


BOARD OF TRUSTEES
Florida Atlantic University

Item: III. c.

Tuesday, August 23, 2022

SUBJECT: APPROVAL OF THE 2020-2021 FLORIDA EDUCATIONAL EQUITY REPORT

PROPOSED BOARD ACTION

Approval of the 2020-2021 Florida Educational Equity Report (“Equity Report”).

BACKGROUND INFORMATION

The Equity Report is an annual report required by the Florida Educational Equity Act, Section 1000.05, Florida Statutes, and Florida Board of Governors (BOG) Regulation 2.003. The Equity Report addresses the University’s progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment, equity in athletics, and employment. It includes an assessment of sex equity in athletics, as well as representation by race and sex in student enrollment, senior-level administrative positions and by faculty rank and/or tenure status. The report also includes annual goals for each area.

IMPLEMENTATION PLAN/DATE

Upon approval by the FAU Board, the Equity Report will be submitted to the BOG.

FISCAL IMPLICATIONS

N/A

Supporting Documentation: 2020-2021 Florida Educational Equity Report

Presented by: Mr. Donovan Diaz,
Chief Compliance & Ethics Officer

Phone: 561-297-6319



Florida Educational Equity Report

Enrollment, Gender Equity in Athletics, and Employment

July 2020 – June 2021

Florida Atlantic University

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

Submitted by:

Donovan Diaz

Chief Compliance & Ethics Officer

Florida Atlantic University

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FLORIDA ATLANTIC UNIVERSITY

Office of the President

President's Statement

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

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

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



John Kelly
President

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An Equal Opportunity/ Equal Access Institution

PART 1 EXECUTIVE SUMMARY

INTRODUCTION

Florida Atlantic University's 2021 Equity Report has been prepared in accordance with the Florida Educational Equity Act [Section 1000.05, Florida Statutes], the Florida Board of Governors (BOG) Regulation 2.003 [Equity and Access], and the reporting guidelines established by the Board of Governors Office. The report encompasses the University's progress implementing strategic initiatives and performance related to equity and access in academic services and programs, student enrollment, athletics, and employment. In accordance with the reporting guidelines, the data provided in this report focuses on enrollment and employment of women and members of specified race/ethnic protected classes. The report uses Integrated Post-Secondary Education Data System (IPEDS) terminology for these protected classes, which includes Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races (\geq Two). The report also includes data on Whites (W) and Non-Resident Aliens (NRA).

Florida Atlantic University's 2021 Equity Report covers fiscal year 2020 – 2021 and exemplifies Florida Atlantic University's progress in the areas of equity and access. The Report serves as a method of identifying and resolving potential issues of inequity. By identifying and addressing these issues, we reaffirm Florida Atlantic University's commitment to increasing the representation of women, minorities, and other underrepresented groups at the University.

DEVELOPMENT

The Office of Equity and Inclusion (OEI) coordinated and compiled the Florida Equity Report with the assistance of various University offices including Institutional Effectiveness and Analysis, Athletics, Student Services and Academic Affairs. The data in this report was gathered through Human Resource files for 2020 – 2021 and the annual Integrated Post-Secondary Education Data System (IPEDS) submission. It represents current information used for federal and state reporting requests. The President of Florida Atlantic University reviewed and approved the institution's report prior to submittal to the University's Board of Trustees for final approval pursuant to Florida Board of Governor's Regulation.

SUMMARY OF PROGRESS

- Florida Atlantic University promotes diversity and inclusion as core values and is committed to eliminating discrimination. The University annually reviews its policies and procedures related to prohibiting discrimination and complying with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Pregnancy Discrimination Act, the Americans with Disabilities Act, Sections 504 and 508 of the Rehabilitation Act, the Age Discrimination in Employment Act of 1967, the Age Discrimination Act of 1975, the Genetic Information Nondiscrimination Act of 2008, and the Florida Civil Rights Act of 1992. In 2021, the University hired a new Executive Director for the Office of Equity and Inclusion (OEI). The Director reviewed the University's Anti-Discrimination/Anti-Harassment Regulation and Prohibited Discrimination and Harassment Policy. The policies had been recently updated and were found to be consistent with the controlling Federal statutes and regulations. Additionally, the policies were found to be supportive of the University's efforts to maintain an inclusive campus free from prohibited discrimination.

Diversity

- Florida Atlantic University ranks as the most racially, ethnically, and culturally diverse institution in the State University System of Florida. In 2021, approximately 52% of total full-time FTIC enrollment were comprised of minority students.
- FAU is nationally recognized as a Top 50 producer of undergraduate and graduate degrees for minority students, *Diverse: Issues in Higher Education* ranked FAU in 2020 as:
 - #12 in bachelor's degrees awarded to black students
 - #36 in bachelor's degrees awarded to Hispanic students
 - #39 in bachelor's degrees awarded to all minority students
- Florida Atlantic is ranked #36 in Social Mobility by U.S. News and World Report which rates how universities support students receiving Pell grants among other factors (2021).
- Florida Atlantic received federal designation as a Hispanic-Serving Institution by the U.S. Department of Education and is the only large (15,000+ students) Hispanic Serving Institution in the nation, in any sector and Carnegie classification that also enrolls more than 15% Black students.
- Florida Atlantic received the highest Campus Ethnic Diversity Index score (.7) in the State University System as measured by U.S. News & World Report (2021).
- FAU has been named to Military Times "Best for Vets: Colleges 2021" for the ninth consecutive year. The online publication comprising the Army Times, Navy Times, Air Force Times and Marine Corps Times, conducts and scores the "Best for Vets: Colleges Survey," a comprehensive assessment of college services to veterans.

Academic Programs (Enrollment and Graduation)

- The data presented in this report substantiates our continuing commitment to equity and diversity at FAU and reflects consistent and steady progress toward improvement. The university is a top degree producer of black baccalaureates ranking #12 nationwide. 61% of state college transfers were from minority groups in 2021, up from 57% in 2020. Black college transfers rose from 22% in 2020 to 26% in 2021. Hispanic freshmen enrollment remained steady at 27%. Retention rates for Black and Hispanic FTICs were 81% and 80 percent. These rates exceeded or tied the retention rate of 80% for Whites. In 2021, the graduation rate for Hispanics was 56% which was higher than the overall graduation rate of 55%. In 2021, minorities accounted for 51 % of all baccalaureate degrees awarded.

Gender Equity in Intercollegiate Athletics

- FAU regularly reviews procedures and processes to confirm that FAU's Athletic Program, which currently includes participation in all Conference USA sports, is meeting the athletic interests and abilities of its student body.

Employment Representation

- Human Resources and Academic Affairs continue to promote the recruitment, hiring and promotion of diverse individuals at FAU. Over the last five years, there has been an increase of Hispanic tenured faculty (38%). In the same period, there has been an increase in Black tenure track faculty (333%), Asian tenure track faculty (50%) and Hispanic tenure track faculty (63%).
- Over the last five years, Fulltime Non-instructional Management Occupations have seen a 27% increase in Black representation and a 35% rise Hispanic representation.

Protected-Class Representation

- FAU’s faculty tenure data reflect that women and minorities continued to apply for and were granted tenure in the past year. Women made up 68% of the newly tenured faculty with minorities accounting for 26% of this group.
- Over the past five years, at the Executive, Administrative, and Managerial level positions, there was a 30% increase in the proportion of Black and Hispanic employees.

Promotion and Tenure Committee Composition

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

In summary, the data shows that FAU has made significant progress in many areas; the University continues to provide a rich and diverse environment for its students, faculty and staff. The University is continuing to work towards increasing the percentage of bachelor’s degrees awarded to Black and Hispanic students as well as the six-year FTIC graduation rates of these groups.

Budget Snapshot

- The budget primarily supports the University’s commitment to providing a campus free from illegal discrimination and harassment. The University has dedicated significant resources to ensuring compliance with all applicable federal laws including Title IX, Clery Act, Title VII, and the Americans with Disabilities Act (ADA). For example, Student Accessibility Services ensures the University’s compliance with the ADA by providing the resources, education and direct services so that individuals with disabilities may have a greater opportunity to achieve equity and excellence in education.
- Additional budget items support quality of life initiatives, academic opportunities, and inclusionary programs that support our incredibly diverse campus.

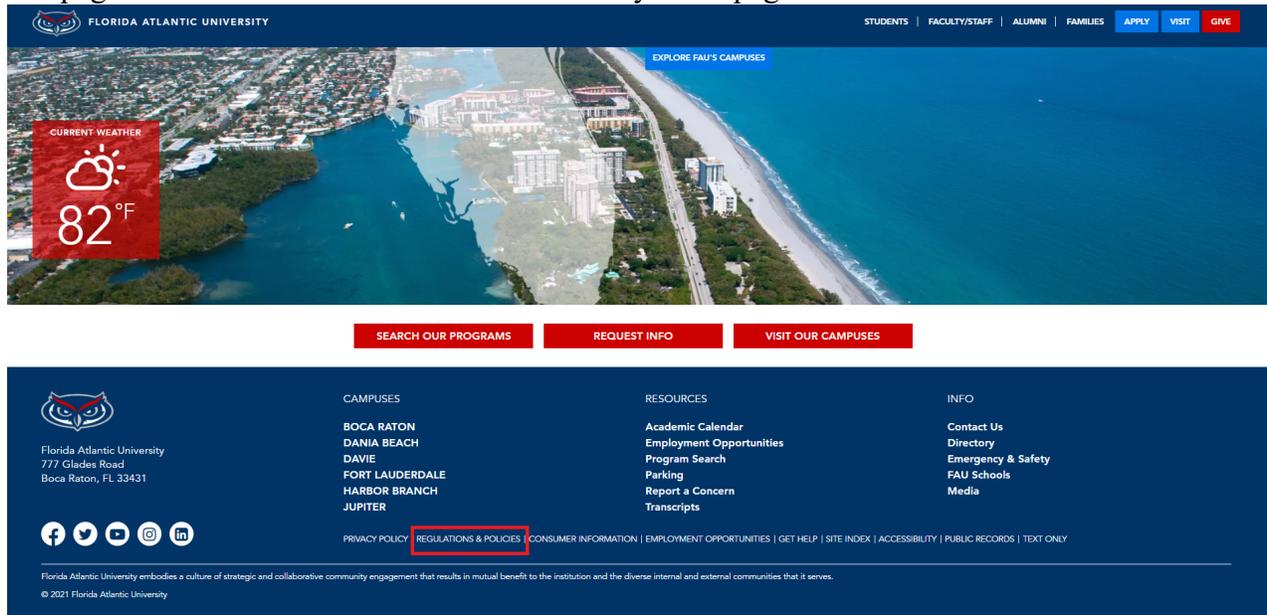
| Equity Expenditures | |
|---|-----------|
| Office of Equity and Inclusion (Office of the President) | \$488,075 |
| Diversity Platform (Office of the President) | \$43,365 |
| Diversity Enhancement Scholarship (Financial Aid) | \$11,200 |
| Office of Diversity & Multicultural Affairs (Student Affairs) | \$507,840 |
| Student Accessibility Services (Student Affairs) | \$640,561 |
| Upward Bound (Federal Grant) (Student Affairs) | \$280,409 |

| | |
|---|--------------------|
| College of Medicine, Diversity & Inclusion | \$369,114 |
| Delores A. Auzenne Fellowship Program (sponsored by the State University System) (Graduate Studies) | \$40,000 |
| Summer Graduate Program (Graduate Studies) | \$29,500 |
| Florida Education Fund Scholarship (MLK) (Admissions) | \$12,000 |
| STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) (Provost) | \$37,500 |
| Total Expenditures | \$2,459,564 |

PART II

Policies and Procedures in Support of Equity

The University has formulated policies and regulations to guide the conduct of the University community and its constituents. The University's policies and regulations are available at: <https://www.fau.edu/policies/policiesregulations.php>. A link to the policies and regulations webpage is located at the bottom of the University's webpages.



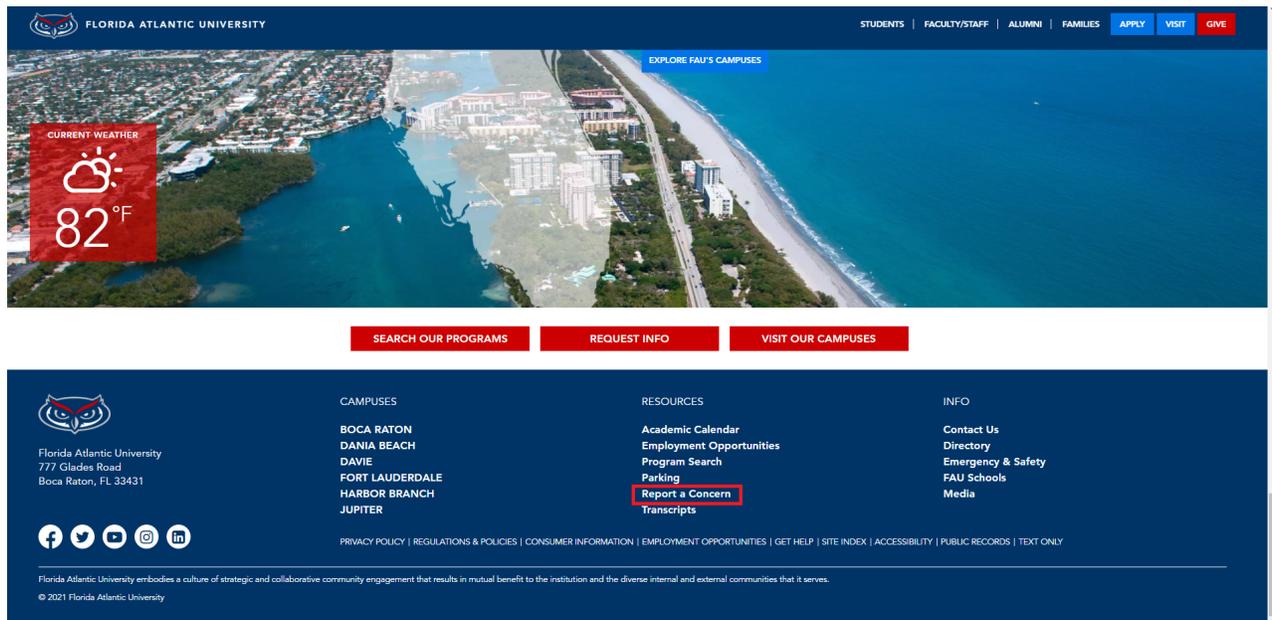
Listed below are University policies and regulations (with corresponding webpage links) that were specifically formulated to ensure equity at the University. These policies are disseminated via official University email and available on the University website. The University trains its staff and faculty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

| Name of Policy/Procedure | Web Address |
|---|---|
| Religious Accommodations for Employees, Policy 7.7 | https://www.fau.edu/policies/files/7.7%20Religious%20Accommodations%20for%20Employees.pdf |
| Anti-Discrimination and Anti-Harassment, Regulation 7.008 | https://www.fau.edu/regulations/chapter7/Regulation%207.008_8.14.2020%20FINAL.pdf |
| Discrimination and Harassment Complaint Processing Form | https://cm.maxient.com/reportingform.php?FloridaAtlanticUniv&layout_id=102 |
| Title IX Notice | https://www.fau.edu/oei/title-ix/ |
| Prohibited Discrimination and Harassment, Policy 1.15 | https://www.fau.edu/policies/files/1.15%20Prohibited%20Discrimination%20and%20Harassment.pdf |

| | |
|---|---|
| Reporting Child Abuse Policy 7.6 | http://www.fau.edu/policies/files/7.6%20Reporting%20Child%20Abuse.pdf |
| Disabilities and Accommodations Policy 1.13 | https://www.fau.edu/eic/ada-coordination/pdfs/policy1.13disability-and-accommodation.pdf |
| Consensual Relations Policy 1.10 | http://www.fau.edu/policies/files/1.10%20Consensual%20Relations.pdf |
| Affirmative Action, Regulation 7.001 | https://www.fau.edu/regulations/chapter7/Reg%207.001%208-12.pdf |

The website for the Office of Equity and Inclusion provides information and links to the items listed above, including how to report discrimination, harassment, and sexual misconduct as well as helpful information concerning the University’s anti-discrimination policies (Regulation 7.008 and Policy 1.15), Title IX, and ADA.

The University supports a standard of care, safety, security, and inclusion to provide the best educational and work environment possible. Members of the community and public can help the University maintain this standard by reporting conduct violations, including discrimination, harassment, and sexual misconduct at: <https://www.fau.edu/report>. A link to the University’s reporting page is located at the bottom of the University’s webpages.



Each year the Office of Equity and Inclusion notifies all faculty and staff of the University’s commitment to anti-discrimination including policy updates. Each month the Office of Equity and Inclusion presents a training workshop on the University’s anti-discrimination commitments, which all new employees must attend. Additionally, all incoming students receive Title IX training that includes detailed reporting options through the University’s online reporting system. Finally, the Office of Equity and Inclusion offers additional training as needed and upon request to students, faculty, staff, and community member organizations.

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

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

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

Sex discrimination includes sexual harassment and sexual violence, as further described in **FAU Regulation 7.008**, which is available [here](#). The following staff members have primary responsibility for overseeing Title IX compliance.

Title IX Coordinator for the University:

Donovan Diaz

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

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

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

Title IX Deputy Coordinator for Complaints Involving FAU Students:

Audrey Pusey

**Interim Dean of Students
Director of Student Conduct**

Florida Atlantic University
Building SS-8, Room 226
Boca Raton, FL 33431
561-297-3542
apusey@fau.edu

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

Title IX Deputy Coordinator for Human Resources:

Gabrielle Zaidman

**Manager, Employee Relations and Development
Human Resources**

777 Glades Road
Building 4, Room 229, Instructional Services
Boca Raton, FL 33431
561-297-3072
gzaidman@fau.edu

For information or to file a complaint concerning an FAU employee and sexual harassment, sexual discrimination, or sexual violence, you may contact the Title IX Deputy Coordinator for Human Resources or the Title IX Coordinator for the University.

Title IX Deputy Coordinator for Athletics:

Mary Giardina

Senior Associate Athletic Director
Florida Atlantic University
777 Glades Road
Building 67, Room 235
Boca Raton, FL 33431
561-297-0756
mgiardina@fau.edu

For information or to file a complaint concerning FAU athletics and sexual harassment, sexual discrimination, or sexual violence, you may contact the Title IX Deputy Coordinator for Athletics or the Title IX Coordinator for the University.

If you believe you are a victim of a crime and you wish to talk to an advocate, you may contact FAU Victim Services at 561-297-0500 or <http://www.fau.edu/police/victimservices>

PART III

ACADEMIC PROGRAM REVIEWS

In this section, eight (8) areas of review are required of each university with programs at the specified levels. Enrollment and conferring of degrees for students by gender and race/ethnicity are analyzed. In addition, the official total includes students classified as non-resident aliens. Specifically, the University reviewed and assessed:

- First-Time-In-College (FTIC) Enrollment
- Full-time Transfers
- Retention of Full-time FTICs After One Year
- Graduation Rate of Full-time FTICs After Six Years
- Bachelor's degrees Awarded
- Master's degrees Awarded
- Doctoral Degrees Awarded
- First Professional Degrees Awarded

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

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

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

Academic Program Reviews

Items A, B, C: As presented in the Executive Summary, each of the seven enrollment charts displays appropriate representation for females and protected class race/ethnic codes. The University seeks to maintain or improve protected class representation. All of the protected groups continued to be represented at 80% of expected levels based on previous year enrollment.

Other enrollment highlights include:

- 27% Hispanic freshmen in 2021; the percentage remained flat from 2020.
- Overall freshman minority enrollment rate was 40% in 2021, slightly down from 43% in 2020.
- 61% of state college transfers were from minority groups in 2021, up from 57% in 2020.
- Black college transfers were 26% in 2021, up from 22% in 2020.
- Hispanic college transfers were 35% in 2021, which is no change from 35% 2020.
- Retention rate for Black FTICs entering FAU in summer/fall 2020 after one year was 81%.
- Female students were retained at the same rate as males; 80% for both genders.

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

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | UNK | TOTAL |
|--|--------------|--------------|--------------|--------------|-------------|---------------|-------------|---------------|-------------|--------------|
| Men | 16 | 96 | 0 | 62 | 282 | 1 | 462 | 41 | 21 | 981 |
| Women | 38 | 225 | 1 | 74 | 396 | 2 | 698 | 64 | 29 | 1527 |
| Total Fall 2021 | 54 | 321 | 1 | 136 | 678 | 3 | 1160 | 105 | 50 | 2508 |
| Category % of Total Fall 2021 | 2% | 13% | 0% | 5% | 27% | 0% | 46% | 4% | 2% | 100% |
| Total FTIC Fall 2016 | 76 | 506 | 9 | 167 | 789 | 1 | 1362 | 109 | 17 | 3036 |
| Category % of Total Fall 2016 | 3% | 17% | 0% | 6% | 26% | 0% | 45% | 4% | 1% | 100% |
| Percentage Change in number from Fall 2016 to Fall 2021 | -0.4% | -3.9% | -0.3% | -0.1% | 1.0% | 0.1% | 1.4% | 0.6% | 1.4% | 0% |

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

- Over the last five years, minority enrollment of FTICs has remained stable.

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

| | NRA | B | AI/AN | A | H | NH/OPI* | W | ≥ TWO* | UNK | FEMALE | MALE | TOTAL |
|--|-------|------|-------|------|------|---------|--------|--------|------|--------|-------|-------|
| Total Fall 2021 | 18 | 168 | 0 | 28 | 219 | 1 | 179 | 18 | 3 | 381 | 253 | 634 |
| Category % of Total Fall 2021 | 3% | 26% | 0% | 4% | 35% | 0% | 28% | 3% | 0% | 60% | 40% | 100% |
| Total Fall 2016 | 25 | 175 | 2 | 23 | 225 | 2 | 306 | 31 | 3 | 451 | 341 | 792 |
| Category % of Total Fall 2016 | 3% | 22% | 0% | 3% | 28% | 0% | 39% | 4% | 0% | 57% | 43% | 100% |
| Category % Change from 2016 to 2021 | -0.3% | 4.4% | -0.3% | 1.5% | 6.1% | -0.1% | -10.4% | -1.1% | 0.1% | 3.2% | -3.2% | 0% |

Source: Student Instruction File. Full-time students.

- 61% percent of Florida Community College A.A transfer students were Hispanic or Black.
- Over the last five years, Hispanic transfer student enrollment has risen from 28% to 35% and Black transfer student enrollment rose from 22% to 26%.

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

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ Two | UNK | FEMALE | MALE | TOTAL |
|--|-----|-----|-------|-----|-----|--------|------|-------|-----|--------|------|-------|
| Fall 2020 Cohort | 56 | 463 | 2 | 132 | 804 | 4 | 1323 | 131 | 52 | 1895 | 1072 | 2967 |
| Category % of Total | 2% | 16% | 0% | 4% | 27% | 0% | 45% | 4% | 2% | 64% | 36% | 100% |
| Enrolled Fall 2021 or Graduated with a Bachelor | 47 | 377 | 1 | 118 | 643 | 3 | 1053 | 101 | 39 | 1522 | 860 | 2382 |
| Retention Rate | 84% | 81% | 50% | 89% | 80% | 75% | 80% | 77% | 75% | 80% | 80% | 80% |

Source: IPEDS Fulltime Retention

- Retention rate of Hispanic Full-Time FTICs was the same as White FTICs.

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

Highlights include:

- 46.1% of all graduates in 2020-21 were from underrepresented minority groups.
- Black students accounted for 19% of baccalaureate degrees awarded.
- Hispanic students accounted for 29% of baccalaureate degrees awarded.

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

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | UNK | Female | Male | Total |
|---|-----|-----|-------|-----|-----|--------|------|--------|-----|--------|------|-------|
| 2015-21 Cohort | 54 | 530 | 4 | 121 | 842 | 2 | 1518 | 162 | 26 | 1879 | 1380 | 3259 |
| Category % of Total | 2% | 16% | 0% | 4% | 26% | 0% | 47% | 5% | 1% | 58% | 42% | 100% |
| Number of Graduates within 6 yrs from cohort | 33 | 287 | 2 | 72 | 473 | 1 | 841 | 87 | 11 | 1085 | 722 | 1807 |
| Percent Graduated | 61% | 54% | 50% | 60% | 56% | 50% | 55% | 54% | 42% | 58% | 52% | 55% |

| | | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|------|
| Still Enrolled after Six Years or Graduated | 34 | 305 | 2 | 76 | 492 | 1 | 865 | 88 | 12 | 1117 | 758 | 1875 |
| Six Yrs Retention Rate | 63% | 58% | 50% | 63% | 58% | 50% | 57% | 54% | 46% | 59% | 55% | 58% |

Note: FTIC includes Beginners and Early Admits.

Source: IPEDS Graduation Rate of Adjusted FTIC 2015 cohort after exclusions

- The 56% graduation rate for Hispanic FTICs, was higher than the overall graduation rate of 55%.
- Hispanic and Black students six-year retention rates were higher than white students (58% versus 57%).

Table 5. Bachelor's Degrees Awarded by Race

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|---------------------|-----|------|-------|-----|------|--------|------|-------|-----|-------|
| AY 2020-21 | | | | | | | | | | |
| Male | 102 | 374 | 4 | 100 | 643 | 1 | 1008 | 81 | 16 | 2329 |
| Female | 101 | 773 | 4 | 150 | 1049 | 6 | 1347 | 133 | 23 | 3586 |
| Total | 203 | 1147 | 8 | 250 | 1692 | 7 | 2355 | 214 | 39 | 5915 |
| Category % of Total | 3% | 19% | 0% | 4% | 29% | 0% | 40% | 4% | 1% | 100% |
| AY 2015-16 | | | | | | | | | | |
| Male | 39 | 376 | 2 | 103 | 561 | 1 | 1101 | 89 | 23 | 2295 |
| Female | 62 | 711 | 3 | 122 | 856 | 5 | 1459 | 107 | 19 | 3344 |
| Total | 101 | 1087 | 5 | 225 | 1417 | 6 | 2560 | 196 | 42 | 5639 |
| Category % of Total | 2% | 19% | 0% | 4% | 25% | 0% | 45% | 3% | 1% | 100% |

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

- 48% of the baccalaureate degrees awarded went to Black and Hispanic students.
- Black females received 22% of the total baccalaureate degrees awarded to female graduates.

Table 6. Master's Degrees Awarded by Race

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥Two | UNK | TOTAL |
|---------------------|-----|-----|-------|----|-----|--------|-----|------|-----|-------|
| AY 2020-21 | | | | | | | | | | |
| Male | 51 | 76 | 1 | 25 | 142 | 0 | 286 | 22 | 0 | 603 |
| Female | 49 | 212 | 1 | 48 | 226 | 0 | 416 | 36 | 0 | 988 |
| Total | 100 | 288 | 2 | 73 | 368 | 0 | 702 | 58 | 0 | 1591 |
| Category % of Total | 6% | 18% | 0% | 5% | 23% | 0% | 44% | 4% | 0% | 100% |
| AY 2015-16 | | | | | | | | | | |
| Male | 34 | 59 | 0 | 20 | 96 | 0 | 252 | 9 | 1 | 471 |
| Female | 26 | 170 | 3 | 36 | 152 | 1 | 440 | 18 | 5 | 851 |
| Total | 60 | 229 | 3 | 56 | 248 | 1 | 692 | 27 | 6 | 1322 |
| Category % of Total | 5% | 17% | 0% | 4% | 19% | 0% | 52% | 2% | 0% | 100% |

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

- 18% of master's degrees were awarded to Black students.
- 23% of master's degrees were awarded to Hispanic students.
- Black females received 19% of the total master's awarded to female graduates.

Table 7. Doctoral Research Degrees Awarded by Race

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|---------------------|-----|-----|-------|----|-----|--------|-----|-------|-----|-------|
| AY 2020-21 | | | | | | | | | | |
| Male | 11 | 3 | 0 | 3 | 6 | 0 | 19 | 1 | 0 | 43 |
| Female | 7 | 10 | 0 | 2 | 8 | 0 | 25 | 1 | 0 | 53 |
| Total | 18 | 13 | 0 | 5 | 14 | 0 | 44 | 2 | 0 | 96 |
| Category % of Total | 19% | 14% | 0% | 5% | 15% | 0% | 46% | 2% | 0% | 100% |
| AY 2015-16 | | | | | | | | | | |
| Male | 11 | 4 | 0 | 2 | 7 | 0 | 28 | 1 | 0 | 53 |
| Female | 7 | 4 | 0 | 0 | 5 | 0 | 33 | 0 | 1 | 50 |
| Total | 18 | 8 | 0 | 2 | 12 | 0 | 61 | 1 | 1 | 103 |
| Category % of Total | 17% | 8% | 0% | 2% | 12% | 0% | 59% | 1% | 1% | 100% |

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

- Over the last five years, Doctoral research degrees awarded to Black graduates significantly rose from 8% to 14%.
- Over the last five years, Doctoral research degrees awarded to Hispanic graduates rose from 12% to 15%.

Table 8. First Professional Degrees Awarded by Race

| | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO | UNK | TOTAL |
|---------------------|-----|-----|-------|-----|-----|--------|-----|-------|-----|-------|
| AY 2020-21 | | | | | | | | | | |
| Male | 0 | 2 | 0 | 6 | 6 | 0 | 12 | 1 | 2 | 29 |
| Female | 1 | 19 | 0 | 4 | 7 | 0 | 38 | 4 | 0 | 73 |
| Total | 1 | 21 | 0 | 10 | 13 | 0 | 50 | 5 | 2 | 102 |
| Category % of Total | 1% | 21% | 0% | 10% | 13% | 0% | 49% | 5% | 2% | 100% |
| AY 2015-16 | | | | | | | | | | |
| Male | 0 | 0 | 0 | 1 | 3 | 0 | 22 | 1 | 1 | 28 |
| Female | 0 | 9 | 0 | 4 | 9 | 0 | 27 | 1 | 1 | 51 |
| Total | 0 | 9 | 0 | 5 | 12 | 0 | 49 | 2 | 2 | 79 |
| Category % of Total | 0% | 11% | 0% | 6% | 15% | 0% | 62% | 3% | 3% | 100% |

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

- 14% of research doctorates and 21% of professional doctorates were awarded to Black students.
- 15% of research doctorates and 13% of professional doctorates were awarded to Hispanic students.

Overview of Academic Affairs Programs

FAU is an energetic and fast-growing institution, determined to propel itself to the forefront of innovation and scholarship.

Historically at FAU, 6-year graduation rates for underrepresented minority groups have been even or higher than overall graduation rates.

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

| 2021 Full-time FTIC 6-year graduation rate | |
|--|-------|
| All FAU students | 55.0% |
| Black students | 54% |
| Hispanic/Latino students | 56.0% |

University Advising Services

University Advising Services (UAS) provides support services to first- and second-year students transitioning into their college of major at or around 45 earned credit hours. UAS provides a safety net for undeclared students who may not be sure of where to go for help. UAS helps these students regardless of the number of credit hours. In support of this mission, UAS offers students a broad, comprehensive array of services aimed at aiding students in developing and implementing an appropriate and meaningful educational plan.

UAS programming is based on the Appreciative Advising model. It is the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experience and achieve their dreams, goals and potential. The advisee and advisor, as partners, work together to discover the student's passions and dreams, designing a plan to achieve those dreams, delivering on that plan, and making necessary changes to achieve their goals.

To carry out this mission, the office has a professional, Master's level staff of approximately thirty-five, in addition to undergraduate and graduate student employees and graduate interns. UAS has two academic advisors on at the University's Jupiter campus and a coordinator of the Peer Academic Coaching program (PAC). Fall students will have the option to choose between the Student Success course, RISE, and one-on-one personal coaching.

The Academic and Career Enhancement for Student Success (ACCESS) Program provides ongoing academic coaching focused on building essential academic skills tailored to the individual student. An academic coach is required for all students below a 2.0 FAU G.P.A. Peer Academic Coaches were added to further support students in need of coaching with a focus on GPA above 2.0. Partnerships with the RISE and First Gen Offices in Student Affairs are ongoing with our PAC's and professional ACCESS coaches.

University Advising Services provides:

- Advising and Course Selection for **Undecided/Exploratory** students regardless of credit hours.
- Advising and Course Selection for **First- and Second-Year** students (up to 45 earned credits).
- Support services for students with fewer than 60 earned credits (Freshmen and Sophomores). **Note:** Referrals to Colleges are made after three (3) semesters and/or 45 credit hours for those students who have declared majors and are in good academic standing.
- Support services for students not in good academic standing up to 60 credit hours.

- Pre-professional science majors will continue to be advised by The Charles E. Schmidt College of Science regardless of other declared majors, G.P.A., or credit hours.
- Students directly admitted into the Christine E. Lynn College of Nursing will be advised by their College.

Additional Programming

Success Network – An online communication system that connects the student to a network of support providing resources such as: Advisors, faculty, tutors, and many different support staff (Starfish Solutions by EAB).

Predictive Analytics – Using Civitas software to help proactively identify and reach students.

Complete College America – Identifying and applying national strategies to improve four-year graduation rates including; 15 to Finish, Momentum Year, Math Pathways, Co-requisite Support, Academic Maps and Proactive Advising (Appreciative Advising).

Virtual Online Advisors – UAS advisors offer online virtual services from 10 a.m. to 7 p.m., Monday through Thursday to address emergency needs of students, schedule appointments, and refer to university resources.

First-Generation Support – Specific advisor and coach identified to work with and support first-generation college students.

Veteran Support - Specific advisor identified to work with and support veteran college students.

STEM Support - Specific advisor identified to work with and support STEM college students.

Deciding/Exploratory Program – This program explores personal interests, majors on campus, and professional options available for undecided/undeclared students. The career exploration class (SLS 1301) is required for all undeclared second semester first year students.

Peer Associate Program within University Advising Services office – This office is designed for students to gain real-world experience in a fast-learning environment while working in the University Advising Services office.

Internship Opportunities for Graduate Students – These internships allow graduate students to gain practical working experience in academic and student affairs (multiple semester opportunities (Fall, Spring, Summer).

Educate Tomorrow Foster Youth and Homeless Program – This program designates a full-time staff member responsible for case management of all students with a Department of Children and Families tuition waiver or homeless status. The staff member meets with students every two weeks to keep them on track. The program also connects to the statewide support network of Florida Reach and Positive Pathways.

University Honors Program (UHP) – Recruit, advise and support students in the Boca Raton Campus Honors program.

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

Overview of Student Services Programs Underrepresented Populations

Urban Male Initiative

Office of First-Generation Student Success

The Urban Male Initiative (“UMI”) is to develop and motivate minority male students to successfully identify and utilize pathways to a timely graduation and job placement. This will be accomplished through a comprehensive program that is interactive, inclusive, and focuses on mentorship, peer accountability, academic and social-based events; all while developing a strong sense of purpose, self-identify, and community.

FUTUROS Success Program

Center for Inclusion, Diversity Education, and Advocacy

The FUTUROS Success Program aims to connect Hispanic/Latina/o/x students to support services, resources and programs that prepare them for academic success and future careers. Components of the program include a day-long retreat, lunch and learn series, financial literacy and career workshops, and a discussion forum focused on identities, personal growth, and social issues that impact the community.

The Women’s Leadership Institute

Women and Gender Equity Resource Center

The Women’s Leadership Institute (WLI) strives to raise awareness on issues women face in leadership, facilitate skill development, and provide networking opportunities for students, staff, and faculty. The institute aims to foster discussion on civic engagement and the power of women’s voices. Whether participants are using their voice to shape the politics of our country or to fully participate in the classroom, we want to provide them with skills to overcome the gendered barriers that so often silence people.

Military & Veterans Student Success

Division of Student Affairs

The Military & Veterans Student Success Center serves as an advocate for military and veteran students, and eligible dependents. They provide resources and holistic support that enhances the academic, professional, and personal success of our students. In addition, they help streamline processes, including the certification of veterans educational benefits, in order to ease the veteran’s transition from military to college life.

Theodore R. & Vivian M. Johnson Scholarship

Student Accessibility Services

Theodore R. Johnson, a former UPS executive, established a charitable trust fund to provide scholarships to students with disabilities who are attending one of Florida’s eleven public universities. Mr. Johnson had a hearing impairment and understood the difficulties a person with a disability must overcome; therefore, he wanted to use his money to make sure students with disabilities have the chance to be the best they can. The scholarship is competitively awarded to currently enrolled undergraduate students in good standing or accepted incoming students.

Delores A. Auzenne Fellowship

Graduate College

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

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

The following initiatives are designed to provide leadership opportunities and training in order to foster awareness and support of underrepresented populations:

FAU's Diversity Council**FAU Executive Leadership Team**

In 2015, President John Kelly identified diversity as a platform of the University's ten-year strategic plan, seeking to identify and promote opportunities to diversify students, faculty, and staff. The Diversity Council identifies, promotes, and builds institutional cross-cultural competencies and provides additional opportunities for University community members to enhance and diversify professional and personal world-views; and enrich their intellect, knowledge and understanding of their own culture, global culture, and historical trends, including economic and political movements. Diversity Council members represent FAU's faculty, staff, students, administration, athletics and FAUPD.

Safe Zone Ally Training**Center for Inclusion, Diversity Education, and Advocacy**

A half-day workshop for the FAU community that educates students, staff and faculty on issues related to the LGBTQ+ community and fosters allies throughout our campuses. The goal of Safe Zone is to create a safe and inclusive campus environment for people of all sexual orientations, gender identities and gender expressions.

Diversity Symposium for Faculty and Staff Diversity Council

A day-long interactive symposium that provides faculty and staff an opportunity for robust dialogue and intuitive reflection around current topics focused on enhancing and sustaining a diverse and inclusive campus community.

WeLead Diversity Student Symposium Center for Inclusion, Diversity Education, and Advocacy

A one-day experience that aims to broaden participants' cultural fluency while also promoting informed and effective social justice advocacy. WeLead is open and free to all FAU students and includes keynote speakers, several break-out sessions, and opportunities to interact with peers, faculty, and staff. Topics include: Effective Allyship, From Advocacy to Activism, and Global Perspectives.

Student Services

Student Affairs and Enrollment Services prepare an annual report on the requested areas using institutional effectiveness goals as guidelines. Each university conducts a periodic review of its student services to determine compliance with equity statutes. Non-Discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required. The following self-assessment follows models established under other laws, guidelines, or requirements.

Females comprised 64.34% of all clinic appointments in 2020-2021:

- Boca clinic: 64.25% of all clinic appointments were with female students
- Davie clinic: 65.75% of all clinic appointments were with female students
- Jupiter clinic: 67.29% of all clinic appointments were with female students

Services provided to minority students (for students who chose to identify their race and/or ethnicity) in 2020-2021:

| | |
|---|----------------|
| Boca Clinic | 100.00% |
| American Indian or Alaska Native | 0.46% |
| Asian or Pacific Islander | 8.10% |
| Black or African American | 23.34% |
| Hispanic | 0.27% |
| Native Hawaiian or Other Pacific Islander | 0.62% |
| Not Hispanic or Latino | 0.04% |
| Other Race | 0.58% |
| Unreported/Refused to Report | 9.45% |
| White | 57.14% |
| Davie Clinic | 100.00% |
| Asian or Pacific Islander | 6.48% |
| Black or African American | 37.04% |
| Native Hawaiian or Other Pacific Islander | 1.85% |
| Unreported/Refused to Report | 17.59% |
| White | 37.04% |
| Jupiter Clinic | 100.00% |
| American Indian or Alaska Native | 0.60% |
| Asian or Pacific Islander | 9.64% |
| Black or African American | 10.84% |
| Unreported/Refused to Report | 27.71% |
| White | 51.20% |

Unique Services:

Women’s health clinic provides contraceptive management, annual exams, breast exams, testing and treatment for sexually transmitted infections, pregnancy testing and other gynecological services that include colposcopies.

Continued: COVID-19 Respiratory Illness Clinic is available at all three clinic locations for rapid access to screen, evaluate, test, treat, issue quarantine/isolation orders, obtain close contacts, and test disclosed contacts. Services included screening patients for COVID-19 seeking health care services to identify and prioritize individuals who warrant testing, supporting testing program included a regimen for individuals coming to the university from state, national, and international locations that were identified as “hot spots”, initiating case and contact tracking process that enabled health care professionals to rapidly respond to identified “hot spots” on the campuses, working with various external laboratories to provide specimen collection supplies, courier pickup, test analysis, and results, and worked with the local county health departments.

New: a random COVID-19 testing protocol on three campuses to track to reduce the COVID-19 transmission at FAU. Over the course of year, SHS confirmed 85 cases with 19% of people complying with the random testing program. SHS has monitored and created protocols for students living on campus and athletics.

New: Psychiatry transitioned to SHS, allowing students to see a physician for longer term care for the course of their FAU academic career.

Student Accessibility Services

The number of students receiving Auxiliary Learning Aids (direct services) during the 2020-2021 reporting year:

| | |
|-------|---|
| 17 | Electronic Textbook accommodations |
| 1 | Braille and tactile graphics accommodations |
| 138 | Housing accommodations |
| 530 | Notetaking accommodations |
| 295 | Closed Captioning videos |
| 51 | Assistive Technology training |
| 1,768 | Exam accommodations |
| 2799 | Total Accommodations |

Campus Recreation

The University's Campus Recreation Department strives to create movement and engagement opportunities to enhance the social and physical wellbeing of the university community. The Campus Recreation Department offers high quality programs and services that are diverse and innovative; maintains progressive and well-managed facilities in a safe and enjoyable environment, provides experiential learning and foster the development of leadership, social and management skills through employment and participation opportunities; effectively and ethically manages human, financial and physical resources; and recruits, develops and retains a committed, high achieving staff.

Campus Rec Usage Overall (Unique Users)

| | Participants | Percentages |
|--------|--------------|-------------|
| Male | 2173 | 46% |
| Female | 2587 | 54% |

Intramural Sports (Unique Participants)

The University's Campus Recreation Department offers organized sports competitions to students, which includes recreational and competitive leagues, tournaments, and events. Campus Recreation provides student officials and all necessary equipment.

| | Participants | Percentages |
|--------|--------------|-------------|
| Male | 178 | 64% |
| Female | 98 | 36% |

Sport Clubs (Unique Participants)

Sport Clubs promote student participation in a variety of physical and athletic activities. The Sport Clubs program is run by students and coordinated by the Campus Recreation Department. The program allows students to engage in activities of their choice at various skill levels, with an emphasis on leadership and student development. Sport Clubs include soccer, hockey, rugby, lacrosse, and others.

| | Participants | Percentages |
|--------|--------------|-------------|
| Male | 165 | 46% |
| Female | 187 | 52% |

Group Fitness (Unique Participants-Student only)

The University's Campus Recreation Department offers structured group fitness classes, including Yoga, Zumba, Cycling, Kickboxing, Strength Training, TRX, and Dance. A variety of intensity options allow all participants to reach their individual fitness goals.

| | Participants | Percentages |
|--------|--------------|-------------|
| Male | 250 | 21% |
| Female | 936 | 79% |

Personal Training (Unique Clients)

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

| | Participants | Percentages |
|--------|--------------|-------------|
| Male | 11 | 92% |
| Female | 1 | 8% |

Housing and Residential Education

The Department of Housing and Residential Education ensures that all residents are aware of the University’s commitment to building an inclusive campus environment. The department creates a seamless environment of living and learning in a safe and welcoming community. Through opportunities for leadership development, civic responsibility, self-exploration, and student involvement, the department will assist in building a life-long connection between the student and the University. In addition, via the Residential Education Model, Housing and Residential Education provides intentional learning opportunities and individualized engagement within the residential communities.

Students are connected with purposeful experiences and resources that support their academic success, personal development, and community engagement as they progress towards graduation. Additionally, offers gender inclusive housing for all levels of student housing. Lastly, Housing and Residence Education collaborates with Student Accessibility Services to provide accommodations for students with disabilities.

Get Wise on the Quad is a residential learning center that provides a wide variety of academic support services geared toward the needs of first-year students. Trained subject area tutors, and writing consultants staff the center. All residents may take advantage of the large array of services. (Get Wise was closed for a portion of this year due to the COVID closure and increase in distance learning.)

Breakdown of Residential Students for Fall 2020:

| | Percentage of Residential Students | Percentage of University Population |
|--------|------------------------------------|-------------------------------------|
| Female | 61.4% | 59.0% |
| Male | 38.6% | 41.0% |

| Race/Ethnicity | Percentage of Residential Students | Percentage of University Population |
|----------------------------|------------------------------------|-------------------------------------|
| White | 44.2% | 40.1% |
| Hispanic or Latino | 18.6% | 27.3% |
| Black or African American | 26.4% | 19.7% |
| Asian | 2.0% | 4.3% |
| Nonresident alien | 2.2% | 3.8% |
| Two or more races | 5.1% | 3.8% |
| Race and ethnicity unknown | 1.3% | 0.8% |
| Native American or Alaska | 0.1% | 0.1% |
| Native Hawaiian or Pacific | 0.1% | 0.1% |

The Office of Student Financial Aid

The Office of Student Financial Aid awards grants, federal student loans, scholarships, and Federal Work-Study. The financial aid office bases awards on compliance with guidelines such as timely completion of FAFSA and awards aid in which need is a criterion.

Pell Eligible/Undergraduate Students only

Total Participants: 10,798

| Gender | Total Participants | Percentage |
|--------|--------------------|------------|
| Female | 6818 | 63.1% |
| Male | 3980 | 36.9% |

| Race/Ethnicity | Total Participants | Percentage |
|----------------------------------|--------------------|------------|
| American Indian or Alaska Native | 23 | 0.2% |
| Asian | 453 | 4.2% |
| Black or African American | 3568 | 33.0% |
| Hispanic or Latino | 3631 | 33.6% |

| | | |
|-------------------------------------|------|-------|
| Native Hawaiian or Pacific Islander | 17 | 0.2% |
| Nonresident alien | 12 | 0.1% |
| Race and ethnicity unknown | 78 | 0.7% |
| Two or more races | 419 | 3.9% |
| White | 2597 | 24.1% |

Student Employment

Student employment provides job opportunities to students including students participating in the federally funded Federal Work-Study program, students hired in the FAU community through the Job Location and Development program, and students that independently sought employment in campus units. Federal Work-study students must demonstrate financial need.

During the reporting period, there were a total of 322 students employed by the Division of Student Affairs and Enrollment Management.

Work Study

| Gender | Total Participants | Percentage |
|--------|--------------------|------------|
| Female | 221 | 68.6% |
| Male | 101 | 31.4% |

| Race/Ethnicity | Total Participants | Percentage |
|-------------------------------------|--------------------|------------|
| American Indian or Alaska Native | - | - |
| Asian | 12 | 3.7% |
| Black or African American | 157 | 48.8% |
| Hispanic or Latino | 88 | 27.3% |
| Native Hawaiian or Pacific Islander | - | - |
| Nonresident alien | - | - |
| Race and ethnicity unknown | 3 | 0.9% |

Pre-College Programs/Civic Engagement

Florida Atlantic's Upward Bound and Upward Bound Math & Science Programs are federally funded programs through the U.S Department of Education under the National TRiO Programs. The programs are a partnership between FAU and the Broward County Public Schools. The Upward Bound (UB) Program provides academic support essential to completion of high school and prepares the student to enter and successfully complete post-secondary education. The Upward Bound Math & Science (UBMS) Program intent is to strengthen the math & science

skills of participating students, helping them to recognize and develop their potential to excel in math & science and encourage them to pursue post-secondary education in those career fields. The program also exposes students to opportunities to build academic skills necessary for success in college by providing college prep workshops, ACT/SAT prep, tutoring, college tours, cultural events/field trips, all at no charge to the student.

Student Civic Engagement develops partnerships between the university and community, providing service opportunities to faculty, staff and students, and to promote the link between the curriculum and service fostering civic awareness. **A total of 2091 students participated in both Academic Service-Learning and service opportunities with a total combined service contribution of 282,563 hours (total economic impact of \$8,712,320.18).**

The Power & Ethics dialogue series was held four times in Spring 2021 semester. This new series was a 30-minute interview live streamed on Instagram where a guest speaker spoke about their leadership experiences and how they connected their values, ethics, and morals to decision making and critical thinking.

Inclusion, Diversity Education, and Advocacy Engagement Programs/Events

The Center for Inclusion, Diversity Education, and Advocacy (IDEAs) offers an array of programs and events that promote inclusion, diversity, and social justice. The center highlights the experiences of traditionally marginalized groups through intentional interactions aimed at fostering awareness and cultivating new perspectives. By offering quality programs and educational opportunities to all students, we create a campus climate that values differences and promotes equity. The center contains the following offices:

Office of Hispanic/Latinx Initiatives and the FUTUROS Success Program

Bodega Central Series: A discussion platform uniting the voices and experiences of our Hispanic/Latina/o/x faculty, staff and students. Event topics include issues that affect the Hispanic/Latina/o/x community, such as, identity formation, immigration, cultural complexities, financial literacy, and social justice. Six sessions were held with a total of 48 participants.

Futuros Success Program: The FUTUROS Success Program provides Hispanic/Latina/o/x students with services and resources that promote academic success, such as advising, mentorship, financial assistance, and career services. In collaboration with the Office of First-Generation Student Success, the following programs assist in further developing our Hispanic/Latina/o/x students. 76 students participated in this program

Other Events: There were 27 other events for this office, with a total of 460 events

PRIDE Resource Center: The PRIDE Resource Center strives to provide resources related to LGBTQ issues by providing information to members of the FAU community seeking to understand the experiences of LGBTQ students. Additionally, the center seeks to encourage a supportive campus environment for LGBTQ students by developing student, faculty, and staff allies through professional development and educational programs.

Office of LGBTQ+ Initiatives and Allyship

Safe Zone Ally Training:

Safe Zone Ally Training is designed to raise awareness of issues impacting lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ+) communities. Fourteen sessions were held with a total of 227 participants.

Queer Coffee Hours:

An opportunity for LGBTQ+ (and allies) faculty, staff and students to explore and discuss topics related to identity and inclusion, as well as resources available to serve the LGBTQ+ community. Seven sessions were held with a total of 86 participants.

194 people attended the Annual Drag show and 28 people attended the Coming out Monologues

Office of Diversity Education and Training

The Office of Diversity Education and Training (ODET) sponsored and facilitated 6 Real Talk events and 2 Liberating Conversations that drew over 500 student, faculty, and staff participants.

Black History Month celebration was organized through ODET under the theme “The Black Family: Representation, Identity and Diversity.” The office hosted 4 of the 11 events during the month and saw 156 participants attend.

Office of International Integration Initiative (I3)

International Integration Initiative at FAU - seeks to engage international students and scholars within the university and surrounding community for the purpose of providing a full and positive American university experience through educational, cultural, social, and service engagement opportunities. By participating in university life, international student and scholars contribute to expanding and enhancing global perspectives and learning for all students, faculty and staff.

International Friends Program - provides opportunities for current FAU students (domestic and international) to serve as international welcome ambassadors, orientation leaders, or peer mentors. The program promotes cultural exchange and friendship among U.S. and international students, intercultural communication, and opportunities for student involvement in international activities across campus.

FAU hosted a total of 118 programs and events, which engaged 3,972 students, faculty, and staff.

Reaching Individual Success and Empowerment Program (RISE) and Urban Male Initiative (UMI)

Due to the pandemic and changes within FAU, Reaching Individual Success and Empowerment Program (RISE) and Urban Male Initiative (UMI) were combined:

Reaching Individual Success and Empowerment (RISE) connects and engages first-generation

students through academic support, cultural competence training, leadership development, career readiness programs, and intentional engagement opportunities specifically for first-generation students. Each student is assigned a RISE advisor who helps ensure students stay on track and receive the academic support they need to persist.

The Urban Male Initiative (“UMI”) is to develop and motivate minority male students to successfully identify and utilize pathways to a timely graduation and job placement. This will be accomplished through a comprehensive program that is interactive, inclusive, and focuses on mentorship, peer accountability, academic and social-based events; all while developing a strong sense of purpose, self-identify, and community.

As part of each program, students are eligible to participate in the Book Loan Program. The Book Loan Program assists Florida Atlantic University students on a temporary basis who are financially unable to purchase books. Books are issued on a first come, first serve basis and are dependent upon availability. Students who participated in this program had to be registered as a degree-seeking student, registered in the class for which the book was required, and the student must receive financial assistance through the FAU Office of Financial Aid. A total of 211 students participated with 290 books provided, totaling \$25,264.39 in book cost.

First-Generation Student Success Center secured grants from the Johnson Foundation and The Lesli Alexander Foundation to create a Laptop Loaner Program to ensure students had access to technology with distance learning classes

Kelly/Strul Emerging Scholars Program

The Kelly/Strul Emerging Scholar program was created by FAU President John Kelly and First Lady Carolyn Kelly and Boca Raton philanthropists Aubrey and Sally Strul to provide financial resources and support to first-generation, low-income undergraduate students. The program was launched when FAU received a gift of \$1 million from a private donor and is designed for every scholar to follow an established path from acceptance to graduation to ensure each scholar graduates in four years debt-free.

The Kelly/Strul Emerging Scholar Program requires the scholars to attend FAU’s New Student Orientation followed by a separate Kelly/Strul Emerging Scholars Program orientation. Each scholar will be mentored by faculty or staff and graduate students help prepare scholars to conquer the challenges they face while deciding or embarking on a major or career at FAU. The scholars are required to complete a minimum of 30 credits per academic year while completing specific courses covering learning strategies and human development, how to prepare a resume, and goal setting for internships and job placement. There were 37 Kelly/Strul Emerging Scholars during the reporting period.

The Women and Gender Equity Resource Center (WGERC)

The Women and Gender Equity Resource Center is a student-centered, community space that strives to connect students with the services, skills, education, and resources they need to achieve success and overcome gender-based barriers.

- WGERC Community Space Use: Closed due to pandemic
- WGERC Weekly Discussions: 560 participants
- Resource Distribution: 12,835 items distributed
- Wellness/Gender Hoot Topics: WGERC and Owls Care Health Promotion's peer educators held multiple educational tabling events every week pertaining to sexual assault prevention, healthy relationship skills, self-advocacy, sexual identity, body acceptance, sizism/fatphobia, gender/health equity and more.

The Women's Leadership Institute (WLI)

The Women's Leadership Institute (WLI) strives to raise awareness on issues women face in leadership, facilitate skill development, and provide networking opportunities for students, staff, and faculty. The institute aims to foster discussion on civic engagement and the power of women's voices. Whether participants are using their voice to shape the politics of our country or to fully participate in the classroom, we want to provide them with skills to overcome the gendered barriers that so often silence people. 112 women participated in this program.

Owls Alliance Against Sexual Assault

The Owls Alliance Against Sexual Assault is an inter-university committee that focuses on initiatives regarding sexual and dating violence. The Alliance emphasizes comprehensive survivor support, aligning policies with practices, and ensuring that FAU is achieving educational goals across the FAU community. This team meets every second Friday of the month at 9am for one hour.

Notable AY20 Accomplishments:

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

Sexual Assault Prevention

13,940 students completing the online sexual assault prevention requirement in AY20-21 through the EverFi program. This training satisfies the U.S. Department of Education mandates related to sexual misconduct under Title IX as well as the Clery Act. Modules include bystander intervention, risk reduction techniques, and reporting options. Additionally, the Office of Equity and Inclusion provides Title IX training at the First-Year SOAR (Student Orientation, Academics and Resources).

Denim Day/Jeans Drive

109 faculty, staff, and students were tallied for participation in the Denim Day demonstration, calling on participants to wear jeans in support of survivors of sexual violence. Educational post distributed by Owls Care on the intersectional impacts of sexual violence generated 63 likes, 15 shares, and 2 saves. Through this initiative, Owls Care was able to promote a jeans donation drive headed by Lead & Serve, an effort which ultimately collected 148 jeans to deliver to the organization, Women In Distress.

Slut Walk

Owls Care provided support and delivered education during the Generation Action led Slut Walk event held in support of survivors of sexual assault. Over 40 students attended.

Coffee & Consent Campaign

Owls Care collaborated with FAU dining, the Not Just Me Foundation, Carmela Coffee, and the Seed Boca to place “I Ask for Consent” stickers on coffee cups distributed through on and off campus coffee locations in April 2022.

It’s On Us Video

Owls Care Health Promotion support a collaboration led by Lead & Serve and FAU PD to develop a university public service announcement demonstrating support behind the national goals for sexual assault awareness month as part of FAU’s Its On Us initiative. The video featured campus leadership, police officers, and students of a variety of different cultural identities speaking in various languages to support the idea of “It’s On Us.” The video was distributed across 6 social media accounts, embedded into the It’s On Us website/app, and shared at divisional meetings, generating a total of 824 views. The video will be input into the EverFi Sexual Assault Prevention course and Orientation curriculum for continued use.

Overall Engagement 2020-2021

| Race/Ethnicity | Category Representation | Overall University population |
|-------------------------------------|-------------------------|-------------------------------|
| White | 39.5% | 40.1% |
| Hispanic or Latino | 27.2% | 27.3% |
| Black or African American | 20.1% | 19.7% |
| Nonresident alien | 3.8% | 4.3% |
| Asian | 4.5% | 3.8% |
| Two or more races | 3.9% | 3.8% |
| Race and ethnicity unknown | .8% | 0.8% |
| American Indian or Alaska Native | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.1% | 0.1% |

| | Category Representation | Overall University population |
|--------|-------------------------|-------------------------------|
| Female | 59.5% | 59.0% |
| Male | 40.5% | 41.0% |

PART IV

SEX EQUITY IN INTERCOLLEGIATE ATHLETICS

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

Prong 1 - Accommodation of interests and abilities

Prong 2 - Substantial proportionality

Prong 3 - History and practice of expansion of sports

| Chart 1. Sex Equity in Athletics Update | | |
|--|--|---|
| Element | Assessment | Area for improvement? (check if yes, and describe on form below) |
| 1. Sports offerings | <p>Men (8): Baseball, Basketball, Cross Country, Football, Golf, Soccer, Swimming, Tennis</p> <p>Women (11): Basketball, Beach Volleyball, Cross Country, Golf, Soccer, Softball, Swimming, Tennis, Indoor Track & Field, Outdoor Track & Field, Volleyball</p> | |
| 2. Participation rates, male and female, compared with full-time undergraduate enrollment | <p>Full-time Undergraduate Enrollment: Female – 58% Male – 42%</p> <p>Student-Athlete Participation (duplicated): Female – 44% Male – 56%%</p> | |
| 3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i> | <p>Paired teams (swimming, tennis, basketball, cross country/track and soccer) have equitable facilities available for practice and competition. Women’s indoor volleyball shares practice and competition facilities with basketball. Football, beach volleyball, softball and baseball each have their own practice and competition facilities. Men’s and women’s golf utilize community golf courses.</p> <p>All teams with the exception of men’s cross country have locker room facilities on campus.</p> | |
| 4. Scholarship offerings for athletes | <p>Student-Athlete Participation (unduplicated): Female – 40% Male – 60%</p> | |

| Chart 1. Sex Equity in Athletics Update | | |
|--|---|--|
| | Aid: Female Teams - 44.0% Male Teams - 56.0% | |
| 5. Funds allocated for: | | |
| a) the athletic program as a whole | All teams are treated equitably, taking into account sport specific differences that may increase or decrease expenditures in certain areas. | |
| b) administration | Administrative funds are not allocated by gender. | |
| c) travel and per diem allowances | Per diem allowances are standard for all teams. Travel costs vary widely from trip to trip and are determined by destination, size of team, academic considerations, and schedule, among other factors. The general rule for all athletics programs is that teams fly to out-of-state competitions and travel by bus or van within the state. | |
| d) recruitment | All teams are treated equitably, taking into account sport specific differences and annual fluctuations in recruiting needs that may increase or decrease expenditures. | |
| e) comparable coaching | Experience and number of coaches available are comparable between men's and women's teams, taking into account squad sizes and NCAA rules related to the number of coaches permitted for different teams. | |
| f) publicity and promotion | Publicity and promotion for programs is largely driven by external factors responsive to fan interest and media demands. Publicity and promotion through website, media relations and video streaming are equitable in like sports. Production and printing of collateral materials (posters, schedule cards, etc.) is equitable among like sports. | |
| g) other support costs | These funds are not allocated by gender and are equitably accessible. | |
| 6. Provision of equipment and supplies | An annual budget is proposed by the Head of Equipment for each team based upon roster size, condition of current equipment, and replacement | |

Chart 1. Sex Equity in Athletics Update

| | | |
|---|---|--|
| | <p>needs. Adjustments are allowed for contingencies in any given year.</p> | |
| <p>7. Scheduling of games and practice times</p> | <p>Teams who share facilities (men’s and women’s soccer, men’s and women’s swimming, men’s and women’s cross-country, men’s and women’s basketball, volleyball, and men’s and women’s tennis) practice together or determine practice times collaboratively. Regular practice times are accommodated for student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators.</p> <p>Football, Track, Beach Volleyball, Tennis, and Golf share facilities with non-FAU athletics entities, but have priority for scheduling their competitions and practice times.</p> | |
| <p>8. Opportunities to receive tutoring</p> | <p>The department currently has 10 full-time staff members dedicated to academic support equitably for all of our sports.</p> <p>Tutoring is available to all student-athletes. Five tutors and four graduate assistants work varying times throughout the day depending on need. Sessions are typically scheduled Monday – Thursday 9 AM – 9 PM and Friday 9 AM – 5 PM.</p> | |
| <p>9. Compensation of coaches and tutors</p> | <p>All coaches’ compensation is based on comparison with other NCAA and conference institutions, fair market value, years and experience, and differentiated job duties, among other factors.</p> <p>Tutors are compensated according to their level of experience. All tutors, independent of assignments to students, teams or gender are paid equivalently.</p> | |
| <p>10. Medical and training services</p> | <p>There are complete sports medicine clinics in the Tom Oxley Athletic Facility, FAU Stadium, and a satellite clinic located in the FAU Arena. All student-athletes have equal access to treatment and medical care as needed. FAU has an exclusive partnership with Boca Raton Regional Hospital who provides excellent day-to-day care for all student-athletes including surgeries and rehabilitation.</p> | |
| <p>11. Housing and dining facilities and services</p> | <p>No special housing and/or dining services are provided for any athletic teams.</p> | |

| Chart 1. Sex Equity in Athletics Update | | |
|---|---|------------------|
| Chart 2. Sex Equity in Athletics - Areas for Improvement | | |
| Areas for Improvement | Program for Improvement | Timetable |
| Student-Athlete Opportunities | In 2018, FAU began an extensive internal review to confirm that FAU’s Athletic Program, which currently includes participation in all Conference USA sports, and is meeting the athletic interests and abilities of its student body. At the same time, we continue to work on increasing our female student-athlete opportunities by creating guidelines so that when donors provide scholarships for our men’s teams, the scholarship is matched or split with a women’s team. Also, the anticipated increase in revenue from the move to the American Athletic Conference, may allow us to increase scholarship and/or roster opportunities on the women’s side. Lastly, we are also working on roster management to create a more equitable balance between the men’s and women’s athletic rosters. | On-going |
| | | |

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

- Accommodation of Interest and Abilities
- Substantial Proportionality
- History and expansion of programs and sports

SEX EQUITY IN ATHLETICS UPDATE
STUDENT ATHLETES GENDER
2020-21

| | Male | Female | Total |
|------------------|------|--------|-------|
| Number | | | 0 |
| Percent of Total | 56% | 44% | 100% |

*Student Athletic Participation (duplicated)

PART V

EMPLOYMENT REPRESENTATION SUMMARY

Chart 1. Tenured Faculty

Faculty apply for tenure at the beginning of their sixth year of employment, so trends in this area may reflect hiring practices of several years prior. While the numbers are small there was a slight increase (+0.35%) in the number of tenured faculty between Fall 2020 and Fall 2021. There were minor increases in the proportion Black (+4%) of female (+7%), and Asian (+8%) tenured faculty.

Chart 2. Tenure-Track Faculty

From Fall 2020 to Fall 2021, there was an (-19%) decrease in tenure-track faculty overall with a (-32%) decrease in female faculty. To provide context for the overall percentage decrease this change represents a slight decrease in black tenure track faculty going from 15 to 13 (1-year change) and white tenure-track faculty decreased by 20, going from 82 to 62 (1-year change). These sharp decreases reflect attrition outcomes associated with the Covid-19 pandemic which included a hiring freeze during the 2020-21 academic year. The university resumed normal hiring practices in the 2021-22 academic year.

Chart 3. Non-Tenure-Earning Faculty

Despite a minor decrease in non-tenure-earning faculty (-1% from Fall 2020 to Fall 2021), there has been a long-term increase of non-tenure-earning faculty (+14% from Fall 2016 to Fall 2021). This percentage increase reflects the need to hire non-tenure-track instructors to meet course demand and the growth of the College of Medicine requiring the addition of non-tenure-track Clinical faculty.

Chart 4. Executive/Administrative/Managerial

There was an increase in the proportion of Hispanic employees (10%) between Fall 2020 and Fall 2021. There was notable growth in minority diversity from Fall 2016 to Fall 2021 (+30%).

Employment Representation Charts

Table 1. Category Representation – Fulltime Tenured Faculty

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
|--|-----|-----|-------|-----|-----|--------|-----|--------|--------------|--------|------|-------|
| Number, Fall 2021 | 6 | 24 | 0 | 85 | 33 | 0 | 319 | 0 | 0 | 181 | 286 | 467 |
| Number, Fall 2020 | 4 | 23 | 0 | 79 | 34 | 0 | 314 | 0 | 0 | 169 | 285 | 454 |
| 1YR Percentage Change | 50% | 4% | 0% | 8% | -3% | 0% | 2% | 0% | 0% | 7% | 0% | 3% |
| Number, Fall 2016 | 5 | 25 | 0 | 76 | 24 | 1 | 299 | 1 | 0 | 152 | 279 | 431 |
| 5YR Percentage Change | 20% | -4% | 0% | 12% | 38% | -100% | 7% | -100% | 0% | 19% | 3% | 8% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource, Fulltime instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

- Over the last five years, Hispanic fulltime tenured faculty increased by 38% and Asian representation increased by 12%.

Table 2. Category Representation – Fulltime Tenure-Track Faculty

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
|--|------|------|-------|-----|-----|--------|------|--------|--------------|--------|------|-------|
| Number, Fall 2021 | 14 | 13 | 0 | 18 | 13 | 0 | 62 | 1 | 0 | 46 | 75 | 121 |
| Number, Fall 2020 | 22 | 15 | 0 | 17 | 12 | 0 | 82 | 1 | 0 | 68 | 81 | 149 |
| 1YR Percentage Change | -36% | -13% | 0% | 6% | 8% | 0% | -24% | 0% | 0% | -32% | -7% | -19% |
| Number, Fall 2016 | 25 | 3 | 0 | 12 | 8 | 0 | 86 | 2 | 0 | 73 | 63 | 136 |
| 5YR Percentage Change | -44% | 333% | 0% | 50% | 63% | 0% | -28% | -50% | 0% | -37% | 19% | -11% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

- Over the last five years, Black fulltime tenure-track representation increased by 333%, Hispanic representation increased by 63% and Asian representation increased by 50%.

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

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
|--|------|-----|-------|-----|-----|--------|-----|--------|--------------|--------|------|-------|
| Number, Fall 2021 | 7 | 34 | 1 | 14 | 33 | 0 | 182 | 0 | 0 | 164 | 107 | 271 |
| Number, Fall 2020 | 4 | 35 | 1 | 15 | 33 | 0 | 186 | 0 | 0 | 161 | 113 | 274 |
| 1YR Percentage Change | 75% | -3% | 0% | -7% | 0% | 0% | -2% | 0% | 0% | 2% | -5% | -1% |
| Number, Fall 2016 | 13 | 26 | 0 | 13 | 28 | 0 | 157 | 1 | 0 | 135 | 103 | 238 |
| 5YR Percentage Change | -46% | 31% | 0% | 8% | 18% | 0% | 16% | -100% | 0% | 21% | 4% | 14% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

- Over the last five years, Black fulltime non-tenure track faculty representation increased by 31%, Hispanic representation grew by 16% and Asian representation by 8%.

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

| INDICATOR | NRA | B | AI/AN | A | H | NH/OPI | W | ≥ TWO* | NOT REPORTED | FEMALE | MALE | TOTAL |
|--|------|-----|-------|-----|-----|--------|-----|--------|--------------|--------|------|-------|
| Number, Fall 2021 | 5 | 90 | 0 | 24 | 77 | 3 | 371 | 8 | 0 | 348 | 230 | 578 |
| Number, Fall 2020 | 7 | 92 | 0 | 24 | 70 | 3 | 377 | 5 | 0 | 341 | 237 | 578 |
| 1YR Percentage Change | -29% | -2% | 0% | 0% | 10% | 0% | -2% | 60% | 0% | 2% | -3% | 0% |
| Number, Fall 2016 | 5 | 71 | 0 | 26 | 57 | 1 | 379 | 3 | 0 | 300 | 242 | 542 |
| 5YR Percentage Change | 0% | 27% | 0% | -8% | 35% | 200% | -2% | 167% | 0% | 16% | -5% | 7% |
| Area for improvement, compared with national standards? (Check if yes) | | | | | | | | | | | | |

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

- Over the last five years, Hispanic representation in management positions grew by 35% with Black representation growing by 27%.

PART VI

Areas of Improvement and Achievement

Part VI: Areas of Improvement from 2020 (2019-2020) Report; Achievement of Improvement Reported in 2021 (2020-2021) Report

| Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year) | Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year) |
|--|---|
| <p>Over the next five years, continue to increase the percentage of bachelor’s degrees awarded to Black and Hispanic students.</p> | <p>Goal: Increase graduation rate of Hispanic students. Hispanic student graduation rates were 56% and were higher than the overall graduation rate of 55%.</p> |

| Areas of Improvement Pertaining to Gender Equity in Athletics (This Year) | Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year) |
|---|---|
| <p>Over the next five years, continue to increase female student athlete participation.</p> | <p>Due to COVID-19, opportunities to grow female student athlete participation were not available.</p> |

| Areas for Improvement Pertaining to Employment Identified (This Year) | Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year) |
|--|--|
| <p>Over the next five years, continue to increase diverse representation in management and faculty positions as well as promotion and tenure committees.</p> | <p>Goal; Continue to increase diverse representation in management and faculty as well as promotion and tenure committees;</p> <p>Progress; Over the last five years, there has been an increase of Hispanic tenured faculty (38%). In the same period, there has been an increase in Black tenure track faculty (333%), Asian tenure track faculty (50%) and Hispanic tenure track faculty (63%).</p> <p>Over the last five years, Fulltime Non-instructional Management Occupations have seen a 27% increase in Black representation and a 35% rise Hispanic representation.</p> |

PART VII
Protected-Class Representation
in the Tenure Process
2020-2021

| Sex, Race/Ethnicity | Applied | Withdrawn | Denied | Deferred | Nominated |
|--|----------------|------------------|---------------|-----------------|------------------|
| MALES | | | | | |
| American Indian or Alaskan Native | | | | | |
| Asian | 4 | | | | 4 |
| Black or African American | | | | | |
| Hispanic | | | | | |
| Native Hawaiian/Other Pacific | | | | | |
| Two or More Races | | | | | |
| White | 5 | | | | 5 |
| Other, Not Reported | | | | | |
| Total Male (Include Other, Not Reported) | 9 | | | | 9 |
| FEMALES | | | | | |
| American Indian or Alaskan Native | | | | | |
| Asian | 2 | | | | 2 |
| Black or African American | 2 | | | | 2 |
| Hispanic | 1 | | | | 1 |
| Native Hawaiian/Other Pacific | | | | | |
| Two or More Races | | | | | |
| White | 14 | | | | 14 |
| Other, Not Reported | | | | | |
| Total Female (Number and Percent) (Include Other, Not Reported) | 19/68% | | | | 19/68% |
| GRAND TOTAL | 28 | | | | 28 |

LEGEND:

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

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

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

NOMINATED: Faculty for whom tenure is being recommended by the University

- 32% of the candidates applying for tenure, were minority candidates.

**PART VIII
PROMOTION AND TENURE COMMITTEE
COMPOSITION
AY 2020 – 2021**

Each university is required to report the racial and sex composition of committees reviewing recommendations at each transaction level. The University Committee is diverse. For college committees, the criteria and process are reviewed with each Dean and the Provost.

| Type of Committee | Black or African American | | American Indian/Alaskan Native | | Asian | | Native Hawaiian or Other Pacific Islander | | Hispanic | | Two or More Races | | White | | Other, Not Reported | | Total including Other, Not Reported | |
|---|---------------------------|---|--------------------------------|---|-------|---|---|---|----------|---|-------------------|---|-------|----|---------------------|---|-------------------------------------|----|
| | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F | M | F |
| University Committee | 2 | | | | | | | | | | | | 5 | 2 | | | 7 | 2 |
| College of Arts and Letters | | | | | | | | | | 2 | | | 9 | 3 | | | 9 | 5 |
| College of Business | | | | | 3 | | | | 1 | | | | 1 | 1 | | | 5 | 1 |
| College of Education | 1 | 1 | | | | | | | | 1 | | | 2 | 1 | | | 3 | 3 |
| College of Engineering and Computer Science | | | | | 4 | | | | 1 | | | | 2 | | | | 7 | 0 |
| College of Medicine | | | | | 3 | 1 | | | | | | | 5 | 4 | | | 8 | 5 |
| College of Nursing | | 2 | | | | 1 | | | | | | | 2 | 15 | | | 2 | 18 |
| College of Science | | | | | | | | | | | | | 7 | 1 | | | 7 | 1 |
| College of Social Work and Criminal Justice | | | | | 1 | | | | | | | | 1 | 2 | | | 2 | 2 |
| Harbor Branch Oceanographic Institute | | | | | 1 | | | | | | | | 2 | 1 | | | 3 | 1 |
| Honors College | | 2 | | | 1 | | | | 2 | 1 | | | 12 | 8 | | | 15 | 11 |
| University Libraries | | | | | | | | | | 1 | | | 1 | 2 | | | 1 | 3 |

PART IX OTHER REQUIREMENTS

A. Budget Plan;

| Equity Expenditures | |
|---|--------------------|
| Office of Equity and Inclusion (Office of the President) | \$488,075 |
| Diversity Platform (Office of the President) | \$43,365 |
| Diversity Enhancement Scholarship (Financial Aid) | \$11,200 |
| Office of Diversity & Multicultural Affairs (Student Affairs) | \$507,840 |
| Student Accessibility Services (Student Affairs) | \$640,561 |
| Upward Bound (Federal Grant) (Student Affairs) | \$280,409 |
| College of Medicine, Diversity & Inclusion | \$369,114 |
| Delores A. Auzenne Fellowship Program (sponsored by the State University System) (Graduate Studies) | \$40,000 |
| Summer Graduate Program (Graduate Studies) | \$29,500 |
| Florida Education Fund Scholarship (MLK) (Admissions) | \$12,000 |
| STRIDE (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) (Provost) | \$37,500 |
| Total Expenditures | \$2,459,564 |

B. President's Evaluation

President Kelly's 2020 – 2021 Evaluation was held in September 2021.

C. Top Administrators' Evaluations

Top administrators' evaluations were completed September 2021.