



Item: AF: A-1

AUDIT AND FINANCE COMMITTEE

Wednesday, June 9, 2010

**SUBJECT: 2008-2009 FLORIDA EQUITY REPORTS: ENROLLMENT, GENDER EQUITY
IN ATHLETICS AND EMPLOYMENT.**

PROPOSED COMMITTEE ACTION

Recommend approval to the Board of Trustees this report to also be submitted to the Florida Board of Governors, State University System.

BACKGROUND INFORMATION

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

IMPLEMENTATION PLAN/DATE

N/A.

FISCAL IMPLICATIONS

N/A.

Supporting Documentation: 2008-2009 Florida Equity Reports.

Presented by: Ms. Paula Behul, Director

Phone: 561-297-3004



**Florida Educational Equity Act Report:
Enrollment, Gender Equity in Athletics, and Employment
Report Year 2009 - 2010**

**Florida Atlantic University
Data Year: FY July 2008 – June 2009**

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

Submitted by:

**Paula Behul, Director
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Signature

Date

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Florida Equity Reports Florida Atlantic University

Part II Policies and Procedures in Support of Equity

President's Statement Regarding Equal Opportunity and Affirmative Action Florida Atlantic University

As President of Florida Atlantic University, building a culture of diversity is a top priority and throughout my career has been a major focus of my leadership efforts in public education. Like our nation at large, the academic community is enriched beyond measure by the persons from many ethnicities and backgrounds. Additionally, the economic base of a region is broadened and strengthened when the door of opportunity is open to all who wish to pass through it to build more productive lives. FAU has long recognized the validity of these principles, and we take great pride in the fact that our student body currently ranks as one of the most diverse in the State University System. The challenge now lies before us to achieve similar balance at the faculty, staff and administrative levels.

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

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

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

Frank T. Brogan, President
January 12, 2009

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

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WELCOME TO THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS



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

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Florida Atlantic University

Regulation 5.010

Anti-Discrimination and Anti-Harassment Regulation



1. POLICY

(a) Florida Atlantic University affirms its commitment to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of unlawful discrimination or harassment that is based on a legally protected class, including race, color, religion, age, disability, sex, national origin, marital status, veteran status or any other basis protected

by law. The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. This rule establishes procedures for an applicant or a member of the University community to file a complaint of alleged discrimination or harassment.

(b) It shall be a violation of this Regulation for any officer, employee or agent to discriminate against or harass, as defined in this Regulation, any other officer, employee, student, agent, or applicant. Discrimination and harassment are forms of conduct which shall result in disciplinary or other action as provided by the Regulations and Policies of the University.

(c) Activities covered under this rule include, but are not limited to, all educational, athletic, cultural and social activities occurring on a campus of or sponsored by Florida Atlantic University, housing supplied by the University, and employment practices between the University and its employees, including Other Personnel Services (“OPS”) employees.

(d) The Office of Equal Opportunity Programs (“EOP”) shall administer the policies and procedures outlined in this Regulation. EOP shall answer inquiries regarding the procedures contained in this Regulation and may provide informal advice regarding issues of discrimination.

(e) Retaliation, or otherwise taking adverse employment or educational action, against a member of the University community because he/she in good faith reported discrimination or harassment, or participated in an investigation or review regarding a complaint, is strictly prohibited. Those found to have violated this prohibition against retaliation will be subject to disciplinary action up to and including termination.

(f) Any University supervisory employee who receives a report, observes or learns of an alleged violation of this Regulation has an absolute and unqualified duty to immediately report the conduct to the EOP Director. Those found to have failed to report in a timely manner will be subject to disciplinary action up to and including termination.

(g) Every University employee has a duty to cooperate fully and unconditionally in a harassment investigation. This duty includes, among other things, speaking with the EOP investigator and voluntarily providing all documentation which relate to the claim being investigated. The failure and/or refusal of any employee to cooperate in an investigation may result in disciplinary action up to and including termination.

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

2. DEFINITIONS

(a) For the purpose of this Regulation, discrimination is defined as unlawfully treating any member of the University community differently than similarly situated others based on a legally protected class. Harassment is a form of unlawful discrimination based on certain legally protected classes under Title VII of the Civil Rights Act of 1964 and other laws.

(b) Additionally, discrimination on the basis of sex in education programs and activities receiving federal financial funding as set forth in Title IX of the Education Amendments of 1972, as amended, is included in this Regulation's definition of prohibited discrimination.

(c) Examples of conduct which fall into the definition of discrimination include, but are not limited to:

1. Unlawful disparity of treatment in recruitment, hiring, training, promotion, transfer, reassignment, termination, salary and other economic benefits, and all other terms and conditions of employment on the basis of membership in a legally protected class.
2. Unlawful disparity of treatment in educational programs and related support services on the basis of membership in a legally protected class.
3. Unlawful limitation in access to housing, or of participation in athletic, social, cultural or other activities of the University because of membership in a legally protected class not based on a bona fide requirement or distinction.
4. Retaliation for asserting protected anti-discrimination rights, filing complaints or protesting practices which are prohibited under this Regulation.

(d) Examples of conduct which fall into the definition of harassment include, but are not limited to:

1. Harassment is defined to include verbal and/or physical conduct based on a legally protected characteristic which: (A) has the purpose or effect of creating an objectively intimidating, hostile or offensive work or educational environment; (B) has the purpose or effect of unreasonably interfering with an individual's work or learning performance; or (C) otherwise unreasonably adversely affects an individual's employment or educational opportunities.

2. Examples of harassment could include making “jokes” based on a legally 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 legally protected characteristic or membership.

(e) Sexual harassment includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment; or
2. Submission to such conduct or request is made either explicitly or implicitly a term or condition of academic achievement; or
3. Submission to or rejection of such conduct or request by an individual is used as the basis for an employment or academic decision affecting such individual; or
4. Such conduct or request unreasonably interferes with an individual's work or academic performance or creates an objectively intimidating, hostile, or offensive environment for working or learning.

(f) The definition of sexual harassment excludes the use of sexual material in a classroom setting for academic purposes.

(g) When referred to in this Regulation, days means calendar days unless otherwise noted.

3. PROCEDURE FOR REPORTING VIOLATIONS

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

(b) Any University employee who believes he/she has been harassed or discriminated against in violation of this Regulation must report the facts and circumstances thereof to the Director of Equal Opportunity Programs, the University Ombudsman, the University Provost, the Director of Personnel Services, or to his/her College Dean or Vice President, who in turn must notify the Director of Equal Opportunity Programs.

(c) Any student who believes he/she has been harassed or discriminated against in violation of this Regulation must report the facts and circumstances thereof to the Director of Equal Opportunity Programs, the University Ombudsman, the University Provost, the Dean of Students, or to his/her Department Head/Director or College Dean, who in turn must notify the Director of Equal Opportunity Programs.

(d) Reports or allegations of an alleged violation of this Regulation will be processed upon the filing of a written complaint with EOP. The Director of EOP may process an alleged violation without a written complaint if deemed necessary by the Director and enough information is available to conduct a responsible investigation.

if deemed necessary by the Director. The filing of a complaint under this Regulation is independent and does

not preclude the complainant from also filing a complaint with federal, state or local enforcement agencies. The filing of a complaint with EOP does not constitute a filing with, or have any effect on the filing time limitations of those external agencies. All complainants are urged to contact these external agencies

directly to learn the filing deadlines and procedures for each agency. Contact information for these agencies is available from the EOP office.

(f) All complaints shall contain the name of the complainant and state the nature of the act(s) complained of, including such details as the name of the alleged offender and the date(s) or approximate date(s) on which the offending act(s) occurred, the name(s) of any witnesses, and the desired resolution(s). Any portion of a complaint file that is exempt from public disclosure under the Florida Public Records law shall remain confidential to the extent permitted by law.

4. PROCEDURE FOR INVESTIGATION OF COMPLAINTS

(a) EOP shall investigate all complaints that contain enough information to allege prohibited discrimination or harassment. This investigation must include, but shall not be limited to, interviewing the alleged offender and the complainant. The investigation may include the interview of other persons who may have information relevant to the allegations, preparation of witness statements for all persons interviewed, and review of any relevant documents. Upon completion of the investigation, a final report shall be prepared which includes a summary of the complaint, a description of the investigation, whether a violation of University Regulation was found, and recommendations for disposition.

(b) The Office of Equal Opportunity Programs may attempt conciliation before or during the course of an investigation of a complaint. If conciliation is not achieved, then EOP shall continue to investigate the complaint, and shall issue a final report.

(c) EOP shall conclude its investigation and issue its final report within seventy-five (75) days of the filing of the complaint. If additional time is required, the complainant and alleged offender will be notified in writing no less than ten (10) days prior to the seventy-five (75) day deadline of the reason(s) for the delay and the expected date of completion.

(d) The final report by EOP shall be submitted to the appropriate Vice President or Associate Provost if an employee is involved, and/or to the Dean of Students if a student is involved. Corrective or disciplinary action up to and including dismissal or expulsion will be considered and implemented, if warranted, by the Vice President, Provost or Dean of Students in consultation with the EOP Director. Corrective or disciplinary action will also be considered and implemented if EOP determined the complaint was unfounded and made maliciously or recklessly. All disciplinary action shall be subject to applicable University Regulations, policies and collective bargaining agreements.

5. PROCEDURE FOR RECONSIDERATION

(a) Any party may submit a written response or statement to be attached to the final report and maintained in the same file.

(b) Either the complainant or alleged offender may request reconsideration of the finding in the EOP final report. The party must submit this request in writing to the EOP Director within ten (10) days of receipt of the EOP final report.

(d) Any disciplinary action imposed as a result of an EOP investigation may be reviewed subject to University Regulation 5.009 (Grievance Procedure), University Regulation 4.007 (Student Disciplinary Procedures), or an applicable collective bargaining agreement.

*Specific Authority: Florida Board of Governors Resolution dated January 7, 2003;
Formerly 6C5-5.012, Amended 11-11-87, 7-5-99, 11-9-05, 6-28-06.*

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Part III A. Academic Program Analysis 2008-09

- Strategic Plan – reflect racial, ethnic and gender diversity in student enrollment as reflected in the Southeast Florida population.
- 14.6% Black freshmen enrollment in 2008, same as 2004.
- 19.6% Hispanic freshmen in 2008 up from 17.6% in 2004
- Overall Minority participation rate grew from 38.8% to 42.4%
- 51.3% Community College Transfers were Minority in 2009 up from 47.5% in 2004.
Black participation grew from 16% to nearly 18% in 2009
Hispanic participation grew from 18.2% to 24.8% in 2009
- 84% Black students are retained through the 1st year
- 79% Hispanic students are retained through the 1st year
- 76.4% White students are retained through the 1st year

Graduation Rates

- Nearly 15% of Black students graduated within six years.
- 17% of Hispanic students graduated within six years
- 17% of bachelor's degrees were awarded to Black students
- 18% of bachelor's degrees were awarded to Hispanic students
(as compared to 15% and 13% respectively from 2003-2004)
- 11% of masters degrees were awarded to Black students
- 12% of masters degrees were awarded to Hispanic students

Refer to Table III Charts

1. First Time in College Enrollment, previous Academic Year
2. Florida Community College A.A. transfers, previous AY
3. Retention of full-time FTICs entering previous AY, after one year
4. Graduation rate of full-time FTICs after six years
5. Bachelor's degrees awarded, previous AY
6. Master's degrees awarded, previous AY
7. Doctoral degrees, awarded, previous AY
8. First professional degrees awarded, previous AY

Chart 1. Full-Time First-Time-In-College Enrollment, Fall 2009, Fall 2008 and Fall 2004										
	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Total FTIC Fall 2009	35	355	10	109	477	1403	47	1306	1130	2436
Category % of Total Fall 2008	0.01436782	0.145730706	0.00410509	0.04474548	0.19581281	0.5759442	0.0192939	0.5361248	0.46387521	1
Total FTIC Fall 2008	28	408	12	115	552	1491	25	1376	1255	2631
Category % of Total Fall 2007	0.01064234	0.155074116	0.004561003	0.04370962	0.20980616	0.5667047	0.0095021	0.5229951	0.47700494	1
Total FTIC Fall 2004	43	320	5	97	385	1339	0	1179	1010	2189
Category % of Total Fall 2004	0.01964367	0.146185473	0.002284148	0.04431247	0.1758794	0.6116948	N/A	0.5386021	0.4613979	1
Sources: Final Student Data Course File/Retention(Fall or Summer FTICs Who Matriculated Fall)										

FTIC: The composition of first-time-in-college students enrolled by Florida Atlantic University continues to reflect the population of southeast Florida and continues to grow in diversity. The proportion of FTICs who identify themselves as Black remains at 14.6% while the Hispanic share has increased from 17.6% in 2004 to 19.6% in 2009. Overall minority enrollment grew from 38.8% to 42.4%.

Chart 2. Full-Time Florida Community College A.A. Transfers, Fall 2009 (and Summer Continuing into Fall) Fall 2008 and Fall 2004

	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Total Fall 2009	21	126	4	31	176	346	6	428	282	710
Category % of Total Fall 2009	0.02957746	0.177464789	0.005633803	0.04366197	0.24788732	0.4873239	0.0084507	0.6028169	0.3971831	1
Total Fall 2008	25	116	4	25	107	337	1	365	250	615
Category % of Total Fall 2008	0.04065041	0.188617886	0.006504065	0.04065041	0.17398374	0.5479675	0.001626	0.5934959	0.40650407	1
Total Fall 2004	53	98	5	24	112	323	0	379	236	615
Category % of Total Fall 2004	0.08617886	0.159349593	0.008130081	0.03902439	0.18211382	0.5252033	N/A	0.6162602	0.38373984	1

Sources: Final Student Data Course File/Retention(Fall or Summer FTICs Who Matriculated Fall)

AA Transfers: Associate of Arts Transfer students from Community Colleges were 51.3% minority in 2009, up from 47.5% in 2004. Hispanic students grew from 18.2% of transfer students in 2004 to 24.8% in 2009. Black students grew from nearly 16% to nearly 18%.

Chart 3. Retention of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2008 or Summer 2008 and continuing into Fall, After One Year

	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	30	403	11	111	554	1502	16	1381	1246	2627
Category % of Total	0.01141987	0.153406928	0.004187286	0.04225352	0.21088694	0.5717549	0.0060906	0.5256947	0.47430529	1
After 1 year	26	337	5	99	441	1149	13	1111	959	2070
Retention Rate	0.86666667	0.836228288	0.454545455	0.89189189	0.79602888	0.76498	0.8125	0.8044895	0.76966292	0.78797107

Source: Student Data Course File. FTICs Who Matriculated Fall 2008, plus those FTICs Who Matriculated In Summer 2008 And Enrolled in 2008-08. Second year retention data includes students enrolled in Fall 2009.

Retention: Florida Atlantic University retains Black and Hispanic students at a rate exceeding that of white students and of the student population as a whole. The retention rate for Black FTIC's entering population as a whole. The retention rate for Black FTIC's entering FAU in the summer/fall 2008 after one year is 84% and 79% for Hispanics compared to 76.4% for White students.

Chart 4. Graduation Rate of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2003 or Summer 2003 and continuing into Fall, After Six Years

	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	42	301	6	102	320	1269	1	1143	898	2041
Category % of Total	0.020578148	0.147476727	0.002939735	0.049975502	0.156785889	0.621754042	0.00048996	0.560019598	0.439980402	1
After 6 years										
Number of Graduates	27	115	2	37	134	468	0	496	287	783
Percent Graduated	0.642857143	0.382059801	0.333333333	0.362745098	0.41875	0.368794326	N/A	0.433945757	0.319599109	0.38363547
Category % Graduated	0.034482759	0.146871009	0.002554278	0.047254151	0.171136654	0.597701149	N/A	0.633461047	0.366538953	1
Number Retained	31	149	3	53	171	567	1	581	394	975
Percent Retained	0.738095238	0.495016611	0.5	0.519607843	0.534375	0.446808511	1	0.508311461	0.438752784	0.47770701
Category % Retained	0.031794872	0.152820513	0.003076923	0.054358974	0.175384615	0.581538462	0.00102564	0.595897436	0.404102564	1

Sources: BOG-IRM Retention/Progression Supplemental Report 1 and IPEDS - Section II - Graduation Rate - Transfers/exclusions (subtracted exclusions from cohort) The Retained will be at the end of the sixth year and not the beginning of the seventh as reported

Graduation: Nearly 15% of the 2003 entering cohort who graduated from FAU within six years were Black while more than 17% were Hispanic. These proportions are greater than the proportional shares of these groups in the entering class.

Chart 5. Bachelor's Degrees Awarded, AY 2008-2009, AY 2006-2007, AY 2003-2004								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
AY 2008-2009								
Male	69	218	8	87	273	927	4	1586
Female	111	553	9	109	543	1547	10	2882
Total	180	771	17	196	816	2474	14	4468
Category % of Total	0.040286482	0.17256043	0.003804834	0.043867502	0.18263205	0.553715309	0.00313339	1
AY 2007-2008								
Male	83	235	2	79	287	910	0	1596
Female	115	567	11	120	528	1535	9	2885
Total	198	802	13	199	815	2445	9	4481
Category % of Total	0.044186565	0.178977907	0.002901138	0.04440973	0.181879045	0.545637135	0.00200848	1
AY 2003-2004								
Male	150	191	3	58	178	759	0	1339
Female	159	420	12	122	346	1502	0	2561
Total	309	611	15	180	524	2261	0	3900
Category % of Total	0.079230769	0.156666667	0.003846154	0.046153846	0.134358974	0.57974359	N/A	1
Source: IPEDS Completions report (degrees awarded) GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.								

Degrees Awarded: In 2008-09 more than 17% of baccalaureate degrees were awarded to Black students and more than 18% were awarded to Hispanic students. Steady progress continues to be seen in Graduate degrees.

Chart 6. Master's Degrees Awarded, AY 2008-2009, AY 2006-2008, AY 2003-2004								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
AY 2008-2009								
Male	50	34	1	25	53	238	2	403
Female	38	91	1	27	85	457		699
Total	88	125	2	52	138	695	2	1102
Category % of Total	0.079854809	0.113430127	0.001814882	0.047186933	0.12522686	0.630671506	0.00181488	1
AY 2007-2008								
Male	51	25	0	16	42	247	2	383
Female	42	94	3	37	83	469	3	731
Total	93	119	3	53	125	716	5	1114
Category % of Total	0.083482944	0.106822262	0.002692998	0.047576302	0.112208259	0.642728905	0.00448833	1
AY 2003-2004								
Male	69	23	1	15	37	226	0	371
Female	61	89	0	25	59	442	0	676
Total	130	112	1	40	96	668	0	1047
Category % of Total	0.124164279	0.106972302	0.00095511	0.038204394	0.091690544	0.638013372	N/A	1
Source: IPEDS Completions report (degrees awarded), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.								

Chart 7. Doctoral Degrees Awarded, AY 2008-2009, AY 2006-2007, AY 2003-2004								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
AY 2008-2009								
Male	17	4	0	1	1	16	0	39
Female	9	6	2	5	4	25	0	51
Total	26	10	2	6	5	41	0	90
Category % of Total	0.288888889	0.111111111	0.022222222	0.066666667	0.055555556	0.455555556	N/A	1
AY 2007-2008								
Male	11	2	0	0	2	19	0	34
Female	9	2	0	3	4	31	0	49
Total	20	4	0	3	6	50	0	83
Category % of Total	0.240963855	0.048192771	N/A	0.036144578	0.072289157	0.602409639	N/A	1
AY 2003-2004								
Male	9	1	0	1	1	10	0	22
Female	5	2	0	1	1	20	0	29
Total	14	3	0	2	2	30	0	51
Category % of Total	0.274509804	0.058823529	N/A	0.039215686	0.039215686	0.588235294	N/A	1
Source: IPEDS Completions report (degrees awarded), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.								

Chart 8. First Professional Degrees Awarded, AY 2008-2009, AY 2006-2007, AY 2003-2004								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
AY 2008-2009								
Male	2	1	0	0	0	6	0	9
Female	1	8	0	1	2	23	0	35
Total	3	9	0	1	2	29	0	44
Category % of Total	0.068181818	0.204545455	N/A	0.022727273	0.045454545	0.659090909	N/A	1
AY 2007-2008								
Male	0	1	0	0	0	3	0	4
Female	0	4	0	1	3	12	0	20
Total	0	5	0	1	3	15	0	24
Category % of Total	N/A	0.208333333	N/A	0.041666667	0.125	0.625	N/A	
AY 2003-2004								
Male	0	2	0	0	0	1	0	3
Female	0	3	0	0	1	6		10
Total	0	5	0	0	1	7	0	13
Category % of Total	N/A	0.384615385	N/A	N/A	0.076923077	0.538461538	N/A	1
Source: IPEDS Completions report (degrees awarded), GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.								

Part III B. Student Services

ACADEMIC AFFAIRS

Admissions

Outreach to Title I middle schools in Palm Beach & Broward counties to discuss college preparation.

Admissions representatives also attend local high school graduations to provide incoming FAU scholarship recipients with certificates and backpacks welcoming them to the university.

Female students accounted for 52% of incoming freshmen.
<http://www.fau.edu/academic/admissions/admissn.htm>

Freshman Academic Advising Services

The student and advisor work together to define and assess academic goals by selecting appropriate courses. The advisor assists the student in gaining a clear understanding of institutional policies, procedures and resources. The advisor offers assistance in developing decision making skills as well as assisting the student in becoming self-directed and self-sufficient.

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

Undergraduate Students

Services are gender and ethnicity transparent.
<http://www.fau.edu/academic/freshman/virtual/>

Graduate Students

Services are gender and ethnicity transparent.
<http://www.fau.edu/graduate/>

Center for Learning And Student Success

A. **Living Learning Communities (LLC)**

Small groups of classmates with the same major and/or within the same college learn to study together by collaborating on projects and accessing university resources

1. Freshmen Learning Communities (FLC)

Students with similar majors and interests take the same courses and form study groups within their residences.

B. Supplemental Instruction

Series of weekly study sessions for students taking historically difficult courses. Gives students the opportunity to compare notes, discuss important concepts and develop strategies for studying and testing.

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

Student Financial Assistance

- Offers student employment, college work study and temporary funds for student workers.
- There are a host of scholarships available to assist students with their educational goals.
- Gender and ethnicity transparent
<http://www.fau.edu/financial/index.php>
<http://www.fau.edu/finaid/typesofaid/scholarship>

STUDENT AFFAIRS

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

Weppner Center for Civic Engagement and Service

Mission:

- Develop partnerships between the university and community, providing service opportunities to faculty, staff and students, and to promote the link between the curriculum and service fostering civic awareness.
- The vision is to foster future leaders through civic responsibility and community service.

Campus Recreation

Mission:

- Enhance the FAU community quality of life by encouraging active and balanced lifestyles. The department offers high quality programs and services that are diverse and innovative.
- Successfully opened the Recreation & Fitness Center January 5, 2009
- 6,910 students utilized the Recreation & Fitness Center from 1/5 – 6/30/09

Fitness Center Usage

- 101,277 total visits
- 6,910 unique students utilized the facility
- 44% female (3,070 total)
- 56% male (3,840 total)

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

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

- 2,378 students participated (08-09)
- 18% female (416 total)
- 84% male (1,962 total)

Group Fitness Programs – structured group fitness classes such as Yoga, Pilates, Hip Hop, Fat Burner, Step, Body Sculpting, Cardio Combat and more

- 768 unique student participants.
- 80% female (616 total)
- 20% male (152 total)

Club Sports – student led clubs and organizations promoting physical, recreational and competitive activities at various skill levels. Clubs include but are not limited to Fencing, Ice Hockey, Rugby, Surfing, Water Polo, Judo, Scuba Diving, etc.)

- 284 participants
- 35% female (98 total)
- 65% male (186 total)

Student Health Services

- Female patient visits comprised approximately 53% for full time students and 47% for part time students (Fall '08 data)
- 68% of visits on the Boca and MacArthur campuses are by females.

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

Multicultural Affairs

Human Relations and Diversity Training, Jan 15, 2009

One day workshop for FAU students

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

Eyes on the Prize Retention Program

Provides academic counseling and support services.

Program has six components:

- Needs assessment of study habits, attitudes and dropout proneness (58 participants)
- Survival skills workshops (58 participants)
- Tutoring (401 students)
- Book Loan Service (439 applications)
- Monitoring Scholastic progress (58 participants)
- Referrals to appropriate academic and student affairs units for assistance.

Academic Enhancement Program

- Tutorial program designed to help FAU students earn better grades leading to academic success.
- Gender and ethnicity transparent

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

Student Employment Human Resources

- Offers student employment
- Gender and ethnicity transparent

http://www.fau.edu/hr/Student_Employment/index.php

Part IV Gender Equity in Athletics Update

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

- Prong I** - Are athletic opportunities proportionate to males and females?
Prong II - Is there a history of program expansion to achieve gender proportionality?
Prong III - Have the interests and abilities of the underreported gender been fully and effectively accommodated?

In compliance with Prong III

FAU surveys all incoming new and transfer undergraduate students. The students are asked about their backgrounds and interests in participating in club, intramural and varsity intercollegiate sport levels. Based on this year's survey results FAU is meeting the interest and abilities of its undergraduate population.

Sports Offering

18 Varsity Intercollegiate Teams

- Eight (8) men
- Ten (10) women

Participation Rates Compared with Full-time Enrollment

Full Time Enrollment

- Male - 4,673 or 43%
- Female - 6,195 or 57%

Athletic Participation

- Male - 266 or 59%
- Female - 186 or 41%

Availability of Facilities

- Facilities are equivalent.
- Renovations have been completed for the FAU Arena impacting the basketball and volleyball arena.
The M/W basketball locker rooms, baseball locker room and practice and varsity soccer fields have also been renovated.
- New score boards have been added to the soccer facility, arena, softball field, baseball field and swimming pool.

Scholarship Offerings

- Financial assistance awarded in 2008-2009 was \$2,695.108. Men represented 59% of the participation and received 52% of the awards. Women represented 41% of the participation and received 48% of the awards. There is a difference of 7% favoring the women's program.

Publicity and Promotion

Marketing Plans

- In-game promotions are done for all
- Football, M/W basketball, baseball, softball, volleyball and M/W soccer.
- Football and men's basketball games are provided radio broadcasts, which are webcast and are on the internet.
- Women's basketball internet broadcast is free (due to disparity in radio availability).

Media Guides (Equal distribution)

- Football, M/W basketball, M/W soccer, volleyball, cross country and track, M/W swimming, M/W tennis, softball and baseball.
- Media guides can be exchanged by coaches for promotional videos.

Equipment

All equipment is provided to practice and compete

- Basketball, cross-country/track, soccer, softball, swimming and volleyball.

***Sports where equipment is needed**

- Racquets are needed for tennis
- Clubs are needed for M/W golf

Scheduling games and practice times

Arena – Shared Facility

- Volleyball has priority scheduling for the Fall season.
- M/W basketball have priority in the Spring because this is their season.
- Scheduling of games are handled by each head coach.

Tutoring

- Race and gender transparent
- At risk students regardless of sex receive priority.

(Florida Atlantic University)
2008-2009

PART IV: Gender Equity in Athletics

Chart 1. Gender Equity in Athletics Update

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	FAU offers 18 varsity intercollegiate teams, eight for men and ten for women	No
2. Participation rates, male and female, compared with full-time undergraduate enrollment	FAU Athletics is relying on prong 3 (meeting the interest and abilities of the student body) to satisfy Title IX. Each year, beginning with 2007, we survey all incoming new and transfer undergraduates. We ask them about their background in athletics participation and their interest in participating at the club, intramural and varsity intercollegiate levels. We review the results and send them to an outside gender equity specialist for interpretation. Based on this year's survey results, this specialist has concluded that FAU is indeed meeting the interest and abilities of it's undergraduate population.	No
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Facilities appear to be equivalent. Renovations have occurred over the past two years to the basketball/volleyball arena, men's and women's basketball locker rooms, baseball locker room and practice and varsity soccer fields. In addition, a brand new track and field facility was completed in January of 2007.	No
4. Scholarship offerings for athletes	The total amount of financial assistance awarded in 2008-2009 was \$2,695,108. Men represented 59% percent of the participation and received 52% of the awards. Women represented 41% of the participation and received 48 percent of the awards. There is a difference of 7% favoring the women's program.	No

5. Funds allocated for:		
a) the athletic program as a whole	The athletic program budget as a whole can be evaluated by comparing each component in this chart. Funds are needed for coaching salaries, scholarships, recruiting, tutors, travel, per diem and every other item mentioned in this table. Therefore, the best way to evaluate this area's weakness is by comparing the items listed on this chart.	No
b) administration	The athletics program is administered by the Athletics Director. There are six associate athletics directors (Associate AD for Administration, Associate AD for External Relations, Associate AD for Internal Relations, Associate AD for Business, Associate AD for Compliance and Associate AD for Academics) that report directly to the AD. These six associates oversee the rest of the department with the exception of the football, m/w basketball, baseball and softball programs that report directly to the Athletics Director.	No

c) travel and per diem allowances	<p>Each team stays in hotels that are rated as good to excellent by coaches and student-athletes. Participants are assigned one student athlete per bed. Teams arrive the day before a competitive event and usually leave immediately after unless commercial air travel is involved. In these cases teams sometime stay overnight to catch flights the following day. Teams eat as a group with one of the coaches or administrators paying the bill, or participants are given meal money. Participants are allowed \$25 per day for three meals. In some instances teams will arrange meals to be catered at their hotels. These arrangements are made by the coaching staff due to the difficulty of arranging eating arrangements for parties with large numbers at local restaurants. These costs can at times exceed the \$25 per day. There are no problems with these arrangements. Modes of transportation are determined by distance being travelled and the size of the travel party- they are not based on the gender of the team.</p>	No
d) recruitment	<p>Recruitment funding is relatively equal. Sufficient recruitment funding is affirmed for football, m/w basketball, m/w golf, women's soccer, baseball and softball. All coaches are provided cell phones to assist them with their communication with recruits.</p>	No
e) comparable coaching	<p>There are 3 men's programs (football, basketball and baseball) with the full number of allowable assistant coaches and 3 women's programs (basketball, softball and soccer). The remaining programs are short one coaching staff member. Although we would like to increase staff sizes in the future this does not present a gender equity problem as equal numbers of men's and women's teams are provided the full compliment of staff.</p>	No

f) publicity and promotion	<p>There are currently individual marketing plans for the following sports: football, m/w basketball, baseball, softball, volleyball and m/w soccer. In game promotions are done for the same 4 men's and women's programs. The football and men's basketball program are provided radio broadcasts for all games. All football and m/w basketball games are webcasts on the internet. Media guides are provided for all sports unless the sport's head coach chose to have a promotional video made for the team in exchange. This decision was left up to the coach so that they could choose the means that best allowed them to recruit and promote their program. Efforts in marketing and promotions appear to be equal.</p>	No
g) other support costs	<p>The need for secretarial/clerical assistance is minimal as most coaches have their own computers and do their own typing and correspondences. The football staff does have one secretary for 10 staff members and both the men's and women's basketball staffs are provided a secretary. The AD's secretary and one additional administrative assistant are available to assist all sports with clerical tasks as needed.</p>	No
6. Provision of equipment and supplies	<p>All teams are provided the necessary items to practice and compete. The only additional items that we could add in the future is the purchase of racquets for the tennis team and clubs for the golf team. These items are not supplied to the men's or women's teams at this point so no inequity exist. Uniforms and apparel are purchased through an equipment manager. The equipment manager determines the ordering cycle for all replacement gear in conjunction with the Associate AD/SWA.</p>	No

7. Scheduling of games and practice times	Due to the fact that most teams do not share their facility, this area is seldom a problem. The one shared facility is the arena. Volleyball has priority scheduling in the fall since they are in season. M/W basketball have priority in the spring since they are in season. The 3 head coaches discuss the 3 available practice slots each semester and agree to who will utilize which slot. If a conflict arises that cannot be settled among the coaches, the issue is brought to the attention of the Associate AD/SWA for resolution. The scheduling of games is handled by each head coach or staff member designated by the head coach.	No
8. Opportunities to receive tutoring	Individual team meetings are held at the beginning of each semester with each sports academic advisor, supervisor, assigned trainer, equipment manager and the Director of Compliance. At these meetings the student athletes are informed of and reminded of the services offered by the academic services team. All of this is reinforced through the Student-Athlete Handbook that students are required to acknowledge they have read. No teams receive priority in the assignment of tutors. If anyone, at-risk-student, regardless of sex, receive priority.	No

9. Compensation of coaches and tutors	Coaches are compensated at rates equal to or greater than their Sun Belt Conference counterparts. The athletics department maintains an up to date annual report on the average, 25th, 50th and 75th percentile for both its conference counterparts and national counterparts. This report is used during salary negotiations for all positions. This ensures that all staff members are compensated at a rate that is comparable to the appropriate market rate for our conference and/or team. Tutors are compensated based on the educational level (undergraduate or graduate) not on their sex.	No
10. Medical and training services	Assignment of athletics trainers is based on injury rate and seriousness data obtained through an annual report produced by the NCAA. This allows us to make sure that our most experienced trainers are assigned to the sports with the highest incident of serious injury. All student athletes are required to carry primary insurance; FAU provides a secondary insurance policy. If a SA qualifies for special assistance, FAU provides him/her primary coverage.	No
11. Housing and dining facilities and services	Student-athletes live in dormitories or apartments on and off campus. The same housing is available to all of the teams that must be on campus to practice and/or compete during the holiday breaks or when classes are not in session. The football team spends the night before home games in a hotel room. No women's team has expressed an interest in this arrangement.	No

**Florida Equity Reports
(University Name)
2008-2009
PART V: Gender Equity in Athletics**

Chart 2. Gender Equity in Athletics - Areas for Improvement

Areas for improvement	Program for improvement	Timetable
No area of necessary improvement is identified	Although no area of improvement has been identified we will strive to continue our commitment and attention to maintaining a gender equitable environment. We have put in place a checks and balance system (uniform ordering by equipment manager, travel itinerary reviews prior to departure) to allow us continuous monitoring of our decision making processes. By developing these procedures for review we strive to treat each student athlete equally.	Continuous

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 Practice of Expansion of Sports

Part V Employment Representation

Race and gender representation:

- Tenured faculty numbers are small. Chart indicates a small increase in diversity.
- Small decrease in Tenure Track Faculty.
- Decrease in diversity of Executive/Administrative Managerial staff.
- Budget cuts and the economy have contributed to an overall decline in the number of New Hires for Tenure Track, Non-Tenure-earning and Executive/Administrative Managerial positions.

Refer to Table V Charts

1. Category Representation - Tenured faculty
2. Category Representation - Tenure-Track faculty
3. Category Representation - Faculty not on Tenure-Track **or** faculty employed at a Non-Tenure-granting university
4. Category Representation – Executive/Administrative/Managerial Employees Chart

Chart 1. Category Representation – Tenured Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2009	6	22	1	61	24	297	0	138	411
Number, Fall 2008	4	20	1	56	22	296	0	138	399
Percentage Change From Fall 2008 to 2009	50.0%	10.0%	0.0%	8.9%	9.1%	0.3%	N/A	0.0%	3.0%
Number, Fall 2004	6	22	0	45	17	266	0	110	356
Percentage Change From Fall 2004 to 2009	0.0%	0.0%	N/A	35.6%	41.2%	11.7%	N/A	25.5%	15.4%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2009, 2008 and 2004

The numbers are small. The Chart indicates a small increase in the diversity of tenured faculty.

Chart 2. Category Representation – Tenure-Track Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2009	35	11	0	11	12	98	0	72	167
Number, Fall 2008	39	12	0	14	12	107	0	71	184
Percentage Change From Fall 2006 to 2008	-10.3%	-8.3%	N/A	-21.4%	0.0%	-8.4%	N/A	1.4%	-9.2%
Number, Fall 2004	45	7	1	14	8	114	0	73	189
Percentage Change From Fall 2004 to 2009	-22.2%	57.1%	-100.0%	-21.4%	50.0%	-14.0%	N/A	-1.4%	-11.6%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2009, 2008 and 2004

Note: Some of the faculty listed in the previous years (2004-2009) may now be part of Chart 1 (tenured)

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

Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2009	19	9	0	9	23	205	0	153	265
Number, Fall 2008	24	10	0	9	25	203	0	150	271
Percentage Change From Fall 2008 to 2009	-20.8%	-10.0%	N/A	0.0%	-8.0%	1.0%	N/A	2.0%	-2.2%
Number, Fall 2004	27	6	0	11	14	172	0	123	230
Percentage Change From Fall 2004 to 2009	-29.6%	50.0%	N/A	-18.2%	64.3%	19.2%	N/A	24.4%	15.2%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2009, 2008 and 2004

Chart 4. Category Representation – Executive/Administrative/Managerial									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2009	1	38	0	14	9	197	0	142	259
Number, Fall 2008	1	39	0	15	10	214	0	151	279
Percentage Change From Fall 2008 to 2009	0.0%	-2.6%	N/A	-6.7%	-10.0%	-7.9%	N/A	-6.0%	-7.2%
Number, Fall 2004	1	26	0	8	9	209	0	137	253
Percentage Change From Fall 2004 to 2009	0.0%	46.2%	N/A	75.0%	0.0%	-5.7%	N/A	3.6%	2.4%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2009, 2008 and 2004

Part VI Areas of Achievement

Areas of Achievement

FAU was ranked 25th in Hispanic Outlook in Higher Education Magazine in awarding bachelor's degrees to Hispanic students during 08-09 academic year. This ranking is three rankings higher than the previous year's ranking of 28. FAU was also ranked 54th by Hispanic Outlook in awarding master's degrees to Hispanic students during the 08-09 academic year. The African-American bachelor's degree rankings published in Diverse Issues in Higher Education Magazine was unavailable for this report.

STUDENT AFFAIRS

Multicultural Affairs

Multicultural Affairs helps the university community celebrate its diversity; provides human relations and diversity training for all students; advises Student Government's BSU Multicultural Program Board, authorizes events for registered cultural clubs and organizations, and facilitates the personal and academic development of students of color. Its diversity initiatives include:

- A) Cultural Heritage and History Celebrations in collaboration with Student Government, including:
 - i. National Hispanic Heritage Month
 - ii. National Native American Indian Heritage Month
 - iii. National Black History Month
 - iv. National Women's History Month
 - v. A Diversity Week on the Broward campuses
 - vi. A Diversitas Celebration on the Jupiter Campus
 - vii. Easter and Passover Events
- B) Provided administrative oversight for 43 multicultural student organizations under the auspices of the Council of Student Organizations (COSO) in collaboration with the Office of Student Involvement and Leadership.
- C) The All Together Different Human Relations and Diversity Training developed by the Anti-Defamation League (ADL), was launched on January 15, 2009, the birthday of Rev. Dr. Martin Luther King Jr. The day-long training helps students explore the importance of self-identity; understand the language of racism, sexism, homophobia, anti-Semitism and other biases; explored different responses to incidents of prejudice, discrimination and oppression; and explored obstacles that one must overcome to create a campus environment that values and respects diversity. Participants who successfully complete the training receive .6 CEU's from FAU's Office of Professional Development.

Participant breakdown by race is shown below:

Race	#Asian		#Black		#Hispanic		#White		#Other/ NR	
Human Relations and Diversity Trainees N=35	2	6%	11	31%	5	14%	15	43%	2	6%

Part VII Protected Class Representation in the Tenure Process, 2008-2009

Females	1	Asian Pacific Islanders
	4	Black
	7	White
TOTAL	12	

Males	6	Asian Pacific Islanders
	1	Black
	1	Hispanic
	19	White
TOTAL	27	

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PART VII: Protected-class Representation in the Tenure Process, 2008-2009

Sex, Race/Ethnicity	*Eligible	Applied	Withdrawn	Denied	Deferred	Nominated
MALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	8	7		1		6
Black, Not Hispanic	1	1				1
Hispanic	1	1				1
White, not Hispanic	26	26	2	4	1	19
Other, Not Reported						
Total Male (include Other, Not Reported)	36	35	2	5	1	27
FEMALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	1	1				1
Black, not Hispanic	4	4				4
Hispanic						
White, not Hispanic	8	8	1			7
Other, Not Reported						
Total Female (Number and Percent) (include Other, Not Reported)	13 26.5%	13 27.1%	1 33.3%	0 0.0%	0 0.0%	12 30.8%
GRAND TOTAL	49	48	3	5	1	39

*Eligible: Data collected only from departments with actual applicants. Does not include tenure nominations as a condition of employment.

ELIGIBLE FOR RECOMMENDATION: Faculty who have no more than six years credit toward tenure.

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
2008-2009

**Florida Equity Reports
Florida Atlantic University
2009-2010**

Table 8: Promotion and Tenure Committee Composition, AY 2008-2009

Type of Committee	Black, not		American Indian/		Asian or				White, not		Other, Not Reported		Total including Other, Not Reported	
	Hispanic		Alaskan Native		Pacific Islander		Hispanic		Hispanic					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee	1				4		1		2	1			8	1
Dorothy F. Schmidt College of Arts and Letters- 11									9	2			9	2
Music - 8									4	4			4	4
Political Science -12					1				9	2			10	2
Anthropology - 5		1							2	2			3	2
English - 13		1							8	4			8	5
Sociology -5	1					1			1	2			2	3
Visual Arts & Art History -9									5	4			5	4
Theater -5									5				5	0
Barry Kaye College of Business - 7			1						6				7	0
Accounting -12			1			1	1		5	4			7	5
Info. Tech & Operations Mgmt -7			3		1				3				7	0
Management -10		1					1		5	3			6	4
Economics - 9	1		1	2	1				4				7	2
Marketing -7			2		1				2	2			5	2

Type of Committee	Black, not		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not		Other, Not Reported		Total including Other, Not Reported	
	Hispanic								Hispanic					
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
College of Engineering and Computer Science - 5					4				1				5	0
Mechanical Engineering - 8					3				5				8	0
Harriet L. Wilkes Honors College -13							1		9	3			10	3
Christine E. Lynn College of Nursing -14			1		1					12			2	12
College of Biomedical Science -8					2			1	4	1			6	2
Clinical Science - 4								1	2	1			2	2
Charles E. Schmidt College of Science -6					1		1		4				6	0
Physics -9					1		1		6	1			8	1
Chemistry - 8					1		1		4	2			6	2
Geoscience - 8							1		7				8	0
Mathematics 15					2	1	1		11	0			14	1
Biological Science -11	1								8	2			9	2

Type of Committee	Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
CAUPA - 5	1								3	1			4	1
Criminal Justice - 8 Regional & Urban Planning - 2									6	2			6	2
									2				2	0
College of Education - 7		1							4	2			4	3
Counselor Education -5							1		3	1			4	1
Curriculum Culture Ed - 9					1	3	1	1		3			2	7
Exercise Science & Health - 3									3				3	0
Exceptional Student Ed - 11		2			1			1	3	4			4	7
Teaching & Learning - 18		1			1			2	3	11			4	14

Budgetary Incentive Plan (Under Construction)

Equity Accountability Program Budget Incentive Plan

Florida Atlantic University's plan emphasizes the use of positive incentives and rewards coupled with the flexibility to respond creatively to unique opportunities. Our plan focuses on Faculty and Administrative, Managerial & Professional (AMP) positions.

Goal 1: To produce positive Faculty hiring outcomes

A. At the conclusion of an authorized search resulting in the successful hire of a Faculty member from an underrepresented class, FAU will do the following:

- Reimburse the hiring unit for direct expenses of the search, e.g., advertising, candidate travel and hosting.
- Provide to hiring unit up to \$2000 for assisting the new Faculty hire to relocate.
- Provide to hiring unit a Faculty development grant of \$5000 for the coming academic year to be used to promote teaching and scholarship in the department or academic unit.
- Anticipated cost for 2007-2008 \$60,000

B. In order to accommodate special circumstances or "targets of opportunity," FAU will set aside at least 3 Faculty lines on which to hire underrepresented Faculty. These lines can be used only after explicit authorization by the Provost based on a request from the department, Dean, and where appropriate, partner campus Vice President. The Provost's authorization would normally follow appropriate consultations and sign off by all parties to ensure that the special hire would fit well with the department's and college's academic programs and directions, as well as the overall university strategic plan.

- Anticipated cost for 2007-2008 \$195,000

Goal 2: To produce positive Administrative, Managerial & Professional hiring outcomes

At the conclusion of a search resulting in the successful hire of an administrator (with Faculty rank) or and AMP staff member from an underrepresented class, FAU will do the following:

- Reimburse the hiring unit for direct expenses of the search, e.g., advertising, candidate travel, and hosting.
- For hires at the appropriate level, provide to hiring unit up to \$2000 for assisting the new hire to relocate.
- Provide to hiring unit a Faculty development grant of \$5000 for the coming academic year to be used to promote high quality performance in the hiring unit.
- Anticipated cost for 2007-2008: \$100,000

Cost Comparisons: These budget incentive plans are new for 2007-2008, so no comparison is possible to the previous year.

President's Evaluation Process & Results

MEMORANDUM

July 9, 2009

To the University Community:

It is with mixed feelings that I write to you today. As you may be aware, there has been some speculation during the past few weeks on whether I would consider serving as the chancellor for the State University System of Florida.

I have been approached by many influential people throughout the state regarding this opportunity, but only after much reflection and discussion with my family did I decide to pursue the opportunity and convey my intent to the individuals conducting the chancellor search.

I have spent my career working to improve our educational system - first as a teacher, later as a principal, superintendent and commissioner of education. As lieutenant governor, I also made education a top priority. And during my six years as president here, at my alma mater, I have strived to increase our academic standards, elevate our research standing and provide to our students the highest quality education possible. The state's public higher education system is also poised to grow in stature and give to all of the state's students the best opportunities available - that's why I made the decision to seek this new position. It is another way for me to continue my dedication to education should I be selected to serve.

The decision to pursue the chancellorship was not an easy one. I enjoy serving as FAU's president immensely, and not a day goes by that I don't consider myself enormously blessed to work with such fine students, faculty and staff. It is my honor to be a part of the FAU family.

The chancellor's search process, including interviews, is expected to take place this coming week, and I will share the outcome of this process with you; however, my priority remains FAU and its continued success.

Thank you for your time and for your continued dedication to FAU.

Frank T. Brogan '81

Top Administrators' Evaluation Process and Results