



Item: AF: A-2

AUDIT AND FINANCE COMMITTEE
Wednesday, June 10, 2009

SUBJECT: 2007-2008 FLORIDA EQUITY REPORTS: ENROLLMENT, GENDER EQUITY IN ATHLETICS AND EMPLOYMENT

PROPOSED COMMITTEE ACTION

Approval of Report to be submitted to the Florida Board of Governors, State University System

BACKGROUND INFORMATION

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

IMPLEMENTATION PLAN/DATE

July 1, 2009

FISCAL IMPLICATIONS

N/A

Supporting Documentation: 2007-2008 Florida Equity Reports

Presented by: Paula Behul, Director, 561-297-3004 (office)



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

**Florida Atlantic University
Data Year: FY July 2007 – June 2008**

Approved by University Board of Trustees:

Signature

Date

Approved by University President:

Signature

Date

Submitted by:

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Part II Policies and Procedures in Support of Equity

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

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

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

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

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

Frank T. Brogan, President
June 6, 2007

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

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[5.010_Anti-Discrimination_and_Anti-Harassment.pdf](#)[Student_Grievances](#)[ADA Coordination](#)[Training Calendar](#)[Contact Us](#)[EOP Home](#)[President's Office](#)[Diversity at FAU](#)[People Admin](#)[Faculty Hiring Checklist](#)[University Ombudsman](#)

WELCOME TO THE OFFICE OF EQUAL OPPORTUNITY PROGRAMS



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

Location :

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Florida Atlantic University

Regulation 5.010

Anti-Discrimination and Anti-Harassment Regulation



1. POLICY

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

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

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

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

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

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

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

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

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

2. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

3. PROCEDURE FOR REPORTING VIOLATIONS

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

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

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

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

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

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

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

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

4. PROCEDURE FOR INVESTIGATION OF COMPLAINTS

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

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

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

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

5. PROCEDURE FOR RECONSIDERATION

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

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

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

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

Part III Academic Program Analysis 2007-08

- Strategic Plan – reflect racial, ethnic and gender diversity in student enrollment.
- 15.3% Black freshmen enrollment in 2008 up from 14.7% in 2003
- 21.0% Hispanic freshmen in 2008 up from 15.7% in 2003
- 43% Minority participation rate in 2008 as compared to 37.8% in 2003
- 43% Community College Transfers in 2008 and 2003
- Black participation grew 16.8% as compared to 16.2%
- Hispanic participation grew 16.2% as compared to 14.3%
- 81.4% Black students are retained through the 1st year
- 78.3% Hispanic students are retained through the 1st year
- 72.3% White students are retained through the 1st year

Graduation Rates

- More than 14% of Black students graduated within six years.
- 15% of Hispanic students graduated within six years
- 18% of bachelor's degrees were awarded to Black students
- 18% of bachelor's degrees were awarded to Hispanic students (as compared to 15% and 12% respectively from 2002-2003)

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

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Chart 1. Full-Time First-Time-In-College Enrollment, Fall 2008, Fall 2007 and Fall 2003

	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Total FTIC Fall 2008	32	407	11	116	559	1517	16	1398	1260	2658
Category % of Total Fall 2008	0.012039127	0.153122649	0.00413845	0.043641836	0.210308503	0.57072987	0.0060196	0.52595937	0.474040632	1
Total FTIC Fall 2007	57	393	7	139	471	1478	18	1326	1237	2563
Category % of Total Fall 2007	0.022239563	0.153335934	0.002731174	0.05423332	0.183769021	0.57666797	0.007023	0.51736247	0.482637534	1
Total FTIC Fall 2003	42	301	6	102	320	1269	1	1143	898	2041
Category % of Total Fall 2003	0.020578148	0.147476727	0.002939735	0.049975502	0.156785889	0.62175404	0.00049	0.5600196	0.439980402	1

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

FTIC. The composition of first-time-in-college students enrolled by Florida Atlantic University continues to reflect the population of southeast Florida and continues to grow in diversity. The proportion of FTICs who identify themselves as Black has increased from 14.7% in 2003 to 15.3% in 2008. The Hispanic share has increased during this period from 15.7% to 21.0%, while the overall minority share has grown from 37.8% to 42.8%.

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Chart 2. Full-Time Florida Community College A.A. Transfers, Fall 2008 (and Summer Continuing into Fall) Fall 2007 and Fall 2003

	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Total Fall 2008	23	107	4	21	93	294	0	320	222	542
Category % of Total Fall 2008	0.042435424	0.197416974	0.007380074	0.038745387	0.171586716	0.54243542	N/A	0.5904059	0.409594096	1
Total Fall 2007	30	103	1	18	151	313	1	393	224	617
Category % of Total Fall 2007	0.048622366	0.166936791	0.001620746	0.02917342	0.244732577	0.50729335	0.0016207	0.636953	0.363047002	1
Total Fall 2003	39	70	1	24	75	278	0	316	171	487
Category % of Total Fall 2003	0.080082136	0.143737166	0.002053388	0.049281314	0.154004107	0.57084189	N/A	0.64887064	0.351129363	1

Sources: Final Student Data Course File/Retention (Fall or Summer AA Transfers who Matriculated Fall)

AA Transfers. Associate of Arts transfer students from community colleges were approximately 43% in both 2008 and 2003. While Black student proportion grew slightly during this five year period from 16.2 to 16.8%, the Hispanic proportion grew from 14.3 to 16.2%.

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Chart 3. Retention of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2007 or Summer 2007 and continuing into Fall, After One Year

	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	57	393	7	139	471	1478	18	1326	1237	2563
Category % of Total	0.022239563	0.153335934	0.002731174	0.05423332	0.183769021	0.57666797	0.007023	0.51736247	0.482637534	1
After 1 year	49	320	6	122	369	1068	17	1024	927	1951
Retention Rate	0.859649123	0.814249364	0.857142857	0.877697842	0.78343949	0.72259811	0.9444444	0.77224736	0.749393694	0.761217323

Source: Final Student Data Course File. FTICs Who Matriculated Fall 2007, plus those FTICs Who Matriculated In Summer 2007 And Enrolled in 2007-08. Second year retention data includes students enrolled in Fall 2008.

Retention Florida Atlantic University retains Black and Hispanic students at a rate exceeding that of white students and of the student population as a whole. The retention rate for Black FTICs entering FAU in the summer/fall 2007 after one year is 81.4% and 78.3% for Hispanics compared to 72.3% for White students.

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Chart 4. Graduation Rate of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2002 or Summer 2002 and continuing into Fall, After Six Years

	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	69	285	7	112	305	1249	0	1107	920	2027
Category % of Total	0.034040454	0.140601875	0.003453379	0.05525407	0.150468673	0.616181549	N/A	0.546127282	0.453872718	1
After 6 years										
Number of Graduates	44	107	1	53	117	464	0	483	303	786
Percent Graduated	0.637681159	0.375438596	0.142857143	0.473214286	0.383606557	0.371497198	N/A	0.436314363	0.329347826	0.38776517
Category % Graduated	0.055979644	0.136132316	0.001272265	0.067430025	0.148854962	0.590330789	N/A	0.614503817	0.385496183	1
Number Retained	50	138	3	63	148	582	0	580	404	984
Percent Retained	0.724637681	0.484210526	0.428571429	0.5625	0.485245902	0.465972778	N/A	0.523938573	0.439130435	0.485446473
Category % Retained	0.050813008	0.140243902	0.00304878	0.06402439	0.150406504	0.591463415	N/A	0.589430894	0.410569106	1

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

Graduation. More than 14% of the summer/fall 2002 FTICs who graduated from FAU within six years were Black while 15% were Hispanic. These proportions are almost exactly equal to the proportional shares of these groups in the entering class.

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Chart 5. Bachelor's Degrees Awarded, AY 2007-2008, AY 2006-2007, AY 2002-2003								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
AY 2007-2008								
Male	83	235	2	79	287	910	0	1596
Female	115	567	11	120	528	1535	9	2885
Total	198	802	13	199	815	2445	9	4481
Category % of Total	0.044186565	0.178977907	0.002901138	0.04440973	0.181879045	0.545637135	0.00200848	1
AY 2006-2007								
Male	112	233	5	68	265	853	0	1536
Female	90	520	12	143	473	1568	3	2809
Total	202	753	17	211	738	2421	3	4345
Category % of Total	0.046490219	0.173302647	0.003912543	0.048561565	0.169850403	0.557192175	0.000690449	1
AY 2002-2003								
Male	155	147	3	80	154	748	0	1287
Female	135	399	9	86	289	1386	0	2304
Total	290	546	12	166	443	2134	0	3591
Category % of Total	0.080757449	0.152046784	0.003341688	0.046226678	0.123363965	0.594263436	N/A	1

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

Degrees Awarded. In 2007-08 nearly 18% of baccalaureate degrees were awarded to Black students and 18% were awarded to Hispanic students. These shares are up significantly from 2002-03 (from 15% and 12% respectively). Steady progress is also seen in graduate degrees.

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Chart 6. Master's Degrees Awarded, AY 2007-2008, AY 2006-2007, AY 2002-2003								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
AY 2007-2008								
Male	51	25	0	16	42	247	2	383
Female	42	94	3	37	83	469	3	731
Total	93	119	3	53	125	716	5	1114
Category % of Total	0.083482944	0.106822262	0.002692998	0.047576302	0.112208259	0.642728905	0.00448833	1
AY 2006-2007								
Male	44	35	0	22	39	262	2	404
Female	37	72	0	26	77	479	3	694
Total	81	107	0	48	116	741	5	1098
Category % of Total	0.073770492	0.097449909	N/A	0.043715847	0.10564663	0.674863388	0.004553734	1
AY 2002-2003								
Male	74	27	0	19	35	211	0	366
Female	52	66	1	16	49	390	1	575
Total	126	93	1	35	84	601	1	941
Category % of Total	0.133900106	0.098831031	0.001062699	0.037194474	0.089266738	0.638682253	0.001062699	1

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

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Chart 7. Doctoral Degrees Awarded, AY 2007-2008, AY 2006-2007, AY 2002-2003								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
AY 2007-2008								
Male	11	2	0	0	2	19	0	34
Female	9	2	0	3	4	31	0	49
Total	20	4	0	3	6	50	0	83
Category % of Total	0.240963855	0.048192771	N/A	0.036144578	0.072289157	0.602409639	N/A	1
AY 2006-2007								
Male	15	4	0	1	1	15	0	36
Female	6	2	0	1	4	25	0	38
Total	21	6	0	2	5	40	0	74
Category % of Total	0.283783784	0.081081081	N/A	0.027027027	0.067567568	0.540540541	N/A	1
AY 2002-2003								
Male	8	1	0	1	1	8	0	19
Female	2	0	1	2	3	26	0	34
Total	10	1	1	3	4	34	0	53
Category % of Total	0.188679245	0.018867925	0.018867925	0.056603774	0.075471698	0.641509434	N/A	1

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

**Florida Equity Reports
Florida Atlantic University
2008-09
PART III: Academic Program Reviews**

Chart 8. First Professional Degrees Awarded, AY 2007-2008, AY 2006-2007, AY 2002-2003

	NRA	B	AI/AN	A/PA	H	W	Unk	T
AY 2007-2008								
Male	0	1	0	0	0	3	0	4
Female	0	4	0	1	3	12		20
Total	0	5	0	1	3	15	0	24
Category % of Total	N/A	0.208333333	N/A	0.041666667	0.125	0.625	N/A	1
AY 2006-2007								
Male	0	1	0	0	0	4	0	5
Female	0	2	0	0	2	11	0	15
Total	0	3	0	0	2	15	0	20
Category % of Total	N/A	0.15	N/A	N/A	0.1	0.75	N/A	1
AY 2002-2003								
Male	0	1	0	0	1	2	0	4
Female	0	4	0	0	5	9	0	18
Total	0	5	0	0	6	11	0	22
Category % of Total	N/A	0.227272727	N/A	N/A	0.272727273	0.5	N/A	1

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

Part III B. Student Services

ACADEMIC AFFAIRS

Admissions

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

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

Female students accounted for 51% of incoming freshmen.
<http://www.fau.edu/academic/admissions/admissn.htm>

Academic Advising

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

Through Academic Advising students receive assistance and guidance in developing suitable educational plans, strengthening decision-making skills, increasing their awareness of University policies and procedures, clarifying life and career goals and acquiring information regarding university and community resources.

Undergraduate Students

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

Graduate Students

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

Office of Student Retention (Housing)

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

Small groups of classmates learn to study together by collaborating on projects and accessing university resources.

1. **Freshmen Learning Communities (FLC)**

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

B. Supplemental Instruction

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

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

Student Financial Assistance

- Offers student employment, college work study and temporary funds for student workers.
- There are a host of scholarships available to assist students with their educational goals.
- Gender and ethnicity transparent

<http://www.fau.edu/financial/index.php>

<http://www.fau.edu/finaid/typesofaid/scholarship>

STUDENT AFFAIRS

Student Affairs compliments the academic mission by offering program activities and services that encourage students to critically explore today's global society through in-depth engagement with faculty, staff and students who come from different socioeconomic, ethnic, racial, international, gender and/or religious backgrounds. The diversity of our campus community combined with our excellent academic programs make FAU a dynamic vibrant academic institution.

Charles Brown, Vice President, Student Affairs

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

Campus Recreation

Mission: Enhance the FAU Community quality of life by encouraging active and balanced lifestyles.

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

- 2,372 students participated (07-08)
- 16% female (371 total)
- 84% male (2,001 total)

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

- 901 participants (07-08)

- 88% female (796 total)
- 12% male (105 total)

Club Sports – student led clubs and organizations include but are not limited to Fencing, Ice Hockey, Rugby, Surfing, Water Polo, Judo, Scuba Diving, etc.

- 322 participants (07-08)
- 20% female (64 total)
- 80% male (258 total)

Fitness Center Usage

- 62,296 visits in (07-08)
- 35% female (21,804 visits)
- 65% male (40,492 visits)

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

Student Health Services

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

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

Multicultural Affairs

Eyes on the Prize Retention Program

Provides academic counseling and support services.

Program has six components:

- Needs assessment of study habits, attitudes and dropout proneness (58 participants)
- Survival skills workshops (58 participants)
- Peer Tutoring (225 participants)
- Book Loan Service (353 participants)
- Monitoring Scholastic progress (58 participants)
- Referrals to appropriate academic and student affairs units for assistance.

Academic Enhancement Program

- Tutorial program designed to help FAU students earn better grades leading to academic success.

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

Student Employment Human Resources

- Offers student employment
- Gender and ethnicity transparent

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

Part IV Gender Equity in Athletics Update

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

- Prong I** - Substantial Proportionality
- Prong II** - History and practice of expansion of sports
- Prong III** - Meeting the interests and abilities of the student body

In compliance with Prong III

All incoming new and transfer undergraduate students are surveyed. The students are asked about their background and interests in participating in club, intramural and varsity intercollegiate levels. Survey indicated our undergraduate population's interest are being met with our current sports.

Sports Offering

18 Intercollegiate Teams

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

Participation Rates Compared with Full-time Enrollment

Full Time Enrollment

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

Athletic Participation

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

Availability of Facilities

- Renovations have been completed for the FAU Arena impacting the basketball and volleyball teams. The M/W basketball locker rooms, baseball locker room and practice and varsity soccer fields have also been renovated.
- Brand new track and field facility was completed in January '07.

Publicity and Promotion

Marketing Plans

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

Media Guides (Equal distribution)

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

Equipment

All equipment is provided to practice and compete

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

***Sports where equipment is needed**

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

Scheduling games and practice times

Arena – Shared Facility

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

Tutoring

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

**Florida Equity Reports
(Florida Atlantic University)
2008-2009
PART IV: Gender Equity in Athletics**

Chart 1. Gender Equity in Athletics Update

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

4. Scholarship offerings for athletes	The total amount of financial assistance awarded in 2008-2009 was \$2,695,108. Men represented 59% percent of the participation and received 52% of the awards. Women represented 41% of the participation and received 48 percent of the awards. There is a difference of 7% favoring the women's program.	No
5. Funds allocated for:		
a) the athletic program as a whole	The athletic program budget as a whole can be evaluated by comparing each component in this chart. Funds are needed for coaching salaries, scholarships, recruiting, tutors, travel, per diem and every other item mentioned in this table. Therefore, the best way to evaluate this area's weakness is by comparing the items listed on this chart.	No
b) administration	The athletics program is administered by the Athletics Director. There are six associate athletics directors (Associate AD for Administration, Associate AD for External Relations, Associate AD for Internal Relations, Associate AD for Business, Associate AD for Compliance and Associate AD for Academics) that report directly to the AD. These six associates oversee the rest of the department with the exception of the football, m/w basketball, baseball and softball programs that report directly to the Athletics Director.	No

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

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

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

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

**Florida Equity Reports
(University Name)
2008-2009**

PART V: Gender Equity in Athletics

Chart 2. Gender Equity in Athletics - Areas for Improvement

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

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

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

Part V Employment Representation

Race and gender representation:

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

Refer to Table V Charts

1. Category Representation - Tenured faculty
2. Category Representation - Tenure-Track faculty
3. Category Representation - Faculty not on Tenure-Track **or** faculty employed at a Non-Tenure-granting university
4. Category Representation - Executive/Administrative/Managerial employees
5. New Hires, Tenured faculty
6. New Hires, Tenure-Track faculty
7. New Hires, faculty not on Tenure-Track **or** faculty employed at Non-Tenure-granting university
8. New Hires, Executive/Administrative/Managerial employees

**Florida Equity Reports
Florida Atlantic University
PART V: Employment Representation**

Chart 1. Category Representation – Tenured Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	4	20	1	56	22	296	0	138	399
Number, Fall 2007	3	20	1	51	18	272	0	124	365
Percentage Change From Fall 2007 to 2008	33.3%	0.0%	0.0%	9.8%	22.2%	8.8%	N/A	11.3%	9.3%
Number, Fall 2003	10	20	2	48	17	300	0	117	397
Percentage Change From Fall 2003 to 2008	-60.0%	0.0%	-50.0%	16.7%	29.4%	-1.3%	N/A	17.9%	0.5%
Area for improvement, compared with national standards? (Check if yes)									

*Source: IPEDS Fall Staff
2008, 2007 and 2003*

Note: *While the numbers are small, this Chart does show an increase in the diversity of tenured faculty.*

**Florida Equity Reports
Florida Atlantic University
PART V: Employment Representation**

Chart 2. Category Representation – Tenure-Track Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	39	12	0	14	12	107	0	71	184
Number, Fall 2007	43	13	0	20	15	136	0	83	227
Percentage Change From Fall 2006 to 2007	-9.3%	-7.7%	N/A	-30.0%	-20.0%	-21.3%	N/A	-14.5%	-18.9%
Number, Fall 2003	30	5	1	15	12	132	0	80	195
Percentage Change From Fall 2003 to 2008	30.0%	140.0%	-100.0%	-6.7%	0.0%	-18.9%	N/A	-11.3%	-5.6%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff
2008, 2007 and 2003

Note: This Chart is complicated and may be deceiving. Some of the faculty listed in previous years (2003 and 2007) may now be part of Chart 1 (tenured).

**Florida Equity Reports
Florida Atlantic University
PART V: Employment Representation**

Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	24	10	0	9	25	203	0	150	271
Number, Fall 2007	27	11	0	10	19	190	0	143	257
Percentage Change From Fall 2007 to 2008	-11.1%	-9.1%	N/A	-10.0%	31.6%	6.8%	N/A	4.9%	5.4%
Number, Fall 2003	22	15	0	5	14	195	0	136	251
Percentage Change From Fall 2003 to 2008	9.1%	-33.3%	N/A	80.0%	78.6%	4.1%	N/A	10.3%	8.0%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2008, 2007 and 2003

Note: *While the numbers are small, it does show a move toward greater diversity.*

**Florida Equity Reports
Florida Atlantic University
PART V: Employment Representation**

Chart 4. Category Representation – Executive/Administrative/Managerial									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	1	39	0	15	10	214	0	151	279
Number, Fall 2007	0	32	0	13	10	218	0	143	273
Percentage Change From Fall 2007 to 2008	N/A	21.9%	N/A	15.4%	0.0%	-1.8%	N/A	5.6%	2.2%
Number, Fall 2003	0	21	0	5	7	149	0	105	182
Percentage Change From Fall 2003 to 2008	N/A	85.7%	N/A	200.0%	42.9%	43.6%	N/A	43.8%	53.3%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2008, 2007 and 2003

**Florida Equity Reports
Florida Atlantic University
PART V: Employment Representation**

Chart 5. New Hires AY 2007-2008 – Tenured Faculty									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	0	0	0	0	0	0	0	0	0
Number, Fall 2007	0	0	0	0	0	1	0	1	1
Percentage Change From Fall 2007 to 2008	N/A	N/A	N/A	N/A	N/A	-100.0%	N/A	-100.0%	-100.0%
Number, Fall 2003	0	0	0	0	0	3	0	0	3
Percentage Change From Fall 2003 to 2008	N/A	N/A	N/A	N/A	N/A	-100.0%	N/A	N/A	-100.0%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2008, 2007 and 2003

**Florida Equity Reports
Florida Atlantic University
PART V: Employment Representation**

Chart 6. New Hires AY 2007-2008 – Tenure-Track Faculty									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2008	9	2	0	0	3	8	0	12	22
Number, Fall 2007	17	0	0	1	2	15	0	10	35
Percentage Change From Fall 2007 to 2008	-47.1%	N/A	N/A	-100.0%	50.0%	-46.7%	N/A	20.0%	-37.1%
Number, Fall 2003	17	1	1	4	4	34	0	18	61
Percentage Change From Fall 2003 to 2008	-47.1%	100.0%	-100.0%	-100.0%	-25.0%	-76.5%	N/A	-33.3%	-63.9%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff
2008, 2007 and 2003

Note: Here is where we see the affect of the budget cuts and the economy. An overall decline in the number of new lines in tenure-track positions.

**Florida Equity Reports
Florida Atlantic University
PART V: Employment Representation**

Chart 7. New Hires AY 2007-2008 – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2008	3	0	0	0	2	20	0	18	25
Number, Fall 2007	7	0	0	1	2	23	0	20	33
Percentage Change From Fall 2007 to 2008	-57.1%	N/A	N/A	-100.0%	0.0%	-13.0%	N/A	-10.0%	-24.2%
Number, Fall 2003	10	3	0	1	2	40	0	25	56
Percentage Change From Fall 2003 to 2008	-70.0%	-100.0%	N/A	-100.0%	0.0%	-50.0%	N/A	-28.0%	-55.4%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff
2008, 2007 and 2003

Note: Here too, the smaller number of new hires is due to budget cuts and hiring freeze.

**Florida Equity Reports
Florida Atlantic University
PART V: Employment Representation**

Chart 8. New Hires AY 2007-2008– Executive/Administrative/Managerial									
Indicator	NRA	B	AI/AN	A/PI	H	W	Not Reported	Female	Total
Number, Fall 2008	0	1	0	0	0	1	0	1	2
Number, Fall 2007	0	0	0	0	2	11	0	5	13
Percentage Change From Fall 2007 to 2008	N/A	N/A	N/A	N/A	-100.0%	-90.9%	N/A	-80.0%	-84.6%
Number, Fall 2003	0	0	0	1	0	9	0	6	10
Percentage Change From Fall 2003 to 2008	N/A	N/A	N/A	-100.0%	N/A	-88.9%	N/A	-83.3%	-80.0%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff 2008, 2007 and 2003

Part VI Areas of Achievement

Areas of Achievement

FAU was ranked 26th in Hispanic Outlook in Higher Education Magazine in awarding bachelor's degrees to Hispanic students during 07-08 academic year. This ranking is two rankings higher than last year's ranking of 28.

FAU was also ranked 55th by Hispanic Outlook in awarding Master's degrees to Hispanic students during the 07-08 academic year.

STUDENT SERVICES

Civic Engagement and Service

The Center for Civic Engagement is a service-learning program that provides opportunities for students to volunteer their time to address the societal needs of the larger community. Its diversity initiatives include partnering with 28 agencies and organizations that serve low-income and homeless populations. This includes, but is not limited to:

- A) The Florence Fuller Child Development Center in Dixie Manor, a public housing complex in Boca Raton where the majority of the African American community resides.
- B) The Milagro Center, which provides arts education to Palm Beach County's most disadvantaged populations.
- C) Redlands Christian Migrant Association (RCMA) Child Development Center, which provides child care for children of farm-workers and rural, low income families.
- D) Campo Alegre, for migrant children in coordination with the Farmworker's Children's Council.

Career Development

The Career Development Center provides networking opportunities that enable students to make informed career decisions. The Center's diversity initiatives include hosting and partnering with the following organizations to conduct information sessions and/or participate in job fairs:

- A) The Workforce Recruitment Program for college students with disabilities. This program conducted two days of on campus interviews in Spring 2009 for internships and permanent professional positions for graduates.

- B) The National Black MBA Association hosted a recruitment information session for undergraduate and MBA students in the Barry Kaye College of Business.
- C) The National Association for Black Accountants hosted a recruitment information session for accounting students in the Barry Kaye College of Business.
- D) INROADS, a non-profit organization that recruits, trains and develops talented minority youth for careers in business and industry.
- E) The Hispanic Association of Colleges and Universities that recruits FAU students and graduates for internships and professional permanent positions.

Students with Disabilities

The Office of Students with Disabilities helps students by providing reasonable accommodations, ensuring access to all facilities and areas, and promoting the development of compensatory skills. Its diversity initiatives include:

- A) Information presentations on different types of disabilities, the challenges students face by each type of disability and accommodations available to students. This year the office made nine presentations to classes, departments, committees and groups including, but not limited to the Faculty Senate, University Diversity Committee, Rehabilitation Counseling Department CORE Accreditation team, medical students from the University of Miami Miller School of Medicine at FAU, and prospective FAU student from the Center for Independent Living of Broward.
- B) Advising the Owls Supporting Diversity (OSD) club whose mission is to transform the public perception of people with disabilities and promote equality for all individuals. Club activities include, but are not limited to the following:
 - i. Miami Lighthouse for the Blind tour for prospective students
 - ii. Visual impairment awareness interactive exhibit on the Breezeway
 - iii. Deaf/Hard of Hearing awareness interactive exhibit on the Breezeway
 - iv. Epilepsy Awareness and first aid for seizures on the Breezeway
 - v. National Disability Awareness Day simulations on the Breezeway
 - vi. National Autism Awareness Day on the Breezeway
 - vii. Black History Month display on “Disability Does Not Discriminate” including information on famous African Americans with disabilities.
 - viii. Women’s History Month display on influential women in history with disabilities
 - ix. Presentations to the City of Boca Raton’s Advisory Board for People with Disabilities
 - x. Hosting the AmeriCorps literacy program presentation on “Opportunities for People with Disabilities.”
 - xi. Presenting at the “Let’s Get Engaged” education event on disability etiquette.
 - xii. Collaborating with Volunteer Florida and Boca Helping Hands for the Project Impact Food Drive.

**Part VII Protected Class Representation in the
Tenure Process, 2007-2008**

**Florida Equity Reports
Florida Atlantic University
2008-09**

Table 7: Protected-class Representation in the Tenure Process, 2007-08

Sex, Race/Ethnicity	*Eligible	Applied	Withdrawn	Denied	Deferred	Nominated
MALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	4	4				4
Black, Not Hispanic						
Hispanic	2	2				2
White, not Hispanic	11	11	1			10
Total Male (include Other, Not Reported)	17	17	1			16
FEMALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	1	1				1
Black, not Hispanic	1	1				1
Hispanic						
White, not Hispanic	6	6				6
Total Female (Number and Percent) (include Other, Not Reported)	8	8				8
GRAND TOTAL	25	25	1			24

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

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

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

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

2007-2008

**Florida Equity Reports
Florida Atlantic University
2008-09**

Table 8: Promotion and Tenure Committee Composition, AY 2007- 08

Type of Committee	Black, not Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Total including Other, Not	
	M	F	M	F	M	F	M	F	M	F	M	F
	University Committee					1				5	3	6
Dorothy F. Schmidt College of Arts and Letters	1								4	6	5	6
Anthropology		1							2	2	2	3
Theatre & Dance									5		5	
English		1				1			11	6	11	8
Sociology	1					1	1		3	4	5	5
Comm. & Multi Media Studies		2			2				4	4	6	8
Visual Art & Art History									6	7	6	7
Barry Kaye College of Business						1			6		7	
Accounting									9	4	9	4
Info. Tech & Operations Mgmt						1			6		7	
Economics	1					1			4	2	6	2

Type of Committee	Black, not Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Total including Other, Not	
	M	F	M	F	M	F	M	F	M	F	M	F
Charles E. Schmidt College of Science							1		5		6	
Biological Science	1	1			1				5	2	7	3
Mathematics					3	1	1		11		15	1
Chemistry									3	1	3	1
College of Education							1		4	3	5	3
Counselor Education							1		3		4	
Educational Leadership									4	4	4	4
Exceptional Student Ed		1			1				3	5	4	6
Teacher Education		1			2	2	1	2	3	11	6	16

Budgetary Incentive Plan

Equity Accountability Program Budget Incentive Plan

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

Goal 1: To produce positive Faculty hiring outcomes

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

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

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

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

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

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

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

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

President's Evaluation Process & Results
(see page 3 of 4)



**Meeting Minutes
Wednesday, November 19, 2008**

**Harbor Branch Oceanographic Institute
5600 US 1 North
Ft. Pierce, Florida 34946**

Chairwoman Nancy Blosser convened the meeting of the Florida Atlantic University Board of Trustees with the following members participating:

Trustees Scott Adams, Anthony Barbar, William Bryant, Abraham Cohen, Rajendra Gupta, Lalita Janke, Sherry Plymale, Eric Shaw, Robert Stilley, and Thomas Workman.

Absent: Trustees David Feder, Armand Grossman, and Rajendra Gupta.

The following university officials participated:

Mr. Frank T. Brogan, President; Mr. David Kian, General Counsel; Mr. Randy Goin, Chief of Staff & BOT Liaison; Dr. Ken Jessell, Vice President for Financial Affairs; Dr. Joyanne Stephens, Vice President for FAU's Broward Campuses; Ms. Gerri McPherson, Vice President for FAU's Treasure Coast Campus; and Dr. Dennis Hanisak, Director Center of Marine Ecosystems Health, HBOI.

I. Call to Order

Chairwoman Nancy Blosser convened the meeting at 10:19 a.m. Chairwoman Blosser introduced Dr. Dennis Hanisak to provide the official welcome to the BOT to Harbor Branch Oceanographic Institute in the absence of Dr. Shirley Pomponi. Trustee Sherry Plymale introduced Mr. James Sites, the new President of the Harbor Branch Oceanographic Institute Foundation.

II. Approval of the meeting minutes.

There was a motion to approve the minutes from the July 30, September 10, and the September 16, 2008 meetings by Trustee Lalita Janke. The motion was seconded by Trustee Thomas Workman. The motion passed unanimously.

III. Chair's Report

Chairwoman Blosser reviewed the activities she participated in and represented the BOT in which included:

- Provided greetings on behalf of the BOT at the President State of the University
- Attended the Board of Governors meeting held at the University of South Florida
- Attended the ribbon cutting for the Marlene and Harold Forkas Alumni Center
- Attended the Annual Business Leader of the Year Breakfast
- Provided greetings on behalf of the BOT at FAU's Talon Awards Ceremony
- Participated in FAU's Homecoming parade
- Served as Honorary Coach at FAU's Homecoming game
- Worked on the President's evaluation
- Met with David Gury, the Chair of Florida Atlantic University Foundation to discuss Presidential compensation
- Provided greetings on behalf of the BOT at the Treasure Coast Building dedication

IV. President's Report

President Frank Brogan thanked Ms. Gerri McPherson, Vice President of the Treasure Coast campuses and her staff for the wonderful celebration of the Treasure Coast building dedication. He thanked Dr. Hanisak and the HBOI staff for hosting the BOT meeting. President Brogan provided an update on the position search for the Vice President for Research, as well as announced the search for a new Chief Information Officer due to the retirement of Dr. Jeff Schilit. President Brogan informed the board that he is serving on the search committee for a new Chancellor for the State University System. He discussed the opening of the Marlene and Harold Forkas Alumni Center, the new student wellness center that will open in the spring, and the reopening of the Arena. President Brogan discussed differential tuition capability that may go to the Legislature for approval this year.

V. Strategic Planning Committee

Trustee Scott Adams

Trustee Scott Adams reported that the Strategic Planning Committee met on October 22, 2008. One agenda item resulted in motions to come before the committee for approval. Due to the excellent attendance at that meeting, this item was fully vetted.

SP: A-1. Approval of Ten-Year Update of the Campus Master Plan for FAU's John D. MacArthur Campus in Jupiter

With no further discussion there was a motion by Trustee Eric Shaw to approve the agenda item listed. The motion was seconded by Trustee Anthony Barbar. The motion passed unanimously.

VI. Academic and Student Affairs Committee

Trustee Robert Stilley

Trustee Robert Stilley reported that the Academic and Student Affairs Committee met on October 22, 2008. Two agenda items resulted in motions to come before the committee for approval. Due to the excellent attendance at that meeting, these items were fully vetted.

AS: A-1. Approval of Program Review for the College of Education for Submission to the Florida Board of Governors

With no further discussion there was a motion by Trustee Eric Shaw to approve the agenda item listed. The motion was seconded by Trustee Anthony Barbar. The motion passed unanimously.

AS: A-2. Approval of By-Laws of the New Florida Atlantic University Schools School Advisory Body

Trustee Stilley noted there were some minor changes to the By-Laws as a result of the committee meeting. President Brogan added the changes were an increase in parent representation on the advisory board. There was a motion by Trustee Nancy Blosser to approve the agenda item listed. The motion was seconded by Trustee Lalita Janke. Trustee Stilley asked Mr. David Kian to update the BOT on emails sent on the subject matter. Mr. Kian stated the email came from a parent of a student at AD Henderson asserting that the composition of the proposed School Advisory board violates a Florida Statute that requires that a majority of a school advisory body must not be employees of the school district. This parent filed an email with the Florida Department of Education (DOE) in September. The DOE sought a response from FAU's Administration, which was provided in September. The response that was sent to the DOE was provided electronically in the BOT back-up materials. The DOE has not indicated an objection to FAU's administration's response. The motion passed unanimously.

VII. Approval of the 2009 BOT Meeting Schedule

There was a motion to approve the 2009 BOT Meeting Schedule by Trustee William Bryant. The motion was seconded by Trustee Anthony Barbar. The motion passed unanimously.

VIII. President's 2007-2008 Evaluation

A summary of President Frank Brogan's evaluation was distributed to the BOT. Chairwoman Blosser reviewed the evaluation process. At the October 22, 2008 committee meetings, President Brogan submitted a written self-assessment and evaluation for the past academic year. At the same time the BOT was directed to an online evaluation form to complete and give their perception of the President's performance for the past year. Chairwoman Blosser used her personal observations, the summary of the BOT input, as well as the President's review of his goals for the past academic year.

Ten of the thirteen trustees completed the online evaluation form not including the chair. Trustees were asked to rate President Brogan's performance on twenty nine topics and provide comments regarding:

- Academic management and leadership
- Performance of administrative duties
- Personal qualities

The evaluation was based on a 4.0 scale with 4.0 being the highest score possible. President Brogan earned an overall average of 3.93 for all twenty nine topics. The summary of the inline questions are included in the evaluation summary. Chairwoman Blosser concluded that the evaluation next year should include an area that the BOT can comment on whether or not they felt the President accomplished the goals he set. Chairwoman Blosser reviewed President Brogan's goals for 2007-2008, his other accomplishments, and his goals for the next academic year as well as his compensation.

Chairwoman Blosser discussed President Brogan's compensation. The BOT consultant on presidential compensation completed a report that indicated that an annual bonus is substantial component of the presidential compensation package. Looking at comparative data from the other SUS institutions, if the BOT had decided to give President Brogan a performance bonus it would likely have exceeded \$50,000; however, given the economic conditions in the state and at the University, President Brogan and the Chair of the BOT, Nancy Blosser, agreed that he would decline such a bonus if offered for the 2007-2008 year. Trustee Plymale added that President Brogan has declined bonuses in the past and has only received one bonus under his six year contract. Trustee Bryant asked what was BOT rights in superseding President Brogan wishes in declining his bonus. Mr. David Kian stated under the existing contract the BOT has the legal authorization and contractual right to award President Brogan an annual performance bonus. He added that if the BOT chooses to award a bonus and President Brogan declined the bonus it would impose adverse tax consequences to him. Chair Blosser discussed the differences between the President's contract and contracts subject to collective bargaining. Chair Blosser discussed the President's current contract. She stated the BOT wanted to negotiate a contract that would retain President Brogan, was fair and equitable in comparison to other Presidents' contracts in the SUS, and wanted to have a good track record regarding how the BOT deals with presidential compensation. Chair Blosser stated that base salary negotiated was fair and reasonable and the \$32,000 pay increase stipulated in the new contract will be finance through the FAU Foundation. In addition to the President's request to deny a performance bonus this year, he also will delay acceptance of the portion the increase that exceeds his current compensation until he is satisfied that the compensation levels for all university employees are fully addressed. Chair Blosser commented that she concurs with the President's requests. Trustee Robert Stilley commented that he appreciates President Brogan's position and wanted to note that when the economic situation turns around the BOT hopes to compensate President Brogan accordingly. Trustee Sherry Plymale expressed concern as to how can the BOT express appreciate the work President Brogan has done, possibly in the form of a resolution. Trustee Lalita Janke asked if there could be a recurring award or plaque in President Brogan's name. Trustee Thomas Workman added that a resolution

would be an appropriate way to acknowledge the BOT's pleasure with President Brogan's hard work. Trustee Scott Adams added that at a later date the BOT needs to revisit the topic of President Brogan's bonus and compensation package when economic times are better.

It is the BOT's desire to implement a way to recognize President Brogan for his work. Trustee Janke asked if there could be a reoccurring award for students instituted in President Brogan's name. Mr. Kian added that if the BOT would like to create a recurring award or acknowledgement it could be taken up in either the Committee on Academic and Student Affairs or the Audit and Finance Committee.

With no further discussion there was a motion by Trustee Lalita Janke to accept that the BOT have formed a resolution to recognize their appreciation for President Frank Brogan's hard work and dedication and refer to staff to determine whether there is anything else the BOT can do to acknowledge the President. The motion was seconded by Trustee Sherry Plymale. The motion passed unanimously.

IX. Old Business

There was no old business.

X. New Business

There was no new business.

XI. BOT Member Comments

Trustee Eric Shaw expressed appreciation to President Brogan for showing sympathy with the faculty and staff by declining the potential bonus. He also thanked the HBOI staff. Trustee Thomas Workman commented on the quality of the faculty and staff and added that the BOT will do what possible to provide financial assistance within means. Trustee Lalita Janke presented President Brogan with a letter of appreciation and sample of money from Iraq from George Hudson in the Surgical Division in Iraq as a result of the Any Soldier campaign. Trustee Robert Stilley reiterated that the BOT is aware of the need to raise salaries for faculty and staff and will do everything within their power to do so. He asked that the faculty and staff please recognized the financial restraints the BOT operates under. Trustee Sherry Plymale echoed Trustee Stilley's comments and thanked the board for coming to HBOI. Trustee Anthony Barbar commended the Chair, President, faculty, and staff for their hard work in supporting FAU.

XIII. Public Comments

Mr. Jim Sites thanked the BOT for a enabling the HBOIF to serve HBOI as a DSO. He gave a brief update on what the foundation have completed to date as far as potential land sales and fundraising efforts.

XIV. Adjournment

The meeting adjourned at 12:15 p.m.