | 0.76% |
| Native American or Alaska Native | 0.2% | 0.14% |
| Native Hawaiian or Pacific Islander | 0.01% | 0.12% |

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 (FA19, SP20, SU20)

Total Participants: 11,392

| Gender | Total Participants | Percentage |
|---------------|---------------------------|-------------------|
| Female | 7067 | 62.03% |
| Male | 4325 | 37.97% |

| Race/Ethnicity | Total Participants | Percentage |
|-------------------------------------|---------------------------|-------------------|
| American Indian or Alaska Native | 24 | 0.2% |
| Asian | 478 | 4.2% |
| Black or African American | 3733 | 32.8% |
| Hispanic or Latino | 3744 | 32.9% |
| Native Hawaiian or Pacific Islander | 20 | 0.2% |
| Nonresident alien | 17 | 0.1% |
| Race and ethnicity unknown | 100 | 0.9% |
| Two or more races | 445 | 3.9% |
| White | 2831 | 24.9% |

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 1182 students employed by the Division of Student Affairs and Enrollment Management.

Work Study (FA19, SP20, SU20)

| Gender | N | % |
|--------|-----|--------|
| Female | 296 | 75.70% |
| Male | 95 | 24.30% |

| Race/Ethnicity | N | % |
|-------------------------------------|-----|--------|
| Asian | 14 | 3.58% |
| Black or African American | 189 | 48.34% |
| Hispanic or Latino | 101 | 25.83% |
| Native Hawaiian or Pacific Islander | 1 | 0.26% |
| Race and ethnicity unknown | 6 | 1.53% |
| Two or more races | 19 | 4.86% |
| White | 61 | 15.60% |

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. **There was a total of 3,186 students combined that participated in Academic Service-Learning and service opportunities. The total hours of combined service equaled 359,742 hours for a total economic impact of \$9,784,982.40. There were at total of 6 Civic Engagement programs with a total of 373 participants during the 2019-2020 annual year.**

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 the FUTUROS Success Program
2. Office of LGBGTQ+ Initiatives and Allyship
3. Office of Diversity Education and Advocacy
4. Office of International Integration Initiative (I3)

There was a total of 127 programs and events, which engaged 5,556 students, faculty, and staff.

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. *Twelve sessions were held with a total of 216 participants.*

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. *Ten sessions were held with a total of 158 participants.*

Safe Zone Ally Training

Safe Zone Ally Training is designed to raise awareness of issues impacting lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ+) communities. *Twelve sessions were held with a total of 229 participants.*

Bodega Central Series

A discussion platform uniting the voices and experiences of our Hispanic/Latina/o/x faculty, staff and students. Event topics include issues that affect the Hispanic/Latina/o/x community, such as, identity formation, immigration, cultural complexities, financial literacy, and social justice. *Twelve sessions were held with a total of 128 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 211 participants with 290 books provided, totaling \$25,264.39 in book cost.*

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.*

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 who identify as first-generation college students. 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 75 UMI participants 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 Community Space Use: *2,444 participant responses*
- WGERC Weekly Discussions: *260 participants*
- WGERC Movie Nights: *13 participants*
- Resource Distribution
 - Menstrual products: *652 tampons and pads distributed/102 menstrual disposable heating pads*
 - Pregnancy tests: *134 pregnancy tests distributed*
 - Lactation pads: *10 lactation pads distributed*
- Lactation Room Usage: *141 participant responses*
- 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. *154 participants participated in this program on February 21, 2020.*

Women's Retreat

Women and Gender Equity Resource Center collaborated with Campus Recreation and Fitness to host a three-day retreat to Mike Roess State Park. Participants reflected on their own experiences of womanhood and learned about self-advocacy, taking up space, and using their voices. *8 students participated in this program.*

The Body Project

2019 was the inaugural year of The Body Project at FAU, a body acceptance program with the ultimate goal of preventing eating disorders. This proven 5-hour program has been shown to reduce thin-ideal internalization, dietary restraint, body dissatisfaction, negative affect, and eating disorder symptoms in young adult women. *There were 26 students who attended this program during the reporting period.*

Flip the Script with EAAA

Flip the Script is a 12 hour sexual assault resistance training for university women. This class

follows the Canadian-based curriculum *Enhanced Assess Acknowledge Act (EAAA)*. EAAA is the first and only evidence based curriculum proven to reduce a woman's personal risk of sexual assault. In a randomized control trial, women who completed the EAAA training were 46% less likely to experience a completed sexual assault and 63% less likely to experience an attempted sexual assault. FAU is proud to be the first university in the United States to implement this program. *In AY20, Flip the Script with EAAA was offered 3 times with 22 participants*

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.

Notable AY20 Accomplishments:

- Faculty & Staff lunch & learn on Disabilities & Trauma informed Care, 15 Faculty & Staff Participated
- Sexual Harassment Prevention & Resistance Training for Campus Recreation Student Staff Supervisors, 19 Student Staff Trained
- Sexual Harassment Prevention & Resistance Training for Campus Recreation Student Staff, 101 Student Staff Trained
- Poster Campaign for Campus Recreation -- Addressing Sexual Harassment

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.

In AY20, 9,258 incoming students completed Sexual Assault Prevention education through the online program, Think About It by Campus Clarity.

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

Owls Care Health Promotion and the Women & Gender Equity Resource Center offered a number of programs and events on Equity & Inclusion. Notable events included:

- Consent Tea event for incoming summer residential students: *18 participants*
- Owls Against Sexual Assault tabling event: *64 participants*
- These Hands Are Not for Hurting: *64 participants*
- White Ribbon Campaign: *25 participants*
- Turkey Drop (Healthy Breakups): *23 participants*
- 30 Days of Sexual Assault Awareness Month Daily Instagram Challenge: *113 participants*
- It's On Us Virtual Resource Fair: *54 participants*
- Hispanic Health Fair: *46 participants*
- Self-Care for Feminists (IG Live): *33 participants*

WGERC/OCHP Equity-focused Social Media Posts:

- Baby supplies for student parents- 31 likes
- Trans day of remembrance mental health - 65 likes
- Healthy relationships 101 (speak assertively, listen actively) - 23 likes
- Black History Month highlights - 79 likes
- Celebrate Every Body Week - 132 likes
- Fatphobia - 26 likes
- Women's History Month (2020) - 160 likes
- Transgender day of visibility - 22 likes
- LGBTQ+ non-affirming home - 35 likes
- Need menstrual products? - 35 likes
- Binding during covid-19 - 14 likes
- Womxn and emotional labor for covid-19 - 28 likes
- Self-advocacy in social distancing - 45 likes
- Seasons don't determine our worth (body image) - 22 likes
- Black Square - 52 likes
- 10 ways to find your voice safely - 39 likes
- Pride month & gender affirming care - 28 likes
- Self-care during social change - 37 likes

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 – 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> | |
| 4. Scholarship offerings for athletes | <p>Student-Athlete Participation (unduplicated):</p> <p>Female – 41%</p> | X |

Chart 1. Sex Equity in Athletics Update

| | | |
|------------------------------------|---|--|
| | <p>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. | |
| 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. 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> | |
| <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 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.</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. | |
|--|--|--|

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
2019-20

| | Male | Female | Total |
|------------------|------|--------|-------|
| Number | 258* | 219* | 477 |
| 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 an increase (6%) in the number of tenured faculty between Fall 2019 and Fall 2020. There were increases in the proportion of female (7.6%) and Hispanic (17.2%) tenured faculty.

Chart 2. Tenure-Track Faculty

From Fall 2015 to Fall 2020, there was an (17.3%) increase in tenure-track faculty overall with an 2.8% decrease in female faculty. To provide context for the overall percentage increase this change represents an increase with black tenure track faculty going from 4 in 2015 to 15 in 2020 and Hispanic tenure-track faculty gained 6, going from 6 in 2015 to 12 in 2020. These changes reflect a change in hiring practices, with a greater focus in Fall 2020 of hiring tenure-track faculty who will contribute to the research mission of the university.

Chart 3. Non-Tenure-Earning Faculty

The immediate decrease in non-tenure-earning faculty (-2.8% from Fall 2019 to Fall 2020), and the long-term increase of non-tenure-earning faculty (20.1%) from Fall 2015 to Fall 2020), 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 a slight increase in the proportion of black and Hispanic employees (.7%) between Fall 2019 and Fall 2020. There was notable growth in minority diversity from Fall 2015 to Fall 2020 (37.2%). Additionally, over the last five years, there was a 13% increase of women in leadership roles. Women accounted for 40 of the 41 additional management positions added between 2015 and 2020. Growth in diversity is in a positive direction.

Employment Representation Charts

Table 1. Category Representation – Tenured Faculty

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | NOT REPORTED | FEMALE | MALE | TOTAL |
|-----------------------|------|------|-------|----|-----|--------|-----|-------|--------------|--------|------|-------|
| Number, Fall 2020 | 4 | 23 | 0 | 79 | 34 | 0 | 314 | 0 | 0 | 169 | 285 | 454 |
| Number, Fall 2019 | 5 | 23 | 0 | 73 | 29 | 0 | 298 | 1 | 0 | 157 | 272 | 429 |
| 1YR Percentage Change | -20% | 0% | NA | 8% | 17% | NA | 5% | -100% | NA | 8% | 5% | 6% |
| Number, Fall 2015 | 4 | 26 | 1 | 78 | 27 | 1 | 301 | 1 | 0 | 154 | 285 | 439 |
| 5YR Percentage Change | 0% | -12% | -100% | 1% | 26% | -100% | 4% | -100% | NA | 10% | 0% | 3% |

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Table 2. Category Representation – Tenure-Track Faculty

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | NOT REPORTED | FEMALE | MALE | TOTAL |
|-----------------------|------|------|-------|------|------|--------|------|-------|--------------|--------|------|-------|
| Number, Fall 2020 | 22 | 15 | 0 | 17 | 12 | 0 | 82 | 1 | 0 | 68 | 81 | 149 |
| Number, Fall 2019 | 25 | 8 | 0 | 20 | 12 | 0 | 110 | 1 | 0 | 80 | 96 | 176 |
| 1YR Percentage Change | -12% | 88% | NA | -15% | 0% | NA | -25% | 0% | NA | -15% | -16% | -15% |
| Number, Fall 2015 | 21 | 4 | 0 | 12 | 6 | 0 | 83 | 1 | 0 | 70 | 57 | 127 |
| 5YR Percentage Change | 5% | 275% | NA | 42% | 100% | NA | -1% | 0% | NA | -3% | 42% | 17% |

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

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

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
|-----------------------|------|-----|-------|------|-----|--------|-----|--------|--------------|--------|------|-------|
| Number, Fall 2020 | 4 | 35 | 1 | 15 | 33 | 0 | 186 | 0 | 0 | 161 | 113 | 274 |
| Number, Fall 2019 | 5 | 33 | 1 | 19 | 30 | 0 | 194 | 0 | 0 | 166 | 116 | 282 |
| 1YR Percentage Change | -20% | 6% | 0% | -21% | 10% | NA | -4% | NA | NA | -3% | -3% | -3% |
| Number, Fall 2015 | 16 | 20 | 0 | 12 | 28 | 0 | 151 | 1 | 0 | 130 | 98 | 228 |
| 5YR Percentage Change | -75% | 75% | NA | 25% | 18% | NA | 23% | -100% | NA | 24% | 15% | 20% |

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Table 4. Category Representation - Fulltime Non-instructional Management Occupations (IPEDS Code 11-0000)

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
|-----------------------|-----|-----|-------|------|-----|--------|-----|--------|--------------|--------|------|-------|
| Number, Fall 2020 | 7 | 92 | 0 | 24 | 70 | 3 | 377 | 5 | 0 | 341 | 237 | 578 |
| Number, Fall 2019 | 6 | 98 | 0 | 23 | 66 | 3 | 399 | 4 | 0 | 345 | 254 | 599 |
| 1YR Percentage Change | 17% | -6% | NA | 4% | 6% | 0% | -6% | 25% | NA | -1% | -7% | -4% |
| Number, Fall 2015 | 6 | 71 | 0 | 27 | 47 | 0 | 382 | 4 | 0 | 301 | 236 | 537 |
| 5YR Percentage Change | 17% | 30% | NA | -11% | 49% | NA | -1% | 25% | NA | 13% | 0% | 8% |

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

PART VI

Areas of Improvement and Achievement

Part VI: Areas of Improvement from 2020 (2018-2019) Report; Achievement of Improvement Reported in 2021 (2019-2020) 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) |
|--|---|
| Increase graduation rate for Hispanic students | The University increased enrollment of Black Fulltime Florida College System Transfers from 20% in 2019 to 22% in 2020 |

| 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) |
|---|---|
| Continue to increase female student athlete participation. | Increases in female student athlete participation ongoing. FAU will continue to strive towards increase female participation and allocate resources as they become available. |

| 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> | <ul style="list-style-type: none"> • Over the last year, there has been an increase in Black tenure track faculty of 88%. • Over the last year, minority representation, has increased among Hispanic and Asian Fulltime Non-instructional Management Occupations. |

PART VII
Protected-Class Representation
in the Tenure Process
2019-2020

| Sex, Race/Ethnicity | Applied | Withdrawn | Denied | Deferred | Nominated |
|--|-----------|-----------|----------|----------|-----------|
| MALES | | | | | |
| American Indian or Alaskan Native | | | | | |
| Asian | 6 | | | | 6 |
| Black or African American | 1 | | | | 1 |
| Hispanic | 3 | | | | 3 |
| Native Hawaiian/Other Pacific | | | | | |
| Two or More Races | | | | | |
| White | 10 | | | | 10 |
| Other, Not Reported | | | | | |
| Total Male (Include Other, Not Reported) | 20 | | | | 20 |
| FEMALES | | | | | |
| American Indian or Alaskan Native | | | | | |
| Asian | | | | | |
| Black or African American | | | | | |
| Hispanic | 1 | | | | 1 |
| Native Hawaiian/Other Pacific | | | | | |
| Two or More Races | | | | | |
| White | 19 | | 2 | | 17 |
| Other, Not Reported | | | | | |
| Total Female (Number and Percent) (Include Other, Not Reported) | 10 | | | | |
| GRAND TOTAL | 20 | | 2 | | 18 |

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 2019 – 2020

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/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 |
| College of Arts and Letters | | | | | | | | | | | | | 8 | 4 | | | 8 | 4 |
| College of Business | | | | | 1 | | | | 3 | | | | 1 | 1 | | | 5 | 1 |
| College of Education | 1 | 1 | | | | | | | | 1 | | | 2 | 1 | | | 3 | 3 |
| College of Education - Department of Communication Sciences & Disorders | | | | | | | | | | | | | 1 | 2 | | | 1 | 2 |
| College of Education - Department of Counselor Education | | | | | | | | | | | | 1 | 4 | 1 | | | 4 | 2 |
| College of Education - Department of Curriculum, Culture & Educational Inquiry | | 1 | | | 1 | 1 | | | | | | | | | | | 1 | 2 |
| College of Education - Department of Educational Leadership & Research Methodology | | | | | | | | | 1 | 1 | | | 1 | 6 | | | 2 | 7 |
| College of Education - Department of Exercise Science | | | | | | | | | | | | | 1 | | | | 1 | 0 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|--|--|---|---|--|--|---|---|--|----|----|--|--|--|----|----|
| and Health Promotion | | | | | | | | | | | | | | | | | | |
| College of Engineering and Computer Science | 1 | | | | 3 | | | | | | | 2 | 1 | | | | 6 | 1 |
| College of Medicine | | | | | 2 | | | | | | | 4 | 2 | | | | 6 | 2 |
| College of Nursing | | 2 | | | 1 | | | | | | | 2 | 14 | | | | 3 | 16 |
| College of Science | | | | | | | | | | | | 5 | 1 | | | | 5 | 1 |
| College of Social Work and Criminal Justice | | | | | 1 | 1 | | | | | | 2 | 1 | | | | 3 | 2 |
| Harbor Branch Oceanographic Institute | | | | | 1 | | | | 0 | | | 3 | 1 | | | | 4 | 1 |
| Honors College | | 2 | | | 1 | | | | 2 | 1 | | 12 | 8 | | | | 15 | 11 |
| University Libraries | | | | | | | | | | 1 | | 2 | 2 | | | | 2 | 3 |

PART IX OTHER REQUIREMENTS

A. Budget Plan; This list does not represent all current FAU equity allocations. FAU is in the process of inventorying and classifying all equity programs/initiatives.

| Equity Allocations | |
|---|---------------------|
| Office of Equity and Inclusion | \$663,074 |
| Diversity Enhancement Scholarship (Financial Aid) | \$11,200 |
| Delores A. Auzenne Fellowship Program (sponsored by the State University System) (Graduate Studies) | \$40,000 |
| Auxiliary Learning Aids (Student Accessibility Services) | \$67,581 |
| Office of Diversity & Multicultural Affairs (Student Affairs) | \$50,000 |
| Summer Graduate Program (Graduate Studies) | \$29,500 |
| Upward Bound (Federal Grant) (Student Affairs) | \$301,913 |
| Florida Education Fund Scholarship (MLK) (Admissions) | \$12,000 |
| Urban Male Initiative | \$125,000 |
| Math and Science (Federal Grant) (Student Affairs) | \$297,601 |
| Total Expenditures | *\$1,597,689 |
| *This is an increase of \$326,477 over the prior reporting year | |

B. President's Evaluation

President Kelly's 2019 – 2020 Evaluation was held on September 21st, 2020.

C. Top Administrators' Evaluations

Top administrators' evaluations were completed September 2020.