



Item: SP: A-2

STRATEGIC PLANNING COMMITTEE

Tuesday, June 7, 2016

**SUBJECT: REQUEST FOR APPROVAL OF THE 2016 FLORIDA EQUITY REPORT:
ENROLLMENT, SEX EQUITY IN ATHLETICS AND EMPLOYMENT.**

PROPOSED COMMITTEE ACTION

Recommend to the Board of Trustees approval and submission of this report to the Florida Board of Governors.

BACKGROUND INFORMATION

The Florida Equity Report on Enrollment, Sex Equity in Athletics and Employment summarizes Florida Atlantic University's efforts to expand access to educational advancement and equitable opportunities to previously underserved and underrepresented student and employee populations. This report reviews FAU's responsibilities and reporting requirements under the Florida Educational Equity Act (FEEA), Florida Statutes 1000.05, Florida Board of Governors Regulation 2.003, and other state and federal legislation mandates that prohibit discrimination for protected students and employees on the basis of race, color, national origin, sex, gender, religion, age, disability, marital status, veteran status, or any other basis protected by law. Additionally, gender equity in athletics is reviewed for compliance.

IMPLEMENTATION PLAN/DATE

N/A.

FISCAL IMPLICATIONS

N/A.

Supporting Documentation: 2016 Florida Equity Report

Presented by:

Ms. Dorothy Russell, V.P. for Financial Affairs and CFO

Phone: 561-297-3266

Ms. Katrina Oliver, Executive Director of Equity, Inclusion and Compliance

Phone: 561-297-3004



Florida Educational Equity Act Report: 2016

Enrollment, Gender Equity in Athletics, and Employment

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

Submitted by:

Katrina Oliver, Executive Director and Title IX Coordinator

Office of Equity, Inclusion and Compliance

Florida Atlantic University

777 Glades Road

Administration Building, Suite 265

Boca Raton, FL 33431

561-297-3004

Email: katrinaoliver@fau.edu

Signature

Date



*Florida Atlantic University
2016 Equity Report*

Boca Raton, FL



FLORIDA ATLANTIC UNIVERSITY

Office of the President

President's Statement

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

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

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

John Kelly
President

FLORIDA EDUCATIONAL EQUITY ACT REPORT - 2016

Table of Contents

| | | |
|-------------------|--|-----------|
| PART I. | EXECUTIVE SUMMARY | 5 |
| PART II. | POLICIES AND PROCEDURES IN SUPPORT OF EQUITY..... | 8 |
| PART III. | ACADEMIC PROGRAM REVIEWS..... | 30 |
| | Chart 1. First-Time in College (FTIC) Enrollment, Fall 2015 | |
| | Chart 2. Florida State College System Associate of Arts (AA) Degree Transfers, Fall 2015 and Summer Continuing into Fall 2015 | |
| | Chart 3. Retention of Full-time FTICs (Beginners and Early Admits) Entering Fall 2014 or Summer 2014 and Continuing into Fall, After One Year | |
| | Chart 4. Graduation Rate of Full-time FTICs (Beginners and Early Admits) Entering Fall 2009 or Summer 2009 Continuing into Fall, After Six Years | |
| | Chart 5. Bachelor Degrees Awarded, AY 2014-2015 | |
| | Chart 6. Master Degrees Awarded, AY 2014-2015 | |
| | Chart 7. Doctoral Degrees Awarded, AY 2014-2015 | |
| | Chart 8. First Professional Degrees Awarded, AY 2014-2015 | |
| | OVERVIEW OF ACADEMIC AND STUDENT SERVICES PROGRAM..... | 34 |
| PART IV. | GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS | 39 |
| | Chart 1. Gender Equity in Athletics Update | |
| | Chart 2. Gender Equity in Athletics Areas for Improvement | |
| PART V. | EMPLOYMENT REPRESENTATION | 53 |
| | Chart 1. Category Representation – Tenured Instructional Faculty | |
| | Chart 2. Category Representation – Tenure-track Instructional Faculty | |
| | Chart 3. Category Representation – Non Tenure-track Instructional Faculty | |
| | Chart 4. Category Representation – Management Occupations | |
| PART VI. | AREAS OF IMPROVEMENT AND ACHIEVEMENT..... | 55 |
| PART VII. | PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS | 56 |
| PART VIII. | PROMOTION AND TENURE COMMITTEE COMPOSITION..... | 57 |
| PART IX: | OTHER REQUIREMENTS | 59 |
| | A. Budgetary Incentive Plan | |
| | B. President’s Evaluation | |
| | C. Top Administrators’ Evaluations | |

PART I

EXECUTIVE SUMMARY

INTRODUCTION

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

This 2016 Equity Report provides the progress FAU is making for Academic Programs, Gender Equity in Athletics, Employment, Promotion & Tenure, and Other Requirements. The purpose of this report is to serve as a method of identifying and resolving potential issues of inequity on our campus. Through the resolution of the issues, we reaffirm our commitment to increasing the representation of women, minorities and other underrepresented groups at Florida Atlantic University.

DEVELOPMENT

The Office of Equity, Inclusion and Compliance (EIC) coordinated and compiled the Florida Equity Report with the assistance of various University offices including Institutional Effectiveness and Analysis, Athletics, Student Services and Academic Affairs. The data in this report was gathered through Human Resource files for 2015 and the Integrated Post-Secondary Education Data System (IPEDS) annual submission. These data represent current information used for federal and state reporting request. Prior to the final submission to the Florida Board of Governors, the FAU President and the Board of Trustees reviewed and approved the institutions report during a regularly scheduled meeting as required by the Florida Educational Equity Act.

SUMMARY OF PROGRESS

Policies and Procedures in Support of Equity

- Florida Atlantic University promotes diversity, equity and inclusion as a core value and is deeply committed to eliminating discrimination. The University Anti-Discrimination/Anti-Harassment Regulation and Student Code of Conduct were both updated and were published on July 1, 2015.

Diversity

- With 49 percent of FAU's student body classified as minority or international students, Florida Atlantic University ranks as the most racially, ethnically and culturally diverse institution in the Florida State University System.
- FAU has been named to Military Times "Best for Vets: Colleges 2014", for the third consecutive year. The online publication comprising the Army Times, Navy Times, Air Force Times and Marine Corps Times, conducts and scores the "Best for Vets: Colleges Survey," a comprehensive assessment of college services to veterans.

Academic Programs (Enrollment and Graduation)

- Overall, the data presented in this report substantiate our continuing commitment to equity and diversity at FAU and reflect consistent and steady progress toward improvement. One example of progress includes the total FTIC enrollment of non-whites at approximately 49.4% in 2014 increasing to 50.3% just a year later in 2015.
- FTIC enrollment indicated a slight decrease in the percentage of Black enrollment from 16.7% in 2014 to 16.3% in 2015.
- Additional sections in the full report describe the broad range of enrollment and graduation goals for the various protected classes.

Gender Equity in Intercollegiate Athletics

- While Athletics has continued to make opportunities to increase athletic opportunities for females, the unit is considering will a re-evaluation of its roster management numbers and is investigating the addition/reduction of sports for the future.

Employment Representation

- Human Resources continues to promote the recruitment, hiring and promotion of diverse individuals at FAU. Over the last year, FAU has seen growth in the number of tenured female faculty members from 152 in 2104 to 154 in 2015. Females hired in tenure-track positions remain steady from 71 in 2014 to 72 in 2015.
- FAU has also made strides in the last year in the Management Occupation category by increasing the percentages of Black and Hispanic employees (1.5% and 27%, respectively).

Protected-Class Representation

- FAU's faculty tenure data indicates that women and minorities continued to apply for and were granted tenure in the past year. Though the overall numbers were small, the University continues to increase its efforts to diversify the tenured faculty ranks and executive level administration positions.

Promotion and Tenure Committee Composition

- FAU continues to seek participation from minorities and women to serve on search committees, evident from the diverse presence on several of the Promotion and Tenure Committees.

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

EQUITY PROGRAM ALLOCATIONS

| Equity Allocations | |
|---|------------------|
| Summer Jump Start Program (Academic Advising) | 7,200 |
| Campus of Difference™ (Office of Diversity & Multicultural Affairs) | 22,000 |
| Office of Equity, Inclusion and Compliance | 423,184 |
| Diversity Enhancement Scholarship (EIC/Financial Aid) | 11,200 |
| Auzenne Fellowship (Graduate Studies) | 40,000 |
| Auxiliary Learning Aids (Student Accessibility Services) | 63,000 |
| Office of Diversity & Multicultural Affairs | 48,500 |
| Summer Graduate Program (Graduate Studies) | 29,500 |
| Upward Bound (Federal Grant) | 248,771 |
| Total All Expenditures | \$893,355 |

PART II

Policies and Procedures in Support of Equity

The policies, regulations and procedures that are specifically formulated to ensure equity at FAU and their respective web links are listed below:

| Name of Policy/Procedure | Web Address |
|---|---|
| Anti-Discrimination and Anti-Harassment Regulation 5.010 | http://www.fau.edu/eic/ Amended July 1, 2015 |
| Discrimination and Harassment Complaint Processing Form | http://www.fau.edu/eic/Title%20IX.php |
| Title IX Notice | http://www.fau.edu/eic/Title%20IX.php |
| Protection of Vulnerable Persons | http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=39.201&URL=0000-0099/0039/Sections/0039.201.html |
| Disabilities and Accommodations Policy 1.13 | http://www.fau.edu/eic/ada_coordination/index.php |
| Consensual Relations Policy 1.10 | http://www.fau.edu/policies/ |
| Florida Educational Equity Act 1000.05 | http://www.leg.state.fl.us/Statutes/Index.cfm |
| Florida Civil Rights Act | http://www.leg.state.fl.us/Statutes/Index.cfm |
| Title VI of the Civil Rights Act of 1964 | www.justice.gov/crt/about/cor/coord/titlevi.php |
| Title VII of the Civil Rights Act of 1964 | http://www.eeoc.gov/laws/statutes/titlevii.cfm |
| Title IX and Sex Discrimination | http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html |
| Vietnam Era Veterans' Readjustment Assistance Act | http://www.dol.gov/ofccp/regs/compliance/vevraa.htm |
| The Rehabilitation Act of 1973, Section 503 | http://www.dol.gov/ofccp/regs/compliance/section503.htm |
| The Rehabilitation Act of 1973, Section 504 of the U.S. Department of Education | http://www2.ed.gov/about/offices/list/ocr/504faq.html |
| Americans with Disabilities Act, as amended | http://www.ada.gov/ |

In addition to these resources, the EIC website links to the University regulation prohibiting discrimination. As required by the Report Guidelines, FAU provides a reproduction of its Non-Discrimination Regulation 5.010, updated July 1, 2015, (See following Policy). Each year, EIC notifies all faculty and staff members regarding the University Non-Discrimination commitments. The office accomplishes this via training for new employees and current employees who request additional training.

FAU FLORIDA ATLANTIC UNIVERSITY

PEOPLE DIRECTORY SITE INDEX TEXT ONLY GIVE

Search...

WELCOME TO THE OFFICE OF EQUITY, INCLUSION AND COMPLIANCE

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



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: 561-297-2004
Fax: 561-297-2402
Florida Relay System: 800-955-8771



- ADA COORDINATION
- POLICY 1.13, DISABILITY AND ACCOMMODATION
- AFFIRMATIVE ACTION PLAN
- EQUITY STATUS REPORT
- REGULATION 5.010 ANTI-DISCRIMINATION AND ANTI-HARASSMENT
- SCHOLARSHIPS
- STUDENT GRIEVANCES
- TITLE IX
- TRAINING CALENDAR
- ANTI-DISCRIMINATION AND ANTI-HARASSMENT WORKSHOP
- EIC HOME
- DIVERSITY AT FAU
- JOBS AT FAU
- PRESIDENT'S OFFICE
- UNIVERSITY OMBUDSMAN

FAU Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431

Campuses

- Boca Raton
- Dania Beach
- Davie
- Fort Lauderdale
- Harbor Branch
- Jupiter

Quick Links

- Privacy Policy
- University Regulations and Policies
- Employment Opportunities
- Emergency Information
- Get Help
- Contact Us



An Equal Opportunity/Equal Access Institution
© Copyright 2016, Florida Atlantic University

LINK TO: [ACCESSIBILITY](#)

FAU

OFFICE OF EQUITY, INCLUSION
AND COMPLIANCE
Florida Atlantic University

The background of the central panel features two stylized, light blue hands reaching upwards, set against a dark blue background with abstract, rounded blue shapes. The text is centered over this graphic.

Anti Discrimination
and
Anti-Harassment
Regulation

REGULATION 5.010

Florida Atlantic University

Regulation 5.010 **Anti-Discrimination and Anti-Harassment Regulation**

I. **POLICY**

- A. Florida Atlantic University (“FAU” or University) shall comply with applicable federal, state and local discrimination/harassment laws to provide an educational, employment, and business environment free of all forms of discrimination or harassment. Unlawful discrimination or harassment based upon an individual’s race, color, religion, sex, national origin, age, disability, veteran status, marital status, sexual orientation, gender identity or expression, or other protected status is prohibited. This policy applies to all FAU students, applicants for employment, faculty, and staff (hereinafter collectively referred to as “University Community Members”), as well as third parties providing services to FAU. This Regulation 5.010 (“Regulation”) establishes procedures for a University Community Member to file a complaint of alleged discrimination, harassment or retaliation.

Discriminatory conduct in the form of sexual misconduct/sexual harassment is also prohibited, and procedures for processing and investigating claims of sexual misconduct/sexual harassment by a University employee will be processed in accordance with current University policy on prohibited sexual conduct.

- B. The Office of Equity, Inclusion and Compliance (“EIC”) shall administer this Regulation. Inquiries regarding the procedures contained in this Regulation should be forwarded to EIC.
- C. It shall be a violation of this Regulation for any University Community Member to discriminate against or harass any other University Community Member on the basis of a protected status as defined by law or University regulations and policy.
- D. Retaliation, or otherwise taking adverse employment or educational action, against a University Community Member because he/she in good faith reported discrimination or harassment, or who assisted or participated in any investigation, regarding a complaint, is prohibited.
- 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 termination or separation.
- G. Any supervisory employee who receives a report, observes or learns of an alleged violation of this Regulation has an absolute and unqualified duty to immediately report the conduct to the EIC Director.
- H. Every University employee has a duty to cooperate fully and unconditionally in a University investigation. This duty includes, among other things, speaking truthfully with the EIC investigator or his/her designee and voluntarily providing all documentation which relates to the claim being investigated.

II. DEFINITIONS/EXAMPLES

- A. For the purpose of this Regulation, “unlawful discrimination” is defined as a difference in treatment on the basis of a person’s status in a protected class. Harassment is a form of unlawful discrimination under Title VII of the Civil Rights Act of 1964 (“Title VII”), the Florida Civil Rights Act and other applicable local, state or federal laws. “Prohibited discrimination” includes unlawful discrimination and that which is based on other protected classes defined by University regulations or policy. A violation of this Regulation may occur regardless of any finding of “unlawful” conduct, as the standards for finding a violation of this policy are independent.
- B. Discrimination on the basis of sex in education programs and activities receiving federal financial funding as set forth in Title IX of the Education Amendments of 1972, as amended (“Title IX”), is included in this Regulation’s definition of prohibited discrimination. Discrimination on the basis of sex includes sexual violence, sexual battery, sexual harassment, domestic battery, dating violence, stalking and bullying (as defined below). Title IX prohibits sex discrimination in both the educational and employment settings. Sex discrimination is governed by the current University policy on prohibited sexual conduct.
- C. For purposes of this Regulation, examples of prohibited conduct that fall into the definition of discrimination include, but are not limited to:
1. **Disparity of treatment**
Disparate treatment occurs when an individual suffers less favorable treatment than others because of the protected status.
 2. **Disparate Impact**
Disparate impact occurs when an employment policy, although neutral on its face, adversely impacts persons in a protected status. Disparate treatment on the basis of a class not protected by federal, state or local law shall not constitute discrimination or harassment if such disparate treatment is required by federal or state law.
 3. **Retaliation**
Retaliation is adverse action taken against a person for engaging in protected activity. Examples of adverse action include: firing, denial of a promotion, lowering a grade, unjustified negative performance evaluations and reports, increased supervision or scrutiny, sudden enforcement of previously unenforced policies, exclusion from activities or privileges open to others, making critical comments about the protected activity to others, or any other action that would deter a reasonable person in the same circumstances from filing a complaint or engaging in protected activity.
- D. For the purposes of this Regulation, examples of prohibited conduct that fall into the definition of harassment include, but are not limited to:
- a. Verbal and/or physical conduct based on a protected characteristic that: (A) has the purpose or effect of creating an objectively intimidating, hostile or offensive work or educational environment; (B) has the purpose or effect of unreasonably interfering with an individual’s work or learning performance; or (C) otherwise unreasonably adversely affects an individual’s employment or educational opportunities.

- b. Examples of the foregoing verbal and/or physical conduct that may constitute harassment 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 protected characteristic or membership.
- E. Sexual harassment, which includes acts of sexual violence and may include gender-based harassment, is a form of unlawful discrimination prohibited by Title VII, Title IX and other applicable laws. Sexual harassment can take the form of hostile environment harassment, or “quid pro quo” harassment.

Hostile Environment

Hostile environment harassment exists when harassment has the purpose or effect of unreasonably interfering with a person’s work or educational performance or participation in a university program or activity, or is sufficiently severe or pervasive to create an intimidating, hostile, or offensive work or educational environment.

Quid Pro Quo

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

- F. Gender-based harassment may be a form of sexual harassment prohibited under Title IX or other state or local laws. Gender-based harassment includes acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.
- G. The definition of sexual harassment excludes the use of sexual material in a classroom setting for academic purposes.

III. REPORTING VIOLATIONS

- A. EIC is responsible for administering the complaint and investigation process set forth in this Regulation.
 - 1. In cases where the individual making an allegation that they have been subjected to conduct that violates this regulation (“Complainant”) chooses not to file a formal complaint, EIC will take action it deems necessary, including but not limited to informing the alleged offender (“Respondent”) of the concerns, and suggesting that the individual monitor and modify (if necessary) his/her behavior. All complaints, formal or informal, must be reported to EIC.
 - 2. The EIC contact information is provided below:
Equity, Inclusion and Compliance
Florida Atlantic University
Administration Building
777 Glades Road, Room 265
Boca Raton, Florida 33431-0991
<http://www.fau.edu/EIC/>
(561) 297-3004

- B. In all cases in which a violation of Title IX is alleged against a University Community Member, the University shall provide notice to the Complainant of his/her rights as soon as possible after it receives notification of the alleged violation. For complaints involving allegations of student misconduct by a student, the *Student Code of Conduct*, Regulation 4.007, will govern.
1. The EIC Executive Director is the Title IX Coordinator for the University.
 2. Individuals with questions or concerns about Title IX may contact the University's Title IX Coordinator and may file a complaint directly with that office consistent with the procedures outlined herein.
- C. Any University employee who believes he/she has been harassed, discriminated or retaliated against in violation of this Regulation should report the facts and circumstances thereof to the EIC Director, or in the alternative, may report to the appropriate Vice President or Provost, College Dean, or the Director of Human Resources, who in turn must notify the EIC Director.
- D. Any student who believes he/she has been harassed or discriminated against in violation of this Regulation should report the facts and circumstances thereof to the EIC Director, or in the alternative, may report to a University Vice President or Provost, the Dean of Students, the Dean of his/her College, or to his/her Department Head, who in turn must notify the EIC Director.
- E. Reports or allegations of an alleged violation of this Regulation will be processed upon the filing of a written complaint with EIC. The Director of EIC may process an alleged violation without a written complaint if deemed necessary by the Director and if enough information is available to conduct a responsible investigation.
- F. A complaint must be filed with EIC within one-hundred eighty (180) calendar days of the alleged act(s) of discrimination/harassment. EIC may process an alleged violation outside of this time limitation if deemed necessary by the Executive Director. The filing of a complaint under this Regulation is independent and does not preclude the Complainant from also filing a complaint with federal, state or local enforcement agencies. The filing of a complaint with EIC does not constitute a filing with, or have any effect on the filing time limitations of those external agencies. All Complainants are urged to contact these external agencies directly to learn the filing deadlines and procedures for each agency. Contact information for these agencies is available from the EIC office.
- G. 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.

IV. INVESTIGATION OF COMPLAINTS

- A. EIC shall investigate all complaints that contain enough information to allege prohibited discrimination or harassment. This investigation will include, but shall not be limited to, interviewing the alleged offender and the complainant. Each party shall have an equal opportunity to present relevant witnesses and other evidence. The investigation may include the interview of other persons who may have information relevant to the allegations, preparation of witness statements for all persons interviewed, and review of any relevant documents. Upon completion of the investigation, a final report shall be prepared which includes a summary of the complaint, a description of the investigation, whether a violation of University Regulation was found, based on a preponderance of the evidence, and recommendations for disposition.
- B. EIC may attempt conciliation before or during the course of an investigation of a complaint. If conciliation is not achieved, then EIC shall continue to investigate the complaint, and shall issue a final report.
- C. EIC shall attempt to conclude its investigation on non-Title IX matters and issue its final report within seventy-five (75) calendar days of the filing of the complaint. However, the investigation process may be stayed for good cause as determined by the Executive Director.
- D. The final report by EIC shall be submitted to the appropriate Vice President, Provost or designee if an employee is involved, and/or to the Dean of Students or designee if a student is involved. The Respondent and Complainant will each be notified in writing of the outcome of the complaint and any appeal. Corrective or disciplinary action up to and including dismissal or expulsion will be considered and implemented, if warranted, by the Vice President, Provost or Dean of Students in consultation with the EIC Director. Corrective or disciplinary action may also be considered and implemented if EIC determined the complaint was unfounded and made maliciously or recklessly. All disciplinary action shall be subject to applicable University Regulations (including but not limited to University Regulation 5.009 (Grievance Procedure) and University Regulation 4.007 (Student Code of Conduct)), policies and applicable collective bargaining agreements.
- E. Any Complainant or Respondent may submit a response or statement to be attached to the EIC's final report and which will be maintained in the EIC file; any response or statement must be submitted to the EIC Director within ten (10) calendar days of the date the final report is published.

VI. RECONSIDERATION

- A. Any Complainant or Respondent may request reconsideration of a finding in the EIC Report by filing a written request with the EIC Executive Director.
 - 1. The EIC Executive Director must receive the written request within ten (10) calendar days of the date the final report is published.
 - 2. The request must include a basis for the reconsideration.
 - 3. The EIC Executive Director will consider any request for reconsideration, but reconsideration will only be granted in cases where new evidence is provided or relevant evidence was not previously considered or reviewed.

4. The EIC Executive Director shall notify the requesting party, in writing, of the appeal decision within twenty (20) calendar days.

Specific Authority: Article IX of the Florida Constitution; Florida Board of Governors Regulation 1.001; Formerly 6C5-5.012, Amended 11-11-87, 7-5-99, 11-9-05, 6-28-06, 11-16-11, 07-01-15.

SEXUAL DISCRIMINATION, SEXUAL HARASSMENT, AND SEXUAL VIOLENCE FAU TITLE IX COORDINATORS

Title IX of the Education Amendments of 1972 (“Title IX”), a federal law that prohibits sex discrimination in education, provides as follows:

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance....”

Sex discrimination includes sexual harassment and sexual violence, as further described in **FAU Regulation 5.010** available at www.fau.edu/eic. The following staff members have primary responsibility for overseeing Title IX compliance.

To download a copy of the **Discrimination/Harassment Complaint Processing Form** click [here](#).

TITLE IX Coordinator – University-wide

Katrina Oliver, Executive Director
Equity Inclusion and Compliance
Florida Atlantic University
Administration Bldg., Suite 265
Boca Raton, FL 33431
561-297-3004
katrinaoliver@fau.edu

Title IX Coordinator for the University; responsible for University-wide Title IX compliance, including training, education, communicating and coordinating the Title IX review processes for faculty, staff, students and other members of the University community.

TITLE IX Deputy Coordinator – FAU Students:

Boca Raton Campus

Joanna Ellwood
Associate Dean of Students
Florida Atlantic University
SS-8, 226
Boca Raton, FL 33431
561-297-6777
jellwood@fau.edu

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

TITLE IX Deputy Coordinator – FAU Athletics:

Melissa Dawson, Associate Director Intercollegiate Athletics
Florida Atlantic University
Building 67, Room 205
Boca Raton, FL 33431
561-297-2683
mdawson@fau.edu

To file a complaint involving an FAU student athlete, coach or athletic administrator and sexual harassment, sexual discrimination, or sexual violence, you may contact the Title IX Deputy Coordinator listed above or the Title IX Coordinator for the University.

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>.

777 Glades Road
 ADM 265
 Boca Raton, Florida 33431

Discrimination/Harassment Complaint Processing Form

| | | |
|--|----------------|--|
| Instructions: To be completed by the complainant and filed with the Office of Equity, Inclusion and Compliance | | |
| Name: (Last name first) | Job Title: | Z# |
| Division: | Department: | |
| Telephone (W): | Telephone (H): | Telephone (C): |
| Home Address: | | Email address: |
| Status: <input type="checkbox"/> SP <input type="checkbox"/> AMP <input type="checkbox"/> Applicant <input type="checkbox"/> Faculty <input type="checkbox"/> Temporary <input type="checkbox"/> Student <input type="checkbox"/> Other | | |
| Complainant's Demographics: Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female Race/Ethnicity: <input type="checkbox"/> Am. In./Alas. Nat. <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Nat. Haw./Pacif. Isl. <input type="checkbox"/> White <input type="checkbox"/> Other | | |
| <u>Name & Title of Person(s) you believe discriminated against you (Name, Title, Contact Info)</u> | | <u>Date(s) of Discriminatory Action:</u> |
| | | <u>Basis of Discrimination:</u> <input type="checkbox"/> Age <input type="checkbox"/> Disability <input type="checkbox"/> Veteran Status <input type="checkbox"/> Race <input type="checkbox"/> Retaliation <input type="checkbox"/> Marital Status <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Sex <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Sexual Violence <input type="checkbox"/> Other |
| <u>Explain why you feel you have been discriminated against:</u> | | |
| Attach additional sheet(s) if necessary | | |
| <u>Student Information (if complainant is a student, please complete the following):</u> Degree program: _____ Major: _____ Graduation date: _____ College: _____ | | |

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

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

Explanation of Situation: _____

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

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

Yes No Other _____

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

Date: _____ Time: _____ Location: _____

Name: _____ Title/Relationship: _____

Result/Response:

How have you been harmed?

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

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

Name (Please Print)

Signature

Date

Office Use Only:

File #

Received by:

Name: _____ Signature: _____ Date: _____

(EIC Representative)

| | | | |
|--|---|-------------------------------|----------------|
| SUBJECT: DISABILITIES AND ACCOMMODATIONS | Effective Date: 9-18-12 | Policy Number: 1.13 | |
| | Supersedes: Presidential Memorandum #88 | Page 1 | Of 4 |
| | Responsible Authority: Director, Equal Opportunity Programs | | |

APPLICABILITY/ACCOUNTABILITY:

It is the policy of the University to comply fully with the requirements of the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and other federal and state laws and regulations prohibiting discrimination on the basis of disability or handicap. This policy is applicable to all members of the University community and all University facilities, events and services.

POLICY STATEMENT:

A. PUBLIC ACCOMMODATIONS

Every segment or department of the University community sponsoring an event held in University facilities or offering a service or benefit to visitors, including without limitation prospective students and vendors, is responsible for providing a reasonable accommodation when requested. Additional costs that may be incurred shall be the responsibility of the event sponsor or University department, as applicable. The event sponsor or University department shall also coordinate with the appropriate University individuals to provide the most appropriate reasonable accommodation. All events held in University facilities shall be barrier free and accessible.

University departments or event sponsors, including campus cinemas, lectures and speakers, shall notify potential attendees, students or vendors that reasonable accommodations should be requested of the department or sponsor at least five (5) business days prior to the event or service. The University will use reasonable efforts to provide the individual's requested accommodation if the accommodation is reasonable and will not fundamentally alter the event or service.

The University's [Office of Equal Opportunity Programs](#) (EOP) or the University's [Office for Students with Disabilities](#) (OSD) can assist University departments and event sponsors in determining appropriate accommodations and providing resources for potential service providers.

B. EMPLOYEES

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

1. Applicants

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

2. Employees

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

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

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

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

C. STUDENTS

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

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

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

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

D. EFFECTIVE COMMUNICATION FOR INDIVIDUALS WITH DISABILITIES

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

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

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

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

INITIATING AUTHORITY: Director, Equal Opportunity Programs

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

Policy Number: 1.13

Initiating Authority

Signature:

Name: Paula Behul

Date: 9-20-12

Policies and Procedures

Review Committee Chair

Signature:

Name: Elizabeth Robin

Date: 9-18-12

President

Signature:

Name: M.J. Saunders

Date: 9/21/12

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

APPLICABILITY:

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

STATEMENT OF POLICY:

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

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

PROCEDURES:

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

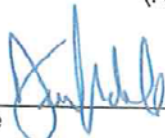
- (d) Other action that the appropriate administrators believe resolves the actual or perceived conflict of interest.
2. The University, in managing actual or perceived conflicts of interest, resulting from amorous or sexual relationships may require time or more decisive efforts to effectively address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

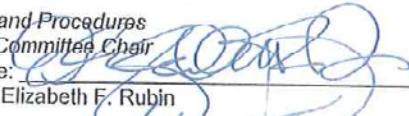
D. Violations of this Policy. Any member of the University community who violates this policy is subject to discipline by the applicable supervisory authority.


INITIATING AUTHORITY: Senior Vice President, Finance & Administration

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

Policy Number: 1.10

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

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

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

Programming Initiatives for Underrepresented Populations

UPWARD BOUND

Dean of Students, Student Affairs

The Upward Bound is a part of Florida Atlantic University's Pre-College Programs. Upward Bound is a federally funded program through the United States Department of Education under the National TRIO programs. This program is a partnership between FAU and the Broward County School Board. Upward Bound provides academic support, exposure to cultural events and college tours, as well as ACT/SAT test preparation to its high school student participants. Our goals are to increase student GPA, standardized test scores, entrance into college, and graduation from college.

SUMMER JUMP START PROGRAM

University Advising Services

A summer entrance program offered to select first year students by University Advising Services. The program is a part of a conditional acceptance into the university designed to help students make a successful transition from the high school environment to the FAU college environment.

CAMPUS OF DIFFERENCE™ (Human Relations & Diversity Training)

Office of Diversity and Multicultural Affairs

A half-day workshop for FAU students to explore personal and cultural identity, recognize the language of stereotyping and its impact on interactions with others. The intention of the discussion is to create an inclusive campus community that values and respects diversity.

DIVERSITY ENHANCEMENT SCHOLARSHIP

Financial Aid

The scholarship is provided for students transferring from a Florida community college or state college to FAU. Awards may be based solely on merit; or based on financial need with an acceptable GPA; or based on a combination of need and merit. Scholarships are awarded for Fall and Spring semesters only (summer funding is not available). Renewals for up to six semesters are possible, with appropriate academic progress.

THEODORE R. & VIVIAN M. JOHNSON SCHOLARSHIP **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 11 public universities. Mr. Johnson had a hearing impairment and understood the difficulties a person with a disability has to overcome; therefore, he wanted to use his money to make sure students with disabilities have the chance to be the best they can. The scholarship is competitively awarded to currently enrolled undergraduate FAU students in good standing or an accepted incoming student.

DELORES A. AUZENNE FELLOWSHIP

Graduate College

The Delores A. Auzenne Fellowship Program is designed to encourage minority students to pursue graduate degrees in areas where they are historically underrepresented at Florida Atlantic University. These areas include, but are not limited to: engineering, mathematics, computer science, economics, and psychology.

GRADUATE DIVERSITY FELLOWSHIP

Graduate College

Florida Atlantic University offers a fellowship to graduate students who increase the diversity of the student body in their chosen field of study. Applicants must be able to demonstrate how they contribute to increasing diversity, and if applicable any impediments or disadvantages they may have overcome to pursue their advanced degree.

PART III

ACADEMIC PROGRAM REVIEW

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 Degrees Awarded
- Master Degrees Awarded
- Doctoral Degrees Awarded
- First Professional Degrees Awarded

***Key for all tables and charts:**

- NRA = Non-Resident Alien
- B = Black
- AI/AN = American Indian/Alaskan Native
- A = Asian
- H = Hispanic
- NH/OPI = Native Hawaiian/Other Pacific Islander
- W = White
- \geq Two = Two or more races
- UNK = Unknown

*Non-resident alien is defined by IPEDS as a person who is not a citizen or national of the United States but who has been admitted as a legal immigrant for the purpose of obtaining permanent resident alien status (and who holds either an alien registration card (Form I-551 or I-151) a Temporary Resident Card (Form I-688), or an Arrival-Departure Record (Form I-94) with a notation that conveys legal immigrant status such as Section 207 Refugee, Section 208 Asylee, Conditional Entrant Parolee or Cuban-Haitian).

Academic Program Review

As presented in the Executive Summary, each of the eight enrollment charts displays appropriate representation for females and protected class race/ethnic codes. The University seeks to maintain or improve protected class representation. Using the 80% rule as a way to identify areas for improvement, all of the protected groups continue to be represented at a rate equal to at least 80% of the highest retention rate compared to the previous year enrollment. Other enrollment highlights are stated below in Charts 1-3:

- 16.3% Black freshmen enrollment in 2015; down slightly from 16.7% in 2013.
- 25.5% Hispanic freshmen in 2015; up from 24.1% in 2014.
- Overall freshman minority enrollment rate was 50.3% in 2015, up from 49.4 % in 2014.
- 57.3% of state college transfers were from minority groups in 2015, up from 55.5% in 2014.
- Black college transfers were 22.7% in 2015, up from 21.2% in 2014.
- Hispanic college transfers were 27.2% in 2015, a slight decrease from 27.5% in 2014.
- The retention rate for Black FTICs entering FAU in summer/fall 2014 after one year was 80.8%; the retention rate for Hispanics was 78.5%. This compares to 75.8% for Whites and 77.5% for FTICs overall.
- Female students are retained at a greater rate than males; 78.5% for females versus 76.3% for males.

| | NRA | B | AVAN | A | H | NH/OPI | W | ≥ Two | Unk | T |
|---------------------|------|-------|------|------|-------|--------|-------|-------|------|--------|
| Men | 33 | 205 | 1 | 54 | 351 | 2 | 697 | 51 | 18 | 1412 |
| Women | 25 | 331 | 5 | 66 | 491 | 1 | 843 | 102 | 20 | 1884 |
| Total | 58 | 536 | 6 | 120 | 842 | 3 | 1540 | 153 | 38 | 3296 |
| Category % of Total | 1.8% | 16.3% | 0.2% | 3.6% | 25.5% | 0.1% | 46.7% | 4.6% | 1.2% | 100.0% |

Source: IPEDS 2014-15 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students.

| | NRA | B | AVAN | A | H | NH/OPI | W | ≥ Two | Unk | T |
|---------------------|------|-------|------|------|-------|--------|-------|-------|------|--------|
| Men | 23 | 95 | 0 | 17 | 142 | 0 | 224 | 18 | 6 | 525 |
| Women | 16 | 169 | 3 | 20 | 175 | 0 | 223 | 27 | 7 | 640 |
| Total | 39 | 264 | 3 | 37 | 317 | 0 | 447 | 45 | 13 | 1165 |
| Category % of Total | 3.3% | 22.7% | 0.3% | 3.2% | 27.2% | 0.0% | 38.4% | 3.9% | 1.1% | 100.0% |

Source: IPEDS 2014-15 Part A, Fall enrollment by race, ethnicity, and sex. Column 2, Transfer-In

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ Two | Unk | Female | Male | Total |
|---------------------|-------|-------|-------|-------|-------|--------|-------|-------|-------|--------|-------|--------|
| Cohort | 49 | 489 | 11 | 117 | 707 | 4 | 1407 | 124 | 20 | 1647 | 1281 | 2928 |
| Category % of Total | 1.7% | 16.7% | 0.4% | 4.0% | 24.1% | 0.1% | 48.1% | 4.2% | 0.7% | 56.3% | 43.8% | 100.0% |
| After 1 year | 38 | 395 | 9 | 94 | 555 | 3 | 1067 | 96 | 13 | 1293 | 977 | 2270 |
| Retention Rate | 77.6% | 80.8% | 81.8% | 80.3% | 78.5% | 75.0% | 75.8% | 77.4% | 65.0% | 78.5% | 76.3% | 77.5% |

Source: Local File

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 in Charts 4-8:

- The graduation rate for Black students for the cohort entering FAU in summer/fall 2009 was 50.3%, higher than the overall cohort graduation rate of 49.3%.
- The graduation rate for Hispanics was 51.1% which is higher than the overall cohort graduation rate of 49.3%.
- The male graduation rate is 42.9%, which is significantly lower than the female graduation rate of 54.9%.
- Over 41.1% of graduates in 2014-15 were non-white.
- Black students accounted for 19.2% of baccalaureate degrees awarded.
- Hispanic students accounted for 25% of baccalaureate degrees awarded.
- 15.7% of master degrees were awarded to Black students.
- 16.3% of master degrees were awarded to Hispanic students.
- While total numbers are small, 12.3% of research doctorate degrees and 25% of professional doctorate degrees were awarded to Black students.
- 9.6% of research doctorate and 25% of professional doctorate degrees were awarded to Hispanic students.

| | NRA | B | AI/AN | A/PI | H | W | Unk | Female | Male | Total |
|----------------------|-------|-------|-------|-------|-------|-------|-------|--------|-------|--------|
| Cohort | 31 | 356 | 8 | 116 | 495 | 1408 | 35 | 1314 | 1135 | 2449 |
| Category % of Total | 1.3% | 14.5% | 0.3% | 4.7% | 20.2% | 57.5% | 1.4% | 53.7% | 46.3% | 100.0% |
| After 6 years | | | | | | | | | | |
| Number of Graduates | 22 | 179 | 3 | 53 | 253 | 679 | 19 | 721 | 487 | 1208 |
| Percent Graduated | 71.0% | 50.3% | 37.5% | 45.7% | 51.1% | 48.2% | 54.3% | 54.9% | 42.9% | 49.3% |
| Category % Graduated | 1.8% | 14.8% | 0.2% | 4.4% | 20.9% | 56.2% | 1.6% | 59.7% | 40.3% | 100.0% |
| Number Retained | 23 | 199 | 3 | 62 | 285 | 755 | 20 | 774 | 573 | 1347 |
| Percent Retained | 74.2% | 55.9% | 37.5% | 53.4% | 57.6% | 53.6% | 57.1% | 58.9% | 50.5% | 55.0% |
| Category % Retained | 1.7% | 14.8% | 0.2% | 4.6% | 21.2% | 56.1% | 1.5% | 57.5% | 42.5% | 100.0% |

Source: Local Files

Chart 5. Bachelor's Degrees Awarded, AY 2014-2015

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ Two | Unk | T |
|---------------------|------|-------|-------|------|-------|--------|-------|-------|------|--------|
| Men | 47 | 362 | 4 | 94 | 553 | 5 | 1080 | 54 | 7 | 2206 |
| Women | 48 | 687 | 3 | 136 | 815 | 8 | 1459 | 87 | 23 | 3266 |
| Total | 95 | 1049 | 7 | 230 | 1368 | 13 | 2539 | 141 | 30 | 5472 |
| Category % of Total | 1.7% | 19.2% | 0.1% | 4.2% | 25.0% | 0.2% | 46.4% | 2.6% | 0.5% | 100.0% |

Source: IPEDS Completions
disciplines.

GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all

Chart 6. Master's Degrees Awarded, AY 2014-2015

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ Two | Unk | T |
|---------------------|------|-------|-------|------|-------|--------|-------|-------|------|--------|
| Men | 29 | 52 | 0 | 24 | 93 | 1 | 309 | 9 | 5 | 522 |
| Women | 43 | 167 | 2 | 33 | 134 | 0 | 457 | 27 | 6 | 869 |
| Total | 72 | 219 | 2 | 57 | 227 | 1 | 766 | 36 | 11 | 1391 |
| Category % of Total | 5.2% | 15.7% | 0.1% | 4.1% | 16.3% | 0.1% | 55.1% | 2.6% | 0.8% | 100.0% |

Source: IPEDS Completions
disciplines.

GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all

Chart 7. Doctoral Degrees Awarded, AY 2014-2015

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ Two | Unk | T |
|---------------------|-------|-------|-------|------|------|--------|-------|-------|-----|--------|
| Men | 12 | 1 | 0 | 1 | 5 | 0 | 14 | 1 | 0 | 34 |
| Women | 10 | 13 | 0 | 5 | 6 | 0 | 46 | 0 | 0 | 80 |
| Total | 22 | 14 | 0 | 6 | 11 | 0 | 60 | 1 | 0 | 114 |
| Category % of Total | 19.3% | 12.3% | N/A | 5.3% | 9.6% | N/A | 52.6% | 0.9% | N/A | 100.0% |

Source: IPEDS Completions
disciplines.

GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all

Chart 8. First Professional Degrees Awarded, AY 2014-2015

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ Two | Unk | T |
|---------------------|-----|-------|-------|-----|-------|--------|-------|-------|-----|--------|
| Men | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Women | 0 | 4 | 0 | 0 | 4 | 0 | 7 | 0 | 0 | 15 |
| Total | 0 | 4 | 0 | 0 | 4 | 0 | 8 | 0 | 0 | 16 |
| Category % of Total | N/A | 25.0% | N/A | N/A | 25.0% | N/A | 50.0% | N/A | N/A | 100.0% |

Source: IPEDS Completions
disciplines.

GRAND TOTAL BY FIRST MAJOR, First professional degrees. Chart for 99.0000, all

Overview of Academic Programs – Student Services

Student Services

Student Affairs and Enrollment Services prepared an annual report on the requested areas using institutional effectiveness goals as guidelines. Each university is required to conduct 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.

FAU 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 all 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, the UAS office offers students a broad, comprehensive array of services aimed at aiding students in developing and implementing an appropriate and meaningful educational plan.

The academic advising program 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, design a plan to achieve those dreams, deliver on that plan, and make changes as necessary to achieve their goals.

To carry out this mission, a reorganization of the staff, positions, and job duties were initiated. 10 new advisors were hired, three Associate Directors were promoted and their job duties expanded to include an Associate Director for First Year Experience (FYE), Associate Director for the Second Year Experience (SYE) and an Associate Director for Students in Transitions.

The Academic and Career Enhancement for Student Success (ACCESS) Program provides ongoing academic coaching tailored to the individual student. An academic coach is required for all students below a 2.0 FAU G.P.A.

Academic Advising Services provides:

- Advising and Course Selection for **Undecided/Exploratory** students regardless of credit hours
- Advising and Course Selection for **First Year** students (Freshmen 0-29 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 them.

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).

Residential after-hour Student Service Center – A fully staffed center that provides Academic Advising and Coaching, Career Counseling & Internships, Tutoring and Writing Assistance, Monday-Thursday between 4-9 pm in Grades Park Towers, the first year residence hall.

Commuter Advisors – These advisors are located in the University Parking Garages – 2 nights a week from 5pm – 7pm, to address emergency needs of students, to schedule appointments, and to refer to university resources.

One Nation Exploration (O.N.E.) Program – This program explores personal interests, majors on campus, and professional options available after graduation 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)).

Foster Youth and Homeless Program – This program designates a staff member responsible for keeping an eye on those students least likely to ask for help. The staff member works with them to connect them to available resources. The program also connects to the state wide support network of Florida Reach.

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 69% of all clinic appointments in 2014-15:

- Boca clinic: 69% of all clinic appointments were with female students
- Davie clinic: 74% of all clinic appointments were with female students
- Jupiter clinic: 73% 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 2014-15:

- 25% of all clinic appointments were with Black students
- 16% of all clinic appointments were with Hispanic students
- 6% of all clinic appointments were with Asian students
- 2% of all clinic appointments were with American Indian students
- 1% of all clinic appointments were with Native Hawaiian or other Pacific Islander
- 6% of all clinic appointments were with International students

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.

Club and Intramural Athletics

The mission of the FAU Campus Recreation Department is to create movement and engagement opportunities to enhance the social and physical wellbeing of the FAU community. We:

- Offer high quality programs and services that are diverse and innovative;
- Maintain progressive and well-managed facilities in a safe and enjoyable environment;
- Provide experiential learning and foster the development of leadership, social and management skills through employment and participation opportunities;
- Effectively and ethically manage human, financial and physical resources;
- Recruit, develop and retain a committed, high achieving staff.

Campus Recreation Usage Numbers are below:

- 406,307 total visits to the center
- 14,488 unique visits

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

- 2,066 Participants
- 18.1% Female (374 total)
- 81.9% Male (1692 total)

Group Fitness Programs – structured group fitness classes such as Yoga, Pilates, Hip Hop, Body Sculpting and more.

- 24,808 Total Participations
- 3,669 unique participants

Club Sports – student led clubs and organizations promoting physical, recreational and competitive activities at various skill levels. Clubs include Soccer, Ice Hockey, Rugby, Lacrosse, etc.

- 874 Participants
- 36.9% Female (323 total)
- 63.1% Male (551 total)

Outdoor Adventures is housed within the Department of Campus Recreation. It serves students, faculty/staff, and community members. Outdoor Adventures comprises gear rentals, outdoor trips, challenge course programming, a climbing center, and Camp Owls. We are committed to offering adventure-based experiential education opportunities that promote personal growth, leadership development, and respect for others and the natural world.

- Number of Outdoor Adventure Trips: 19
- Total Outdoor Adventure Trip Enrollment: 161
- Outdoor Adventure Gear Rental: generated \$3,518 from 343 rentals
- Challenge Course Student Programs: 27 groups / 554 participants

Student Financial Assistance/Student Employment

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

Student employment includes the federally-funded College Work-Study program and independently sought employment in campus units. Work-study student must demonstrate financial need.

Housing and Residence Life

FAU Department of Housing and Residence Life ensures that all residents are aware the University's commitment to building an inclusive campus environment. The department creates a seamless environment of living and learning in a safe and welcoming community. Through opportunities for leadership development, civic responsibility, self-exploration, and student involvement, the department will assist in building a life-long connection between the student and the University.

Additionally, Housing and Residence Life provides accommodations for students with disabilities. The Housing contract directs students requesting such accommodations to contact Student Accessibility Services, formerly Office of Students with Disabilities.

Pre-College Programs/Civic Engagement

Pre-College Programs - Upward Bound is a federally funded program through the U.S. Department of Education under the National TRIO programs. The program is a partnership between FAU and the Broward County School Board. Upward Bound provides academic support, exposure to cultural events and college tours, as well as ACT/SAT test preparation to its high school student participants. The goal is to increase student GPA, standardized test scores, entrance into college and graduation from college.

Student 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.

The Office of Diversity and Multicultural Affairs (ODMA)

The following reflect the University's commitment to maintaining educational equity. The following also reflects the University's programs that support all students, but particularly minority students.

The ODMA promotes the academic and personal growth of traditionally underserved students. The office collaborates with the campus community to create an institutional and community climate of social justice. We promote access and equity in higher education and offer programs that educate the campus about diversity. In addition, we incorporate student learning and development; enhance student overall educational experiences; provide access to academic, social, cultural, recreational and other group activities; provide opportunities for intentional interaction, engagement and integration. The ODMA offers educational programs that foster and sustain an environment that promotes academic excellence, values difference, and inclusiveness.

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

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

ADL Campus of Difference™

- 12 sessions
- 244 participants

Specialized Diversity Training

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

- 3 sessions
- 218 participants

The Safe Zone Ally Training is designed to raise awareness of lesbian, gay, bisexual, transgender, questioning, and ally (LGBTQA) issues.

Safe Zone Ally Training

- 10 sessions
- 199 participants

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.

- 352 books provided

Diversity and Multicultural, Educational, and Engagement Programs/Events

The Office of Diversity and Multicultural Affairs offers an array of programs and events that promote diversity and provide students with intentional and educational interactions.

- 27 programs and events

PART IV

GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS UPDATE

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

- Prong 1** -Accommodation of interests and abilities
- Prong 2** -Substantial proportionality
- Prong 3** -History and practice of expansion of sports

In compliance with Prong 3

With the addition of Sand Volleyball during the 2011-12 academic year, and in compliance with Title IX of the Education Amendments of 1979, we comply with Prong 3: A history of expanding opportunities for the underrepresented sex.

History of Female Sports

Tennis 1979, Swimming/diving 1984, Basketball 1984, Volleyball 1987, Soccer 1991, Cross Country 1991, Golf 1991, Softball 1994, Outdoor Track 2000, Indoor Track 2005, Sand Volleyball 2012.

Chart 1. Gender Equity in Athletics Update

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|---|--|---|
| 1. Sports offerings | FAU sponsors 19 National Collegiate Athletic Association (NCAA) teams, eight for men and eleven for women. The additional three women's teams are to assist with increasing participation opportunities for females. This increase is critical to our future compliance with Title IX. | No |
| 2. Participation rates, male and female, compared with full-time undergraduate enrollment | During the 2014-15 academic year there were 13,886 full time undergraduate students on the Boca Raton campus of FAU. Full-time, undergraduate level females accounted for 54.1% of these students. During that same time period there were student athletes of which 224 or 48% were female. This leaves a disparity of 6.1% between the undergraduate enrollment of females and their participation in intercollegiate sports at FAU. | No |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|---|---|---|
| | <p>Based on the recommendations of the Office for Civil Rights, the disparity between full time female undergraduate enrollees and female participants should be no greater than 1-2%. If we were claiming prong 2 (proportionality) compliance with Title IX, we might have an issue. However, currently we are in compliance with the law based on prong 3 (a history of expanding opportunities for the underrepresented sex). The basis for this claim is the addition of women's sand volleyball during the 2011-12 academic year.</p> <p>In order to maintain compliance in the future, FAU Athletics will need to find a way to lessen the disparity between our undergraduate female enrollment and female participants by 4.1%-6.1%. To do this, the unit will re-evaluate its roster management numbers and investigate the addition/reduction of sports.</p> | |
| <p>3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i></p> | <p>The availability of facilities utilized by our male and female teams is equivalent. The following sports share practice and competition facilities with their gender opposite: swimming, tennis, basketball, cross country/track and soccer. The women's indoor volleyball team does not have a gender opposite team but shares the same facility as the basketball teams. Three sports (football, baseball and softball) have their own facilities. Baseball and softball facilities are different based on their playing rules differences. Football has a separate facility based on the number of spectators that need to be accommodated as well as the wear and tear the field receives during practices. Men's and women's golf both are fortunate enough to utilize several different community golf courses. Golf is a popular recreation activity in the local area and the courses utilized by both teams are of great quality and equivalent. The women's sand volleyball courts were completed during the 2014-15 year.</p> <p>All teams, with the exception of men's and women's golf and men's cross country have locker room facilities on the FAU campus. Football, sand volleyball, softball, women's soccer and women's</p> | <p>No</p> |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|---------------------------------------|--|---|
| | <p>cross country/track all have locker room accommodations in the Oxley Athletics Center. Baseball, men's tennis, men's swimming, men's soccer, women's swimming, women's indoor volleyball and women's tennis all have locker rooms in the athletic fieldhouse. These locker rooms are equivalent. In this facility, all men's teams share a shower facility and all women's teams share a shower facility. The football locker room has its own shower facilities in the Oxley Athletic Center due to being the only men's sport housed in this location. The men's and women's basketball programs both have locker rooms in the FAU arena. These facilities are exactly identical.</p> <p>The men's and women's golf teams do not have a locker room facility. This is because both teams utilize local golf courses and are permitted to use the restroom/locker rooms at these facilities. The facilities are shared by the golf course/club members as well as our men's and women's teams.</p> | |
| 4. Scholarship offerings for athletes | <p>The total amount of financial assistance awarded in 2014-2015 was \$4,650,780.93. Men represented 52% of participation and received 55.6% of the awards. Women represented 48% of the participation and received 44.4% of the awards. The percentage of money spent on men's and women's scholarships should match or be within 1-2% points of their participation percentages. Based on the fact that some teams did not utilize the full allocation of funds, we believe we are within an acceptable range towards compliance. However, an improvement plan will be developed to increase the women's participation percentage in the future. Based on this female participation increase, we will need to plan for a slight scholarship increase for the women (or decrease for the men) in order to maintain compliance.</p> | No |
| 5. Funds allocated for: | | |
| a) the athletic program as a | Please see items below for further information. | No |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|-----------------------------------|---|---|
| whole | | |
| b) administration | <p>The athletics program is administered by the Vice President and Athletics Director. There are four Associate Level Athletics Directors (Executive Senior Associate for Administration/Senior Woman Administrator, Associate for Development, Associate for Business/Facilities and Associate for Academics). These four administrators report to the Vice President and Athletics Director and oversee the rest of the department with the exception of football. The football program reports directly to the Vice President and Athletics Director.</p> <p>Oversight of the various departments within the athletics program is not determined by the gender of the sport/department or by the gender of the administrator. Rather, oversight is determined by the individual with the most relevant years of experience in that department's area of focus.</p> <p>As mandated by the NCAA, each institution that sponsors NCAA sports must identify a Senior Woman Administrator (SWA) to be involved in the administration of the program. The SWA is the highest ranking female in the athletics department. This is a title given to an individual, in addition to her working title, that ensures a woman is involved at the highest level of administration. This individual is charged with assisting the Vice President and Athletics Director with ensuring the department is run with equity in mind.</p> | No |
| c) travel and per diem allowances | <p>An evaluation of the travel and per diem of teams will include addressing transportation modes, hotel accommodations and meal allowances. Each of these aspects will be addressed separately.</p> <p>Both male and female teams have the same "departure" and "return" policies for away events. The exception to this might be when teams travel to play FIU, Miami, FGCU or UCF. For these trips teams will sometimes travel to and from the competition on the same day. This is determined by the head coach and is not based on gender.</p> | No |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|---------|---|---|
| | <p>The mode of transportation for all teams is by plane, bus or van. The athletics department has a policy that is enforced consistently regardless of the gender of team. For out-of-state trips all teams will utilize air transportation. If any coach request to travel out-of-state by any means other than air transportation their request is made to their sport administrator who evaluates the benefits versus the demands of extended travel (missed class time, etc). Decisions by the sport administrator are made based on benefits not by gender. Air transportation is commercial for all teams except football. Due to the large number of players and staff associated with the football team they travel via air charter. This is not a gender equity concern due to the reason for the charter use.</p> <p>Travel within the state is dictated by the number of participants travelling and the expected drive time required. For any team of 20 participants or more, regardless of gender, travel is by charter bus. If a team of this size has 5 hours or less to travel they are permitted to rent 15 passenger vans for transportation but are required to travel with no more than 10 participants per a van to ensure a safe travel capacity. The exception to this is that periodically the women's track and field team will utilize 15 passenger vans to travel to meets within the state but with drive times expected to take longer than 5 hours. This is permitted as long as the number of vans rented allows for no more than 10 passengers per 15 passenger van. The reason the team will request this mode of transportation is that it permits greater flexibility for student-athletes with their arrival at the track meet. Some athletes must be at the meets early in the morning while others do not need to arrive until hours later for their events. By utilizing vans different departure times from the hotel can be accommodated so that athletes are not required to be at the track the entire day.</p> <p>For teams with less than 20 participants, travel within the state is usually done by van. Fifteen passenger vans as well as mini vans are utilized. If 15 passenger vans are used, teams must also follow the 10</p> | |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|---------|---|---|
| | <p>passenger limit. The above procedures are enforced regardless of the gender of the team.</p> <p>While on the road, all teams are accommodated at hotels that are similar in nature to the Embassy Suites, Courtyard Marriott, Holiday Inn or Hampton Inn and Suites chain of hotels. The hotels are rated as good to excellent by both male and female coaches and student-athletes. Periodically our football team may stay at a hotel that would be rated differently than the chains listed due to the need to accommodate the large number of participants. Almost all teams utilize hotel conference or meeting rooms for study hall and/or film review during their stay. The challenge with football is that they need meeting rooms that will accommodate approximately 50 defensive players and coaches reviewing film in one room and approximately 50 offensive players and coaches reviewing film in another room. At times the local Embassy Suites, Holiday Inn, Courtyard Marriott, Hampton Inn and Suites or like hotel cannot accommodate these large numbers so we must identify a local hotel that can meet these needs.</p> <p>Per diem for men's and women's track and field and cross country, men's and women's golf, men's and women's swimming, men's and women's tennis, sand volleyball, baseball and men's soccer is \$25 per day. This is a challenge for teams, but is not an equity issue as it is consistent across approximately the same number of males and females. Teams will stay at hotels that offer a full service breakfast as part of their stay and this assists them with staying within the \$25 per diem.</p> <p>Men's basketball, women's basketball, indoor volleyball, women's soccer and softball are allowed \$30 per diem. The men's and women's basketball teams are permitted \$30 per diem due to the revenue generated by the guarantee games they play for the department (Their squad sizes are equitable, therefore this is equitable). Athletics made adjustments in the budget to ensure that the other women's teams per diems continue to match in equitability.</p> | |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|------------------------|--|---|
| | <p>The football team is too large to travel to local restaurants for meals so they must cater meals through the hotel at which they are staying. Due to the high cost of hotel catering their meals do exceed the \$25-\$30 per diem but this is unavoidable as it is just not feasible to find a restaurant that can accommodate a travel party of 125.</p> | |
| d) recruitment | <p>Recruitment, while a difficult area to evaluate, is consistent in its application. Coaches typically request more funding for recruiting than allotted, at this time coaches of all sports noted that the budget was limited but they make the funds work to the best of their ability. Head coaches and assistant coaches for every team sponsored receive a university cell phone for use in the recruiting process. Courtesy cars are provided to a number of head and assistant coaches for both male and female teams. Any team that does not have a courtesy car assigned to them is provided the funds to rent a vehicle for recruiting travel.</p> <p>Teams are permitted to recruit throughout the United States and, when approved in advance, can travel periodically overseas to scout potential recruits. This practice is rare but has been done by both the women's track and field team, volleyball and women's soccer team. Teams are permitted to spend their scholarship dollars as they feel will benefit the team best. Therefore, as long as the coach stays within his/her recruiting budget and within the scholarship limits, they are permitted this type of recruiting activity.</p> <p>Based on the information above, recruitment is equivalent.</p> | No |
| e) comparable coaching | <p>There are 3 men's programs (football, basketball and baseball) with the full number of NCAA allowable assistant coaches and 4 women's programs (basketball, soccer, volleyball and softball). During the 2013-14 year we upgraded the second assistant coaches for volleyball and women's soccer to full time AMP assistants. This was a great step toward</p> | No |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|----------------------------|--|---|
| | <p>eliminating some gender equity concerns in this area. This increased to 14 assistants who receive salary and benefits for men's teams and 9 assistants for women's teams who receive salary and benefits. Although not equal in number, the consultant notes that is allowable since there will be 3 men's teams and 4 women's teams that have the maximum allowable assistant coaches per NCAA rules and all will be afforded benefits.</p> <p>It is noted that football is permitted more assistant coaches due to the large number of participants and this makes the unequal number of actual assistants permissible since at least an equivalent number of female teams have the maximum number of allowable coaches. FAU does not sponsor a women's team with equal participant numbers to football so a disparity in actual number will always exist.</p> | |
| f) publicity and promotion | <p>Efforts in publicity and promotions are equitable. The challenge for marketing is budget related and affects all teams, regardless of gender.</p> <p>Complete, season-long marketing plans are created for football, men's basketball and women's basketball. These marketing plans include in-game promotions, radio advertisements, billboards, group ticket initiatives, season ticket initiatives, media releases, internet broadcast, and a coach's show that highlights all three of these sports. In addition, website ads, e-mail blasts, flyers, schedule cards, and schedule posters are created and distributed to assist in attracting spectators to these events.</p> <p>Indoor volleyball, men's soccer, women's soccer, baseball, and softball have schedule posters, website ads, and flyers created and distributed.</p> <p>In addition, 2-3 home events each for indoor volleyball, men's soccer, women's soccer, softball and baseball are identified to focus marketing efforts upon. This includes e-mail blasts, twitter, Facebook, Instagram, website ads, in game promotions, give-a-</p> | No |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|--|---|---|
| | <p>ways to students and general public and flyers help promote these targeted events.</p> <p>Teams that receive schedule posters and minimal marketing support (twitter, Facebook, Instagram, campus flyers) are men's and women's swimming, men's and women's tennis, men's and women's cross country and track, sand volleyball and men's and women's golf. The media relations department does write press releases and publish the contest results of all of these teams in order to create an awareness of the accomplishments of the student-athletes that participate in these sports.</p> <p>Future expenditures in marketing should continue to be watched closely to ensure that as the marketing budget grows it does so in a gender equitable manner.</p> | |
| g) other support costs | <p>At FAU, the need for secretarial assistance is minimal as both coaches of male and female teams have their own computers and do their own typing and correspondence. New technology has made this position almost obsolete in a lot of departments our size. While the football staff does have one full time secretary for 10 staff members, the AD's secretary is available to assist all sports, regardless of gender, with clerical tasks as needed. Both male and female teams have taken advantage of this for game contracts and other miscellaneous needs.</p> <p>In addition to secretarial support, athletic departments across the country often hire operations directors for individual sports to support them in coordinating team travel, alumni relations, community outreach and various other initiatives. At FAU, the men's and women's basketball teams and football team have individuals hired as Director of Operations. These individuals provide the assistance mentioned above and allow the coaches to focus more of their time on the development of the student-athletes.</p> | No |
| 6. Provision of equipment and supplies | The provision of equipment and supplies is equivalent. Each team has the necessary practice and competition gear to compete. Each year, the | No |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|---|--|---|
| | <p>equipment manager will review with each head coach the number of practice clothes, competition shoes, uniforms, warm-ups, etc. needed. Once the coach has submitted the list, the equipment manager will review it for need and similarity with the gender opposite team to ensure equipment is equivalent. If any discrepancies exist the equipment manager will meet with the SWA and budget manager to determine if there is an equity issue and, if so, is the budget available to provide the same items to teams of both genders. If funding is available both teams will be accommodated. If there is a lack of funding, the additional equipment purchase is denied.</p> <p>New uniform purchases are made on a rotating basis to ensure equity. For instance, each year FAU buys 2 new sets of basketball uniforms. One year, FAU will buy two new men's uniforms and provide the women's teams with fillers for any missing or damaged uniforms. The following year FAU will purchase 2 new women's uniforms and provide only fillers to the men's team. In this system, uniforms are utilized for two years each for both genders.</p> | |
| 7. Scheduling of games and practice times | <p>With the exception of men's and women's basketball, volleyball and men's and women's tennis, all teams have their own practice facilities. This allows for equitability in the scheduling of games and practice times. The basketball teams and volleyball team utilize the FAU arena for all practices and home events. Volleyball has priority scheduling for this venue in the fall since they are in season. Men's and women's basketball has priority in the spring since they are in season. The three head coaches meet during each semester to discuss the available practice slots and agree who will utilize which slot. If a conflict arises that cannot be settled among the coaches, the issue is brought to the attention of the Senior Associate AD/SWA for resolution. If this occurs the SWA will evaluate various factors (how many student-athletes will have to miss practices, how many practices of each may have to be missed due to the other teams' home events, etc.) and determine the order in which the coaches get to select their practice</p> | No |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|---------------------------------------|---|---|
| | <p>time. Once the order is set, it will rotate in future years allowing each team an opportunity to have the first selection.</p> <p>Patch Reef Park is the home of men's and women's tennis. This facility has 17 courts so the practice times of both teams can be equally accommodated.</p> <p>The golf teams utilize different courses throughout the community. The teams must work with the local golf course to determine what time they are permitted to practice. This time is set by the course and is usually during the time of day that less members utilize the facility. This policy is the same for both men's and women's teams.</p> | |
| 8. Opportunities to receive tutoring | Individual team meetings are held at the beginning of each semester with each sports academic advisor, supervisor, assigned athletic trainer, equipment manager and Director of Compliance. At these meetings, tutoring opportunities are shared with the athletes. In addition, all students are required to acknowledge that they have read the student athlete handbook. | No |
| 9. Compensation of coaches and tutors | <p>Both male and female coaches of men's and women's teams are compensated at rates within the low to mid-range of their Conference USA counterparts. The athletics department maintains an up-to-date annual report on all the coaching salaries for its conference 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 and that salary decisions are not made based on the gender of the applicant and/or the gender of the athletes being coached.</p> <p>The Student Athlete Center for Academic Excellence hires and assigns tutors to assist students with courses that challenge them academically. The tutors hired are compensated based on educational level</p> | No |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|--|---|---|
| | (undergraduate or graduate) not gender. | |
| 10. Medical and training services | <p>The assignment of our full time athletic trainers is based on injury rate and seriousness data obtained through an annual report produced by the NCAA. This allows us to make sure our most experienced trainers are assigned to the sports with the highest incident of serious injury. It is important to note that all trainers employed in the athletics training room (whether graduate assistant or regular employee) are certified. Each team has an athletic trainer that has met at least the minimal standards set by the governing body of the profession. Team physicians (with varying specialties), physical therapist, chiropractors, sport psychologist and a nutritionist are all available to our student-athletes.</p> <p>The head athletics trainer evaluates each request for these special services with the trainer assigned to each sport.</p> <p>Once approved by the head trainer, student-athletes are assigned to see the requested specialist. The head trainer is involved to ensure that decisions on who sees these specialists are determined by critical need, not gender.</p> | No |
| 11. Housing and dining facilities and services | <p>Both male and female student-athletes live in residence halls or apartments on and off campus. Those student-athletes choosing to live off campus are free to identify the housing of their choice regardless of their gender. For student athletes living on campus, both male and female freshmen live in the new freshmen residential rooms. Upperclassmen, regardless of gender, request their residential rooms through the same means that non student-athlete males and females utilize. Student-athletes of both sexes are told that if they are provided a full scholarship and live on campus they may not live in the Innovation Village Residence Hall unless they personally pay for the price difference between residing in these rooms as opposed to the others available on campus. Again, this policy affects both male and female student-athletes and, therefore, is not a gender equity concern. The only exception to this</p> | No |

| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
|---------|--|---|
| | <p>policy is both men’s and women’s basketball players are permitted to live in Innovation Village to assist with recruiting. Since this is done for an equal number of male and female student athletes, it is equitable.</p> <p>During holiday breaks and times when classes are not in session, athletes are sometimes required to remain at FAU to practice and/or compete. During these times, the housing options available are utilized. The decision as to who utilizes which housing option depends upon the cost impact of accommodating all effected teams in like housing and availability. These decisions are not based on the gender of the student-athletes.</p> <p>Male and female student-athletes living on campus are provided meal plans available to all non-student-athletes on campus. Off campus student-athletes are provided a meal stipend based on the cost of meal plans on campus. These students determine how their meal money is utilized. This is an acceptable practice due to the fact that the stipend for each individual is the same regardless of gender.</p> | |

Chart 2. Sex Equity in Athletics - Areas for Improvement

| Areas for Improvement | Program for Improvement | |
|------------------------|--|--|
| Scholarships Offerings | There is a slight (3.6%) variance in our women’s participation numbers and our women’s scholarship offerings. This percentage should be within 1% - 2% to be in compliance with Title IX. However, the percentage may fluctuate annually given that teams may not be able to expend their full scholarship allotment in any given year due to missed recruitment opportunities or the inability to identify eligible four year scholarship offerings within the current team | |

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 program

PART V

EMPLOYMENT REPRESENTATION SUMMARY

Chart 1. Tenured Instructional 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 is a 5.5% increase in tenured faculty between Fall 2010 and Fall 2015, with growth in the percentage of female (10%), Black (8.3%) and Hispanic (3.8%) tenured faculty.

Chart 2. Tenure-Track Instructional Faculty

From Fall 2014 to Fall 2015, there was a slight -1.6% decrease in tenure-track faculty, with a 33.3% decrease in Black faculty and a -1.4% decrease in female faculty. These changes reflect a change in hiring practices, with a greater focus in Fall 2015 of hiring tenure-track faculty who will contribute to the research mission of the university.

Chart 3. Non-Tenure-Earning Instructional Faculty

The immediate increase in non-tenure-earning faculty (8.1% from Fall 2014 to Fall 2015), and the long-term decrease of non-tenure-earning faculty (-17.1% from Fall 2010 to Fall 2015), 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. Management Occupations (Executive/ Administrative/ Managerial)

In general, there appears to be a modest percentage increase (8%) of minority employees between Fall 2014 and Fall 2015. The growth in diversity is in a positive direction, but it is unclear if this is a growth in positions or a realignment of positions among existing employees.

Employment Representation Charts

| Chart 1. Category Representation – Tenured Faculty | | | | | | | | | | | | |
|---|--------|--------|--------|-------------------------|----------------|--------|------------------------------|--------|-----------------------------|-----------------|--------|--------|
| Indicator | NRA | B | A/AN | A (2013 and 2014) | A/PI (2009) | H | NH/OPI (2013 and 2014) | W | ≥ Two (2013 and 2014) | Not Reported | Female | Total |
| Number, Fall 2015 | 4 | 26 | 1 | 78 | N/A | 27 | 1 | 301 | 1 | 0 | 154 | 439 |
| Number, Fall 2014 | 3 | 25 | 2 | 73 | N/A | 27 | 0 | 305 | 1 | 0 | 152 | 436 |
| Percentage Change From Fall 2014 to 2015 | 33.3% | 4.0% | -50.0% | 6.8% | N/A | 0.0% | N/A | -1.3% | 0.0% | N/A | 1.3% | 0.7% |
| Number, Fall 2010 | 7 | 24 | 1 | N/A | 64 | 26 | N/A | 294 | N/A | 0 | 140 | 416 |
| Percentage Change From Fall 2010 to 2015 | -42.9% | 8.3% | 0.0% | N/A | N/A | 3.8% | N/A | 2.4% | N/A | N/A | 10.0% | 5.5% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |
| Source: IPEDS | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Chart 2. Category Representation – Tenure-Track Faculty | | | | | | | | | | | | |
| Indicator | NRA | B | A/AN | A (2013 and 2014) | A/PI (2009) | H | NH/OPI (2013 and 2014) | W | ≥ Two (2013 and 2014) | Not Reported | Female | Total |
| Number, Fall 2015 | 21 | 4 | 0 | 12 | N/A | 6 | 0 | 83 | 1 | 0 | 70 | 127 |
| Number, Fall 2014 | 16 | 6 | 0 | 15 | N/A | 6 | 0 | 85 | 1 | 0 | 71 | 129 |
| Percentage Change From Fall 2014 to 2015 | 31.3% | -33.3% | N/A | -20.0% | N/A | 0.0% | N/A | -2.4% | 0.0% | N/A | -1.4% | -1.6% |
| Number, Fall 2010 | 26 | 8 | 0 | N/A | 8 | 11 | N/A | 91 | 2 | 0 | 66 | 146 |
| Percentage Change From Fall 2010 to 2015 | -19.2% | -50.0% | N/A | N/A | N/A | -45.5% | N/A | -8.8% | N/A | N/A | 6.1% | -13.0% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |
| Source: IPEDS | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities | | | | | | | | | | | | |
| Indicator | NRA | B | A/AN | A (2013 and 2014) | A/PI (2009) | H | NH/OPI (2013 and 2014) | W | ≥ Two (2013 and 2014) | Not Reported | Female | Total |
| Number, Fall 2015 | 16 | 20 | 0 | 12 | N/A | 28 | 0 | 151 | 1 | 0 | 130 | 228 |
| Number, Fall 2014 | 7 | 16 | 0 | 9 | N/A | 25 | 0 | 154 | 0 | 0 | 129 | 211 |
| Percentage Change From Fall 2014 to 2015 | 128.6% | 25.0% | N/A | 33.3% | N/A | 12.0% | N/A | -1.9% | N/A | N/A | 0.8% | 8.1% |
| Number, Fall 2010 | 19 | 15 | 0 | N/A | 11 | 22 | N/A | 205 | 3 | 0 | 159 | 275 |
| Percentage Change From Fall 2010 to 2015 | -15.8% | 33.3% | N/A | N/A | N/A | 27.3% | N/A | -26.3% | N/A | N/A | -18.2% | -17.1% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |
| Source: IPEDS | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Chart 4. Category Representation – Executive/Administrative/Managerial | | | | | | | | | | | | |
| Indicator | NRA | B | A/AN | A (2013 and 2014) | A/PI (2009) | H | NH/OPI (2013 and 2014) | W | ≥ Two (2013 and 2014) | Not Reported | Female | Total |
| Number, Fall 2015 | 6 | 71 | 0 | 27 | N/A | 47 | 0 | 382 | 4 | 0 | 301 | 537 |
| Number, Fall 2014 | 4 | 70 | 0 | 25 | N/A | 37 | 0 | 359 | 2 | 0 | 268 | 497 |
| Percentage Change From Fall 2014 to 2015 | 50.0% | 1.4% | N/A | 8.0% | N/A | 27.0% | N/A | 6.4% | 100.0% | N/A | 12.3% | 8.0% |
| Number, Fall 2010 | 1 | 35 | 0 | N/A | 17 | 9 | N/A | 214 | 1 | 0 | 151 | 277 |
| Percentage Change From Fall 2010 to 2015 | 500.0% | 102.9% | N/A | N/A | N/A | 422.2% | N/A | 78.5% | N/A | N/A | 99.3% | 93.9% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |
| Source: IPEDS | | | | | | | | | | | | |
| | | | | | | | | | | | | |

PART VI

AREAS OF IMPROVEMENT & ACHIEVEMENT

Part VI: Areas of Improvement from 2014 Report; Achievement of Improvement Reported in 2015

| | |
|---|---|
| Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in September 2015 Report | Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, June 2014 |
| Black FTIC enrollment has increased 16.3% in 2015 from 16.7% in 2013. | 57.3% of state college transfers were from minority groups compared to 55.5% in 2014. |
| Areas of Improvement Pertaining to Sex Equity in Athletics Identified in September 2014 Report | Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report June 2013 |
| Working toward proportionality, our women's participation rate will need to increase by 5.7% - 6.7% to avoid adding a new sport. | As the participation rate increases, scholarship dollars will need to increase to match the participation rate. |
| Areas of Improvement Pertaining to Employment Identified in September 2015 Report | Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report June 2014 |
| Maintain and increase diverse representation of staff in management positions and faculty positions. | Increase diverse representation in faculty recruitment. |

PART VII

PROTECTED CLASS REPRESENTATION IN THE TENURE PROCESS

2014 - 2015

| Sex, Race/Ethnicity | *Applied | *Withdrawn | *Denied | *Deferred | *Nominated |
|--|--------------|-------------|--------------|-------------|--------------|
| MALES | | | | | |
| American Indian or Alaskan Native | | | | | |
| Asian | 1 | | | | 1 |
| Black or African American | | | | | |
| Hispanic | | | | | |
| Native Hawaiian/Other Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | 7 | | 2 | | 5 |
| Other, Not Reported | 1 | | | | 1 |
| Total Male (include Other, Not Reported) | 9 | | 2 | | 7 |
| FEMALES | | | | | |
| American Indian or Alaskan Native | | | | | |
| Asian | 2 | | | | 2 |
| Black or African American | 1 | | 1 | | |
| Hispanic | | | | | |
| Native Hawaiian/Other Pacific Islander | | | | | |
| Two or More Races | | | | | |
| White | 6 | | 1 | | 5 |
| Other, Not Reported | | | | | |
| Total Female (Number and Percent) (include Other, Not Reported) | 9 | 0 | 2 | 0 | 7 |
| | 50.0% | 0.0% | 50.0% | 0.0% | 50.0% |
| GRAND TOTAL | 18 | 0 | 4 | 0 | 14 |

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

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

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

*NOMINATED Faculty for whom tenure is being recommended by the University.

PART VIII

PROMOTION AND TENURE COMMITTEE

COMPOSITION

The overall University Committee is diverse.

For college committees – the criteria and process will be reviewed with each Dean and the Provost.

PART VIII: Promotion and Tenure Committee Composition, AY 2014-2015

| 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 | 1 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 6 | 3 |
| Anthropology | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| English | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| History | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Languages, Linguistics & Comparative Literature | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Music | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Philosophy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Political Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Communications & Media Studies | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Sociology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Theatre | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Visual Art & Art History | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| TOTAL | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 2 | 0 | 0 | 8 | 3 |

PART VIII: Promotion and Tenure Committee Composition, AY 2014-2015

| 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 |
| College of Business | | | | | | | | | | | | | | | | | | |
| Accounting | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Economics | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Finance | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Information Technology & Operations Management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Management | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Marketing | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 6 | 0 |
| College of Engineering and Computer Science | | | | | | | | | | | | | | | | | | |
| Civil Engineering | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 0 |
| Computer Science & Electrical Engineering | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 0 |
| Ocean Mechanical Engineering | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 |
| TOTAL | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 7 | 0 |
| Harriet L. Wilkes Honors College | | | | | | | | | | | | | | | | | | |
| | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 14 | 5 | 0 | 0 | 16 | 7 |
| TOTAL | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 14 | 5 | 0 | 0 | 16 | 7 |
| Christine E. Lynn College of Nursing | | | | | | | | | | | | | | | | | | |
| | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 0 | 1 | 21 |
| TOTAL | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 0 | 0 | 1 | 21 |

PART VIII: Promotion and Tenure Committee Composition, AY 2014-2015

| 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 |
| College of Medicine | | | | | | | | | | | | | | | | | | |
| Biomedical Science | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 4 | 0 |
| Student Affairs | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 3 | 1 |
| TOTAL | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 7 | 1 |
| Charles E. Schmidt College of Science | | | | | | | | | | | | | | | | | | |
| Biological Science | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Chemistry & Biochemistry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Geosciences | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Mathematical Sciences | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Physics | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Psychology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 0 | 0 | 4 | 2 |
| DSI - Design & Social Inquiry | | | | | | | | | | | | | | | | | | |
| Architecture | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Criminal Justice | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Public Administration | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Social Work | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Urban Plan & Regional | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 2 | 3 |

PART VIII: Promotion and Tenure Committee Composition, AY 2014-2015

| 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 |
| College of Education | | | | | | | | | | | | | | | | | | |
| Communications Sciences & Disorders | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Counselor Education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Curriculum Culture & Educational Inquiry | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Educational Leadership & Research Methodology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Exceptional Student Education | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Exercise Science & Health Promotion | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| Teaching & Learning | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 |
| TOTAL | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 | 2 |
| FAU Libraries | | | | | | | | | | | | | | | | | | |
| FAU Libraries | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 1 | 3 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 1 | 3 |

PART IX

OTHER REQUIREMENTS

A. Budget Plan

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

B. President's Evaluation

President Kelly's 2014 – 2015 Evaluation was held on Monday September 21, 2015 (see attachment)

B. Top Administrators' Evaluations were completed February – April 2015.



**Board of Trustees Annual Retreat Meeting Minutes
Sunday, September 20 – Monday, September 21, 2015
Harbor Branch Oceanographic Institute
5600 U.S. 1 North
Fort Pierce, FL 34946**

Chair Anthony Barbar convened the annual retreat of the Florida Atlantic University Board of Trustees with the following members participating:

Trustees Anthony Barbar, Chris Beetle, Daniel Cane, Michael Dennis, Jeffrey Feingold, Mary Beth McDonald, Abdol Moabery, Robert Stilley, Paul Tanner and Julius "Butch" Teske

The following university officials attended:

Dr. John Kelly, University President; Mr. Jorge Calzadilla, Vice President for Public Service; Mr. Patrick Chun, Vice President for Athletics; Dr. Daniel Flynn, Vice President for Research; Mr. Peter Hull, Vice President for Public Affairs; Mr. David Kian, Vice President of Legal Affairs and General Counsel and Interim CEO of the FAU Foundation, Inc.; Dr. Corey King, Vice President of Student Affairs; Dr. Gary Perry, University Provost and Chief Academic Officer; Ms. Dorothy Russell, Vice President for Financial Affairs and Chief Financial Officer; Ms. Stacy Volnick, Vice President of Administrative Affairs and Chief Administrative Officer and Interim Vice President for University Advancement; and Mr. Andrew LaPlant, Director, Board of Trustee Operations and Chief Aide.

Day 1 – September 20, 2015

Call to Order

Chair Anthony Barbar convened the annual retreat of the Board. Roll was taken and a quorum was established.

Welcome and Overview of the Retreat

Chair Barbar and President John Kelly gave a welcome and overview of the retreat to the trustees and Executive Leadership Team. They reviewed what they will be going over throughout the next two days.

Action Item: Ratification of 2014-15 FAU BOT/UFF Collective Bargaining Agreement Mid-Contract Reopeners

Mr. Kian explained that the administration and the United Faculty of Florida had negotiated several "house-keeping" revisions to reopened items in the Collective Bargaining Agreement. A motion was made and seconded to approve. Trustee Stilley asked if this should go to P&C committee first. Trustee

- Chair Barbar said it is very helpful for Board members to talk with students and faculty, but to know we are not decision makers in the day to day decisions.

Action Item: Review President Kelly's Proposed 2015-16 Goals and Objectives

Chair Barbar introduced President Kelly's proposed 2015-16 Goals and Objectives, which he and President Kelly developed. Trustee Stilley said the President should include in his personal goals to take more time off. Trustee Cane applauded the inclusion of specific metrics and deliverables, noting that this was something the Board had requested last year and he was pleased to see Included this year. He added his strong support for Trustee Stilley's recommendation that the President take more time off, as he fears that the President's schedule is not sustainable. **A motion to approve President Kelly's proposed 2015-16 Goals and Objectives was moved and seconded. With no further discussion or changes, the motion passed unanimously.**

Action Item: Review President Kelly's 2014-15 Evaluation

Chair Barbar introduced the proposed evaluation of the president that had previously been distributed to the Trustees. He emphasized the extraordinary change in the perception of the University in the community, by the BOG, and by elected officials. He credited this to Dr. Kelly and gave examples of the positive receptions that Dr. Kelly has received in all of these venues. He highlighted some of the specific accomplishments outlined in the evaluation and added that Mrs. Kelly has been a tremendous asset to the University as well. **A motion to approve the proposed 2014-15 Evaluation of President Kelly was moved and seconded. With no further discussion or changes, the motion passed unanimously.**

President Kelly departed from the room.

Action Item: Determine President Kelly's 2014-15 Performance Bonus

With Board's unanimous evaluation that President Kelly had performed exceptionally, Chair Barbar asked David Kian to review the terms of President Kelly's employment agreement with respect to performance bonus. Mr. Kian said Dr. Kelly will receive a retention bonus of 10% of his base salary and he is eligible for up to 10% more based on the Board's assessment of his performance. Trustee Cane asked whether the Board could award more for performance. Mr. Kian responded that 10% was the maximum allowed under the contract. Trustee Cane said Dr. Kelly's performance deserved more than 10% and asked whether the contract could be amended. Mr. Kian confirmed that it could, subject to Dr. Kelly's concurrence. He also recommended that the Board receive updated comparable salary information before finalizing any amendment. **A motion to retroactively amend President Kelly's employment agreement to allow the Board to award a performance bonus of up to 20% of base salary, subject to Dr. Kelly's agreement and to the Personnel and Compensation committee reviewing comparable compensation data and determining that such an amendment was reasonable, was moved and seconded. With no further discussion or changes, the motion passed unanimously. A motion to award President Kelly a performance bonus of 20% of base salary, with 10% paid now and 10% paid after the Personnel and Compensation committee reviews comparable compensation data**

and determines that the amended contract provision is reasonable, was moved and seconded. With no further discussion or changes, the motion passed unanimously.

The 2015 Board of Trustees Retreat was adjourned.

.....