



Item: SP: A-2

STRATEGIC PLANNING COMMITTEE

Tuesday, June 19, 2012

**SUBJECT: 2010-2011 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 summarizes Florida Atlantic University's efforts to expand access to educational advancement and equitable opportunities to previously underserved and underrepresented student and employee populations. This report reviews Florida Atlantic University's responsibilities and reporting requirements under the Florida Educational Equity Act (FEEA), Florida Statutes 1000.05, 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: 2010-2011 Florida Equity Reports

Presented by: Mr. Dennis Crudele, Senior VP Finance & Administration
Ms. Paula Behul, Director, Equal Opportunity Programs

Phone: 561-297-3266

Phone: 561-297-3004



**Florida Equity Report:
Enrollment, Sex Equity in Athletics and Employment
Report Year 2011 - 2012**

**Florida Atlantic University
Data Year: FY July 2010 – June 2011**

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

Submitted by:

**Paula Behul, Director
Florida Atlantic University
777 Glades Road
Administration, Suite 265
Boca Raton, FL 33431
561-297-3004
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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 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 14, 2012. A review of the data required an additional week by the Board of Governors staff to update the data to include the IPEDS 2011 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, Interim Athletic 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. Rob Seltzer, Associate Vice President, Enrollment Management, Strategic Planning & Information Technology, Dr. Edward Pratt, Dean, Undergraduate Studies, Dr. Barry Rosson, Dean, Graduate College and Dr. Deborah Shepherd, Associate Dean, Academic & Student Services, 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.

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

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

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

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

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

M. J. Saunders, President
April 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, should be brought to the attention of the University's Equal Opportunity Programs Office.

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



Regulation 5.010 Anti-Discrimination and Anti-Harassment
Title IX

Student Grievances
ADA Coordination
Campus of Difference
Training Calendars

5.010 Anti-Discrimination & Anti-Harassment Workshop
ADA Workshop
A Campus of Difference Workshop

Contact Us
Scholarships
Equity Status Report
Colleges and Adjunct Contact List

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.

EOP Home
President's Office
Diversity at FAU
Jobs at FAU
Office of the Provost
Faculty Hiring Checklist
University Ombudsman



Anti-Discrimination Anti-Harassment

Regulation 5.010

Equal Opportunity Programs

561.297.3004
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FAU
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

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FLORIDA ATLANTIC UNIVERSITY AIDS Committee

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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.

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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

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PART III

A. Academic Program Reviews/Analysis

Part III A. Academic Program Analysis 2010-11

- Strategic Plan – reflect racial, ethnic and gender diversity in student enrollment as found in Southeast Florida population
- 13.7% Black freshmen enrollment in 2011; this percentage increased from 12.9% in 2010.
- 20.7% Hispanic freshmen 2011; this percentage decreased from 23.2% in 2010
- Overall freshman minority enrollment rate was 42% in 2011, down from 44.3% in 2010, but up from 39% in 2009.
- 54.2% of community (now state) college transfers were from minority groups in 2011, up from 51.8% in 2010.
- Black college transfers were 25% in 2011, up from 19.2% in 2010.
- Hispanic college transfers were 23.7% in 2011, down from 25.6% in 2010.
- FAU retains Black and Hispanic students at a rate exceeding that of White students. The retention of Black students exceeds that of the student population as a whole.
- Retention rate for Black FTICs entering FAU in summer/fall 2010 after one year was 90.6% as compared to 80.4% white students and 82.6% overall.
- Retention rate for Hispanics was 82.2% as compared to 80.4% for Whites but was slightly below that of the total student population (82.6%).
- Female students are retained at a greater rate than males; 82.8% for females versus 82.3% for males, though the gap has narrowed over the previous year (84.93% vs. 80.46%).

Graduation Rates

- Graduation rate for Black students entering FAU in summer/fall was 45.5%, which was higher than the overall graduation rate of 45.0%
- The graduation rate for Hispanics, was 48.3% which was higher than the overall graduation rate of 45.0%.
- The female graduation rate was higher at 48.2% than the graduation rate for males at 41.2%.
- Once matriculated, Black and Hispanic FTICs remain at FAU at rates above the overall FTIC rate.
- FAU is characterized by the rich diversity of its student body, and this diversity reflected in its graduates.
- Over 45% of graduates in 2010-11 were non-White
- Black students accounted for 18% of baccalaureate degrees awarded.
- Hispanic students accounted for 20% of baccalaureate degrees awarded.
- 11% of masters degrees were awarded to Black students.
- 13% of masters degrees were awarded to Hispanic students

Refer to Table III Charts

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

**Florida Equity Reports
Florida Atlantic University
2011 - 2012**

PART III: Academic Program Reviews

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2011 and Early Admits										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	8	185	3	46	256	3	835	55	23	1414
Women	15	244	6	50	391	2	908	71	25	1712
Total	23	429	9	96	647	5	1743	126	48	3126
Category % of Total	0.7%	13.7%	0.3%	3.1%	20.7%	0.2%	55.8%	4.0%	1.5%	100.0%

Source: IPEDS 2011-12 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students.

**Florida Equity Reports
Florida Atlantic University
2011 - 2012**

PART III: Academic Program Reviews

Chart 2. Full-time Florida College System A.A. Transfers, Fall 2011 and Summer 2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	11	83	1	16	95	0	196	6	3	411
Women	6	148	14	0	124	0	203	14	5	514
Total	17	231	15	16	219	0	399	20	8	925
Category % of Total	1.8%	25.0%	1.6%	1.7%	23.7%	0.0%	43.1%	2.2%	0.9%	100.0%

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

**Florida Equity Reports
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2011 - 2012**

PART III: Academic Program Reviews

Chart 3. Retention of Full-Time FTICs Entering Fall 2010, or Summer 2010 and Continuing into Fall, After One Year												
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	18	341	6	108	612	7	1440	94	11	1362	1275	2637
Category % of Total	0.7%	12.9%	0.2%	4.1%	23.2%	0.3%	54.6%	3.6%	0.4%	51.6%	48.4%	100.0%
After 1 year	13	309	3	100	503	6	1158	76	9	1128	1049	2177
Retention Rate	72.2%	90.6%	50.0%	92.6%	82.2%	85.7%	80.4%	80.9%	81.8%	82.8%	82.3%	82.6%

Source: Student Instruction File (FTICs Who Matriculated Fall 2010, plus those FTICs Who Matriculated In Summer 2010 And Enrolled in 2010-11)

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PART III: Academic Program Reviews

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	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	1.9%	14.6%	0.2%	4.2%	17.5%	N/A	61.3%	0.3%	N/A	54.0%	46.0%	1
After 6 years												
Number of Graduates	25	152	1	51	193	0	604	3	0	595	434	1029
Percent Graduated	58.1%	45.5%	25.0%	52.6%	48.3%	N/A	43.1%	50.0%	N/A	48.2%	41.2%	45.0%
Category % Graduated	1.1%	6.6%	0.0%	2.2%	8.4%	N/A	26.4%	0.1%	N/A	26.0%	19.0%	1
Number Retained	25	167	58	1	215	0	670	5	0	651	490	1141
Percent Retained	58.1%	50.0%	1450.0%	1.0%	53.8%	N/A	47.8%	83.3%	N/A	52.8%	46.5%	49.9%
Category % Retained	2.2%	14.6%	5.1%	0.1%	18.8%	N/A	58.7%	0.4%	N/A	57.1%	42.9%	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 2010-2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	66	265	5	99	319	0	991	9	5	1759
Women	57	543	11	148	588	0	1460	14	12	2833
Total	123	808	16	247	907	0	2451	23	17	4592
Category % of Total	2.7%	17.6%	0.3%	5.4%	19.8%	N/A	53.4%	0.5%	0.4%	100.0%

Source: IPEDS Completions 2011-12 report (degrees awarded AY 2010-11), 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 2010-2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	47	38	1	27	67	0	333	2	1	516
Women	33	109	1	37	108	0	539	1	4	832
Total	80	147	2	64	175	0	872	3	5	1348
Category % of Total	5.9%	10.9%	0.1%	4.7%	13.0%	N/A	64.7%	0.2%	0.4%	100.0%

Source: IPEDS Completions 2011-12 report (degrees awarded AY 2010-11), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

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Chart 7. Doctoral Degrees Awarded, AY 2010-2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	6	1	0	0	1	0	25	0	0	33
Women	6	3	1	2	0	0	43	0	0	55
Total	12	4	1	2	1	0	68	0	0	88
Category % of Total	13.6%	4.5%	1.1%	2.3%	1.1%	N/A	77.3%	N/A	N/A	100.0%

Source: IPEDS Completions 2011-12 report (degrees awarded AY 2010-11), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

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Chart 8. First Professional Degrees Awarded, AY 2010-2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	0	2	0	0	2	0	3	0	0	7
Women	0	6	0	0	1	0	13	0	0	20
Total	0	8	0	0	3	0	16	0	0	27
Category % of Total	N/A	29.6%	N/A	N/A	11.1%	N/A	59.3%	N/A	N/A	100.0%

Source: Student Instruction Degrees Awarded, First Professional Degrees

NOTE: Three (3) College of Education programs offer Specialist degrees; Department of Educational Leadership, Department of Counselor Education and the Department of Curriculum, Culture, and Educational Inquiry. There were 36 Specialist degrees awarded during the 2009-10 period. 27 Specialist degrees were awarded during the 2010-11 period.

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:

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

Graduate Studies

Graduate Diversity Fellowship

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

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

Multicultural Affairs

Eyes On the Prize Persistence Program

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

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

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://osd.fau.edu>

HUMAN RESOURCES

Student Employment Human Resources

- Offers student employment
- Gender and ethnicity transparent

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

ACADEMIC AFFAIRS

Admissions

- 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. The Admissions Office also encourages visits from middle school students.
- Female students accounted for 51% of incoming freshmen, Fall 2010.

<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.”
- The Center for Learning and Student Success also provides tutoring for students in the “AcCESS program” which targets 2nd –year undergraduate students who are struggling academically.
- 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.

www.fau.edu/CLASS

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.

Student Health Services

Females comprised 67.5% of all clinic appointments in 2010-11:

- Boca clinic: 67% of all clinic appointments were from Hispanic students
- Davie clinic: 73% of clinic appointments were from female students
- Jupiter clinic: 78% of clinic appointments were from female students

Services for minorities in 2010-11:

- 12.6% of all clinic appointments were from Hispanic students
- 12.6% of all clinic appointments were from Black students
- 3% of all clinic appointments were from Asian students
- 1.2% of all clinic appointments were from American Indian students
- 7.5% of all clinic appointments were by International students

<http://wise.fau.edu/shs/index.php>

Weppner Center for Civic Engagement and Service

Mission:

- Develop partnerships between the university and community, providing service opportunities to faculty, staff and students, and to promote the link between the curriculum and service fostering civic awareness.

The vision is to foster future leaders through civic responsibility and community service.

Services and Programs offered:

- Volunteer and Academic Service-Learning Advising (A S-L) advising and referral
- Recording Volunteer and A S-L hours on transcript
- Volunteer Service Cord for graduation with approval
- Planning community service events
- Civic awareness promotion
- Community Garden

www.fau.edu/volunteer

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

- 344,476 total student visits to the center from 7/1/2010-6/30/2011
- 13,032 unique students
- 36% female (4,630 total)
- 64% male (8,402 total)

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

- 3,880 unique participants
- 26% female (1,009 total)
- 74% male (2,871 total)

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

- 4,864 unique participants.
- 80% female (3,892 total)
- 20% male (972 total)

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.

- 851 unique participants
- 33% female (280 total)
- 67% male (571 total)

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

Multicultural Affairs

Human Relations and Diversity Training (Campus of Difference)

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 number: 89 students

2010-2011 Campus of Difference Students Ethnicity

WF	WM	BF	BM
26	6	24	9
HF	HM	AF	AM
11	3	3	3
Other F	Indian F		Arab Male
2	1		1

Grand Total - 89

Eyes on the Prize Persistence Program

Provides academic counseling and support services.

Program has six components:

- Needs assessment of study habits, attitudes and dropout proneness (44 participants)
- Survival skills workshops (44 participants)
- Monitoring Scholastic progress (44 participants)
- Referrals to appropriate academic and student affairs units for assistance (7 participants)
- Book Loan Program (905 applications (659 students Boca Raton/246 students Broward))

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

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.

Spring 2012 – Sand Volleyball will be added as FAU's 19th sport.

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 10-11 Compared with Full-time Enrollment

Full Time Undergraduate Enrollment

- Male - 44.9%
- Female – 55.1%

Athletic Undergraduate Participation

- Male – 42%
- Female – 58%

3. Availability of Facilities

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

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

4. Scholarship Offerings

- Financial assistance awarded in 2010-2011 was \$3,486,414.40. Men represented 58% of the participation and received 56% of the awards. Women represented 42% of the participation and received 44% of the awards. There is a difference of 2% 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, There are 5 Associate Athletics Directors (Senior Associate AD for External Relations, Senior Associate AD for Internal Relations, Associate AD for Business, Associate AD for Compliance and Associate AD for Academics) All report to the Athletic Director. The 5 Associates oversee the rest of the department except for, football, m/w 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. Exceptions are if breakfast is included as a part of the hotel stay. Participants are allowed \$20.00 per day for 2 meals.
- d) Recruitment
All Head Coaches receive University cell phones for the recruiting process. Sufficient recruitment funding is affirmed for football, m/w basketball, m/w golf, women's soccer, baseball and softball.
- 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.

f) **Publicity and Promotion**
Marketing promotion plans – Football, m/w basketball. In game promotions are done for the same sports.
Media Guides – Football only
Radio Broadcasts – Football and men’s basketball for all 11 games.
Webcast – All football and m/w basketball
Website Ads, email blasts and flyers are provided all sports with home competitions.
Promotional videos are placed on website for the other sports.
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

Future needs – Purchase of racquets for tennis team and clubs for the golf team.

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 if there is a conflict.

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. All student athletics are required to carry primary insurance; FAU provides a secondary insurance policy.

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 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.

Chart 2 Sex Equity in Athletics Areas for Improvement

1. No improvement area identified

A checks and balance system is in place (uniform ordering by equipment manager, travel itinerary reviews prior to departure) to allow continuous monitoring of decision making processes. By developing these procedures for review, Athletics strive to treat each student athlete equally.

2. Sports Offerings

The results of previous year's interest survey did not indicate any one sport that the institution needed to add in order to accommodate the interest of its female undergraduate population. However, there were a few sports that warrant tracking in the upcoming years:

Sand Volleyball: Recently added as an emerging sport for women by the NCAA. Twenty-two individuals indicated an interest in this sport but only 4 went on to identify an interest at the varsity level. This sport will be added during the 2011-2012 academic year.

Lacrosse: This sport is rapidly growing in Florida high schools and the University of Florida has added a team that will begin play in the fall of 2010. Twelve individuals indicated an interest in the sport but only 3 were interested at the varsity level. We will continue to monitor the progress of this sport and consider it for future addition.

Cheerleading: Although FAU already sponsors this sport, the NCAA does not currently recognize the sport. Movement is being made by several institutions (Baylor and Maryland) to have cheerleading added as an NCAA sport. If this happens, FAU should consider funding the sport at the varsity level as it currently has 40 young ladies participating. We will continue to monitor the progress of this sport and consider it for future addition.

**Florida Equity Reports
(Florida Atlantic University)
2011-2012
PART IV: Gender Equity in Athletics**

Chart 1. Gender Equity in Athletics Update

Element	Assessment	Area for improvement? (check if yes, and describe on form below)
1. Sports offerings	FAU offers 18 varsity intercollegiate teams, eight for men and ten for women	No
2. Participation rates, male and female, compared with full-time undergraduate enrollment	<p>FAU Athletics has relied on prong 3 (meeting the interest and abilities of the student body) to satisfy Title IX. Each year, beginning with 2007, we surveyed all incoming new and transfer undergraduates. We ask them about their background in athletics participation and their interest in participating at the club, intramural and varsity intercollegiate levels. We review the results and send them to an outside gender equity specialist for interpretation. Based on these previous survey results, this specialist has concluded that FAU is indeed meeting the interest and abilities of its undergraduate population.</p> <p>However, in order to work toward the ultimate goal of proportionality, FAU plans to add the sport of women's sand volleyball. Sand volleyball will begin participating as FAU's 19th sport in the spring of 2012.</p>	No

<p>3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i></p>	<p>Facilities appear to be equivalent. Renovations have occurred over recent years to the basketball/volleyball arena, men's and women's basketball locker rooms and baseball locker room. In addition, a new track and field facility was completed in January of 2007. Since 2007, new scoreboards have been added to the soccer facility, arena, softball field, baseball field and swimming pool. Aesthetic improvements were completed at the baseball and softball facility. In addition, the new on campus football stadium opened on October 15, 2011. Finally, in order to accommodate the sport of sand volleyball, 3-4 sands court will be constructed on campus between spring of 2012 and spring of 2013.</p>	<p>No</p>
<p>4. Scholarship offerings for athletes</p>	<p>The total amount of financial assistance awarded in 2010-2011 was \$3,486,416.40. Men represented 58% percent of the participation and received 56% of the awards. Women represented 42% of the participation and received 44% percent of the awards. There is a difference of 2% favoring the women's program. This area is equitable.</p>	<p>No</p>
<p>5. Funds allocated for:</p>		
<p>a) the athletic program as a whole</p>	<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>	<p>No</p>

b) administration	<p>The athletics program is administered by the Athletics Director. There are five associate athletics directors (Senior Associate AD for External Relations, Senior Associate AD for Internal Relations, Associate AD for Business, Associate AD for Compliance and Associate AD for Academics) that report directly to the AD. These five associates oversee the rest of the department with the exception of the football, m/w basketball, baseball and softball programs that report directly to the Athletics Director.</p>	No
c) travel and per diem allowances	<p>Each team stays in hotels that are rated as good to excellent by coaches and student-athletes. Participants are assigned one student athlete per bed. Teams arrive the day before a competitive event and usually leave immediately after unless commercial air travel is involved. In these cases teams sometime stay overnight to catch flights the following day. Teams eat as a group with one of the coaches or administrators paying the bill, or participants are given meal money. Participants are allowed \$25 per day for three meals. The only exception to this is when teams stay in 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 the \$25 per day. There are no problems with these arrangements. Modes of transportation are determined by distance being traveled and the size of the travel party- they are not based on the gender of the team.</p>	No

d) recruitment	Recruitment funding is relatively equal. Sufficient recruitment funding is affirmed for football, m/w basketball, m/w golf, women's soccer, baseball and softball. All coaches are provided cell phones to assist them with their communication with recruits.	No
e) comparable coaching	There are 3 men's programs (football, basketball and baseball) with the full number of allowable assistant coaches and 4 women's programs (basketball, softball, volleyball and soccer). The remaining programs are short one coaching staff member.	No
f) publicity and promotion	There were individual promotional plans for the following sports: football, men's and women's basketball. In game promotions are done for the same programs. The football and men's basketball program are provided radio broadcasts for all games. All football and m/w basketball games are web casts on the internet. Media guides were provided for football only due to the high volume of media members that covered the sport. The rest of the sports had a promotional video made and placed on the website for recruits to view because media request for these sports were small to non-existent. Efforts in marketing and promotions appear to be equal.	No

g) other support costs	<p>The need for secretarial/clerical assistance is minimal as most coaches have their own computers and do their own typing and correspondences. The football staff does have one secretary for 10 staff members and the women's basketball staff (3 people) are provided a part time secretary. The AD's secretary is available to assist all sports with clerical tasks as needed.</p>	No
6. Provision of equipment and supplies	<p>All teams are provided the necessary items to practice and compete. The only additional items that we could add in the future are the purchase of racquets for the tennis team and clubs for the golf team. These items are not supplied to the men's or women's teams at this point so no inequities exist. Uniforms and apparel are purchased through an equipment manager. The equipment manager determines the ordering cycle for all replacement gear in conjunction with the Senior Associate AD/SWA.</p>	No

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

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

**Florida Equity Reports
Florida Atlantic University
2011-2012
PART IV: Gender Equity in Athletics**

Chart 2. Gender Equity in Athletics - Areas for Improvement

Areas for improvement	Program for improvement	Timetable
No area of necessary improvement is identified	Although no area of improvement has been identified we will strive to continue our commitment and attention to maintaining a gender equitable environment. We have put in place a checks and balance system (uniform ordering by equipment manager, travel itinerary reviews prior to departure) to allow us continuous monitoring of our decision making processes. By developing these procedures for review we strive to treat each student athlete equally.	Continuous
Sport Offerings	The results of previous year's interest survey did not indicate any one sport that the institution needed to add in order to accommodate the interest of its female undergraduate population. However, there were a few sports that warrant tracking in the upcoming years:	Continuous
	Sand Volleyball: Recently added as an emerging sport for women by the NCAA. Twenty-two individuals indicated an interest in this sport but only 4 went on to identify an interest at the varsity level. This sport will be added during the 2011-2012 academic year.	
	Lacrosse: This sport is rapidly growing in Florida high schools and the University of Florida has added a team that will begin play in the fall of 2010. Twelve individuals indicated an interest in the sport but only 3 were interested at the varsity level. We will continue to monitor the progress of this sport and consider it	

	for future addition.	
	Cheerleading: Although FAU all ready sponsors this sport, the NCAA does not currently recognize the sport. Movement is being made by several institutions (Baylor and Maryland) to have cheerleading added as an NCAA sport. If this happens, FAU should consider funding the sport at the varsity level as it currently has 40 young ladies participating. We will continue to monitor the progress of this sport and consider it for future addition.	

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 Summary

- A small increase in diverse faculty achieving tenure
- Diversity in some areas has increased (Asian & Hispanic). Tenured Diverse faculty has moved from Chart 2 to Chart 1.
- A decline in hiring new tenure track faculty may be due to budget cuts.
- There are positive gains in Non Resident Aliens (NRA), Asian (A) and Hispanic/Latino (H) numbers
- Diverse representation within Executive/Administrative/Managerial staff remain stable.

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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Chart 1. Category Representation – Tenured Faculty												
Indicator	NRA	B	AI/AN	A (2010& 2011)	A/PI (2006)	H	NH/OPI (2010& 2011)	W	≥ Two (2010& 2011)	Not Reported	Female	Total
Number, Fall 2011	7	27	1	66	N/A	28	0	302	0	0	147	431
Number, Fall 2010	7	24	1	64	N/A	26	0	294	0	0	140	416
Percentage Change From Fall 2010 to 2011	0.0%	12.5%	0.0%	3.1%	N/A	7.7%	N/A	2.7%	N/A	N/A	5.0%	3.6%
Number, Fall 2006	3	21	1	N/A	51	19	N/A	285	N/A	0	124	380
Percentage Change From Fall 2006 to 2011	133.3%	28.6%	0.0%	N/A	N/A	47.4%	N/A	6.0%	N/A	N/A	18.5%	13.4%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff 2011, 2010 and 2006

Note: The chart indicates a small increase in diverse faculty achieving tenure.

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Chart 2. Category Representation – Tenure-Track Faculty												
Indicator	NRA	B	AI/AN	A (2010& 2011)	A/PI (2006)	H	NH/OPI (2010& 2011)	W	≥ Two (2010& 2011)	Not Reported	Female	Total
Number, Fall 2011	20	4	0	12	N/A	14	0	86	0	0	64	136
Number, Fall 2010	26	8	0	8	N/A	11	0	91	4	0	66	148
Percentage Change From Fall 2010 to 2011	-23.1%	-50.0%	N/A	50.0%	N/A	27.3%	N/A	-5.5%	-100.0%	N/A	-3.0%	-8.1%
Number, Fall 2006	30	12	0	N/A	19	13	N/A	128	N/A	0	79	202
Percentage Change From Fall 2006 to 2011	-33.3%	-66.7%	N/A	N/A	N/A	7.7%	N/A	-32.8%	N/A	N/A	-19.0%	-32.7%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff 2011, 2010 and 2006

Note: Diversity in some areas have increased (Asian & Hispanic). Chart 1 Tenured Diverse Faculty have moved from Chart 2 to Chart 1. Additionally a decline in hiring new tenure track faculty may be due to budget cuts.

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Chart 3. Category Representation – Non-Tenure-Earning Faculty <u>or</u> Faculty at Non-Tenure Granting Universities												
Indicator	NRA	B	AI/AN	A (2010& 2011)	A/PI (2006)	H	NH/OPI (2010& 2011)	W	≥ Two (2010& 2011)	Not Reported	Female	Total
Number, Fall 2011	20	13	0	13	N/A	32	0	204	0	1	163	283
Number, Fall 2010	19	15	0	11	N/A	22	0	205	3	0	169	275
Percentage Change From Fall 2010 to 2011	5.3%	-13.3%	N/A	18.2%	N/A	45.5%	N/A	-0.5%	-100.0%	N/A	-3.6%	2.9%
Number, Fall 2006	25	13	0	N/A	10	19	N/A	180	N/A	0	137	247
Percentage Change From Fall 2006 to 2011	-20.0%	0.0%	N/A	N/A	N/A	68.4%	N/A	13.3%	N/A	N/A	19.0%	14.6%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff 2011, 2010 and 2006

Note: There has been some growth in this area tied in part, to the growth in the freshman class and the need for instructors to cover these courses. There are positive gains in Non Resident Aliens (NRA), Asian (A) and Hispanic/Latino numbers.

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Chart 4. Category Representation – Executive/Administrative/Managerial												
Indicator	NRA	B	AI/AN	A (2010& 2011)	A/PI (2006)	H	NH/OPI (2010& 2011)	W	≥ Two (2010& 2011)	Not Reported	Female	Total
Number, Fall 2011	1	34	0	17	N/A	8	0	217	0	0	149	277
Number, Fall 2010	1	35	0	17	N/A	9	0	214	1	0	151	277
Percentage Change From Fall 2010 to 2011	0.0%	-2.9%	N/A	0.0%	N/A	-11.1%	N/A	1.4%	-100.0%	N/A	-1.3%	0.0%
Number, Fall 2006	0	29	0	N/A	12	8	N/A	212	N/A	1	141	262
Percentage Change From Fall 2006 to 2011	N/A	17.2%	N/A	N/A	N/A	0.0%	N/A	2.4%	N/A	-100.0%	5.7%	5.7%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff 2011, 2010 and 2006

Note: Diverse Representation remains stable.

PART VI
Areas of Improvement
and Achievement

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PART VI: Areas of Improvement from 2011 Report; Achievement of Improvement Reported in 2012

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in June 2012 Report	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, June 2011
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●Black total FTIC has increased to 13.7% an increase from 12.9% in 2010. Trend needs to return to increasing enrollment

●54.2% of community (now state) college transfers were from minority groups, up from 51.8% in 2010

Areas of Improvement Pertaining to Sex Equity in Athletics Identified in June 2012 Report	Achievement Report for Areas of Improvement Pertaining to Sex Equity in Athletics Identified in Previous Report, June 2011
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●Prong II will be reviewed for the achievement of gender proportionality

●Scholarship to female athletes has increased closing the distribution gap
●Sand Volleyball implementation

Areas of Improvement Pertaining to Employment Identified in June 2012 Report	Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, June 2011
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●Overall number of tenure-track faculty and minority representation should continue to increase

●Percentage of Black faculty increased by 12.5%
●Percentage of Hispanic faculty increased by 8.3%

**Part VII Protected Class Representation in the
Tenure Process
2010-2011**

Males		
	1	Asian
	2	Black/African American
	0	Hispanic
	11	White
TOTAL	14	

Females		
	0	Asian
	2	Black/African American
	1	Hispanic
	4	White
TOTAL	7	

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PART VII: Protected-class Representation in the Tenure Process, 2010-2011

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
MALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American	2				2
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	11		1		10
Other, Not Reported					
Total Male (include Other, Not Reported)	14	0	1	0	13
FEMALES					
American Indian or Alaskan Native					
Asian					
Black or African American	2	1			1
Hispanic	1				1
Native Hawaiian/Other Pacific					
Two or More Races					
White	4				4
Other, Not Reported					
Total Female (Number and Percent) (include Other, Not Reported)	7 33.3%	1 100.0%	0 0.0%	0 0.0%	6 31.6%
GRAND TOTAL	21	1	1	0	19

*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
2010 - 11

The overall University Committee is diverse

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

PART IX

Other Requirements

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

A. Budgetary Incentive Plan

Due to continued budget reductions, incentive plans were not funded in the report year. In light of further reductions in state appropriations for the 2011-12, enhancements to the program were not possible.

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. Saunders' first evaluation was conducted at the September 2011 BOT Retreat meeting.

C. Top Administrators Evaluations

As indicated above Dr. Saunders arrived at the University summer of 2010. Dr. Saunders is completing top level administrators evaluations.