

FAU

BOARD OF TRUSTEES
Florida Atlantic University

Item: SP: A-4

STRATEGIC PLANNING COMMITTEE
Wednesday, June 15, 2011

**SUBJECT: 2009-2010 FLORIDA EQUITY REPORTS: ENROLLMENT, GENDER 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 Reports on Enrollment, Gender Equity in Athletics, and Employment summarize Florida Atlantic University's efforts to expand access to educational advancement and equitable opportunities to previously underserved and underrepresented student and employee populations. This report reviews Florida Atlantic University's responsibilities and reporting requirements under the Florida Educational Equity Act (FEEA), Florida Statutes Section 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: 2009-2010 Florida Equity Reports.

Presented by: Mr. David Kian, Senior Vice President Strategic Relations &
General Counsel **Phone:** 561-297-3007

Ms. Paula Behul, Director **Phone:** 561-297-3004



Florida Educational Equity Act Report:

Enrollment, Gender Equity in Athletics, and Employment

Report Year 2010 - 2011

Florida Atlantic University

Data Year: FY July 2009 – June 2010

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

Submitted by:

**Paula Behul, Director
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Signature

Date

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PART I

Executive Summary

PART I EXECUTIVE SUMMARY

The Director of Equal Opportunity Programs is the university official responsible for preparing the Florida Atlantic University Educational Equity Act Report. The Equal Opportunity Programs Director initially met with the Senior Vice President for Strategic Relations to discuss the preparation of the plan. The EOP Director initiated contact with the Institutional Effectiveness and Analysis department. The data link was distributed to all SUS Data administrators by the Board of Governors staff on February 4, 2011. The data includes the IPEDS 2010 ethnic categories allowing for multiple ethnicities.

Updated forms were forwarded to all university data administrators. The Institutional Effectiveness and Analysis department forwarded the charts available for population at the time to Equal Opportunity Director for distribution. Requests were initially made to the following representatives: Dr. Diane Alperin, Interim Provost (Promotion and Tenure charts), Ms. Melissa Dawson, Senior Associate Director and Senior Women's Administrator, (Sex Equity in Athletics) and Dr. Charles Brown, Senior Vice President for Student Affairs, (Student Services).

The Academic Program charts were distributed to Dr. Michael Armstrong, Associate Vice President, Enrollment Management, Strategic Planning & Information Technology, Dr. Edward Pratt, Dean, Undergraduate Studies, Dr. Barry Rosson, Dean, Graduate College and Dr. Valerie Bristol, Dean, College of Education.

Additional requests were made to Dennis Crudele, Senior Vice President, Financial Affairs (Budgetary Incentive Plan) and the President's office.

Upon receipt of finalized drafts the Equal Opportunity Executive Secretary transformed the data into well-defined documents for this report. These documents summarize and measure the University's efforts to provide access to educational opportunities and professional advancement for previously underserved and underrepresented populations.

PART II

Policies and Procedures In Support of Equity

Florida Equity Reports Florida Atlantic University

Part II Policies and Procedures in Support of Equity

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

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

At Florida Atlantic University, all people are respected. The University has a zero-tolerance policy for any kind of harassment and discrimination. The Offices of Equal Opportunity Programs, Student Affairs, Human Resources, Academic Affairs and the University Ombudsman all play important roles in maintaining an environment of inclusiveness, fairness, and safety on FAU's seven campuses.

Florida Atlantic University Regulation 5.010, Anti-Discrimination and Anti-Harassment, affirms FAU's commitment to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of unlawful discrimination or harassment that is based on a legally protected class. Consistent with our goal of maintaining a community in which diversity is valued and opportunity is equalized, this regulation establishes procedures for an applicant, employee, or other member of the University community to file a complaint of alleged discrimination or harassment.

We will continue to value and promote diversity as the University grows in the years ahead, committing ourselves to standards that affirm the intrinsic worth and dignity of all human beings.

M. J. Saunders, President
June 2011

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

Paula Behul, Director
Equal Opportunity Programs
777 Glades Road, AD 265
Florida Atlantic University
Boca Raton, FL 33431-6424
(561) 297-3004 (phone)
(561) 297-2402 (fax)
pbehul@fau.edu /web address: <http://www.fau.edu/eop/>



FLORIDA ATLANTIC UNIVERSITY
EQUAL OPPORTUNITY PROGRAMS

Home / Equal Opportunity Programs / Homepage

EOP HOME

CONTACT

WELCOME TO THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS

Anti-Discrimination and
Anti-Harassment

Student Grievances

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Scholarships

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EOP Home

President's Office

Diversity at FAU

Jobs at FAU

Faculty Hiring Checklist

University Ombudsman



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

Location :

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

Phone:

561-297-3004

Fax:

561-297-2402

Florida Relay System:

800-955-8771

Office Hours:

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



Anti-Discrimination Anti-Harassment

Regulation 5.010

Equal Opportunity Programs

561.297.3004
fax 561.297.2402
www.fau.edu/eop

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FLORIDA ATLANTIC
UNIVERSITY

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1. POLICY

- (a) Florida Atlantic University affirms its commitment to ensure that each member of the University community shall be permitted to work or study in an environment free from any form of unlawful discrimination or harassment that is based on a legally protected class, including race, color, religion, age, disability, sex, national origin, marital status, veteran status or any other basis protected by law. The University recognizes its obligation to work towards a community in which diversity is valued and opportunity is equalized. This rule establishes procedures for an applicant or a member of the University community to file a complaint of alleged discrimination or harassment.
- (b) It shall be a violation of this Regulation for any officer, employee or agent to discriminate against or harass, as defined in this Regulation, any other officer, employee, student, agent, or applicant. Discrimination and harassment are forms of conduct which shall result in disciplinary or other action as provided by the Regulations and Policies of the University.
- (c) Activities covered under this rule include, but are not limited to, all educational, athletic, cultural and social activities occurring on a campus of or sponsored by Florida Atlantic University, housing supplied by the University, and employment practices between the University and its employees, including Other Personnel Services ("OPS") employees.
- (d) The Office of Equal Opportunity Programs ("EOP") shall administer the policies and procedures outlined in this Regulation. EOP shall answer inquiries regarding the procedures contained in this Regulation and may provide informal advice regarding issues of discrimination.
- (e) Retaliation, or otherwise taking adverse employment or educational action, against a member of the University community because he/she in good faith reported discrimination or harassment, or participated in an investigation or review regarding a complaint, is strictly prohibited. Those found to have violated this prohibition against retaliation will be subject to disciplinary action up to and including termination.
- (f) Any University supervisory employee who receives a report, observes or learns of an alleged violation of this Regulation has an absolute and unqualified duty to immediately report the conduct to the EOP Director. Those found to have failed to report in a

timely manner will be subject to disciplinary action up to and including termination.

- (g) Every University employee has a duty to cooperate fully and unconditionally in a harassment investigation. This duty includes, among other things, speaking with the EOP investigator and voluntarily providing all documentation which relate to the claim being investigated. The failure and/or refusal of any employee to cooperate in an investigation may result in disciplinary action up to and including termination.
- (h) The prohibited conduct contained in this Regulation shall apply to vendors and contractors of the University. The Director of the Equal Opportunity Programs office shall consult with the vendor or contract manager to determine how any investigation will be undertaken. The University shall take action against the vendor or contractor, when warranted, in accordance with the terms of the governing contract or agreement.

2. DEFINITIONS

- (a) For the purpose of this Regulation, discrimination is defined as unlawfully treating any member of the University community differently than similarly situated others based on a legally protected class. Harassment is a form of unlawful discrimination based on certain legally protected classes under Title VII of the Civil Rights Act of 1964 and other laws.
- (b) Additionally, discrimination on the basis of sex in education programs and activities receiving federal financial funding as set forth in Title IX of the Education Amendments of 1972, as amended, is included in this Regulation's definition of prohibited discrimination.
- (c) Examples of conduct which fall into the definition of discrimination include, but are not limited to:
 - 1. Unlawful disparity of treatment in recruitment, hiring, training, promotion, transfer, reassignment, termination, salary and other economic benefits, and all other terms and conditions of employment on the basis of membership in a legally protected class.
 - 2. Unlawful disparity of treatment in educational programs and related support services on the basis of membership in a legally protected class.

3. Unlawful limitation in access to housing, or of participation in athletic, social, cultural or other activities of the University because of membership in a legally protected class not based on a bona fide requirement or distinction.

4. Retaliation for asserting protected anti-discrimination rights, filing complaints or protesting practices which are prohibited under this Regulation.

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

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

2. Examples of harassment could include making "jokes" based on a legally protected characteristic, objectionable epithets/slurs, threatened or actual physical harm or abuse, the display of hostile symbols/objects and other intimidating or insulting conduct directed against the individual because of their legally protected characteristic or membership.

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

1. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment; or

2. Submission to such conduct or request is made either explicitly or implicitly a term or condition of academic achievement; or

3. Submission to or rejection of such conduct or request by an individual is used as the basis for an employment or academic decision affecting such individual; or

4. Such conduct or request unreasonably interferes with an individual's work or academic performance or creates an objectively intimidating, hostile, or offensive environment for working or learning.

- (f) The definition of sexual harassment excludes the use of sexual material in a classroom setting for academic purposes.
- (g) When referred to in this Regulation, days means calendar days unless otherwise noted.

3. PROCEDURE FOR REPORTING VIOLATIONS

- (a) The Office of Equal Opportunity Programs is responsible for administering the complaint and investigation process set forth in this Regulation. In cases where the potential complainant chooses not to file a formal complaint, EOP will take action to inform the alleged offender of the concerns, suggesting that the individual monitor and modify (if necessary) his/her behavior. All complaints, formal or informal, must be reported to EOP.
- (b) Any University employee who believes he/she has been harassed or discriminated against in violation of this Regulation must report the facts and circumstances thereof to the Director of Equal Opportunity Programs, the University Ombudsman, the University Provost, the Director of Human Resources, or to his/her College Dean or Vice President, who in turn must notify the Director of Equal Opportunity Programs.
- (c) Any student who believes he/she has been harassed or discriminated against in violation of this Regulation must report the facts and circumstances thereof to the Director of Equal Opportunity Programs, the University Ombudsman, the University Provost, the Dean of Students, or to his/her Department Head/Director or College Dean, who in turn must notify the Director of Equal Opportunity Programs.
- (d) Reports or allegations of an alleged violation of this Regulation will be processed upon the filing of a written complaint with EOP. The Director of EOP may process an alleged violation without a written complaint if deemed necessary by the Director and enough information is available to conduct a responsible investigation.
- (e) A complaint must be filed with EOP within one-hundred eighty (180) days of the alleged act(s) of discrimination/harassment. The Director of EOP may process an alleged violation outside

of this time limitation if deemed necessary by the Director. The filing of a complaint under this Regulation is independent and does not preclude the complainant from also filing a complaint with federal, state or local enforcement agencies. The filing of a complaint with EOP does not constitute a filing with, or have any effect on the filing time limitations of those external agencies. All complainants are urged to contact these external agencies directly to learn the filing deadlines and procedures for each agency. Contact information for these agencies is available from the EOP office and this brochure at 7. Outside Agencies.

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

4. PROCEDURE FOR INVESTIGATION OF COMPLAINTS

- (a) EOP shall investigate all complaints that contain enough information to allege prohibited discrimination or harassment. This investigation must include, but shall not be limited to, interviewing the alleged offender and the complainant. The investigation may include the interview of other persons who may have information relevant to the allegations, preparation of witness statements for all persons interviewed, and review of any relevant documents. Upon completion of the investigation, a final report shall be prepared which includes a summary of the complaint, a description of the investigation, whether a violation of University Regulation was found, and recommendations for disposition.
- (b) The Office of Equal Opportunity Programs may attempt conciliation before or during the course of an investigation of a complaint. If conciliation is not achieved, then EOP shall continue to investigate the complaint, and shall issue a final report.
- (c) EOP shall conclude its investigation and issue its final report

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

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

5. PROCEDURE FOR RECONSIDERATION

- (a) Any party may submit a written response or statement to be attached to the final report and maintained in the same file.
- (b) Either the complainant or alleged offender may request reconsideration of the finding in the EOP final report. The party must submit this request in writing to the EOP Director within ten (10) days of receipt of the EOP final report.
- (c) The request for reconsideration must be in writing and shall specify the basis of the request. Typically, reconsideration will be granted only in cases where relevant evidence was not reviewed and/or new evidence is available.
- (d) Any disciplinary action imposed as a result of an EOP investigation may be reviewed subject to University Regulation 5.009 (Grievance Procedure), University Regulation 4.007 (Student Disciplinary Procedures), or an applicable collective bargaining agreement.

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

6. STUDENTS

Academic Grievances/Grade Dispute

Equal Opportunity Programs (EOP) does not investigate or receive complaints involving academic issues. Florida Atlantic University has Regulation 4.001 in place for students to grieve their grade or other academic issues. Regulation 4.001, Section (9) is applicable to grade disputes without any allegation of academic irregularity. If there are additional questions concerning this process, please contact the Academic Department Chair, College Dean or the University Ombudsman.

3rd Parties

Regulation 5.010 prohibits discrimination and harassment by vendors and contractors doing business with the University. If you believe that you have been discriminated against or harassed by a vendor, please take time to remember their name, organization/business, time/location of the incident and report this information to the EOP office as soon as possible.

Group Training on Regulation 5.010

Requests for training for student groups, clubs or organizations should be made by contacting the Equal Opportunity Programs Office at 561-297-3004. Ask to schedule a campus training session.

External Enforcement Agency for Students

Office of Civil Rights
Atlanta Office
U.S. Department of Education
61 Forsyth St. S.W., Suite 19T70
Atlanta, GA 30303-3104

Telephone: (404) 562-6350
Fax: (404) 562-6455
TTY: (877) 521-2172

website: www.ed.gov

7. OUTSIDE ENFORCEMENT AGENCIES

Equal Employment Opportunity Commission

Miami District Office
One Biscayne Tower
2 South Biscayne Blvd. Suite 2700
Miami, FL 33131
Telephone: (800) 669-4000
Fax: (305) 808-1855
TTY: (800) 669-6820
website: www.eeoc.gov/miami

Florida Commission on Human Relations

2009 Apalachee Parkway, Suite 200
Tallahassee, FL 32301
Telephone: (850) 488-7082
Fax: (850) 488-5291
TTY: (800) 955-1339
email: fchrinfo@fchr.myflorida.com
website: <http://fchr.state.fl.us>

"At Florida Atlantic University, all people are respected. The University has a zero-tolerance policy for any kind of harassment and discrimination, whether or not it is expressly covered by law."

President Frank T. Brogan '81
June 6, 2008



FLORIDA ATLANTIC UNIVERSITY AIDS Committee

Division of Student Affairs

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Prevention
Through Education

POLICY

The AIDS Committee is advisory to the President and shall coordinate the University's efforts to implement the University AIDS policy and to educate the University community about the nature, prevention, treatment and handling of the disease.

The FAU AIDS Committee will meet on an as needed basis to consider the management of individual occurrences of the disease among persons on campus. The Committee shall recommend appropriate action, taking into consideration current medical information, legal requirements, the needs of infected persons and the welfare of the University community. The AIDS Committee may adopt procedures to insure consistency in the handling of persons infected with the disease.

[EXPLORE STUDENT AFFAIRS](#)

[STUDENT HANDBOOK](#)



FLORIDA ATLANTIC UNIVERSITY AIDS Committee

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FAU AIDS COMMITTEE



Prevention
Through Education

ABOUT US

Florida Atlantic University adheres to the University's AIDS Policy, as well as to all applicable laws, regulations and rules relating to non-discrimination against persons with handicaps. In order to insure adherence to these legal directives, the Florida Atlantic University Committee on AIDS was established.

History

The FAU AIDS Committee was established in 1988 to assure adherence to all applicable laws. All members of the Committee are volunteers from the University faculty, staff and student body. They represent the diversity of the University and the University service areas. The Chair of the Committee is the Director of the Student Health Services.

The AIDS Committee strives to provide high quality educational programs and services to the University community through working cooperatively with outside HIV service agencies and other universities. Our HIV awareness and prevention activities include:

- NAMES Project AIDS Memorial Quilt
- World AIDS Day Events
- AIDS Expo
- Educational Programs
- AIDS Walk-for-Life

PART III

A. Academic Program Reviews

Part III A. Academic Program Analysis 2009-10

- Strategic Plan – reflect racial, ethnic and gender diversity in student enrollment as found in Southeast Florida population
- 14.6% Black freshmen enrollment in 2009, same as 2004; this percentage declined to 12.9% in 2010
- 20.4% Hispanic freshmen in 2009 up from 17.5% in 2004; this percentage increased to 23.2% in 2010
- Overall freshman minority enrollment rate was 45.4% in 2009, up from 38.7% in 2004
- 55.9% of community (now state) college transfers were from minority groups in 2010 and 52.1% in 2009, up from 47.6% in 2004
- Black college transfers were 19.2% in 2010 and 19.3% in 2009, up from 16.9% in 2004
- Hispanic college transfers were 25.6% in 2010 and 24.3% in 2009 up from 18.2% in 2004.
- FAU retains Black and Hispanic students at a rate exceeding that of White students and of the student population as a whole.
- Retention rate for Black FTICs entering FAU in summer/fall 2009 after one year was 90.20%
- Retention rate for Hispanics was 85.77% as compared to 79.75% for Whites and 82.86% for FTICs overall
- Female students are retained at a greater rate than males; 84.93% for females versus 80.46% for males

Graduation Rates

- Graduation rate for Black students entering FAU in summer/fall 2004 was 41.62%, very close to the overall graduation rate of 42.06%
- The graduation rate for Hispanics, 43.75%, was higher than the overall rate
- The female graduation rate was higher than the male graduation rate 45.71% for females versus 37.80% for males.
- Once matriculated, Black and Hispanic FTICs remain at FAU at rates at or above the overall FTIC rate.
- FAU is characterized by the rich diversity of its student body, and this diversity is reflected in its graduates
- Over 45% of graduates in 2009-2010 were non-White
- Black students accounted for 18.44% of baccalaureate degrees awarded, an increase of 61 students over the previous year
- The same percentage – 18.44% - was awarded to Hispanic students
- 12% of masters degrees were awarded to Black students (an increase of 16% over the previous year)
- 13% of masters degrees were awarded to Hispanic students (an increase of 14% over the previous year)

Refer to Table III Charts

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

Florida Equity Reports
 Florida Atlantic University
 2010-11
 PART III: Academic Program Reviews

Chart 1. Full-Time First-Time-In-College Enrollment, Fall 2010, Fall 2009 and Fall 2004

	NRA	B	AU/AN	A/PA	H	NH/OPI	V	≥ Two	Unk	Female	Male	Total
Total FTIC Fall 2010	18	341	6	108	612	7	1440	94	11	1362	1275	2637
Category % of Total Fall 2010	0.68%	12.93%	0.23%	4.10%	23.21%	0.27%	54.61%	3.56%	0.42%	51.65%	48.35%	1
Total FTIC Fall 2009	23	357	8	115	499	0	1412	0	36	1314	1136	2450
Category % of Total Fall 2009	0.94%	14.57%	0.33%	4.69%	20.37%	N/A	57.63%	N/A	1.47%	53.63%	46.37%	1
Total FTIC Fall 2004	43	334	4	97	400	0	1403	6	0	1234	1053	2287
Category % of Total Fall 2004	1.88%	14.60%	0.17%	4.24%	17.49%	N/A	61.35%	0.26%	N/A	53.96%	46.04%	1

Sources: Student Instruction File/Retention(Fall or Summer FTICs Who Matriculated Fall)

Florida Equity Reports
 Florida Atlantic University
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 PART III: Academic Program Reviews

Chart 2. Full-Time Florida Community College A.A. Transfers, Fall 2010 (and Summer Continuing Into Fall) Fall 2009 and Fall 2004

	NRA	B	A/I/AN	A/P/A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Total Fall 2010	23	159	0	35	212	2	365	20	11	483	344	827
Category % of Total Fall 2010	2.78%	19.23%	N/A	4.23%	25.63%	0.24%	44.14%	2.42%	1.33%	58.40%	41.60%	1
Total Fall 2009	15	115	3	27	145	0	286	1	5	351	246	597
Category % of Total Fall 2009	2.51%	19.26%	0.50%	4.52%	24.29%	N/A	47.91%	0.17%	0.84%	58.79%	41.21%	1
Total Fall 2004	47	104	5	23	112	0	322	2	0	379	236	615
Category % of Total Fall 2004	7.64%	16.91%	0.81%	3.74%	18.21%	N/A	52.36%	0.33%	N/A	61.63%	38.37%	1

Sources: Student Instruction File/Retention(Fall or Summer FTICs Who Matriculated Fall)

Florida Equity Reports
 Florida Atlantic University
 2010-11
 PART III: Academic Program Reviews

Chart 3. Retention of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2009 or Summer 2009 and continuing into Fall, After One Year

	NRA	B	AI/AN	A/PA	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	23	357	8	115	499	0	1412	0	36	1314	1136	2450
Category % of Total	0.94%	14.57%	0.33%	4.69%	20.37%	N/A	57.63%	N/A	1.47%	53.63%	46.37%	1
After 1 year	19	322	8	97	428	0	1126	0	30	1116	914	2030
Retention Rate	82.61%	90.20%	100.00%	84.35%	85.77%	N/A	79.75%	N/A	83.33%	84.93%	80.46%	82.86%

File: FTICs Who
 Matriculated Fall 2009, plus

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Chart 4. Graduation Rate of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2004 or Summer 2004 and continuing into Fall, After Six Years

	NRA	B	AI/AN	A/PA	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	43	334	4	97	400	0	1403	6	0	1234	1053	2287
Category % of Total	1.88%	14.60%	0.17%	4.24%	17.49%	N/A	61.35%	0.26%	N/A	53.96%	46.04%	1
After 6 years												
Number of Graduates	25	139	1	47	175	0	572	3	0	564	398	962
Percent Graduated	58.14%	41.62%	25.00%	48.45%	43.75%	N/A	40.77%	50.00%	N/A	45.71%	37.80%	42.06%
Category % Graduated	2.60%	14.45%	0.10%	4.89%	18.19%	N/A	59.46%	0.31%	N/A	58.63%	41.37%	1
Number Retained	27	167	1	57	221	0	676	5	0	661	493	1154
Percent Retained	62.79%	50.00%	25.00%	58.76%	55.25%	N/A	48.18%	83.33%	N/A	53.57%	46.82%	50.46%
Category % Retained	2.34%	14.47%	0.09%	4.94%	19.15%	N/A	58.58%	0.43%	N/A	57.28%	42.72%	1

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

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Chart 5. Bachelor's Degrees Awarded, AY 2009-2010, AY 2008-2009, AY 2004-2005									
	NRA	B	AI/AN	A/PA	H	W	Unk	Total	
AY 2009-2010									
Male	85	270	8	78	312	957	4	1714	
Female	94	562	3	100	520	1510	9	2798	
Total	179	832	11	178	832	2467	13	4512	
Category % of Total	3.97%	18.44%	0.24%	3.95%	18.44%	54.68%	0.29%	1	
AY 2008-2009									
Male	69	218	8	87	273	927	4	1586	
Female	111	553	9	109	543	1547	10	2882	
Total	180	771	17	196	816	2474	14	4468	
Category % of Total	4.03%	17.26%	0.38%	4.39%	18.26%	55.37%	0.31%	1	
AY 2004-2005									
Male	126	186	5	58	178	846	1	1400	
Female	150	498	18	100	364	1492	0	2622	
Total	276	684	23	158	542	2338	1	4022	
Category % of Total	6.86%	17.01%	0.57%	3.93%	13.48%	58.13%	0.02%	1	

Source: IPEDS Completions report (degrees awarded) GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99,0000, all disciplines.

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Chart 6. Master's Degrees Awarded, AY 2009-2010, AY 2008-2009, AY 2004-2005									
	NRA	B	A/AN	A/PA	H	W	Unk	Total	
AY 2009-2010									
Male	41	34	0	14	56	257	2	404	
Female	35	111	1	25	102	503	2	779	
Total	76	145	1	39	158	760	4	1183	
Category % of Total	6.42%	12.26%	0.08%	3.30%	13.36%	64.24%	0.34%	1	
AY 2008-2009									
Male	50	34	1	25	53	238	2	403	
Female	38	91	1	27	85	457	0	699	
Total	88	125	2	52	138	695	2	1102	
Category % of Total	7.99%	11.34%	0.18%	4.72%	12.52%	63.07%	0.18%	1	
AY 2004-2005									
Male	60	44	1	12	45	290	1	453	
Female	41	94	1	21	80	436	2	675	
Total	101	138	2	33	125	726	3	1128	
Category % of Total	8.95%	12.23%	0.18%	2.93%	11.08%	64.36%	0.27%	1	

Source: IPEDS Completions report (degrees awarded), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99,0000, all disciplines.

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Chart 7. Doctoral Degrees Awarded, AY 2009-2010, AY 2008-2009, AY 2004-2005

	NRA	B	A/AN	A/PA	H	W	Unk	Total
AY 2009-2010								
Male	19	1	0	4	2	15	0	41
Female	10	5	0	0	3	33	0	51
Total	29	6	0	4	5	48	0	92
Category % of Total	31.52%	6.52%	N/A	4.35%	5.43%	52.17%	N/A	1
AY 2008-2009								
Male	17	4	0	1	1	16	0	39
Female	9	6	2	5	4	25	0	51
Total	26	10	2	6	5	41	0	90
Category % of Total	28.89%	11.11%	2.22%	6.67%	5.56%	45.56%	N/A	1
AY 2004-2005								
Male	10	1	0	2	1	9	0	23
Female	4	6	0	0	0	24	0	34
Total	14	7	0	2	1	33	0	57
Category % of Total	24.56%	12.28%	N/A	3.51%	1.75%	57.89%	N/A	1

Source: IPEDS Completions report (degrees awarded), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

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Chart 8. First Professional Degrees Awarded, AY 2009-2010, AY 2008-2009, AY 2004-2005

	NRA	B	A/AN	A/PA	H	W	Unk	Total
AY 2009-2010								
Male	0	2	0	0	3	3	0	8
Female	0	5	0	0	3	20	0	28
Total	0	7	0	0	6	23	0	36
Category % of Total	N/A	19.44%	N/A	N/A	16.67%	63.89%	N/A	1
AY 2008-2009								
Male	2	1	0	0	0	6	0	9
Female	1	8	0	1	2	23	0	35
Total	3	9	0	1	2	29	0	44
Category % of Total	6.82%	20.45%	N/A	2.27%	4.55%	65.91%	N/A	1
AY 2004-2005								
Male	0	0	0	0	0	4	0	4
Female	0	3	0	0	3	9	0	15
Total	0	3	0	0	3	13	0	19
Category % of Total	N/A	15.79%	N/A	N/A	15.79%	68.42%	N/A	1

Source: IPEDS Completions report (degrees awarded), GRAND TOTAL BY FIRST MAJOR, First Professional degrees.
 Chart for 99,0000, all disciplines.

PART III
B. STUDENT SERVICES

Part III B. Student Services

EQUAL OPPORTUNITY PROGRAMS

Equal Opportunity Programs provides Equal Access funding to the following Student Services initiatives:

Graduate Studies

Graduate Diversity Fellowship

- Increase diversity of student body in chosen field of study
- Admitted into Graduate Major
- Completion of 9 credit hours of graduate-level coursework.

Multicultural Affairs

Eyes On the Prize Retention Program

- Provides academic counseling and support services for students
- Offers Needs assessment, survival skills workshop
- Book Loan program and tutoring programs.

Office for Students with Disabilities

Auxiliary Learning Aids

- Funding used to provide sign language interpreters, note takers, audio and class recordings, enlarged print materials, Assistive Technology Lab, etc.
- <http://www.fau.edu/eop/>

ACADEMIC AFFAIRS

Admissions

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

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

Tours for individual students and their families are offered at 10:00 a.m. and 2:00 p.m., Monday – Friday as well as 10:00 a.m. on select Saturdays. Special appointment tours are scheduled for field trips and groups of ten or more people.

Female students accounted for 59% of incoming freshmen.
<http://www.fau.edu/academic/admissions/admissn.htm>

**Freshman Academic
Advising Services**

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

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

Undergraduate Students

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

Graduate Students

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

**Center for Learning
And Student Success**

Learning Communities have been established with high female and/or minority participation (eg., Education and Nursing where students collaborate on projects while assessing university resources. Supplemental Instruction (SI) is targeted toward EVERY student enrolled in identified “high risk courses.”

Individual Retention Counseling is available by individual request or referrals due to financial issues, academic concerns as well as development of test taking skills, etc.
<http://www.fau.edu/retention>

Student Financial Assistance

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

STUDENT AFFAIRS

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

Weppner Center for Civic Engagement and Service

Mission:

- Develop partnerships between the university and community, provides service opportunities to faculty, staff and students, and promotes the link between the curriculum and service fostering civic awareness.
- The vision is to foster future leaders through civic responsibility and community service.
- Services offered:
 - Volunteer and Academic Service-Learning Advising
 - Planning community service events
 - Civic awareness promotion
 - Academic Service-Learning referral

Campus Recreation

Mission:

The Mission of Campus Recreation is to enhance the quality of life of the Florida Atlantic University community by encouraging active and balanced lifestyles and to facilitate student learning through participation in Campus Recreation programs, services and facilities.

Recreation & Fitness Center Usage

- 226,792 total student visits to the center from 7/1/09 – 6/30/10
 - 10,726 unique students
 - 36% female (3,861 total)
 - 64% male (6,865 total)
- <http://www.fau.edu/campusrec/>

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

- 3,878 unique participants
- 22% female (853 total)
- 78% male (3,025 total)

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

- 1,869 unique participants.
- 82% female (1,533 total)
- 18% male (336 total)

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

- 616 participants
- 33% female (201 total)
- 67% male (415 total)

Student Health Services

Females comprised 67% of all clinic visits for 2009-10:

- Boca clinic: 66% of all visits were from female students
- Davie clinic: 70% of visits were from female students
- Jupiter clinic: 72% of all visits were from female students

Services for minorities:

- 15.5% of all visits were from Hispanic students
- 15.1% of all visits were from Black students
- 4.3% of all visits were from Asian students
- <1% of all visits were from American Indian students
- International students comprised 7.2% of all clinic visits.

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

Multicultural Affairs

Human Relations and Diversity Training, Jan 15, 2009

One day workshop for FAU students

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

Total – 317

WF	WM	BF	BM	Hisp F
80	34	93	26	55

Hisp M	AF	AM	OF	OM
7	12	6	3	1

Eyes on the Prize Retention Program

Provides academic counseling and support services.

Program has six components:

- Needs assessment of study habits, attitudes and dropout proneness (48 participants)
- Survival skills workshops (48 participants)
- Monitoring Scholastic progress (48 participants)
- Referrals to appropriate academic and student affairs units for assistance (7 participants)
- Book Loan Program (602 applications)

Academic Enhancement Program

- Tutorial program designed to help FAU students earn better grades leading to academic success.
 - Gender and ethnicity transparent
- [http://www.multiculturalaffairs@fau.edu](mailto:www.multiculturalaffairs@fau.edu)

Student Employment **Human Resources**

- Offers student employment
 - Gender and ethnicity transparent
- http://www.fau.edu/hr/Student_Employment/index.php

PART IV
GENDER EQUITY IN ATHLETICS

Part IV Gender Equity in Athletics Update

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

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

In compliance with Prong III

FAU surveys all incoming full time undergraduate students. The students are asked about their backgrounds and interests in participating in intercollegiate sports. Participation levels of the current student body in campus recreation & intramural sports would also indicate a level of interest. Based on this year's survey results FAU is meeting the interest and abilities of its student body.
Fall 2011 -- Sand Volleyball
Satisfying Prong II – History of expanding opportunities for the underrepresented sex.

Chart 1 Sex Equity in Athletics Update

1. Sports Offerings

18 Varsity Intercollegiate Teams

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

2. Participation Rates 09-10 Compared with Full-time Enrollment

Full Time Undergraduate Enrollment

- Male - 46.5%
- Female – 53.5%

Athletic Undergraduate Participation

- Male – 58.3%
- Female – 41.7%

3. Availability of Facilities

- Facilities are equivalent.
- Renovations have been made to numerous facilities.

Renovations included the addition of a track and upgrade of the arena. Dollars are now spent annually to ensure that the facilities remain in excellent condition.

4. Scholarship Offerings

- Financial assistance awarded in 2009-2010 was \$3,401,421.27. Men represented 64.6% of the participation and received 55.8% of the awards. Women represented 35.4% of the participation and received 44.2% of the awards. There is a difference of 8.8% favoring the women's program.

5. Funds allocated for:

- a) The Athletics Program
Funds are needed for coaching salaries, scholarships, recruiting, tutors, travel, per diem, etc.
- b) Administration
Athletics Director administers program,
2-Senior Associate AD's (Senior Associate for Internal Relations and Senior Associate for External Relations.
5-Associate Athletic Directors (Business, Compliance, Academics, Marketing, Promotions and New Business Development and Administration)
All report to the Athletic Director. The seven Administrators oversee the rest of the department except for, Football, Men's Basketball, Women's Basketball, Baseball and Softball, these programs report directly to the Athletics Director.
- c) Travel & per diem allowances
Hotels are rated good to excellent
1 student athlete assigned per bed, if odd number roll away bed is utilized.
Teams arrive the day before competitive event and usually leave immediately after unless air travel is involved.
Coaches or Administrator pays for group meal or participants are allowed \$25 per day for meals.
- d) Recruitment
All Head Coaches & Assistant Coaches receive University cell phones for the recruiting process. Courtesy cars are provided to both male and female head and assistant coaches. Teams not assigned a courtesy vehicle are provided funds to rent a vehicle for recruiting travel.
- e) Comparable Coaching
Full compliment of allowable coaches
-Women's Programs have Assistant Coaches for Basketball and Softball
-Men's Programs have Assistant Coaches for Football, Basketball and Baseball
Recommendation – Assistant Coach for Women's Soccer and/or Volleyball

(to increase Women's teams w/full compliment of allowable coaches)

f) Publicity and Promotion

Marketing promotion plans – Football, Men's & Women's Basketball

Season long promotions – Football, Men's & Women's Basketball, Baseball and Softball

Print Ads – Men's & Women's Basketball & Football

Radio Ads – Football, Men's & Women's Basketball, Baseball, Softball, Men's & Women's Soccer & Volleyball

Website Ads, email blasts and flyers are provided all sports with home competitions. Efforts in marketing and promotions appear to be equal.

g) Other Support Costs

Most coaches have their own computers and do their own typing and correspondence

-Football – one full time secretary for 10 staff members

-Women's Basketball – part-time secretary for 4 staff members

-AD's secretary assists all sports as needed.

6. Provision of equipment and supplies

Neither men's or women's swim team have parkas due to our warmer climate and the excessive costs of these items.

7. Scheduling of games and practice

M/W basketball teams and volleyball use the FAU arena for all practices and home events. Volleyball has priority in the fall when they are in season.

M/W basketball have priority in the spring when they are in season,

Head coaches meet to discuss available practice slots.

Patch Reef Park is the home of men's and women's tennis.

8. Opportunities to receive tutoring

Each sport has an academic advisor.

Team meetings are held each semester where students are reminded and advised of services offered by the academic services team.

At risk students, regardless of sex, receive priority.

9. Compensation of coaches and tutors

Coaches are compensated at rates equal to or greater than their Sun Belt Conference counterparts.

Tutors are compensated based on educational level (undergraduate or graduate) not on their sex.

10. Medical and training services

All trainers employed in the Athletics training room (whether graduate assistant or regular employee) are certified.

Assignment of athletic trainers is based on injury rate and seriousness data obtained through an annual report produced by the NCAA. This enables Athletics to make sure our most experienced trainers are assigned to the sports with the highest incident of serious injury.

11. Housing and dining facilities and services

Student athletes live in dormitories or apartments on and off campus. The same housing is available to all teams that must be on campus to practice or compete during holiday breaks.

The football team spends the night before home/games in a hotel room. No women's team has expressed an interest in this arrangement.

Chart 2 Sex Equity in Athletics Areas for Improvement

1. Participation Rates

Area not presently a problem under Prong III
In a recent review the Title IX Specialist suggested abandoning Prong III and satisfying Prong II –
A history of expanding opportunities for the underrepresented sex.
Roster Management Plan
Fall 2011 – Proposed addition of Sand Volleyball
Fall 2016 – Proposed addition of Competitive Cheer

2. Scholarship Offerings

8.8% is presently spent on women's scholarships than women's participation numbers require.
Adding Sand volleyball will rectify this concern to ensure compliance.

3. Comparable Coaching

Add an additional assistant coach to the volleyball and women's soccer program in the future.
1 additional Volleyball Assistant Coach – Fall 2011
1 additional Soccer Assistant Coach – Fall 2012

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Chart 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	FAU offers 18 varsity intercollegiate teams, eight for men and ten for women.	No
2. Participation rates, male and female, compared with full-time undergraduate enrollment	FAU has recently relied on prong 3 (meeting the interest and abilities of the student body) to satisfy Title IX. An interest survey has been conducted on all incoming, full time, undergraduate students. They are asked about their background in athletics participation and their interest in participating in intercollegiate sports. In addition we review the participation level of our current student body in campus recreation and intramural sports to ensure that we offer a varsity team in all sports that indicate a level of interest high enough to sustain a team. In a recent review, a Title IX specialist recommended that we abandon prong 3 as our means of complying. This was recommended due to the large difference in our female participation numbers and our undergraduate enrollment numbers. The specialist mentioned that providing proof of meeting prong 3 was difficult and we would be best suited to proceed otherwise. Although it is our belief that we have indeed met the interest of our undergraduate students, we will propose to the Board of Trustees adding sand volleyball summer/fall 2011. By doing this we will also satisfy the requirements of Title IX based on prong 2, a history of expanding opportunities for the underrepresented sex.	No
3. Availability of facilities, defined as locker room, practice, and competitive facilities	Facilities are equivalent. Over the past 5 years renovations have been made to numerous facilities. These renovations included the addition of a track and an upgrade of the arena. Dollars are now spent annually to ensure that the facilities stay in excellent shape.	No

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4. Scholarship offerings for athletes	<p>The total amount of financial assistance awarded in 2009-2010 was \$3,401,421.27. Men represented 64.6% of participation and received 55.8% of the awards. Women represented 35.4% of the participation and received 44.2% of the awards. There is an 8.8% difference favoring the women's programs. In the summer/fall of 2011, we will implement a roster management plan and also recommend to the Board of Trustees the addition of sand volleyball as our 19th intercollegiate sport. The limiting of roster spots on the men's side and the increase in female roster slots caused by the roster management and approval of the addition of sand volleyball will bring the scholarship dollars more in line with the participation numbers. At this time we will hold this steady as the participation numbers for women will catch up to the expenditures.</p>	Yes
5. Funds allocated for:		
a) the athletic program as a whole	<p>The athletic program budget as a whole can be evaluated by comparing each component in this chart. Funds are needed for coaching salaries, scholarships, recruiting, tutors, travel, per diem and every other item mentioned in this table. Therefore, the best way to evaluate this area's weakness is by comparing the items listed on this chart.</p>	No
b) administration	<p>The athletics program is administered by the Athletics Director. There are two Senior Associate Athletics Directors (Senior Associate for Internal Relations and Senior Associate for External Relations). There are five Associate Athletics Directors (Associate AD for Business, Associate AD for compliance, Associate AD for Academics, Associate AD for Marketing, Promotions and New Business Development and Associate AD for Administration). All Senior Associate Directors and Associate Directors report directly to the Athletics Director. These seven administrators oversee the rest of the department with the exception of football, men's basketball, women's basketball, baseball and softball. These programs report directly to the Athletics Director.</p>	No

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c) travel and per diem allowances	<p>Each team stays in hotels that rated as good to excellent by coaches and student-athletes. Participants are assigned one student athlete per bed. If there is an odd number of student athletes travelling a roll away bed is utilized at times. Teams arrive the day before a competitive event and usually leave immediately after unless commercial air travel is involved. In these cases teams sometimes stay overnight to catch flights the following day. Modes of transportation are determined by distance being travelled and the size of the travel party- they are not based on the gender of a team. Teams eat as a group with one of the coaches or administrators paying the bill, or participants are given meal money. Participants are allowed \$25 per day for three meals. The only exception is when teams stay at hotels that provide a breakfast as part of their stay. In these situations the participants are allowed \$20 per day for two meals. In some instances teams will arrange meals to be catered at their hotels. These arrangements are made by the coaching staff due to the difficulty of arranging eating arrangements for parties with large numbers at local restaurants. These costs can at times exceed \$25 per day. There are no problems with these arrangements. Finally, 3 men's teams (football, basketball and baseball) are provided with a pre or post game meal and 3 women's teams (volleyball, basketball and tennis) are provided the same.</p>	No
d) recruitment	<p>Recruitment funding is relatively equal. Coaches of all sports noted that the budget was limited but that they made it work. All head coaches and assistant coaches 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. However, any team that does not have a courtesy car assigned to them is provided the funds to rent a vehicle for recruiting travel.</p>	No

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e) comparable coaching	There are 3 men's programs (football, basketball and baseball) with the full number of allowable assistant coaches and 2 women's programs (basketball and softball). It is recommended that an assistant be added to women's soccer and/or volleyball in order to increase the number of women's teams with the full compliment of allowable coaches.	Yes
f) publicity and promotion	There are marketing and promotions plans for football and men's and women's basketball. Season long promotions are done for football, men's basketball, women's basketball, baseball and softball. Print ads are provided for men's basketball, women's basketball and football. Radio ads are provided for football, men's basketball, women's basketball, baseball, softball, women's soccer, men's soccer and volleyball. Website ads, e-mail blasts and flyers are provided for all sports with home competitions. Efforts in marketing and promotions appear to be equal.	No
g) other support costs	The need for secretarial assistance is minimal as most coaches have their own computers and do their own typing and correspondence. The football staff does have one full time secretary for 10 staff members and women's basketball has a part time secretary for 4 staff members. The AD's secretary is available to assist all sports with clerical tasks as needed.	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. The men's and women's swim team do not have parkas but this is not an equity issue as neither team has them due to our warmer climate and the excessive costs of these items.	No

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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 facilities. Due to this luxury the scheduling of games and practice times is equal. 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. M/W basketball has priority in the spring since they are in season. The three head coaches meet during each semester to discuss the available practice slot and agree to who will utilize which slot. If a conflict arises that cannot be settled among the coaches, the issue is brought to the attention of the Senior Associate AD/SWA for resolution. 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. The scheduling of games is handled by each head coach or staff member designated by the head coach.</p>	No
8. Opportunities to receive tutoring	<p>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 the student athletes are informed of and reminded of the services offered by the academic services team. All of this is reinforced through the student athlete handbook that students are required to acknowledge they have read. No teams receive priority in the assignment of tutors. If anyone, at-risk-students, regardless of sex, receive priority.</p>	No

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9. Compensation of coaches and tutors	Coaches are compensated at rates equal to or greater than their Sun Belt Conference counterparts. The athletics department maintains an up to date annual report on the average, 25th, 50th and 75th percentile for both its conference and national counterparts. This report is used during salary negotiations for all positions. This ensures that all staff members are compensated at a rate that is comparable to the appropriate market rate for our conference and/or team. Tutors are compensated based on educational level (undergraduate or graduate) not on their sex.	No
10. Medical and training services	Assignment of 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. This makes sure that each team has an athletic trainer that has met at least the minimal standards set by the governing body of the profession.	No
11. Housing and dining facilities and services	Student-athletes live in dormitories or apartments on and off campus. The same housing is available to all of the teams that must be on campus to practice or compete during the holiday breaks or when classes are not in session. The football team spends the night before home games in a hotel room. No women's team has expressed an interest in this arrangement.	No

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Chart 2. Sex Equity in Athletics - Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Participation Rates	Although this area is not a problem at this time due to our compliance with prong 3, we will look to add additional sports in the future as well as incorporate a roster management plan in order to increase the percentage of female participants. This will be done in order to work toward eventual compliance with prong 1.	Roster Management: Fall 2011 Proposal for an Addition of Sand Volleyball to Board of Trustees Summer/Fall 2011
Scholarship offerings	Currently there is a 8.8 % difference in the amount of money expended on women's scholarship and their participation percentage. This discrepancy is actually in favor of the women as 8.8% more is spent on them than their participation numbers demand. It is our belief that the addition of sand volleyball and the increased number of women's participants due to roster management will rectify this situation. We will re-evaluate this program at the conclusion of the 2011/12 academic year due to the increased number of female participants in order to ensure that we are in compliance.	Fall of 2011
Comparable Coaching	In order to increase the number of assistant coaches in the women's program, we will add an additional assistant coach to the volleyball and women's soccer program in the future.	Additional Volleyball Assistant: Fall 2011 Additional Women's Soccer Assistant: Fall 2012

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

- Accommodation of Interest and Abilities
- Substantial Proportionality
- History and Practice of Expansion of Sports

PART V
Employment Representation

PART V

Employment Representation Summary

- Small increase in diversity of tenured faculty from Fall 2009 to Fall 2010
- Faculty listed in previous years under Tenure-Track Faculty may have been promoted and are no longer tenure track

New Hires

- There is a slight increase in Non-Tenure Earning Faculty which may continue to increase due to the establishment of medical school.
- Slight increase in Executive/Administrative/Managerial staff
- Limited resources decrease the ability to attract additional Tenured and Tenure-Track Faculty.
- Minor increase in Non-Tenure Earning Faculty
- Minor increase in Executive/Administrative/Managerial staff may be due to limited resources to recruit.

Refer to Part V Charts

Chart 1. Category Representation – Tenured Faculty

Chart 2. Category Representation – Tenure-Track Faculty

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

Chart 4. Category Representation – Executive/Administrative/Managerial Employees

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 PART V: Employment Representation

Chart 1. Category Representation – Tenured Faculty

Indicator	NRA	B	AI/AN	A (2010)	A/PI (2009& 2005)	H	NH/OPI (2010)	W	≥ Two (2010)	Not Reported	Female	Total
Number, Fall 2010	7	24	1	64	N/A	26	0	294	0	0	140	416
Number, Fall 2009	6	22	1	N/A	61	24	N/A	297	N/A	0	138	411
Percentage Change From Fall 2009 to 2010	16.7%	9.1%	0.0%	N/A	N/A	8.3%	N/A	-1.0%	N/A	N/A	1.4%	1.2%
Number, Fall 2005	5	21	0	N/A	51	17	N/A	290	N/A	0	120	384
Percentage Change From Fall 2005 to 2010	40.0%	14.3%	N/A	N/A	N/A	52.9%	N/A	1.4%	N/A	N/A	16.7%	8.3%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff 2010, 2009 and 2005
 Note: The numbers are minor. The Chart indicates a small increase in the diversity of tenured faculty.

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 PART V: Employment Representation

Chart 2. Category Representation – Tenure-Track Faculty

Indicator	NRA	B	AI/AN	A (2010)	A/PI (2009& 2005)	H	NH/OPI (2010)	W	≥ Two (2010)	Not Reported	Female	Total
Number, Fall 2010	26	8	0	8	N/A	11	0	91	4	0	66	148
Number, Fall 2009	35	11	0	N/A	11	12	N/A	98	N/A	0	72	167
Percentage Change From Fall 2009 to 2010	-25.7%	-27.3%	N/A	N/A	N/A	-8.3%	N/A	-7.1%	N/A	N/A	-8.3%	-11.4%
Number, Fall 2005	39	9	1	N/A	14	11	N/A	123	N/A	0	77	197
Percentage Change From Fall 2005 to 2010	-33.3%	-11.1%	-100.0%	N/A	N/A	0.0%	N/A	-26.0%	N/A	N/A	-14.3%	-24.9%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff 2010, 2009 and 2005

Note: Some of faculty listed in the previous years (05-09) may have been promoted and are no longer tenure track.

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 PART V: Employment Representation

Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	B	A/AN	A (2010)	A/PI (2009& 2005)	H	NH/OPI (2010)	W	≥ Two (2010)	Not Reported	Female	Total
Number, Fall 2010	19	15	0	11	N/A	22	0	205	3	0	169	275
Number, Fall 2009	19	9	0	N/A	9	23	N/A	205	N/A	0	153	265
Percentage Change From Fall 2009 to 2010	0.0%	66.7%	N/A	N/A	N/A	-4.3%	N/A	0.0%	N/A	N/A	10.5%	3.8%
Number, Fall 2005	21	10	0	N/A	8	23	N/A	185	N/A	0	142	247
Percentage Change From Fall 2005 to 2010	-9.5%	50.0%	N/A	N/A	N/A	-4.3%	N/A	10.8%	N/A	N/A	19.0%	11.3%
Area for improvement, compared with national standards? (Check if yes)												

Source: /PEDS Fall Staff 2010, 2009 and 2005
 Note: Slight increase, which may continue to increase due to the establishment of medical school.

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Chart 4. Category Representation – Executive/Administrative/Managerial												
Indicator	NRA	B	A/IAN	A (2010)	A/PI (2009& 2005)	H	NH/OPI (2010)	W	≥ Two (2010)	Not Reported	Female	Total
Number, Fall 2010	1	35	0	17	N/A	9	0	214	1	0	151	277
Number, Fall 2009	1	38	0	N/A	14	9	N/A	197	N/A	0	142	259
Percentage Change From Fall 2009 to 2010	0.0%	-7.9%	N/A	N/A	N/A	0.0%	N/A	8.6%	N/A	N/A	6.3%	6.9%
Number, Fall 2005	1	25	0	N/A	11	8	N/A	219	N/A	0	143	264
Percentage Change From Fall 2005 to 2010	0.0%	40.0%	N/A	N/A	N/A	12.5%	N/A	-2.3%	N/A	N/A	5.6%	4.9%
Area for improvement, compared with national standards? (Check if yes)												

Source: /PEDS Fall Staff 2010, 2009 and 2005
 Note: Slight increase may be representative of all groups being included and counted.

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 PART V: Employment Representation

Chart 5. New Hires AY 2008-2009 – Tenured Faculty												
Indicator	NRA	B	AI/AN	A (2010)	A/PI (2009& 2005)	H	NH/OPI (2010)	W	≥ Two (2010)	Not Reported	Female	Total
Number, Fall 2010	0	1	0	1	N/A	0	0	0	0	0	0	2
Number, Fall 2009	0	0	0	N/A	0	0	N/A	0	N/A	0	0	0
Percentage Change From Fall 2009 to 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Number, Fall 2005	0	1	0	N/A	0	0	N/A	0	N/A	0	1	1
Percentage Change From Fall 2005 to 2010	N/A	0.0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-100.0%	100.0%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff 2010, 2009 and 2005

Note: Limited resources decrease the ability to attract additional faculty.

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 PART V: Employment Representation

Chart 6. New Hires AY 2008-2009 – Tenure-Track Faculty												
Indicator	NRA	B	A/AN	A (2010)	A/PI (2009& 2005)	H	NH/OPI (2010)	W	≥ Two (2010)	Not Reported	Female	Total
Number, Fall 2010	0	0	0	1	N/A	0	0	11	3	0	7	15
Number, Fall 2009	2	1	0	N/A	1	2	N/A	14	N/A	0	12	20
Percentage Change From Fall 2009 to 2010	-100.0%	-100.0%	N/A	N/A	N/A	-100.0%	N/A	-21.4%	N/A	N/A	-41.7%	-25.0%
Number, Fall 2005	6	2	0	N/A	1	2	N/A	26	N/A	0	11	37
Percentage Change From Fall 2005 to 2010	-100.0%	-100.0%	N/A	N/A	N/A	-100.0%	N/A	-57.7%	N/A	N/A	-36.4%	-59.5%
Area for improvement, compared with national standards? (Check if Yes)												

Source: IPEDS Fall Staff 2010, 2009 and 2005
 Note: Limited resources decrease the ability to attract additional faculty.

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 PART V: Employment Representation

Chart 7. New Hires AY 2008-2009 – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	B	A/AN	A (2010)	A/PI (2009& 2005)	H	NH/OPI (2010)	W	≥ Two (2010)	Not Reported	Female	Total
Number, Fall 2010	5	4	0	1	N/A	2	0	16	2	0	20	30
Number, Fall 2009	2	1	0	N/A	1	2	N/A	21	N/A	0	22	27
Percentage Change From Fall 2009 to 2010	150.0%	300.0%	N/A	N/A	N/A	0.0%	N/A	-23.8%	N/A	N/A	-9.1%	11.1%
Number, Fall 2005	1	1	0	N/A	1	8	N/A	25	N/A	0	29	36
Percentage Change From Fall 2005 to 2010	400.0%	300.0%	N/A	N/A	N/A	-75.0%	N/A	-36.0%	N/A	N/A	-31.0%	-16.7%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff 2010, 2009 and 2005
 Note: Slight increase in non-tenure earning faculty.

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 PART V: Employment Representation

Chart 8. New Hires AY 2008-2009— Executive/Administrative/Managerial												
Indicator	NRA	B	A/AN	A (2010)	A/PI (2009& 2005)	H	NH/OPI (2010)	W	≥ Two (2010)	Not Reported	Female	Total
Number, Fall 2010	0	0	0	1	N/A	1	0	2	0	0	3	4
Number, Fall 2009	0	0	0	N/A	0	0	0	1	N/A	0	0	1
Percentage Change From Fall 2009 to 2010	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.0%	N/A	N/A	N/A	300.0%
Number, Fall 2005	0	0	1	N/A	0	0	0	4	N/A	0	3	5
Percentage Change From Fall 2005 to 2010	N/A	N/A	-100.0%	N/A	N/A	N/A	N/A	-50.0%	N/A	N/A	0.0%	-20.0%
Area for improvement, compared with national standards? (Check if Yes)												

Source: /PEDS Fall Staff 2010, 2009 and 2005

Note: Slight increase may be due to limited resources to recruit.

PART VI

Areas of Improvement and Achievement

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PART VI: Areas of Improvement from 2010 Report; Achievement of Improvement Reported in 2011

<p style="text-align: center;">Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in June 2011 Report</p>	<p style="text-align: center;">Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, June 2010</p>
<p style="text-align: center;">Areas of Improvement Pertaining to Sex Equity in Athletics Identified in June 2011 Report</p>	<p style="text-align: center;">Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, June 2010</p>
<p style="text-align: center;">Areas of Improvement Pertaining to Employment Identified in June 2011 Report</p>	<p style="text-align: center;">Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, June 2010</p>

- Black total FTIC decreased in 2010, reversing a multi-year trend of improvement. Trend needs to return to increasing enrollment.

- Overall minority FTIC enrollment increased 7.1% from 2009-2010.
- Hispanic FTIC enrollment increased 14% from 2009-2010.

- Addition of new sport in Fall 2011 should enhance female participation rates.

- Overall financial assistance awarded to student athletics increased nearly 25%. Of this amount, the portion awarded to females increased nearly 10%.

- Overall number of tenure-track faculty and minority representation within this category decreased in current report. Both need to improve.

- Percentage of Black tenured faculty increased 9.1%.
- Percentage of Hispanic tenured faculty increased 8.3%.

PART VII
Protected-class Representation in the Tenure
Process 09 - 10

**Part VII Protected Class Representation in the
Tenure Process, 2009-1010**

Females	4	Asian Pacific Islanders
	1	Black
	7	White
	2	Hispanic
TOTAL	14	

Males	8	Asian Pacific Islanders
	1	Black
	13	White
	0	Hispanic
TOTAL	22	

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

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

*Eligible: Data collected only from departments with actual applicants. Does not include tenure nominations as a condition of employment.
 ELIGIBLE FOR RECOMMENDATION: Faculty who have no more than six years credit toward tenure.
 APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).
 WITHDRAWN: Faculty who withdrew from tenure consideration after applying for review.
 DENIED: Faculty for whom tenure was denied during the review process.
 NOMINATED: Faculty for whom tenure is being recommended by the University.

PART VIII
Promotion and Tenure Committee Composition
09 - 10

Type of Committee	Black, not Hispanic		American Indian/Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
College of Engineering and Computer Science					4		1		2				7	0
Mechanical Engineering					4		1		2				7	0
Harriet L. Wilkes Honors College	2				1	2	1		10	2			14	4
Christine E. Lynn College of Nursing		2							1	4			1	6
College of Biomedical Science					2			1	4	1			6	2
Clinical Science					2			1	4	1			6	2
Charles E. Schmidt College of Science					1		1		4				6	0
Physics					2	1	1		2	1			5	2
Chemistry&Biochem.					3				2	1			5	1
Geoscience	2	1			2		1		3				8	1
Mathematics					10		1		14				25	0
Biological Science	2				3	1			8	3			13	4
Psychology	1	1			3		1		9	3			14	4

PART IX

Other Requirements

- A. Budgetary Incentive Plan
- B. President's Evaluation
- C. Top Administrator's Evaluation

A. Budgetary Incentive Plan

Recent budget reductions have frozen the incentive plan at the levels reported in the 2009 report. In light of further reductions in state appropriations for the 2011-12 fiscal year, enhancements to the incentive plan are not possible at this time.

B. President Evaluation

On March 3, 2010 Dr. Mary Jane Saunders was hired as Florida Atlantic University's sixth President. Dr. Saunders arrived at the University summer of 2010. Dr. Saunder's first evaluation will be conducted during the final quarter of 2011.

C. Top Administrators Evaluations

As indicated above Dr. Saunders arrived at the University summer of 2010. Dr. Saunders will complete top level administrators evaluations by summer 2011.